

UNIVERSITY OF DELAWARE  
NEWARK, DELAWARE  
19711

UNIVERSITY FACULTY SENATE  
303 HULLIHEN HALL  
PHONE: 302-738-2829

August 30, 1979

MEMORANDUM

TO: All Faculty Members

FROM: Arthur E. Hoerl, Vice President *AEH*  
University Faculty Senate

SUBJECT: Regular Faculty Senate Meeting, September 10, 1979

In accordance with Section IV, paragraph 6 of the Constitution, the regular meeting of the University Faculty Senate will be held on Monday, September 10, 1979 at 4:00 p.m. in room 110 Memorial Hall.

AGENDA

- I. Adoption of the Agenda.
- II. Approval of the Minutes of the regular Senate meeting of May 7 and 14, 1979.
- III. Remarks by President Trabant and/or Provost Campbell.
- IV. Announcements - Senate President Smith.  
Minors in: Art History; Economics; and English. (Attachment 1)
- V. Old Business
  - A. Resolution from the Coordinating Committee on Education (C. Toensmeyer, past chair) concerning quizzes, tests and examinations during the last week of classes.

RESOLVED, that no examination, hourly examination or test, or quiz for any class (except laboratory exams) shall be given during the last five class days of any regular semester.

(Note: Debate on this item was initiated at the second session of the May Senate meeting; see page 10, Item I of the May Minutes. Copies are available from the Senate Office, X2829.)

## VI. New Business

A. Request from the Committee on Committees (B. Settles, chair) for confirmation of appointments to Senate committees. (Attachment 2)

B. Election of a chair of the Committee on Committees from among the committee members elected by the Senate. Eligible members are:

Harry Hutchinson  
Herbert Kingsbury  
James Oliver .

C. Resolution from the Coordinating Committee on Education (C. Toensmeyer, past chair) for approval of a revised program in Elementary Education. (Attachment 3)

RESOLVED, that the Faculty Senate approve the proposed program revision in Elementary Teacher Education.

D. Resolution from the Coordinating Committee on Education (C. Toensmeyer, past chair) for approval of changes in the requirements for the major in Art.

RESOLVED, that the Faculty Senate approve the following requirements for the degree of B.A. in Art:

Foundation program (6 credits drawing, 6 design)	12
3-D courses (sculpture, ceramics, fibers, metals, advanced design)	6
Photography	3
2-D courses (painting, printmaking)	3
Art History	6
Electives: Art Department courses, at least six credits in one discipline or area in the Art Department at 300 or 400 level	6
	total 36

And: Regular B.S. General Education requirements.

E. Such items as may come before the Senate. (No motion introduced at this time may be acted upon until the next meeting of the Senate.)

AEH/b

Attachments: 1. Minors in: Art History; Economics; English  
2. Senate Committee appointments  
3. Proposal for revised program in Elementary Teacher Education

MINOR IN ART HISTORY

Eighteen (18) hours of course work, including at least three (3) courses at or above the 300 level. (One 100-level course may be counted in the total of 18 hours.) Students must distribute their courses among at least three (3) different key areas of art history that follow: Ancient, Medieval, Renaissance, Baroque, Modern, and American Art.

MINOR IN ECONOMICS

18 credits, grade C or better, distributed as follows:  
EC 101, EC 102, EC 302, EC 401, EC 402 all required;  
EC course at 400 level, elective, required.

MINOR IN ENGLISH:

18 credits, distributed as follows:  
E 205 and 206;  
Shakespeare (E 324 or 424);  
A course in British Literature, at 300 level or above;  
A course in American Literature, at 300 level or above;  
A departmental elective (literature or composition), at 300 level or above.

The following courses may not be counted toward the Minor:  
E 301, E 307, E 308, E 309, E 310, E 365, E 407, E 408, E 410.

Advisement is through the Associate Chair.

