

SUMMARY OF AGENDA

Monday, February 9, 1998

- I. ADOPTION OF THE AGENDA
- II. APPROVAL OF THE MINUTES: December 1, 1997
- III. REMARKS BY PROVOST SCHIAVELLI
- IV. ANNOUNCEMENTS: Senate President Robert Carroll

ANNOUNCEMENTS FOR CHALLENGE:

- 1. Revision to the B.S. in Applied Nutrition, Department of Nutrition & Dietetics, College of Health and Nursing Science
- 2. Revision to the B.S. in Dietetics, Department of Nutrition and Dietetics, College of Health and Nursing Science
- 3. Revision to the FREC M.S. in Agricultural Economics, College of Agricultural Sciences
- 4. Revision to the B.S. in Athletic Training, College of Health and Nursing Science
- 5. Revision to the Master of Education in Curriculum and Instruction Degree - Literacy and Schooling
- 6. Revision to the Master of Education in Curriculum and Instruction Degree - Specialization in Educational Technology
- 7. Revision to the Master of Instruction Degree - Specialization in Educational Technology
- 8. Revision to the major in Medical Technology, College of Health and Nursing Science
- 9. Revision to the major in Human Development and Family Process

10. Revision to the major in Family and Community Service
11. Revision to the major in Hotel, Restaurant and Institutional Management
12. Revision to the major in Early Child Development and Education
13. Revision to the major in Health and Physical Education (HPE) Degree Program
14. Revision to the major in Entomology/Plant Pathology and change title to "Plant Protection," College of Agriculture
15. Revision to the minor in Entomology, College of Agriculture
16. Revision to the major in Entomology, College of Agriculture, Concentration: Wildlife Conservation
17. Revision to the major in Food Science and Technology, College of Agriculture - Add Concentrations Food Science, and Food Technology
18. Revision to the major in Agricultural Economics, College of Agriculture
19. Revision to the major in Agricultural Economics: Resource Economics Concentration, College of Agriculture
20. Revision to the major in Food and Agribusiness Management, College of Agriculture
21. Revision to the minor in Biology, College of Arts and Sciences
22. Revision to the major in English Education, College of Arts and Science
23. Revision to the major in Foreign Language Education, College of Arts and Science
24. Revision to the minor in Statistics, Department of Mathematical Sciences

V. OLD BUSINESS - None

VI. NEW BUSINESS

- A. Recommendation from the Promotion and Tenure Committee to increase Promotion and Tenure Request for Appeal from two to five working days
- B. Recommendation from the Graduate Committee (Robert L. Hampel, Chairperson) with the concurrence of the Coordinating Committee on Education, (Michael Keefe, Chairperson) for the establishment of a new major leading to a Master of Science in Health Promotion
- C. Recommendation from the Undergraduate Committee (William Idsardi, Chairperson) with the concurrence of the Coordinating Committee on Education, (Michael Keefe, Chairperson), for the establishment of a new Honors Degree leading to a B.S. in Agriculture: Entomology and Applied Ecology
- D. Recommendation from the Undergraduate Committee (William Idsardi, Chairperson) with the concurrence of the Coordinating Committee on Education, (Michael Keefe, Chairperson), for the establishment of a new Honors Degree leading to a Bachelor of Arts in French, German or Spanish and Political Science
- E. Recommendation from the Undergraduate Committee (William Idsardi, Chairperson) with the concurrence of the Coordinating Committee on Education, (Michael Keefe, Chairperson), for the establishment of a new Honors Degree leading to a B.S. in Agriculture: Animal Science
- F. Proposal to merge the Departments of Educational Development and Educational Studies and form a School of Education
- G. Introduction of New Business

the 1990s, the number of people in the world who are under 15 years of age is expected to increase from 1.1 billion to 1.5 billion.

As the world's population grows, the demand for food and other resources will increase. This will put pressure on the environment and on the world's food supply.

One way to meet this demand is to increase the amount of food that is produced. This can be done by using more land for agriculture.

Another way to meet this demand is to increase the efficiency of food production. This can be done by using better farming techniques.

There are many ways to meet the world's growing demand for food and other resources. It is up to us to decide which way is best.

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There are many ways to meet the world's growing demand for food and other resources. It is up to us to decide which way is best.



UNIVERSITY FACULTY SENATE

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January 30, 1998

TO: All Faculty Members

FROM: Joann Browning, Vice President
University Faculty Senate

SUBJECT: Regular Faculty Senate Meeting,
February 9, 1998

In accordance with Section IV, paragraph 6 of the Constitution, the regular meeting of the University Faculty Senate will be held on Monday, February 9, 1998 at 4:00 p.m. in 104 Gore Hall. The agenda will be as follows:

AGENDA

- I. Adoption of the Agenda
- II. Approval of the minutes of the Senate meeting of December 8, 1997
- III. Remarks by Provost Schiavelli
- IV. Announcements: Senate President Robert B. Carroll
- V. Announcements for Challenge
 1. Revision of the B.S. in Applied Nutrition, Department of Nutrition & Dietetics, College of Health and Nursing Science (Attachment 1)
 2. Revision of the B.S. in Dietetics, Department of Nutrition and Dietetics, College of Health and Nursing Science (Attachment 2)

3. Revision to the FREC M.S. in Agricultural Economics, College of Agricultural Sciences (Attachment 3)
4. Revision to the B.S. in Athletic Training, College of Health and Nursing Science (Attachment 4)
5. Revision to the Master of Education in Curriculum and Instruction Degree - Literacy and Schooling (Attachment 5)
6. Revision to the Master of Education in Curriculum and Instruction Degree - Specialization in Educational Technology (Attachment 6)
7. Revision to the Master of Instruction Degree - Specialization in Educational Technology (Attachment 7)
8. Revision to the major in Medical Technology, College of Health and Nursing Science (Attachment 8)
9. Revision to the major in Human Development and Family Process (Attachment 9)
10. Revision to the major in Family and Community Service (Attachment 10)
11. Revision to the major in Hotel, Restaurant and Institutional Management (Attachment 11)
12. Revision to the major in Early Child Development and Education (Attachment 12)
13. Revision to the major in Health and Physical Education (HPE) Degree Program (Attachment 13)
14. Revision to the major in Entomology/Plant Pathology and change title to "Plant Protection," College of Agriculture (Attachment 14)
15. Revision to the minor in Entomology, College of Agriculture (Attachment 15)
16. Revision to the major in Entomology, College of Agriculture, Concentration: Wildlife Conservation (Attachment 16)

17. Revision to the major in Food Science and Technology, College of Agriculture - Add Concentrations Food Science, and Food Technology (Attachment 17)
18. Revision to the major in Agricultural Economics, College of Agriculture (Attachment 18)
19. Revision to the major in Agricultural Economics: Resource Economics Concentration, College of Agriculture (Attachment 19)
20. Revision to the major in Food and Agribusiness Management, College of Agriculture (Attachment 20)
21. Revision to the minor in Biology, College of Arts and Sciences (Attachment 21)
22. Revision to the major in English Education, College of Arts and Science (Attachment 22)
23. Revision to the major in Foreign Language Education, College of Arts and Science (Attachment 23)
24. Revision to the minor in Statistics, Department of Mathematical Sciences (Attachment 24)

V. OLD BUSINESS - None

VI. NEW BUSINESS

- A. Recommendation from the University Committee on Promotions and Tenure, Connie Vickery, Chairperson, with the concurrence of the Faculty Senate Executive Committee, Robert B. Carroll, President, to increase the Promotion and Tenure Request for Appeal from two to five working (Attachment 25)

WHEREAS at the direction of the Executive Committee of the University Faculty Senate, the University Promotions and Tenure Committee reviewed the November 18, 1997 resolutions from Philip Goldstein, President of the College of Arts and Science Faculty Senate;

WHEREAS there was concern about the number of days allowed for notification of the decision to appeal;

WHEREAS the Committee supports the intent to increase the appeal process from two working days to five working days, be it therefore,

RESOLVED that the Faculty Handbook, Personnel Policies for Faculty, K. University Guidelines for Faculty Promotion and Tenure, (#8 Schedule) read: "Appeals are possible at every level. An intention to appeal must be given to the appropriate body within **five** working days of notification of decision..."

- B. Recommendation from the Graduate Committee (Robert L. Hampel, Chairperson) with the concurrence of the Coordinating Committee on Education, (Michael Keefe, Chairperson) for the establishment of a new major leading to a Master of Science in Health Promotion (Attachment 26)

RESOLVED that the Faculty Senate approves provisionally, for five years, the establishment of a new graduate program leading to the M.S. degree in Health promotion effective September 1, 1998.

- C. Recommendation from the Undergraduate Committee (William Idsardi, Chairperson) with the concurrence of the Coordinating Committee on Education, (Michael Keefe, Chairperson), for the establishment of a new Honors Degree leading to a B.S. in Agriculture: Entomology and Applied Ecology (Attachment 27)

RESOLVED that the Faculty Senate approves the establishment of an new Honors Degree leading to the Honors Bachelor of Science in Agriculture

- D. Recommendation from the Undergraduate Committee (William Idsardi, Chairperson) with the concurrence of the Coordinating Committee on Education, (Michael Keefe, Chairperson), for the establishment of a new Honors Degree leading to a Bachelor of Arts in French, German or Spanish and Political Science (Attachment 28)

RESOLVED that the Faculty Senate approves the establishment of an new Honors Degree leading

to the Honors Bachelor of Arts in French,
German or Spanish and Political Science

- E. Recommendation from the Undergraduate Committee (William Idsardi, Chairperson) with the concurrence of the Coordinating Committee on Education, (Michael Keefe, Chairperson), for the establishment of a new Honors Degree leading to a B.S. in Agriculture: Animal Science (Attachment 29)

RESOLVED that the Faculty Senate approves the establishment of an new Honors Degree leading to the Honors Bachelor of Science in Agriculture

- F. Proposal to merge the Department of Educational Development and Educational Studies and form a School of Education (Attachment 30)

WHEREAS the new College of Human Resources, Education, and Public Policy has put through a request to merge the departments;

WHEREAS many of the student support services and instructional programs are already the joint responsibility of faculty in the two departments;

WHEREAS the creation of the new School will not, in itself, encumber any additional University resources;

WHEREAS the recommendation was supported by a two-thirds majority in each department;

WHEREAS it is the privilege of the Faculty Senate to consider and make recommendations for proposed changes in the University organization; be it therefore

RESOLVED that the Faculty Senate endorses the recommendation to merge the Department of Educational Development and Educational Studies and form a School of Education.

- G. 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.)

JB/rg

Attachments: Committee Activities Report

1. Revision to the B.S. in Applied Nutrition
2. Revision to the B.S. in Dietetics
3. Revision to the FREC MS in Agricultural Economics
4. Revision to the B.S. in Athletic Training
5. Revision to the Master of Education in Curriculum and Instruction-Literacy and Schooling
6. Revision to the Master of Education in Curriculum and Instruction-Educational Technology
7. Revision to the Master of Instruction Degree
8. Revision to the major in Medical Technology
9. Revision to the major in Human Development and Family Process
10. Revision to the major in Family and Community Service
11. Revision to the major in Hotel, Restaurant and Institutional Management
12. Revision to the major in Early Child Development and Education
13. Revision to the major in Health and Physical Education (HPE) Degree Program
14. Revision to the major in Entomology/Plant Pathology
15. Revision to the minor in Entomology
16. Revision to the major in Entomology
17. Revision to the major in Food Science and Technology
18. Revision to the major in Agricultural Economics
19. Revision to the major in Agricultural Economics: Resource Economics
20. Revision to the major in food and Agribusiness Management
21. Revision to the minor in Biology
22. Revision to the major in English Education
23. Revision to the major in Foreign Language Education
24. Revision to the minor in Statistics
25. Recommendation to increase Promotion and Tenure Appeal days
26. Recommendation for the establishment of M.S. in Health Promotion
27. Recommendation for the establishment of Honors B.S. in Agriculture
28. Recommendation for the establishment of Honors BA in French, German or Spanish and Political Science
29. Recommendation for the establishment of Honors BS in Agriculture: Animal Science
30. Proposal to merge the Departments of Educational Development and Educational Studies

COMMITTEE ACTIVITIES REPORT

FEBRUARY 9, 1998

Education, Coordinating CTE. ON (Michael Keefe)

Items currently before the committee are:

Status of programs under review for permanent status

Undergraduate and Graduate catalogues being reviewed by John Cavanaugh

Request for name change Department of Accounting

Graduate Studies, CTE. ON (Robert Hampel)

Items currently before the committee:

New Concentration - M.B.A.

Review of Masters in Economic Education

Instructional Computing and Research Support Services, CTE. ON (Carmine Balascio)

Items currently before the committee are:

University Policy for Employee Web Pages

Promotion & Tenure, CTE. ON (Connie Vickery)

Items currently before the committee are:

Review of dossiers for promotions and tenure began on January 16, 1998

Review of revised college promotions and tenure documents for compliance with new University guidelines as received.

Rules, CTE. ON (Frank Dilley)

Items currently before the committee are:

Reapportionment under the new system approved by the senate this fall

Undergraduate, CTE, ON (William Idsardi)

Items currently before the committee are:

- Honors degrees in Art Conservation
- Revision to major in Elementary Teacher Education
- New majors in Continental European Studies
- New majors in East Asian Studies
- Foreign Language Certificates

/khs



DEPARTMENT OF NUTRITION
AND DIETETICS

238 Alison Hall
University of Delaware
Newark, Delaware 19716-3301

November 3, 1997

TO: College of Health & Nursing Sciences,
Curriculum Committee

FROM: Dept. of Nutrition & Dietetics
Undergraduate Studies Committee

RE: Applied Nutrition Major Revision

The revision is to

1. delete the requirement of a course in the Department of Consumer Studies - CNST xxx (3 credits)
2. change the requirement from 5 credits to be selected from IFST, NTDT, CNST, HRIM, HURE courses to a new requirement that is 3 credits to be selected from IFST, NTDT, HRIM courses
3. These changes will reduce credits for graduation from 125 to 120.

A CNST course reflects a requirement for all majors in the former College of Human Resources to take courses in the other departments. However, there is no educational justification to continue this requirement for the Dietetics major and also because the Department of Nutrition & Dietetics is now located in the new College of Health & Nursing Sciences.

The second change has a similar reason in that CNST and HURE courses have little educational relevance in the Applied Nutrition curriculum.

Program, undergraduate research, and the Degree with Distinction program. Also, the College's Dean's Scholar Program provides qualified students with the opportunity to develop an individualized program focussing on the students' academic interests.

Selection and retention policies for all majors in this department have been established and are available from the department office.

GENERAL EDUCATION COURSES

The following courses have been approved to fulfill humanities and social science electives for students in majors offered by the Department of Nutrition and Dietetics.

HUMANITIES

Art, Art History, Communication, Comparative Literature, English, Foreign Language (including: ARAB, CHIN, FREN, GREK, GRMN, HEBR, ITAL, JAPN, LATN, PORT, RUSS, SPAN), Foreign Languages and Literatures, Jewish Studies, Linguistics, Museum Studies, Music, Philosophy, Theater, Women's Studies (WOMS 100, 203, 205, 208, 209, 210, 214, 216, 222, 318, 320, 324, 325, 326, 328, 330, 338, 353, 380, 381, 382, 389, 465, 471, 480), Center for Science and Culture (CSCC 206, 229, 241, 246, 250, 330, 365, 368, 369, 444).

SOCIAL SCIENCE

American Studies, Anthropology (cultural/social, all except ANTH 102, 104, 202), Black American Studies, Business Administration (BUAD 309), Criminal Justice, Economics (including FREC 150), Geography (economic and social, including: GEOG 102, 120, 203, 210, 225, 226, 227, 236, 240, 310, 325, 328, 330, 340), History, Political Science, Psychology (except PSYC 309 and 314), Sociology, Women's Studies (WOMS 201, 202, 204, 206, 207, 211, 212, 213, 233, 240, 290, 291, 297, 298, 299, 300, 305, 323, 333, 335, 350, 363, 407, 409, 413, 415, 430, 436, 460, 473, 498), Center for Science and Culture (CSCC 233, 242, 243, 271, 310, 311, 355, 382, 385).

