

## **UNIVERSITY FACULTY SENATE**

### **SUMMARY OF AGENDA**

**March 1, 1999**

- I. Adoption of the Agenda**
- II. Approval of the Minutes: February 8, 1999**
- III. Remarks by Provost Schiavelli**
- IV. Announcements: Senate President Michael Keefe**

#### **Announcements for Challenge:**

- 1. Revision to the major in Electrical Engineering
- 2. Revision to the major in Computer Engineering
- 3. Change in the name of Master of Science in Entomology
- 4. Proposal to establish a JD/MMP concentration in Marine Policy

#### **V. Old Business:**

A motion was made from the floor to revise the Student Class Attendance Policy so that "short military duty" for students who are in the National Guard or on active reserve be included as an excused absence. It was forwarded to the Student Life Committee. No action required at this time.

#### **VI. New Business:**

- A. Recommendation to require a minimum GPA of 2.0 for all students transferring into the Sociology major
- B. Revision to the Agricultural Education curriculum requirements to establish a minimum of a C- in all AGED and EDUC courses
- C. Changes to catalog statement on graduation and separation from graduate studies

- D. Request for Permanent Status-Athletic Training Program
- E. Request for Permanent Status-Environmental Soil Science
- F. Request for Permanent Status-Baccalaureate for the Registered Nurse Program
- G. Request for Permanent Status-Biomechanics and Movement Science
- H. Introduction of New Business



UNIVERSITY FACULTY SENATE

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February 22, 1999

**TO:** All Faculty Members

**FROM:** Susan McGeary, Vice President *Susan Mc Geary*  
University Faculty Senate

**SUBJECT:** Regular Faculty Senate Meeting, March 1, 1999

In accordance with Section IV, paragraph 6 of the Constitution, the regular meeting of the University Faculty Senate will be held on Monday, March 1, 1999 at 4:00 p.m. in room 104 Gore Hall. The agenda will be as follows:

**AGENDA**

- I. Adoption of the Agenda
- II. Approval of the Minutes: February 8, 1999
- III. Remarks by Provost Schiavelli
- IV. Announcements: Senate President Michael Keefe

**Announcements for Challenge:**

1. Revision to the major in Electrical Engineering: The Department of Electrical Engineering proposes: (a) to substitute MASC3xx (3 credits) for ELEG302 (3 credits) as a requirement for the ELEG degree; (b) to drop PHIL341 (1 credit) as a requirement; (c) to require 22 rather than 21 credits for the concentration, better reflecting credit numbers associated with design classes. There is no change in total number of credits, with the increased credit in the concentration canceling out the loss of credit associated with dropping PHIL341. (Attachment 1)

2. Revision to the major in Computer Engineering: The Department of Electrical Engineering proposes to drop PHIL341 (1 credit) as a required course for the BCpEG degree. (Attachment 2)
3. Change in the name Master of Science in Entomology: The title of the MS in Entomology shall be changed to MS in Entomology and Applied Ecology, so as better to reflect the nature of the work done by students in pursuit of this degree. (Attachment 3)
4. Proposal to establish a JD/MMP concentration in Marine Policy: A concentration in Marine Law and Marine Policy will be established through the collaboration of the University of Delaware's College of Marine Studies and the Widener University Law School. This concentration will permit students in the Master's of Marine Policy Program to use nine credits of academic work taken in the Widener University Law School as part of their elective requirements for their MMP degree. (Attachment 4)

**V. Old Business:**

A motion was made from the floor to revise the Student Class Attendance Policy so that "short military duty" for students who are in the National Guard or on active reserve be included as an excused absence. It was forwarded to the Student Life Committee. No action required at this time.

**VI. New Business**

- A. Recommendation from the Committee on Undergraduate Studies, (Alan Fox, Chair) with the concurrence of the Coordinating Committee on Education (Mark Huddleston, Chair) to require a minimum GPA of 2.0 for all students transferring to Sociology major (Attachment 5)

Whereas most students transfer into the Sociology major with only four semesters remaining before their graduation, and

Whereas they then immediately face two especially difficult required courses; and

Whereas it has been the experience of the faculty in the Department of Sociology and Criminal Justice that students with less than a 2.0 GPA have a difficult time passing those courses, be it therefore

**Resolved** that the 2.0 GPA that is required for graduation be established as the minimum GPA of all students transferring into the Department in order to pursue the B.A. in Sociology.

- B.** Revision to the Agricultural Education curriculum requirements from the Undergraduate Committee on Education (Alan Fox, Chair) with the concurrence of the Coordinating Committee on Education (Mark Huddleston, Chair) to establish a minimum of a C- in all AGED and EDUC courses (Attachment 6)

**Whereas** the University Council on Teacher Education unanimously approved a resolution at its meeting of December 14, 1998 setting a grade of C- as the minimum for all professional education courses in all teacher education programs; be it therefore

**Resolved** that a minimum grade of C- is required in all AGED and EDUC courses.

- C.** Changes to catalog statement from the Graduate Studies Committee on Education, (James Richards, Chair) with the concurrence of the Coordinating Committee on Education (Mark Huddleston, Chair) on graduation and separation from Graduate Studies (Attachment 7)

**Whereas** the current language in the Graduate Catalog gives faculty members insufficient discretion in determining when a student has failed to meet the standards required for a graduate degree and provides students with a less than clear understanding of when they may be dismissed for reasons other than those related to the GPA; be it therefore

**Resolved** that the language on p. 31 be changed to read as follows:

New bullet six: Upon failure to pass a preliminary, language, or comprehensive/candidacy examination(s), a thesis/dissertation/executive position paper proposal defense, or a thesis/dissertation/executive position paper defense.

New bullet nine: Upon failure to satisfactorily conduct research required for the degree.

New bullet ten: Upon the determination by the faculty of the student's department that the student has failed to meet or has failed to make satisfactory progress towards meeting academic standards required of the student's program other than the failure to achieve a cumulative grade point average of 3.0 upon the completion of the stated number of required credits for a degree.

Replacement paragraph below the ten bullets: (underline represents new text to existing statement.)

At the close of each semester, winter session or summer session, in those circumstances deemed appropriate by the department or program faculty exercising its professional judgment, the faculty of each department or program may evaluate the progress of a graduate student toward meeting the academic standards of the program in which the student is enrolled. In addition to graded course work, academic standards include, but are not limited to, professional, ethical, clinical and other standards required of graduate students. Students are entitled to know the procedures and standards by which their academic performance is assessed. Each program has a statement of policies and procedures by which student academic progress is monitored and by which comprehensive, qualifying, and final examinations/defenses are conducted and graded. If in the professional judgment of a department or program faculty, a student has failed to make satisfactory progress toward meeting the academic standards of the program in which that student is enrolled, the faculty may vote to dismiss that student from the program. In the case of dismissal, the program director is required to send a report to the office of Graduate Studies that states the faculty vote on the decision causing dismissal and the justification for this action. The Office of Graduate Studies will notify a student in writing when the student is being dismissed for failure to make satisfactory progress in the program.

- D. Request from the Undergraduate Committee on Education (Alan Fox, Chair) with the concurrence of the Coordinating Committee on Education, (Mark Huddleston, Chair) for Permanent Status-Athletic Training Program (Attachment 8)

Whereas the Department of Health and Exercise Sciences has completed in accordance with Senate procedures a thorough review of the Athletic Training program, which was provisionally approved by the Senate in 1993, and

- Whereas this review has established that fifty-six students have graduated with a BS in Athletic Training between 1994 and 1998, all of whom passed the rigorous national certification examinations associated with this profession, and
- Whereas the resources committed to this program are sufficient for its continued vitality; and
- Whereas letters of support have been submitted by appropriate University administrators, be it therefore
- Resolved that the Senate recommend permanent status be granted to the program in Athletic Training.
- E. Request from the Undergraduate Committee on Education (Alan Fox, Chair) with the concurrence of the Coordinating Committee on Education, (Mark Huddleston, Chair) for Permanent Status-Environmental Soil Science (Attachment 9)
- Whereas the Department of Plant and Soil Sciences has completed in accordance with Senate procedures a thorough review of the Environmental Soil Science major, which was provisionally approved by the Senate in 1992, and
- Whereas this review has established that the program has drawn twenty-three majors between 1992 and 1998, among whom have been among the best students in the Department, including participants in the Honors program, recipients of Degrees with distinction, and Natural Resources merit Scholars, and
- Whereas the Department and college have demonstrated their support for this major by committing to it significant faculty resources, and
- Whereas the major has been further strengthened in recent years through various curricular revisions and upgrades; be it therefore
- Resolved that the Senate recommend permanent status be granted to the Environmental Soil Sciences major.
- F. Request from the Undergraduate Committee on Education (Alan Fox, Chair) with the concurrence of the Coordinating Committee on Education, (Mark Huddleston, Chair) for Permanent Status-Baccalaureate for Registered Nurse Program (Attachment 10)

- Whereas the Department of Nursing has completed in accordance with Senate procedures a thorough review of the Baccalaureate for the Registered Nurse program, which was provisionally approved by the Senate in 1993, and
- Whereas this review has established that the program has shown strong growth in the numbers of both matriculated students and total enrollments; and
- Whereas the program meets an important community need for in-service training for health care professionals, and
- Whereas student evaluations, alumni comments, and the report of the National League for Nursing Accrediting Commission have all been very positive, and
- Whereas graduates of this program have been able to pursue advanced positions in new practice areas based on their experiences with this program, be it therefore
- Resolved that the Senate recommend permanent status be granted to the Baccalaureate for the Registered Nurse Program.