COMMITTEE APPOINTMENTS FOR SENATE CONFIRMATION

ACADEMIC CEREMONIES, COMMITTEE ON

Member: Betty Paulanka  
Member: Charles Mason

ACADEMIC COMPLAINTS, UNIVERSITY REVIEW COMMITTEE FOR

Member: Edeltraut Gilgenast  
Member: Carl Klockars

ACADEMIC FREEDOM, COMMITTEE ON

Member: Joseph Huthmacher

Chairperson: Brian Hansen

ADJUNCT ACADEMIC AFFAIRS, COMMITTEE ON

Member: Mary Lou Liprie  
Member: Harold Neikirk

Chairperson: Eliza Farrow

BEVERAGE ALCOHOL, COMMITTEE TO REGULATE THE USE OF

Member: Sylvia Alderson

Member and Chairperson: James Kent

BUDGET REVIEW, COMMITTEE ON

Member: Eugene Chesson  
Member: Richard Agnello (to replace M. Palley)

Chairperson: Harry Hutchinson

COMPUTER COMMITTEE

Member: Maurice Barnhill  
Member: Norman Collins

Chairperson: Fred Hofstetter

CULTURAL ACTIVITIES AND PUBLIC EVENTS, COMMITTEE ON

Member and Chairperson: David Lamb

FACULTY WELFARE AND PRIVILEGES

Member: Sally Van Camp  
Member: Robert Carroll

Member and Chairperson: Ronald E. Martin

FINE ARTS AND EXHIBITIONS SUBCOMMITTEE

Member: William Alderson  
Member: Frances Mayhew  
Member: Joe Moss  
Member: Peter Roe

Member and Chairperson: Maurice Cope

GRADUATE STUDIES

Member: Tsu-Wei Chou (1981) (replaces J. Edington)  
Member: Kenneth Lewis (1982)  
Member: Milton Stetson (1982)

INSTRUCTIONAL RESOURCES COMMITTEE

Member: Dietrich Knorr  
Member: Paul Sammelwitz

INTERNATIONAL STUDIES

Chairperson: William Boyer

LIBRARY COMMITTEE

Member: Anne McCourt (Education)  
Member: Dene Klinzing (Human Resources)

Chairperson: Damie Stillman

PERFORMING ARTS SUBCOMMITTEE

Member: Nancy King  
Member: Dan Pressley  
Member: Mark Sharnoff  
Member: Michael Steinberg

Member and Chairperson: James Kidd

PHYSICAL PLANNING AND UTILIZATION, COMMITTEE ON

Member: James Krum  
Member: Ernest Walpole

PROMOTIONS AND TENURE, COMMITTEE ON

Member: Willard Fletcher  
Member: Robert Hunsperger  
Member: William Liebhardt

Chairperson: Henry Reynolds

RESEARCH, COMMITTEE ON

Member: George Hsiao  
Member: Robert Salisbury

STUDENT AND FACULTY HONORS, COMMITTEE ON

Member: Robert Carroll (Ag. Science)  
Member: Araya Debassay (Business & Econ.)  
Member: Charles Marler (Education)  
Member: Daniel Rich (Urban Affairs)

Chairperson: Michael Rewa

STUDENT LIFE, COMMITTEE ON

Member: Kenneth Haas  
Member: Melanie Van Sant

UNDERGRADUATE ADMISSIONS AND STANDING, COMMITTEE ON

Member: Arthur Hendricks (Busines & Econ.)

UNDERGRADUATE STUDIES, COMMITTEE ON

Member: William Ritter (Ag. Sciences); Member and Chairperson: Carol Vukelich (Ed.)  
Member: Robert Hodson (Arts and Science)  
Member: Camille Schiffman (Human Resources)

VISITING SCHOLARS AND SPEAKERS SUBCOMMITTEE

Member: Susan Ball  
Member: Ray Callahan  
Member: Yi-Chun Chang  
Member: Sylvia Farnham-Diggory

