

REGULAR MEETING OF THE UNIVERSITY FACULTY SENATE

December 3, 1984

MINUTES

President Kuhlman called the December 3, 1984 meeting of the University Faculty Senate to order at 4:05 p.m.

Senators absent (excused) were:

Kenneth Ackerman
Lee Anderson
Gordon Bonner
Norman Brown

Alexander Doberenz
Thomas Meierding
Neal Phillips

Senators absent (unexcused) were:

Marvin Brams
Donald Crossan
Wallace Dynes
Rosemary Hooper

Donald Mogavero
Richard Venezky
Robert Wilson

I. ADOPTION OF THE AGENDA

The Agenda for the December 3 Senate meeting was adopted by unanimous consent.

II. APPROVAL OF THE MINUTES

Approval of the Minutes for the November 5, 1984 Senate meeting was postponed since not all senators had received copies of the Minutes as of December 3.

III. REMARKS BY PRESIDENT TRABANT

President Trabant addressed the Senate on two items. First, he reminded the senators to attend Commencement Day ceremonies, January 6, at Clayton Hall. Then he reviewed the University's request for funding, presented annually to the State legislature in Dover. On November 21, 1984 the University provided information and details for the State Budget Director. In February, 1985, the University will go before the General Assembly. At the November meeting with the Budget Director, the University requested (among other things) that 29% (\$53.7 million) of the University income for fiscal 1986 come from State revenues; that, while tuition increases could account for some additional University income, the State and the University could no longer depend primarily on such increases; and that the State allocate \$2.8 million to complete the Morris Library expansion and renovation, and \$1.1 million for renovating Newark Hall and other projects. President Trabant also reported that the University was well on the way to using fully the new \$800,000 research matching program with the State; that affirmative action programs and funds

are being used aggressively to recruit black faculty, staff, and students to the University. [A version of the President's remarks, as released by his office, may be found in Appendix 1 of these Minutes.]

IV. ANNOUNCEMENTS

1. Remarks by Associate Provost Pettigrew

Associate Provost Pettigrew reported on the work of her committee to review the retention of black students at the University. [A text of her remarks is attached as Appendix 2.] Data from the Office of Institutional Research indicate that:

- In 1982-83, approximately 25% of black undergraduates and approximately 12% of white undergraduates did not return the following year;
- Only 29-35% of black undergraduates who attend the University ever graduate, compared to 50-55% of white undergraduates.

The committee recommended and implemented that each college in the University establish an advisory committee to better coordinate college efforts to retain black undergraduates and that each department develop better advising and counseling programs for retaining and advancing black undergraduates. In addition, an all-University Advisory Committee on the Retention of Black Undergraduate Students was established to coordinate these and other college and department efforts at the university level.

2. Senate President Kuhlman

President Kuhlman requested that the senators empower the Senate Executive Committee to determine whether there was sufficient business to warrant a January meeting. The senators approved the request unanimously by a show of hands.

ANNOUNCEMENT FOR CHALLENGE

1. The proposed revision for the B.S. degree in Physical Education Studies was approved by unanimous consent. (Appendix 3)

V. OLD BUSINESS

There was no old business pending before the Senate.

VI. NEW BUSINESS

Item A . From the Committee on Committees (A. Mooney, chairperson):

RESOLVED, that the appointment of Richard Dean Shippy to a two-year term, expiring September 1, 1986, as a member of the Committee on Undergraduate Records and Certification is hereby confirmed.

The resolution came to the Senate moved and seconded. The resolution was approved unanimously by hand vote.

Item B. From the Computer Committee (H. Shipman, chairperson):

RESOLVED, that the University Faculty Senate approves the "University of Delaware Policy on Computer Software," as printed in Attachment 2.a of the December, 1984 Agenda, and the associated document, "University of Delaware Procedures for the Administration of the University Policy on Computer Software," Attachment 2.b of that Agenda, and urges that they be adopted as University policy, to supersede all existing policies on computer software, in particular the existing policy on computer based instructional materials; and be it further

RESOLVED, that, should these policies be approved by the University Faculty Senate and subsequently adopted by the Board of Trustees, the Coordinator for Research and the Faculty Senate Computer Committee shall work together to develop the appropriate language for the required revision of the Faculty Handbook (Section II. subsection 15a., page II-9 of the present Handbook).

Chairperson Shipman reviewed the history of the University Policy on Computer Software (hereafter UPCS), noting the dual criteria of developing a policy which encouraged faculty and staff to develop software and which at the same time guarded the University's invested resources in such software. He highlighted:

- 1) the work for hire clause, which indicates that software produced as work for hire belongs to the employer;
- 2) the originator's responsibility for clarifying any copyright conflicts "as soon as the commercial potential becomes apparent."

Chairperson Shipman also noted that the policy contained no grandfather clause, wherein, according to R. Varrin (Coordinator for Research), "anyone who registers the initiation of a work prior to the adoption of this policy by the Board of Trustees [probably May, 1985]" will be working under the old University Policy on Computer Software. U. Toensmeyer (chairperson, Coordinating Committee on Education), noting that his committee unintentionally failed to insert such a clause in the resolution, supported including the grandfather clause.

In the ensuing lengthy discussion, the following points were made:
1) Responding to Senator Ahrens, Chairperson Shipman said the new policy was developed because there were inconsistencies between U.S. copyright law and the current UPCS, primarily covering computer-based instructional (CBI) materials.

Several senators raised questions about the work for hire clause. Senator Bellamy (Mathematical Sciences) asked the Senate to yield the floor

to his colleague, Professor J. Eastham (Mathematical Sciences). Prof. Eastham argued that the proposed revision in the UPCS was ambiguous or inconsistent in that if the University releases its ownership to software produced by individual researchers, the University cannot then claim to share in any income from the software if it shows "commercial potential." Provost Campbell, Dr. Varrin, and Chairperson Shipman replied that the University policy on work for hire does not conform to the broadly interpreted stipulations of the U.S. copyright law. While the University has the prerogative to retain some ownership in software in which it has a substantial investment and which shows commercial potential, in most cases the University will release all rights to the originator.