HONORS DEGREES IN THE DEPARTMENT OF NUTRITION AND DIETETICS

Students can earn an Honors Bachelor of Science Degree in Applied Nutrition, Dietetics, or Nutritional Sciences by completing the following requirements:

1. All requirements for the Bachelor of Science Degree in the respective major.
2. All the University's generic requirements for the Honors Baccalaureate Degree (see page 30 of this catalog).

MINOR IN NUTRITION

Requirements for a minor in nutrition requires NTD 200, NTD 400, NTD 401 plus 6 credits in Nutrition and Dietetics at the 300-level or higher. A 2.0 grade point average is required for admission; a minimum grade of C- is required in all courses in the minor. Note that CHEM 214 and CHEM 216 are necessary prerequisites for NTD 400 and NTD 401.

DEGREE: BACHELOR OF SCIENCE IN HUMAN RESOURCES MAJOR: APPLIED NUTRITION

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

MAJOR REQUIREMENTS

External to the College

Humanities electives	9
Sciences	
CHEM 101 General Chemistry	4
or	
CHEM 103 General Chemistry	4
CHEM 102 General Chemistry	4
or	
CHEM 104 General Chemistry	4
CHEM 213 Elementary Organic Chemistry	4
CHEM 214 Elementary Biochemistry	3
CHEM 216 Elementary Biochemistry Laboratory	1
BISC 103 General Biology	3
BISC 113 General Biology Laboratory	1
or	
BISC 207 Introductory Biology I	4
and	
BISC 208 Introductory Biology II	4
BISC 106 Elementary Human Physiology	3
and	
BISC 116 Elementary Human Physiology Lab	1
or	
BISC 276 Human Physiology	4
Students desiring to fulfill a Biology minor should take BISC 207, 208 and 276.	

Social Sciences

ECON 100 Economic Issues and Policies	3
or	
ECON 151 Introduction to Microeconomics: Prices and Markets	3
PSYC 201 General Psychology	3
Sociology course	3
BUAD 309 Management and Organizational Behavior	3
Social Science elective	3

Food Science

Requires a minimum grade of C- and a minimum grade of C- in 200-level courses must be achieved to proceed to upper-level courses.

FOSC 201 Food Principles	2
FOSC 211 Food Principles Laboratory	1
FOSC 305 Food Science	2
FOSC 306 Food Science Laboratory	1

Other

MATH 114 Elementary Mathematics and Statistics	3
or	
Successful performance on the Proficiency Test in Mathematics administered by Department of Mathematical Sciences.	
IFST course	3
CNST course	3
IFST, NTDI, CNST, HRIM, HURE courses	3

Within the Department

A minimum grade of C- must be achieved for credits to count toward the fulfillment of 25 credits in NTDI; a minimum grade of C- in 200-level courses must be achieved to proceed to upper-level courses; only 300-level courses and a maximum of four credits of Special Problems/Independent Study (NTDI x66) may count toward the fulfillment of this requirement.

NTDI 103 Introduction to Nutrition Professions	1
NTDI 200 Nutrition Concepts	3
NTDI 400 Macronutrients	3
NTDI 401 Micronutrients	3
NTDI 445 Nutrition Education	3
NTDI courses [300-level or higher]	9
NTDI courses	3

ELECTIVES

Electives	25-29
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May include Military Science, Music, or Physical Education. (Only two credits of activity-type Physical Education and four credits of Music organization credits and four credits of 100- and 200-level courses in Military Science/Air Force may be counted toward the degree.)

CREDITS TO TOTAL A MINIMUM OF 125



DEPARTMENT OF NUTRITION
AND DIETETICS

238 Alison Hall
University of Delaware
Newark, Delaware 19716-3301

November 3, 1997

TO: College of Health & Nursing Sciences,
Curriculum Committee

FROM: Dept. of Nutrition & Dietetics
Undergraduate Studies Committee *JLL*

RE: Dietetics Major Revision

The revision is to delete the requirement of a course in the Department of Consumer Studies - CNST xxx and reduce credits for graduation from 129 to 126.

A course in this department reflects a requirement for all majors in the former College of Human Resources to take courses in the other departments. However, there is no educational justification to continue this requirement for the Dietetics major and also because the Department of Nutrition & Dietetics is now located in the new College of Health & Nursing Sciences.

**DEGREE: BACHELOR OF SCIENCE
MAJOR: DIETETICS****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

MAJOR REQUIREMENTS**External to the College**

Humanities electives	9
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Sciences

CHEM 101	General Chemistry	4
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or		
CHEM 103	General Chemistry	4

CHEM 102	General Chemistry	4
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or		
CHEM 104	General Chemistry	4

CHEM 213	Elementary Organic Chemistry	4
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CHEM 214	Elementary Biochemistry	3
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CHEM 216	Elementary Biochemistry Laboratory	1
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BISC 103	General Biology	3
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BISC 113	General Biology Laboratory	1
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or		
BISC 207	Introductory Biology I	4

and		
BISC 208	Introductory Biology II	4

BISC 106	Elementary Human Physiology	3
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and		
BISC 116	Elementary Physiology Laboratory	1

or		
BISC 276	Human Physiology	4

BISC 371	Introduction to Microbiology	4
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Students desiring to fulfill a Biology minor should take BISC 207, 208 and 276.

Social Sciences

ECON 100	Economic Issues and Policies	3
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or		
ECON 151	Introduction to Microeconomics: Prices and Markets	3

PSYC 201	General Psychology	3
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SOCIOLOGY	(Three credits chosen from the following courses:)	3
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SOCI 201	Introduction to Society	
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SOCI 202	Social Deviance	
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SOCI 203	The Individual and Society	
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SOCI 204	Urban Communities	
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SOCI 209	Social Problems	
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SOCI 210	Population Problems	
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SOCI 242	Society and the Health Professions	
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SOCI 243	Society, Politics and Health Care	
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PSYC 303	Introduction to Social Psychology	
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SOCI 310	Sociology of Healthcare	
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BUAD 309	Management and Organizational Behavior	3
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Social Science elective	3
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Food Science

Requires a minimum grade of C-; a minimum grade of C- in 200-level courses must be achieved to proceed to upper-level courses.

FOSC 201	Food Principles	2
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FOSC 211	Food Principles Laboratory	1
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FOSC 305	Food Science	2
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FOSC 306	Food Science Laboratory	1
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Other

Statistics course selected from: STAT 200, PSYC 309, FREC 408	3
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MATH 114	Elementary Mathematics and Statistics	3
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or		
Successful performance on the Proficiency Test in Mathematics administered by Department of Mathematical Sciences.		

IFST course	3
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ENST course	3
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Within the Department

A minimum grade of C- must be achieved for credits to count toward the fulfillment of 35 credits in NTD, a minimum grade of C- in 200-level courses must be achieved to proceed to upper-level courses; only 300-level courses and a maximum of four credits of Special Problems/Independent Study (NTDT x66) may count toward the fulfillment of this requirement.

Admission into Dietetics requires the completion of most courses in the first three semesters of Applied Nutrition. A cumulative grade point average of 2.5 is required for admission.

NTDT 103	Introduction to Nutrition Professions	1
NTDT 200	Nutrition Concepts	3
NTDT 240	Introduction to Clinical Dietetics	3
NTDT 321	Quantity Food Production and Service	3
NTDT 322	Management of Food and Nutrition Services	3
NTDT 325	Laboratory in Quantity Food Production and Service	1
NTDT 328	Foodservice Facility Design	1
NTDT 330	Nutrition Counseling	3
NTDT 400	Macronutrients	3
NTDT 401	Micronutrients	3
NTDT 403	Dietetics Seminar	1
NTDT 421	Nutrition Assessment Methods	2
NTDT 440	Nutrition and Disease	3
NTDT 445	Nutrition Education	3
NTDT 460	Community Nutrition	3

ELECTIVES

Electives	16-20
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May include Military Science, Music, or Physical Education. (Only two credits of activity-type Physical Education and four credits of Music organization credits and four credits of 100- and 200-level courses in Military Science/Air Force may be counted toward the degree.)

CREDITS TO TOTAL A MINIMUM OF	129
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**DEGREE: BACHELOR OF SCIENCE IN HUMAN RESOURCES
MAJOR: NUTRITIONAL SCIENCES****CURRICULUM CREDITS****UNIVERSITY REQUIREMENTS**

ENGL 110	Critical Reading and Writing (minimum grade C-)	3
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Three credits in an approved course or courses stressing multicultural, ethnic, and/or gender-related content (see p. 20).	3
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MAJOR REQUIREMENTS**External to the College**

Humanities electives	9
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Sciences

CHEM 103	General Chemistry	4
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CHEM 104	General Chemistry	4
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CHEM 214	Elementary Biochemistry	3
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CHEM 216	Elementary Biochemistry Laboratory	1
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CHEM 220	Quantitative Analysis I	3
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CHEM 221	Quantitative Analysis Laboratory	1
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CHEM 321	Organic Chemistry	4
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CHEM 322	Organic Chemistry	4
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BISC 207	Introductory Biology I	4
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BISC 208	Introductory Biology II	4
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BISC 276	Human Physiology	4
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BISC 371	Introduction to Microbiology	4
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PHYS 201	Introductory Physics I	4
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Social Sciences

ECON 100	Economic Issues and Policies	3
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or		
ECON 151	Introduction to Microeconomics: Prices and Markets	3

Social Science electives	12
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Food Science

Requires a minimum grade of C-, and a minimum grade of C- in 200-level courses must be achieved to proceed to upper-level courses.

FOSC 201	Food Principles	2
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FOSC 211	Food Principles Laboratory	1
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FOSC 305	Food Science	2
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FOSC 306	Food Science Laboratory	1
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Other

FREC 408	Research Methods	3
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MATH 221	Calculus I	3
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or		
MATH 241	Analytic Geometry and Calculus A	4

MATH 222	Calculus II	3
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or		
MATH 242	Analytic Geometry and Calculus B	4



COLLEGE OF AGRICULTURAL SCIENCES

DEPARTMENT OF FOOD
AND RESOURCE ECONOMICS

233 Townsend Hall
University of Delaware
Newark, Delaware 19717-1303
Ph: 302/831-2511
Fax: 302/831-3651

MEMORANDUM

To: Lesa Griffiths
Associate Dean, Academic Programs

From: Bobby Gempesaw *Bobby Gempesaw*
Chair, Food and Resource Economics

Re: Revision of the FREC M.S. in Agricultural Economics

Date: October 15, 1997

The FREC department has voted to revise the M.S. in Agricultural Economics program. There are two major changes to the proposed program. First, the department would like to offer thesis and non-thesis options to students pursuing the M.S. in Agricultural Economics program. It is typical for graduate programs in Agricultural Economics in other universities to offer the thesis and non-thesis options. This revision will allow our program to be consistent with other programs in the nation. Second, the revised program will now require students to take four quantitative courses instead of the old requirement of two quantitative courses. Numerous recent graduates from our program have informed us of the importance of taking more quantitative courses. We believe that these changes will be very helpful for students who are planning to pursue their doctoral degrees elsewhere and those who are considering the Master's program as a terminal degree. We are also proposing to change the title of the degree to M.S. in Agricultural and Resource Economics.

Enclosed is the revised program description and curriculum approval checklist form. Please let me know if you have any questions and thank you for your attention.

cc: S. Hastings, FREC C&C Representative

encs:

Title of Degree: **M.S. in Agricultural and Resource Economics**

Requirements for the Degree:

Students are required to complete a minimum of 30 credit hours including either a thesis or a non-thesis option. Under the thesis option, students complete 24 hours of course work and 6 hours of thesis work. Under the non-thesis option, students complete 27 hours of course work and 3 hours of a directed project. All students will need to take ECON 801 and either ECON 552 or ECON 802. All students need to take four of the following quantitative courses: FREC 608, FREC 615, FREC 674, FREC 682, FREC 801, FREC 806, ECON 822 and ECON 823. Students writing a thesis need to take two 800-level FREC courses while students under the non-thesis option need to take three 800-level FREC courses from the following: FREC 810, FREC 826, FREC 827, and FREC 834. In addition, no more than three credits of independent study may be taken unless approved by the department chair, advisor and the department graduate committee. Agricultural and resource economics courses taken previously may partially meet the requirements if they do not count towards the fulfillment of another degree.

The student plans a course program in consultation with the major professor in order to attain competency in economics, quantitative methods, and agricultural and resource economics.

Students must achieve an overall index of 3.0 on a 4.0 scale for all graduate course work taken. The student's progress toward the degree will be monitored by the academic adviser and the department graduate committee.

A student choosing the thesis option is required to prepare a thesis that reflects a substantive analysis of a subject in the field of agricultural and resource economics. An oral examination covering both course work and thesis will be given to determine whether the student has a breadth of understanding of the field. A student selecting the non-thesis option is required to complete a directed research project to be presented at a department seminar.

UNIVERSITY OF DELAWARE
STUDENT INFORMATION SYSTEM
COURSE INVENTORY FORM - NEW COURSE

Attachment 3

COURSE: FREC 674
TITLE: Applied Data Base Management (32) COL: AG
TERMS: 98S thru _____ DEPT: FREC
CREDIT: FIXED Max: 3 Min: 3
VARIABLE Max: _____ Min: _____
MAXIMUM CREDITS ALLOWED TOWARD GRADUATION: 3
GRADE TYPE: 1 MULTICULTURAL COURSE: yes _____ no X
REPLACES: _____ (course being deactivated)
INSTRUCTIONAL FORMAT: CONTACT HRS/WK
LEC: 3 LAB: _____ DSC: _____ IND: _____
CROSS LISTED COURSES (limit of 3): _____
COURSE CATALOG TITLE: (60 characters)

NARRATIVE: (45 words or less)

Provides and in-depth understanding of using computers to manage data using programs such as SASTM and Microsoft/AccessTM.

PREREQUISITES: _____

COREQUISITES: _____

RESTRICTIONS:

Permission of Instructor

APPROVALS and REVIEWS:

INSTRUCTOR	<u>[Signature]</u>	<u>10/27/97</u>
DEPT COMMITTEE	<u>[Signature]</u>	<u>10/27/97</u>
DEPT CHAIR	<u>[Signature]</u>	<u>10/27/97</u>
CROSS LISTED-	_____	<u>1/1/</u>
DEPT CHAIR(S)	_____	<u>1/1/</u>
COLLEGE COMMITTEE	<u>[Signature]</u>	<u>10/31/97</u>
COLLEGE DEAN(S)	<u>[Signature]</u>	<u>11/3/97</u>
SENATE UNDERGRAD/GRAD	_____	<u>1/1/</u>
STUDIES COMMITTEE	_____	<u>1/1/</u>
OFFICE OF THE PROVOST	_____	<u>1/1/</u>

SUPPLEMENT TO COURSE APPROVAL FORM

Course symbol and number: FREC 674

1. Justify the need to initiate, revise or delete this course.

Our students increasingly find computer skills (especially data base management) key to finding employment. This course will help them by giving a solid grounding in the principles as well as the practical side of data base management.

2. Identify and justify any effect on other courses in your department or in another department. Specifically list other department chairpersons and/or faculty consulted and summarize results of discussion.

We are not aware of any course on campus that gives students a systematic training in the use of the SASTM system for managing data as well as how to connect SASTM to other sources. This course will be very useful to our students as well as those in other colleges and departments.

3. Identify the main emphasis of the course along with major topics covered. If the proposal is a revision, indicate the nature of the change(s).

Emphasis on the SASTM system and Microsoft Access Topics -
Running SASTM and Microsoft Access - Importing Data -
Computations - Data Selection - Summary/Reports - Enhancing
Output - Exporting Data - Structured Query Language -
Data Entry - Public Data Bases - Data on the Web

4. If you are proposing that this course satisfy the undergraduate degree multicultural course requirement, complete page 2 of the supplement.