**G. Request from the Graduate Committee on Education (James Richards, Chair) with the concurrence of the Coordinating Committee on Education, (Mark Huddleston, Chair) for permanent status from Biomechanics and Movement Science (Attachment 11)**

- Whereas the Interdisciplinary Graduate Degree Program in Biomechanics and Movement Science (BMSC) has completed in accordance with Senate procedures a thorough review of its graduate program, which was provisionally approved by the Senate in 1994, and
- Whereas the BMSC program is flourishing with seventeen active faculty and eighteen registered students, and
- Whereas five master's degrees and two Ph.D. degrees have been awarded, with the quality of applicants increasing on a yearly basis, and



**Whereas** all graduates of the program have found employment in positions consistent with career goals related to the program, be it therefore

**Resolved** that the Senate recommend permanent status be granted to the Interdisciplinary Graduate Degree Program in Biomechanics and Movement Science.

**H. Introduction of New Business**

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

**Attachments:**

**Committee Activity Reports**

1. Overview of curriculum changes to BEE degree
2. Overview of changes to BCpEG degree
3. Revision to existing major: Master of Science in Entomology
4. Proposal to establish a new concentration in Marine Policy
5. Request for Sociology GPA requirement
6. Revision of Agricultural Education curriculum requirements
7. Graduation and Separation from Graduate Studies
8. Request for permanent status: Athletic Training Program
9. Request for permanent status: Environmental Soil Science
10. Request for permanent status: Baccalaureate for the Registered Nurse (BRN) program
11. Request for permanent status: Biomechanics and Movement Science

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

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# **COMMITTEE ACTIVITIES REPORT**

**MARCH 1999**

## **Education, coordinating Cte. On (Mark Huddleston)**

Overall review of Graduate and Undergraduate Studies Committee Items

## **Promotion and Tenure, CTE, ON (Connie Vickery)**

Concluding the evaluation process of candidates for Promotion and Tenure  
Continuing to review any department guide lines on Promotion and Tenure that have come in the past fall

## **Rules, CTE, ON (Karen Stein)**

Determine that ELI faculty do not have appointments in college of A&S, where they were previously counted for purpose of allocating senate seats. This will be taken into account at the next reapportionment

## **Overview of Curriculum changes to BEE Degree**

### **The following courses are now required as part of the core BEE degree:**

MASC367 Materials Science for Electrical Engineers (3)

To be taught within Materials Science department to satisfy ABET requirements. Previously taught as ELEG302 Introduction to Materials and Devices (3). See attached confirmation letter from Materials Science. The 67 designation is temporary and will be replaced as soon as possible with a permanent course number.

### **The following course is no longer required**

PHIL 341 Ethics in the Engineering Profession (1).

This course is no longer offered due to unavailability of staff in the Philosophy department. The material covered will be taught within the department as part of our design requirement.

### **The following courses have been created:**

ELEG430 Microwave Circuit Design Principles (4).

ELEG438 Theory and Design of Diffractive Optics (4).

Formal creation of two design courses previously taught as ELEG467s. See attached course creation forms.

Curriculum changes to the B.E.E. degree are shown on the following pages in bold face. Although the one credit ethics course has been withdrawn, there is no change in the total number of credits because we now require a minimum of 22 credits as part of each concentration, rather than the previous 21 credits. This reflects a more accurate accounting of the credits associated with the design classes. For students taking the devices and materials concentration the number of credits is 23, due to an increase in the number of credits of PHYS313 from three to four. However, we have specified a minimum of 126 credits for all degree concentrations.

## **Overview of changes to BCpE degree**

**The following course is no longer required:**

**PHIL 341 Ethics in the Engineering Profession (no longer offered)**  
as per the discussion for the discussion for the B.E.E. degree.



COLLEGE OF AGRICULTURAL SCIENCES

DEPARTMENT OF ENTOMOLOGY  
AND APPLIED ECOLOGY

248 Townsend Hall  
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Attachment 3

MEMO

October 2, 1998

TO: College Committee on Courses & Curriculum

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

RE: Change in title of M.S. degree

The faculty of the Department of Entomology & Applied Ecology met on Oct. 1, 1998 and voted unanimously to change the title of our Master of Science degree, from "Entomology" to "Entomology and Applied Ecology." Requirements for the degree would not change. The reason for the change is that the new name better reflects the nature of the degree, as described in the graduate catalog (see attached). While most of our graduate students work with insects, some work with birds (with Dr. Roland Roth) and others with turtles (with Dr. Pamela Plotkin). The rubric "Entomology and Applied Ecology" more accurately describes the MS program for all students.

JHG/cw  
Attachment



THE GRADUATE COLLEGE OF MARINE STUDIES

OFFICE OF THE DEAN

Robinson Hall  
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Newark, Delaware 19716-3501 U.S.A.  
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E-mail: [rtgmod@udel.edu](mailto:rtgmod@udel.edu)

February 9, 1999

Dr. John C. Cavanaugh  
Vice Provost for Academic Programs and Planning  
Office of Graduate Studies  
University of Delaware  
Campus

Dear Dr. Cavanaugh:

I write to officially transmit to the Graduate Studies Committee a proposal to establish a new concentration option in Marine Policy, partnering with Widener University Law School. The enclosed proposal describes the concentration in marine law in the MMP degree. It comes to you unanimously endorsed by the faculties of the College of Marine Studies and Widener University Law School. We are motivated to establish such an option as some of our Marine Policy students are also interested in the study of law. Since the University of Delaware does not have a law school, we have reached out to the law school operating in Delaware. However, the concentration format does permit our negotiating with other law schools. This option is important to our Marine Policy program in attracting a certain type of graduate student. In addition, several of our competitor institutions have recognized the multidisciplinary interests of prospective students and have recently created such concentrations. While it may not be the chosen option for every student, we will have this concentration for those interested.

I will be happy to meet with the Graduate Studies Committee to answer any questions, although the proposal is straight-forward and has no negative financial implications.

Sincerely,

A handwritten signature in cursive script that reads "Carolyn A. Thoroughgood".

Carolyn A. Thoroughgood, Ph.D.  
Dean

CAT/ssg  
Enclosure



COLLEGE OF ARTS AND SCIENCE

OFFICE OF THE DEAN  
ADVISEMENT CENTER

102 Elliott Hall  
University of Delaware  
Newark, Delaware 19716-2505  
Ph: 302/831-1281  
Fax: 302/831-6398

December 3, 1998

TO: Dr. Robert Rothman  
Sociology

FROM: Dr. Michael Arenson, Chair  
Educational Affairs Committee

SUBJECT: Request for Sociology GPA Requirement

At their last meeting, the Educational Affairs Committee considered your request to establish a minimum GPA requirement of 2.0 for students entering the Sociology major. I am pleased to inform you that your request was approved. Also, thank you for taking time out of your busy schedule to attend our meeting and give clarification to this request.

If you should have any further questions, please do not hesitate to contact me.

vlg

## **PROPOSAL**

That the Department of Sociology and Criminal Justice be allowed to require a minimum Grade Point Average of 2.00 for all students transferring into the Department in order to pursue the B.A. in Sociology.

## **RATIONALE**

Most students transfer into the Sociology major with only four semesters remaining before their graduation. Right away they face two very difficult courses required in the major. It has been the experience of the faculty in the Department of Sociology and Criminal Justice that students with less than a 2.00 GPA tend to have a difficult time passing those courses. The 2.00 GPA is that required for graduation from the University of Delaware and thus the establishment of that GPA for transferring into the Sociology B.A. major would not impose a great hardship on the "Undeclared" student or anyone else seeking admittance into that major.





