UNIVERSITY FACULTY SENATE

SUMMARY OF AGENDA

December 7, 1998

I. Adoption of the Agenda

II. Approval of the Minutes: November 2, 1998

III. Remarks by Provost Schiavelli

IV. Announcements: Senate President Michael Keefe

   Announcements for Challenge:
   1. Revision to the B.A. in Educational Studies (BAES)
   2. Name change of Consumer Economics to Leadership and Consumer Economics

V. Old Business:

   A. Recommendation from the Faculty Welfare and Privileges Committee concerning the revision to the Policy and Procedures for Informal Student Course Complaints

VI. New Business:

   A. Changes to Dual Degree GPA Calculation
   B. Introduction of New Business
November 27, 1998

TO: All Faculty Members

FROM: Susan McGeary, Vice President
University Faculty Senate

SUBJECT: Regular Faculty Senate Meeting, December 7, 1998

In accordance with Section IV, paragraph 6 of the Constitution, the regular meeting of the University Faculty Senate will be held on Monday, December 7, 1998 at 4:00 p.m. in room 104 Gore Hall. The agenda will be as follows:

AGENDA

I. Adoption of the Agenda

II. Approval of the Minutes: November 2, 1998

III. Remarks by Provost Schiavelli

IV. Announcements: Senate President Michael Keefe

Announcements for Challenge:

1. Revision to the B.A. in Educational Studies (BAES) (Attachment 1)

2. Name change of Consumer Economics to Leadership and Consumer Economics (Attachment 2)

V. Old Business:

A. Recommendation from the Faculty Welfare and Privileges Committee (Nancy Jordan, Chair) with the concurrence of the Executive Committee (Michael Keefe, President) concerning the revision to the Policy and Procedures for Informal Student Course Complaints
WHEREAS the Faculty Welfare and Privileges Committee has perceived a need to formalize policies on students' course-related complaints; and

WHEREAS it also perceives a need to protect faculty rights against being judged negatively on the basis of informal student complaints that may lack foundation; and

WHEREAS UD policy should encourage faculty to bring about timely improvements in a course so that students in the course (as distinguished from students who take the course in the future) can benefit from the professor’s complaint-stimulated improvement of the course; be it therefore

RESOLVED that the Faculty Handbook be amended as follows:

POLICY AND PROCEDURES FOR INFORMAL-STUDENT COURSE COMPLAINTS

1) Insert the word "formal" in II-4 (section dealing with grievance-style student complaints that involve personal mistreatment by a faculty member) so that it would read:

4. FORMAL Student Grievance Procedure
   a. Definition of a FORMAL Student Complaint

FORMAL student complaints fall into categories

2) Add a new section, III B-2 (to precede section on Sexual Harassment Policy) in the general category Faculty Personnel Policy

III.B-2.

POLICY AND PROCEDURES ON INFORMAL COURSE-RELATED STUDENT COMPLAINTS

1) POLICY:

In general, it is UD policy that faculty members be apprised as promptly as feasible of informal course-related complaints that students have made to department chairs or program directors in face-to-face or in written, signed statements. whenever the chair/director judges the complaint substantial enough to warrant corrective action. A chair or director shall not negatively sanction a
professor on the basis of such complaints unless the chair/director has notified the faculty member about the complaint in a timely fashion as described below:

2) PROCEDURES:

A. When the chair/director receives a face-to-face or written and signed complaint about an ongoing course (e.g., a complaint about inappropriate course requirements, about faculty in-class behavior, etc.), the chair/director should encourage direct communication between the student and the faculty member. If this does not prove feasible due to student reluctance, it is the responsibility of the chair/director to notify the faculty member promptly concerning any complaint that the chair/director considers substantial enough to warrant corrective action.

I. The general guideline for the chair/director is to honor a student’s desire for confidentiality, but to notify the professor of the problem as soon as is feasible within this constraint, so that the professor can take corrective action. (Many such complaints can be readily communicated to the professor without revealing particular student identities.) For a complaint that is well-grounded, this obligation of prompt notice should facilitate the faculty members’ attending to the problem while the course is still running, whenever feasible.