UNIVERSITY OF
DELAWARE

ATHLETIC TRAINING
EDUCATION PROGRAM

Bob Carpenter Center
University of Delaware
Newark, Delaware 19716-2001
Ph: 302/831-2287

November 14, 1997

To: College of Health & Nursing Sciences,
Curriculum Committee

From: Department of Health & Exercise Sciences *R.L.B.*

Re: Bachelor of Science in Athletic Training
Major Revisions

The first revision is to add a new course, HPER 258, Advanced Taping and Bracing Techniques to the Academic Studies area of the BSAT major. This is a one credit course, which will provide athletic training majors with advanced skills and knowledge related to the prevention, first aid, and rehabilitation of athletic injuries. The advanced skills and knowledge presented in this course will better prepare athletic training majors for the National Athletic Trainers Association Board of Certification Examination. On the recommended Athletic Training Education Program - Program of Study Form, the course will be added to the fall semester of the sophomore year. Please see attached form.

In order to keep the total credits for the BSAT Degree Program at 120, the second revision is to drop the total number of elective credits from 17 to 16.

engineering, computer science, physical therapy, biology, physics, mathematics, and exercise science. Undergraduate students interested in pursuing graduate work in biomechanics should consider prerequisite undergraduate coursework in anatomy, physiology, linear algebra, calculus, and computer programming.

HEALTH AND EXERCISE SCIENCES

The activities of the Department of Health and Exercise Science include elective lifetime activity courses, intramural sports, four degree programs, and a minor in Coaching Science.

LIFETIME ACTIVITIES PROGRAM

A varied activity program featuring more than twenty different offerings each semester is available to all students on a credit basis. Courses are provided for all levels of ability and interests including beginners, intermediate, and advanced.

The objectives of the lifetime activities program are: (1) to provide students with knowledge and skills essential for leisure-time enjoyment, (2) to develop healthy exercise habits in students as well as a sound knowledge base in the scientific principles of physical activity, and (3) to provide an enjoyable atmosphere for learning skills that encourage lifetime participation.

DEGREE PROGRAMS

The Department features a physical education program with four Bachelor of Science degree options: health and physical education, physical education studies, athletic training, and recreation and park administration, as well as a minor in coaching science. Each curriculum features a liberal arts base and opportunities for in-depth study in a specialty field. Internships or clinical experiences are available in each degree option.

The Health and Physical Education (HPE) program is approved by the National Association of State Directors of Teacher Education and Certification (NASDTEC). Students who complete program requirements are eligible for teacher certification through the individual states in the NASDTEC agreement.

Students interested in the exercise and sport science major, with concentrations in exercise physiology, fitness management, figure skating science, physical education studies, or strength and conditioning enroll in the program leading to a Bachelor of Science in Physical Education Studies.

The athletic training education program at the University of Delaware is a National Athletic Trainers' Association (N.A.T.A.) approved undergraduate program awarding the Bachelor of Science Degree in Athletic Training (B.S.A.T.).

Students interested in preparing for careers in the leisure service industry can major in the program leading to a Bachelor of Science in Recreation and Park Administration, concentrating either in parks or programming and leadership.

DEGREE: BACHELOR OF SCIENCE IN ATHLETIC TRAINING MAJOR: ATHLETIC TRAINING EDUCATION PROGRAM

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

SKILL REQUIREMENTS

Second Writing Course	3
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.	

Mathematics	3
BREADTH REQUIREMENTS	21
Area A—Communication Skills	6
A minimum of 6 credits with at least two departments represented; courses may be selected from the following departments: English (writing/composition courses), Foreign Languages and Literatures (language/communication courses), Communication, Linguistics and Speech classes (sign language courses).	
Area B—Humanities and Fine Arts	3
A minimum of 3 credits; course(s) may be selected from: Art, Art History, Comparative Literature, English (literature), Music, Philosophy, Theatre and approved courses from Textiles, Design and Consumer Economics.	
Area C—Biological Sciences	3
Area D—History and Social Science	6
A minimum of 6 credits with at least two departments represented: Anthropology (except physical and biological), Black American Studies, Criminal Justice, Economics, Geography (except physical and meteorology), History, Legal Studies, Political Science and International Relations, Psychology, Sociology, Women's Studies, and specific courses from Individual and Family Studies.	
Area E—Natural Science and Mathematics	3
A minimum of 3 credits; course(s) may be selected from: Anthropology (physical and biological), Chemistry, Computer and Information Science, Entomology, Geography (physical and meteorology), Geology, Health Sciences (natural science courses), Mathematics (excluding MATH 251 & 252), Medical Technology, Physics, Plant Science, Science, Statistics, and specific courses from the Department of Nutrition and Dietetics, the College of Engineering and the College of Marine Studies.	

MAJOR REQUIREMENTS

Professional Studies

NTDT 200 Nutrition Concepts	3
PSYC 201 General Psychology	3
BISC 106/116 Elementary Human Physiology and Lab	4
or	
BISC 276 Human Physiology	4
STAT 201 Introduction to Statistics I	3
CSCC 241 Ethical Issues in Health Care	3
Academic Studies	17
HPER 210 Safety, First Aid and Emergency Care	3
HPER 214 Wellness: A Way of Life	3
HPER 220 Anatomy and Physiology	3
HPER 276 Personal Computers/HPER	2
HPER 305 Fundamentals of Athletic Training	3
HPER 320 Principles of Strength/Conditioning	3
HPER 350 Basic Concepts in Kinesiology	3
HPER 395 Sports Medicine Pharmacology	3
HPER 405 Program Development/Athletic Injury Rehabilitation	3
HPER 407 Prevention/Recognition/Athletic Injuries	3
HPER 409 Therapeutic Modalities	4
HPER 420 Functional Human Anatomy	4
HPER 426 Biomechanics of Sports	4
HPER 430 Physiology of Activity	3
HPER 431 Physiology of Activity Lab	1
HPER 448 Organization & Administration/Athletic Training	3
HPER 449 Advanced Topics in Sports Medicine	3
HPER 480 Practicum in Athletic Training I	3
HPER 481 Practicum in Athletic Training II	3

ELECTIVES

After required courses are completed sufficient elective credits must be taken to meet the minimum credit requirement for the degree. Students are encouraged to select advanced and/or specialized courses in the core subject matter areas and courses in biology, chemistry, physics, research methods, etc. Students interested in pursuing advanced degrees in allied health care professions should select the appropriate required courses for admission.

CREDITS TO TOTAL A MINIMUM OF 120

Incoming freshmen and transfer students interested in the athletic training major at the University of Delaware are admitted to "Athletic Training Interest." At the completion of the freshman year, students desiring admission into the athletic training major must have completed the following:

(1) Freshman Year – B.S.A.T. Curriculum:

BISC 106/116.....	4	ENGL 110.....	3
HPER 310.....	3	MATH.....	3
HPER 220.....	3	HPER 305.....	3
HPER 276.....	3	HPER 214.....	3
Elective.....	3	General Studies.....	3
	<u>16</u>		<u>15</u>

- (2) Minimal overall cumulative index of 2.75;
- (3) Academic performance in the following courses will be evaluated for admission consideration into the B.S. in Athletic Training: BISC 106 & 116, ENGL 110, HPER 210, HPER 220, HPER 276, HPER 305, HPER 214.
- (4) Complete a minimum of 100 hours of direct observation in the University of Delaware training room under the supervision of qualified faculty/professionals;
- (5) Three letters of recommendation; Students must obtain the University of Delaware Athletic Training Education Program Admission Recommendation Form from the program director.
- (6) Completion of N.A.T.A. taping checksheet;
- (7) Successful interview with the Athletic Training Education Program Director and faculty. During the interview, students will be evaluated by the Athletic Training Education Program faculty, a senior student trainer enrolled in the program and/or a certified athletic trainer working in the profession. All evaluators will use a standard evaluation form.

N.A.T.A. guidelines state the student-clinical instructor ratio shall not exceed eight (8) students to one (1) clinical instructor during the course of an academic year. Acceptance into the program is based upon the stated criteria and the number of available openings in the program. Meeting the minimum admission requirements does not guarantee acceptance into the program. Offers of admission into the athletic training education program are presented on a competitive basis to those individuals who are most qualified. Students may apply for admission to the program at the end of each fall and spring semester (January 15th and June 15th). Acceptance/rejection letters will be mailed to each candidate by February 1 and July 1, respectively.

Students interested in transferring from another institution, another College at the University of Delaware or another major within the Department of Health and Exercise Science must meet University and College of Health and Nursing Sciences transfer requirements and complete the same requirements as freshmen in the Pre-Athletic Training Program.

Students enrolled in the University of Delaware Athletic Training Education Program meet with the Program Director to plan the clinical education experience. Students are required to gain clinical experience in the training room and at practices and home and away games in the men's and women's athletic program. The clinical experience is structured so the student trainer gains progressive development of technical skills and knowledge. Once students are admitted to the program, they are required to work five weeks in the training room. When this requirement is completed, they begin working with individual teams. Students are required to work with at least one men's high-risk sport, one men's low-risk sport, one women's high-risk sport and one women's low-risk sport, for a minimum of five weeks with each of the sports selected. Once this requirement is completed, the student, in consultation with the Program Director, is allowed to select specific sports for future assignments until completion of their clinical education experience. In addition, all candidates for NATA Certification must verify that at least 25% of their clinical hours credited in fulfilling the NATA Certification Requirements were attained in actual (on location/site) practice and/or games coverage with one or more of the following sports: football, soccer, hockey, wrestling, basketball, volleyball and lacrosse. The Athletic Training Faculty formally evaluates each student's progress at the end of each semester.

Once students are admitted to the program, they are required to maintain the following minimum standards:

1. complete 200 clinical hours per semester;
2. cumulative index of 2.0;
3. satisfactory clinical education evaluations.

Students who do not maintain the above minimum standards are placed on probation and are required to correct all deficiencies by the end of the next semester. Students who do not correct deficiencies are dropped from the curriculum.

N.A.T.A. GUIDELINES FOR CERTIFICATION

1. Completion of the Athletic Training Education Program.
2. Minimum of 800 hours practical work under the supervision of the training room staff. The hours must be accumulated over a minimum of two years and not more than four years. No more than 400 hours may be accumulated in one year.
3. Completion of the NATA Competency Evaluation Checklist.
4. Proof of current American National Red Cross Advanced First Aid Certification and CPR. Must be current on examination date.
5. Proof of graduation (official transcript).

EXERCISE AND SPORT SCIENCE**ADMISSION REQUIREMENTS AND GUIDELINES**

The Department of Health and Exercise Sciences offers a major program in Exercise and Sports Science. Students in the major must choose one of five concentrations: Exercise Physiology, Figure Skating Science, Fitness Management, Physical Education Studies, or Strength and Conditioning. Admission to and completion of the major and the concentrations requires that students fulfill the following requirements:

1. Completion of at least 28 credits at the University of Delaware.
2. Successful completion of the following courses: HPER 210 (3 credits); HPER 214 (3 credits); HPER 220 (3 credits); HPER 276 (3 credits); HPER 305 (3 credits); and Biological Sciences (BISC) course with lab (4 credits).
3. Completion of the appropriate application form for the chosen concentration. Applications are due by June 15th of each year for admission the following fall. Forms are available in and must be returned to the Physical Education Advisement Center, 112A Carpenter Sports Building.
 - a. Only students matriculated in the College of Health and Nursing Sciences may apply for admission to the concentrations.
 - b. Meeting the minimum admission requirements does not guarantee admission to the concentration. Offers of admission, particularly in Figure Skating Science, Fitness Management, and Strength and Conditioning are presented on a competitive basis to those individuals who are most qualified.
4. Four of the concentrations have additional requirements, as follows:
 - a. Figure Skating Science: After the criteria listed in 1-3 above have been met, each student must meet with the Director of the Figure Skating Science Concentration to determine eligibility.
 - b. Fitness Management: Requires a minimum grade-point average of 2.00. Students will be evaluated and offered admission based on the following criteria: Cumulative and major grade-point averages; application; written essay; and interview (if necessary). Approximately 20 seats are available each year. 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. Students must complete HPER 354 Fitness Management and all courses in the concentration before enrolling in HPER 464 Internship Experience.

ATHLETIC TRAINING EDUCATION PROGRAM PROGRAM OF STUDY

Fall Semester		Spring Semester	
<u>Freshman Year</u>			
BISC106/116	4	General Studies (ENGL110- Spring Only)	5
HPER210	3	General Studies (MATH course)	3
HPER220	3	General Studies	3
HPER276	2	HPER214	3
Elective	<u>3</u>	HPER305 (Spring Only)	<u>3</u>
Total	15	Total	15
<u>Sophomore Year</u>			
HPER409 (Fall Only)	4	General Studies	3
HPER448 (Fall Only)	3	HPER350	3
HPER480 (Fall Only)	3	HPER430	3
PSYC201	3	HPER431	1
Elective	<u>1</u>	HPER481 (Spring Only)	3
Total	14	NTDT200	<u>3</u>
ADVANCED TAPPING		Total	16
AND BRACING TECHNIQUES			
<u>Junior Year</u>			
HPER320	3	General Studies (Multi-cultural course)	3
HPER405 (Fall Only)	3	General Studies (Second Writing course)	3
STAT201 (Fall Only)	3	HPER395	3
Elective	<u>5</u>	HPER407 (Spring Only)	3
Total	14	HPER426	<u>4</u>
		Total	16
<u>Senior Year</u>			
General Studies	6	General Studies	6
CSCC241	3	Elective	<u>6</u>
HPER449	3	Total	12
Elective	<u>2</u>		
Total	14		

Senior Year - Winter Session

HPER420 (Winter Only) 4 credits

INTERDEPARTMENTAL
MEMORANDUM

March 4, 1997

TO: EDDV Graduate Committee**FROM:** John J. Pikulski**SUBJECT:** Revised M.Ed. in Curriculum and Instruction/Literacy and Schooling

At its meeting on February 4, 1997, the Department of Educational Development Graduate Committee approved the changes recommended by the faculty who teach courses in reading/literacy within the Department. The following are the specific changes that are being proposed for the program.

In the core requirements, EDDV 621, Developmental Reading Instruction a current three credit course, is being replaced by EDDV 607, Teaching Writing in the Elementary and Middle Schools and EDDV 608, Teaching Reading in the Elementary and Middle Schools. The proposed two course requirements will provide a more adequate foundation for teaching reading and writing for these students who are majoring in the area of literacy. The emphasis upon both elementary and middle school considerations in these courses is in line with recent changes in State certification which now certifies teachers either at the elementary, or middle school levels.

There are no additional changes being proposed for this major if students are not seeking reading specialist certification. For those seeking reading specialist certification, we will no longer require EDDV 626, Analysis of Reading: Practicum; EDDV 627, Advanced Analysis of Reading: Practicum; nor EDDV 628, Remedial Reading Techniques. These three courses are being replaced by a new four credit course, EDDV 615, Preventing Problems through Early Intervention; and two new one credit courses, EDDV 616, Preventing Reading

Problems through Early Intervention II; and EDDV 617, Preventing Reading Problems through Early Intervention III; and a new three credit course, EDDV 630, Assessment and Instruction for Reading Difficulties in the Middle Grades. The course changes also reflect recent theoretical developments and research findings. These courses no longer treat assessment and instruction as separate entities; the two are viewed as interrelated and complementary. The changes also reflect the substantial research findings which indicate that far more effective results are obtained if the emphasis is on preventing reading problems rather than remediating them after they had been existence for some time. In summary, the modifications of the program are as follows:

CURRENT REQUIREMENTS	PROPOSED REQUIREMENTS
<u>Core</u> EDDV 621, Developmental Reading Instruction	EDDV 607, Teaching Writing in the Elementary and Middle School EDDV 608, Teaching Reading in the Elementary and Middle School
<u>For Reading Specialist Certification</u> EDDV 626, Analysis of Reading: Practicum EDDV 627, Advanced Analysis of Reading: Practicum EDDV 628, Remedial Reading Techniques	EDDV 615, Preventing Reading Problems through Early Intervention (4 credits) EDDV 616, Preventing Reading Problems through Early Intervention II (1 credit) EDDV 617, Preventing Reading Problems through Early Intervention III (1 credit) EDDV 630, Assessment & Instruction for Reading Difficulties in the Middle Grades

Thus:

Delete - EDDV 621, 626, 627, 628

New Courses Proposed - EDDV 615, 616, 617, 630

Course Number Change - EDDV 608, formerly EDDV 621

In addition, to the program revisions we are also submitting a revision for the current EDDV 622, The Role of Literacy in Content Areas.