Member and Chairperson: Jon Olson

PROPOSAL FOR A REVISED PROGRAM IN  
ELEMENTARY TEACHER EDUCATION

Overview

Currently the College of Education operates three programs in elementary education. These include the Elementary/General Program which leads to certification in grades 1-6 (8), the Elementary/Special Program which leads to certification in learning disabilities, behavioral disorders, or mental retardation, and the Primary/Kindergarten Program which leads to certification in grades K-3. The proposed revision will integrate these three separate elementary programs into a single elementary program. The revised program seeks to prepare teachers capable of meeting the educational needs of all children in grades K-6 (8). The label applied to the program, The Preparation of the Elementary Teacher, Grades K-6 (8), is reflective of this goal to prepare teachers qualified to provide instruction appropriate to all children in the specified primary/elementary grades, including the mildly handicapped exceptional child, the gifted child, and the normal child. Consequently, the revised Elementary Teacher Education Program will lead to certification in grades K-6 (8) and in exceptional children (mildly handicapped).

The preparation of teachers capable of meeting the needs of all children is responsive to the demands of education in the elementary school and to recent legislation. No longer are children with special needs placed in self-contained "special" classrooms. Rather, they are placed in the "regular" classroom with normal children. Public Law 94-142 has legislated this "mainstreamed" approach to education for exceptional children. The subsequent effect is the revision of the teacher education program in order to provide all prospective teachers with the ability to provide appropriate instruction for all children. The declining pupil enrollments in elementary schools have created a second demand on all teacher education programs. Area and grade level teaching flexibility is greatly needed not only by the prospective teacher but also by the prospective employer. The need no longer exists for large numbers of prospective teachers prepared with a narrowly defined set of teaching skills and subsequently a limited field of certification. The subsequent effect is the revision of a teacher education program in order to prepare a relatively small number of high quality teachers who will be able to earn certification in a range of grades, K-6 (8), and areas, regular and special education. The revised program seeks to achieve the goal of preparation of outstanding teachers who can provide an appropriate education for all children between the ages of five and eleven.

The following table summarizes the most significant changes to be made.

Current	Revised Elementary Teacher Education Program
1. Three programs with overlapping concerns: Primary/Kindergarten (K-3) Elementary/General (1-6) Elementary/Special (Special Education)	1. A single program to prepare teachers to meet the needs of all children, K-6 (8) and the mildly handicapped exceptional child.
2. Nine credits in the teaching of reading/language arts.	2. Eighteen credits in the teaching of reading/language arts.
3. An area of interest of fifteen credits with the typical selection being within the College of Education.	3. A discipline area of eighteen credit hours to be selected from courses outside the College of Education.
4. Methods of teaching music, art and physical education required in Elementary/General and Elementary Special.	4. Since elementary teachers are not responsible for children's learning in music, art and physical education, these courses are not required. However, students may select the art or music education courses as fulfillment of their fine arts requirements or as their free electives.
5. Only the PKE Program helps students develop skills in dealing with the parents of the children they will be teaching.	5. All students will be assisted in the development of skills in working with the parents of the children they teach.
6. No interdisciplinary courses.	6. A number of interdisciplinary courses are an integral part of the program. A core of 12 credits will be the joint responsibility of the Department of Educational Development and the Dept. of Educational Studies. In addition, a third course will be shared by these two departments. A fourth course will be an interdisciplinary course between reading, language arts, and music.
7. The preparation for teaching exceptional children is attached to the Elementary General Program.	7. In the proposed program, the teaching of exceptional children is an integral part of the program. All courses will stress a diagnostic-prescriptive-corrective approach to teaching. The goal will be to prepare all teachers capable of meeting the needs of all children.
8. Student teaching in <u>a</u> grade in the Elementary/General; a resource room in Elementary/Special; and kindergarten and a grade in Primary/Kindergarten.	8. Student teaching in kindergarten, a grade, and a resource room.

