I. ADOPTION OF THE AGENDA

II. APPROVAL OF THE MINUTES: December 2, 1996

III. REMARKS BY PROVOST SCHIAVELLI

IV. ANNOUNCEMENTS: Senate President Palley

ANNOUNCEMENTS FOR CHALLENGE:

1. Revision of the B.A.S. in Agricultural Engineering Technology and retitling of the major to Bioresources Engineering Technology
2. New minor in Engineering Technology
3. Revision of the major in Agricultural Education
4. Revision of the major in Entomology: Wildlife Conservation
5. Revision of the major in Plant Science--Deletion of the following concentrations:
   a. Ornamental Horticulture
   b. Agronomy
   c. Plant Pathology
6. Revision of the Bachelor of Chemical Engineering
7. Change in name of the Department of Electrical Engineering to the Department of Electrical and Computer Engineering
8. Revision of the Ph.D. and M.Ch.E. in Chemical Engineering
9. Change in name of the Department of Textiles, Design and Consumer Economics to the Department of Consumer Studies
10. Creation of a Specialization in Educational Technology in the Ed.D. in Leadership in Curriculum and Instruction
11. Revision of the B.S. in Human Resources:
    a. Apparel Design
    b. Merchandising to include a new title: Fashion Merchandising
    c. Consumer Economics
12. Revision of the B.S. in Human Resources:
    a. Applied Nutrition
    b. Dietetics
    c. Hotel, Restaurant and Institutional Management
Summary of Agenda

13. Revision of the B.S. in Human Resources: Early Childhood Development and Education
14. New minor in Disabilities Studies
15. Revision to the B.A. in Women's Studies
16. Revision of the major in Exercise and Sports Science—to include the addition of the following concentrations:
   a. Exercise Physiology
   b. Strength and Conditioning

V. OLD BUSINESS - None

VI. NEW BUSINESS

A. Recommendation for the establishment of a new major in Plant Biology leading to the B.S. degree in Agriculture

B. Recommendation for the establishment of a new major in Landscape Horticulture leading to the B.S. degree in Agriculture

C. Recommendation for the establishment of a new Honors Degree leading to the Honors B.A. in Communication

D. Recommendation for the establishment of a new Honors Degree leading to the Honors B.A. in Mathematical Sciences

E. Recommendation for the establishment of a new Honors Degree leading to the Honors B.S. in Mathematical Sciences

F. Recommendation for the establishment of a new Honors Degree leading to the Honors B.A. in Mathematical Sciences Education

G. Recommendation for the establishment of a new Honors Degree leading to the Honors B.A. in Women's Studies

H. Recommendation for the disestablishment of the B.S. in Human Resources: Coordinated Undergraduate Dietetics

I. Recommendation on amending the Faculty Handbook relative to the Minutes of the Faculty Senate Meetings

J. Recommendation on amending the Faculty Handbook relative to the addition of two non-elected voting senators
Summary of Agenda

-3-

K. Recommendation on amending the Faculty Handbook relative to the University Policy Against Sexual Harassment

L. Introduction of new business
January 21, 1997

TO: All Faculty Members

FROM: Joann Browning, Vice President
       University Faculty Senate

SUBJECT: Regular Faculty Senate Meeting, February 10, 1997

In accordance with Section IV, paragraph 6 of the Constitution, the regular meeting of the University Faculty Senate will be held on Monday, February 10, 1997 at 4:00 p.m. in room 110 Memorial Hall. The agenda will be as follows:

AGENDA

I. Adoption of the Agenda.

II. Approval of the minutes of the Senate meeting of December 2, 1996.

III. Remarks by Provost Schiavelli.

IV. Announcements: Senate President Palley

   Announcements for Challenge

[Note: To save expenses, attachments do not always include the complete information and supporting materials available to the committee(s). A copy of all background information is being held for review in the Faculty Senate Office, 205 Hullihen.]

1. Revision of the B.A.S. in Agricultural Engineering Technology and retitling of the major to Bioresources Engineering Technology (Attachment 1)

2. New minor in Engineering Technology (Attachment 2)

3. Revision of the major in Agricultural Education (Attachment 3)
4. Revision of the major in Entomology: Wildlife Conservation (Attachment 4)

5. Revision of the major in Plant Science--Deletion of the following concentrations: (Attachment 5)
   a. Ornamental Horticulture
   b. Agronomy
   c. Plant Pathology

6. Revision of the Bachelor of Chemical Engineering (Attachment 6)

7. Change in name of the Department of Electrical Engineering to the Department of Electrical and Computer Engineering (Attachment 7)

8. Revision of the Ph.D. and M.Ch.E. in Chemical Engineering (Attachment 8)

9. Change in name of the Department of Textiles, Design and Consumer Economics to the Department of Consumer Studies (Attachment 9)

10. Creation of a Specialization in Educational Technology in the Ed.D. in Leadership in Curriculum and Instruction (Attachment 10)

11. Revision of the B.S. in Human Resources: (Attachment 11)
    a. Apparel Design
    b. Merchandising to include a new title: Fashion Merchandising
    c. Consumer Economics

12. Revision of the B.S. in Human Resources: (Attachment 12)
    a. Applied Nutrition
    b. Dietetics
    c. Hotel, Restaurant and Institutional Management

13. Revision of the B.S. in Human Resources: Early Childhood Development and Education (Attachment 13)

14. New minor in Disabilities Studies (Attachment 14)

15. Revision to the B.A. in Women’s Studies (Attachment 15)

16. Revision of the major in Exercise and Sports Science--to include the addition of the following concentrations: Exercise Physiology and Strength and Conditioning (Attachment 16)
V. Old Business - None

VI. New Business

A. Recommendation from the Committee on Undergraduate Studies (R. Taggart, Chairperson), with the concurrence of the Coordinating Committee on Education (R. Carroll, Chairperson), for the establishment of a new major in Plant Biology leading to the B.S. degree in Agriculture. (Attachment 17)

RESOLVED, that the Faculty Senate approves provisionally, for four years, the establishment of a new major in Plant Biology leading to the B.S. degree in Agriculture, effective September 1, 1997.

B. Recommendation from the Committee on Undergraduate Studies (R. Taggart, Chairperson), with the concurrence of the Coordinating Committee on Education (R. Carroll, Chairperson), for the establishment of a new major in Landscape Horticulture leading to the B.S. degree in Agriculture. (Attachment 18)

RESOLVED, that the Faculty Senate approves provisionally, for four years, the establishment of a new major in Landscape Horticulture leading to the B.S. degree in Agriculture, effective September 1, 1997.

C. Recommendation from the Committee on Undergraduate Studies (R. Taggart, Chairperson), with the concurrence of the Coordinating Committee on Education (R. Carroll, Chairperson), for the establishment of a new Honors Degree leading to the Honors B.A. in Communication. (Attachment 19)

RESOLVED, that the Faculty Senate approves the establishment of a new Honors Degree leading to the Honors B.A. in Communication.

D. Recommendation from the Committee on Undergraduate Studies (R. Taggart, Chairperson), with the concurrence of the Coordinating Committee on Education (R. Carroll, Chairperson), for the establishment of a new Honors Degree leading to the Honors B.A. in Mathematical Sciences. (Attachment 20)
RESOLVED, that the Faculty Senate approves the establishment of a new Honors Degree leading to the Honors B.A. in Mathematical Sciences.

E. Recommendation from the Committee on Undergraduate Studies (R. Taggart, Chairperson), with the concurrence of the Coordinating Committee on Education (R. Carroll, Chairperson), for the establishment of a new Honors Degree leading to the Honors B.S. in Mathematical Sciences. (Attachment 21)

RESOLVED, that the Faculty Senate approves the establishment of a new Honors Degree leading to the Honors B.S. in Mathematical Sciences.

F. Recommendation from the Committee on Undergraduate Studies (R. Taggart, Chairperson), with the concurrence of the Coordinating Committee on Education (R. Carroll, Chairperson), for the establishment of a new Honors Degree leading to the Honors B.A. in Mathematical Sciences Education. (Attachment 22)

RESOLVED, that the Faculty Senate approves the establishment of a new Honors Degree leading to the Honors B.A. in Mathematical Sciences Education.

G. Recommendation from the Committee on Undergraduate Studies (R. Taggart, Chairperson), with the concurrence of the Coordinating Committee on Education (R. Carroll, Chairperson), for the establishment of a new Honors Degree leading to the Honors B.A. in Women’s Studies. (Attachment 23).

RESOLVED, that the Faculty Senate approves the establishment of a new Honors Degree leading to the Honors B.A. in Women’s Studies.

H. Recommendation from the Committee on Undergraduate Studies (R. Taggart, Chairperson), with the concurrence of the Coordinating Committee on Education (R. Carroll, Chairperson), for the disestablishment of the B.S. in Human Resources: Coordinated Undergraduate Dietetics. (Attachment 24)

WHEREAS, the major in Coordinated Undergraduate Dietetics is now being offered through the post-baccalaureate dietetic internship offered by the
All Faculty Members

Department of Nutrition and Dietetics in collaboration with the Delaware Department of Public Health, and

WHEREAS, there are currently no students enrolled in this major, be it therefore

RESOLVED, that the Faculty Senate approves the disestablishment of the major in Coordinated Undergraduate Dietetics, B.S. in Human Resources, effective immediately.

I. Recommendation from the Committee on Rules (F. Dilley, Chairperson), on amending the Faculty Handbook relative to the Minutes of the Faculty Senate Meetings.

RESOLVED, that the Faculty Handbook, page I-8, Section L, "Responsibilities and Powers of Officers, seventh paragraph, second sentence, be amended as follows: [New wording is in bold type and deleted material is in brackets.]

[The minutes will not contain a record of the debate except by order of the Senate either prior to or immediately after the debate.] The minutes will contain a record of relevant items in the discussion which preceded Senate actions.

J. Recommendation from the Faculty Senate Executive Committee to add the Vice Provost for Undergraduate Instruction and the Vice Provost for Research as voting non-elected members of the Faculty Senate, effective September 1, 1997.

WHEREAS, the number of non-elected senators will be reduced due to the reorganization of the colleges, and

WHEREAS, the Committee on Undergraduate Studies and the Committee on Research have recommended the addition of the Vice Provost for Undergraduate Instruction and the Vice Provost for Research, respectively, as voting non-elected senators, be it therefore
RESOLVED, that the Faculty Handbook, page I-2, Section IV, paragraph 1., be amended as follows: [Addition in bold type]

The Senate shall consist of the President of the University, the University Provost, the Vice President for Student Life, the Vice Provost for Undergraduate Instruction, the Vice Provost for Research, the Deans of the Colleges, the Associate Provost for Graduate Studies, the elected Senate officers, the elected faculty senators of the Units, and four student senators of the University. Each member of the Senate (hereinafter called a senator) shall have the right to vote. In no case shall the number of non-elected senators exceed twenty percent of the Senate.

K. Recommendation from the Committee on Faculty Welfare and Privileges (J. McLaughlin, Chairperson), on amending the Faculty Handbook regarding "University Policy Against Sexual Harassment," page III-6, Section B.2. [Deletions in italics, additions in bold and underlined]

B.2 UNIVERSITY POLICY AGAINST SEXUAL HARASSMENT

II. Complaint Procedures

B. Informal Procedures

WHEREAS, the existing wording of the following section does not make it clear that our policy is that a faculty member accused of sexual harassment should be strongly encouraged to consult with the AAUP before any meetings with administrators, be it therefore

RESOLVED, that Section II B be reworded as follows:

Upon receipt of a written allegation of sexual harassment, the Vice President for Employee Relations will meet with the individual against whom the complaint has been made, his/her department chairperson or immediate supervisor;
college dean or unit head. The director of OWA or OAA will be in attendance also, as appropriate.

The AAUP will be notified if the complaint involves a faculty member(s) in any way. If the accused is a faculty member, the AAUP will be notified in time to allow consultation with the accused prior to the meeting. The Vice-President for Employee Relations will advise the accused that it is in his/her best interest to seek out the appropriate AAUP officer for consultation prior to any meetings.

WHEREAS, the existing policy does not mention any temporal constraints on the conduct of the investigation, and

WHEREAS, undue delays could cause harm to either the complainant or the accused, and

WHEREAS, specific time-frames could distort the conduct of the investigation, be it therefore

RESOLVED, that the sentence shown below in bold and underlined be added to the following paragraph:

Where indicated, the Vice President for Employee Relations may interview other individuals to ascertain the validity of the complaint. However, the investigation will proceed in a timely manner.

C. Formal Redress

WHEREAS, the existing wording is vague concerning avenues open to complainants, be it therefore

RESOLVED, that the words in bold and underlined be added to the following paragraph:

A more formal means of redress from sexual harassment may also be sought through grievance procedures. For faculty, a complainant may [be brought] appeal the results of the informal
procedures to the Faculty Senate Committee on Faculty Welfare and Privileges [or]. Upon review of a written appeal, the committee may elect to pursue the matter and make additional recommendations to the University Provost. A grievance may be commenced under the collective bargaining agreement if the informal procedures set forth above have not been properly followed. For hourly employees, the grievance procedures are found in their collective bargaining agreements. For professional and salaried staff, the grievance procedures are found in the Personnel Policy & Procedures Manual for Professional & Salaried Staff. For students, the grievance procedures are found in the Official Student Handbook. (Rev. 6/5/89; updated 11/15/93; revised Office of Employee Relations, 2/96)

L. Such items as may come before the Senate. (No motion introduced under new business, except a motion to refer to committee, shall be acted upon until the next meeting of the Senate.)

JB/rg

Attachments: Committee Activities Report

1. Revision of the B.A.S. in Agricultural Engineering Technology
2. New minor in Engineering Technology
3. Revision of the major in Agricultural Education
4. Revision of the major in Entomology: Wildlife Conservation
5. Revision of the major in Plant Science
6. Revision of the Bachelor of Chemical Engineering
7. Change in name of the Department of Electrical Engineering
8. Revision of the Ph.D. and M.Ch.E. in Chemical Engineering
9. Change in name of the Department of Textiles, Design and Consumer Ec.
10. Creation of a Specialization in Educational Technology
11. Revision of the B.S. in Human Resources: Apparel Design, Merchandising, and Consumer Economics
12. Revision of the B.S. in Human Resources: Applied Nutrition, Dietetics & Hotel, Restaurant and Institutional Management
13. Revision of the B.S. in Human Resources: Early Childhood Development & Education
14. New minor in Disabilities Studies
15. Revision to the B.A. in Women’s Studies
16. Revision of the major in Exercise and Sports Science to include the addition
of concentrations
17. New major in Plant Biology
18. New major in Landscape Horticulture
19. Honors B.A. in Communication
20. Honors B.A. in Mathematical Sciences
21. Honors B.S. in Mathematical Sciences
22. Honors B.A. in Mathematical Sciences Education
23. Honors B.A. in Women’s Studies
24. Disestablishment of the major in Coordinated Undergraduate Dietetics
COMMITTEE ACTIVITIES REPORT

FEBRUARY 1997

ACADEMIC PRIORITIES REVIEW CTE. (John McLaughlin)

Discussing several long-range priorities, including the library

COMMITTEES AND NOMINATIONS, CTE. ON (Carol Denson)

Filled vacancies on Senate Committees
Established an ad hoc committee to review the general education requirements for all students at the University of Delaware. Professor Carol Hoffecker, Richards Professor of History, will serve as chair.

COORDINATING COMMITTEE ON EDUCATION, CTE. ON (Robert Carroll)

Completed numerous announcements for challenge and resolutions which are included on the February Senate Agenda

FACULTY WELFARE AND PRIVILEGES, CTE. ON (John McLaughlin)

Continued consideration of policies on sexual harassment
Revised Copy, October 31, 1996

Revision and Retitling of the Agricultural Engineering Technology Curriculum to

Bioresources Engineering Technology

The Department of Agricultural Engineering has begun the process of renaming itself the Department of Bioresources Engineering to reflect the broader scope of its interests and expertise. Trends within the profession, especially in this region of the country, have enlarged the discipline’s breadth beyond engineering for production agriculture. We have become involved with a wider range of engineering problems that are best described as pertaining to biological and natural resources.

Research within the department deals with issues related to the environment and to biological systems. Human interaction with and engineering of various ecosystems, both natural and cultivated, are central concerns of our work. Some specific examples of research include work related to land disposal of wastes, water quality in hydrologic systems, storm-water management, and improved methods of fertilizer and pesticide application.

In light of the department’s pending name change and the broader focus of the department and the profession, we believe it is now prudent to re-evaluate the department’s traditional Agricultural Engineering Technology major. As a result of that re-evaluation, we have concluded that revision of the curriculum and retitling of the major are in order.

We propose that the revised program be titled Bioresources Engineering Technology. The revised program puts considerably more emphasis on biological systems and natural resources. Since the Bioresources Engineering Technology program is a revision of an existing program, we do not expect it will cause a need for any additional university resources or faculty.