**Master of Education in Curriculum in Instruction
Emphasis in Literacy and Schooling**

Purpose:

The graduate program in **Literacy and Schooling** is an interdisciplinary program which stresses the relationship between child language, reading, and writing processes, and school learning. The purpose of the program is to provide students with an opportunity to explore the most current topics in this field and to allow graduates to assume leadership roles.

Core Course Requirements:

Research (3 credits)

EDDV 600 Teacher as Researcher (3)

Curriculum Theory (3 credits)

EDDV 640 Introduction to Curriculum (3 credits)

Literacy (12 credits)

EDDV 601 Language Development in the Classroom (3 credits)

EDDV 602 Children's Literature (3 credits)

EDDV 607 Teaching Writing in the Elementary and Middle School (3 credits)

EDDV 608 Teaching Reading in the Elementary and Middle School (3 credits)

***Those Seeking Reading Specialist
Certification***

Required: (12 credits)

EDDV 615, Preventing Reading Problems
through Early Intervention I (4 credits)

EDDV 616, Preventing Reading Problems
through Early Intervention II (1 credit)

EDDV 617, Preventing Reading Problems
through Early Intervention III (1 credit)

EDDV 622, The Role of Literacy in Content
Areas (3 credits)

EDDV 630, Assessment and Instruction for
Reading Difficulties in the Middle Grades
(3 credits)

***Those NOT Seeking Reading
Specialist Certification***

Electives: (15 credits)

Courses in reading and writing
processes, children's literature,
child language development,
curriculum theory, linguistics,
communication, composition,
literary theory, technology,
folklore and human development

Graduate Requirements:

Completion of at least 33 credit hours as specified above.

Minimum overall grade point average of 3.0.

Completion of a master's thesis (6 credits of the 33 credit hours) or a written comprehensive examination (no credits).

MISC\MED REQ

**UNIVERSITY OF DELAWARE
DEPARTMENT OF EDUCATIONAL DEVELOPMENT
COLLEGE OF EDUCATION**

Master of Education in Curriculum and Instruction
(Programs of study under this degree include Curriculum,
Math, Science, Social Studies, Educational Technology, and Reading/Language Arts)*

Coordinator -- Dr. Joanne Golden, 132E Willard Hall Building, (831-2562)

I. Overview of M.Ed. Program

a. Research (3-6 Credit Hours)

These are the options in the area of research:

EDDV 600 Teacher as Researcher
EDST 607 Educational Research Procedures
EDST 660 Tests and Measurements

Students can select one or more of these courses (with advisor's approval) or other relevant research courses with advisor's approval.

b. Curriculum Theory (3 credit hours)

EDDV 640 Introduction to Curriculum

c. Specialization (24-30 Credit Hours)

d. Electives consistent with program specialty (e.g., Mathematics Education, Curriculum, Social Studies, Educational Technology, etc.). See below for sample program outlines.

All coursework must be graduate level from Education and/or Sciences, Mathematics, Social Studies, Humanities and Computer Sciences. Normally, students must take, with the approval of their advisor, a minimum of 9 hours of graduate courses outside the college unless special program requirements necessitate a different course selection (e.g., the specialty in Mathematics Education).

*The M.Ed. in Student Personnel Administration and the M.Ed. in Educational Leadership and College Counseling have separate programs of study and requirements.

- contact Dr. Barbara Curry regarding the Ed. Leadership Program (Willard Hall, 831-6106).
- contact Dr. John Bishop for details regarding the College Counseling and Student Personnel Administration Program (831-8107).

- e. Students are required to pick one of the following options:

Thesis and Non-Thesis Options: The student is required to select one of the following examination options. For either option, the student and advisor select a committee comprised of the advisor and two additional faculty members.

Non-Thesis Option: The non-thesis option consists of 33 hours of coursework, followed by a Masters Comprehensive Examination. The purpose of the non-thesis option is to assess the student's knowledge of the field of specialization and ability to synthesize coursework developed throughout the program. After completing a minimum of 27 credit hours of coursework, the student is eligible to begin work on the examination (the student must contact his or her advisor during the preceding semester to arrange for its administration). The student may choose from among the examination options (e.g., sitdown examination, take home examination) determined by subject area faculty. An oral defense will be scheduled following the Advisory Committee's evaluation of the examination.

Thesis Option: The thesis option consists of 27 credit hours of coursework plus an additional 6 thesis credit hours, leading to a Master's Thesis. The purpose of this option is to assess the student's ability to conduct and report original research on a particular area within the field of specialization and/or synthesize and critically analyze important issues in the field of specialization. The particular form of the thesis project (e.g., report of original research, teacher-research project, critical review of the literature) will be determined by the student in consultation with his or her Advisory Committee. After the topic(s) and project format have been determined, the student will have a maximum of one year to complete the written thesis (typically 50-60 pages). An oral defense will be scheduled following the Advisory Committee's evaluation of the thesis. Three approved unbound copies of the thesis must be delivered to the Office of Graduate Studies by the stated deadline. The formatting of the thesis must follow the style guidelines printed in the University of Delaware's *Thesis and Dissertation Manual*.

For Both Options: Students will be notified of the Advisory Committee's decision approximately three weeks after completing the Master's Comprehensive Examination or the Master's Thesis. If either option does not meet Committee expectations, the student will have an opportunity to make revisions. If the first revision is not satisfactory, additional coursework may be required prior to a second revision. Under no circumstances can revisions be made more than twice.

- f. All students will be assigned a temporary advisor upon admission to the program. After the first semester, upon the action of either the student or advisor, a new advisor may be chosen.

II. Admission Requirements

a. Applicants must have:

- I. A bachelor's degree in a field relevant to the applicant's proposed program. Official transcripts of all undergraduate and graduate work are required.
2. A 1050 (or higher) combined score on the GRE verbal and quantitative tests.
3. 2.75 undergraduate index
4. Three letters of recommendation testifying to the applicant's academic abilities.
5. A one to two page statement of the applicant's goals for the program and proposed specialty.

Note: Program requires a minimum of thirty-three (33) credit hours. Dependent on candidate's previous preparation and choice of specialization, additional credit hours may be required. Some specialties (e.g., Reading/Language) have additional admissions requirements and applicants should consult the admissions requirements of their proposed specialty below. Further, applicants for whom English is not their first language must achieve a score of at least 550 on the Test of English as a Foreign Language (TOEFL).

Admission to graduate programs in the department is selective and competitive based on the number of well-qualified applicants and the limits of available faculty and facilities. Those who meet stated minimum academic requirements are not guaranteed admission, nor are those who fail to meet those requirements necessarily precluded from admission if they offer other appropriate strengths.

Revised January 1998

Program Description

Master of Education in Curriculum and Instruction Degree Specialization in Educational Technology

I. Research (3-6 credit hours)

These are the usual options in the area of research:

EDDV 600 Teacher as Researcher
EDDV 607 Educational Research Procedures
EDST 660 Tests and Measurements

Students can select one or more of these courses or other relevant research courses with the adviser's approval.

II. Curriculum Theory (3 credit hours)

EDDV 640 Introduction to Curriculum

III. Specialization (21-27 credit hours)

Required (9 credit hours)

EDST 639 Instructional Technology Basics
EDDV 639 Using the Internet for Curriculum Applications
EDDV 685 Multimedia Literacy

With the permission of their adviser, candidates with considerable ed tech classroom experience may substitute a more advanced course for the Instructional Technology Basics course.

Electives (12-18 credit hours of the following; substitutions permitted with permission of adviser)

EDST 633 Computer-Based Instruction
EDST 642 Introduction to Technology in Special Education and Rehabilitation
EDST 643 Computer-Assisted Instruction for Remedial and Special Education
EDST 644 Augmentative and Alternative Communication
EDST 645 Assistive Technology
EDDV 639 Video Technology for Instruction
EDST 639 Technology in Secondary Mathematics
EDST 639 Applications of Computers in Teaching Writing to Elementary and Secondary School Students
EDST 639 Assistive Technology in Early Childhood Education
EDST 639 Introduction to Distance Education
EDST 639 Communication Principles in Multimedia Presentations
IFST 650 Technology in Early Childhood

Note: EDST 639 and EDDV 639 are repeating special-topics courses in educational technology. The course number 639 appears multiple times in this program description. Each time, the course has a different title, which will show on the student's transcript.

IV. Comprehensive Paper or Thesis (0-6 credit hours)

Students are required to write a Master's Comprehensive paper based on the entire program, or to complete a 6-credit curriculum research project with approval of their adviser, leading to a master's thesis.

V. The program requires a minimum of 33 credit hours.

Contact Dr. Fred T. Hofstetter, 307 Willard Hall Education Building, 831-8164, ft@udel.edu.

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 twenty million homes became equipped with brand new multimedia PCs in 1996 alone. The rate at which schools are adopting technology has increased dramatically. Our own state of Delaware is spending 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 a Master's 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 Masters of Instruction program, has received requests from several potential master's 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 a dozen 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 1998. 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 masters of instruction 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 is spending thirty million dollars 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, master's 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 proposed Masters of Instruction specialization in educational technology requires no additional faculty resources. All of the courses in the proposed program are already being offered on a regular basis. We are creating two new repeating topics courses, namely, EDDV 639 and EDST 639, which will be used to offer some of the ed tech courses that had previously been offered under experimental course numbers. Rather than create a new course for each topic, the department felt it would be better to create a repeating topics course. Both of these new courses have been approved by the department and by the college and are awaiting final approval from the Faculty Senate.

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 Master of Instruction degree program, the proposed educational technology specialization will undergo periodic evaluation along with the M.I. program as a whole. Students enrolling in the ed tech specialty will take the core courses already established in the M.I. program, adding to the core course enrollments and bolstering the program as a whole. Similarly, students enrolled in other M.I. specialties 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 M.I. application deadline, which will be in February 1998.

Program Description

Master of Instruction Degree

Specialization in Educational Technology

I. Core Area (12 Credit hours)

Study of Teaching (select one of these)

EDDV 600 Teacher as Researcher

EDST 620 Psychology of Teaching

Academic and Behavioral Assessment (select one of these)

EDDV 626 Analysis of Reading: Practicum

EDST 680 Educational Diagnosis

EDST 667 Academic and Behavioral Assessment

Behavioral Management, Motivation, and Discipline (select one of these)

EDDV 660 Discipline and Classroom Management for the Inservice Teacher

EDST 681 Techniques for Behavior Change (requires permission of adviser)

Models of Instruction (select one of these)

EDST 627 Models of Instruction

EDDV 640 Introduction to Curriculum

Or, with permission of the adviser, a special seminar in a specific instructional approach

II. Individualized Component (18 Hours)

Required (9 Hours)

EDST 639 Instructional Technology Basics

EDDV 639 Using the Internet for Curriculum Applications

EDDV 685 Multimedia Literacy

With the permission of their adviser, candidates with considerable ed tech classroom experience may substitute a more advanced course for the Instructional Technology Basics course.

Electives (9 Hours of the Following)

EDST 633 Computer-Based Instruction

EDST 642 Introduction to Technology in Special Education and Rehabilitation

EDST 643 Computer-Assisted Instruction for Remedial and Special Education

EDST 644 Augmentative and Alternative Communication

EDST 645 Assistive Technology

EDDV 639 Video Technology for Instruction

EDST 639 Technology in Secondary Mathematics

EDST 639 Applications of Computers in Teaching Writing to Elementary and Secondary School Students

EDST 639 Assistive Technology in Early Childhood Education

EDST 639 Introduction to Distance Education

EDST 639 Communication Principles in Multimedia Presentations

IFST 650 Technology in Early Childhood

Note: EDST 639 and EDDV 639 are repeating special-topics courses in educational technology. The course number 639 appears multiple times in this program description. Each time, the course has a different title, which will show on the student's transcript.

III. Portfolio

Students will fulfill the portfolio requirement described in the Master of Instruction program guidelines.

Contact Dr. Fred T. Hofstetter, 307 Willard Hall Education Building, 831-8164, fh@udel.edu.

Rationale and Demand

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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 M.I. application deadline, which will be in February 1998.

College of Health and Nursing Sciences

ADD THE FOLLOWING REVISED TEXT TO PAGE 149 OF THE UNDERGRADUATE CATALOG

In order to meet degree requirements, medical technology majors must have a minimum cumulative grade point average of 2.0 to progress in the medical technology sequence. A student who earns a grade lower than C- in a medical technology course must repeat the course and achieve a grade of at least C- before enrolling in any medical technology course which has the prior course as a prerequisite. Students are not permitted to repeat any medical technology course more than once. Further, students who earn a grade lower than C- in more than one medical technology course will not be permitted to continue in the major.

Proposal

Attachment 9

Revision of Human Development and Family Process Major

The following changes are proposed for the Human Development and Family Process Major:

Current Requirement (and location in catalog)	Proposed Revision	Rationale
Sciences Statistics course including PSYC 309 or SOCI 301.....3 or 4 Math course.....3 Science electives.....12 At least six credits must be Physical or Biological Sciences. (Located on page 167, column 1 under the heading "Major Requirements-External to the College.")	Require the following: Sciences Statistics course including PSYC 309 or SOCI 301.....3 MATH or CISC course.....3 NTDI3 Science electives.....8 (At least six credits must be in Physical or Biological Sciences.)	This change moves the Nutrition and Dietetics course to the science group. It had been in a "college requirement" grouping. With the formation of a new college, the faculty feels that moving this requirement to the science grouping is the most logical place for it. The addition of the CISC course to the math requirement acknowledges the importance of computer sciences to the social science profession.
Social Sciences PSYC 201.....3 SOCI 201.....3 Social Science electives.....9 (Located on page 167, column 1 under "Major Requirements—External to the College.")	Social Sciences PSYC 201.....3 SOCI 201.....3 CNST course.....3 (May be chosen from CNST 200, 235, 305, 310, or 335) Social science electives.....9	This change moves a Consumer Studies course to the social science group. It had been in a "college requirement" grouping. With the formation of a new college, the faculty feels that moving this requirement to the social science grouping is the most logical place for it. This makes the social science requirement 18 credits.
Other NTDI Course (Nutrition or Health is recommended).....3 CNST Course (Financial or Consumer Issues is recommended).....3 (Located on page 167, column 1 at the top of the page.)	Delete this listing.	These two requirements have moved to the Social Sciences (CNST course) and the Sciences (NTDI) groupings.
IFST 466 Independent Study (Supervised Study).....6 (Located on page 167, column 1 under "Within the Department")	IFST 466, Independent Study or UNIV 401 & 402, Senior Thesis...6	Listing of the UNIV courses will explicitly confirm that the capstone research/project requirement of this major can be through the completion of a senior thesis.
Related elective courses may be chosen from.....12 IFST 221, 236, 329, 339, 403, 463 (Located on page 167, column 1 under "Within the Department")	Related elective courses may be chosen from12 IFST 221, 236, 329, 403, 463 or appropriate 600 level courses with the approval of the instructor and the student's advisor.	This listing will explicitly emphasize that students in this major may be working toward graduate degree work and that entry level graduate work can fulfill the related elective requirement.
Credits to total a minimum of .127	Credits to total a minimum of...120	

Proposal

Revision of Family and Community Services Major

The following changes are proposed for the Family and Community Services Major:

Current Requirement (and location in catalog)	Proposed Revision	Rationale
<i>Science electives</i>15 (Located on page 165, column 2 under the heading "Major Requirements-External to the College.")	Require the following course: <i>Sciences</i> NTDT course.....3 Science Electives.....12 (One science elective must be a laboratory science and at least six credits must be in Physical or Biological Sciences.)	This change moves the Nutrition and Dietetics course to the science group. It had been in a "college requirement" grouping. With the formation of a new college, the faculty feels that moving this requirement to the science grouping is the most logical place for it.
<i>Social Sciences</i> PSYC 201.....3 Social Science electives.....12 (Located on page 165, column 2 under "Major Requirements— External to the College.")	<i>Social Sciences</i> PSYC 201.....3 CNST course.....3 May be chosen from CNST 200, 235, 305, 310, and 335 Social science electives.....12	This change moves a Consumer Studies course to the social science group. It had been in a "college requirement" grouping. With the formation of a new college, the faculty feels that moving this requirement to the social science grouping is the most logical place for it. This increases the social science requirement to 18 credits.
Other NTDT Course (Nutrition or Health is recommended).....3 CNST Course (Financial or Consumer Issues is recommended)..3 (Located on page 166, column 1 at the top of the page.)	Delete this listing.	These two requirements have moved to the Social Sciences (CNST course) and the Sciences (NTDT) groupings.
No current requirement.	Add: IFST 328, Introduction to the Research Process.....3 (Locate on page 166, column 1 under "Within the Department")	Introduction to the Research Process has been added because of the increased likelihood that program graduates will have responsibility for making decisions about new programs or designing simple research activities for program evaluation.
Developmental electives chosen from.....9 (Located on page 166, column 1 under "Within the Department")	Developmental electives chosen from6	The developmental electives have been reduced to six credits because developmental issues are usually addressed in the restricted electives requirement for this major.
Credits to total a minimum of .129	Credits to total a minimum of ..126	

1) Current Requirement

Sociology course choose from:

SOCI 201(Recommended), 202, 203, 204, 209, 210. (3 credits)

New Requirement

Sociology elective (SOCI 201 Introduction to Sociology recommended - 3 credits)

Justification

The new requirement broadens students' options. There is little reason to limit student choices to the current course selections.