Senator Beasley called the question. The motion was seconded and carried by a hand vote.

Before voting on the resolution, Chairperson Toensmeyer asked that the grandfather clause be inserted into the resolution. Although debate had already been closed, Dr. Varrin and Provost Campbell assured the Senate that the grandfather clause would be inserted in the policy.

The resolution was carried by a show of hands.

Item C. From the Committee on Undergraduate Studies (R. Brown, chairperson):

WHEREAS: misunderstandings between students and their instructors about University policies regarding absences from classes or examinations on religious holidays or for other reasons, may be alleviated by further clarification and publication of those policies, be it

RESOLVED, that the following statement be added to Item 7, Section II-6a of the Faculty Handbook and also inserted in a suitable place in the Student Guide to Policies and in other University publications where appropriate:

[The policy as approved by the Senate
may be found in Appendix 4.]

The resolution came to the Senate moved and seconded.

- 1) Senator Morgan (Physics) proposed to amend the resolution (section b) to include the following: "The instructor may require the student to present evidence, such as a note from a doctor, to substantiate his/her excuse." The motion was seconded.

The question was called, seconded, and carried by a hand vote. The Morgan amendment was carried by a hand vote.

- 2) Senator Smith asked about the procedures for deciding disputes between a student and a faculty person over the legitimacy of the student's excuse. Dean Gouldner argued that past practices in the University would cover whatever procedures were deemed necessary to adjudicate such disputes. Senator Brucker raised the concern that an extended "excused absence" could not but penalize the student in a seminar course. Chairperson Brown

responded that the proposed new policy partly remedied the situation by requiring the student to notify the instructor of such planned absences within the first two weeks of the semester. The instructor can then advise the student about what effects the absence might have on his/her seminar performance.

The question was called, seconded, and carried by a hand vote.

The amended resolution was carried by a hand vote.

Item D. From the Coordinating Committee on Education (U. Toensmeyer, chairperson):

RESOLVED, that the Faculty Senate approves the permanent establishment of a program for and the degree of Master of Science in Accounting.

Chairperson Toensmeyer explained that, in comparing the current program with the program as it received provisional approval in May, 1979, the committee had determined that no additional resources were being requested, the department is providing the courses it specified at the time of provisional approval, and actual enrollments are reasonably close to the projection.

The question was called, seconded, and carried by a hand vote.

The resolution was carried by a hand vote. [Note: the program was approved by the Senate as it appears in Attachment 3 of the December 3, 1984 Agenda.]

Item E. No new business was introduced.

President Kuhlman adjourned the meeting at 5:35 p.m.