COLLEGE OF AGRICULTURE AND NATURAL RESOURCES

OFFICE OF  
ACADEMIC PROGRAMS

Trailer A, Townsend Hall  
University of Delaware  
Newark, Delaware 19717-1303  
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Fax: 302/831-6758

February 2, 1999

TO: Alan Fox, Chair  
Undergraduate Studies Committee, Faculty Senate

FROM: Dr. Steven Hastings, Chair  
College of Agriculture and Natural Resources  
Courses and Curriculum Committee

RE: Revision of Agricultural Education Curriculum Requirements

The Courses and Curriculum Committee of the College of Agriculture and Natural Resources has approved the following proposal and forwards it your Committee for action on February 8, 1999.

- Add statement: A minimum grade of C- is required in all AGED and EDST courses.

Enclosures: Copy of curriculum revisions and new course forms for items presented in this memo. Original forms sent to Joseph DiMartile, University Registrar.

cc: Dean John C. Nye  
Mr. Joseph DiMartile  
Dr. Lesa G. Griffiths  
Ms. Karen Aniunas



*College courses + curr. chair*

Attachment 6

UNIVERSITY COUNCIL ON  
TEACHER EDUCATION

201 Willard Hall  
University of Delaware  
Newark, Delaware 19716-2947  
Ph: 302/831-3000  
Fax: 302/831-2708

January 4, 1999 *~*

MEMORANDUM

TO: Professional Undergraduate Program Coordinators  
Richard Bacon, Agriculture Education  
Jinfa Cai, Mathematics Education  
Joan DelFattore, English Education  
Alice Eyman, Early Childhood Development and Education  
Marilou Liprie, Family and Consumer Sciences  
Ann McNeil, Health and Physical Education  
William Pulliam, Social Sciences  
Bonnie Robb, Foreign Languages  
Mary Roe, Elementary Teacher Education  
Kathryn Scantlebury, Sciences  
Robert Streckfuss, Music

FROM: Carol Vukelich, Chair *Carol Vukelich*  
University Council on Teacher Education

SUBJECT: UCTE Action

At its December 14 meeting, the University Council on Teacher Education unanimously approved a motion requiring a grade of "C-" or better in all professional education courses in all teacher education programs. The motion requires your action to ensure its implementation in your program. Could you please initiate the needed revisions to your program's requirements immediately? Because this will require changes to your program as described in the catalog, you will need to shepherd the required revisions through your department's and college's curriculum committees.

Thank you, in advance, for your attention to this request. I look forward to receiving a copy of the revised requirements for your program.

CV:mos

*Put on Feb Faculty meeting agenda*

## GRADUATION AND SEPARATION FROM GRADUATE STUDIES

**GRADUATION.** The Office of Graduate Studies notifies students when they have met all degree requirements.

**SEPARATION FROM GRADUATE STUDY.** The Office of Graduate Studies notifies students when they are dismissed from graduate programs without completing a degree. Dismissals usually take place at the end of a term. Students may be dismissed for the following reasons:

- Upon the expiration of the five-year time limit for master's degree programs or for those students in a doctoral program who were admitted with a master's degree. Upon the expiration of the seven-year time limit for doctoral students who were admitted without a master's degree.
- Upon the completion of nine graduate credits and/or two years as a visiting student who has been admitted with visiting (transient) status for the purpose of transferring credits earned to another institution.
- Upon the completion of ten consecutive semesters for an Unlimited Nondegree student.
- Upon the failure to meet the grade point average requirements as stated in the policy on Academic Deficiency, Probation, and Dismissal.
- Upon written notice to the Office of Graduate Studies of voluntary withdrawal from the program.
- Upon the failure to pass the preliminary, language, or candidacy examinations, dissertation proposal defense, or dissertation defense when a department of the University has a policy that such failure leads to dismissal from the program.
- Upon the failure to achieve a cumulative grade point average of 3.0 upon the completion of the stated number of required credits for a degree.
- Upon the failure to meet the stated minima in specific course requirements as identified by individual programs when a department has a policy that such failure leads to dismissal from the program.

Dismissal of a doctoral student may occur at the end of a term if the student fails to pass the preliminary, language, or candidacy examinations, dissertation proposal defense, or dissertation defense during that term. In the case of dismissal, the program director is required to send a report to the Office of Graduate Studies that states the faculty vote on the decision causing dismissal and the justification for this action. Students are entitled to know the procedures by which their academic performance is assessed. Each program has a statement of the policies and procedures by which student academic progress is monitored and by which comprehensive, qualifying, and final examinations are conducted and graded. The Office of Graduate Studies will notify a student in writing when the student is being dismissed for failure to make satisfactory progress in the program.

## RE-ENROLLMENT FOLLOWING ACADEMIC DISMISSAL

A graduate student who has been dismissed from the University for academic deficiency may not be readmitted to the major from which the student was dismissed. (This policy does not apply to a student who is dismissed for exceeding the time limit for the completion of the degree and is granted reinstatement to the original major for an exten-

sion of time.) Students who are dismissed may be admitted as a matriculated graduate student in a different major after a lapse of one calendar year from the date of dismissal. The student must apply and be approved through regular admission procedures. A graduate student may be readmitted only one time to a different major after academic dismissal.

The student's grade point average at the time of dismissal shall not carry over to the new major. The student's academic grade point average shall be based on grades received following admission to a new program. Similarly, credit for courses completed while matriculated in the major from which a student is dismissed may not be used to fulfill requirements of a different graduate program.

## REAPPLICATION AFTER GRADUATION OR WITHDRAWAL

Students who have officially withdrawn from a graduate program at the University or students who have completed a terminal degree program and subsequently seek to reenter the University for further graduate study must apply for admission and follow the same procedures as any other student seeking admission to graduate study. (Students continuing in a doctoral program immediately after completing the master's degree which is in the same major as the doctoral degree, may request this change of program on a Change of Classification Form.)

## FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT

The Family Educational Rights and Privacy Act of 1974 grants to students certain rights, privileges, and protections relative to individually identifiable student educational records that are maintained by the University. Specifically: (1) Students' education records (with the exception of directory information) will be released to third parties outside the University only with the written consent of the student. (2) Students have the right to inspect their own individually identifiable educational records. This right may be exercised by completing a request form in the Office of the University Registrar, Hulliher Hall. (3) Students have the right to challenge information contained in individually identifiable educational records. Procedure is described in the policy statement. (4) A copy of the policy statement describing the University's regulations for the interpretation and implementation of this act may be obtained from the Registration Office, 315 Hulliher Hall and is available online at <http://www.udel.edu/Registrar/main.html#privacy>.

**Directory Information.** The Family Educational Rights and Privacy Act permits the release of directory type information to third parties outside the institution without written consent of the student provided the student has been given the opportunity to withhold such disclosure.

The University releases, upon inquiry to third parties outside the University, directory information without written consent of the student. Directory information includes name, address, telephone number, college, class major, dates of attendance, and degrees, honors, and awards conferred. Students may withhold directory information by notifying the Registrar's Office, 315 Hulliher Hall, and completing a directory information withholding request form. Withholding requests will be honored for only one academic year; therefore, requests must be filed annually in the Registrar's Office.

**NOTE:** While the withholding request may be made at any time, students wishing to have directory information withheld from the student directory should submit their requests no later than six weeks prior to the first day of fall semester classes.



COLLEGE OF HEALTH AND NURSING SCIENCES

OFFICE OF THE DEAN

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<http://www.udel.edu/nursing/udnursing.html>

**MEMORANDUM**

DATE: January 5, 1999

TO: Alan D. Fox  
Chair of Faculty Senate Undergraduate Studies Committee

FROM: Betty J. Paulanka, Dean *BJP*  
College of Health and Nursing Sciences

RE: Permanent Status of Athletic Training Program

I have reviewed the attached materials and discussed the Athletic Training Program with faculty, professionals, students and the Department of Health and Exercise Sciences Chairperson, David Barlow. This highly successful program is in high demand among students and greatly valued by community employees. It provides excellent employment opportunities as well as a superb background for physical therapy and medical school. Based on the materials provided in this document and my personal assessment of its quality, **I highly recommend its approval for permanent status.**

BJP:mar  
Encs.



## COLLEGE OF HEALTH AND NURSING SCIENCES

DEPARTMENT OF HEALTH  
AND EXERCISE SCIENCESCarpenter Sports Building  
University of Delaware  
Newark, Delaware 19716-1910  
Ph: 302/831-2265  
Fax: 302/831-4261**MEMORANDUM**TO: Betty J. Paulanka, Dean  
College of Health & Nursing Sciences (HNS)

December 17, 1998

FROM: David A. Barlow, Chair *David A. Barlow*  
Department of Health & Exercise Sciences (HESC)SUBJECT: **Recommendation for Permanent Approval of the  
B.S. in Athletic Training**

*Approved APP  
Betty J. Paulanka  
Dean HNS  
2/22/99*

- Encl:
1. Memorandum from the Chair of the Coordinating Committee on Education of the Faculty Senate (B. Scott) to Physical Education Program Director/Chair (D. Barlow) concerning "Pending Provisional Approval of the B.S. in Athletic Training program, April 13, 1993.
  2. University Faculty Senate Summary of Agenda dated May 3, 1993 with Attachment 10 on the proposed "New Major in Physical Education leading to the B.S. in Athletic Training".
  3. Faculty Senate memo to HESC on "Delinquent Program Reviews" received from R. Girardi, November 9, 1998.
  4. Report of the CAAHEP Accreditation Joint Review Committee on Educational Programs in Athletic Training (JRC-AT), external program review, March 12, 1996.