2) Current Requirement

FOSC 201 Food Principles

FOSC 211 Food Principles Laboratory

New Requirement

HRIM 201 Food Principles

HRIM 211 Food Principles Laboratory

Justification

Reflects that the responsibility for teaching the food principles course and laboratory has shifted from the Department of Food Science to Hotel, Restaurant and Institutional Management.

3. Add Statement On Work Requirement

The following statement about industry related work requirement will be added:

Industry Related Work Requirement

One of the graduation requirements in the HRIM program is 800 hours of industry work experience. The goal of this requirement is to create a strong, experience-rich resume that will prepare students to succeed in their field.

The 800 hour work requirement is broken into two parts:

- 1. 400 hours of documented hospitality work experience is encouraged prior to the Junior Module.*
- 2. A student must have a total of 800 or more hours of approved work experience to be cleared for graduation*

Proposal

Revision of Early Childhood Development and Education Major

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

Current Requirement (and location in catalog)	Proposed Revision	Rationale
<i>No current location. New Requirement. (To be located on page 166, column 2 under the heading "Within the Department.")</i>	Require the following course: IFST 450.....3	This addition to the required curriculum ensures that students in this major will be prepared to use technology that is appropriate for young children in education and care settings. It also fulfills the requirement that student graduating from an approved early childhood teacher certification program are familiar with methods for using technology in their classrooms.
<i>Electives.....9 (p. 166, under, column 2 under the heading "Electives.")</i>	<i>Electives.....6</i>	This change makes room for the required course above and does not increase the number of credits necessary for a student to graduate from the ECDE program.

10/15/97



COLLEGE OF HEALTH AND NURSING SCIENCES

DEPARTMENT OF HEALTH
AND EXERCISE SCIENCES

Carpenter Sports Building
University of Delaware
Newark, Delaware 19716-1910
Ph: 302/831-2265
Fax: 302/831-4261

To: HESC Undergraduate Studies Committee

From: Clinical Faculty for HPE Program

Re: Curricular changes in HPE Program

Date: 11/14/97

The faculty in the Health and Physical Education (HPE) Degree Program request the addition of an existing course, Health Behavior Theory and Assessment (HPER 332). The additional requirement will provide a "needs assessment and evaluation for the health educator" ~~as~~ *as* warranted by NCATE guidelines. Group D requirements will decrease from nine to six to keep graduation requirements at 128.

In addition, the HPE faculty request that the number for Methods and Materials in Health Education be changed from HPER 314 to 414, to more accurately reflect the level of material in the course as currently taught and the prerequisite courses.



INTER-DEPARTMENTAL

Memorandum

DATE: February 13, 1997

TO: College Committee on Courses & Curriculum

FROM: Judith Hough-Goldstein *J Hough-Goldstein*
Chair, Dept. Entomology & Applied Ecology

An ad hoc committee consisting of interested faculty and staff from the Department of Plant & Soil Science and the Department of Entomology & Applied Ecology met twice (Nov. 15 and Dec. 6, 1996) to discuss ideas for updating the current EPP (Entomology/Plant Pathology) major. Suggestions from this committee were then circulated for comments to all members of both departments. The resulting proposal was accepted unanimously by faculty of both departments, on Feb. 10, 1997.

The changes suggested are:

- (1) Change the title to "Plant Protection," a more descriptive name that reflects a unified approach to the subject, and includes weed science.
- (2) Delete requirements for the library course, AGRI 211, and the insect field taxonomy course, ENTO 408, for 3 credits total.
- (3) Add requirements for a weed biology and control course, PLSC 470, and a plant production course (with 5 choices given) for 7-8 credits total.
- (4) Reduce additional required ENTO/PLSC credits from 16 to 12 credits.

JHG:vlt

University of Delaware
Department of Entomology/Applied Ecology



INTER-DEPARTMENTAL

Memorandum

DATE: October 21, 1997

TO: College Committee on Courses & Curriculum

FROM: Judith Hough-Goldstein *JHG*
Chair, Dept. of Entomology & Applied Ecology

SUBJECT: Additional Change in Plant Protection Major Requirements

On Oct. 7, 1997, the ad hoc Plant Protection committee voted to make the following additional change to the EPP major: of the "12 additional credits from ENTO and/or PLSC," 3 credits must consist of an internship or other independent study experience (Research, Field Experience, or Independent Study).

JHG:vlt

Revision of Minor in Entomology

and

REQUIREMENTS FOR A MINOR IN ENTOMOLOGY

The minor in entomology requires ¹⁸~~15~~ credits of courses with an ENTO prefix, including: ENTO 205, 305, and ~~406~~. A student may emphasize general entomology or wildlife conservation by proper choice of ENTO courses for the remaining ~~12~~ ¹³ credits. A minimum grade of C- is required in all courses counting toward the minor. Credits for Special Problem, Independent Study, Research, and Field Experience do not count toward the minor.

The revised version should read as follows:

The minor...requires 18 credits...ENTO 205 and 305. A student...remaining 13 credits. A minimum...toward the minor.

The change to 18 credits makes the requirement consistent with other minors in the University. Deleting ENTO 406 as a requirement gives students more flexibility and provides better enrollment management for 406, which in turn will improve the learning experience in the course.

**Summary of Changes in
Entomology Major, Wildlife Conservation Concentration**

1. Within Concentration create list of 5 courses related to taxonomy and biology of particular classes of animals. **Within the Concentration** section will appear as:

ENTO 201 Wildlife Conservation and Ecology	3
ENTO 325 Wildlife Management	3
<i>Three courses from the following five:</i>	
ENTO 318 Taxonomy of Birds.....	2
ENTO 408 Insect Field Taxonomy	3
ENTO 418 Avian Biology.....	3
ENTO 424 Herpetology	3
ENTO 425 Mammalogy.....	3
ENTO courses (may include 3 credits maximum of Independent Study, Research and Field Experience.....)	6

2. Group V
 - Add STAT 200 Basic Statistical Practice3
 - Delete STAT 201 and STAT 202
3. Electives
 - Adjust number to 6-27

Justification for New Major: Food Science and Technology

The proposed Food Science and Technology major will replace the current Food Science Major within the newly merged Department of Animal and Food Sciences. Two new concentrations are proposed, Food Science and Food Technology. The old major was inflexible and very challenging, incorporating 9 Chemistry courses, 2 Physics courses, 2 Calculus courses and 3 Biology courses in addition to 36 required FOSC credits. Additional required courses were also included in the curriculum leaving only 2-4 elective credits available for the students. This has made it very difficult to attract undergraduate students to a major that is poorly understood by high school students, teachers, or guidance councilors. The two new proposed concentrations meet the Institute of Food Technologists (IFT) certification standards, which is important for job placement and the continued IFT funding of undergraduate scholarships. It is expected that with recent faculty hires and renewed efforts in student recruitment together with a more flexible and less difficult set of course requirements, Food Science and Technology enrollments will go up.

The Food Science concentration is designed for an emphasis in either Food Microbiology, Food Chemistry and Engineering, all require Chemistry (5 courses), Physics (2 courses), Math (2 courses) and Biology (3 courses). Eleven FOSC courses will be required. There will be 40-42 elective credits that will permit students to pursue minors and participate more actively in undergraduate research projects. Students interested in combining aspects of food engineering will be advised to take the recommended electives to give them the additional courses needed for future employment.

The Food Technology concentration meets the minimum IFT requirements. The two calculus courses required by IFT and the Chemistry sequence of Chem 101, 102, 213, 214, 216 together with Physics 104 presents a less rigorous basic sciences core. The Biology courses that are prerequisites for the 11 FOSC courses are retained. Students will have 50 elective credits and would be encouraged to minor in areas such as Food and Resource Economics or Nutrition and Dietetics or take courses in Hotel, Restaurant and Institutional Management.

Major: Food Science and Technology
Concentration: Food Science

Attachment 17

Major Requirements

CHEM 101 or CHEM 103*	General Chemistry	4
CHEM 102 or CHEM 104*	General Chemistry	4
CHEM 321	Organic Chemistry	4
CHEM 322	Organic Chemistry	4
CHEM 214	Elementary Biochemistry	3
or		
CHEM 527	Introductory Biochemistry	3
PHYS 201	General Physics	4
PHYS 202	General Physics	4
MATH 221	Calculus I	3
or		
MATH 241*	Analytical Geometry and Calculus A	4
MATH 222	Calculus II	3
or		
MATH 242*	Analytical Geometry and Calculus B	4
BISC 207	Intro Biology I	4
BISC 208	Intro Biology II	4
BISC 371	Microbiology	4
NTDT 200	Nutritional Concepts	3

48 - 50 credits

Within the College

FREC 135	Intro Data Analysis	3
FREC 408	Research Methods	3

6 credits

Within the Department

FOSC 165	Seminar: Food Science	1
FOSC 265	Seminar: Food Science	1
FOSC 359	Topics in Food Science	1
FOSC 365	Seminar: Food Science	1
FOSC 328	Food Chemistry	4
FOSC 329	Food Analysis	4
FOSC 409	Food Processing I	4
FOSC 410	Food Processing II	4
FOSC 439	Food Microbiology	4
FOSC 445	Food Engineering Technology	4
FOSC 449	Food Biotechnology	4

32 credits

Electives

40 - 42

CREDITS TO TOTAL A MINIMUM OF

128

***Recommended Electives for Food Processing Engineering:**

CHEM 220	Quantitative Analysis I	4
CHEM 221	Quantitative Analysis Laboratory	1
CHEM 418	Introductory Physical Chemistry	3
CHEM 419 or	Introductory Physical Chemistry	3
CHEM 527	Introductory Biochemistry	3
CHEM 445	Physical Chemistry Laboratory	1

Major: Food Science and Technology
Concentration: Food Technology

Requirements Outside the College

CHEM 101	General Chemistry	4
CHEM 102	General Chemistry	4
CHEM 213	Organic Chemistry	4
CHEM 214	Elementary Biochemistry	3
CHEM 216	Biochemistry Lab	1
PHYS 104	Elementary Physics	3
MATH 221	Calculus I	3
MATH 222	Calculus II	3
BISC 207	Intro Biology I	4
BISC 208	Intro Biology II	4
BISC 371	Microbiology	4
NTDT 200	Nutrition Concepts	3
		<hr/> 40 credits

Within the College

FREC 135	Intro Data Analysis	3
FREC 408	Research Methods	3
		<hr/> 6 credits

Within the Department

FOSC 165	Seminar: Food Science	1
FOSC 265	Seminar: Food Science	1
FOSC 365	Seminar: Food Science	1
FOSC 359	Topics in Food Science	1
FOSC 328	Food Chemistry	4
FOSC 329	Food Analysis	4
FOSC 409	Food Processing I	4
FOSC 410	Food Processing II	4
FOSC 439	Food Microbiology	4
FOSC 445	Food Engineering Technology	4
FOSC 449	Food Biotechnology	4
		<hr/> 32 credits

Electives 50 credits

CREDITS TO TOTAL A MINIMUM OF 128

DEGREE: BACHELOR OF SCIENCE IN AGRICULTURE
MAJOR: FOOD AND AGRIBUSINESS MANAGEMENT
CONCENTRATION: FOOD MARKETING

The requirements for the major of Food and Agribusiness Management must be met. The following department courses are required for the concentration and may also be used as electives in the Food and Agribusiness Management major:

FREC 312	Food Retailing and Product Management.....	3
FREC 335	Advanced Data Management.....	3
FREC 427	Agribusiness Financial Management.....	3
FREC 471	Futures and Options Markets.....	4

Two Business Administration Courses at the 400-level in marketing related areas. These are in addition to BUAD 301-Introduction to Marketing and two additional Business and Economics courses at the 300 and 400 level required by the Food and Agribusiness Management major.

CREDITS TO TOTAL A MINIMUM OF 128

REQUIREMENTS FOR A MINOR IN FOOD AND AGRIBUSINESS MANAGEMENT

The minor in Food and Agribusiness Management requires 18 credits of courses with the FREC prefix including FREC 150 - Economics of Agriculture and Natural Resources. Students must also take five of the eight FREC courses listed below with a minimum of two courses in each area:

Marketing/Management Area:

FREC 345	Strategic Selling and Buyer Communication
FREC 404	Food and Fiber Marketing
FREC 405	Management and Leadership Development
FREC 471	Futures and Options Markets

Decision Analysis/International Trade Area:

FREC 408	Research Methods I
FREC 409	Research Methods II
FREC 410	International Agricultural Trade and Marketing
FREC 427	Agribusiness Financial Management

A minimum grade of C is required in all courses counting toward the minor.

DEGREE: BACHELOR OF SCIENCE IN AGRICULTURE
MAJOR: AGRICULTURAL ECONOMICS

CURRICULUM

CREDITS

UNIVERSITY REQUIREMENTS

ENGL 110	Critical Reading and Writing (with a minimum grade of 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 (MATH 115 or higher level; MATH 221, MATH 230, and STAT 201 are strongly recommended).....	3
Computer Science course (FREC 135 or equivalent).....	3

Agricultural and Biological Sciences

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, Plant and Soil Sciences, or Biology.

Literature and Arts

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

Social Sciences and Humanities

Minimum of one course outside the student's major 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

Minimum of eight credits selected from one of the following two-course sequences:

SCEN 101 and 102
GEOL 105 and 106

CHEM 101/102 or 103/104
PHYS 201/202 or 207/208

MAJOR REQUIREMENTS

External to the College

COMM 312	Oral Communication in Business.....	3
ENGL 312	Written Communications in Business.....	3
ECON 151	Introduction to Microeconomics: Prices and Markets.....	3
ECON 152	Introduction to Macroeconomics: National Economy.....	3
ECON 300	Banking and Monetary Policy.....	3
ECON 302	Intermediate Microeconomic Theory.....	3
ECON 303	Intermediate Macroeconomic Theory.....	3
Two additional courses offered by the College of Business.....		6

and Economics at the 300-level or higher.
Students can qualify for a minor in Economics if they take an additional 400-level Economics course and obtain a grade of C- or better in all Economics courses

(see "The Minor in Economics" in the College of Business and Economics curricula).

