

UNIVERSITY FACULTY SENATE

SUMMARY OF AGENDA

for

September 14, 1981

- I. ADOPTION OF THE AGENDA
- II. APPROVAL OF THE MINUTES: March 2, April 6, and May 4, 1981.
- III. REMARKS BY PRESIDENT TRABANT and/or PROVOST CAMPBELL
- IV. ANNOUNCEMENTS
 1. Introduction of Senators and Senate officers
 2. Appointment of Parliamentarian
 3. Report on actions of the Board of Trustees at their Spring meeting
 4. Report of significant items sent to Senate committees

Announcement for Challenge

 - A. Curriculum for a specialization option in Computer-Based Education
- V. OLD BUSINESS
 - A. Recommendation for provisional approval of a B.A. degree in Technology of Artistic and Historic Objects
- VI. NEW BUSINESS
 - A. Election of a chair of the Committee on Committees
 - B. Recommendation for approval of a revised curriculum for the B.S. degree in Physical Education and Health Education
 - C. Recommendation for approval of an M.A. degree in School Psychology
 - D. Recommendation to the Board of Trustees for a change in the fee structure for matriculated part-time students
 - E. Recommendation for a change in course numbering policies
 - F. Introduction of New Business

UNIVERSITY OF DELAWARE
NEWARK, DELAWARE
19711

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

September 7, 1981

MEMORANDUM

TO: All Faculty Members

FROM: James D. Culley, Vice President *Jim Culley*
University Faculty Senate

SUBJECT: Regular Faculty Senate Meeting, September 14, 1981

In accordance with Section IV, paragraph 6 of the Constitution, the regular meeting of the University Faculty Senate will be held on Monday, September 14, 1981 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 meetings of March 2, April 6, and May 4, 1981.
- III. Remarks by President Trabant and/or Provost Campbell.
- IV. Announcements - Senate President Hoffecker
 - A. The Committee on Graduate Studies (M. Stetson, chair) and the Coordinating Committee on Education (R. Callahan, chair; J. O'Neill, past chair) have approved a curriculum in the Department of Education Studies for a specialization in Computer-Based Education, under the existing degree of Master of Arts in Education, effective with the Fall semester, 1981. The curriculum is presented in Attachment 1, part 2.
- V. Old Business
 - A. Recommendation from the Coordinating Committee on Education (R. Callahan, chair; J. O'Neill, past chair) for provisional approval of a program leading to a B.A. degree in Technology of Artistic and Historic Objects. (Attachment 2) [Note: this item was returned to the committee at the May 4, 1981 Senate meeting.]

RESOLVED, that the Faculty Senate approves the curriculum and the degree of Bachelor of Arts in Technology of Artistic and Historic Objects, on a provisional basis for a four year period, beginning in the fall semester 1981, with review for permanent status to occur in academic year 1984-85.

VI. New Business

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

Janet Johnson (Political Science)
James L. Morrison (Textiles, Design and Consumer Economics)
Harold Neikirk (Library)

- B. Recommendation from the Coordinating Committee on Education (R. Callahan, chair; J. O'Neill, past chair), and with the approval of the Committee on Undergraduate Studies, for approval of a revised curriculum for the B.S. degree in Physical Education and Health Education. (Attachment 3)

RESOLVED, that a revised curriculum leading to the Bachelor of Science degree in Physical Education and Health Education is approved.

- C. Recommendation from the Coordinating Committee on Education (R. Callahan, chair; J. O'Neill, past chair), and with the approval of the Committee on Graduate Studies, for approval of an M.A. degree in School Psychology. (Attachment 1, part 1)*

RESOLVED, that the Faculty Senate approves the program and the degree of Master of Arts in School Psychology, on a provisional basis for a four year period, beginning in the fall semester 1981, with review for permanent status to occur in academic year 1984-85.

- D. Recommendation from the Coordinating Committee on Education (R. Callahan, chair; J. O'Neill, past chair), and with the approval of the Undergraduate and Graduate Studies committees, for a change in fee structure. (Attachment 4)

* Additional information is available; please stop in 303 Hullahen Hall or call the Senate office, extension 2922, to see what is available.