The following pages detail the requirements of the program in a format similar to that which will appear in the undergraduate catalog. To assist the reader in evaluating the revised parts of the program, endnotes are provided to identify the changes. The endnotes will not appear in the undergraduate catalog.
Revised Copy, October 31, 1996

Degree: Bachelor of Applied Science
Major: Bioresources Engineering Technology

CURRICULUM

UNIVERSITY REQUIREMENTS
ENGL 110 Critical Reading and Writing (with minimum grade C-) 3
Three credits in an approved course or courses stressing 3
multi cultural, ethnic, and/or gender-related content.

COLLEGE REQUIREMENTS
Mathematics and Computer Science
Mathematics course (MATH 115 or higher level) 3
Computer Science course selected from CISC 105, EGTE 111, 3
FREC 135, or equivalent

Agricultural and Biological Sciences 9-12
Minimum of one course outside the student’s major in three
of the following areas: Food and Resource Economics, Food
Science, Bioresources Engineering, Entomology and Applied
Ecology, Plant and Soil Sciences, or Biology.

Literature and Arts 6
Six credits selected from the general areas of English, Art,
Art History, Communication, Music, Theatre, or Foreign Language.

Social Sciences and Humanities 9
Minimum of one course in three of the following areas:
Anthropology, Black American Studies, Criminal Justice,
Economics, Education, Geography, History, Philosophy, Political
Science, Psychology, Sociology, or Women’s Studies.

Physical Sciences 8
Minimum of eight credits selected from one of the
following areas: Chemistry, Geology, or Physical Science

MAJOR REQUIREMENTS
Communications [note 1] 7
Seven credits selected to provide training in oral and written
communications to include:
EGTE 365 Junior Seminar 1

A second writing course selected from the following:
ENGL 301 Expository Writing 3
ENGL 302 Advanced Composition 3
ENGL 307 News Writing and Editing 3
ENGL 312 Written Communications in Business 3
ENGL 410 Technical Writing 3
Revised Copy, October 31, 1996

An oral communications course selected from the following:
AGRI 212 Oral Communications in Agr. And Nat. Res. 3
COMM 200 Introduction to Human Communication Systems 3
COMM 255 Fundamentals of Communication 3
COMM 312 Oral Communication in Business 3
COMM 350 Public Speaking 3
COMM 356 Small Group Communication 3

Social Sciences and Humanities [note 1] 15
Fifteen credits selected to provide an appreciation and understanding of our cultural heritage, interpersonal relationships, interrelationships between technology and society and a value system for sound decision making to include:
ECON 151 Introduction to Microeconomics 3
ECON 152 Introduction to Macroeconomics 3
The remaining nine credits to be selected from a minimum of three of the following areas: Anthropology, Art, Art History, Black American Studies, Criminal Justice, Economics, Education, English, Foreign Language, Geography, History, Music, Philosophy, Political Science, Psychology, Sociology, Theater or Women’s Studies.

Basic Sciences and Mathematics 35
A minimum of 35 credits selected to provide fundamental knowledge about nature and its phenomena. Specific requirements are:

Biology, Chemistry and Physics [note 2]
Select one of following Biology/Life Sciences options:
BISC 207 Introductory Biology I 4
and BISC 208 Introductory Biology II 4
or
BISC 103 General Biology 3
BISC 113 General Biology Laboratory 1
and ENTO 201 Wildlife Conservation and Ecology 3
or
PLSC 101 Botany I 4
and ENTO 201 Wildlife Conservation and Ecology 3

Required:
CHEM 103 General Chemistry 4
CHEM 104 General Chemistry 4
PHYS 207 Fundamentals of Physics I 4
PHYS 208 Fundamentals of Physics II 4
Mathematics [note 3]
MATH 241 Analytic Geometry and Calculus A 4
MATH 242 Analytic Geometry and Calculus B 4
MATH 243 Analytic Geometry and Calculus C 4

Technical Sciences [note 1] 18
Eighteen credits that deal with the application of engineering science subject matter to include one course in each of the following areas: Electricity, Fluid Mechanics, Statics, and Thermodynamics.

Specific Requirements are:
EGTE 218 Fundamentals of Hydraulics 4
EGTE 244 Electricity for Engineering Technology 4
EGTE 311 Fundamentals of Thermodynamics 3
EGTE 354 Rural/Light Industrial Buildings 4

The remaining 3 credits must be selected from one of the following areas: Dynamics, Electronics, Materials Technology, or Strength of Materials. EGTE courses that satisfy this requirement are:
EGTE 344 Electronics and Microprocessors 3
EGTE 435 Machinery Design and Development 3

Technical Skills [note 4] 13
Thirteen credits selected to provide skills and knowledge of appropriate methods, procedures and techniques. May include computer use, graphics, problem solving, processes, construction techniques, instrumentation techniques, production methods, field operations, plant operations, safety and maintenance:
Required:
EGTE 111 Computer Applications in Engineering Technology 3
EGTE 113 Land Surveying 2
EGTE 125 Intro. to Bioresources Engineering Tech. [note 5] 2
EGTE 209 Computer Aided Drafting 3
EGTE 443 Instrumentation 3

Technical Specialization [note 6] 21
Twenty-one credits selected from courses that involve technical analysis and design.

Specific Requirements are:
EGTE 321 Storm-Water Management 4
EGTE 328 Waste Management Systems 3
EGTE 421 Bioresources Management Systems [note 7] 4
EGTE 431 Mechanical Aspects of Bio. and Nat. Res. [note 7] 4
EGTE 451 Senior Design [note 5] 3
Revised Copy, October 31, 1996

and one of the following:
AGEG 628 Land Application of Wastes 3
EGTE 331 Mechanical Power Units 4
EGTE 440 Plant Layout and Materials Handling 3
EGTE 444 Programmable Logic Control Systems 3
EGTE 445 Food Engineering Technology 4
EGTE 456 Fundamentals of HVAC 3

Technical Support [note 8] 18
Eighteen credits selected to support the specialization and career interests of the student.

Specific Requirements:
PLSC 204 Introduction to Soil Science 4
A minimum of three credits in biology/life sciences 3
or natural resources, excluding courses used to satisfy the Biology, Chemistry, and Physics group

The remaining credits may be satisfied by additional courses in the Bioresources Engineering Department or related courses approved by the student's advisor.

To graduate with a major in Bioresources Engineering Technology, the student must attain an average 2.0 index in all courses with a AGEG (BREG) or EGTE prefix.

ELECTIVES [note 2]
Electives
After required courses, sufficient elective credits must be taken to meet the minimum number of 130 credits. May include Military Science, Music, or Physical Education. (Only four credits of activity-type Physical Education and/or four credits of performing Music organization credit may be counted toward the degree.)

CREDITS TO TOTAL A MINIMUM OF [note 2] 130

ENDNOTES
1. Requirements are the same as those of the old AET major.

2. The AET program required a minimum of 3 credits in Biology/Life Science. Most students satisfied the requirement by taking BISC 103. The new requirement is a minimum of 7 credits in Biology/Life Sciences to be satisfied by choosing one of three sets of course options.
BISC 207 and 208 would be recommended for those students interested in obtaining a biology minor. The other change in this category is removal of the PHYS 201 and 202 sequence as a choice, leaving PHYS 207 and 208 as the requirement.

3. The AET program required a minimum of 12 credits of mathematics at or above the 200-level, to include two semesters of calculus. Either MATH 221 and 222 or MATH 241 and 242 were acceptable. Mathematical modeling and simulation of natural systems are important tools in the discipline of Bioresources Engineering. The Calculus A, B, and C course sequence covers the topics of partial derivatives and vector calculus--subjects that will allow us to enrich upper level courses with rigorous applications of mathematical modeling and simulation.

4. The thirteen credits under technical skills are explicitly specified in the BRET program. The AET requirement, EGTE 109, Technical Drafting, is replaced with EGTE 125, Introduction to Bioresources Engineering Technology. Many if not most incoming students have some board drafting or formal drawing experience and do not need another drafting course. The instrumentation course is specified because measurement systems and technology are important for all aspects of bioresources.

5. New course.

6. Total credits in this category have been reduced from 22 to 21. The list of required courses has been changed to emphasize biological systems and bioresources management.

7. This course is a retitled revision of the course having the same number in the current course catalog. Since this is an upper level course, there will be no immediate demand. We will initiate paperwork for the required changes next year.

8. The Technical Support category has been changed to specify 3 credits in biology/life sciences or natural resources in addition to the 4 credits from PLSC 204, Introduction to Soil Science, that are required for the AET program. The required total number of credits in this group has been reduced from 19 to 18.
Revised Copy, October 29, 1996

ENGINEERING TECHNOLOGY

Minor in Engineering Technology

A minor in engineering technology may be earned by a student in any University bachelor's degree program through successful completion of a minimum of 20 credits of engineering technology courses in accordance with the requirements listed here. All students must meet the required prerequisites for any engineering technology course before it is taken. Before being admitted to the minor, the student must have successfully completed MATH 222 or MATH 242, CHEM 102 or CHEM 104, and PHYS 202 or PHYS 208. A grade point average of at least 2.0 is required in the 20 credits of engineering technology courses for the minor and in the mathematics and science courses listed above.

The required engineering technology courses are:

EGTE 109  Technical Drafting  2
EGTE 111  Computer Applications in Eng. Tech.  3

An additional 15 credits in engineering technology must be taken of which at least 6 credits must be at the 300 level or higher. All engineering technology courses shall be selected with the approval of an advisor in the Department of Bioresources Engineering to meet each student's objectives. For students concerned with the environment, these courses might include EGTE 103, 113, and 328; for those interested in electronics, EGTE 244 and 344. Courses can also be chosen to give the student's minor an emphasis in other areas such as manufacturing, mechanics, or technical management.
COLLEGE REQUIREMENTS
Mathematics and Computer Science
Mathematics course selected from CISC 105, EGTE 111, EGR 135, 3
Computer Science course selected from CISC 102, EGTE 112, CISC 135, 3
EGR 135, or equivalent 3
Agricultural and Biological Sciences
9-12
Minimum of one course outside the student's major area of the following:
- Food and Resource Economics
- Animal Science
- Entomology and Applied Ecology
- Plant and Soil Sciences
- Biology
- Literature and Arts
9
Nine credits from English and/or Communications
Social Sciences and Humanities
9
Minimum of one course in three of the following areas: Anthropology,
Black American Studies, Criminal Justice, Economics, Education,
Geography, History, Philosophy, Political Science
Psychology, Sociology, or
Women's Studies
Physical Sciences
8
Minimum of eight credits selected from one of the following two-course
sequences:
- CHEM 101/102 or 103/104
- PHYS 201/202 or 207/208
- GEOL 105 and 106
- GEOL 101 and 102
MAJOR REQUIREMENTS
External to the College
EDST 201 Education in a Multicultural Society 3
EDST 230 Introduction to Exceptional Children 3
EDST 304 Educational Psychology-Behavioral Aspects 3
EDST 305 Educational Psychology-Cognitive Aspects 3
EDTV 400 Student Teaching 6
The Agricultural Education program requires a minimum GPA for enrollment in EDTV 400, Student Teaching, a course required for the
degree. The teacher education program advisor should be consulted for other policies concerning qualifications for student teaching.
Within the College
A 2.75 index in at least thirty credits of technical agriculture 30
from at least three departments in the college.
Within the Department
Professional Education
AGED 380 Agricultural Education Materials and Approaches I 3
AGED 381 Agricultural Education Materials and Approaches II 3
ELECTIVES
Electives
32-35
May include Military Science, Music, or Physical Education. (Only four credits of activity may be counted toward the degree.)
In order to graduate with a major in Agricultural Education, students must have a minimum of 40 credit hours of General Education.
CREDITS TO TOTAL A MINIMUM OF 130

AGRICULTURAL ENGINEERING

The Agricultural Engineering Department offers majors in Agricultural
Engineering and Engineering Technology. Both majors are accredited
by the Accreditation Board for Engineering and Technology (ABET).

Agricultural engineering technology is the application of engineering
techniques in such areas as production mechanization, energy,
soil and water conservation, plant and animal environments,
agricultural waste management, processing and storage, and building
construction. This requires a knowledge of physical and natural sciences and technical skills to support engineering activities.

The agricultural engineering technology curriculum is designed to prepare students for engineering-related employment in agricultural industries. A scientific or business background may be obtained according to the student’s interest through the selection of electives in

DEGREE: BACHELOR OF APPLIED SCIENCE MAJOR: AGRICULTURAL ENGINEERING TECHNOLOGY CURRICULUM

UNIVERSITY REQUIREMENTS
ENGL 110 Critical Reading and Writing with minimum grade C three credits in an approved course or courses stressing multicultural, ethnic, and/or gender-related content (see p. 20).

COLLEGE REQUIREMENTS
Communications
Six credits selected to provide training in oral and written
communications to include:
- ENGL 385 Junior Seminar
- A second writing course selected from the following:
  - ENGL 381 Expository Writing
  - ENGL 382 Advanced Composition
  - ENGL 387 News Writing and Editing
  - ENGL 388 Written Communications in Business
  - ENGL 401 Technical Writing
- An oral communication course selected from the following:
  - COMM 200 Introduction to Human Communication Systems
  - COMM 255 Fundamentals of Communication
  - COMM 312 Oral Communication in Business
  - COMM 333 Public Speaking
  - COMM 556 Small Group Communication

Social Sciences and Humanities
Fifteen credits selected to provide an appreciation and understanding of
our cultural heritage, interpersonal relationships, interrelationships
between technology and society and a value system for sound decision-making.
Nine credits to be selected from a minimum of three of the following:
- Anthropology
- Art History
- Black American Studies
- Criminal Justice
- Economics
- Education
- English Foreign Language
- Geography
- History
- Music
- Philosophy
- Political Science
- Psychology
- Sociology
- Women’s Studies

Basic Sciences and Mathematics
Thirty-one credits selected to provide fundamental knowledge about nature
and its phenomena and mathematics including calculus as follows:

Biology, Chemistry and Physics

Biology/Life Science course
CHEM 103 General Chemistry
CHEM 104 General Chemistry
PHYS 201 Introductory Physics I
PHYS 207 Fundamentals of Physics I
PHYS 202 Introductory Physics II
PHYS 208 Fundamentals of Physics II

Mathematics and Statistics
A minimum of 12 credits in mathematics and statistics.

MATH 221 Calculus
MATH 241 Analytic Geometry and Calculus A
MATH 222 Calculus II
MATH 242 Analytic Geometry and Calculus B

STAT 201 Introduction to Statistics
MATH or STAT 243 Analytic Geometry and Calculus C

Elective Mathematics or Statistics Course at the 200 level or above
PLANT AND SOIL SCIENCES

Plant and Soil Sciences includes disciplines of study that apply chemical, biological, and physical principles toward insuring adequate food supplies in a safe and aesthetic environment. Faculty in the department have active teaching and research programs in plant molecular biology, botany, anatomy, physiology, taxonomy, genetics, plant breeding, cell and tissue culture, pathology, ornamental horticulture, landscape design, crop and vegetable science, soil chemistry, soil management, soil physics, and soil microbiology. Undergraduate students often are involved in some aspect of these research programs, which strengthens and broadens their understanding of science.

Students pursue a program of study leading to the degree Bachelor of Science in Agriculture. They can major in Plant Science or Landscape Horticulture, Plant Biology or General Plant Science.

LANDSCAPE HORTICULTURE, PLANT BIOLOGY OR

select one of four areas of concentration: general plant science, ornamental horticulture, agronomy, or pathology, or they can major in Environmental Soil Science. The department also co-offers Natural Resource Management, an interdisciplinary major.

Each candidate for a degree must earn a minimum of 124 credits; achieve a minimum cumulative grade point average of 2.00 on all work undertaken at the University of Delaware, and fulfill the course requirements of the degree program.

DEGREE: BACHELOR OF SCIENCE IN AGRICULTURE

MAJOR: PLANT SCIENCE

CONCENTRATION: GENERAL PLANT SCIENCE

CURRICULUM CREDITS

UNIVERSITY REQUIREMENTS
ENGL 110 Critical Reading and Writing (Minimum grade C) 3
Three credits in an approved course or courses stressing multicultural, ethnic, and/or gender-related content (see p. 20.) 3

COLLEGE REQUIREMENTS
Mathematics and Computer Science
Mathematics course 3
Computer Science course selected from CSCE 105, 107, 114, 117 3
PRE 135, or equivalent

Agricultural and Biological Sciences 9-12
Minimum of one course outside the student’s major in three of the following areas: Food and Resource Economics, Food Science, Agricultural Engineering, Animal Science, Entomology and Applied Ecology, or Biology.

Literature and Arts 6
Six credits selected from the general areas of English, Art, Art History, Communication, Music, Theatre, or Foreign Language.