**History/Call for Review:**

Following the recommendations of the Coordinating Committee on Education and the Committee on Undergraduate Studies of the Faculty Senate in the Spring of 1993 (**Enclosure 1.**), a new major in Physical Education (now HESC) leading to a B.S. in Athletic Training was granted provisional approval by the Faculty Senate effective September 1, 1993 (**Enclosure 2.**). As per the recent notification by the Faculty Senate (**Enclosure 3.**), a final review must be made of this provisional major/degree program in order to achieve "**permanent approval**" status.

**Department/Chair Recommendation:**

Representatives of the Undergraduate Studies Committee and the entire membership of the Chairs' Council of the Department of Health & Exercise Sciences unanimously recommended that the B.S. in Athletic Training be granted "**permanent approval**" at the earliest opportunity. The faculty of these two committees note that this well respected academic program has achieved or well exceed all objectives or expectations as set forth in the 1993 proposal (**Enclosure 1. and 2.**). The Chair of HESC fully and enthusiastically supports this view forwarding this memo with his highest possible endorsement for permanent status.

**Supporting Justification and/or Questions To Address At Time of Permanent Approval:**

The Coordinating Committee on Education of the Faculty Senate (**Enclosure 1.**) stipulated a number of questions that would have to be addressed at the time of Senate consideration for "**Permanent Approval**". Please note the following questions/responses:

- I. What percentage of graduates gain certification a) in 1993 before institution of the new major, and b) at the time of permanent approval?
  - a) *In the academic year preceding the approval of this new degree program, a total of 13 students graduated from our Physical Education Studies degree program with a concentration in Athletic Training. Eleven of these students passed the national certification examination (NATA) representing a total of 85% of our graduates in 1993.*
  - b) *Between the years 1994-1998, HESC had a total of 56 students graduate with a B.S. in Athletic Training. All 56 students (100%) have passed the rigorous national certification examinations.*
2. What is the faculty teaching load a) in 1993, and b) at the time of permanent approval?
  - a) *There were a total of four HESC faculty assigned to the Athletic Training Education Program (ATEP) in 1993. They were responsible for assuming dual assignments that involved 50% teaching and 50% clinical responsibilities in the Athletic Program in the former College of PEAR. An average of six credit hours of instruction were assigned to each of these members in the 1992/93 academic year. Specific members holding Athletic Training expertise/certification included the following faculty:*
    - Keith A. Handling, Associate Professor/ATEP Director*
    - Joan Couch, Assistant Professor/ATEP Associate Director*
    - Anthony Decker, Instructor/Assistant Athletic Trainer*
    - Sheila K. Fees, Instructor/Assistant Athletic Trainer*

notified by the Chair of the NATA Professional Education Committee that five-year national accreditation would be granted to our ATEP commencing in the Fall of 1996 (accreditation of Athletic Training received 10/23/96).

**Alumni Assessment of ATEP:**

As part of the external review conducted by the Accreditation Joint review Committee (**Enclosure 4.**), a questionnaire evaluating our ATEP was sent out to all alumni who graduated since 1993. The results of this questionnaire along with current ongoing student assessments of the faculty and curriculum were found to be most positive. JRC-AT of CAAHEP, in examining both questionnaires and confidential student appraisals, summarized this aspect of their review with the following comments:

*"Keith Handling and the rest of the staff (ATEP) are well respected by students and other faculty members for running an academically rigorous program which attracts high quality students. The athletic training program faculty's professionalism and enthusiasm for learning are reflected in the actions and accomplishments of the students. The results of program graduates' performance on the certification exam and subsequent job placement speaks to the high level of instruction. Program alumni are very appreciative of the educational opportunities available at the University of Delaware. The students appeared to be enthusiastic about their academic program. They expressed a sense of receiving a good Education for their time investment."*

Note that the entire 393 page CAAHEP Self Evaluation/Report developed in 1995/96 containing questionnaires for students and alumni along with other evaluative data is available upon request .

**Summary:**

The Athletic Training Education Program (ATEP) at the University of Delaware is a small but high quality undergraduate degree program offering an academically challenging and rigorous program of study to majors leading to exciting career opportunities in the field of Sports Medicine. Its growing national reputation and success are highly obvious reflecting positively upon the College of HNS and the entire University of Delaware community. It is a pleasure, as Chair, to endorse the unanimous recommendations for "Permanent Approval" offered by our faculty, Undergraduate Studies Committee, and Chairs' Council of HESC.

cc: K. Handling, Program Director/Athletic Training Education Program  
J. Smith, Chair/HESC Undergraduate Studies Committee  
M.A. McLane, Chair/HNS Curriculum Committee  
R. Girardi, Administrative Assistant/Faculty Senate

- b) *During the current academic year of 1998/99, there are now a total of six faculty in HESC who possess expertise in Athletic Training. Of this number, officially there remains a total of four who maintain and support the requirements of the Athletic Training Education program. With an average of six workload credits/semester, these four faculty include:*

*Keith A. Handling, Associate Professor/ATEP Director  
Joan Couch, Assistant Professor/ATEP Associate Director  
Michael Higgins, Assistant Professor/Assistant Athletic Trainer  
Jennifer Grunzweig, Assistant Professor/Assistant Athletic Trainer*

*Mr. Anthony Decker assumed new responsibilities as Strength and Conditioning Coach in Athletics and as the Program Director of the Strength and Conditioning Concentration in our Physical Education Studies (PES) degree program. Ms. Fees left the University in support of family goals. Recently, Dr. Joseph Szczerba joined HESC (9/98) filling a temporary appointment as an Assistant Professor of Exercise Sciences/Sports Medicine. The majority of his teaching assignments are outside the core curriculum of ATEP.*

3. For each of the years from 1993 to time of permanent approval, how often were HPER 420 "Dynamics of Human Anatomy" and HPER 448 "Organization & Administration of Athletic Training" taught a) in winter session, and b) during a regular semester? What percentage of Athletic Training students were in each group?

<u>YEAR</u>	<u>NUMBER OF SECTIONS IN HPER 448</u>			<u>% ATEP STUDENTS</u>		
	<u>FALL</u>	<u>WINTER</u>	<u>SPRING</u>			
1993	0	0	0	N/A	N/A	N/A
1994	0	1	0	N/A	93%	N/A
1995	1	0	1	100%	N/A	94%
1996	1	0	0	88%	N/A	N/A
1997	1	0	0	100%	N/A	N/A
1998	1	0	0	92%	N/A	N/A

<u>YEAR</u>	<u>NUMBER OF SECTIONS IN HPER 420</u>			<u>% ATEP STUDENTS</u>		
	<u>FALL</u>	<u>WINTER</u>	<u>SPRING</u>			
1993-1998	0	6	0	N/A	100%	N/A

*It should be noted that starting in the Fall Semester of 1999, HESC will commence offering one section of the HPER 420 course on an annual basis taught by Dr. Szczerba or Dr. Barlow when he returns to full faculty status after stepping down as Department Chair (June, 1999). This course meets the academic requirements of students in both the Athletic Training program as well as in the Exercise Physiology concentration of the PES degree program. Since 1993 students have been given the option of taking BISC 442 "Vertebrate Morphology" in place of HPER 420. BISC 442 is normally offered in the Fall Semester of each academic year.*



4. What was the total number of students enrolled in the Major for each of the years from 1993 to the time of permanent approval? Also show numbers of majors for other/(all) HESC majors (degree programs) for each of these years.

<u>YEAR</u>	<u>STUDENTS IN ATEP</u>	<u>TOTAL NUMBER OF HESC STUDENTS*</u>
1993	32	537
1994	32	550
1995	32	525
1996	32	546
1997	32	<620> Estimated
1998	32	<640> Estimated

(\*Data Provided by the Office of Institutional Research)

*Note that HESC offers four different undergraduate degree programs of study that include the following:*

- B.S. in Health and Physical Education*
- B.S. in Athletic Training*
- B.S. in Physical Education Studies*
- B.S. in Recreation and Park Administration*

*Students in Athletic Training have repeatedly produced the best and most talented of all of the HESC graduating seniors. Within the past five years two graduates of this program received the "Warner Award for Outstanding Senior Women" (G. Kohl, 1997) and the "Taylor Award for Outstanding Senior Man" (D. Conway, 1994).*

5. Have funding needs (of this program) been handled by reallocation with the College of Physical Education (now College of Health & Nursing Sciences)?