One Foreign Language course

3-4

Within the Department

FREC 125	Elementary Agricultural Economics: Applications.....	1
FREC 135	Introduction to Data Analysis.....	3
FREC 150	Economics of Agriculture and Natural Resources.....	3
FREC 201	Records and Accounts.....	3
FREC 240	Quantitative Methods in Agricultural Economics.....	3
FREC 465	Seminar.....	1

Seven courses at the 400-level or above with at least two in each of the following general areas:

1. Marketing/International Trade

FREC 404	Food and Fiber Marketing.....	3
FREC 410	International Agricultural Trade and Marketing.....	3
FREC 471	Futures and Options Markets.....	4

2. Production/Management

FREC 403	Production Economics.....	3
FREC 406	Agriculture and Natural Resource Policy.....	3
FREC 408	Research Methods I.....	3
FREC 427	Agribusiness Financial Management.....	3

3. Resources/Development

FREC 420	Agriculture in Economic Development.....	3
FREC 424	Resource Economics.....	3
FREC 429	Community Economic Development.....	3
FREC 444	Economics of Environmental Management.....	3

~~FREC 405, FREC 425, FREC 430, and Independent Study may not be counted in the seven courses.~~

A maximum of three credits of Independent Study in Food and Resource Economics and a maximum of six credits of Independent Study in all areas, including Food and Resource Economics, may be counted toward a degree.

ELECTIVES

Electives

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 130

DEGREE: BACHELOR OF SCIENCE IN AGRICULTURE
MAJOR: AGRICULTURAL ECONOMICS
CONCENTRATION: PRODUCTION AND MANAGEMENT

The requirements for the major in Agricultural Economics must be met. In addition, the following courses must be taken:

FREC 350	Farm Management.....	3
FREC 403	Production in Economics.....	3

Agricultural Economics (FREC) courses required for the Agricultural Economics major may be used to satisfy requirements for the Production and Management concentration.

In addition to the Business and Economic courses required for the Agricultural Economics major, the following courses must be taken:

BUAD 309	Management and Organizational Behavior.....	3
BUAD 382	International Business Management.....	3
ECON 415	Economic Forecasting.....	3
STAT 201	Introduction to Statistics I.....	3
STAT 202	Introduction to Statistics II.....	3

CREDITS TO TOTAL A MINIMUM OF 130

Degree: Bachelor of Science in Agriculture
Major: Agricultural Economics
Concentration: Resource Economics

The requirements for the major in Agricultural Economics must be met. In addition, five of the following six FREC courses must be taken:

FREC 406	Agriculture and Natural Resource Policy	3
FREC 424	Resource Economics	3
FREC 429	Community Economic Development	3
FREC 444	Economics of Environmental Management	3
FREC 450	Environmental Law and Policy	3
FREC 480	Geographic Information Systems in Natural Resource Management	4

FREC courses required for the Agricultural Economics major may be used to satisfy requirements for the Resource Economics concentration.

The two additional courses from the College of Business and Economics required for the Agricultural Economics major plus an additional course must all be taken from the following courses:

ECON 306	Economic Theory of Politics	3
ECON 311	Economics of Developing Countries	3
ECON 408	Economics of Law	3
ECON 411	Economics of Growth and Development	3
ECON 415	Economic Forecasting	3
ECON 422	Econometric Methods and Model I	3
ECON 423	Econometric Methods and Model II	3
ECON 426	Mathematical Economic Analysis	3
ECON 433	Economics of the Public Sector	3
ECON 475	Economics of Natural Resources	3
ECON 477	Benefit-Cost Analysis	3

CREDITS TO TOTAL A MINIMUM OF

124

CURRICULUM: FOOD AND AGRIBUSINESS MANAGEMENT

Degree: Bachelor of Science in Agriculture
 Major: Food and Agribusiness Management

Curriculum

	Credits
University Requirements	
ENGL 110 Critical Reading and Writing	3
Multicultural Requirement	3
College Requirements	
Mathematics Course (Math 115 or higher ¹)	3
Computer Science course (FREC 135 or equivalent)	3
Agri 165 Mastering the Freshman Year	1

Agricultural and Biological Sciences 9
 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, Plant and Soil Sciences or Biology.

Literature and Arts 6
 Six credits selected from the general areas of English, Art, Art History, Communications, Music, Theater 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, Physics, Geology, or Physical Science.

MAJOR REQUIREMENTS**External to the College**

ACCT 207	Accounting I	3
ACCT 208	Accounting II	3
COMM 312	Oral Communication in Business	3
ENGL 312	Written Communication in Business	3
ECON 151	Introduction to Microeconomics: Prices and Markets	3
ECON 152	Introduction to Macroeconomics: National Economy	3
One Foreign Language course		3-4
BUAD 301	Introduction to Marketing	3
Two additional courses offered by the College of Business and Economics at the 300 or 400 level.		6

¹ Math 221 or higher (with a minimum grade of C+) can be used as a substitute course for Math 115 and FREC 240.

Within the Department

FREC 110	Introduction to Food and Agribusiness Industry	1
FREC 135	Introduction to Data Analysis (also listed as College req.)	(3)
FREC 150	Economics of Agriculture and Natural Resources	3
FREC 240	Quantitative Methods in Agricultural Economics	3
FREC 345	Strategic Selling and Buyer Communication	3
FREC 404	Food and Fiber Marketing	3
FREC 405	Management and Leadership Development	3
FREC 408	Research Methods I	3
FREC 409	Research Methods II	3
FREC 410	International Agricultural Trade and Marketing	3
FREC 430	Establishing and Managing a Food and Agribusiness Enterprise	3

A maximum of three credits independent study in Food and Resource Economics and a maximum of six credits of independent study in all areas, including Food and Resource Economics, may be counted toward the degree.

ELECTIVES

Free Electives

24

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. Included in the free electives are suggested Food and Resource Economics courses from the following areas:

Suggested Food and Agribusiness Management Electives:

FREC 312	Food Retailing and Product Management
FREC 335	Advanced Data Management
FREC 427	Agribusiness Financial Management
FREC 464	Agribusiness Internship
FREC 471	Futures and Options Markets

Suggested Resource Management Electives:

FREC 406	Agriculture and Natural Resource Policy
FREC 424	Resource Economics
FREC 429	Community Economic Development
FREC 444	Economics of Environmental Management
FREC 480	Geographic Information Systems in Natural Resource Management

Suggested Communications and Writing Electives:

ENGL 301	Expository Writing
ENGL 410	Technical Writing

CREDITS TO TOTAL A MINIMUM OF



DEPARTMENT OF
BIOLOGICAL SCIENCES

University of Delaware
Newark, Delaware 19716-2590
Ph: 302.831-4296
Fax: 302.831-2281

DATE: October 23, 1997

TO: College of Arts & Sciences
Educational Affairs Committee
Professor Alan Fox, Chair

FROM: Malcolm H. Taylor, Associate Chair *Malcolm H. Taylor*
Department of Biological Sciences

SUBJECT: Changes in Requirements for Minor in Biological Sciences

The Department of Biological Sciences has approved the following changes in the requirements for the Minor in Biological Sciences:

1. Increase the total number of credits required for the minor from 15 to 19. This credit minimum is similar to other minors in the College of Arts and Sciences and allows us to require that students take at least one Intermediate level elective course in biology.

Currently most students in the minor take Introductory Biology (BISC 207 and 208) and 2 biology "core" courses (BISC 301, 302, 303, 306). Since all of these courses, except BISC 302, have integral laboratories, students now complete the minor with 15 or 16 credits. The new requirement, 19 credits, will probably be met with four laboratory courses and one lecture course, the latter being a biology elective.
2. Allow BISC 367, Tropical Ecology, as a substitute for BISC 302, General Ecology, in the minor. Tropical Ecology is offered in the Semester in Costa Rica Program and covers most of the biological principles presented in BISC 302. It's acceptance in the minor makes it possible for students involved in that program to take courses relevant to the minor while in Costa Rica. Students who choose this option will not be allowed to use our other two Introductory level Ecology courses (BISC 302 and BISC 321) in their minors.
3. Disallow required chemistry courses in which students receive a D-. This is consistent with our current request to disallow credit in the major for required chemistry, physics and calculus courses in which students have received a D-.

The enclosed brochures will allow you to compare the current and proposed requirements for the minor.

English courses at or above the 300-level	6
English courses at or above the 200-level	3

All English majors must take at least one ENGL 480 seminar and can count only one 200-level course toward the minimum number of credits for the major.

ELECTIVES

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

CREDITS TO TOTAL A MINIMUM OF 124

DEGREE: BACHELOR OF ARTS**MAJOR: ENGLISH****CONCENTRATION: BUSINESS/TECHNICAL WRITING****CURRICULUM**

See page 56 for University and College requirements.

MAJOR REQUIREMENTS**Within the Department**

Five of the following six courses:

ENGL 202	Biblical and Classical Literature	3
ENGL 205	British Literature I	3
ENGL 206	British Literature II	3
ENGL 300	Texts and Contexts	3
ENGL 324	Shakespeare	3
ENGL 340	American Literature to the Civil War	3

or
ENGL 341 American Literature: Civil War to World War II 3

Nine credits at the 300-level or above distributed as follows: 9

- A course other than Shakespeare in Medieval or Renaissance literature or a course in literature between 1700 and 1900.
- A course in Modern literature or a course in cultural and theoretical studies.
- A literature course.

One of the following three courses

ENGL 312	Written Communications in Business	3
ENGL 410	Technical Writing	3
ENGL 415	Writing for the Professions	3
ENGL 411	Rhetoric for Business and Technical Writers	3
ENGL 412	Business and Technical Publication	3
ENGL 414	Technical Editing	3
ENGL 464	Internship in Business/Technical Writing	3

Optional:

ENGL 413 Topics in Technical Writing or one other EBT course 3

All EBT majors must take at least one ENGL 480 seminar and can count only one 200-level course toward the minimum number of credits for the major.

ELECTIVES

After required courses are completed, sufficient elective credits must be taken to meet the minimum credit requirement for the degree. Most concentrators take a core of courses in a technical or business discipline such as Computer Science, Chemistry, Business Administration or Accounting.

CREDITS TO TOTAL A MINIMUM OF 124

DEGREE: BACHELOR OF ARTS**MAJOR: ENGLISH****CONCENTRATION: FILM****CURRICULUM**

See page 56 for University and College requirements.

MAJOR REQUIREMENTS**Within the Department**

Five of the following six courses:

ENGL 202	Biblical and Classical Literature	3
ENGL 205	British Literature I	3
ENGL 206	British Literature II	3
ENGL 300	Texts and Contexts	3
ENGL 324	Shakespeare	3
ENGL 340	American Literature to the Civil War	3

or
ENGL 341 American Literature: Civil War to World War II 3

CREDITS

- Nine credits at the 300-level or above distributed as follows:
- A course other than Shakespeare in Medieval or Renaissance literature or a course in literature between 1700 and 1900.
 - A course in Modern literature or a course in cultural and theoretical studies.
 - A literature course.

Students concentrating in film must take the following film courses:

ENGL 217	Introduction to Film	3
ENGL 317	Film History	3
ENGL 318	Studies in Film (variable content, may be repeated once)	3
ENGL 417	Film Theory and Criticism	3

All EFM majors must take at least one ENGL 480 seminar and can count only one 200-level course toward the minimum number of credits for the major.

ELECTIVES

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

CREDITS TO TOTAL A MINIMUM OF 124

DEGREE: BACHELOR OF ARTS**MAJOR: ENGLISH****CONCENTRATION: JOURNALISM****CURRICULUM**

See page 56 for University and College requirements.

MAJOR REQUIREMENTS**Within the Department**

Five of the following six courses:

ENGL 202	Biblical and Classical Literature	3
ENGL 205	British Literature I	3
ENGL 206	British Literature II	3
ENGL 300	Texts and Contexts	3
ENGL 324	Shakespeare	3
ENGL 340	American Literature to the Civil War	3

or
ENGL 341 American Literature: Civil War to World War II 3

Nine credits at the 300-level or above distributed as follows: 9

- A course other than Shakespeare in Medieval or Renaissance literature or a course in literature between 1700 and 1900.
- A course in Modern literature or a course in cultural and theoretical studies.
- A literature course.

Prior to enrolling in the following course, ENGL 110 or equivalent must be completed with a grade of B or better.

ENGL 307 News Writing and Editing 3

At least nine credits chosen from among the following courses: 9

ENGL 308	Reporter's Practicum	3
ENGL 309	Feature and Magazine Writing	3
ENGL 310	Copy Editing and Layout	3
ENGL 407	Advanced Reporting	3
ENGL 409	Topics in Journalism	3

May be taken in addition to the 36 required credits in English:

ENGL 466 Internship 1-6

All EJR majors must take at least one ENGL 480 seminar and can count only one 200-level course toward the minimum number of credits for the major.

ELECTIVES

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

CREDITS TO TOTAL A MINIMUM OF 124

DEGREE: BACHELOR OF ARTS**MAJOR: ENGLISH EDUCATION****CURRICULUM**

See page 56 for University and College requirements.

MAJOR REQUIREMENTS**Within the Department**

ENGL 202	Biblical and Classical Literature	3
ENGL 205	British Literature I	3

CREDITS

FOREIGN LANGUAGES AND LITERATURES • COLLEGE OF ARTS AND SCIENCE

ADD: ENGL 300 TEXTS AND CONTEXTS 3

ENGL 206	British Literature II	3
ENGL 302	Advanced Composition	3
ENGL 324	Shakespeare	3
ENGL 340	American Literature to the Civil War	3
ENGL 341	American Literature: Civil War to World War II	3
ENGL 390	English Linguistics	3

Three English courses at the 300-level or above distributed as follows:	9
British literature before 1900	3
20th-century British, American or Comparative literature	3
Theory and Criticism	3

All XEE majors must take at least one ENGL 480 seminar.

Within the College

COMM 251, 255, 312, or 350 or THEA 102 or 226	3
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One of the following four courses:

ENGL 404	History of the English Language	3
ENGL 411	Semantics I	3
ENGL 487	Sociolinguistics of English in the Inner City	3
ENGL 498	Teaching English as a Second Language	3

Professional Studies

EDST 201	Education in a Multicultural Society	3
EDST 304	Educational Psychology - Social Aspects	3
EDST 305	Educational Psychology - Cognitive Aspects	3
ENGL 383	Teaching Composition in Secondary School	3
ENGL 384	Teaching English in Secondary School	3
ENGL 481	Seminar in Teaching English	3
EDDV 400	Student Teaching	9
EDDV 403	Adolescent Literature	3

To be eligible to student teach, English Education students must have a g.p.a. of 3.0 in their English major and an overall g.p.a. of 2.75. Students should consult the teacher education program coordinator (see list on p. 127) to obtain the student teaching application and other information concerning student teaching policies.

ELECTIVES

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

CREDITS TO TOTAL A MINIMUM OF 124

DEGREE: BACHELOR OF ARTS

MAJOR: ENGLISH

CONCENTRATION: ETHNIC AND CULTURAL STUDIES

CURRICULUM

See page 56 for University and College requirements.

MAJOR REQUIREMENTS

Within the Department

Five of the following six courses:

ENGL 202	Biblical and Classical Literature	3
ENGL 205	British Literature I	3
ENGL 206	British Literature II	3
ENGL 300	Texts and Contexts	3

Concentrators in Ethnic and Cultural Studies must include ENGL 300 as one of the five courses chosen.

ENGL 324	Shakespeare	3
ENGL 340	American Literature to the Civil War	3
or		
ENGL 341	American Literature: Civil War to World War II	3

Nine credits at the 300-level or above, distributed as follows:

- A course other than Shakespeare in Medieval or Renaissance literature or a course in literature between 1700 and 1900.
- A course in Modern literature or a course in cultural and theoretical studies.
- A literature course.

In addition to ENGL 300, students concentrating in Ethnic and Cultural Studies must take the following courses:

ENGL 379	Introduction to Ethnic and Cultural Studies	3
ENGL 382	Studies in Multicultural Literature (may be repeated for credit when topics differ)	3

Two other courses at the 300-level or above, to be chosen in consultation with the student's concentration advisor.