Social Sciences and Humanities 9
Minimum of one course in three of the following areas: Anthropology, Black American Studies, Criminal Justice, Economics, Geography, History, Philosophy, Political Science, Psychology, Sociology, or Women’s Studies.

Physical Sciences 8
Minimum of eight credits selected from one of the following areas: Chemistry, Physics, Geology, or Physical Science.

MAJOR REQUIREMENTS
A course may be applied toward both the major requirements and a college requirement, but credits are counted only once toward graduation.

Within the Department
CHEM 101 General Chemistry 4
CHEM 103 General Chemistry 4
CHEM 102 General Chemistry 4
CHEM 104 General Chemistry 4
CHEM 213 Elementary Organic Chemistry 4

One of the following three courses:
PHYS 101 Introduction to Physics 4
GEOL 105 General Geology 4
CHEM 214 Elementary Biochemistry 3

Electives
May include Military Science, Music, or Physical Education. [Only two credits of activity-type Physical Education and/or two credits of performing Music organization credit may be counted toward the degree.] Elective credits will be reduced for students choosing one of the following three optional concentrations.

CREDITS TO TOTAL A MINIMUM OF 124

50

THE FOLLOWING CONCENTRATIONS WILL BE DELETED:

ORNAMENTAL HORTICULTURE
AGRONOMY
PLANT PATHOLOGY

The page is attachment #5 under Ann. for Challenge.
Date: Thu, 21 Nov 1996 16:16:42 -0500 (EST)
From: Jon Olson <olson@che.udel.edu>
To: livingst@math
Cc: Dan Boulet <Dan.Boulet@mvs>
Subject: Curriculum Revision

My colleagues desire to make a small revision in the CHEG curriculum, and we need a reply from you agreeing to the change. Starting with the class that enters next fall (F97), the changes are

    third term - drop MATH 303
    fourth term - increase CHEG 325 from 3 to 4 credits

If all goes as planned, MATH 303 is needed for the F97 term but not thereafter. I expect this is an easy request for you, and I appreciate the efforts you've made to find faculty to teach MATH 303 to sophomore chemical engineers.

Thank you in advance for your assistance.

-Jon Olson

Date: Mon, 25 Nov 1996 09:51:02 -0500 (EST)
From: Albert Livingston <livingst@math.udel.edu>
To: olson@che.udel.edu
Cc: livingst@math.udel.edu
Subject: Re: Curriculum Revision

^The change that you propose is acceptable to us.

   Al Livingston
November 8, 1996

MEMORANDUM

TO: Marian L. Palley, President
    Faculty Senate

FROM: Stuart L. Cooper, Dean
    College of Engineering

SUBJECT: Department Name Change

A proposal to change the name of the Department of Electrical Engineering to the Department of Electrical and Computer Engineering has received a unanimous vote in favor of the proposal from the Electrical Engineering faculty and a vote in favor of recommending approval from the College of Engineering faculty.

We seek the approval of the Faculty Senate for implementation of this name change effective September 1997.

Enclosures

cc: Neal C. Gallagher, Chair, Electrical Engineering Department
    Jon H. Olson, Chair, College Educational Activities Committee
Proposal for changing the name of the Department of Electrical Engineering to the Department of Electrical and Computer Engineering

Desirability of a name change

We strongly believe that Electrical Engineering and Computer Engineering are very much one and the same profession. However, in recent years, the growth of computer-related industries has led to a situation where a segment of electrical engineering, computer engineering, has grown to be larger than the rest of the electrical engineering profession in terms of numbers of jobs. As such, the general public has grown to think of a computer engineer as being something separate and distinct from an electrical engineer. It is estimated that by the year 2005, there will be over 800,000 jobs for computer systems engineers, while the rest of electrical engineering will be just under 600,000 total jobs, nationwide.

Already today, about half of all electrical engineering departments across the nation have names that are something like “Department of Electrical and Computer Engineering”, making us, at Delaware, hardly cutting edge in this regard.

Impact on our Program

Last year, the approval of the new undergraduate degree in computer engineering within the Department of Electrical Engineering was a much-needed enhancement to our program. We believe, however, that not all prospective students recognize we have two degree programs when they do their search for potential universities. They instead only see the department’s name and move on, looking for computer engineering programs at other universities. A name change will give our program that much more up front visibility with prospective students.

Already a substantial number of our graduates find employment in computer-related fields. A name change would give our program added visibility with these prospective employers.

Finally, there is no cost, except possibly reordering new envelopes and stationery. No new courses or laboratories are required to make the name change work.

The faculty of Electrical Engineering have voted without dissent to change the name of the department at the first faculty meeting of the Fall semester.

Neal C. Gallagher
Charles Black Evans Professor, and Chair
Department of Electrical Engineering
TO: John C. Cavanaugh  
Interim Associate Provost for Graduate Studies

Robert L. Hampel  
Chair, Graduate Studies Committee

VIA: Stuart L. Cooper  
Dean, College of Engineering

Dan L. Boulet  
Engineering Educational Activities Committee

FROM: Eric W. Kaler  
Chair, Chemical Engineering

DATE: September 5, 1996, modified October 2, 1996

SUBJECT: Revision of PhD Requirements for Chemical Engineering

The faculty of Chemical Engineering request approval of a revision in the course requirements for the PhD degree in this department. This reduction is needed to increase the research productivity of our graduate students and to keep us competitive with other first-rank institutions. This package includes the descriptive material to be given to graduate students and the suggested revision of the Graduate Catalog. This memo presents a summary of the specific requests for the revision.

1. Reduce the minimum credit hours of course work from 36 to 24. This is accomplished by eliminating nine credits of the minor and one required Chemical Engineering course.

2. The required courses for the PhD program are:

   CHEG 825       Thermodynamics
   CHEG 830       Fluid Mechanics
   CHEG 835       Applied Chemical Kinetics
   CHEG 863       Diffusional Operations
   MEEG 863/864   Engineering Analysis I, II

   Total: 18 credits

3. The remaining 6 credits are Chemical Engineering graduate electives chosen with the approval of the faculty advisor. One of these courses shall be CHEG 8xx and the other may be CHEG 6xx or CHEG 8xx.

4. These requirements will be available to all Chemical Engineering graduate students currently enrolled who have not achieved G2 Candidacy status.

5. A student will advance to G2 Candidacy when the minimum course work is completed successfully, the comprehensive examinations have been passed, and the proposed research program approved. After reaching G2 status, registration for 9 credits of CHEG 969 (Doctoral Dissertation) is required.
6. Candidates seeking additional recognition for coursework may choose to earn a concentration. A concentration is a set of four courses in chemical engineering or related departments taken in support of a topical area of chemical engineering research. Two of these courses may be the chemical engineering electives. None of the required CHEG core courses nor the MEEG mathematics sequence will count toward the concentration. The courses for the concentration are tailored to meet the individual interests and goals of the candidate in consultation with the advisor. The title of the concentration and the courses selected for the concentration will be documented in a memo to the Graduate Studies Office signed by the dissertation advisor and the Graduate Program Coordinator. Successful completion of the concentration will be noted on the student's transcript.

The minimum number of course credits needed to complete a PhD program with a concentration is 30.

This proposal reduces the minimum coursework requirements for the PhD by twelve credits and thereby makes it possible for a student to attain candidacy status in one year. The student and the advisor then can decide if the additional work required for a concentration is in the student's best interest. Our overall goal is to increase the emphasis on high-quality research.

To buttress the argument for this new curriculum, we have made a survey of the course requirements of ten highly-regarded chemical engineering departments. A summary of the data is given below in terms of coursework credit hours (CCH):

<table>
<thead>
<tr>
<th>School</th>
<th>Req'd CCH</th>
<th>Minor CCH</th>
<th>Total CCH</th>
</tr>
</thead>
<tbody>
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<tr>
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<td>12</td>
</tr>
<tr>
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<tr>
<td>Cornell</td>
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</tr>
<tr>
<td>Minnesota</td>
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</tr>
<tr>
<td>MIT</td>
<td>9</td>
<td>9</td>
<td>18</td>
</tr>
<tr>
<td>Princeton</td>
<td>36</td>
<td>0</td>
<td>36</td>
</tr>
<tr>
<td>Stanford</td>
<td>13</td>
<td>0</td>
<td>13</td>
</tr>
<tr>
<td>Wisconsin</td>
<td>18</td>
<td>12</td>
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</tr>
<tr>
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<td>5 yes</td>
<td>5 no</td>
<td>25.8</td>
</tr>
<tr>
<td>Proposed</td>
<td>24</td>
<td>no</td>
<td>24</td>
</tr>
</tbody>
</table>

Thus, the proposed modification is well within the range of the requirements of other institutions. Thank you for your consideration of this needed modification.

Lh
Enc.
TO: John C. Cavanaugh  
Interim Associate Provost for Graduate Studies

Robert L. Hampel  
Chair, Graduate Studies Committee

VIA: Stuart L. Cooper  
Dean, College of Engineering

Dan L. Boulet  
Engineering Educational Activities Committee

FROM: Eric W. Kaler  
Chair, Chemical Engineering

DATE: September 5, 1996

SUBJECT: Revision of MChE Requirements for Chemical Engineering

The course requirements for the MChE Degree need to be modified slightly to be consistent with the revision of the content of one of the courses in the department. The proposed revision of the program to be made available to interested individuals is attached.

The revision makes the course requirements in applied mathematics consistent with the proposed PhD program. In the revision both MEEN 863 and 864, Applied Engineering Analysis I & II, are required. It is also possible to substitute courses of equivalent rigor. The revision also brings the list of approved electives up-to-date.

These revisions are housekeeping in nature.

lh  
Attachs.
The Department of Chemical Engineering offers two options for graduate education leading to a Masters in Chemical Engineering (MChE) Degree. Our thesis option requires 6 credit hours of thesis work and 24 credit hours of course work and is designed for full-time graduate students in residence. Our course option requires 30 credits of course work and is designed for engineers who are studying part-time.

Students in both options must satisfy the Requirements for Admission as listed in the Chemical Engineering Section of the current Graduate Catalog of the University of Delaware. The faculty member supervising the thesis research will act as an advisor for students in the thesis option. The Department's graduate student advisor will act as an advisor to all students in the course work option. Graduate students who elect the thesis option and who receive a stipend from the Department will not be allowed to change to the course option.

Both options require 12 credits (four courses) of core courses in chemical engineering fundamentals.

**CHEG 825 Chemical Engineering Thermodynamics (3)**
Applications of classical and molecular thermodynamics to industrial problems in chemical and phase equilibrium. Topics include non ideal solutions, high pressure systems, complex reaction equilibria, generalized correlations, and equations of state.
Prereq: CHEG 325 and C 444.

**CHEG 830 Fluid Mechanics (3)**
Use of field equations of motion and a variety of constitutive assumptions to solve problems involving both laminar and turbulent flows. Emphasizes polymer processing, fluids transport and boundary layer theory.
Prereq: Undergraduate study in fluid mechanics or transport phenomena.

**CHEG 835 Applied Chemical Kinetics (3)**
The application of modern methods and recent experimental data to the design of chemical reaction equipment.
Prereq: Undergraduate reaction engineering, physical chemistry.

**CHEG 863 Diffusional Operations (3)**
An advanced course covering the latest theoretical and experimental studies in several fields involving mass transfer. These fields include humidification, absorption, extraction, distillation, ion exchange, and adsorption.
Prereq: C 444
Both options also require 6 credits in applied mathematics. The required courses are:

**MEEG 863 Engineering Analysis I (3)**
N-space, eigenvalue problem, diagonalization and quadratic forms; field theory; Sturm-Liouville theory, integral transforms; Bessel and Legendre functions; and partial differential equations. Engineering applications.

**MEEG 864 Engineering Analysis II (3)**
Continuation of partial differential equations complex variables; variational calculus. Engineering applications.
*Prereq: MEEG 863*

A student may substitute an applied math sequence of equivalent rigor with the approval of the graduate advisor. If the applied mathematics requirement is satisfied with a single course, the remaining three credits will be an additional technical elective.

The Department offers a range of technical elective courses in both chemical engineering and material science which are designed to expand ones knowledge in specialized areas. For the thesis option, 6 credits (2 courses) of technical electives are required, in addition to the 6 credits of thesis research (CHEG 869). For the course option, 12 credits (4 courses) are required. In both options, two of the courses may be taken outside the Department of Chemical Engineering upon approval of the graduate advisor. Typical technical elective courses are:

- CHEG 601 Structure and Properties of Polymer Materials (3)
- CHEG 602 Polymer Process Analysis and Design (3)
- CHEG 603 Polymerization Reaction Engineering (3)
- CHEG 604 Introduction to Polymer Science and Engineering II (3)
- CHEG 605 Multiphase Fluid Mechanics (3)
- CHEG 606 Introduction to Catalysis (3)
- CHEG 610 Industrial and Engineering Chemistry (3)
- CHEG 612 Applied Process Heat Transfer (3)
- CHEG 615 Special Topics in Mixing (3)
- CHEG 616 Chemistry & Physics of Surfaces and Interfaces (3)
- CHEG 620 Biochemical Engineering (3)
- CHEG 622 Risks, Hazards, and the Environment (3)
- CHEG 635 Air Pollution and Its Control (3)
- CHEG 650 Biomedical Engineering I (3)
- CHEG 691 Technical Project Management (3)
- CHEG 695 Patent Law for Engineers and Scientists (2-3)
- CHEG 801 Process Control and Dynamics (3)
- CHEG 826 Chemical Engineering Thermodynamics (3)
- CHEG 827 Chemical Engineering Problems (2 or 3)
- CHEG 828 Statistical Thermodynamics (3)
- CHEG 836 Applied Chemical Kinetics (3)
- CHEG 868 Research (1-9)
- CHEG 869 Master's Thesis (1-6)
October 17, 1996

Professor Robert Carroll, Chair
Coordinating Committee on Education

Dear Dr. Carroll:

The faculty of the Department of Textiles, Design and Consumer Economics (TDCE) voted, on October 11, 1996, to rename our unit the Department of Consumer Studies. This decision was unanimously supported by the faculty and staff of the College of Human Resources at its October 25 College meeting, and by Deans Klinzing, Golinkoff and Rich (see attached memos). We request Faculty Senate approval.

Our current name originated in 1977, when the College of Human Resources was organized into departmental units. At that time, TDCE contained five majors, including Textile Science and Interior Design. Each major operated independently, with no formal linkages among programs. Thus, our department name, compartmentalized to reflect the majors, was fairly descriptive of our programs at that time.

However, in more recent years, there have been changes in our programs and our modes of interaction. We no longer have programs in Textile Science and Interior Design. Further, we have spent the past three years recognizing the commonalities among our remaining majors - Apparel Design, Consumer Economics, and Fashion Merchandising - linking them through integrative instruction and scholarly projects across programs. In January, 1994, we explicitly recognized that all our majors have a central focus upon the consumer, as can be seen in our program definitions, published in the Undergraduate Catalog:

Apparel Design studies the conceptualization and production of products for apparel-related industries to meet consumer needs. Consumer Economics studies the interaction between individuals/families and the marketplace, emphasizing the effects of resources and public policy on consumer welfare. Fashion Merchandising studies the planning, production, promotion and distribution of products to meet consumer demand.

We believe the time is particularly appropriate, considering our move on July 1, 1997 from the College of Human Resources into the College of Human Resources, Education, and Public Policy, to organize under a department name that clearly reflects the commonalities and linkages across our majors, which all focus upon the study of consumer markets and consumer welfare. It is important to note that this is not indicative of a new direction or focus for our Department. Rather, this department name makes an explicit statement defining the reason our three majors are under the umbrella of this particular departmental unit. Other departments similar to ours, such as those at the University of Wisconsin-Madison, Auburn University, and the University
of Massachusetts, have come to this same realization and have also chosen to be known as departments of consumer studies.

In summary, we believe that the Department of Consumer Studies best represents - and communicates - the work of our faculty and our students to ourselves and to the wider university community. Further, we believe that this clearer identification of our programs will encourage the exploration of possible collaborative activities with our new colleagues in the College of Human Resources, Education, and Public Policy. Please do not hesitate to contact me if further information or clarification is needed.

Sincerely,

Karen F. Stein

Karen F. Stein, Ph.D.
Chair

cc: Provost Schiavelli
    Dean Klinzing
October 5, 1996

TO: Robert L. Hampel, Chairperson
    Faculty Senate Committee on Graduate Studies

FROM: Fred T. Hofstetter, Professor and Director

SUBJECT: Proposal to Create an Educational Technology Specialization in the Ed.D. in Leadership in Curriculum and Instruction

On behalf of my faculty colleagues who have cosigned its cover page, I am pleased to submit the enclosed proposal to create an Educational Technology Specialization in the Ed.D. in Leadership in Curriculum and Instruction.

Several students await admission into this program and really are counting on having the program approved this fall. If anything is found to be lacking in the proposal, please alert me promptly so I can take care of any problems in time for your committee to act on the proposal this fall.