*Yes! "Administrative support for the program is strong. The College of Physical Education, Athletics, and Recreation (now HNS) views the athletic training curriculum as one of its premier programs and as a result provides generally sufficient financial support."*  
(Enclosure 4.)

#### External Program Review/Accreditation:

The Accreditation Joint Review Committee on Education Programs in Athletic Training (JRC-AT) conducted an extensive and highly comprehensive review of our ATEP during the Fall of 1995 and the Spring of 1996 (Enclosure 4.). The various components of this review contained elements that included Program Sponsorship, Resources (Faculty/Facilities/Staff), Students, Operational Policies, Curriculum, Self-Analysis Summary, Student/Alumni Evaluations, and others. On April 2, 1996, President Roselle was



DEPARTMENT OF PLANT AND  
SOIL SCIENCES

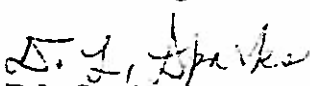
OFFICE OF THE CHAIRMAN

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MEMORANDUM

November 11, 1998

TO: Professor Alan Fox  
Chair, Undergraduate Studies Committee

FROM:   
D.L. Sparks, Chair  
Department of Plant and Soil Sciences

SUBJECT: Permanent Status for Major in Environmental Soil Science

On behalf of our faculty, I am requesting that permanent status be granted to our Environmental Soil Science major. This major was begun in the Fall 1992 semester based on student requests and teaching interests, excellent job opportunities in the field, and our nationally recognized research and teaching programs in soil science. When we initiated the major, we never anticipated that it would attract large numbers of students, since the soil science major across the USA has traditionally attracted small numbers of high quality students.

Since 1992, the number of majors has ranged from 3 (1992) to 20 (96S) [see Table I]. The quality of these students has been high, and the major has attracted among the best students in the department. Several of our Environmental Soil Science majors have been in the Honors Program and have conducted Degrees with Distinction. This fall, two of our College of Agriculture and Natural Resources Merit Scholars are Environmental Soil Science majors. One of these is in the Honors Program. Most of the students have also interned with industry and with governmental and state agencies.

Since 1992, we have graduated 23 Environmental Soil Science majors. Ten of these students have pursued graduate studies at the most prestigious programs in the USA. Two of the latter students are pursuing doctoral studies in soil chemistry/geochemistry. The remaining graduates have had no difficulty obtaining positions with industries (e.g., chemical and fertilizer companies), consulting companies, and federal and state agencies (EPA, DNREC, NRCS).

Professor Alan Fax  
November 11, 1998  
Page 2

Since the inception of the major, we have hired two new faculty (Dr. Yan Jin in Soil Physics and Dr. Mark Radosevich in Soil Biochemistry) to further strengthen our soil science undergraduate and graduate programs. We are currently recruiting for a new faculty member in soil/water quality. The College administration is committed to further strengthening the quality of our soil science programs.

We have also sought to strengthen the Environmental Soil Science major by revising and upgrading the curriculum ( see Attachment 1). Our faculty has developed two new undergraduate courses, "Environmental Soil Microbiology" (PLSC 319) and "Fate and Transport of Contaminants in Soil" (PLSC 438) to enhance the major. These curriculum changes have been approved by the departmental and college curriculum committees and are being forwarded to your committee.

Two final points that you asked me to address. There is not an accreditation program for soil science undergraduate programs with the USA. Additionally, there were no caveats placed on our original petition for a major in Environmental Soil Science.

In short, we are proud of our fine program in environmental soil science. It is attracting outstanding students, and is supported by a nationally recognized faculty, job opportunities and placement success are excellent, and the curriculum is contemporary and strong. The departmental faculty, College administration, and I fully support the continuation of the major.

I will appreciate your committee's consideration of my request.

DLS/mit

Attachment

c: D.R. Frey, Assistant Chair  
Dean John C. Nye  
Dr. L.S. Griffiths, Associate Dean for Academic Programs

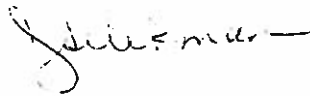


COLLEGE OF HEALTH AND NURSING SCIENCES

DEPARTMENT OF NURSING

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TO: Alan Fox  
Chair, Undergraduate Studies Committee  
University Faculty Senate

FROM: Janice Selekman   
Chair, Department of Nursing

RE: Program Review: Baccalaureate for the Registered Nurse (BRN) Program

I am pleased to present you with the review of the Baccalaureate for the Registered Nurse program. As noted in the report, the program has been highly successful. We are officially seeking permanent approval of this program

Review of the Baccalaureate  
for the  
Registered Nurse (BRN) Major  
for Permanent Status

Department of Nursing  
Division of Special Programs  
College of Health and Nursing Sciences

Madeline E. Lambrecht, Ed.D., R.N.  
Director, Division of Special Programs  
Associate Professor, Department of Nursing

February 5, 1999

In 1993 the College of Nursing began implementation of a new major – Baccalaureate for the Registered Nurse (BRN). Prior to that time, the college had required all registered nurses to meet the same curricular requirements (with some options to earn course credit via examination) as students who had no previous nursing background. Recognizing that there was significant repetition from their basic nursing education which thus left fewer opportunities to build on their knowledge and clinical experience, the faculty developed a curriculum more relevant to the needs of registered nurses. Concurrently, healthcare institutions including the Medical Center of Delaware (now Christiana Care Health Systems, Inc.) began to require the BSN degree for many nursing positions. Within the last month, the Veterans Administration has also mandated the BSN degree as the minimum educational preparation for its nurses by the year 2005. Clearly, nurses already in the workforce require educational mobility. The BRN major was developed in response to such needs.

Recognizing that BRN students are adult learners who must manage professional, educational and personal responsibilities, the BRN major emphasizes creative, innovative and flexible modes of teaching and learning. The College recognized that registered nurse students often had difficulty meeting University class schedules due to workshift conflicts and childcare problems. To remove these barriers, the College began offering courses in a distance mode (videotape) in the 1988-89 academic year. Positive student evaluations of such delivery methods encouraged faculty to design the BRN major with the majority of the required nursing courses taped in a state-of-the-art instructional classroom for subsequent distance delivery. However, all students were required to attend three on-campus weekend courses which provided opportunities for faculty-student interaction, peer-peer interaction and hands on experiences including significant time in the computer lab. Most of the non-nursing support courses were also provided in a videotape format. Beginning in spring 1998, selected courses are now available in a web-enhanced format and a video format. Students choose the delivery modality that best meets their learning style.

At the time the BRN major was initiated, there were 63 matriculated registered nurses in the program. Many of these students had taken only a couple of courses. A transition plan was developed for those who wished to move to the new major. Courses in both curricula were available for 2 years to permit those in the old program to complete the requirements for graduation.

In the 1993-94 year, there were 126 matriculated students in the new major, including 54 from the previous RN program who chose to transfer to the new BRN major (Attachment 1). During this time, there were 234 enrollments in nursing courses and 775 enrollments in nursing support courses (Attachments 2 and 3). Most BRN students are part-time students who work full time; the majority take 1-2 courses per semester. Many take courses in winter and summer sessions as well. FOCUS/distance learning courses utilize worksite coordinators to distribute course videotapes and proctor exams. In 1993, there were 63 worksites, most of which were hospitals in the tristate region. The numbers shown in Attachment 1 show progressive increases in the number of matriculated students. As of January 31, 1999, there were 323 matriculated students in the BRN major representing 134 active worksites including those in Maine, Florida, Texas, and Arizona. In addition to healthcare facilities, selected community colleges in the

tristate region are now participating worksites. Many associate degree nursing students from these community colleges now pursue their BSN through the University of Delaware.

The alumni survey, course evaluations, learning process evaluations (designed specifically to gather feedback about student support services for distance learners) and end-of-program surveys provide data about student satisfaction with the program. Such data indicate that the BRN major is effective in assisting registered nurses to meet their educational goal of a Bachelor of Science in Nursing. Furthermore, based on their BRN experience, many plan to pursue graduate education immediately upon graduation or in the near future. Additional student comments are available in Attachment 5.

In fall 1997, the National League for Nursing Accrediting Commission, a national accrediting body for nursing programs, conducted a site visit and reviewed all programs including the BRN major. Following this review, the University of Delaware nursing programs were granted continuing accreditation for the next 8 years. In their report, the review team cited student comments which indicated that the distance delivery mode was the "primary reason for their (RN students) continued education; many would not pursue degrees if technology programs were not in existence."

Data also indicate that students graduating from the BRN major have pursued positions in new practice areas based on experiences within the program. In several cases, students moved into administrative positions in healthcare informatics as a result of interest and experience gained through coursework and practicum experiences in the BRN program.