II. Faculty members are entitled to elemental due process: No professor should be negatively sanctioned by a chair/director on the basis of an unwritten student complaint about the professor’s course concerning which the professor has not been notified and given an opportunity to be heard. The professor must be given an opportunity to confront the accusation so that the chair/director can judge fairly whether the complaint has any foundation.

B. If the complaint is about personal mistreatment of an individual student, see, section II-4 Formal Student Grievance Procedure, for formal guidelines.

VI. New Business

A. Changes from the Coordinating Committee on Education (Mark Huddleston, Chair) with the concurrence of the Executive Committee (Michael Keefe, Chair) concerning the Dual Degree GPA Calculation (Attachment 3)

WHEREAS the University awards degrees based, in part, upon attainment of a satisfactory grade point index, and

WHEREAS the University currently calculates one cumulatively
averaged grade point index, even when students return to pursue a second baccalaureate degree, and

WHEREAS it would be preferable to calculate separate grade point indices for consecutive degree programs, therefore be it

RESOLVED that the following wording be added to the policy on grade point index calculation:

If a degree has been awarded previously from the University of Delaware and then the student returns to another academic degree program, a separate grade point index will be calculated for the second program. However a single grade point index is calculated for students who elect to pursue more than one degree currently.

B. Introduction of New Business

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.)

Attachments:

Committee Activity Reports
1. Revision to the B.A. in Educational Studies (BAES)
2. Name change of Consumer Economics to Leadership and Consumer Economics
3. Changes to Dual Degree GPA Calculation

[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.]

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Faculty Welfare and Privileges, Cte. On (Nancy Jordan)

1. Sabbatical Leave policy for junior faculty 
2. Policy & Procedures on informal course-related student complaints

Graduate Studies, Cte. On (Jim Richards)

Proposed M.A. Degree in Physics

Instructional, Computing and Research Support Services, Committee On (Marcia Peoples Halio)

1. Site Scheduling 
2. Dial Tone Delays: Modem Access to Newark 
3. Gore Hall and others not user friendly 
4. Buildings not connected to the "backbone" 
5. Student Laptop Policy 
6. Distant Learners and PC access 
7. Internet Access Capacity 
8. Research Computing 
9. Distributed Email Support - Netscape Communicator 
10. Bookstore Textbook Orders

Library Committee (Bryant Tolles)

Resolution on Current Contents/TOC

Undergraduate Studies, Cte. On (Alan Fox)

Items currently before the committee:

1. Animal & Food Sciences: New Major 
2. Food & Resource Economics: Revision of Agricultural Ed major 
3. Entomology & Applied Ecology: New Major, New Minor, etc. 
4. Plant & Soil Sciences: Revision of Major, New Minors 
5. Mechanical Engineering: Revision of Major 
6. Consumer Studies: New Minor

Items completed by the committee:

1. Consumer Studies: Revision of Major 
2. Educational Studies: Revision of Major 
3. Dual Degree GPA Calculation 

/khs
THE BACHELOR OF ARTS OF EDUCATIONAL STUDIES PROGRAM IN
THE SCHOOL OF EDUCATION

Purpose

The Bachelor of Arts of Education program in the School of Education engages students in the study of the complexities of schooling in our society and in other societies. The program is based on the assumption that education is an academic discipline in precisely the same sense that political science, economics, biology, etc. are academic disciplines. If this assumption is credible, then Education, as an academic field of study, can be studied as any liberal art or science is studied. This program and the professors who teach in it are devoted to contributing to a scholarly literature that has as its aim a coherent account of the phenomenon of schooling. As such, the Bachelor of Arts in Education program involves the study of theoretical foundations of education, research techniques used in analyzing educational issues and problems, as well as University-wide course work selected to advance individual student goals. The thrust of the program is defined and activated in a sophomore year seminar where students identify their interests and long-term goals. In their pursuit of a degree, students are expected to address basic questions about the pervasive and universal fact of education.

New Elements of the Program

Students will be accepted into the program at the beginning of their sophomore year at the University of Delaware, and not before. (Students who transfer into the University with sophomore standing may also apply to the program.) The number of students enrolled in the program and newly admitted each year will depend upon the availability of faculty to serve as advisors in the program. Participating faculty will be asked to supervise no more than three BAES students, and only after they have met with a prospective advisee, reviewed his/her long range plan developed in EDST 275 (see below), and agreed to serve. A maximum of 10 students each year -- 30 at any one time -- will be enrolled in the program.