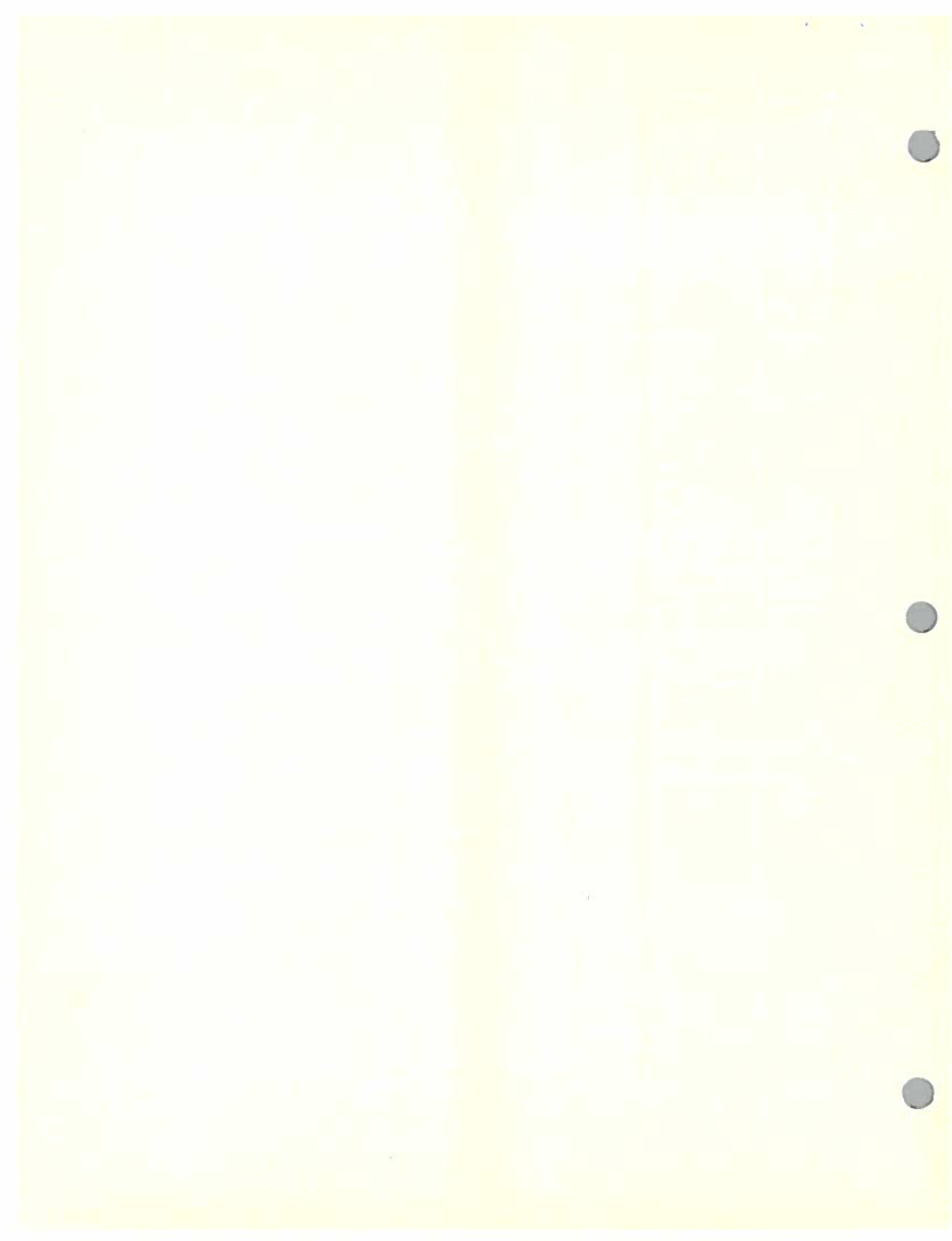
Dutifully submitted,



Mark Amsler
Secretary
University Faculty Senate

MA/b

- Appendices: 1. Remarks by President Trabant
2. Remarks by Associate Provost Pettigrew
3. B.S. degree in Physical Education Studies
4. Policy on Student Class Attendance



PRESIDENT'S REMARKS
FACULTY SENATE MEETING

December 3, 1984

The University presented its fiscal year 1986 funding request before the State Budget Director in Wilmington on Wednesday, November 21. The University was well represented by 7 members of the Board of Trustees, 7 members of the administration, and 7 faculty, students and staff members of the President's Council.

The presentation is the first in a series of steps for us in the State of Delaware budget process. After our request and our explanation of the use of state funds are considered, the governor will present his recommendations to the Joint Finance committee. The University will be back before the Joint Finance committee in the spring to emphasize the need for increased state support of our programs. The final allocation to the University will be made, of course, when the General Assembly passes the fiscal year 1986 budget bill.

At this preliminary hearing, the University began the presentation with a statement from our chairman of the Board of Trustees, Mr. J. Bruce Bredin. Mr. Bredin emphasized the reputation for excellence that the University has built, and the vital contribution that the University makes to the state's economy. He stated that since fiscal year 1981 our increased operating costs have had to depend on large annual tuition increases:

82 percent for Delawareans
(from \$940 to \$1,710)

69 percent for nonresidents
(from \$2,540 to \$4,300) .

He concluded that since the State and the citizens of Delaware benefit so greatly from the quality of the University, the University is deserving of continued strong and increased state support.

Following Mr. Bredin's remarks, I addressed the Budget Director's specific questions about our financial aid programs and the use of special line items in our fiscal year 1985 state allocation, particularly our progress in the Research Partnership Program and the Minority Faculty and Staff Recruitment Program. I reported that we have secured our first project of new research dollars to be matched with state money. This is a \$200,000 project of which half is new money from private industry and half is state money. The project will be in our Center for Composite Materials which has secured sponsorship from ICI Limited. This new research partnership is designed to remove the existing barrier to high-volume applications of this technology by developing advanced manufacturing methods. We are well on our way in this Research Partnership Program and will fulfill the potential of \$800,000 of new research for the University and the State of Delaware.

I also reported on the efforts we have undertaken to enhance the University's Affirmative Action Program utilizing \$75,000 in matching state funds allocated for this fiscal year. Funds will be used for aggressive efforts at recruiting black faculty in those disciplines where we have vacancies and where we have determined that there is a reasonable national pool of black applicants from which to recruit. Funds are being used to help support one recently-hired black faculty member and the goal is to hire two additional black faculty by September 1985.

Also, one black professional staff member has been hired in the University Admissions Office. This individual will help in the recruitment of minority students. We are also using funds to focus on training black employees currently in hourly positions so that they may perhaps become professional supervisors.

My presentation also included information on the quality of our students, as I have reported to you earlier this semester. I emphasized the strong undergraduate educational program we provide and the attraction that quality has for students as well as for business and industry.

I advised the Budget Director of our current enrollment information, including the record number of applicants for admission we received for this year, an 8.7 percent increase over applicants in 1983. And, currently we have received 19 percent more applications for 1985 than we had received at this time last year.

I reported that our undergraduates are currently paying a high proportion of the cost of their education, but that we continue to attract an increasing number of quality students. Increasing costs and student loan indebtedness are concerns of the University which were presented, I think quite clearly to the Budget Director. The University is able to attract various sources of financial aid and other funds, including much needed state funds to assist approximately 60 percent of our students in meeting their educational costs, but there is still a lot of unmet need.

Finally, I reported on the success of our graduates in fulfilling their career goals. Of the class of 1983:

97 percent of those who sought employment found it;

17 percent went on to full-time graduate or professional school and trends indicate that as many as half will earn a second degree in the course of their careers.

Other information provided by members of alumni classes over the last quarter century indicates that the University of Delaware is fulfilling its responsibility to provide its graduates with the means to progress through life successfully.

Following my remarks to the Budget Director, Dr. Campbell detailed the University's funding request. He began by presenting our Capital Funds request, which totals \$3.9 million. This includes the state's third and final

payments on its commitment for the Morris Library addition; design funds for an addition to the College of Human Resources for needed classrooms, teaching and research laboratories and offices; and matching funds to continue renovation and rehabilitation of Newark Hall.

If the state grants the full amount of our \$53.7 million request for University Operations, this would represent 29.4 percent of our expected revenues, for a 1985-86 total operating budget of \$201.6 million.