In summary, matriculation figures (Attachment 1) and graduation rates (Attachment 4) clearly show the success of the BRN major in meeting the unique learning needs of returning registered nurse students. The Department of Nursing and the Division of Special Programs are committed to the continuation of this distance learning major and in ensuring its continued success.

**Graduate Interdisciplinary Program  
In  
Biomechanics And Movement Science**



**Permanent Status Evaluation Report**

**January 27, 1999**



## Introduction

The Interdisciplinary Graduate Degree Program in Biomechanics and Movement Science began operating under provisional status in September 1994. Its membership consisted of faculty from the department of mechanical engineering, the department of physical therapy, the department of health and exercise science, and the applied science and engineering laboratory. Its mission was to provide an academic forum in which students and faculty from a variety of disciplines could formally converge to study the structure and function of the human body. The program would foster collaborative growth between departments and provide a rich multidisciplinary environment in which to conduct research. Additionally, it was proposed and subsequently proven that such a unique program could be created and maintained without requiring substantial new resources from the University by utilizing the existing laboratory facilities of participating faculty.

Currently, the BMSC program is flourishing with seventeen active faculty and eighteen registered students. In the past four years, five master's degrees and two Ph.D. degrees have been awarded, and the quantity of qualified applicants continues to increase on a yearly basis. All graduates of the program have found employment in positions consistent with career goals that each identified upon entry into the program.

The following materials document the current status of the program as well as significant changes that have been made as a function of maturation. Faculty and student profiles are included in this documentation to provide a clear indication of the program quality. In addition, any expectations that were identified in the initial proposal to establish the program have been addressed. The appendices contain the original proposal to establish the program, the statistical summary of students applying to and matriculating in the program (supplied by the Office of Graduate Studies), and the program policy statement containing the current operating procedures.

## Current Biomechanics and Movement Science Faculty

The program was started with sixteen faculty members representing the four collaborative areas. Eleven of the founding faculty members remain with the program, and several new members have been added over the past three years. Currently, there are seventeen faculty actively supporting the Biomechanics and Movement Science program. The following list identifies each faculty member, their department affiliation, and their research interests. The names of the original members are in italics.

*Sunil Agrawal, Ph.D. (Northwestern)*

Associate Professor, Department of Mechanical Engineering: Control of mechanical systems, robotics, optimization

*David A. Barlow, Ph.D. (Indiana)*

Associate Professor, Department of Health and Exercise Science: Sport biomechanics, equine biomechanics, anatomy

*Kenneth E. Barner, Ph.D. (Delaware)*

Assistant Professor, Department of Electrical and Computer Engineering: Signal and image processing methods related to human movement and human-computer interaction systems and methodologies

*Stuart A. Binder-Macleod, Ph.D., P.T. (Medical College of Virginia)*

Associate Professor and Chair, Department of Physical Therapy: Neurophysiology, relationship between activation frequency and force output of skeletal muscle, muscle fatigue

*Thomas S. Buchanan, Ph.D. (Northwestern)*

Associate Professor, Department of Mechanical Engineering: Musculoskeletal modelling, EMG-driven biomechanical models, neural control of arm postures, neuromuscular mechanisms for maintaining knee joint stability

*Richard Foulds, Ph.D. (Tufts)*

Adjunct Professor in the Department of Mechanical Engineering, Director of the Gesture and Movement Dynamics Laboratory at the Alfred I. duPont Hospital for Children: Gesture biomechanics, oculomotor study, telemanipulation, computer/human interaction, and gesture recognition.

*Michael Keefe, Ph.D. (Minnesota)*

Associate Professor, Department of Mechanical Engineering: Geometric modeling of complex biological surfaces.

*Irene S. McClay, Ph.D., PT (Penn State)*

Associate Professor, Department of Physical Therapy: Biomechanics, lower extremity mechanics, injury, locomotion, treatment, intervention

*Freeman Miller, MD (University of Colorado)*

Department of Orthopedics, A.I. duPont Hospital for Children: Pediatric biomechanics, birthing injury analysis, gait analysis of children with cerebral palsy

*Robert E. Neeves, Ph.D. (Utah)*

Professor, Department of Health and Exercise Science: EKG interpretation, physiological response to exercise induced stress, cardiovascular function, and human organ plastination

*Tariq Rahman, Ph.D. (Drexel)*

Scientist, Applied Science and Engineering Center: Application of extended physiological proprioception to the control of robots, and prostheses.

*James G. Richards, Ph.D. (Indiana)*

Professor, Department of Health and Exercise Science: Device design and gross musculoskeletal modeling, including gait analysis and sport biomechanics.

*Michael H. Santare, Ph.D. (Northwestern)*

Associate Professor, Department of Mechanical Engineering: Fracture mechanics, continuum mechanics, composite structures, orthopedic biomechanics

*John P. Scholz, Ph.D., P.T. (Connecticut)*

Associate Professor, Department of Physical Therapy: Movement coordination; movement disorders; regulation of limb stiffness

*Lynn Snyder-Mackler, P.T., Sc.D. (Boston University)*

Associate Professor, Department of Physical Therapy: Neuromuscular physiology, applied anatomy, anterior cruciate ligament injury

*Jian-Qiao Sun, Ph.D. (Utah)*

Associate Professor, Department of Mechanical Engineering: Suppression of abnormal tremor, stability of human movement

*Anthony S. Wexler, Ph.D. (California Institute of Technology)*

Associate Professor, Department of Mechanical Engineering: Dynamics of human skeletal muscle, anatomical and mathematical modeling of the renal concentrating mechanism, deposition of atmospheric aerosols in human airways

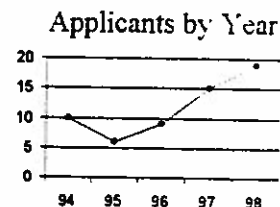
## Characteristics of Student Population

To date, 33 of 59 applicants have been admitted into the BMSC program. The average GRE score among applicants was 1163 (508 Verbal, 655 Math), and the average GRE score among students accepting admission into the program was 1220 (537 Verbal, 683 Math). Approximately 75% of the students were admitted into the Ph.D. program. Over 50% of those admitted held prior degrees in either engineering or physical therapy, while the remainder held degrees in the fields of computer and information science, biology, physics and astronomy, and exercise science.

The original proposal to establish the Interdisciplinary Biomechanics and Movement Science program contained several statements detailing expectations related to students. These included expectations regarding the quantity of applicants, the availability of student funding, and the nature of employment options upon completion of the program. The original expectations contained in the proposal are presented below, along with data indicating how well the program has performed in meeting these expectations.

**Expectation:** *Maximum enrollment will be initially limited to approximately 10 students, depending on the amount of funding that can be generated for student support. Based on past inquiries and requests for a BMSC program, it is anticipated that at least 20-30 students will apply to the program on an annual basis.*

**Result:** The total number of applicants has steadily increased over the past four years. In 1998, 19 students applied to the program and a total of 59 students have applied since the program began. These numbers are slightly less than those anticipated during the planning stage, but the rate of growth indicates that the target number of applicants should be realized in the next two years.



**Expectation:** *The program is expected to attract some students who are themselves physically handicapped, and students who are currently employed professionals in the area of rehabilitation services.*

**Result:** The student population contains one individual (out of 18 currently registered students) who has cerebral palsy. This individual has completed coursework and is in the process of creating a dissertation proposal. Among the remaining students matriculated in the program, 66% were professionally employed before returning for post graduate education, with the majority of these students having worked in health rehabilitation services.

**Expectation:** *The Graduates of the Biomechanics and Movement Sciences program are expected to find, but not be limited to, employment in the following areas:*

1. Clinical Research Labs (ie. Cleveland Clinic)
2. Academic Positions in Physical Therapy
3. Academic Positions in Biomechanics
4. Hospital/Private Gait Laboratories
5. Private Industry

**Result:** A total of 5 master's degrees and 2 doctoral degrees have been granted to date. The recipients' post-graduate activities are as follows:

- Both Ph.D. recipients are currently employed in post-doctoral positions
- One master's degree recipient is a researcher in the biomedical industry in a area related to his thesis
- Two master's degree recipients are continuing in the Ph.D. program
- One master's degree recipient is employed as a clinical/research biomechanist in a children's hospital
- One master's degree recipient is currently employed in academia in his area of study
- One additional Ph.D. student has successfully defended his dissertation and is in the process of editing the document. He is employed as the Director of Orthopedic Research in a west coast Hospital

***Expectation:** Student finances will be provided through personal means, research grants, training grants, corporate sponsorships, and other external grants.*

***Result:** On average, over 80% of the students enrolled in the program have been funded, and most of these were funded through external sources. In each year, three students were awarded tuition lines through the Office of Graduate Studies. In the last four years, two students were awarded competitive fellowships, and one was awarded a tuition line through the competitive fellowship program. Approximately 20% of the funding lines came from teaching assistantships, with the majority of funding originating from external contracts and grants.*

### **Changes to the Original Policy Statement**

Two changes were made to the curriculum guidelines that were established in the original proposal. The first change concerned the credit hour requirements for the doctoral degree. This was submitted to and subsequently approved by the University Graduate Studies Committee. The second change altered the procedures that govern the thesis/dissertation proposal defense. This change in operating procedure is contained in the revised program policy statement and is currently under review by the Graduate Studies Committee.