Guidelines for the Undergraduate Program in Elementary Education  
Preparation of a K-6 (8) Teacher Leading to  
Certification in Grades K-6 (8) and the Mildly Handicapped

<u>Required General Studies Core</u>			<u>Total Credits in the Area</u>	<u>Area</u>
B 201	Concepts of Biology	4	12	C (Physical and Natural Science)
GEO 210	Concepts of Earth Science	4		
SC 101	Physical Science	4		
M 251	Math for the El. Teacher I	3	6	D (Mathematics)
M 252	Math for the El. Teacher II	3		
	Social Science to be selected from courses in economics, political science, anthropology, geography, psychology, philosophy, sociology, and history. Six credits must be taken in economics, political science, anthropology, and geography. Three credits may be taken in the remaining four areas.	9	9	B (Social Science)
E 110	English* English or Communications	3 3	6	A (English/Humanities)
	*In addition, to be granted permission to pursue Upper Division Study each student must receive clearance indicating he/she can construct sentences and paragraphs, can use grammar, punctuation, and capitalization appropriately, and can spell words correctly. Contacts have been made with persons in the Writing Center. These persons have agreed to assist in the development of the screening/clearance device. In addition, an oral communication competency test will be developed and required for clearance.			
	Fine Arts	6	6	E (Fine Arts)
	To include music, art, art history, or theatre. Education-oriented courses within these areas will be acceptable.			
	Discipline Area***	18	$\frac{18}{57}$	

See page 5 for \*\* and \*\*\* explanation



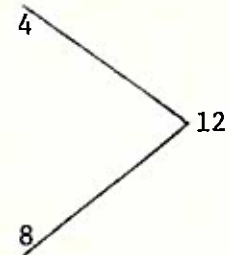
Professional Studies

Total

CORE

Instructional Strategies\*\*

This course will be designed as an interdisciplinary course between Ed. Studies and Ed. Development. The purpose will be to examine different instructional theories and strategies and their effect on curriculum planning for children in grades K-6.



Learning Problems: Diagnosis and Prescription\*\*

This course will be designed as an interdisciplinary course between Ed. Studies and Ed. Development. The purpose will be to introduce the principles and techniques of norm and criterion referenced measurement, including test construction, the evaluation and interpretation, and the application of these techniques to the diagnosis and correction of language arts, math, and reading difficulties of children with mild learning problems.

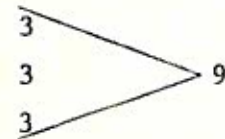
SPECIAL EDUCATION

Introduction to Exceptional Children\*\*

Curriculum for Exceptional Children\*\*

Behavior Analysis\*\*

Comment: In addition, the Learning Problems: Diagnosis and Prescription will evidence a special education focus. It will be taught by faculty from the special education, math, reading, language arts, and tests and measurement.



READING

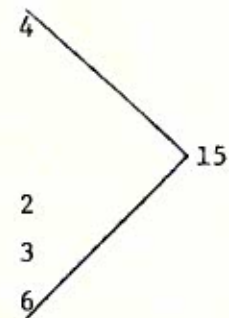
Introduction to Reading

This course will be redesigned to be taught as an interdisciplinary course between Ed. Studies and Ed. Development to include an introduction to the psycholinguistics of reading.

Teaching Reading in the Content Area\*\*

Children's Literature

The Development of Communication Skills in Children

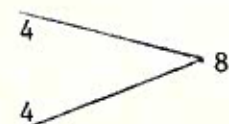


CONTENT METHODOLOGY

Natural and Social Sciences\*\*  
Methods of Teaching

\*Methods of Teaching Math\*\*

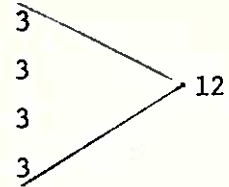
\*Students will be required to successfully complete a to-be-designed math test to be cleared for Upper Division Study.



Total

EDUCATIONAL FOUNDATIONS

- Human Development and Educational Implications
- Sociological Foundations of Education
- Historical Foundations of Education
- Philosophical Foundations of Education\*\*



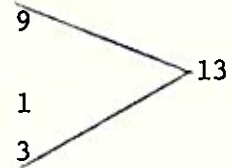
PROFESSIONAL STUDIES

\*Student Teaching\*\*  
15 weeks

Student Teaching Seminar

Parent and Community Resources  
(IFS 445)

\*Students assessed as needing additional teaching skills will be advised to begin or finish student teaching during winter session.