RESOLVED, that the University Faculty Senate recommends to the Board of Trustees that the fee structure be changed so that matriculated part-time undergraduates uniformly pay at the undergraduate rate and matriculated part-time graduate students uniformly pay at the graduate rate, so that matriculated part-time students are treated on a par with matriculated full-time students.

- E. Resolution from the Coordinating Committee on Education (R. Callahan, chair; J. O'Neill, past chair), and with the approval of the Undergraduate and Graduate Studies committees, regarding course numbering policies. (Attachment 4)

RESOLVED, that effective September 1, 1982:

- a. Courses will no longer be double listed at both the undergraduate and graduate levels. All courses currently double listed will carry only one number to be determined by the department.
- b. The course number description for 600 level courses will be changed to read as follows:
600-699 Advanced undergraduate and graduate level courses. Credit may be applied either to an undergraduate degree or a graduate degree.
- c. The course number description for 500 level courses will be changed to read as follows:
500-599 Graduate courses for the non-specialist. May not be counted for graduate credit in a student's major. With approval of a graduate student's major department, 500-level courses taken outside the student's major may be counted toward a graduate degree.

- F. 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.)

JDC/b

- Attachments: 1, part 1. M.A. in School Psychology
part 2. Specialization in Computer Based Education
2. B.A. in Technology of Artistic and Historic Objects
3. B.S. in Physical Education and Health Education
4. Recommendation for change in fee structure and change in course numbering

To be distributed: Committee Activities List

May 27, 1981

M E M O R A N D U M

TO : Professor James B. O'Neill, Chair
Coordinating Committee on Education

FROM: R. B. Murray
University Coordinator for Graduate Studies

RE : Approval of Graduate Programs, Department of Educational
Studies

At its meeting of May 26, 1981, the Committee on Graduate Studies approved two proposals for graduate programs from the Department of Educational Studies.

1. Proposal for a Master's Program (MA) and Specialist Certificate in School Psychology.

This is a new graduate program. The proposal was reviewed by an external panel and an open hearing was held to solicit comments from the University community. The chair of the Psychology Department was consulted. The final proposal, as attached, is a revision of the initial proposal based on recommendations of the external panel. The Committee on Graduate Studies recommends:

That the proposal for a Master's Program (MA) and Specialist Certificate in School Psychology be approved on a provisional basis for a four-year period beginning in the fall semester 1981, with review for permanent status to occur in academic year 1984-85.

2. Specialization in Computer-based Education in the existing MA Program in Educational Studies

The Department of Educational Studies offers an interdisciplinary MA program with specializations in Educational Psychology, Research and Evaluation Educational History, Educational Philosophy and Educational Sociology. This program was established and permanently approved in the 1950's. The Department proposes to add a specialization in Computer-based Education.

Since this proposal represents the addition of a specialization to an existing degree program, the Committee on Graduate

Studies feels that a full-scale review with external panel and open hearing is not necessary. The Departments of Electrical Engineering and Computer and Information Sciences were consulted in the development of this proposal.

The Committee on Graduate Studies recommends:

That the proposal for a Specialization in Computer-based Education be approved as part of the existing MA program in Educational Studies, effective fall semester, 1981.

The Committee further recommends that this proposal need not go to the Senate for approval as a new degree program, but that addition of this specialization should be announced to the Senate.

RBM:aln

Attach: Revised proposal, School Psychology (May 7, 1981).
School Psychology consultant's report (April 6, 1981).
Proposal for Specialization in Computer-based Education,
May 18, 1981.
Letter from Dr. Mosberg re student support, May 20, 1981

cc: Dr. Lou Mosberg
Dean Frank Murray

BCC: Milton Stetson

. Course of Study for Combined
MA and Specialist Certificate
in School Psychology

First Year

Fall (Credits)

EDS 618 Intro to School Psych (3)
EDD 654 Counseling & Interviewing (3)
EDS 660 Educational Measurement (3)
EDD 624 Reading Retardation (3)

Spring

EDS 850/PSY 845 Child Psycho-
pathology (3)
PSY 817 Individual Testing (3)
PSY, EDS, or EDD Elective (3)
EDS 671 Practicum (3)