**Credit hour requirements:** The original policy statement pertaining to the Ph.D. degree required 39 credits of coursework in addition to the dissertation. In the first two years, we discovered that the diversity of the graduate level coursework often placed students in the situation of having to enroll in undergraduate courses in order to acquire necessary prerequisite information. In an effort to keep students within a three-year time frame, faculty members frequently opted to package extra work with the undergraduate courses and sponsor these packages as graduate level independent study courses. Consequently, the executive committee felt that the number of independent study courses offered was becoming excessive, and elected to reduce the total number of required credits from 39 to 33 in order to accommodate prerequisite undergraduate courses and keep the students within a three year time frame. To insure this result, the executive committee also elected to limit the total number of research and independent study credits allowed for individual students. The original and amended requirements are presented below.

<b><i>Original Requirements for Ph.D. in Biomechanics and Movement Science</i></b>	
39 credits beyond Master's degree	
9 credits of dissertation	
<b><i>Amended Requirements for Ph.D. in Biomechanics and Movement Science</i></b>	
33 credits beyond Master's degree*	
9 credits of dissertation	
<ul style="list-style-type: none"> <li>* 6 credits maximum of BMSC 868 (Research)</li> <li>9 credits maximum of independent study (BMSC 666 or BMSC 866)</li> <li>12 credits maximum of combined BMSC 868, BMSC 666, or BMSC 866</li> </ul>	

**Thesis/dissertation proposal defense:** The original proposal specified that a minimum of 50% of the current BMSC faculty were required to attend the thesis/dissertation proposal defense, and that a majority vote of the attending faculty established the outcome of the defense. This policy quickly became a logistical nightmare, and was changed to reflect the current operating procedure. Specifically, the policy now reads as follows: All BMSC faculty and students will be invited to the thesis/dissertation proposal defense. The candidate will present a summary of the proposed research, and will then field questions from the committee, attending faculty, and invited guests. After all questions have been fielded, the advisory committee will meet privately to decide whether the proposal is accepted, rejected, or accepted with

stipulations. Results of the meeting will then be presented to the student. A majority of committee votes will decide the outcome. In the event of a split vote, the decision to accept or reject the proposal will rest with the thesis advisor.

### Summary

The Biomechanics and Movement Science program continues to grow and develop as an academic unit. The quality of student applicants and the record of post-graduate employment are indicative of a successful effort on the part of the program's faculty. They are a very diverse group of individuals who continue to work towards advancing the program and enriching the learning environment for students. Their commitment and dedication to the program is evident in the increasing degree of collaboration between departments, and in the increasing numbers of student advisees.

The program has fulfilled almost all of its expectations in the past four years with only one exception. The number of applicants to the program has been slightly less than anticipated. However, there has been very little advertisement of the program, and the number of applicants is expected to increase tremendously once it is marketed through professional channels. In spite of this, the quality of applicants has been outstanding.



**UNIVERSITY FACULTY SENATE**

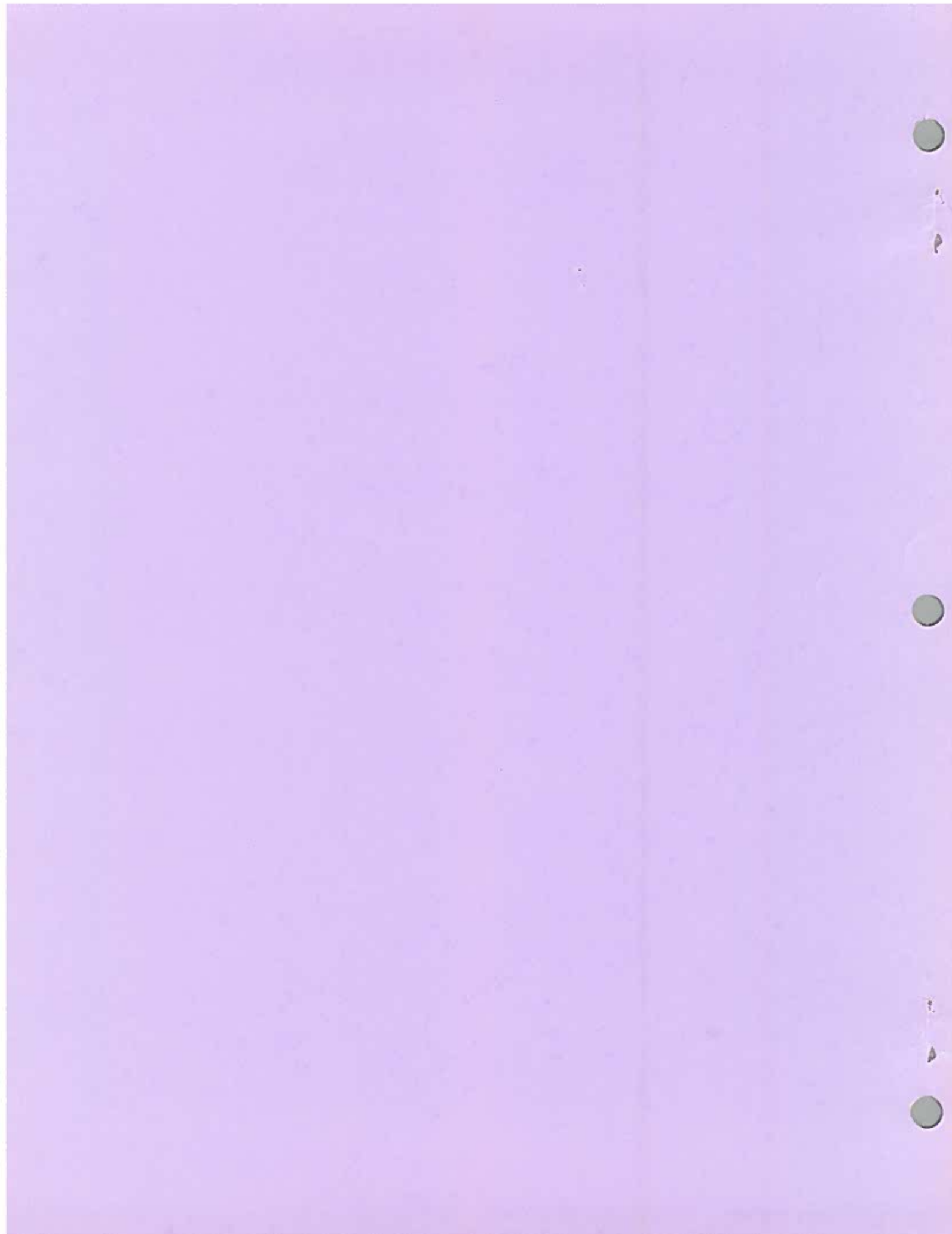
**SUMMARY OF AGENDA**

**March 1, 1999**

**ADDENDUM**

**VI. NEW BUSINESS (continued)**

- I. Resolution to change the University policy governing GRE and GMAT Requirements**
- J. Revision of the existing major in M.Ed. In Exceptional Children and Youth; delete GRE requirements, College of Human Resources, Education, and Public Policy**
- K. Revision of the existing major in Masters in Educational Leadership; delete GRE admission requirement, College of Human Resources, Education and Public Policy**





## **UNIVERSITY FACULTY SENATE**

### **SUMMARY OF AGENDA**

**March 1, 1999**

### **ADDENDUM**

#### **VI. NEW BUSINESS:**

- I. Recommendation from the Graduate Committee on Education, (James Richards, Chair) with the concurrence of the Coordinating Committee on Education, (Mark Huddleston, Chair) to change the University policy governing GRE and GMAT requirements

Whereas the GRE and GMAT are two standardized tests that are considered in the graduate admissions process, and

Whereas some departments and programs currently do not require the GRE and GMAT, and

Whereas requests for waivers of the GRE or GMAT requirement are routinely processed and granted by the Office of Graduate Studies, and

Whereas studies both nationally and at the University of Delaware indicate that the predictive validity of the GRE and GMAT varies widely from program to program from no validity to modest validity, and

Whereas such validity decreases as the time between completion of the undergraduate degree and matriculation into a graduate program increases, be it therefore

Resolved that each graduate program at the University of Delaware be permitted to set its own policy concerning GRE and GMAT test scores as a requirement for admission, and be it further

Resolved that such requirements be clearly stated in all materials concerning the graduate program available to prospective applicants.