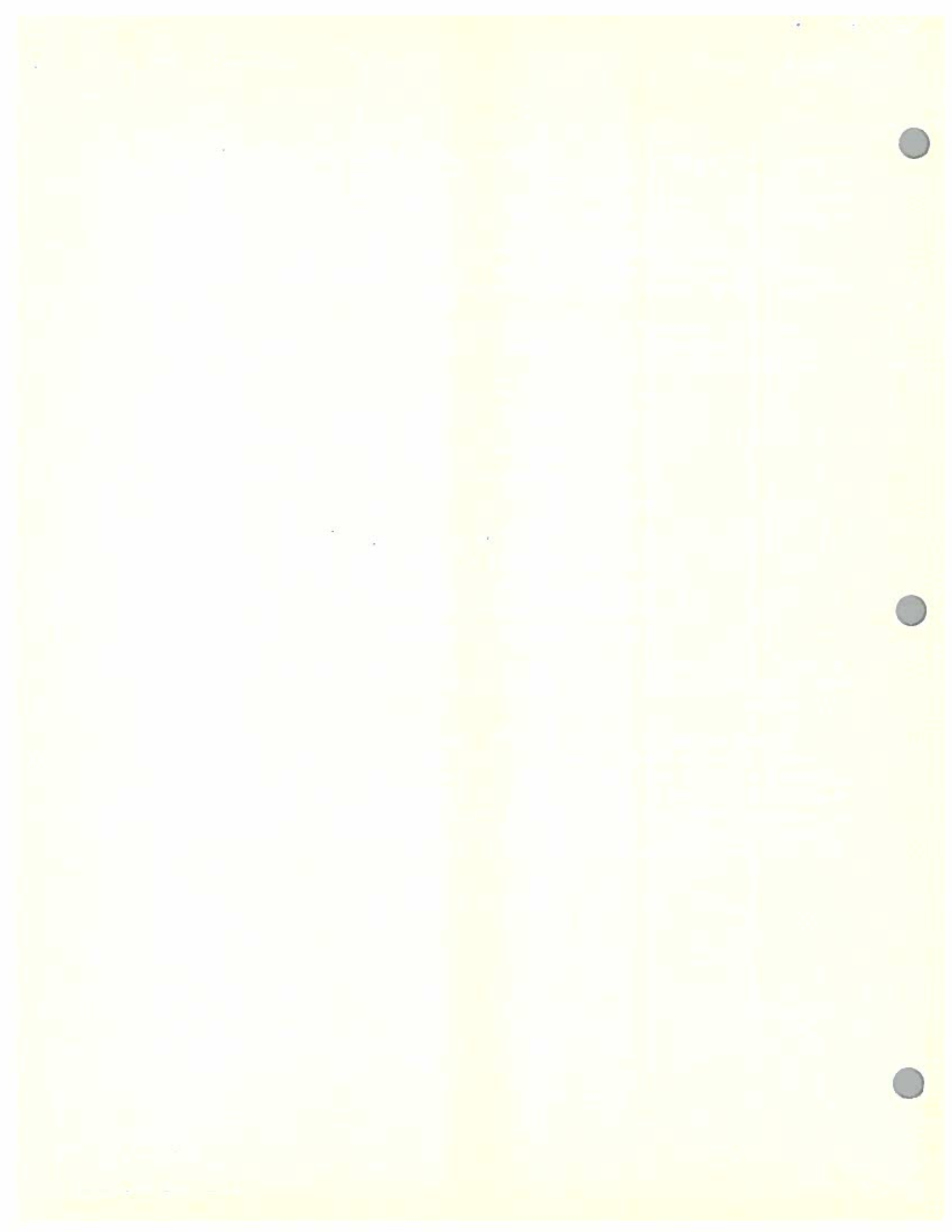
We have requested increases to support a 6.5 percent salary increase, and general increases in utilities and operations. In addition, we have requested increased funding for:

- * Occupational Teacher Education Program
- * Summer School for Delaware teachers
- * Academic Incentive Program
- * Aid to Needy Students
- * Scholarships
- * Title VI compliance
- * Soil Testing Service
- * Urban Agent Program in the College of Urban Affairs and Public Policy
- * The Research Partnership Program .

We have also requested, as we have in the past, state funding for a student work-study program which would attract additional federal funding for student assistance.

At the conclusion of our presentation, we answered several specific questions from the Budget Director. I believe we effectively conveyed to the representatives of the Budget Office the quality of our students and the vitality of our institution in the State of Delaware. In total, ours was a strongly presented case for increased state funding. Your continued support through the remainder of the budget process is important to the University, and I welcome your questions and your participation

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Retention of Black Undergraduate Students
at the University of Delaware
September 1983 to June 1984

Associate Provost Pettigrew

In July of 1983 President Trabant asked if I would add to my responsibilities the task of coordinating all efforts to increase the retention of black undergraduate students at the University. I took that not only as a task that included black undergraduate students but really as a major task for the entire institution and all of its students. Our first year has been spent on black undergraduate students; we will expand during the second year to deal with black graduate students as well. I hope that some of our recommendations, as we look at them, will be applicable to all students; in fact, we think most of them are.

Let me tell you what happened that precipitated this appointment, and what happened following the appointment. Data from the Institutional Research Office here indicated that from 1976 (our first clear data) approximately 55% of black freshmen left the University in either a "dropped for deficits" (academic deficits) or "withdrawal" status. In contrast, during that same academic year approximately 18% of white freshmen left the University for the same reasons. When we jump forward to data for 1981-82 we find that 29.3% of all black undergraduate students, freshmen through seniors, did not return for the 1982-83 academic year, while approximately 14% of all white undergraduate students did not return. We see some slight change in 1982-83, where approximately 25% of all black undergraduate students and approximately 12% of white undergraduate students did not return for the next year. What these data indicate is that the attrition rate is slowly dropping for both groups, but we find that the disparity between the two groups is perhaps too great. We also note that only 29-35% of black undergraduate students who attend this institution ever graduate, as compared to about 50-55% of white undergraduate students. That is a large disparity, and it is obvious that we need to do something about it.