All persons accepted into the program will be admitted as Dean's Scholars in the College of Human Resources, Education, and

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1 This narrative about "education as a discipline" is taken from the College of Education Strategic Plan, 1992-1997, page 2-3.
Public Policy -- and meet the College criteria of having clearly defined goals and good academic records. [The Dean's Scholar program in the College of Human Resources, Education, and Public Policy is described briefly in the University of Delaware 1997-98 Undergraduate Catalog, p. 155]. Students in the Dean's Scholars program enjoy great flexibility in planning individual programs under the supervision of their faculty advisors.2

Applications to the program will include a proposal for individual study. In addition, every application will be accompanied by a letter from a faculty member in Educational Studies who has agreed to act as the student's sponsor in the proposed line of study. The applications will be reviewed by the BAES Coordinator who will recommend admission decisions to the Director of the School of Education. The Director may, if conditions warrant, ask the School Executive Committee to assist in making the final admission decision.

In the first semester of the program, all students will enroll in EDST 275, BAES Seminar [new course] which replaces the Senior Seminar in the current BAES program. In this course, students will be introduced to the process of schooling and the many issues, problems, and wonderments associated with the core questions cited above. A product of the seminar will be the refinement on the part of each student of a long-range [three year] program plan in the Bachelors of Arts program. Each program plan will be reviewed by a Faculty Advisory Committee appointed by the School Director in consultation with the faculty advisor and the student. The Advisory Committee will be charged with the responsibility to see that the plan meets the highest standards of academic work.

An important ingredient of any plan approved in the BA program will be one that entails involvement in service learning projects for academic credit. Service learning, as currently conceived by the academic community, refers to student-community interactions through which students learn about the community while contributing to it by providing needed services. The experience selected to meet this requirement will be rationalized

2 Please note: It is not the case that all students enrolled in the Dean's Scholars Program in the College of Human Resources, Education and Public Policy will be enrolled in the Bachelor of Arts program. Other students in the College may elect to pursue individual programs that are significant and important but which do not address basic questions that are at the heart of the discipline of Education.
in the program plan each student develops. Meeting this requirement will engage students in experiences to help ground their academic learnings in the reality of the field. The following experiences are illustrative of those that might be included in a student's long range plan. Note: It is expected that all students will participate in experiences overseas, in local schools, and within the University community as well.

(Examples only for illustrative purposes)

- A study abroad experience: Participating in one of the University of Delaware's international programs with service learning components built in.

- A multicultural practicum experience: Working with Hispanic groups in the Latin American Community Center where students learn about Hispanic cultures while providing tutoring assistance to Hispanic students residing in Wilmington.

- A clinical experience in Bancroft School in an after school tutoring project where students learn about the realities of low income, urban, elementary school children.

- An assignment in the Coleman Elementary School winter session program which provides tutoring/mentoring possibilities within a community and an urban education framework.

- A research experience studying with a scholar in the College of Human Resources, Education and Public Policy who is writing about issues associated with school finances.

Students will also be required to complete a 3-credit internship experience -- engaging them in activity relevant to their long term plan and the thesis they are scheduled to complete. As interns, students might work with faculty members in research projects, assist school social workers who are making efforts to serve at risk students, or contribute to school programs in non-instructional support roles.

A senior thesis will be required of each student, reporting a study of an element of "schooling" pursued during the undergraduate course of study. The thesis, guided by a member of the School of Education faculty acting as advisor, will be a comprehensive account of the methods of inquiry and their products related to the area of specialization.
**Course of Study**

Students enrolled in the Bachelor of Arts program will meet the following requirements:

**University Requirements:**

1. E110 or Exemption: 3 credits
2. Multicultural course: 3 credits

**Skills Requirements:**

3. Second Writing Course: 3 credits
4. Mathematics 114 or 115: 3 credits

**Foreign Language Requirements:**

5. Completion Intermediate Level (107/112): 3 credits

**Breadth Requirements:**

6. Creative Arts and Humanities (12 credits)
7. Culture and Institutions Through Time: (12 credits)
8. Humans and Environment: (12 credits)
9. Natural Phenomena: (13 credits)

Total University Requirements: 64 credits

**Major Requirements:**

10. Core Requirements: (12 credits)

(Note: These courses will be Honors sections offered by School of Education faculty or 400-or-above level courses addressed to the areas specified below.)