As you requested, I am also enclosing copies of the course proposals to create the two repeating ed tech topics courses, one in the Department of Educational Studies (EDST 885), and the other in the Department of Educational Development (EDDV 885). The EDST 885 course proposal has been submitted to Professor David Kaplan, chairperson of the Ed Studies graduate curriculum committee, and the EDDV 885 proposal has been submitted to Professor Diana Wearne, who chairs the Ed Development graduate curriculum committee.

I will do anything I can to help expedite your review of the ed tech doctoral specialization proposal. Please do not hesitate to call upon me if I can be of assistance.

approved, Grad Studies Committee, Nov 15, 1996. RL Hampel
Educational Technology Program Description

The doctoral program in Educational Technology is an interdisciplinary program stressing the relationship between curriculum design, instructional theory, and information technology. The program is based on the assumption that new media and the Internet can have a positive effect on teaching and learning. The program provides an opportunity for the doctoral candidate to consider the impact of technology on the future of schooling and to provide systemic leadership in using technology effectively.

I. Prerequisites (in addition to admission requirements)

A. Working knowledge of educational technology and proficiency using the Internet. Formal coursework in educational technology, inservice workshops, and on-the-job experience can be used to meet this prerequisite.

B. Experience working with educational technology in school teaching or some other branch of educational practice.

II. Program Requirements

A. Core Courses (24 credits). Candidates will complete the core courses required in the Ed.D. in Leadership in Curriculum and Instruction. As described in the policy guidelines, there are electives and options in the core requirements. Candidates should confer with their doctoral advisor to select courses that complement the educational technology specialization.

B. Specialization (18 credits). All candidates must complete at least four of the courses listed below, for a total of 12 credits. The remainder of the specialization will be determined in conference between the candidate and the doctoral advisor. For example, the remaining six credits may be used to take other scheduled courses (approved by the student’s adviser), to engage in research in collaboration with a faculty member, and to take independent reading courses focused on the student’s research topic. Note: EDST 885 and EDDV 885 are rotating topics courses that may be taken multiple times in different topic areas.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
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<tbody>
<tr>
<td>EDDV 885</td>
<td>Ed Tech Topics in Educational Development</td>
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<td></td>
<td>* Curriculum and Educational Technology (Tony Whitson)</td>
</tr>
<tr>
<td></td>
<td>* Social Impact of Information Technology (John Courtright)</td>
</tr>
<tr>
<td></td>
<td>* Advanced Multimedia Design and Development (Fred Hofstetter)</td>
</tr>
<tr>
<td>EDST 885</td>
<td>Ed Tech Topics in Educational Studies</td>
</tr>
<tr>
<td></td>
<td>* Cognition and Instructional Technology (Elaine Coleman)</td>
</tr>
<tr>
<td></td>
<td>* Computer-Based Instruction (Dick Venezky)</td>
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<td></td>
<td>* Assistive Technology (Al Cavalier)</td>
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<td></td>
<td>* Computer-Assisted Instruction in Remedial/Special Education (Cindy Okolo)</td>
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<tr>
<td></td>
<td>* Advanced Applications of Computers in Teaching Writing to Elementary and Secondary Students (Charles MacArthur)</td>
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<td></td>
<td>* Distance Learning Technology (Al Cavalier)</td>
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<tr>
<td>IFS 885</td>
<td>Computers in Early Childhood Education (Dan Shade)</td>
</tr>
</tbody>
</table>

C. Executive Position Paper (12 credits). Candidates will fulfill the Executive Position Paper (EPP) requirement as described in the policy guidelines.

III. Advisors


IV. Supporting Faculty

Rationale and Demand

Contributing to the rationale for this program is a combination of institutional factors, student demand, employment factors, regional trends, and the suitability of the University of Delaware to offer advanced study in educational technology.

Institutional Factors

During the past decade, there has been an explosion in the use of technology in our society. Costs have dropped so rapidly that eighteen million homes became equipped with brand new multimedia PCs in 1995 alone. The rate at which schools are adopting technology has increased dramatically. During the next three years, our own state of Delaware will spend thirty million dollars from the Twenty-First Century Fund to connect every classroom in Delaware’s public schools to the Internet at high speed.

My faculty colleagues who codeveloped this proposal believe that it is important for us to develop a scholarly, critical response to the nation’s rush to technology. Educators need to be prepared to make informed, responsible decisions regarding educational technology policy and planning. There is a considerable amount of cognitive, instructional, and curriculum research that can help educators address pedagogical questions. Hundreds of published studies report results of ed tech research projects across the curriculum. Informed by an understanding of cognitive processes, educational leaders can reflect on this body of research and design effective ed tech curriculum projects that can build and sustain a community of learners in which students find the support needed to construct knowledge and gain an understanding of difficult concepts. By analyzing the large body of case studies from ed tech projects attempted elsewhere, educators will obtain the background needed to develop evaluation criteria for state, district, and local school technology plans. Through study of the social impact of information technology, educators will realize how individuals, families, organizations, and institutions are affected by rapid technological change, so ed tech planning can be sensitive to the needs of communities.

Student Demand

UD is an excellent campus on which to offer an Ed.D. specialization in educational technology, and educators are looking to us to provide such a program. During the past year, Professor Carol Vukelich, who serves as Program Coordinator for the Leadership in Curriculum and Instruction area within the Ed.D. program, has received requests from several potential doctoral degree candidates wanting to specialize in educational technology. Professor Vukelich referred these requests to Fred Hofstetter, who began keeping a list of students who approached us. There are already eighteen students on the waiting list, and the program has not even been announced. These candidates would like to apply for admission to the degree program in time for the next admission deadline, which is in February 1997. Educational technology is a timely topic, and we believe dozens of candidates will apply to the program once it is approved.
Employment Factors

As the region and the nation have come to realize the importance of preparing for technology in all levels of education, employment opportunities have arisen for educators with advanced credentials in educational technology. Most of the candidates awaiting entry into the program are interested for career reasons. Multimedia and Internet-related technologies are among the biggest growth areas in the economy today. By the end of the decade, they are projected to comprise a $21 billion industry. The proposed doctoral specialization in educational technology will help University of Delaware students position themselves for pursuing careers in the information society.

Regional and National Trends

As noted earlier, our state will spend thirty million dollars during the next three years to connect every classroom in Delaware’s public schools to the Internet at high speed. All of our neighboring states have similar efforts underway, and both the Democrats and the Republicans have made connectivity a bipartisan, national priority. As the schools get connected, educators will begin to realize that there is more to educational technology than stringing cables into our schools’ classrooms. Our nation’s educational leaders need to be prepared to deal with the educational, human, and societal issues that technology raises. The proposed educational technology specialization will provide a place for leaders in our region to obtain this knowledge and expertise.

Suitability of the University of Delaware

The University of Delaware is particularly well-suited for a program in educational technology. For twenty-five years, our faculty has pioneered in educational computer applications. Many faculty have won grants and awards for their computer-based learning programs, and recently, our university was recognized by CAUSE as having the best network infrastructure in the country. Computerworld magazine has listed UD as one of the best places in the world to work in technology (http://www.computerworld.com/bestplaces). The University’s excellent facilities, combined with the award-winning work of so many of our faculty, make Delaware an ideal campus for hosting a program in educational technology.

Learning Resources

The College of Education has worked with the Morris Library to keep the University’s books and periodicals in educational technology current. Because the scholars who conduct research in educational technology are by nature technologically savvy, much of the current literature in this field is available online. The search engines on the World Wide Web make this information quick and easy to find. Thus, doctoral candidates admitted to this new specialization will enjoy a rich data base of both printed and online materials for conducting research in educational technology.
Also required for advanced study in educational technology are computing labs where students can use state-of-the-art multimedia computers for studying, evaluating, and developing computer-based learning materials. Once again, the University of Delaware excels in its commitment to keeping our facilities up-to-date. The University's Windows, Macintosh, and two-way interactive TV facilities are first-rate. In addition, the University is constructing a state-of-the-art high-tech classroom building (the Gore building), which will contain the latest networking and multimedia facilities.

**Faculty Resources**

The chart below shows how courses will be scheduled in the educational technology specialization. This is a minimal plan that offers courses as infrequently as possible. If the program is a success and the courses attract lots of students from other programs, it may be possible to justify offering highly enrolled courses more often, such as during the summer. In the meantime, this chart has been developed to show that the proposed Ed.D. in Ed Tech can be started without overcommitting the College's teaching resources. All of the faculty listed in this chart have approved of this plan, as have their departmental chairpersons.

<table>
<thead>
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<td>John Courtright</td>
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<td>SOc</td>
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<td>COG</td>
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<tr>
<td>Fred Hofstetter</td>
<td>AMD</td>
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<tr>
<td>Charles MacArthur</td>
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<td>WRI</td>
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</tr>
<tr>
<td>Cindy Okolo</td>
<td></td>
<td>KIDS</td>
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<td></td>
<td>CAI</td>
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<tr>
<td>Dan Shade</td>
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<tr>
<td>Dick Venezky</td>
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<td>CBI</td>
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<td>Tony Whitson</td>
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</tbody>
</table>

**Key to Abbreviations**

<table>
<thead>
<tr>
<th>Abbreviation</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>AST</td>
<td>Assistive Technology (Al Cavalier)</td>
</tr>
<tr>
<td>CAI</td>
<td>Computer-Assisted Instruction in Remedial/Special Education (Cindy Okolo)</td>
</tr>
<tr>
<td>CBI</td>
<td>Computer-Based Instruction (Dick Venezky)</td>
</tr>
<tr>
<td>COG</td>
<td>Cognition and Instructional Technology (Elaine Coleman)</td>
</tr>
<tr>
<td>DIS</td>
<td>Distance Learning Technology (Al Cavalier)</td>
</tr>
<tr>
<td>AMD</td>
<td>Advanced Multimedia Design and Development (Fred Hofstetter)</td>
</tr>
<tr>
<td>KIDS</td>
<td>Computers in Early Childhood Education (Dan Shade)</td>
</tr>
<tr>
<td>CUR</td>
<td>Curriculum and Educational Technology (Tony Whitson)</td>
</tr>
<tr>
<td>SOC</td>
<td>Social Impact of Information Technology (John Courtright)</td>
</tr>
<tr>
<td>WRI</td>
<td>Advanced Applications of Computers in Teaching Writing to Elementary and Secondary Students (Charles MacArthur)</td>
</tr>
</tbody>
</table>

Two of the faculty involved are from outside the College of Education. Dan Shade (IFS) and John Courtright (COMM) have secured the necessary permissions from their departments to participate in the proposed Ed.D. in Ed Tech program.
**Budgetary Needs**

No new budgetary request is being made for the proposed educational technology specialization, which makes strategic use of the technology infrastructure and computer-based learning resources already in place at the University of Delaware. It is assumed that the University will continue to keep these resources up-to-date. For a quarter of a century, UD has done so, and current trends indicate that the University plans to continue supporting technology. Happily, the mass marketing of multimedia computers and networking technologies are reducing the cost of equipping and connecting individuals to the Internet. The fact that most of the students applying for admission to this program own multimedia computers with connectivity lessens the impact of this program on the University’s computing labs.

**Implementation and Evaluation**

As a plug-in to the existing Ed.D. in Leadership in Curriculum and Instruction, the proposed educational technology specialization will undergo periodic evaluation along with the doctoral program as a whole. Students enrolling in the ed tech specialty will take the core courses already established in the Ed.D. program, adding to the core course enrollments and bolstering the program as a whole. Similarly, students enrolled in other Ed.D. specialities are expected to elect the technology courses, because all fields are beginning to realize the importance of learning about new technology to prepare for life in the twenty-first century.

It is our hope that the Faculty Senate will approve of the educational technology specialization this fall, so students can apply for admission in time for the next Ed.D. application deadline, which will be in February 1997. If the program is approved, the doctoral-level ed tech courses will begin to be offered in the Fall of 1997.
## SUMMARY OF CHANGES IN APPAREL DESIGN CURRICULUM FOR THE CLASS OF 2001

<table>
<thead>
<tr>
<th>DELETE REQUIREMENT</th>
<th>ADD REQUIREMENT</th>
<th>RATIONALE</th>
</tr>
</thead>
<tbody>
<tr>
<td>HR Elective</td>
<td>TDCE Elective</td>
<td>The College of Human Resources will not exist after July 1, 1997.</td>
</tr>
<tr>
<td>Reduce TDCE 433 from 4 cr to 3 cr.</td>
<td>TDCE 431 ((LW^L))</td>
<td>Introduction of computer-aided pattern design into pre-requisite courses allows an adjustment of credit hours for TDCE 433.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Apparel design majors need a professional quality portfolio in addition to a resume as they seek employment. This course will provide the opportunity to develop one.</td>
</tr>
<tr>
<td>TDCE 216</td>
<td>TDCE 221</td>
<td>The introduction of apparel design techniques earlier in the curriculum requires TDCE 216 Advanced Clothing Processes be replaced by a course in introductory apparel design techniques.</td>
</tr>
</tbody>
</table>
PROPOSAL

REVISION OF TEXTILES AND CLOTHING: MERCHANDISING

<table>
<thead>
<tr>
<th>Current Requirement and Pages in Catalog</th>
<th>Proposed Revision</th>
<th>Rationale</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Title:</strong> Textiles and Clothing: Merchandising (Page 152)</td>
<td><strong>Title:</strong> Fashion Merchandising</td>
<td>The title change better represents the name of the major</td>
</tr>
<tr>
<td>Human Resources Elective - 3 credits (Page 152)</td>
<td>Free Elective - 3 Credits</td>
<td>The College of Human Resources will not exist after June, 1997</td>
</tr>
<tr>
<td>RATIONALE</td>
<td>ADD REQUIREMENT</td>
<td>DELTE REQUIREMENT</td>
</tr>
<tr>
<td>-----------</td>
<td>-----------------</td>
<td>-------------------</td>
</tr>
<tr>
<td>Support documentation attached to</td>
<td>COMM 225 OR COMM 312 - 3 CREDITS</td>
<td>COMM 225 - 3 CREDITS</td>
</tr>
<tr>
<td>Rationale for changes in Consumer Economics curriculum for class of 2001</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
TO: College of Human Resources, Undergraduate Studies Committee

FROM: Dept. of Nutrition & Dietetics
Undergraduate Studies Committee

RE: Applied Nutrition Curriculum Revision

October 11, 1996

The number of credits for graduation in the Applied Nutrition major is being reduced from 126 to 125 credits. This change is due to the deletion of NTDT 404 Nutrition Seminar. This course is no longer needed as the information is being provided through the advisement process.
Memorandum

November 12, 1996

TO: College of Human Resources, Undergraduate Studies Committee

FROM: Dept. of Nutrition & Dietetics
       Undergraduate Studies Committee

RE: Dietetics Major Revisions

The Dietetics major is being revised as follows:

1. addition of a new course - NTD 328 Foodservice Facility Design - 1 credit.
   Also, the required course NTD 322 Foodservice Systems Management is being revised
   with the credits decreasing from 4 to 3. Therefore, the total number of credits for
   graduation remains the same at 129.

2. deletion of STAT 201 Introduction to Statistics and addition of STAT 200
   Basic Statistical Practice. The Department of Mathematical Sciences is offering this new
   course to meet the needs of non-business majors for a one semester statistics course. The
   Dietetics Major requires a one semester statistics course and STAT 200 is appropriate for
   this curriculum.
Summary of HRIM Curriculum Revisions

1) Current Requirement  
NTDT 321 Quantity Food Service Production and Service (3 credits)

New Requirement  
HRIM 321 Quantity Food Service Management (2 credit)

Justification  
Change being made to separate NTDT and HRIM sections as a result of activity changes due to moving HRIM students to new laboratory facilities.

2) Current Requirement  
NTDT 325 Laboratory in Quantity Food Service Production and Service (1 credit)

New Requirement  
HRIM 325 Laboratory in Quantity Food Service Management (2 credits)

Justification  
Change being made to separate NTDT and HRIM sections as a result of activity changes due to moving HRIM students to new laboratory facilities.