After the President asked me to coordinate all activities, Provost Campbell wrote to each of the academic deans indicating his support, and asking them to give me their support for this activity. I met with the academic deans and their staffs in eight of our colleges (the first year I excluded the graduate colleges) to discuss this concern and the issues that perhaps surround it. I then made the following recommendations to the deans:

I asked each dean to

- * establish a College Advisory Committee on the Retention of Black Undergraduate Students, with both faculty and professional staff members, to advise the dean on the development and implementation of college policies and procedures pertinent to this task;
- * encourage departments to include relevant materials about black cultures in regular curricular offerings;
- * development and implement, in conjunction with the assistant and associate deans, procedures within the departments for one-to-one counseling and advising, each semester, of black undergraduate students on such things as course selection, preference of major, additional opportunities for educational growth, etc.;
- * conduct special advising and counseling for the best and brightest black undergraduate students, and give these students college recognition and encouragement to explore graduate school;
- * inform teaching assistants about the college's policies and procedures and about working within that framework when they work with black students;
- * ask each assistant and associate dean to review, each semester, each black student's course selection, to advise the students if their course selections seemed inappropriate to their past performance, and to assist them in making changes that would increase their chances of success at the University;
- * give opportunities to black students with appropriate grade point averages to become tutors. (There was one black tutor on this campus in the Fall of 1982; there are now more than that. It was not because there were not people here who were adequate to do so—they simply were never asked to tutor.)

Within the departments, we asked that faculty develop procedures to insure that black students who are assigned to student groups for academic work, such as laboratories and group assignments, have a positive environment in which to work, because we have had numerous reports of black students being shut out of groups and therefore not able to complete their work effectively. And finally, we asked the deans to arrange for college and departmental workshops on the retention of black students, to be developed and implemented within their colleges.

I also met with the vice presidents--Vice President Sharkey and Vice President Brown--as well as the Associate Vice President of Facilities, Management and Services, and the Director of Public Safety, to ask that each of these units begin to devise procedures and policies in their particular segments that would impact upon the environment here for black students.

The final thing that I did--and all of this was done within the space of a month--was to establish an all-University Advisory Committee on the Retention of Black Undergraduate Students. I felt that I needed the advice of other people on campus; this is not a one-person task. This is a task for a lot of people. The members of that Committee last year were: Dr. Charles Brown, Director of the Student Special Services; Dr. Shirley Carter, who is in Nursing and who is a member of the Senate; Dr. David Frey, Plant Science; Ms. Judith Gibson, Office of Minority Affairs; Dr. Barbara Kelly, Associate Dean of Physical Education; Dr. Lila Murphy, Individual and Family Studies; Dr. Peter Rees, Associate Dean in Arts and Science; Ms. Barbara Rexwinkel, Housing and Residence Life; and Dr. Norman Spear, Educational Studies. We have also asked that the president of the Faculty Senate sit as a member. With the exception of that position, which is related to the term in office, each member is appointed for two years.

What happened because we did all of these things? I am not going to go into details of what each unit did, except to say that each unit formed an advisory committee to carry out the activities that had been requested as well as some others of their own devising.

Figure 1 (next page) shows the baccalaureate degrees in all colleges of only the black undergraduate students. It shows that 63% of the black undergraduate students who graduated came from the College of Arts and Science; none from the College of Agricultural Sciences; approximately 7% came from the College of Business and Economics; about 3% from the College of Education; not quite 14% from the College of Engineering; about 3% from the College of Human Resources; none from Nursing this year; and about 3% from the College of Physical Education.

Figure 2 shows black undergraduate students in good academic standing in all the colleges. The largest percentage is in the College of Arts and Science, because that College has the largest number of black students; last year there were 404 black undergraduate students, and of that number 228 were enrolled in the College of Arts and Science. Again we see that approximately 63% of the black undergraduate students, at the end of the Spring semester, 1984, were in the College of Arts and Science. There were some in the College of Agriculture--they don't show up on the graph because it's such a small number. There were approximately 7% in Business and Economics; Education--again, there is a percentage but it's less than 1% and doesn't show up. Engineering had about 21% in good academic standing; Human Resources, about 3%; Nursing, about 7%; in Physical Education there was again a small percentage that doesn't show. What this shows is that approximately 79.9% of all black undergraduate students at this institution were eligible to return