All ECS majors must take at least one ENGL 480 seminar and can count only one 200-level course toward the minimum number of credits for the major.

CREDITS TO TOTAL A MINIMUM OF 124

REQUIREMENTS FOR OTHER PROGRAMS IN ENGLISH

The English Department also offers a program leading to a minor in English. The course of study for the English minor includes ENGL 202, 205, 206, 324 and two additional courses in literature and composition above the 200-level. One course must be in British Literature or Cultural and Theoretical Studies, and one course must be in American Literature. By earning 15 credits in recommended courses at the 300-level, a student may minor in Irish Studies. Required courses include ENGL 351 and HIST 373. A student may also minor in Medieval Studies.

Eligible students may elect to pursue the Honors degree in English or the Degree with Distinction. Those taking the Honors degree must satisfy all the requirements established by the University Honors Program; in addition, they must meet requirements set by the English Department: a minimum of 12 credits in Honors courses in English, not including the thesis (one course must be an Honors Seminar, ENGL 480 Honors); and an Honors thesis.

FOREIGN LANGUAGES AND LITERATURES

Modern. To prepare students to speak, understand, read and write the language they are studying, the Department of Foreign Languages and Literatures uses proficiency-oriented communicative approaches to language learning. Many of the elementary/intermediate courses are team taught, and there are special programs for students at this level who want to continue their language/culture study abroad. A high-tech Foreign Language Media Center is available for student use.

All majors and minors are encouraged to spend at least one semester, one winter session, or one summer of study in a country in which the foreign language is spoken natively.

Ancient. The program offers a liberal education in the fullest sense of that term by giving one the means to identify a problem, solve it without losing sight of its larger implications, express the solution clearly, and persuade others of its validity. Students of the classics learn habits of accuracy and clarity of expression and in the process grapple with the universal ethical, social, and political problems.

PLACEMENT AND DUPLICATE CREDIT

Students intending to enroll in a foreign language course will be placed according to the number of years of previous study of that language. As a general rule, students with fewer than two years of high school foreign language or the equivalent will be placed at the 105 level, students with two or three years will be placed at the 106-level, and students with more than three years will be placed at the 107-level. Exceptions to this rule can be made only upon the recommendation of the Foreign Language Placement Advisor.

No credit will be granted for a 100-level course if the student has already successfully completed a 200-level course or a course higher in the 100-level sequence in the same language, e.g., credit for a 105 course will not be given if a 106 course has already been successfully completed.

Skipping Courses: Students are advised that once they begin their foreign language courses at the 100-level, they are *not* permitted to skip courses in the sequence (for example, students are not permitted to move directly from 105 to 107). The prerequisite for each 100-level course *must* be observed.

It is important to note that only 15 credits of the same elementary/intermediate language will be counted towards the degree.

DEPARTMENT OF FOREIGN LANGUAGES AND LITERATURES

May 3, 1997

Memo to: Arts & Science Educational Affairs Committee

from: Bonnie Robb *Bonnie Robb*
Foreign Language Education

re: FLES (Foreign Language in Elementary School) Option
for the Foreign Language Education program

The Foreign Language Education Program proposes to add an option for students in the program which would allow them to prepare for FLES (Foreign Language in Elementary School) certification. Currently, students completing our program are prepared for 7-12 certification by the state; students choosing to add the FLES option would be prepared to apply for K-12 certification.

The context in which this proposal is being made includes the following four favorable factors: 1) the recent creation of a FLES certification by the state Department of Public Instruction; 2) the advocacy of FLES programs by the state's Foreign Language Curriculum Framework Commission; 3) the growing number of foreign language programs in Delaware elementary and middle schools; 4) the interest expressed by FLE students in teaching foreign languages at the elementary/middle school level.

The curriculum for the FLES option would be identical to the curriculum of a regular FLE major (see attachment 1), but in place of electives would require the students to take three additional courses -- FLLT/EDDV 429 Methods of Teaching Foreign/Second Languages in Elementary Schools, EDST/LING 476 Second Language Acquisition and Bilingualism, and EDST 202, Human Development I: Grades K-4 -- and to student teach in an elementary or middle school. With these additions to their curriculum, students would, upon completion of the program, be eligible for Delaware K-12 certification (see attachment 2).

It is projected that the FLES Methods course, which has already been offered once (summer 1995), will be offered every year in the spring semester. The Department of Foreign Languages and Literatures and the College of Human Resources, Education, and Public Policy will jointly fund the offering of this course (see attachment 3).

The Second Language Acquisition course is regularly offered every year by the Departments of Linguistics and Educational Studies. They have indicated that they are ready to accommodate FLE students who register for the course as part of the FLES option (see attachment 4). The Human Development course, which includes a clinical experience in an elementary school, is offered at least once per year by the Department of Educational Studies, which is willing to accommodate our students in the course (see attachment 5).

Student Teaching will be arranged with local school districts that offer foreign language classes in their elementary and/or middle schools. Supervision for these student teachers will be provided by the Department of Foreign Languages and Literatures. As is always the case with double education majors, student teachers will have two student teaching assignments. They will teach for 9 weeks in an elementary or middle school, then for 9 weeks in a high school, for a total of 18 weeks (vs. the 14 weeks of student teaching for a single education major).

The *number of students* who might choose this option is estimated at between 3 and 8 per year. This estimate is based on the fact that there are generally about 10 student teachers per year in the Foreign Language Education program.

The *advisement* of students who choose the FLES option will be the responsibility of the Foreign Language Education coordinator, who is already advisor to all FLE majors.

The *evaluation* of the new option will be done by the Foreign Language Education Advisory Committee (Anna Bergstrom -- FLL, Louis Arena -- Linguistics, Elaine Stotko -- CHEP, and Bonnie Robb -- FLL) and reported to the departments involved as well as to UCTE.

Thank you for considering this proposal!

REQUIREMENTS FOR A MINOR IN STATISTICS

A student seeking a minor in statistics must obtain permission from the chairperson or his/her designee in the Department of Mathematical Sciences. Course requirements include STAT300 or STAT370 and a total of at least 12 credits in statistics above STAT370. Credit can be obtained for both ST300 and ST370 while credit cannot be obtained for both ST300 and ST371.

April 7, 1997

Date: Wed, 10 Dec 97 13:43 EST
From: Connie.Vickery@mvs.udel.edu
To: Robert.Carroll@mvs.udel.edu
Subject: Recommendation

At the direction of the Executive Committee of the University Faculty Senate, the University Promotions and Tenure Committee reviewed the November 18, 1997 resolution from Philip Goldstein, President of the College of Arts and Science Faculty Senate. Thorough discussion followed.

It is the recommendation of this Committee that the concern of the number of days allowed for notification of decision to appeal be brought before the Faculty Senate. While we support the intent to increase the days for appeal, it is the opinion of this Committee that that increase should be five working days rather than the seven working days noted in the resolution.

12/10/97
Connie Vickery
Chair, Univ P & T Committee

Introduction:

Health care leaders recognize that medical care alone will not significantly impact the economic burden associated with ill-health because the key to good health is responsible and enlightened behavior by each individual. Recent research findings indicate that over 50 percent of the causes of mortality are lifestyle related. If any nation is to achieve its full potential for better health a greater emphasis is needed on programs and professionals who can deal directly and actively with the behavioral determinants of death and disability. According to national health officials, health promotion provides the best opportunity to reduce the ever-increasing portion of our resources that are spent to treat preventable illness and functional impairment.

Health promotion is defined as the science and art of helping people change their lifestyle to move toward a state of optimal health where optimal health is defined as a balance of physical, emotional, social, and intellectual health. Health promotion facilitates behavior change through a combination of efforts to enhance awareness, and create environments and communities that support good health practices.

Health promotion has received increasing acceptance as a profession primarily because it recognizes the need to address all aspects of a lifestyle rather than focusing only on the knowledge about a particular behavior. Health promotion has emerged as a new profession that develops, implements, and evaluates strategies that enhance individual lifestyles (personal choices made in a socioecological context) and influence well-being. It involves strategies designed to influence the behavioral causes of morbidity and mortality such as lack of physical activity and fitness, poor nutrition, tobacco use, alcohol and other drug abuse, and psychological distress.

Program Description

The proposed master's degree program in Health Promotion at the University of Delaware is designed to prepare professionals who can help people move to a higher level of health and well-being. The program consists of course work and experiences necessary for the development of skills and knowledge for successful design, implementation, and evaluation of health promotion interventions. Graduates of this program will have the skills and knowledge to produce a positive impact on health behaviors among individuals within a given social context. The program is designed to meet both the needs of traditional graduate students and working professionals.

The masters' degree in Health Promotion is a 33 credit hour non-thesis program. This program consists of both classwork and practical or research experiences that enables the student to plan, implement and evaluate Health Promotion programs in a variety of settings. Students are given the opportunity for practical experience through an internship or special project. The program consists of 18 credit hours of required course work. Within the program a student may select an area of emphasis that focuses on a specific population or behavior for the remaining requirements. Areas of emphasis include: exercise science, nutrition, cardiac rehabilitation, and aging.

Rationale and Demand

Institutional Factors

Compatibility with the University of Delaware Mission:

This program provides the opportunity and forum for individuals from diverse backgrounds to gain competencies in and share ideas about health issues central to the field of health promotion. It provides a unique opportunity for faculty and students from a variety of professional backgrounds to work collaboratively in a multi disciplinary environment toward the development of programs and knowledge that can be of service to the local, state and national community. The program will also enhance the University of Delaware's commitment to health and wellness.

Description of the Planning Process:

An emphasis in health promotion has been growing over the past few years within the Departments of Health and Exercise Science, Nutrition and Dietetics, and Nursing. With the increasing need for health professionals to be more multi disciplinary in their approach, and the need for health promotion professionals to be prepared at the graduate level, this program was developed. This need for graduate preparation has been emphasized by national leaders in public health (e.g. Dr. Noreen Clark, University of Michigan). It is now necessary for health professionals to have the skills to develop strategies that impact specific health behaviors or environmental contributors to ill-health as defined by the field of health promotion. Previous emphasis on specific health content areas alone have proven insufficient for the needs of the present job market as graduates are required to have competencies that go beyond an emphasis in nutrition or fitness for example. Rather, they need skills and competencies that can be used to facilitate behavioral change from a variety of perspectives. Specifically, health promotion professionals need to:

- ▶ understand and utilize health behavior theories and models
- ▶ understand and perform need assessments
- ▶ have an understanding of the research process
- ▶ understand and utilize statistical data analyses
- ▶ have program development, and implementation skills
- ▶ have program evaluation skills
- ▶ communicate effectively
- ▶ understand and promote major modifiable lifestyle behaviors

To fulfill these requirements, a graduate program in health promotion was developed. In the Spring of 1995 a faculty member with an academic preparation in health promotion and the behavioral sciences was hired. With this hire, new course work was directed toward an emphasis in health promotion. In consultation with faculty and administrators in Health and Exercise Science as well as other departments within the new College of Health and Nursing Sciences, it

was deemed beneficial to develop a graduate program that would be applicable to all undergraduate programs and supply the growing demand for professionals who have an expertise in health promotion.

The master's degree program is proposed as an inter-disciplinary program that will initially housed within the Department of Health and Exercise Science. Prefixes of required courses in the program have been changed to **HPRO** to reflect the inter-disciplinary nature of the curriculum within the College of Health and Nursing Sciences.

Within the proposed structure of the new college there is a combination of programs that provide both professional degrees and research degrees. There are also disciplines that are heavily practitioner oriented while others are heavily research oriented. Because of the need for these disciplines to have an expertise in health promotion, and the room within the profession of health promotion for both research and practitioner orientations and skills, it has fostered the development of a non-thesis option in the graduate program. The non-thesis program is common among health promotion professional preparation programs across the country.

To gain a more concrete description of the utility and success of these programs, a survey was sent to 26 institutions of higher education who offer graduate degrees with an emphasis or concentration in Health Promotion (e.g. University of Iowa, Purdue University, University of Kentucky, Ball State University, University of Cincinnati, University of Texas at Austin). In addition, personal consultation from the program directors at Ball State University, and committee members drafting national worksite health promotion guidelines was obtained. Course requirements and curriculum development were determined through survey data, consultants, and faculty and administrative discussions.

This proposal was also reviewed by a committee formed by the Graduate Studies office for the purpose of strengthening the proposal, and helping it fit within the University of Delaware context. This committee comprised representatives from Individual and Family Studies, Sociology, Psychology, Nursing, Political Science, Urban Affairs, Education, Nutrition and Dietetics, and Health and Exercise Science.

Administrative Structure

Administration of the proposed Health Promotion program has been based on faculty and administration input from four primary departments (Nutrition and Dietetics, Nursing, Health and Exercise Sciences, and Individual and Family Studies). The Program will be initially housed within the Department of Health and Exercise Sciences. Administrative support (i.e. secretarial, clerical) will be provided by the Dean's office of the College of Health and Nursing Sciences. The Health Promotion program will be administered by a program director and Health Promotion graduate steering committee. The program director will be initially appointed by the Dean of the College of Health and Nursing Sciences, and will report directly to the Dean.

The graduate steering committee will be an independent committee within the College of Health and Nursing Sciences accountable to the Dean of the College. The committee will consist of the program director (who will serve as chair of the committee), the chair of the administrative department housing the program (i.e. Department of Health and Exercise Sciences) as a non-voting member, and one faculty member from the four primary departments in the program: Health and Exercise Sciences, Individual and Family Studies, Nursing, and Nutrition and Dietetics. Departmental representatives will be appointed by the respective department chair based upon the criteria for membership on the steering committee listed below. Terms of appointment will be staggered at the beginning of the program to provide continuity. Faculty can be reappointed to successive terms. The initial program director will be appointed for a period of five years and will have voting status. Successive directors will also be appointed by the Dean of the College of Health and Nursing Sciences. The director can be re-appointed to successive terms at the discretion of the Dean.

Criteria for Membership on the Health Promotion graduate program steering committee:

- Full-time faculty member at the University of Delaware
AND
- Advise students in the Health Promotion program.
OR
- Teach a regularly scheduled graduate-level required course within the Health Promotion program.
OR
- Supervise special projects.
OR
- Conduct research that directly involves student participation (e.g. assistantships, independent studies, special projects) and contributes to the quality of the Health Promotion program.

The responsibilities of the Health Promotion graduate steering committee will include:

- Reviewing and approving faculty status within the Health Promotion program.
- Developing policies concerning internships, special projects, and qualifying examinations.
- Selecting graduate students based upon the review of prospective graduate candidate applications.
- Assign prerequisite requirements for admission to prospective students.
- Awarding graduate assistantships within the Health Promotion program based upon the review of graduate assistantship applications.
- Functioning as an appeals committee when the performance of a graduate assistant is unsatisfactory based upon the review of the program director.
- Proposing, adding, modifying, or deleting courses, including experimental courses and curricula.
- Reviewing academic standards for graduate study in Health Promotion.

- Solicit academic advisors and make recommendations to prospective students.

Impact on Other University Programs:

The proposed graduate program will provide an opportunity to the majority of undergraduate students housed within the new College of Health and Nursing Sciences (i.e. Nutrition and Dietetics, Health and Exercise Science, Nursing), as well as to students from other colleges who have an interest in health and a background in Individual and Family Studies, Psychology, Sociology, Education, Political Science or Business who meet the prerequisite admission requirements. In addition, the program would enhance research opportunities among faculty members within the College, and with faculty members outside the college who are interested in the social and behavioral sciences related to health promotion. It would also provide opportunity for added research and service opportunities with outside agencies in Delaware and the surrounding region whose purpose is to promote health (e.g. Delaware Center for Wellness, Medical Center of Delaware's Institute for Health Promotion, State of Delaware). The program in health promotion would also generate a pool of graduate students who could enhance health promotion practices and programs on-campus through Wellspring and the Employee Wellness Program, as well as a supply graduates who can help improve and meet the health promotion demands and needs of the State of Delaware as well as the entire United States.