Summer

EDD 638 Theories of Exceptional Child (3)
EDS 607 Educational Research (3)
Comprehensive Examination
MA degree awarded

Second Year

Fall

EDS 835 Advanced Human Development (3)
EDD 878 Educational Diagnosis (3)
EDD 659 Techniques of Behavior Change (3)
PSY 824 Community Mental Health (3)

Spring

EDD 658 Group Counseling
or EDD 645 Counseling Parents of
Exceptional Children (3)
EDS 851/PSY 846 Psychological
Assessment of Children (3)
EDS 671 Practicum (3)
PSY, EDS or EDD Elective (3)

Summer

EDS 670 Internship in School Psychology (6)

Third Year

EDS 670 Internship in School Psychology (6)
Specialist Certificate Awarded

Admission Requirements

Masters of Arts Degree

The minimum admission requirements for the MA component will be as follows:

A baccalaureate degree from an accredited undergraduate institution.⁴

Graduate Record Examination scores for the verbal and quantitative aptitude tests that sum to at least 1050.

An undergraduate index of at least 2.5 on a four point scale (3.0 in the major) and a graduate index of at least 3.0 for any graduate work.

Three letters of recommendation.

School Psychologist Specialist Certificate

The minimum admission requirements for the Specialist Certificate component will be as follows:

MA in School Psychology

A graduate index of 3.5 on a 4 point scale.

⁴ It is expected that students will have a substantial undergraduate background in child psychology, educational psychology, personality, educational measurement and statistics. Students with deficiencies in these areas will be required to take supplementary course before full admission is granted. However such students could be accepted provisionally.

Successful completion of the comprehensive examination.⁵

Three letters of recommendation from whom the student has taken a graduate course.

Degree and Educational Specialist Certificate

Upon successful completion of the first 30 hours of coursework and the comprehensive examination, the student will be awarded a Masters of Arts degree in School Psychology (MA). Following the completion of the next 36 graduate hours including the 1,000 hour internship, the student will be granted a School Psychologist Specialist Certificate. Given likely D.P.I. approval of the program, conferral of the specialist certificate will automatically certify the graduate as a school psychologist.

Budgetary Implication and Size of Program

This program will initially be limited to 10 full-time equivalents per year. No new funds and no new faculty positions are required at this time. However, the Department of Educational Studies recognizes the need to provide financial support for full-time students. Every attempt will be made to

⁵ Students who hold a masters degree in a related area may be considered for admission to Specialist Certificate component providing they have met all requirements for the MA in School Psychology. These students must submit their GRE scores and must pass the School Psychology comprehensive examination as part of the admission process.

use existing departmental resources and to obtain additional outside funding for this purpose.

M.A. Specialization in Computer-Based Education

Purpose

Attachment 1, part 2
September 7, 1981

The Department of Educational Studies offers an interdisciplinary Master of Arts degree in Educational Studies which includes specializations in Educational Psychology, Research and Evaluation, Educational History, Educational Philosophy and Educational Sociology. In recognition of the growing influence of computers on educational practice, we propose to add a specialization in computer-based education within this M.A. program. The specialization is designed to provide students both an interdisciplinary program in the problems and issues of education as represented in the core, and training in the design, evaluation and management of computer-based instruction. The program is designed especially for individuals who wish to pursue educational computing careers in educational institutions or industry.

Admission Requirements

1. Report of GRE verbal, quantitative and analytical aptitude test scores. While no minimum score is required, the normal expectation is that students recommended for admission will achieve a combined verbal and quantitative score of 1050. Until further data becomes available from ETS on the analytical test no expectation can be stated at this time.
2. Undergraduate index of at least 2.5 and 3.0 in major.
3. Graduate index of at least 3.0 for any graduate work.
4. Knowledge of at least one structured programming language (e.g., ALGOL, Pascal, PL/1).

Students who have not had CS 170-171 or equivalent (Introduction to Computer Sciences) will be required to take these courses in their first year in the program.

Program Requirements

The program will require 15 credit hours of core courses, 15 credit hours of computing-related courses, plus a Master's thesis. The courses are shown below.