A. History/Philosophy
B. Human Development
C. Learning
D. Inquiry

11. Program Seminar (Sophomore Year): 3 credits
12. Specialization: (32 credits including 6 credits of thesis -- UNIV 401 and UNIV 402)

13. Internship: (3 credits)

**Total Major Requirements: 50 credits**

**Electives:**

14. Free University-wide: 10 credits

**Total Program Requirements: 124 credits**

**Examples of Specialized Study**

The program provides wide latitude in planning individual courses of study -- in concert with the spirit and tradition of the Dean's Scholars Program. (See 1997-1998 Undergraduate Catalog, University of Delaware, p. 155.) Students can elect courses to advance their purposes in any University department. Some examples of Independent Study include:

(Examples only for illustrative purposes)

- A student is interested in studying the effects of public schools on academic achievement in the State of Delaware. This student would elect courses in statistics, measurement, sampling, and curriculum to advance his/her goals. An internship might be arranged in the Delaware Department of Education or in the University of Delaware R&D Center to complement the selected course work.

- Intrigued by cultural differences experienced during some private travel abroad, a student in this program could mount a cross-national comparison study of education. Course work might include work in ethnographic techniques, anthropology, interviewing, sociological theories, and similar patterns. An internship for this student might include extensive work in an overseas site.

- A student vitally interested in the paradigms of training could undertake to understand how a local industry (MBNA?) trains employees, trouble-shoots on-the-job behaviors, and evaluates training programs. To carry out this mission, the student would elect courses in learning, in program evaluation, and in curriculum. Internships in the staff training offices of local industries would provide depth of understandings.
These examples are not meant to exhaust the possibilities available to students but to demonstrate the wide-range of possibility open to students in our program.

**Relationship of Program to World of Work**

Students who graduate from this program might use their University preparation to contribute to society and to their own well-being through employment opportunities, such as:

- An ESL specialization would address a growing national and international need and lead to employment opportunities in the U.S. and abroad in this vital area.

- An educational technology specialization would position a program graduate to consider a wide variety of job opportunities in both the private and public sectors, such as technology training programs, curriculum development, and distance learning.

- A journalism specialization would prepare student to accept positions on newspaper and other media who pay attention to the education “beat.”

**Implications of the Proposed Changes**

If this program emphasis were adopted, there are a number of significant implications to consider:

1. Candidates could only enter the program in sophomore year or in exceptional cases, in the first semester of junior year. Late deciders, persons seeking admission into the program late in their college careers, would not be able to enter the program as seniors or second semester juniors as is now the case.

2. Faculty would need to share in supervising, reading, and evaluating of senior projects.

3. Students in this program would not be eligible for a Delaware teaching certificate at the end of the four year program. However, they might elect to enroll in an alternative teacher education program co-sponsored by the University of Delaware and Delaware State University.
**BACHELOR OF ARTS IN EDUCATIONAL STUDIES**

**SUGGESTED COURSE SEQUENCE**

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CURRENT BAES DEGREE

The study of natural phenomena through the natural and analysis.

Group D. (minimum of fifteen credits representing at least two areas, including a minimum of one course with an associated laboratory.

Within the Department

EDST 247 Professional Issues: Historical Perspectives
EDST 201 Education in a Multicultural Society
EDST 258 Cultural Diversity: Schooling and Teachers
EDST 304 Educational Psychology: Social Aspects
EDST 202 Human Development
EDST 305 Educational Psychology: Cognitive Aspects
EDST 230 Introduction to Exceptional Children
EDST 390 Instructional Strategies and Reflective Practice
EDST 240 Professional Issues: Philosophical Perspectives
EDST 469 Research Project/Internship
EDST 475 Senior Seminar

Three additional Educational Studies courses in one of the following concentrations:

A. Special Education
   EDST 679 Methods of Instructing Exceptional Children and Youth
   EDST 680 Educational Diagnosis
   EDST 681 Techniques for Behavior Change
   Note: Students selecting this option must take either EDST 210 or EDST 697 before enrolling in these courses.