**Baccalaureate Degrees All Colleges
1983-84 Black Undergraduates**

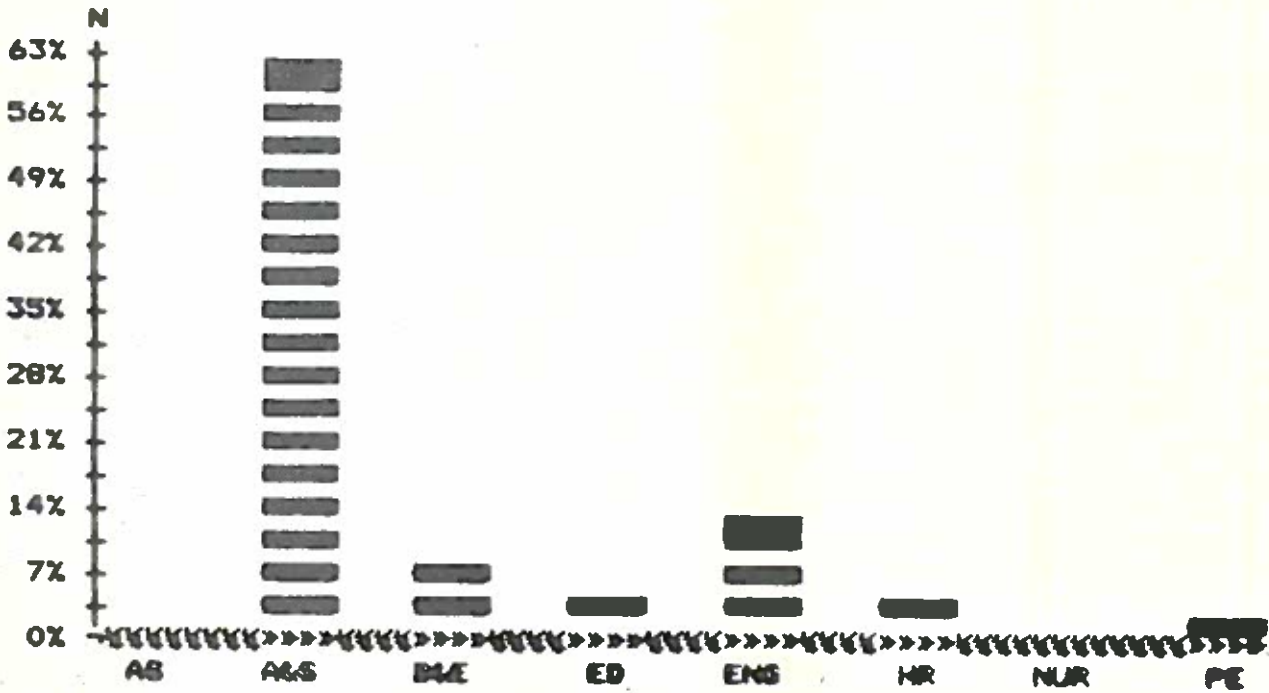


FIGURE 1.

**GOOD ACADEMIC STANDING ALL COLLEGES
1983-84 Black Undergraduates**

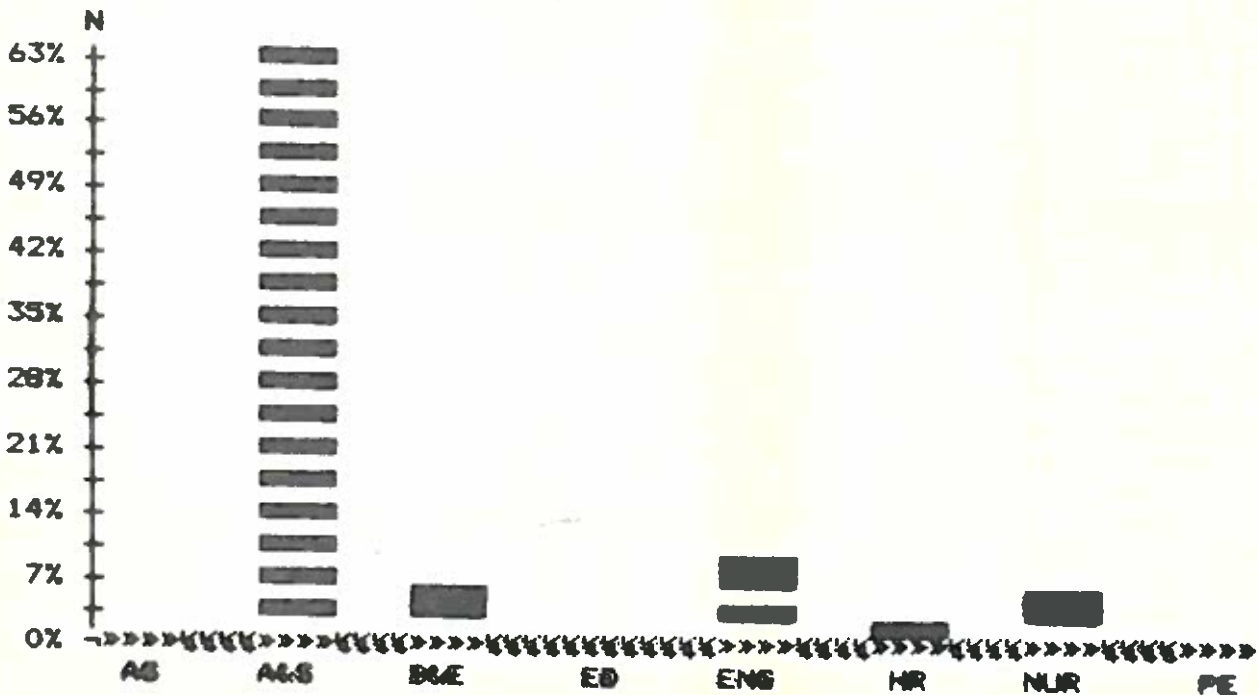


FIGURE 2.

to the University in the Fall of September, 1984. "Eligible to return" means they were in good academic standing, with a 2 point or above, or they were on probation, but eligible to return.

How does that trickle down to 35% graduation? We don't know the answer to that yet. The obvious answer is that the students are not completing their requirements for graduation at this institution--they may be going other places. One of the things I have noted in the data that has begun to come in this Fall from the Assistant and Associate Deans is that there seems to be a significant number of those students who are on probation who did not return to the University. I suspect this is also true for white students. One of the things that I have investigated is whether we make any special effort to encourage students who are on probation to return to the University, and I have discovered we do not. This is an issue we will be taking up in the committee this year.

We will also be taking up the issue of black graduate students. According to Dr. Murray, the Coordinator for Graduate Studies, our numbers of black graduate students have declined in the past year; we are down from 67 to 60. We have been climbing up until this year. We have a commitment under the Title VI agreement to reach a certain number of students by the end of 1986, and with this decline it is obvious we are not going to meet that unless we can make a turnaround. The committee has decided to begin work, not only on the retention, but on the recruitment of black graduate students as well. We will be working in conjunction with Dr. Murray and with Ms. Judith Gibson, the Director of the Office of Minority Affairs, who have been spearheading the effort to get more black graduate students at the University of Delaware.