3) Current Requirement  
STAT 201 Introduction to Statistics

New Requirement  
STAT 200 Basic Statistical Practice (designed for students who do not intend to continue the study of statistics or minor in business)
or  
STAT 201 Introduction to Statistics (designed for students who intend to continue the study of statistics or seek a business minor)

Justification  
Change being made in response to changes being made in STAT 201 by the Department of Mathematical Sciences. See attached memorandum.
Proposal

Revision of Early Childhood Development and Education Major

The following changes are proposed to the Early Childhood Development and Education Major:

<table>
<thead>
<tr>
<th>Current Requirement (and location in catalog)</th>
<th>Proposed Revision</th>
<th>Rationale</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>Mathematics elective</em> ...3 (p. 148, under Science/Mathematics requirements)</td>
<td><em>Mathematics elective</em> (for those seeking Primary Education certification must be MATH 253) ...3 credits</td>
<td>This change clarifies to students seeking Early Care and Education Certification (0-K) and Primary Certification (K-4) that MATH 253 is necessary for the Primary Certification option.</td>
</tr>
<tr>
<td><em>EDDV 400 Student Teaching</em> ...8 credits (12 credits for dual certification) (p. 149, under Professional requirements)</td>
<td><em>EDDV 400 Student Teaching</em> ...9-12 credits (12 credits for dual certification)</td>
<td>This change allows for the requirement that student teaching placements be nine weeks in length. Students have the option to do two full day nine week placements for 12 credits or one full day and one half day nine week placement for 9 credits.</td>
</tr>
<tr>
<td>No current description.</td>
<td>Students seeking certification in one area will complete one 9-week placement for a full day and one 9-week placement for a half day for a total of 18 weeks and 9 credits. Students seeking certification in two areas will complete two full day 9 week placements for a total of 18 weeks and 12 credits.</td>
<td>This statement clarifies that student teaching placements are nine weeks in length and specifies the requirements for the 9 credit or 12 credit option for student teaching.</td>
</tr>
<tr>
<td><em>Electives</em> ...10 credits (p. 149, under Electives requirements)</td>
<td><em>Electives</em> ...9 credits</td>
<td>This change in elective credits compensates for the increased number of credits required for student teaching. For students seeking a single certification, their program would be completed with 129 credits. For students seeking dual certification, their program would be completed with 132 credits.</td>
</tr>
<tr>
<td><em>IFST 236 Infants and Toddlers: Development and Programs</em> ...3 (minimum grade C-) (p. 149, under Within the Department requirements)</td>
<td><em>IFST 236 Infants and Toddlers: Development and Programs</em> ...3</td>
<td>The minimum grade indication is redundant with the paragraph above “Within the College” requirements (p. 149) that indicates all IFST courses should be C- or better.</td>
</tr>
</tbody>
</table>
Minor in DISABILITIES STUDIES (DIST)

Approval of a new Minor within the College of Human Resources.

RESOLVED, that the Faculty Senate approves the establishment of a new minor, Disabilities Studies (DIST) effective September 1, 1997.

REQUIREMENTS FOR A MINOR IN DISABILITIES STUDIES (DIST)

The minor in Disabilities Studies requires 18 credit hours, distributed as follows: all core courses, and three courses selected in consultation with and approved by the student’s minor advisor. These courses shall be chosen from each of the topic areas of Human Development in Context, Social Policy and Ethics, and Methods and Services. At least one of these courses must be from outside the requirements of the students’ major and outside his or her major department. All courses included within the minor must be completed with a grade of C- or better.
Advisory list of potential courses for inclusion as part of the Disabilities Studies Minor

**Core Courses**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>IFST/PSYC/SOCI/270</td>
<td>Families and Developmental Disabilities</td>
<td>3</td>
</tr>
<tr>
<td>EDST 230</td>
<td>Introduction to Exceptional Children</td>
<td>3</td>
</tr>
<tr>
<td>DIST 465/**</td>
<td>Senior Seminar in Disabilities Studies</td>
<td>3</td>
</tr>
</tbody>
</table>

**Human Development in Context**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HPER 250**</td>
<td>Motor Development</td>
<td>3</td>
</tr>
<tr>
<td>HPER 342**</td>
<td>Survey in Adaptive Physical Education and Recreation</td>
<td>3</td>
</tr>
<tr>
<td>IFST 403*</td>
<td>Concepts in Gerontology</td>
<td>3</td>
</tr>
<tr>
<td>IFST 405*</td>
<td>Impact of Aging on the Family</td>
<td>3</td>
</tr>
<tr>
<td>IFST 410*</td>
<td>Hospitalized Child</td>
<td>3</td>
</tr>
<tr>
<td>IFST 422*</td>
<td>Family Relationships</td>
<td>3</td>
</tr>
<tr>
<td>IFST 463*</td>
<td>Atypical Infant and Toddler</td>
<td>3</td>
</tr>
<tr>
<td>IFST 470*</td>
<td>Families and Children at Risk</td>
<td>3</td>
</tr>
<tr>
<td>NTDT 200</td>
<td>Nutrition Concepts</td>
<td>3</td>
</tr>
<tr>
<td>NTDT 305*</td>
<td>Nutrition in the Lifespan</td>
<td>3</td>
</tr>
<tr>
<td>NTDT 350*</td>
<td>Nutrition and Older Adults</td>
<td>3</td>
</tr>
<tr>
<td>NTDT 440*</td>
<td>Nutrition and Disease</td>
<td>3</td>
</tr>
<tr>
<td>NURS 411***</td>
<td>Topics in Health Care Delivery</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 334*</td>
<td>Abnormal Psychology</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 350*</td>
<td>Developmental Psychology</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 380*</td>
<td>Psychopathology</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 481/**</td>
<td>Clinical Psychology</td>
<td>3</td>
</tr>
<tr>
<td>SOCI 308*</td>
<td>The Family</td>
<td>3</td>
</tr>
<tr>
<td>SOCI 346*</td>
<td>Sociology of Aging</td>
<td>3</td>
</tr>
</tbody>
</table>

**Social Policy and Ethics**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CSCC/SOCI 243</td>
<td>Society, Politics and Health Care</td>
<td>3</td>
</tr>
<tr>
<td>PHIL/CSCC 241</td>
<td>Ethical Issues in Health Care</td>
<td>3</td>
</tr>
<tr>
<td>PHIL/CSCC 444**</td>
<td>Medial Ethics</td>
<td>3</td>
</tr>
<tr>
<td>SOCI 341*</td>
<td>Welfare and Society</td>
<td>3</td>
</tr>
<tr>
<td>SOCI 448</td>
<td>Community-Based Treatment</td>
<td>3</td>
</tr>
<tr>
<td>TDCE 332*</td>
<td>Consumers, Health and Medical Care</td>
<td>3</td>
</tr>
<tr>
<td>TDCE 401*</td>
<td>Consumer Policy Analysis</td>
<td>3</td>
</tr>
<tr>
<td>TDCE 442</td>
<td>Consumer Welfare and Employee Benefits</td>
<td>3</td>
</tr>
</tbody>
</table>
### Methods, Services (including Environment/Technology)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDST 431*</td>
<td>Applied Behavior Analysis</td>
<td>3</td>
</tr>
<tr>
<td>EDST 432*</td>
<td>Curriculum for School-Age Exceptional Children</td>
<td>3</td>
</tr>
<tr>
<td>EDST 435*</td>
<td>Educational Evaluation for Exceptional Children</td>
<td>3</td>
</tr>
<tr>
<td>EDST 642**</td>
<td>Introduction to Technology in Special Education and Rehabilitation</td>
<td>3</td>
</tr>
<tr>
<td>HPER 318</td>
<td>Special Recreation</td>
<td>3</td>
</tr>
<tr>
<td>IFST 235*</td>
<td>Survey in Child and Family Services</td>
<td>3</td>
</tr>
<tr>
<td>IFST 347*</td>
<td>Human Service Delivery Systems</td>
<td>3</td>
</tr>
<tr>
<td>IFST 452*</td>
<td>Assessment of Young Children</td>
<td>3</td>
</tr>
<tr>
<td>MUED 385**</td>
<td>Music for the Special Learner</td>
<td>3</td>
</tr>
<tr>
<td>TDCE 310</td>
<td>Housing</td>
<td>3</td>
</tr>
</tbody>
</table>

* Pre-requisite required; see undergraduate catalog

** Restricted to certain majors and/or minors

*** Limited to the sections of Aids, Gerontology, Health Care and Public Policy for non-nursing majors.

It is recognized that courses may be added or deleted from this list as the offering of the University changes.
PROPOSAL

A. DESCRIPTION

The Disabilities Studies minor provides an opportunity for students from a variety of disciplines to gain a substantive introduction to and understanding of the biological, social, and psychological origins and ramifications of disabilities. The program provides coherence and guidance in the study of the meaning of disabilities to individuals and their families, and the social, fiscal, and institutional policy issues. The program is designed to increase interdisciplinary understanding of disability and provide students, through the senior seminar, with an experience integrating their major with disability issues.

B. RATIONALE and DEMAND

People with disabilities have made great strides in the past few decades. Increasingly, our society is coming to the realization that disability does not have to be a barrier to education, recreation, employment, or independence. Rather, societal institutions must rise to the challenge of providing appropriate resources, modifications, social, and educational programs that will enable people with disabilities to achieve their full potential as productive citizens. There changes come at a time when demographic trends, such as an aging population, show an increasing need for programs and accommodations that can help a growing population of people with disabilities.

In order to effectively meet these challenges, persons from all walks of life need to understand the causes, characteristics, and needs of individuals with disabilities and their families. Effective programs and policies to support continued progress for people with disabilities require input and expertise from a broad range of disciplines, including but not limited to medicine, psychology, sociology education, economics, family studies, and political science. Professionals from these and other disciplines need to know how to affect accommodations that are necessary and desirable from individuals with disabilities, and to recognize how their personal and professional behaviors can affect the lives of people with disabilities.

The University of Delaware is committed to educating students who may enrich society by being informed citizens and professionals. Central to this mission is respecting and understanding the views and values of an increasingly diverse population. This minor provides a unique opportunity within the University to pursue an understanding of the needs and challenges of individuals with disabilities and to relate these issues to the student's major field of study. A strength of the minor is the interdisciplinary, cross-campus collaborative approach to the study of a broad range of disabilities (including severe disabilities) and services.

The interdisciplinary nature of this minor is consistent with the academic administrative changes being undertaken at the University. This proposal is submitted by the College of Human Resources. Further, the minor has been developed in close cooperation with faculty in the Colleges of Education, Nursing, and Arts and Science. The administrative responsibility for the minor will be located in the College of Human Resources.
The Disabilities Studies minor was conceived through a planning process that resulted in the establishment of the Center for Disabilities Studies. This initiative received its initial federal funding in 1992. A major goal of the Center for Disabilities Studies is to increase the number of professionals in Delaware who could, through their daily activities in the community and in their employment, enable persons with disabilities to achieve greater independence, productivity, and inclusion in day-to-day community life. This goal can best be achieved through a multidisciplinary approach.

The Disabilities Studies minor has evolved over a five year period and was developed by the Center for Disabilities Studies core faculty (representing faculty from 5 different Colleges) in response to student interest. Initial efforts began with an introductory experimental course offering. The course, IFST/PSYCH/SOCI 270- Families and Developmental Disabilities, was approved as a permanent course by the Faculty Senate, Spring 1996. The course has been taught three successive Spring semesters (94S, 95S, and 96S), under experimental # 267; enrollments totaled 78 students representing 13 majors. Requests for the course typically exceed enrollment limits. In addition, the course has been offered as a Focus course (95S, 95J, 96J) and a total of 19 students, from five majors, have elected this course option.

The Center for Disabilities Studies also sponsored undergraduate and graduate student traineeships to those enrolled in independent study courses. The traineeships are open to students from all majors within the university. Since 1993, 11 undergraduate trainees and 6 graduate students have received stipends through the program. These students were pursuing degrees in Family and Community Services, Psychology, Education, Microbiology, Sociology, Life Span Development, Family Studies, and Nursing.

Student response to these educational opportunities indicate a diverse and growing interest in the interdisciplinary study of disabilities. This interest is currently not being met elsewhere on campus. Consequently, the Center for Disabilities Studies core faculty proposed and developed a minor in disability studies to address this unmet academic need. The proposal is endorsed by all the major programs involved in the Center for Disabilities Studies. See appendix.

The Disabilities Minor includes the addition of a new course, Senior Seminar, DIST 465. See the appendix. The addition of this course should have no appreciable impact on the resources of other instructional, research, or service programs.

The minor will facilitate the coordination of resources across programs and increase the collaboration among faculty. The planning process of developing DIST core courses and the minor have already facilitated collaboration and communication between faculty and students from several different disciplines.

The University Institutional Research Office reports that approximately 24% of current seniors graduate with a minor. It is anticipated that the DIST minor will have unique appeal rather than competing with existing minors and will encourage more students to seek a minor. The flexibility of the requirements make it possible for students whose major field of study is heavily constrained by accreditation, certification or other external considerations, to also engage in a meaningful and
professionally important minor. We anticipate being able to accommodate 20 students per year in the minor.

Depending on the student's major, the addition of a minor in Disability Studies is expected to provide a competitive edge for students applying for advanced professional and graduate programs through the addition of a special interest focus. Further, the minor will facilitate employment opportunities. For example, teachers in Delaware are more likely to be hired if they have a background in special education. In addition, the field work and interdisciplinary experiences provided in the minor help to build a competitive edge for students especially in the coordination of within today's health care social service arenas.

C. ENROLLMENT, ADMISSIONS, and FINANCIAL AID

There are no enrollment limits for the minor. The minor is to be effective September 1, 1997.

Admissions Requirements are:

1. Preference will be given to freshman and sophomores
3. Permission of academic advisor and The Center for Disabilities Studies advisor

D. RESOURCES AVAILABLE

The Center for Disabilities Studies Core faculty are committed to guide and direct student activities. Specific other resources include: The Center for Disabilities Studies resource collection. This is a growing resource that includes materials ranging governmental reports to journals which are not part of the holdings of the University Library System. Also, through the American Association of University Affiliated Programs, access to materials held by the other 60 UAPs throughout the United States is available to students in the program.

Student research, observation and practica opportunities are available in the University Preschool Laboratory which is an early childhood program that integrates children with disabilities and children without disabilities, the Adult Day Care Center program which serves elderly people who are frail, or with mental retardation, and other disabilities. The Office of Clinical Studies, College of Education; the College of Human Resources, and, the College of Nursing all arrange practicums and field experiences that involve students with people who are disabled.

E. RESOURCES REQUIRED

No new resources are required to support this minor and no new teaching obligations are placed on current faculty. To date, The Center for Disabilities Studies has sponsored, through federal funding provided by the Administration on Developmental Disabilities, US Department of Health and Human Services, the cost of the introductory course, Families and Developmental Disabilities. Additional teaching costs associated with the minor, such as teaching of the senior seminar, will
also be sponsored by The Center for Disabilities Studies. The Center for Disabilities Studies currently has a coordinator for the minor in place who will also assume advisement responsibilities for students in the minor. All other courses that may be counted for the minor are offered regularly and the minor simply codifies courses already in place (See appendix).

F. IMPLEMENTATION AND EVALUATION PLAN

IFST/PSYC/SOCI 270 will continue to be offered at least once each academic year and that students will begin to declare the minor, Fall 1997. The other courses on the advisement list are all offered on a regular basis by their Departments. Evaluation will initially include recording the number of students who express interest in the minor, those who declare the minor, keeping track of the majors represented, and those who graduate with the minor completed. Other measures of evaluation include a follow-up questionnaire to graduates to assess the role of DIST minor in their current position and to determine the usefulness of the program. In addition questions will be included that assess the overall quality of the program.

VIII. Appendices
Letters of Collaborative Agreement
Letters of Approval from Impacted Departments
Other Pertinent Documents
Advisement list of potential courses to be applied to the minor if approved by the The Center for Disabilities Studies Preservice Coordinator and the student’s advisor.
October 25, 1996

Memorandum To: Dean Mary P. Richards  
Senate Committee on Undergraduate Studies

Re: Existing Course Added to Science Area Requirement for Women’s Studies

From: Dr. Beth Bonniwell Haslett, Director, Women’s Studies Program

In the Women’s Studies major, students are required to take a three credit course in a science related area. Two courses, WOMS 233 Women, Biology and Medicine and WOMS 305 The Evolution of Human Sex Roles and Reproduction, fulfill this requirement.

We would like to add an already existing course, WOMs 389 Topics: Woman and Health Issues, to the courses that fulfill a science-related requirement for the Women’s Studies major. We would like to increase the course options available for students to satisfy the science requirement.

Thank you for your consideration. It is my understanding that this memorandum is sufficient for processing this request, but if further information is required, please contact me and I will be happy to provide any further information.
NEW MAJOR/CURRICULUM: EXERCISE AND SPORT SCIENCE

The field of Physical Education has grown over the past two decades; in the late 70's and early 80's, Physical Education was linked primarily to pedagogy. Over the past few years, however, the field has changed dramatically. Fitness Management, Health Promotion, Exercise Physiology, Sports Medicine - these are just a few of the terms used today in Physical Education. In fact, the current merger will have the College of Physical Education, Athletics, and Recreation combining with Nursing (and Nutrition) to make a College of Health and Nursing Science.

To reflect this change, the College would like to establish a new academic program to more appropriately reflect the recent developments in the field as well as changes that may occur in the future. This new program - Exercise and Sport Science - will provide the students in our College with more options, greater focus, and more flexibility. Concentrations in Exercise Physiology, Figure Skating Science, Fitness Management, Strength and Conditioning, and Physical Education Studies provides options that allow students in the College to specialize in a particular area, but allows enough flexibility to broaden their background.