B. ESL/Bilingualism
   EDST 607 Educational Research Procedures
   EDST/UNG 476 Second Language Acquisition and Bilingualism
   EDST/UNG 477 The Structure of English
   Note: Students who wish to enroll in a bilingual concentration must obtain a functional use of a foreign language prior to graduation. This requirement may be satisfied by the successful completion of two courses in a foreign language at the 200-level or above.

C. School Psychology
   EDST 607 Educational Research Procedures
   EDST 618 Special Services in the School
   EDST 678 Theories of the Exceptional Child

D. School Counseling
   EDST 607 Educational Research Procedures
   EDST 618 Special Services in the School
   EDST 656 School Counseling Services

E. Measurement, Statistics and Evaluation
   EDST 607 Educational Research Procedures
   EDST 660 Applied Educational Measurement
   EDST 665 Elementary Statistics

F. Educational Psychology
   EDST 607 Educational Research Procedures
   EDST 623 Applied Human Development in Schools
   EDST 627 Psychology of Teaching

G. General
   Either (a) three additional EDST courses at the 400-level or above, or (b) two such courses and one EDST Honors course at the 300-level or above.

All BAES majors are encouraged to meet with their advisor upon admission to the program to learn about the various program concentrations and to begin developing a program plan. Each BAES student is required to select a concentration no later than the end of the sophomore year.

Admission to all concentrations requires a grade point average of 2.5 or better overall as well as in the major. Admission to all 600-level courses requires a minimum grade point average of 3.0 overall as well as in the major.

(A minimum grade of C must be earned in all courses required within the Department.)

ELECTIVES

Elective course work must be approved. At least 18 of these credits must consist of courses taken outside the department that contribute directly to the Educational Studies major.

CREDITS TO TOTAL A MINIMUM OF 124
Degree Options

Within the framework of this program, there are two degree alternatives:

A. The single major option, majoring only in BAES, enables the student to take 41 credits of course work on an approved elective basis. At least 18 of these credits must consist of courses taken outside of the department that contribute directly to the educational studies major. Some examples of courses satisfying this requirement are Child Psychology (PSYC 325), Race, Power and Social Conflict (SOCL 361), Urban Politics (POS 355), and Contemporary Afro-American Issues (BAMS 205).

B. The double major option requires the student to satisfy the credit requirement (usually 30 or more) in a second discipline of the student's choosing.

Under this option, a student may elect majors in Educational Studies and History; Educational Studies and Psychology; Educational Studies and Sociology, etc.

The availability of these two options provides considerable amount of flexibility to the student for structuring the type of program most suitable to personal academic aspirations.

Requirements for a Minor in Educational Studies

The minor in Educational Studies requires 15 credits, listed below. A grade of C or better is required in all courses.

EDST 202 Human Development
EDST 304 Educational Psychology: Social Aspects
EDST 240 Professional Ethics: Philosophical Perspectives
EDST 247 Professional Issues: Historical Perspectives
EDST 258 Cultural Diversity, Schooling, and the Teacher
EDST 665 Elementary Statistics

HOTEL, RESTAURANT AND INSTITUTIONAL MANAGEMENT

The Hotel, Restaurant and Institutional Management curriculum is based on liberal arts, business and specialized courses in technical applications for the hotel and restaurant industries. Students are provided a foundation in the traditional academic areas to complement the state-of-the-art business and hospitality courses. The curriculum is structured to provide both a practical and theoretical education. An integral part of the curriculum is the hospitality related work experience. A documented and paid student work requirement of 800 hours is required prior to the Level I and II practicums during the junior and senior years. These combined work experiences assist in the preparation of students for the increasingly complex and challenging hospitality industry.

Students in the Hotel, Restaurant and Institutional Management program also have the opportunity to participate in a 4 + 1 program with the College of Business and Economics. With careful planning academically eligible students can complete both their undergraduate degree in Hotel, Restaurant and Institutional Management and the Master of Business Administration degree in five years. Additional information is available from the program office.