The all-University Committee is also meeting, as quickly as it can, with every advisory committee on this campus, as well as with student committees. We will be meeting with the Black Student Union and with black graduate students, so that we can get more first-hand information from them as to how they perceive situations that impact upon their ability to succeed at this institution. We have formed several subcommittees, one of which has investigated the effect on black students of their being such a small number in the total University population. Those students who come from suburban high schools which are highly desegregated tend not to have the same feeling of discomfort--I don't say they don't have any, but not the same feeling of discomfort--as those students who come from urban high schools, which are less prone to be highly desegregated. This latter group of students, our data indicate, may have a more difficult time adjusting to a majority white campus. We will be concentrating on looking at some of those issues this year. I don't think this feeling of discomfort is the same for all students, nor do I think the reasons are the same for all students. There are some very legitimate reasons for feeling uncomfortable as a black student on this campus. If you get KKK crosses marked on your door, if you hear racial slurs in the residence halls, or if you hear that your whole culture is ignored in a classroom where a course is being presented which clearly ought to have some information that relates to your culture--those are all reasons for feeling uncomfortable on a campus like this. But there are many reasons for this discomfort, and they vary in degrees, depending on the student. Various

student groups have made suggestions, some of which have already been carried out--primarily through the Office of Student Affairs with Vice President Sharkey and his advisory group. We are presently debating the idea of conducting a survey to determine why students have dropped out, and we have planned a meeting with Dr. Pemberton from Institutional Research to try to find ways to get better data on these students. One of the things we have found is that at present the data are aggregate data, and that makes it very difficult to look for specific reasons. We have no data now that allow us to predict very clearly for any kind of student at all. We have broken our data out into black students by sex, college, department, major, entry date, high school, SAT scores, and PGIs. We will be using those variables to track the students and to try to find out what is happening.

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Differences Between Current and Proposed Programs

The proposed changes are significant yet few in number. The below brief outline emphasizes the changes in summary form.

	<u>Old Program</u>	<u>New Program</u>
General Studies	48 credits	54 credits
Academic Studies	47 credits	44 credits
Professional Studies	3 credits	
Electives	30 credits	30 credits
Graduation Requirement	128 credits	128 credits

In addition, the previous requirement of fifteen (15) credits in course work at the 300 level or above has been increased to twenty-one (21) credits. This work must be completed outside of the physical education/recreation area.

III. Description of Proposed Program

The Bachelor of Science in Physical Education Studies is available to students interested in a specific career or who have professional goals that do not require teacher certification. It provides flexibility for students to construct a curriculum (e.g., 30 elective credits) to meet defined professional interests. For example, preparation for post-graduate physical therapy study; industrial fitness job opportunities; operate health club (spa) programs; preparation for graduate study in biomechanics, exercise physiology or cardiac rehabilitation.

See attached copy of new program format.

BACHELOR OF SCIENCE DEGREE IN PHYSICAL EDUCATION STUDIES
REVISED PROGRAM

GENERAL STUDIES

54 Credit Hours

Area A - Communication Skills (12 hours*)

Twelve (12) hours from at least two departments. Includes E110 and courses from Departments of English (writing/composition courses), Speech/Communication and Languages.

Area B - Humanities and Fine Arts (6 hours*)

Six (6) hours from at least two departments. Includes courses from Departments of Art, Art History, English (literature), Music, Philosophy and Theatre. In addition, specific courses from the College of Human Resources (Dept. of Textiles, Design and Consumer Economics).

Area C - Biological Sciences (6 hours*)

Six (6) hours taken in the Department of Biological Sciences.

Area D - History and Social Science (9 hours*)

Nine (9) hours from at least two departments. Includes courses from Departments of Anthropology (except physical), Black Studies, Criminal Justice, Economics, Geography (except physical and meteorology), History, Political Science, Psychology and Sociology. In addition, specific courses from the College of Human Resources (Individual and Family Studies).

Area E - Natural Science and Mathematics (9 hours*)

Nine (9) hours from at least two departments. Includes Anthropology (physical), Chemistry, Engineering, Entomology, Geography (physical and meteorology), Geology, Health Sciences (natural science area), Mathematics (except M251, M252), Physics (including Astronomy), Physical Science, Plant Science, Psychology (physiological), Statistics and Computer Science. In addition, specific courses from (1) the College of Human Resources (Food Science and Human Nutrition) and (2) The College of Marine Studies.

NOTE: Students electing this degree program must complete a minimum of twenty-one (21) credits in course work at the 300 level or above. This work must be completed outside of the physical education/recreation area.

*PLEASE NOTE: The minimum number of hours required in each area is indicated within the parentheses. An additional twelve (12) credit hours is to be selected so that work completed in Areas A, B, C, D and E will total fifty-four (54) credit hours.

BACHELOR OF SCIENCE DEGREE IN PHYSICAL EDUCATION STUDIES
CURRICULUM REQUIREMENTS (CONTINUED)

REVISED PROGRAM

ACADEMIC STUDIES

44 Credit Hours

<u>Course Symbol/Title</u>	<u>Credit Hours</u>
PE 130 Foundations Health/P.E.	1
PE 150 Movement Education for Children	3
PE 214 Personal/Public Health	3
PE 220 Anatomy/Physiology	3
PE 250 Motor Development	3
PE 300 History/Phil/Prin/P.E.	3
PE 305 Fundamentals of Athletic Training	3
PE 324 Measurement/Evaluation P.E.	3
PE 342 Adaptive P.E.	3
PE 360 Psychology/Technique Coaching	1
Two (2) Coaching Technique Courses	2
PE 426 Biomechanics	3
¹ PE 430 Physiology of Activity	4
¹ Skill Courses	6
¹ PE 415 Personal Computers in Health, PE and Rec.	3

¹Students are required to complete six (6) credit hours of skills technique courses. The course PE 142, Swimming/Diving Skills (or equivalency)* is required of all students. Students may select one (1) course from among the Lifetime Sports (non-major) offerings as partial fulfillment of the above requirement.

After having completed a particular skill in the major program, students must register for the advanced level courses if desiring to do the same skill in the non-majors (PE 120) curriculum; e.g., Tennis II, Self Defense II, etc. Major students are permitted four (4) credits of PE 120 work which may be counted for graduation credit.