Currently, the Physical Education Studies program has three concentrations: Figure Skating Science, Fitness Management, and Physical Education Studies (Liberal Studies). Approximately forty-five percent of the five hundred-plus students in the College are under this program; one-third of that number are in the Fitness Management program; another two percent are in the Figure Skating Science program. The remaining fifty-five percent follow the Physical Education Studies (Liberal Studies) degree program. The Physical Education Studies program allows students the opportunity to pursue either a University of Delaware-approved minor or concentration of study, which must be approved by the Department Chairperson. A significant number of students in this program specialized in either Exercise Physiology or Physical Therapy, Strength and Conditioning, or pursue minors in areas such as Biology, Nutrition, Educational Studies, and Psychology.

The Exercise and Sport Science degree program, with the proposed concentrations, provides students with the necessary coursework and experience to pursue professional and/or advanced degree opportunities. The Exercise Physiology Concentration provides students with the opportunity to pursue various fields in Sports Medicine - Exercise Physiology, Biomechanics, Physical and Occupational Therapy, etc. The Physical Education Studies Concentration - similar to the current Physical Education Studies (Liberal Studies) degree program - allow students to pursue two minors in related fields or pursue at least one minor and an Area of Interest - which allow students to pursue areas such as Aquatic Management, Human Movement Studies, and Sports Administration. The Strength and Conditioning Concentration provides students with the opportunity to learn and teach weight and strength training principles. The University of Delaware has one of the premiere weight training facilities in the country; establishing an academic program that does not exist at any other institution in the country provides a great opportunity to be on the leading edge in this field. The Fitness Management Concentration prepares students for employment opportunities in the field; these students will - in most instances - find either employment or graduate degree opportunities. Lastly, the Figure Skating Science Concentrations provides students with the knowledge and experience to become the leading professionals/coaches in skating. The University of Delaware, with one of the most extensive skating facilities in the country, has the only national academic program related to the development of skating professionals.
**SUGGESTED CURRICULUM**

<table>
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<tr>
<th></th>
<th>ENGL 110</th>
<th>Credits</th>
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<td>courses stressing multicultural, ethnic,</td>
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<td>and/or gender-related content.</td>
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**GROUP A - Communication Skills**
Requires a minimum of 6 credits (from at least two different departments) from the following departments: English (writing/composition courses), Foreign Languages and Literature (language/communication courses), Communication, Linguistics, and Minimal Communication courses (non-language courses).

**GROUP B - Humanities and Fine Arts**
Requires a minimum of 3 credits from the following departments:
- Art
- History
- Comparative Literature
- English (literature courses)
- Foreign Languages and Literature (literature courses)
- Music
- Philosophy
- Theater
- Specific courses from Textiles, Design, and Consumer Economics

**GROUP C - Biological Sciences**
BISC 207 Introductory Biology I

**GROUP D - History and Social Science**
PSYC 201 General Psychology
Upper Level PSYC course (PSYC322, 334, or 350)
Requires a minimum of 6 credits from the following departments:
- Anthropology (except physical and biological)
- Black American Studies
- Criminal Justice
- Economics
- Geography (except physical and meteorology)
- History
- Political Science and International Relations
- Psychology (except physiological)
- Sociology
- Women's Studies
- Specific courses from Individual and Family Studies

**GROUP E - Natural Science and Mathematics**
NTID 200 Nutrition Concepts
CHEM 103 General Chemistry
Requires a minimum of 7 credits (from at least two different departments), remaining choices may include the following departments: Anthropology (physical and biological), Chemistry, Computer and Information Science, Engineering, Entomology, Geography (physical and meteorology), Geology, Health Sciences (natural science courses), Mathematics (excluding MATH215 and MATH225), Physical Science, Physics (including Astronomy), Plant Science, Psychology (physiological), Soil Science, Statistics, as well as specific courses from the Departments of Nutrition and Dietetics and the College of Marine Studies.
<table>
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<tr>
<th>SUGGESTED CURRICULUM</th>
<th>CREDITS</th>
<th>FRESHMAN</th>
<th>SOPHOMORE</th>
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<td><strong>CREDITS TO TOTAL A MINIMUM OF</strong></td>
<td>120</td>
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</table>

* Indicates minimum number of credits required; the remaining 6 credits can be from any group in the Breadth Requirements.
EXERCISE AND SPORT SCIENCE
ADMISSION REQUIREMENTS AND GUIDELINES

Students interested in any of the Exercise and Sport Science Concentrations will need to fulfill the following minimum requirements:

1. must complete at least 28 total credits, with at least 12 credits taken at the University of Delaware.
2. must complete the following courses:
   HPER210 (3 cr)
   HPER214 (3 cr)
   HPER220 (3 cr)
   HPER276 (3 cr)
   HPER305 (3 cr)
   BISC course w/ lab (4 cr)
3. must complete the appropriate application form for each concentration. Applications for all of the concentrations will be accepted at only one time per year: June 15th. All forms should be returned to the Physical Education Admissions Center (112A Carpenter Sports Building) by the application deadline.

NOTES:
(1) Students need to be in the College of P.E.A.R. in order to apply for any of the concentrations.
(2) Meeting the minimum admission requirements does not guarantee acceptance into the Figure Skating Science, Fitness Management, and Strength and Conditioning Concentrations. Offers of admission into these concentrations are presented on a competitive basis to those individuals who are most qualified.

* Application Procedures for the Concentrations in Exercise and Sport Science *

+ Exercise Physiology
  - Follow steps 1, 2, and 3 listed above

+ Physical Education Studies
  - Follow steps 1, 2, and 3 listed above
  - Upon completion of HPER235 - Professional Transitions and conferencing with their advisor, students must declare either two University-approved Minors or one University-approved Minor and one Area of Study.

+ Strength and Conditioning
  - Follow steps 1, 2, and 3 listed above, as well as the following:
    a. must have a minimum Grade Point Average (GPA) of 2.00
    b. complete a minimum of 100 hours of direct observation in the Clark Hall Weight Room under the supervision of the Director of the program.
    - After the above criteria have been met, each student will then be evaluated and chosen based on the following criteria:
      a. Cumulative and Major Grade Point Average
      b. Application
      c. Written Essay
      d. Written Log with Listing of Direct Observation Hours
      e. Interview (if necessary)
    - Once admitted to the program, students will be required to maintain a cumulative index of at least 2.00 or be dropped from the program upon review.
    - Approximately three to five students will be accepted into the program each year, dependent upon the number of available spots.
    - A minimum of 300 hours of clinical experience must be obtained once accepted into the program. The hours must be accumulated over a minimum of three semesters (with at least 100 hours per semester) and cannot do clinical experience for more than five semesters.
    - Students cannot do the internship experience (HPER464) until they have completed the Practicum in Strength and Conditioning (HPER416), the United States Weightlifting Federation Certification course, and the 300 hour clinical experience.

+ Fitness Management
  - Follow steps 1, 2, and 3 listed above, as well as the following:
    a. must have a minimum Grade Point Average (GPA) of 2.00
    - After the above criteria have been met, each student will then be evaluated and chosen based on the following criteria:
      a. Cumulative and Major Grade Point Average
      b. Application
      c. Written Essay
      d. Interview (if necessary)
    - Once admitted to the program, students will be required to maintain a cumulative index of at least 2.00 or be dropped from the program upon review.
    - Approximately twenty students will be accepted into the program each year, dependent upon the number of available spots.
    - Students cannot do the internship experience (HPER464) until they have completed the Seminar in Fitness Management (HPER334) and all of the courses in the Concentration Area.

+ Figure Skating Science
  - Follow steps 1, 2, and 3 listed above
  - After the above criteria have been met, each student will then need to meet with the Director of the Figure Skating Science Concentration to determine eligibility for the program.
### Suggested Curriculum

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
<th>Freshman</th>
<th>Sophomore</th>
<th>Junior</th>
<th>Senior</th>
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<tr>
<td>ENGL 110</td>
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<td>Three credits in an approved course or courses stressing multicultural, ethnic, and/or gender-related content.</td>
<td>3</td>
<td>x</td>
<td>x</td>
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<tr>
<td>A writing course involving significant writing experiences including two papers with a combined minimum of 3,000 words to be submitted for extended faculty critique of both composition and content. Appropriate writing courses are normally designated in the semester’s Registration Booklet as “Satisfies Arts and Science Second Writing Course.”</td>
<td>3</td>
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<td>MATH</td>
<td>Must be an approved course at the 100-level or greater</td>
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</table>

### University Requirements

- **Critical Reading and Writing**
- **Three credits in an approved course or courses stressing multicultural, ethnic, and/or gender-related content.**

### College Requirements

- **A writing course involving significant writing experiences including two papers with a combined minimum of 3,000 words to be submitted for extended faculty critique of both composition and content. Appropriate writing courses are normally designated in the semester’s Registration Booklet as “Satisfies Arts and Science Second Writing Course.”**

### Breadth Requirements

- **Group A - Communications Skills**
  - Requires a minimum of 6 credits (from at least two different departments) from the following departments: English (writing/composition courses), Foreign Languages and Literature (language/communication courses), Communication, Linguistics, and Manual Communication courses (sign language courses).

- **Group B - Humanities and Fine Arts**
  - Requires a minimum of 3 credits from the following departments: Art, Art History, Comparative Literature, English (literature courses), Foreign Languages and Literature (literature courses), Music, Philosophy, Theater, and specific courses from Textiles, Design and Consumer Economics.

- **Group C - Biological Sciences**
  - Requires a minimum of 4 credits (BISC course with lab) from the Biological Sciences department.

- **Group D - History and Social Science**
  - Requires a minimum of 6 credits (from at least two different departments) from the following departments: Anthropology (except physical and biological), Black American Studies, Criminal Justice, Economics, Geography (except physical and meteorology), History, Political Science and International Relations, Psychology (except physiological), Sociology, Women’s Studies, and specific courses from Individual and Family Studies.

- **Group E - Natural Science and Mathematics**
  - Requires a minimum of 7 credits (from at least two different departments); remaining choices may include the following departments: Anthropology (physical and biological), Chemistry, Computer and Information Science, Engineering, Entomology, Geography (physical and meteorology), Geology, Health Sciences (natural science courses), Mathematics (excluding MATH 251 and MATH 252), Physical Science, Physics (including Astronomy), Plant Science, Psychology (physiological), Soil Science, Statistics, as well as specific courses from the Department of Nutrition and Dietetics and the College of Marine Studies.
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<td></td>
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<td>HPER 360 Psychology of Coaching</td>
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<td>HPER 426 Biomechanics of Sport</td>
<td>4</td>
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<td>120</td>
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</tbody>
</table>

* Indicates minimum number of credits required; the remaining 6 credits can be from any group in the Breadth Requirements.
EXERCISE AND SPORT SCIENCE
ADMISSION REQUIREMENTS AND GUIDELINES

Students interested in any of the Exercise and Sport Science Concentrations will need to fulfill the following minimum requirements:

1. must complete at least 28 total credits, with at least 12 credits taken at the University of Delaware.
2. must complete the following courses:
   - HPER210 (3 cr)
   - HPER214 (3 cr)
   - HPER220 (3 cr)
   - HPER276 (3 cr)
   - HPER305 (3 cr)
   - BISC course w/ lab (4 cr)

3. must complete the appropriate application form for each concentration. Applications for all of the concentrations will be accepted at only one time per year: June 15th. All forms should be returned to the Physical Education Admission Center (112A Carpenter Sports Building) by the application deadline.

NOTES:
(1) Students need to be in the College of P.E.A.R. in order to apply for any of the concentrations.
(2) Meeting the minimum admission requirements does not guarantee acceptance into the Figure Skating Science, Fitness Management, and Strength and Conditioning Concentrations. Offers of admission into these concentrations are presented on a competitive basis to the students who are most qualified.

* Application Procedures for the Concentrations in Exercise and Sport Science *

** Exercise Physiology**
- Follow steps 1, 2, and 3 listed above

** Physical Education Studies**
- Follow steps 1, 2, and 3 listed above
- Upon completion of HPER235 - Professional Transitions and conferring with their advisor, students must declare either two University-approved Minors or one University-approved Minor and one Area of Study.

** Strength and Conditioning**
- Follow steps 1, 2, and 3 listed above, as well as the following:
  a. must have a minimum Grade Point Average (GPA) of 2.00
  b. complete a minimum of 100 hours of direct observation in the Chuck Hall Weight Room under the supervision of the Director of the program.
- After the above criteria have been met, each student will then be evaluated and chosen based on the following criteria:
  a. Cumulative and Major Grade Point Average
  b. Application
  c. Written Essay
  d. Written Log with Listing of Direct Observation Hours
  e. Interview (if necessary)
- Once admitted to the program, students will be required to maintain a cumulative index of at least 2.00 or be dropped from the program upon review.
- Approximately three to five students will be accepted into the program each year dependent upon the number of available spots.
- A minimum of 300 hours of clinical experience must be obtained once accepted into the program. The hours must be accumulated over a minimum of three semesters (with at least 100 hours per semester) and cannot be clinical experiences for more than five semesters.
- Students cannot do the internship experience (PER464) until they have completed the Practicum in Strength and Conditioning (PER416), the United States Weightlifting Federation Certification course, and the 300 hour clinical experience.

** Fitness Management**
- Follow steps 1, 2, and 3 listed above, as well as the following:
  a. Must have a minimum Grade Point Average (GPA) of 2.00
- After the above criteria have been met, each student will then be evaluated and chosen based on the following criteria:
  a. Cumulative and Major Grade Point Average
  b. Application
  c. Written Essay
  d. Interview (if necessary)
- Once admitted into the program, students will be required to maintain a cumulative index of at least 2.00 or be dropped from the program upon review.
- Approximately twenty students will be accepted into the program each year dependent upon the number of available spots.
- Students cannot do the internship experience (PER464) until they have completed the Seminar in Fitness Management (PER354) and all of the courses in the Concentration Area.

** Figure Skating Science**
- Follow steps 1, 2, and 3 listed above
- After the above criteria have been met, each student will then need to meet with the Director of the Figure Skating Science Concentration to determine eligibility for the program.
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Freshman</th>
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<th>Junior</th>
<th>Senior</th>
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</thead>
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<tr>
<td>ENGL 110</td>
<td>Critical Reading and Writing</td>
<td>3</td>
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<td>ENGL 312</td>
<td>Written Communication in Business</td>
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<td>x</td>
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<tr>
<td>MATH xxx</td>
<td>Must be an approved course at the 100-level or greater</td>
<td>3</td>
<td>x</td>
<td></td>
<td></td>
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</tr>
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</table>

**UNIVERSITY REQUIREMENTS**

**BREADTH REQUIREMENTS**

Group A - Communication Skills
Requires a minimum of 6 credits (from at least two different departments) from the following departments: English (writing/composition courses), Foreign Languages and Literature (language/communication courses), Communication, Linguistics, and Manual Communication courses (sign language courses).

Group B - Humanities and Fine Arts
Requires a minimum of 3 credits from the following departments:
- Art, Art History, Comparative Literature, English (literature courses), Foreign Languages and Literature (literature courses), Music, Philosophy, Theater, and specific courses from Textiles, Design and Consumer Economics

Group C - Biological Sciences
Requires a minimum of 2 credits (BISC course with lab) from the Biological Sciences department.

Group D - History and Social Science

- PSYC 201 General Psychology
- SOCI 201 Introduction to Sociology

Requires a minimum of 6 credits from the following departments:
- Anthropology (except physical and biological), Black American Studies, Criminal Justice, Economics, Geography (except physical and meteorology), History, Political Science, and International Relations, Psychology (except physiological), Sociology, Women's Studies, and specific courses from Individual and Family Studies.

Group E - Natural Science and Mathematics

- NTD 200 Nutrition Concepts

Requires a minimum of 7 credits (from at least two different departments) from the following departments:
- Anthropology (physical and biological), Chemistry, Computer and Information Science, Engineering, Entomology, Geography (physical and meteorology), Geology, Health Sciences (natural science courses), Mathematics (excluding MATH 251 and MATH 252), Physical Science, Physics (including Astronomy), Plant Science, Psychology (physiological), Soil Science, Statistics, as well as specific courses from the Department of Nutrition and Dietetics and the College of Marine Studies.
<table>
<thead>
<tr>
<th>COURSE</th>
<th>CREDITS</th>
<th>FRESHMAN</th>
<th>SOPHOMORE</th>
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<td>PhyEd 300</td>
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<td>PhyEd 324</td>
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**ELECTIVES**

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<th>CREDITS TO TOTAL A MINIMUM OF</th>
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<tbody>
<tr>
<td>120</td>
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</tbody>
</table>

*Indicates minimum number of credits required, the remaining 6 credits can be from any group in the Breadth Requirements.*
EXERCISE AND SPORT SCIENCE
ADMISSION REQUIREMENTS AND GUIDELINES

Students interested in any of the Exercise and Sport Science Concentrations will need to fulfill the following minimum requirements:

1. must complete at least 28 total credits, with at least 12 credits taken at the University of Delaware.
2. must complete the following courses:
   - HPER210 (3 cr)
   - HPER220 (3 cr)
   - HPER305 (3 cr)
   - HPER214 (3 cr)
   - HPER236 (3 cr)
   - REC course w/ lab (4 cr)
3. must complete the appropriate application form for each concentration. Applications for all of the concentrations will be accepted at only one time per year, June 15th. All forms should be returned to the Physical Education Advisement Center (112A Carpenter Sports Building) by the application deadline.