GENERAL EDUCATION COURSES

The following courses have been approved to fulfill humanities and science electives for students majoring in Hotel, Restaurant and Institutional Management.

HUMANITIES

Art, Art History, Communication, Comparative Literature, English, Foreign Language (including: ARAB, CHIN, FREN, GREK, GRMN,

SCIENCES

Physical and Biological: Anthropology (ANTH 102, 104, 202), logical Sciences, Animal Science, Chemistry, Entomology, Forensics, Geology, Marine Studies, Plant and Soil Science, Physics, Astronomy, Psychology (PSYC 314), Science.


DEGREE REQUIREMENTS

MAJOR MANDATORY COURSES

CR

UNIVERSITY REQUIREMENTS

ENGL 110 Critical Reading and Writing (minimum grade C)
Three credits in an approved course or courses stressing multicultural, ethnic, and/or gender-related content (see p. 22)

MAJOR REQUIREMENTS

External to the College

Humanities

ENGL 312 Written Communications in Business

Science electives

MATH 114 or MATH 170 College Mathematics and Statistics
[designed for students who do not intend to continue the study of mathematics]

MATH 115 or MATH 171 Pre-Calculus
[designed for students who intend to continue the study of mathematics]

Successful performance on the proficiency test in mathematics administered by the Department of Mathematical Sciences.

STAT 200 Basic Statistical Practice

or

STAT 201 Introduction to Statistics

BISC 101 Microbiology in Modern Society

FOCS 201 Food Principles (minimum grade C)

FOCS 211 Food Principles Laboratory (minimum grade C)

MATH 200 Calculus Concepts (minimum grade C)

Science electives

Social Sciences

PSYC 201 General Psychology

ECON 100 Economic Issues and Policies

or

ECON 151 Introduction to Microeconomics: Prices and Markets

or

ECON 152 Introduction to Macroeconomics: The National Economy

BUAD 309 Management and Organizational Behavior

Sociology course chosen from:

SOCI 201 Introduction to Sociology (Recommended)

SOCI 202 Social Deviance

SOCI 203 The Individual and Society

SOCI 204 Urban Communities

SOCI 209 Social Problems

SOCI 210 Population Problems

Other

ACCT 160 Introduction to Business Information Systems I

ACCT 2xx

or

ACCT 207

ACCT 208 Accounting I

or

ACCT 352 Law and Social Issues in Business

BUAD 301 Introduction to Marketing
TO: Mark Huddleston, Chair
Faculty Senate Coordinating Committee

FROM: Karen Stein, Chair
Department of Consumer Studies

SUBJECT: Revision of the Consumer Economics major to Leadership and Consumer Economics

DATE: November 11, 1998

Thank you for considering the proposed revision of our Consumer Economics major, which we bring to your Committee with the support of the faculty of the Department of Consumer Studies, and the Undergraduate Studies Committee and Dean of the College of Human Resources, Education and Public Policy.

The present Consumer Economic major studies the interaction between individuals and the marketplace, emphasizing the effects of resource use, public policy and corporate decision-making on consumer welfare. That, in itself, is a static statement that belies our programmatic orientation of a marketplace that is “consumer driven-consumer managed.” That is, we believe that effective marketplaces rely upon our leaders acting as if they were the consumer of the private good or the consumer of the non-profit sectors service or the consumer of the government policy that is being developed and delivered to the household unit. In essence, our goal is to train our students not only in specific subject matter, but how to blend that knowledge with a personal system of values and ethics to best design, develop, analyze, deliver and evaluate consumer products, services and policies that improve the quality of life for families and household.