- J. Recommendation from the Graduate Committee on Education, (James Richards, Chair) with the concurrence of the Coordinating Committee on Education, (Mark Huddleston, Chair) for the revision of the existing major in M.Ed. In Exceptional Children and Youth; delete GRE requirement, College of Human Resources, Education, and Public Policy**

**Whereas a GRE requirement often discourages good applicants (especially mid-career adults) from applying to the M.Ed. In special education, and**

**Whereas other materials required of applicants have been good predictors of academic success in the program, and**

**Whereas other School of Education program designed for practitioners, especially the M.I. and Ed.D. programs, have never required the GRE, be it therefore**

**Resolved that the GRE requirement be abolished for applicants to the School of Education's M.Ed. In Exceptional Children and Youth.**

- K. Recommendation from the Graduate Committee on Education, (James Richards, Chair) with the concurrence of the Coordinating Committee on Education, (Mark Huddleston, Chair) for the revision of the existing major in Masters in Educational Leadership; delete GRE admission requirement, College of Human Resources, Education, and Public Policy**

**Whereas a GRE requirement often discourages good applicants (especially mid-career adults) from applying to the M.Ed. In educational leadership, and**

**Whereas other materials required of applicants have been predictors of academic success in the program, and**

**Whereas the doctoral program for educational leaders has never required the GRE, be it therefore**

**Resolved that the GRE requirement be abolished for applicants to the School of Education's M.Ed. In Educational Leadership.**



OFFICE OF GRADUATE STUDIES

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E-mail: Grad.Admissions@nvs.udel.edu  
<http://www.udel.edu/gradoffice/GRADHOME.HTM>

February 5, 1999

MEMORANDUM

TO: Michael Keefe, President  
Faculty Senate

The Graduate Studies Committee has proposed the following changes to the University policy governing the GRE and GMAT requirements:

WHEREAS the GRE and GMAT are two standardized tests that are considered in the graduate admissions process; and

WHEREAS some departments and programs currently do not require the GRE or GMAT; and

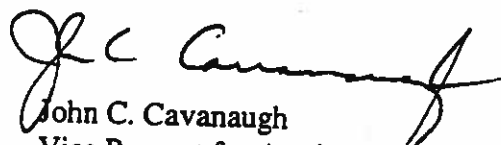
WHEREAS requests for waivers of the GRE or GMAT requirement are routinely processed and granted by the Office of Graduate Studies; and

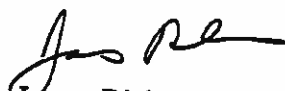
WHEREAS studies both nationally and at the University of Delaware indicate that the predictive validity of the GRE and GMAT varies widely from program to program from no validity to modest validity; and

WHEREAS such validity decreases as the time between completion of the undergraduate degree and matriculation into a graduate program increases; now

THEREFORE BE IT RESOLVED that each graduate program at the University of Delaware be permitted to set its own policy concerning GRE or GMAT test scores as a requirement for admission; and be it further

RESOLVED that such requirements be clearly stated in all materials concerning the graduate program available to prospective applicants.

  
John C. Cavanaugh  
Vice Provost for Academic Programs and Planning

  
James Richards, Chair  
Committee on Graduate Studies



COLLEGE OF HUMAN RESOURCES, EDUCATION &amp; PUBLIC POLICY

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Fax: 302/831-4110

## MEMO

DATE: May 8, 1998

TO: Donald Unger  
CHEP Graduate Curriculum Committee

FROM: Charles MacArthur, Coordinator  
Special Education Faculty  
Department of Educational Studies

SUBJECT: Proposal to change the admissions requirements for the M.Ed. in  
Exceptional Children and Youth program

After extensive discussions and careful consideration over the past three years, the special education faculty in the Department of Educational Studies has decided that the requirements for admission into the M.Ed. in Exceptional Children and Youth program should be modified to remove the requirement that applicants submit Graduate Record Examination scores and to add a requirement that they submit an essay with their application. This proposal was approved by the special education faculty in a meeting on February 24, 1998 and by the Educational Studies Graduate Curriculum Committee in a meeting on May 7, 1998.

The reasons for this proposal can be summarized as follows:

1. Our review of applicants over the past seven years indicates that GRE scores do not predict performance in the M.Ed. program. This finding is consistent with research studies that show no greater predictive validity to the GRE above and beyond that which is obtained from students' grade point averages. Furthermore, we are not aware of any evidence that scores on standardized examinations of general academic achievement predict job performance as teachers.
2. Many applicants to the M.Ed. program are already certified as teachers in Delaware public schools, either in regular education or special education, and we feel a responsibility to offer them the opportunity to increase their knowledge and skills through the M.Ed. program. To exclude them based on a test that is not known to predict teaching performance seems unreasonable.

3. The burden of scheduling, sitting for, and paying for the GRE serves as a major disincentive to apply to the M.Ed. program for many people. This has at least two undesirable consequences: (1) our follow-up inquiries indicate that we lose some of the best teachers in Delaware because of this disincentive, and (2) many students in the M.I. program have informed us that they chose that program because it does not require the GRE, even though their primary interest was special education; as a result, these students do not take the coursework that has been designed specifically to prepare special education teachers.
4. We believe that essay questions designed to tap applicants' motivation for entering the special education program, in combination with information on grades obtained in previous programs and letters of recommendation from faculty members and supervisors, will be far more helpful to us in making decisions about admission.

If you have any questions about this proposal, please contact me at macarthur@udel.edu or 831-4572. Thank you.

cc: James Raths  
David Kapan

## **A PROPOSAL TO CHANGE THE ADMISSION REQUIREMENTS FOR THE M.ED. IN EDUCATIONAL LEADERSHIP**

### **Reasons for discontinuing the GRE requirement for admissions to M.Ed.**

The Educational Leadership faculty proposes discontinuing the Graduate Record Examination (GRE) requirement for admission to the Masters Program in Educational Administration (M.Ed.). While there are pros and cons to the use of the GRE for admissions decisions for the M.Ed. program, after much deliberation we have reached the conclusion that the disadvantages now outweigh the advantages.

The clearest disadvantage is the deterrent effect of the GRE on potential applicants. Our applicant pool has steadily declined over the past several years. We have heard repeatedly from potential applicants that other similar graduate programs in the region do not require the GRE and that the cost, effort, and anxiety associated with the GRE test often is a decisive factor in turning potential applicants to UD elsewhere to enroll in educational administration programs. Wilmington College, which a few years ago established an M.Ed. program and does not require the GRE, draws many times the number of applicants as our own M.Ed. program. It is worth noting that Schools such as Harvard Graduate School of Education, the University of Wisconsin School of Education, Columbia Teachers College, the University of Rochester Margaret Warner Graduate School of Education and Human Development, New York University School of Education, and other schools provide applicants with alternative means (to the GRE) for determining their aptitude for graduate studies. We would like to do the same.

If the GRE was a highly effective instrument for identifying qualified applicants, the advantages of the GRE for our admissions process would obviously be much greater. It would save time and allow us to make more informed admissions decisions concerning applicants' likely academic success. However, the limited predictive power of the GRE, particularly for graduate work that is more applied in nature, makes continuing use of this admissions test difficult to justify. Even if the GRE were highly accurate for predicting academic potential, "leadership" in education is more than academic ability. Thus, with the GRE as an admissions requirement, we have been continually concerned about falsely rejecting applicants who may indeed have been qualified in other ways and would have benefited from our graduate program.

**Proposed alternative admissions procedures for M.Ed.**

1. Applicants submit an admissions essay responding to a set of questions on the application form. This essay is reviewed and scored by three program faculty for writing ability, coherence of argument, and clarity of thought.
2. Letters of reference attesting to applicant's leadership experiences and abilities and potential for graduate work.
3. Grades earned in other graduate level courses.
4. Evidence of leadership accomplishments in employment, organizational participation, and community service.
5. Any other supplemental materials or documents applicants believe are relevant and address their professional-development goals, and leadership potential.

The above portfolio of information to be submitted by applicants will be used to make future admissions decisions to the M.Ed. program. This will increase faculty time spent on the admissions process, but we believe the time is justified. We anticipate that eliminating the GRE will increase the number of applicants, and this will help sustain the viability of the M.Ed. program. At the same time, with a larger applicant pool and a greater opportunity for a more in-depth appraisal of applicants' academic and leadership qualifications, there is no reason to believe that eliminating the GRE will result in a lower quality applicant pool. In fact, the larger numbers of applicants could well lead to an improved applicant pool, and thus, an improved graduate program.