NOTES:
1. Students need to be in the College of P.E.B. in order to apply for any of the concentrations.
2. Meeting the minimum admission requirements does not guarantee acceptance into the Figure Skating Science, Fitness Management, and Strength and Conditioning Concentrations. Offers of admission into these concentrations are processed on a competitive basis to those individuals who are most qualified.

* Application Procedures for the Concentrations in Exercise and Sport Science *

+ Exercise Physiology
  - Follow steps 1, 2, and 3 listed above

+ Physical Education Studies
  - Follow steps 1, 2, and 3 listed above
  - Upon completion of HPER235 - Professional Transitions and conferring with their advisor, students must declare either two University-approved Minors or one University-approved Minor and one Area of Study.

+ Strength and Conditioning
  - Follow steps 1, 2, and 3 listed above, as well as the following:
    a. must have a minimum Grade Point Average (GPA) of 2.00
    b. complete a minimum of 100 hours of direct observation in the Chuck Hall Weight Room under the supervision of the Director of the program.
  - After the above criteria have been met, each student will then be evaluated and chosen based on the following criteria:
    a. Cumulative and Major Grade Point Average
    b. Application
    c. Written Essay
    d. Written Log of Observations
    e. Interview (if necessary)
  - Once admitted to the program, students will be required to maintain a cumulative index of at least 2.00 or be dropped from the program upon review.
  - Approximately three to five students will be accepted into the program each year dependent upon the number of available spots.
  - A minimum of 300 hours of clinical experience must be obtained once admitted into the program. The hours must be accumulated over a minimum of three semesters (with at least 100 hours per semester) and cannot be clinical experience for more than five semesters.
  - Students cannot do the internship experience (HPER464) until they have completed the Practicum in Strength and Conditioning (HPER416), the United States Weightlifting Certification course, and the 300 hour clinical experience.

+ Fitness Management
  - Follow steps 1, 2, and 3 listed above, as well as the following:
    a. must have a minimum Grade Point Average (GPA) of 2.00
  - After the above criteria have been met, each student will then be evaluated and chosen based on the following criteria:
    a. Cumulative and Major Grade Point Average
    b. Application
    c. Written Essay
    d. Written Log (if necessary)
    e. Interview (if necessary)
  - Once admitted into the program, students will be required to maintain a cumulative index of at least 2.00 or be dropped from the program upon review.
  - Approximately twenty students will be accepted into the program each year dependent upon the number of available spots.
  - Students cannot do the internship experience (HPER464) until they have completed the Seminar in Fitness Management (HPER354) and all of the courses in the Concentration Area.

+ Figure Skating Science
  - Follow steps 1, 2, and 3 listed above
  - After the above criteria have been met, each student will then need to meet with the Director of the Figure Skating Science Concentration to determine eligibility for the program.
<table>
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<tr>
<th>SUGGESTED CURRICULUM</th>
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<th>JUNIOR</th>
<th>SENIOR</th>
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<tbody>
<tr>
<td>ENGL 110</td>
<td>Critical Reading and Writing</td>
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<tr>
<td>XXX XXX</td>
<td>Three credits in an approved course or courses stressing multicultural, ethnic, and/or gender-related content</td>
<td>3 x x x x x</td>
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<tr>
<td>XXX XXX</td>
<td>A writing course involving significant writing experience including two papers with a combined minimum of 3,000 words to be submitted for extended faculty critique of both composition and content. Appropriate writing courses are normally designated in the semester's Registration Booklet as &quot;Satisfies Arts and Science Second Writing Course.&quot;</td>
<td>3 x x x x x</td>
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<tr>
<td>MATH XXX</td>
<td>Must be an approved course at the 100-level or greater</td>
<td>3 x x x x x</td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>

**UNIVERSITY REQUIREMENTS**

**GROUP A - COMMUNICATION SKILLS**
Requires a minimum of 6 credits (from at least two different departments) from the following departments: English (writing/composition courses), Foreign Languages and Literature (language/communication courses), Communication, Linguistics, and Manual Communication courses (sign language courses).

**GROUP B - HUMANITIES AND FINE ARTS**
Requires a minimum of 3 credits from the following departments: Art, Art History, Comparative Literature, English (literature courses), Foreign Languages and Literature (literature courses), Music, Philosophy, Theater, and specific courses from Textiles, Design and Consumer Economics.

**GROUP C - BIOLOGICAL SCIENCES**
Requires a minimum of 4 credits (BISC course with lab) from the Biological Sciences department.

**GROUP D - HISTORY AND SOCIAL SCIENCE**
PSYC 201 General Psychology
Requires a minimum of 6 credits (from at least two different departments) from the following departments: Anthropology (except physical and biological), Black American Studies, Criminal Justice, Economics, Geography (except physical and meteorology), History, Political Science and International Relations, Psychology (except physiological), Sociology, Women's Studies, and specific courses from Individual and Family Studies.

**GROUP E - NATURAL SCIENCE AND MATHEMATICS**
NTDT 200 Nutrition Concepts
XXX XXX Science course with lab
Requires a minimum of 7 credits (from at least two different departments); remaining courses may include the following departments: Anthropology (physical and biological), Chemistry, Computer and Information Science, Engineering, Entomology, Geography (physical and meteorology), Geology, Health Sciences (natural science courses), Mathematics (excluding MATH251 and MATH253), Physical Science, Physics (including Astronomy), Plant Science, Psychology (physiological), Soil Science, Statistics, as well as specific courses from the Department of Nutrition and Dietetics and the College of Marine Studies.
### Suggested Curriculum

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
<th>Freshman</th>
<th>Sophomore</th>
<th>Junior</th>
<th>Senior</th>
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<tr>
<td>HPER 210</td>
<td>Safety, First Aid, and Emergency Care</td>
<td>3</td>
<td>x</td>
<td></td>
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<tr>
<td>HPER 214</td>
<td>Wellness: A Way of Life</td>
<td>3</td>
<td>x</td>
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<td>HPER 220</td>
<td>Anatomy and Physiology</td>
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<td>x</td>
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<tr>
<td>HPER 276</td>
<td>Personal Computers in Health, Physical Education, and Recreation</td>
<td>2</td>
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<td>HPER 290</td>
<td>Physiology of Activity</td>
<td>3</td>
<td></td>
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<td>HPER 291</td>
<td>Physiology of Activity Lab</td>
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<td>HPER 300</td>
<td>Issues in Physical Activity Studies and Sport</td>
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<td>HPER 305</td>
<td>Fundamentals of Athletic Training</td>
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<td>HPER 324</td>
<td>Measurement and Evaluation</td>
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<tr>
<td>HPER 342</td>
<td>Survey in Adaptive Physical Education</td>
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<td>HPER 350</td>
<td>Basic Concepts in Kinesiology</td>
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### Concentration Area

<table>
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<tr>
<th>Course</th>
<th>Credits</th>
<th>Freshman</th>
<th></th>
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</thead>
<tbody>
<tr>
<td>HPER 235</td>
<td>Professional Transitions</td>
<td>3</td>
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</tr>
</tbody>
</table>

Students selecting this program will be required to complete one of the following options:

**Option I**
- Minor I (minimum of 15 credits)
- Minor II (minimum of 15 credits)

**Option II**
- Minor I (minimum of 15 credits)
- Area of Study (minimum of 15 credits)

**NOTE:** All course work in the Area of Study must be developed with a department academic advisor and approved by the Chair of the Department of Physical Education.

### Electives

| Credits to Total a Minimum of 120 |

\* Indicates minimum number of credits required, the remaining 6 credits can be from any group in the Breadth Requirements.

\* Indicates minimum number of credits required for a minor/area of interest. Some curriculums may require a greater number of credits.

\* Number of elective credits may vary based on minor(s) and/or area of interest chosen.
EXERCISE AND SPORT SCIENCE
ADMISSION REQUIREMENTS AND GUIDELINES

Students interested in any of the Exercise and Sport Science Concentrations will need to fulfill the following minimum requirements:

1. must complete at least 28 total credits, with at least 12 credits taken at the University of Delaware.
2. must complete the following courses:
   
   HPER210 (3 cr)  
   HPER214 (3 cr)  
   HPER220 (3 cr)  
   HPER276 (3 cr)  
   HPER305 (3 cr)  
   BISC course w/ lab (4 cr)

3. must complete the appropriate application form for each concentration. Applications for all of the concentrations will be accepted at only one time per year. June 15th. All forms should be returned to the Physical Education Advancement Center (113A Carpenter South Building) by the application deadline.

NOTES:
(1) Students need to be in the College of P.E.A.R. in order to apply for any of the concentrations.
(2) Meeting the minimum admission requirements does not guarantee acceptance into the Figure Skating Science, Fitness Management, and Strength and Conditioning Concentrations. Offer of admission into these concentrations are presented on a competitive basis to those individuals who are most qualified.

* Application Procedures for the Concentrations in Exercise and Sport Science *

+ Exercise Physiology
  - Follow steps 1, 2, and 3 listed above

+ Physical Education Studies
  - Follow steps 1, 2, and 3 listed above
  - Upon completion of HPER235 - Professional Transitions and conferring with their advisor, students must declare either a University-approved Minor or one University-approved Minor and one Area of Study.

+ Strength and Conditioning
  - Follow steps 1, 2, and 3 listed above, as well as the following:
    a. must have a minimum Grade Point Average (GPA) of 2.00
   b. complete a minimum of 100 hours of direct observation in the Chuck Hull Weight Room under the supervision of the Director of the program.
   c. After the above criteria have been met, each student will then be evaluated and chosen based on the following criteria:
      a. Cumulative and Major Grade Point Average
      b. Application
      c. Written Essay
      d. Written Log with Listing of Direct Observation Hours
      e. Interview (if necessary)
   d. Once admitted to the program, students will be required to maintain a cumulative index of at least 2.00 or be dropped from the program upon review.
   e. Approximately ten to fifteen students will be accepted into the program each year dependent upon the number of available spots.
   f. A minimum of 300 hours of clinical experience must be obtained once accepted into the program. The hours must be accumulated over a minimum of three semesters (with at least 100 hours per semester) and cannot do clinical experience for more than five semesters.
   g. Students cannot do the internship experience (HPER464) until they have completed the Practicum in Strength and Conditioning (HPER416), the United States Weightlifting Federation Certification course, and the 300 hour clinical experience.

+ Fitness Management
  - Follow steps 1, 2, and 3 listed above, as well as the following:
    a. Must have a minimum Grade Point Average (GPA) of 2.00
   b. After the above criteria have been met, each student will then be evaluated and chosen based on the following criteria:
      a. Cumulative and Major Grade Point Average
      b. Application
      c. Written Essay
      d. Interview (if necessary)
   c. Once accepted into the program, students will be required to maintain a cumulative index of at least 2.00 or be dropped from the program upon review.
   d. Approximately twenty students will be accepted into the program each year dependent upon the number of available spots.
   e. Students cannot do the internship experience (HPER464) until they have completed the Seminar in Fitness Management (HPER334) and all of the courses in the Concentration Area.

+ Figure Skating Science
  - Follow steps 1, 2, and 3 listed above
   - After the above criteria have been met, each student will then need to meet with the Director of the Figure Skating Science Concentration to determine eligibility for the program.
**Suggested Curriculum**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
<th>Freshman</th>
<th>Sophomore</th>
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**University Requirements**

**College Requirements**

<table>
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<tr>
<th>Course</th>
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<tbody>
<tr>
<td>xxx xxx</td>
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**Breadth Requirements**

**Group A - Communication Skills**
Requires a minimum of 6 credits (from at least two different departments) from the following departments: English (writing/composition courses), Foreign Languages and Literature (language/communication courses), Communication, Linguistics, and Manual Communication (sign language courses).

**Group B - Humanities and Fine Arts**
Requires a minimum of 3 credits from the following departments:
Art, Art History, Comparative Literature, English (literature courses), Foreign Languages and Literature (literature courses), Music, Philosophy, Theater, and specific courses from Textiles, Design and Consumer Economics.

**Group C - Biological Sciences**
<table>
<thead>
<tr>
<th>Course</th>
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**Group D - History and Social Science**
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<th>Course</th>
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**Group E - Natural Science and Mathematics**
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<tr>
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<td>x</td>
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<td>CHEM xxx</td>
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<td>COURSE</td>
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<td>SOPHOMORE</td>
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<tr>
<td>HPER 210</td>
<td>Safety, First Aid, and Emergency Care</td>
<td>3</td>
<td>X</td>
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<tr>
<td>HPER 214</td>
<td>Wellness: A Way of Life</td>
<td>3</td>
<td>X</td>
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<tr>
<td>HPER 220</td>
<td>Anatomy and Physiology</td>
<td>3</td>
<td>X</td>
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<tr>
<td>HPER 276</td>
<td>Personal Computers in Health, Physical Education, and Recreation</td>
<td>2</td>
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<td>HPER 290</td>
<td>Physiology of Activity</td>
<td>3</td>
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<tr>
<td>HPER 291</td>
<td>Physiology of Activity Lab</td>
<td>1</td>
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<td>HPER 300</td>
<td>Issues in Physical Activity Studies and Sport</td>
<td>3</td>
<td></td>
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<tr>
<td>HPER 305</td>
<td>Fundamentals of Athletic Training</td>
<td>3</td>
<td></td>
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<tr>
<td>HPER 324</td>
<td>Measurement and Evaluation</td>
<td>3</td>
<td></td>
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<tr>
<td>HPER 342</td>
<td>Survey in Adaptive Physical Education</td>
<td>3</td>
<td></td>
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<tr>
<td>HPER 350</td>
<td>Basic Concepts in Kinesiology</td>
<td>3</td>
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**CONCENTRATION AREA**

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<tr>
<th>COURSE</th>
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<tbody>
<tr>
<td>NTDT 310</td>
<td>Nutrition and Activity</td>
<td>3</td>
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**External to the College**

<table>
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<th>COURSE</th>
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<th>JUNIOR</th>
<th>SENIOR</th>
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<tbody>
<tr>
<td>HPER 320</td>
<td>Principles of Strength and Conditioning</td>
<td>3</td>
<td></td>
<td>X</td>
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</tr>
<tr>
<td>HPER 321</td>
<td>Advanced Principles in Strength and Conditioning</td>
<td>4</td>
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<tr>
<td>HPER 322</td>
<td>Weight Room Safety and Design</td>
<td>1</td>
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<tr>
<td>HPER 323</td>
<td>Theories and Applications of Program Design</td>
<td>3</td>
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<tr>
<td>HPER 354</td>
<td>Seminar in Strength and Conditioning</td>
<td>1</td>
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<tr>
<td>HPER 390</td>
<td>Principles of Coaching</td>
<td>3</td>
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<tr>
<td>HPER 416</td>
<td>Practicum in Strength and Conditioning</td>
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<tr>
<td>HPER 426</td>
<td>Biomechanics of Sport</td>
<td>4</td>
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<tr>
<td>HPER 440</td>
<td>Strategies of Athletic Peak Performance</td>
<td>3</td>
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<tr>
<td>HPER 464</td>
<td>Internship in Strength and Conditioning</td>
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<td>HPER 464</td>
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**ELECTIVES**

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<tr>
<td>Electives</td>
<td>11</td>
<td>X</td>
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*Indicates minimum number of credits required; the remaining 6 credits can be from any group in the Breadth Requirements.
EXERCISE AND SPORT SCIENCE
ADMISSION REQUIREMENTS AND GUIDELINES

Students interested in any of the Exercise and Sport Science Concentrations will need to fulfill the following minimum requirements:

1. must complete at least 28 total credits, with at least 12 credits taken at the University of Delaware.
2. must complete the following courses:
   - HPER210 (3 cr)
   - HPER220 (3 cr)
   - HPER314 (3 cr)
   - HPER276 (3 cr)
   - BISC course w/ lab (4 cr)
3. must complete the appropriate application form for each concentration. Applications for all of the concentrations will be accepted at only one time per year: June 18th. All forms should be returned to the Physical Education Advisement Center (112A Carpenter Sports Building) by the application deadline.

NOTES:
1. Students need to be in the College of P.E.A.R. in order to apply for any of the concentrations.
2. Meeting the minimum admission requirements does not guarantee acceptance into the Figure Skating Science, Fitness Management, and Strength and Conditioning Concentrations. Offer of admission into these concentrations are presented on a competitive basis to those individuals who are most qualified.