Consultations with our alumni and employers of our graduates make it evident that the professional preparation of our students would be even more effective if our curriculum more closely paralleled our goals for the major and its programmatic orientation, through explicit inclusion of courses designed to increase our students’ leadership skills. Accordingly, the revised major (Leadership and Consumer Economics) emphasizes leadership in studying the interactions between consumers and the for-profit, private non-profit, and public markets. Students gain knowledge and experience in applying leadership skills to develop and evaluate consumer policies and practices through an understanding of consumer issues, consumer behavior and marketplace trends. Courses cultivate skills in communicating ideas, instituting and managing change in consumer service organizations, analyzing consumer actions, and implementing corporate and government relations with consumers. Our presence at the Wilmington Center will be particularly enhanced through this integration of leadership into the curriculum.
The Department of Consumer Studies has committed the faculty time and financial resources necessary to support the revised major: In fact, the leadership courses that are being proposed as required courses in the major are already scheduled and staffed by department faculty this academic year. The only other department to be impacted by this revision is Economics (due to a pre-requisite course), and a letter of support from the Chair has been obtained. We have no doubt that it is in the best interests of our students to follow this proposed curriculum revision.
PROPOSED POLICY
GRADE POINT INDEX

From the Undergraduate Catalog, 1997-98, pp. 18-19, proposed new wording in bold, deletions as strikethrough.

GRADE POINT INDEX

The cumulative grade point index is computed by dividing the total number of quality points by the total number of quality hours. The quality points for each course are obtained by multiplying the quality point value for each grade by the credits for that course: e.g., a grade of A in a three-credit course = 4 quality points x 3 credits = 12 quality points ÷ 3 quality hours = 4.0. A minimum average of C, or a scholastic index of 2.000, in all work taken at the University of Delaware is required for the baccalaureate degree.

Both term and cumulative indexes are calculated and reported available to students after each grading period. If a degree has been awarded previously from the University of Delaware, and then the student returns to another academic degree program, a separate grade point index will be calculated for the second program. However, a single grade point index is calculated for students who elect to pursue more than one degree concurrently.

Background
Currently, students who complete one baccalaureate degree at UD and then return and matriculate in a second degree program have only one cumulative GPI calculated: that GPI is computed on all the courses taken for both the first and second degrees (see sample transcript, attached). In the past year, there have been 2 or 3 requests from individual students to the Committee on Undergraduate Records and Certification (CURC) to allow the calculation of a separate GPI for the second degree program. CURC granted these requests, and brought them to the attention of the Assistant and Associate Deans Council for discussion. The Council agreed that the requests were reasonable and in fact recommends that the practice be institutionalized for all students pursuing a second UD degree after the first degree has been completed. The Council recommends that we continue the practice of computing a single GPI for students pursuing two degrees simultaneously.

At the heart of the matter is the recognition that degrees are awarded based, in part, upon attainment of a satisfactory GPI. From this perspective, the GPI should reflect performance in the courses needed to attain the degree.

May courses taken for the first degree be used to satisfy requirements for the second degree?
Yes, UD has long allowed students to “point” courses taken during pursuit of the first degree toward the second degree as well, and the Council recommends that this practice be retained. Examples would be ENGL 110, the required multicultural course, and general education requirements.
Should the GPI calculation for the second degree include the grades in courses taken for
the first degree and “pointed” toward the second?
The Council recommends that the grades for such courses should be included in the calculation
of the GPI for the second degree. Again, the reasoning is that the degree should be awarded
based upon satisfactory performance in all the courses used for credit toward that degree. If
credit is given toward the degree, the grade should be included in the GPI. This method of
calculation would yield a GPI that can be used in a fair manner in awarding not only degrees but
also academic honors.

The other alternative would be to treat such courses as transfer courses, counting the credits but
not counting the grades in the second GPI. The Council does not favor this method because, in
some cases, the number of credits carried over from the first degree may be quite large, leaving
only a small number of courses upon which to compute the second GPI. This does not seem fair,
particularly for awarding academic honors.
Current Academic Program:
College of Health and Nursing Sciences
Bachelor of Science in Physical Education Studies
Major: Exercise and Sports Science, with concentration in Fitness Management
Expected Graduation Term: 98J

UNIVERSITY OF DELAWARE Degrees Conferring:
Bachelor of Science in Business Administration
Jun 1, 1991

College of Business and Economics
Major: Business Administration, with concentration in Marketing Management
Rank: 772 of 3163 in class, 108 of 366 in Business Administration
Minor: Psychology
Graduation GPA: 3.198