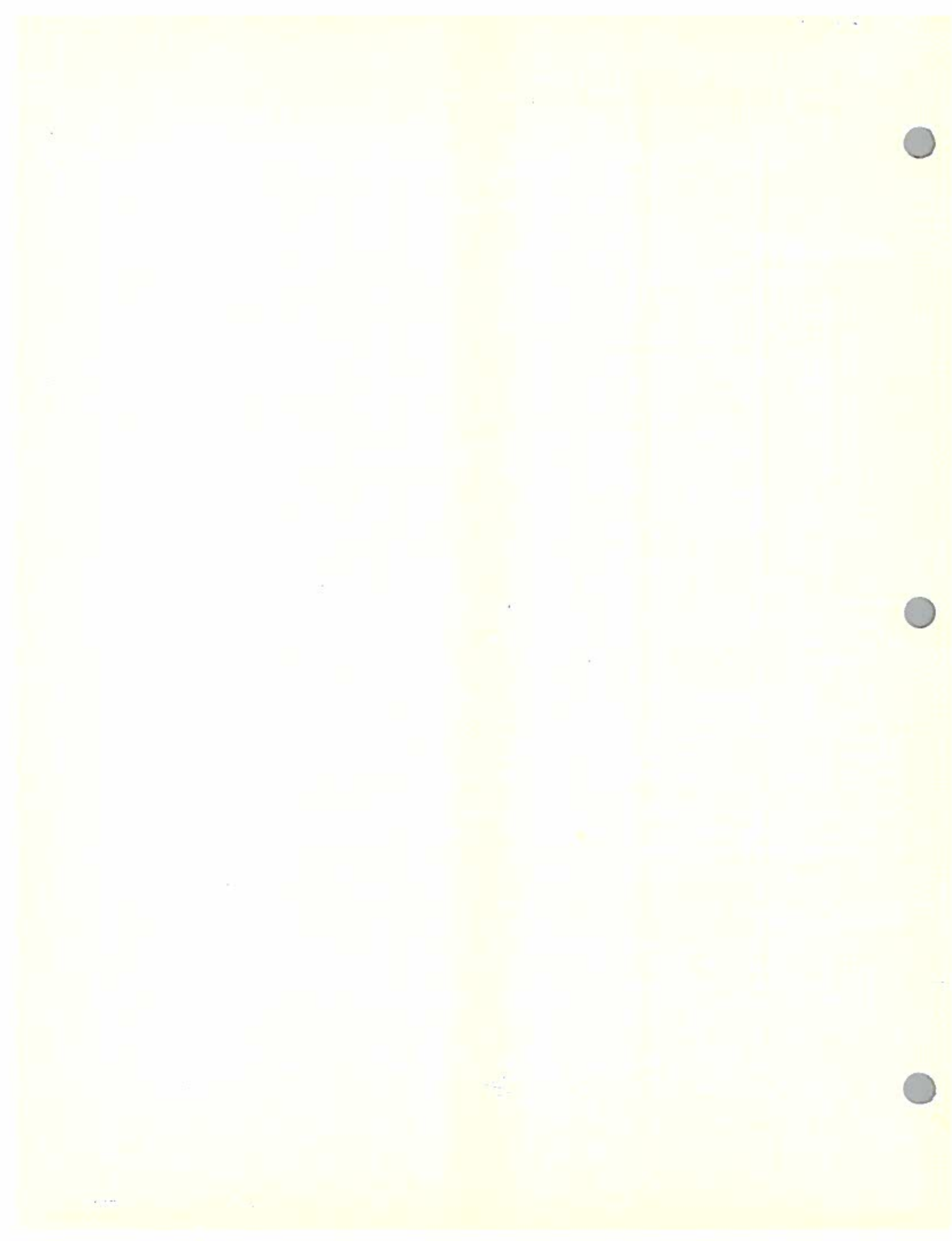
*Swim requirement: Students are required to successfully complete a pretest in PE142, Swimming/Diving. Non-swimmers must register and pass either PE 120, Non-swim or Beginning Swimming.

ELECTIVE CREDITS

30 Credit Hours

All course work must be formally approved by the Department of Physical Education. See either your advisor or the department Chairperson. Emphasis options are available to students. Department faculty advisors and the Chairperson's office can provide the necessary information.

TOTAL CREDITS REQUIRED FOR GRADUATION - 128 Credit Hours



POLICY ON STUDENT CLASS ATTENDANCE

By action of the University Faculty, the responsibility for defining attendance expectations is left to the individual faculty member, subject to the guidelines given below. Thus it is of great importance that early in each course the instructor make clear to each student what attendance expectations are.

It is the policy of the University of Delaware not to cancel classes on religious holidays. However, students and faculty are encouraged to exercise their own judgement pertaining to their attendance on these days. In addition, faculty are encouraged not to schedule examinations or require the submission of special assignments on the following days: the evening before as well as the first two days of Rosh Hashanah and Yom Kippur in the fall term, Good Friday and the evenings before and the first two days of Passover in the spring semester. To facilitate planning for the potentially large number of absences on these days the University shall include the dates of these holidays in the academic calendar. Adjacent to each of these dates the academic calendar will include a reminder to consult the University policy on excused absences.

- a. Absences on religious holidays, as well as absences due to athletic participation or other extra-curricular activities in which students are official representatives of the University, shall be recognized as excused absences when the student informs the instructor in writing during the first two weeks of the semester of these planned absences for the semester. Absences due to similar events which could not have been anticipated earlier in the semester will be recognized as excused absences upon advanced notification of the instructor by an appropriate faculty advisor or athletic coach.
- b. Absences due to illness requiring medical attention and serious illness or death within a student's family shall also be recognized as excused absences. The student shall see that the instructor is notified as soon as possible. The instructor may require the student to present evidence, such as a note from a doctor, to substantiate his/her excuse.
- c. Students are not to be penalized if absent from an examination, lecture, laboratory, or other activity, because of an excused absence. However, students are fully responsible for all material presented during their absence and faculty are encouraged to provide opportunities, when feasible, for students to make up examinations and other work missed because of an excused absence.