* Application Procedures for the Concentrations in Exercise and Sport Science *

+ Exercise Physiology
  - Follow steps 1, 2, and 3 listed above

+ Physical Education Studies
  - Follow steps 1, 2, and 3 listed above
  - Upon completion of HPER235 - Professional Transitions and conferring with their advisor, students must declare either two University-approved Minors or one University-approved Minor and one Area of Study.

+ Strength and Conditioning
  - Follow steps 1, 2, and 3 listed above, as well as the following:
    a. must have a minimum Grade Point Average (GPA) of 2.00
    b. complete a minimum of 100 hours of direct observation in the Chuck Hall Weight Room under the supervision of the Director of the program.
    c. After the above criteria have been met, each student will then be evaluated and chosen based on the following criteria:
       a. Cumulative and Major Grade Point Average
       b. Application
       c. Written Essay
       d. Written Log with Listing of Direct Observation Hours
       e. Interview (if necessary)
  - Once admitted to the program, students will be required to maintain a cumulative index of at least 2.00 or be dropped from the program upon review.
  - Approximately three to five students will be accepted into the program each year dependent upon the number of available spots.
  - A minimum of 300 hours of clinical experience must be obtained once accepted into the program. The hours must be accumulated over a minimum of three semesters (with at least 100 hours per semester) and cannot be clinical experience for more than five semesters.
  - Students cannot do the internship experience (HPER464) until they have completed the Practicum in Strength and Conditioning (HPER416), the United States Weightlifting Federation Certification course, and the 300 hour clinical experience.

+ Fitness Management
  - Follow steps 1, 2, and 3 listed above, as well as the following:
    a. Must have a minimum Grade Point Average (GPA) of 2.00
    b. After the above criteria have been met, each student will then be evaluated and chosen based on the following criteria:
       a. Cumulative and Major Grade Point Average
       b. Application
       c. Written Essay
       d. Interview (if necessary)
  - Once admitted into the program, students will be required to maintain a cumulative index of at least 2.00 or be dropped from the program upon review.
  - Approximately twenty students will be accepted into the program each year dependent upon the number of available spots.
  - Students cannot do the internship experience (HPER464) until they have completed the Seminar in Fitness Management (HPER354) and all of the courses in the Concentration Area.

+ Figure Skating Science
  - Follow steps 1, 2, and 3 listed above
  - After the above criteria have been met, each student will then need to meet with the Director of the Figure Skating Science Concentration to determine eligibility for the program.
October 1, 1996

TO: College Curriculum Committee
FROM: David Frey, Plant and Soil Sciences
RE: New Majors

The Department of Plant and Soil Sciences is proposing the addition of two new undergraduate majors to compliment the existing Plant Science Major, Landscape Horticulture and Plant Biology. In designing these majors, we have incorporated input from other academic institutions, an extensive mail survey of alumni and appropriate industry representatives, and a day long focus group session involving alumni and industry personnel.

Adding the new majors to our existing Plant Science Major will redistribute our students now in the four Plant Science concentrations. The Plant Science Major will remain and include the requirements currently listed under the General concentration. The current concentrations of Ornamental Horticulture, Plant Pathology and Agronomy will be deleted. It is anticipated that the total number of plant-oriented majors will not increase significantly but these changes will permit our students to pursue more specifically titled majors in the plant sciences.
DEGREE: BACHELOR OF SCIENCE IN AGRICULTURE
MAJOR: PLANT BIOLOGY

CURRICULUM

UNIVERSITY REQUIREMENTS

ENGL 110  Critical Reading and Writing
Three credits in an approved course or courses stressing
multicultural, ethnic, and or gender-related content. 3

COLLEGE REQUIREMENTS

Mathematics and Computer Science
Mathematics course 3
Computer Science course FREC 135 or equivalent 3

Agricultural and Biological Sciences
Minimum of one course in three of the following areas: Food and Resource Economics,
Food Science, Agricultural Engineering, Animal Science, Entomology and Applied
Ecology or Biology. 9-12

Literature and Arts
Six credits selected from the general areas of English, Art, Art History, Communication,
Music, Theater, or Foreign Language. 6

Social Sciences and Humanities
Minimum of one course in three of the following areas: Anthropology, Black American
Studies, Criminal Justice, Economics, Education, Geography, History, Philosophy,
Political Science, Psychology, Sociology, or Women's Studies. 9

Physical Sciences
Minimum of eight credits selected from one of the following areas: Chemistry, Physics,
Geology or Physical Science. 8
## MAJOR REQUIREMENTS

**External to the College**

<table>
<thead>
<tr>
<th>Course</th>
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<th>Credits</th>
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<tr>
<td>BISC 207</td>
<td>Introductory Biology I</td>
<td>4</td>
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<tr>
<td>BISC 371</td>
<td>Introduction to Microbiology</td>
<td>4</td>
</tr>
<tr>
<td>CHEM 101 or 103</td>
<td>General Chemistry</td>
<td>4</td>
</tr>
<tr>
<td>CHEM 102 or 104</td>
<td>General Chemistry</td>
<td>4</td>
</tr>
<tr>
<td>CHEM 213 or 321/322</td>
<td>Organic Chemistry</td>
<td>4 or 8</td>
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**One of the following**

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<tr>
<td>CHEM 214 and 216</td>
<td>Elementary Biochemistry and Lab</td>
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<tr>
<td>CHEM 527</td>
<td>Biochemistry</td>
<td>3</td>
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<tr>
<td>CHEM 641 and 642</td>
<td>Biochemistry</td>
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**Within the Department/College**

<table>
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<tr>
<td>PLSC 101</td>
<td>Botany I</td>
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<tr>
<td>PLSC 201</td>
<td>Botany II</td>
<td>4</td>
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<tr>
<td>PLSC 204</td>
<td>Intro to Soil Sciences</td>
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<td>PLSC 300</td>
<td>Principles of Plant and Animal Genetics</td>
<td>3</td>
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<td>PLSC 303</td>
<td>Introduction to Plant Pathology</td>
<td>4</td>
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<tr>
<td>PLSC 306</td>
<td>Introduction to Plant Molecular Biology</td>
<td>4</td>
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<td>PLSC 410</td>
<td>Introductory Plant Physiology</td>
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<td>PLSC 435</td>
<td>Plant Developmental Biology</td>
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<td>FREC 408</td>
<td>Research Methods</td>
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<tr>
<td>ENTO 465</td>
<td>Seminar (Consider PLSC cross/listing)</td>
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**Other Life Science Courses** - Minimum of four courses and 12 credits with at least six credits at the 400 level or above.

**Suggested courses for different subject matter interests are:**

**General Plant Biology**

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<th>Description</th>
<th>Credits</th>
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<tr>
<td>BISC 302 or 321</td>
<td>General Ecology/Environmental Biology</td>
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<tr>
<td>PLSC 366 or higher</td>
<td>Independent Study</td>
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<td>PLSC 402</td>
<td>Plant Taxonomy</td>
<td>3</td>
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<tr>
<td>PISC 467</td>
<td>Weed Biology and Control</td>
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</tr>
<tr>
<td>PISC 607</td>
<td>Plant and Soil Water Relations</td>
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<td>PLSC 609</td>
<td>Plant Microtechnique</td>
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<tr>
<td>PLSC 615</td>
<td>Vascular Plant Anatomy</td>
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</table>

Any life science course (ANSC, BISC, ENTO, PLSC) at 400 level or above 6
### Agronomy
- **PLSC 151** Introduction to Crop Science 3
- **PLSC 305** Environmental Soil Management 4
- **PLSC 367** Environmental Soil Microbiology 4
- **PLSC 401** Agronomic Crop Science 3
- **PLSC 411** Diagnostic Plant Pathology 3
- **PLSC 470** Weed Biology and Control 4
- **PLSC 602** Physiological Plant Productivity 3
- **PLSC 605** Plant Breeding 3
- **ENTO 205** Elements of Entomology 3
- **ENTO 305** Entomology Laboratory 2

### Horticulture
- **PLSC 133** Ornamental Horticulture 3
- **PLSC 211** Herbaceous Landscape Plants 3
- **PLSC 212** Woody Landscape Plants 4
- **PLSC 213** Turf Establishment and Maintenance 4
- **PLSC 411** Diagnostic Plant Pathology 3
- **PLSC 417** Greenhouse Management 4
- **PLSC 422** Plant Propagation 3
- **ENTO 205** Elements of Entomology 3
- **ENTO 305** Entomology Laboratory 2

### Plant Biotechnology
- **PLSC 270** Biotech: Science and Socioeconomic Issues 3
- **PLSC 310** Plant Genetics Laboratory 1
- **PLSC 414** Plant Cell and Tissue Culture 4
- **PLSC 420** Plant Physiology Laboratory 2
- **PLSC 605** Plant Breeding 3
- **ANSC 570** Principles of Molecular Genetics 3
- **BISC 301** Molecular Biology of the Cell 4
- **BISC 303** Genetics and Evolutionary Biology 4
- **BISC 604** Recombinant DNA Laboratory 4
- **BISC 653** Recent Advances in Molecular Biology 2
- **BISC 654** Biochemical Genetics 3

### Plant Pathology
- **PLSC 411** Diagnostic Plant Pathology 3
- **PLSC 413** Principles of Plant Disease Control 3
- **PLSC 429** Introduction Mycology 4
- **PLSC 440** Integrated Pest and Disease Management 3
- **PLSC 616** Plant Virology 4
- **ENTO 205** Elements of Entomology 3
- **ENTO 305** Entomology Laboratory 2
- **ENTO 411** Economic Entomology 3
**ELECTIVES** (14-23 credits)
May include Military Science, Music or Physical education. (Only two credits of activity-type Physical Education and/or two credits of performing Music organization credit may be counted toward the degree.)

Suggest courses include:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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<tr>
<td>PHYS 201 or higher</td>
<td>Introductory Physics</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>(Recommended for students interested in graduate school)</td>
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<tr>
<td>CHEM 220/221</td>
<td>Quantitative Analysis</td>
<td>4</td>
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</table>

**CREDITS TO TOTAL MINIMUM OF 124**
DEGREE: BACHELOR OF SCIENCE IN AGRICULTURE
MAJOR: LANDSCAPE HORTICULTURE

CURRICULUM

UNIVERSITY REQUIREMENTS

ENGL 110  Critical Reading and Writing  3
Three credits in an approved course or courses stressing  3
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COLLEGE REQUIREMENTS

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<td>CHEM 213</td>
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One communication course chosen from the following

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One business related course chosen from the following

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<td>FREC 312</td>
<td>Food Retailing and Product Management</td>
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<td>FREC 404</td>
<td>Food and Fiber Marketing</td>
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<td>Agricultural and Natural Resource Policy</td>
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<td>FREC 430</td>
<td>Establishing and Managing a Food and Agribusiness Enterprise</td>
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<td>PHIL 200</td>
<td>Business Ethics</td>
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<td>PLSC 403</td>
<td>Nursery and Garden Center Management</td>
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<td>POSC 220</td>
<td>Introduction to Public Policy</td>
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<td>Consumer Economics</td>
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**Within the Department/College**

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<td>PLSC 305</td>
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<td>PLSC 410</td>
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<td>PLSC 470</td>
<td>Weed Biology and Control</td>
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**Electives**

May include Military Science, Music or Physical Education. (Only two credits of activity-type Physical Education and/or two credits of performing Music organization credit may be counted toward the degree.)

**Credits to Total Minimum of 124**
Honors B.A. in Communication

We are proposing an Honors B.A. in Communication that can be attained in either of our two undergraduate concentrations, interpersonal communication and mass communication. We will have available each year honors sections of at least the following six classes:

COMM 245 - Mass Communication and Culture  
COMM 330 - Communication and Interpersonal Behavior  
COMM 417 - Communication and the Management of Conflict  
COMM 424 - Media Message Analysis  
COMM 450 - Mass Communication Effects  
COMM 485 - Analysis of Face-to-Face Communication

All of these courses are requirements for either or both concentrations. An Honors student concentrating in mass communication would take at least the following four courses, all required for that concentration:

COMM 245 - Mass Communication and Culture  
COMM 330 - Communication and Interpersonal Behavior  
COMM 424 - Media Message Analysis  
COMM 450 - Mass Communication Effects

An Honors student concentrating in interpersonal communication would take at least the following four courses, all required for that concentration:

COMM 245 - Mass Communication and Culture  
COMM 330 - Communication and Interpersonal Behavior  
COMM 417 - Communication and the Management of Conflict  
COMM 485 - Analysis of Face-to-Face Communication

Honors sections of other Communication classes might also be available on an intermittent basis.
Honors B.A. in Communication
(Applies to all Concentrations)

The recipient must complete:

1. All requirements for the B.A. in Communication

2. All the University’s generic requirements for the Honors Degree

Nine of the Honors credits in the major must be at the 300 level or above, and must include at least one COMM 400 level course.
UNIVERSITY OF DELAWARE
Mathematical Sciences Department
HONORS – BA MATHEMATICS

The recipient must complete

1. All requirements for the B.A. in Mathematics
2. All the University's generic requirements for the Honors degree

All Mathematics and Statistics courses listed below the 600-level in which the student takes an honors component may be counted toward the minimum 12 hours of Honors credits in the major required by the generic requirements for the Honors degree. All Mathematics and Statistics courses listed at the 600-level or higher may be counted toward the same 12 Honors credit requirement.
UNIVERSITY OF DELAWARE
Mathematical Sciences Department

HONORS – BS MATHEMATICS

The recipient must complete

1. All requirements for the B.S. in Mathematics
2. All the University’s generic requirements for the Honors degree

All Mathematics and Statistics courses listed below the 600-level in which the student takes an honors component may be counted toward the minimum 12 hours of Honors credits in the major required by the generic requirements for the Honors degree. All Mathematics and Statistics courses listed at the 600-level or higher may be counted toward the same 12 Honors credit requirement.
UNIVERSITY OF DELAWARE
Mathematical Sciences Department
HONORS – BA MATHEMATICS EDUCATION

The recipient must complete

1. All requirements for the B.A. in Mathematics Education

2. All the University’s generic requirements for the Honors degree

All Mathematics and Statistics courses listed below the 600-level in which the student takes an honors component may be counted toward the minimum 12 hours of Honors credits in the major required by the generic requirements for the Honors degree. All Mathematics and Statistics courses listed at the 600-level or higher may be counted toward the same 12 Honors credit requirement.
October 25, 1996

Memorandum To: Dean Mary P. Richards  
Senate Committee on Undergraduate Studies

Re: Proposed Honor’s Degree in Women’s Studies

From: Dr. Beth Haslett, Director, Women’s Studies Program

The Women’s Studies Program is requesting approval for an honor’s degree in its curriculum. The program has had a major since 1992, and attracts high caliber academic students. Of our twelve graduating majors last year, half of them qualified for graduation with honors. In view of this, as well as the gifted teaching faculty in the WOMS program, we would like to offer an honor’s degree to supplement the options available to students.

Since 1990, Women’s Studies has offered 38 honors courses, with seven different honors courses being offered at the 300 level or above. Thus the program, without any expansion, can already offer sufficient courses to satisfy the requirements for an honor’s degree.

We believe this is an important addition to offerings already available to students. It would allow Women’s Studies to recognize the talent of students already enrolled and attract even more highly qualified students.

Attached is a list of honor’s courses taught in WOMS since 1990, a brief statement clarifying that cross-listed courses would be considered as fulfilling the honor’s degree requirements in WOMS (drafted by Dr. Robert Brown, director of the Honor’s Program) and a letter of support from Dr. Brown.

Thank you for your consideration.
<table>
<thead>
<tr>
<th>Year</th>
<th>Season</th>
<th>Course Number</th>
<th>Course Title</th>
<th>Instructor</th>
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<td>WOMS 267.080</td>
<td>Motherhood, Culture &amp; Politics</td>
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<td>WOMS 294.080</td>
<td>The Battered, the Put Down, and the Rejected</td>
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<td>Women in Western Culture</td>
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<td>Women in Literature</td>
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<td>Colloquium: Modern Women, Modern Voices: Literature By and About Women</td>
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<td>Colloquium: Racism, Sexism, and Speciesism</td>
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Honors B.A. in Women's Studies

The recipient must complete:

1. All requirements for the B.A. in Women's Studies.

2. All the University's generic requirements for the Honors Degree.

The Honors credits required in the major must be in courses in Women's Studies or courses cross-listed with Women's Studies.

(R. Brown, 10/15/96)
October 25, 1996

TO: College of Human Resources,
Undergraduate Studies Committee

FROM: Dept. of Nutrition & Dietetics
Undergraduate Studies Committee

RE: Coordinated Undergraduate Dietetics (CUD) Major Deletion

The CUD major is being deleted because this American Dietetic Association supervised practice experience is now being offered through the post-baccalaureate dietetic internship offered by the Dept. of Nutrition & Dietetics in collaboration with the Delaware Dept. of Public Health.