The program's impact on other graduate programs at the University of Delaware in terms of direct competition in recruitment and job placement is negligible. No graduate degree programs outside the new College offer similar degrees, and current health-related graduate programs in Nursing and Nutrition and Dietetics focus on professional preparation that differs significantly with the Health Promotion program's overall mission, skill set, and educational objectives. However, the Health Promotion program could become an emphasis area for the thesis programs in Exercise Physiology (Department of Health and Exercise Science) and Nutrition (Department of Nutrition and Dietetics).

The program would enhance graduate course enrollment for select courses in Nutrition and Dietetics, Individual and Family Studies, Nursing, and Health and Exercise Science significantly, and course equivalents for Statistics and Research Methods and BISC 675 minimally. Within the College of Health and Nursing Sciences, it would strengthen enrollment numbers in graduate courses that presently do not fill completely. Prerequisites may impact some programs, but not considerably due to enrollment limitations (e.g. 12 students annually). The greatest impact would be among the departments of Nutrition and Dietetics, and Health and Exercise Science. Letters of approval for this program's impact on select academic courses are provided in the appendix.

Elective requirements would induce minimal impact on other courses outside the College of Health and Nursing Sciences with potential enrollments averaging a one to three student increase in a given academic year. The variety of acceptable elective options would negate any workload or resource burden on a specific course or department.

Utilization of Existing Resources:

Faculty with expertise and interest in working with graduate students in the area of Health Promotion already exist within the Departments of Health and Exercise Sciences, Individual and Family Studies, Nutrition and Dietetics, and Nursing. The program will require the addition of three new courses, however these courses can be covered by existing faculty within the department of Health and Exercise Sciences without additional strain to workload. Course work within the areas of emphasis and electives outlined in the proposal already exist and would not hinder faculty nor departmental resources.

Student Demand

Based on student inquiries and requests to enroll in a graduate program in Health Promotion it is estimated that at least 15 to 20 students will apply to the program on an annual basis. Requests and inquiries have been split between present undergraduates and working health professionals who wish to pursue a graduate degree. Approximately 5 students have inquired about taking courses toward the completion of the degree before the degree program is officially approved by the University of Delaware. Of 20 schools surveyed, 6 of these schools have enrollment rates between 20 and 40 students, and 3 schools have enrollment rates that exceed 40 students. Eleven of the schools predicted additional growth in enrollment, and 6 indicated no growth due to caps on enrollment numbers. Present trends requiring health professionals to have a graduate degree that builds upon their undergraduate expertise increases the demand for the Health Promotion graduate program. New course offerings are not necessarily targeted as service or elective course offerings for other majors, although they could function in this capacity.

Target Student Populations

The proposed program in Health Promotion is designed to meet the needs of traditional students, part-time students, and employed professionals. A significant number of course offerings will be scheduled to allow for greater participation by non-traditional students.

Demand and Employment Factors

Graduates of the Health Promotion program are expected to find, but not be limited to, employment in seven major job markets:

- ***Medical and clinical settings:*** Health Promotion Specialists, Program Coordinators, Health and Fitness Specialists
- ***Worksites:*** Directors & Coordinators of Worksite Health Promotion or Wellness Programs.
- ***Community agencies:*** Research Assistants, Health Promotion Managers, Project Directors (e.g. American Heart and Lung Associations)

- **Educational institutions:** Directors & Coordinators in Student Health Promotion or Wellness Programs, Instructors, Faculty Members.
- **Government agencies:** Health Promotion and Wellness Coordinators, Research Assistants, Program Managers
- **Insurance companies:** Health Promotion Specialists, Program Managers and Directors, Managed Care Professionals.
- **Private Industry:** Resorts, Health Spas, Fitness Clubs

Of 13 schools that responded to the question asking "what percentage of your graduates found work within three months of graduation," 7 indicated over 90%, 4 indicated about 75%, and 2 indicated about 50%. By six months 10 of the 12 schools indicated over 90% of their graduates had found work in health promotion related occupations. Based on Ball State University's 1995 assessments, starting salaries for graduates averaged over \$30,000 per year, with a high of \$45,000 and a low of \$22,000. The low salary was for a graduate who was employed by a county agency in West Virginia.

Regional, State, and National Factors

Most graduate programs offering programs in Health Promotion are located in the middle of the country: University of Iowa, Purdue University, University of Cincinnati, University of Kentucky, University of Kansas, Ball State University, University of North Texas and the University of Pittsburgh which started their program this academic year. In the mid-Atlantic region there are only a two schools, James Madison University and Virginia Tech, the latter of which started their program as of the 1996-97 school year. In the New England area, Springfield College, and Plymouth State College offer graduate degrees in Health Promotion. There are a number of Universities in this area that offer graduate degrees in Health Education, including Temple University, St. Joseph University, and Montclair State University (NJ). John Hopkins University also offers a concentration in health promotion as part of their Masters in Public Health program. Only one post-secondary institution in Delaware offers a graduate program in Health Promotion and that is Wesley College. However, their program is strictly limited to Nurses, and is only a concentration area. Simply stated, Health Promotion is a relatively new discipline, and there is a lack of graduate preparation programs in the region, state and nation. Feedback from other schools suggests that there is a need for more programs throughout the country.

The schools that presently offer graduate programs solely in health promotion do not compete for the same target student population due to geographic factors. Local institutions with a health education emphasis provide curriculums that focus predominantly on educational interventions, especially K-12 health education. These schools do not have as strong behavioral, programming and evaluation components that will be characteristic of the proposed University of Delaware program.

**Honors Bachelor of Science in Agriculture:
Entomology and Applied Ecology**

The recipient of this degree must complete:

1. All requirements for the Bachelor of Science in Agriculture: Entomology (all concentrations).
2. All generic University requirements for the Honors Degree. Courses with the ENTO prefix taken at the 600-level or higher are considered to be Honors courses in the major. One 3 or 4-credit course in ANSC, PLSC, or BISC will, if taken as Honors, count toward the 12 Honors credits required in the major or in collateral disciplines.
3. A grade point index of at least 3.40 in the major at the time of graduation.

INTERDEPARTMENTAL
MEMORANDUM

DATE: 2 September 1997

MEMO TO: Committee on Educational Affairs
College of Arts and Science

VIA: Senior Associate Dean Heyward Brock
College of Arts and Sciences

FROM: Theodore E. D. Braun *Theodore E. D. Braun*
Foreign Languages and Literatures

SUBJECT: Honors B.A. in French, German, or Spanish/Political
Science

By oversight, when the B.A. in French, German, or Spanish/Political Science was proposed and accepted several years ago, the Honors track of the joint major was not included. The Director of the University Honors Program, Dr. Robert F. Brown, has brought this oversight to the attention of the major departments. We wish to correct this oversight, and submit the following proposal for an Honors track.

Students wishing to complete an Honors B.A. in French, German, or Spanish/Political Science must:

1. Complete all requirements of the B.A. in French, German, or Spanish/Political Science (see 1997-1998 Undergraduate Catalog, pp. 86 and 111-112).
2. Complete all the University's generic requirements for the Honors Degree (see 1997-1998 Undergraduate Catalog, p. 30).

The Honors credits in the major shall come from both participating departments, and shall include at least two courses at the 300 level or above.

3. Achieve a cumulative grade point average for all courses in the major of at least 3.4000.

The Honors B.A. in French, German, or Spanish/Political Science will be implemented immediately upon approval, which we anticipate will come by April or May 1998.

Honors Bachelor of Science in Agriculture: Animal Science

The recipient of this degree must complete:

1. All requirements of the Bachelor of Science in Agriculture: Animal Science (all concentrations).
2. All generic University requirements for the Honors Degree. Courses with the ANSC prefix taken at the 600-level or higher are considered to be Honors courses in the major. One 3 or 4-credit course in PLSC, ENTO, or BISC will, if taken as Honors, count toward the 12 Honors credits required in the major or in collateral disciplines.
3. A grade point index of at least a 3.4 in the major at the time of graduation.

A candidate for an Honors Degree or a Degree with Distinction must satisfy the general University requirements and the degree requirements specified by his or her college and department. A student who does both must complete two distinct theses, each of which must stand on its own merit. The theses may be related but must not in any essential way duplicate one another, and the student must supply confirming evidence.

Honors Degrees. Honors Degrees are currently available in many majors in all of the undergraduate colleges. Additional Honors Degree opportunities are created every year.

A candidate for an Honors Baccalaureate Degree must satisfy the following requirements:

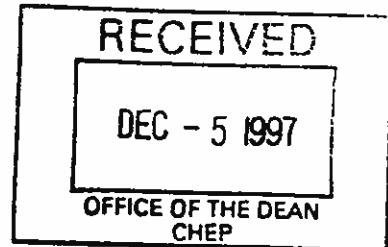
- I. The requirements for the baccalaureate degree in the major (including all University and college requirements), as well as any other specific requirements the major department may set for the Honors Degree.
- II. The general requirements for the Honors Degree:
 - A. A University of Delaware cumulative grade-point index of at least 3.40 at the time of graduation.
 - B. At least 60 of the total credits applicable to graduation taken at the 300 level or higher.
 - C. At least 30 credits earned in Honors courses. Of these Honors credits:
 1. At least 12 must be in the major department or in courses of collateral disciplines specifically required for the major.
 2. Three must be in the Honors Tutorial course.
 3. Three must be in the Honors Seminar course (or in another seminar course specifically approved for this purpose by the Honors Program).
 4. At least six must be in areas outside those defined by the preceding items (1-3).
 5. At least 12 must be at the 300 level or higher.
 - D. In addition to these 30 Honors credits, six credits of Honors thesis or project (UNIV 401/402) and the successful oral presentation of an acceptable thesis or project to a committee of faculty approved by the major department and the Honors Program. Although the candidate enrolls in UNIV 401/402 in the senior year, research and planning for the thesis or project should be well under way in the junior year.
- III. Submission of the Honors Degree Application Form before the end of the junior year, to the University Honors Program office.



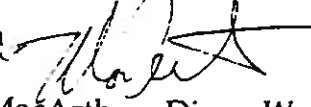
COLLEGE OF HUMAN RESOURCES, EDUCATION & PUBLIC POLICY

DEPARTMENT OF
EDUCATIONAL STUDIES

Willard Hall Education Building, Room 303
University of Delaware
Newark, Delaware 19716-2920
Ph: 302/831-1100
Fax: 302/831-4445



Memorandum

To: Dan Rich 
From: Charles MacArthur, Diana Wearne, Cindy Okolo, Deborah Hicks
Date: December 4, 1997
Re: Report of Ad Hoc Committee on the Formation of a School of Education

I am pleased to report that both the Department of Educational Development and the Department of Educational Studies have voted to recommend that the departments merge to form a School of Education.

A joint meeting of the two departments was held Dec. 3rd to discuss the issue and voting procedures. It was decided that each department should meet separately to decide on voting procedures. Both departments decided that a two-thirds majority would be required to recommend the merger.

Faculty voted on the following motion:

The faculty of the Departments of Educational Development and Educational Studies recommend that the two Departments merge into a single of School of Education within the College of Human Resources, Education, and Public Policy (CHEP), effective July 1, 1998.

The results were as follows:

Department of Educational Development: 17 to 4 in favor.

Department of Educational Studies : 18 to 9 in favor.

Robert Carroll
1/14/98
Page 3

review and consolidation, any recommendation of new faculty promotion and tenure or workload documents will be reviewed for approval by the faculty of the two departments/new School prior to being sent forward through the usual processes for final review and approval of such policy changes. I expect some of this will be accomplished during the winter and spring terms, and that remaining items will be considered after the School of Education is established.

The CHEP College Council has been informed of the merger decision, and as the merger moves forward, appropriate matters will be brought to the Council or its committees for their consideration. My colleagues and I will work with the Senate leadership to be sure that the appropriate Senate committees are engaged as the various proposed changes become ready for review.

DR/mb
attachment

cc: David Roselle, President
Mel Schiavelli, Provost
Maxine Colm, Vice President for Administration
John Cavanaugh, Vice Provost for Academic Programs and Planning
William Stanley, Chair, Educational Development
James Rath, Chair, Educational Studies
Members of the Departments of Educational Development and Educational Studies
CHEP College Council

Robert Carroll

1/14/98

Page 2

The current programmatic differences between the two departments are not well understood in the rest of the University or in the larger community. In addition, the current division into two departments sustains some practical anomalies. For example, while faculty in both departments actively contribute to the major in elementary teacher education, all of the current 877 majors are assigned to one of the two departments. I believe that the merger into a School of Education will help us to eliminate these anomalies and help others to better recognize and gain access to our programs.

The designation "school" is a common organizational designation for professional programs and it also is well recognized as an administrative designation for programs in education. Many of the leading national programs are organized as Schools of Education. The proposed merger will help us to enhance the visibility of and recognition for our own programs.

The creation of the new School will not, in itself, encumber any additional University resources; it will not cause substantive changes in our academic programs; it will not result in a reduction of staff. However, it will help us to better utilize the resources we have and help us to be more effective in attracting resources from a variety of sources. It will also help us to coordinate support of those programs and identify priorities for continued program development and innovation. Finally, it will help us to deploy our staff in a way that takes best advantage of their skills, talents and contributions.

Implementation

The terms of the chairs of the two departments end this year. (In fact, the regular terms of the two chairs ended before this year, but both graciously agreed to continue their service during the first year in our new college.) We will be conducting a national search for the Director of the new School of Education. If necessary, I will appoint an interim director for 1998-99 while the national search is under way.

The chairs of the two departments and I will be working through the winter and spring to prepare for budget consolidation, transition in administrative procedures, adjustments in space assignment, and other logistical issues. At the same time, in consultation with the chairs, I am establishing a joint steering committee that will help provide guidance in the overall transition to a School of Education. This committee will consist of faculty, professionals and staff from the two departments who will work with other colleagues in preparing the agenda for action by the appropriate groups within the College and the University.

In some cases, special committees will be established to deal with particular policy or procedural issues. For example, faculty promotion and tenure and faculty workload policy documents will need to be reconciled. This reconciliation of documents will be a faculty-led process, and I will ask the current chairs to appoint joint faculty committees to deal with these matters. While I do not expect that any substantive changes will result from the process of



COLLEGE OF HUMAN RESOURCES, EDUCATION & PUBLIC POLICY

OFFICE OF THE DEAN

Graham Hall
 Newark, Delaware 19716-7301
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 Fax: 302/831-4605

January 14, 1998

TO: Robert Carroll
 President, University Faculty Senate

FROM: Daniel Rich, Dean *Dan Rich*
 College of Human Resources, Education & Public Policy

SUBJECT: Merger of the Departments of Educational Development and Educational Studies

As indicated in the attached memorandum, the faculties of the Departments of Educational Development and Educational Studies have voted to recommend that the two departments merge to form a School of Education, effective July 1, 1998. This recommendation was made following meetings and discussions organized by a special Ad Hoc Committee appointed by the chairs of the two departments. The recommendation was supported by a two-thirds majority in each department. I strongly support the recommendation to merge the two departments into a School of Education, and Provost Schiavelli also supports this recommendation.

On behalf of my colleagues, I ask for your assistance in expediting the University Faculty Senate's review of this recommendation. It is my hope that the Senate can consider this recommendation early in the spring semester. The proposal can then be moved forward for review by the Board of Trustees in time for the new School to be established on July 1, 1998. I would be pleased to provide you and the Senate with any additional information that may help to facilitate review of this recommendation. On behalf of all of my colleagues, thank you for your assistance.

Rationale

There are many advantages to this merger. First, like the majority of my colleagues in the two departments, I believe that the creation of a School of Education will enable us to better support the continued success of our students and the continued development of our academic programs. Many of our student support services already cut across the two departments, and many of our instructional programs already are the joint responsibility of faculty in the two departments. The merger will help us to better coordinate these instructional programs and student services, and it will encourage more effective acquisition and use of resources for such programs and services.

Robert Carroll

1/14/98

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January 14, 1998

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