Credit Transferred from other Institutions:
Loyola College  Sep 1986 - May 1988
ACCOUNTING II  3.00
ACCOUNTING I  3.00
COMPUTER SCIENCE  3.00
CISC TRANS CR: 100 LEVEL  3.00
INTRO TO ACCEP TATING  3.00
INTRO TO MICROECONOMICS  3.00
APPROACHES TO LITERATURE  3.00
CRITICAL READING/Writing  3.00
GENERAL GEOLOGY I  3.00
HIST TRANS CR: 300 LEVEL  3.00
WSTRN CIVILIZATION TO 1648  3.00
ELEMENTARY LATIN II  3.00
FINITE MATH/APPLICATIONS  3.00
PRE-CALCULUS  3.00
INTR TO STATISTICS I  3.00
School Total: 51.00

Admitted Program:
College of Arts and Science
Bachelors Program
Major: Arts and Science - Undeclared

ACCT-352-011 LAW AND SOCIAL ISSUES IN BUS  B  3  9.000
ECON-302-012 MONEY CREDIT AND BANKING  C  3  6.000
MATH-221-019 CALCULUS I  C  3  6.000
PSYC-201-010 GENERAL PSYCHOLOGY  B  3  9.000
SOCI-208-010 WORK IN AMERICA  B  3  9.000

Term  15  15.00  15  39.000  2.600
Transferred  51  51.00
Cumulative  66  66.00  15  39.000  2.600  1662/3480

Winter 1989

SCEN-102-015 PHYSICAL SCIENCE WITH LAB  I/A  4  16.000
Term  4  4.00  4  16.000  4.000
Cumulative  70  70.00  19  55.000  2.895

Spring 1989

BUAD-301-011 INTRODUCTION TO MARKETING  A  3  12.000
BUAD-309-014 MGMT ORGANIZATIONAL BEHAVIOR  A  3  12.000
PSOC-105-011 AMERICAN POLITICAL SYSTEM  A  3  12.000
PSYC-353-010 INTRO TO SOCIAL PSYCHOLOGY  B  3  9.000

Term  12  12.00  12  45.000  3.750
Cumulative  82  82.00  31  100.000  3.226  553/3807
Academic Status: Dean's List; Change of Program.

Fall 1989

Transfered To:
College of Business and Economics
Bachelor of Science in Business Administration
Major: Business Administration, with concentration in Marketing Management
Minor: Psychology

ACCT-261-013 INTRO TO BUSINESS INFO SYSTEMSII B  3  9.000
BUAD-302-011 MARKETING RESEARCH  W (3)  3  9.000
BUAD-306-050 OPERATIONS MANAGEMENT  B  3  9.000
BUAD-311-017 BUSINESS FINANCE  B  3  9.000
ENGL-312-013 WRITTEN COMMUNICATIONS IN BUSINESS  B  3  9.000
A&S writing requirement

Term  15  12.00  12  36.000  3.000
Cumulative  97  94.00  43  136.000  3.163  687/3477

Winter 1990

BUAD-467-010 COMPARATIVE MGMT: EAST VS WEST  B  3  9.000
PSYC-314-010 BRAIN AND BEHAVIOR  A  3  12.000

Term  6  6.00  6  21.000  3.500
Cumulative  103  100.00  49  157.000  3.204

Spring 1990

BUAD-302-014 MARKETING RESEARCH  A  3  12.000
BUAD-470-010 SALES MANAGEMENT AND SELLING  A  3  12.000
BUAD-471-012 ADVERTISING MANAGEMENT  B  3  9.000
ECON-351-010 MANAGERIAL ECONOMICS  C  3  6.000
PHED-120-059 CROSS TRAINING FOR ATHLETES  A  1  4.000

Term  13  13.00  13  43.000  3.308
Cumulative  116  113.00  62  200.000  3.226  664/3630
Academic Status: Dean's List.

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Requirements completed for Bachelor of Science in Business Administration.

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**Transfered To:**

**Division of Continuing Education**

**Non-Degree Program**

**Major:** Not Required

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### Summer 1996

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### Spring 1997

**College of Physical Education**

**Bachelor of Science in Physical Education Studies**

**Major:** Physical Education Studies, with concentration in Fitness Management

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Academic Status: Dean's List.

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### Fall 1997

**College of Health and Nursing Sciences**

**Bachelor of Science in Physical Education Studies**

**Major:** Physical Education Studies, with concentration in Fitness Management

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