ELECTIVES

6                      6  
132 Total Credits

\*\*Will include practicum experiences with children

\*\*\*Discipline Area

Eighteen credits of study from any single department outside the College of Education or any interdisciplinary course of study approved by the College's Committee on Undergraduate Studies. At least nine of the eighteen credits must be taken at the 300 and 400 level.

Proposed Course Sequence

r = course revision not yet passed by Senate Undergraduate Studies Committee  
n = new course

FRESHMAN

	<u>Fall</u>		<u>Spring</u>
SC 101 Science	4	E 110	3
M 251	3	M 252	3
EDS 247 Historical Foundations	3	GEO 210	4
Social Science	3	Social Science	3
Fine Arts	<u>3</u>	<sup>n</sup> EDF 201 Human Development	<u>3</u>
	16		16

SOPHOMORE

	<u>Fall</u>		<u>Spring</u>
<sup>r</sup> ED 220 Introduction to Reading*	4	<sup>r</sup> EDD 230 Introduction to Exceptional Children	3
English or Communications	3		
B 201	4	Discipline Area	9
Discipline Area	3	Elective	3
<sup>r</sup> EDS 258 Sociological Foundations	<u>3</u>	Social Science	<u>3</u>
	17		18

JUNIOR

	<u>Fall</u>		<u>Spring</u>
EDD 351 Natural and Social Sciences	4	<sup>n</sup> / <sup>r</sup> EDD 328 The Development of Communication Skills	6
<sup>r</sup> EDD 342 Methods of Teaching Math	4	<sup>r</sup> EDD 329 Children's Literature*	3
<sup>r</sup> EDS 340 Philosophical Foundations	3	Fine Arts	3
<sup>r</sup> EDD 326 Reading in Content Areas*	2	Elective	3
Discipline Area	<u>3</u>	<sup>n</sup> ED 390 Instructional Strategies	<u>4</u>
	16		19

SENIOR

	<u>Fall</u>		<u>Spring</u>
<sup>r</sup> ED 433 Diagnosis and Correction of Learning Problems	8	EDD 400 Student Teaching	9
<sup>r</sup> EDD 431 Behavior Analysis	3	IFS 445 Parent & Community Resources	3
<sup>r</sup> EDD 432 Curriculum for Exceptional Children	3	EDD 491 Seminar	1
Discipline Area	<u>3</u>		
	17		13

\*Courses will be offered only in the indicated semester.

Note Regarding Course Revisions

The following chart summarizes the revisions made in the various courses.

<u>Course Number and Title</u>	<u>Revision</u>
EDS 258, Sociological Foundations of Education	from EDF 258 to EDS 258
EDS 340, Philosophical Foundations of Education	from EDF 240 to EDS 340
EDS 147, Historical Foundations of Education	from EDF 247 to EDS 147
ED 220, Introduction to Reading	from EDC 220 to ED 220; increase from 3 to 4 credits
EDD 230, Introduction to Special Education	from EDP 230 to EDD 230
EDD 329, Children's Literature	from EDC 429 to EDD 329
EDD 326, Reading in the Content Areas	from EDC 406 to EDD 326; decrease from 3 to 2 credits
EDD 351, Natural and Social Science	from EDC 371 and EDC 373 to an integrated course
EDD 342, Methods of Teaching Math	from EDC 372 to EDD 342; increase from 3 to 4 credits
EDD 328, The Development of Communication Skills	from EDC 321 and EDC 374 to an integrated course
ED 433, Learning Problems: Diagnosis and Prescription	from EDP 435, EDC 324, and EDF 461 to an integrated course
EDD 431, Behavior Analysis	from EDP 340 to EDD 431
EDD 432, Curriculum for Exceptional Children	from EDP 345 to EDD 432; change in course title
EDD 491, Seminar in Student Teaching	from EDC 534 to EDD 491; decrease from 3 to 1 credit