Core Courses (15 credits)

- EDS 607 Educational Research Procedures
- EDS 636 Advanced Educational Psychology
- EDS 637 Sociology of Education
- EDS 640 Philosophy of Education
- EDS 647 History of Education in American Culture

Specialization (15 credits)

- EDS 633 Introduction to Computer-Based Education
- EDS 634 Design of Computer Instruction
- EDS 635 Advanced Educational Computer Programming
- CS 661 Computer Systems: Software
- CS 662 Computer Systems: Architecture

A CURRICULUM LEADING TO AN INTERDISCIPLINARY
B.A. DEGREE IN ART/ART HISTORY/CHEMISTRY CALLED
"TECHNOLOGY OF ARTISTIC AND HISTORIC OBJECTS"
FOR STUDENTS INTERESTED IN PURSUING A GRADUATE DEGREE
IN THE CONSERVATION OF ART AND HISTORIC OBJECTS

(Students wishing to select this curriculum should see Prof. Hilton Brown for advisement.)

Major Requirements (80 or 83 credit hours)

Credit Hours

(*Indicates the minimum number of major courses required
for an interdisciplinary degree in Art/Art History/Chemistry)

I. ART

*ART-130	Drawing I: Tools and Techniques	3
*ART-131	Drawing II: Still Life, Landscape	3
*ART-144	Introduction to Photography	3
*ART-234	Painting I	3
*ART-235	Painting II	3
*ART-240	Printmaking I: Etching (or ART-243 Printmaking I - Lithography)	3

NOTE: Select one of the following:

*ART-250	Sculpture or ART-254 Ceramics I or ART-260 Jewelry I or ART-270 Fiber Fabrication	3
*ART-466	Independent Study: Color Interaction: Mixing & Matching	<u>3</u> 24

II. ART HISTORY

*ARH-208	Greek and Roman Art (or ARH-207 Origins of Art)	3
*ARH-210	Art of the Middle Ages	3
*ARH-212	High Renaissance and Mannerist Art (or ARH-211 Early Renaissance Art)	3
*ARH-214	Baroque Art	3
*ARH-315	Modern Art I: Nineteenth Century	3
*ARH-316	Modern Art II: Twentieth Century	3
*ARH-401	Literature, Theory, and Methods of Art History	3
*ARH-467	Materials and Techniques of Painting, or Materials and Techniques of Western Drawing, or History of Traditional Printmaking Techniques	<u>3</u> 24

III. CHEMISTRY

*C-103	General Chemistry	4
*C-104	General Chemistry	4
(C-111 & C-112	General Chemistry & C-119 & C-120 Quantitative Chemistry can be taken in place of C-103 & C-104)	(11)
*C-220	Quantitative Analysis I	4
*C-321	Organic Chemistry	3
*C-325	Organic Chemistry Laboratory	1

Major RequirementsCredit HoursCHEMISTRY (continued)

*C-337	Introduction to Instrumental Analysis	3
*C-338	Introductory Instrumental Analysis Laboratory	1
*C-418	Introductory Physical Chemistry	3
		<u>3</u>
		23 or
		(26)

IV. MATHEMATICAL SCIENCES

*M-221	Calculus I	3
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V. ART CONSERVATION

*ARC-466	Independent Study: Conservation Internship (Junior and/or Senior status only)	6
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TOTAL MAJOR CREDIT HOURS 80 (83)VI. SPECIFIC REQUIREMENTSA. ENGLISH

E-110	Critical Reading and Writing	3
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B. LANGUAGE PROFICIENCY

(French or German recommended)

TOTAL SPECIFIC REQUIRED CREDIT HOURS 12
15VII. GROUP REQUIREMENTS

A. GROUP I: Humanities & Arts

Nine (9) of these 15 credit hours may be fulfilled by coursework in foreign languages (200 or above level) and literature. The remaining six (6) credits may be fulfilled with recommended elective coursework in Art and Art History or courses such as Geography 203: Cultural Geography.

B. GROUP II: History and Social Science 15

Twelve (12) of these 15 credit hours may be fulfilled by Anthropology and History courses listed as related recommended coursework. The remaining 3 credits may be fulfilled by coursework such as Geography 210: Economic Geography.

C. GROUP III: Natural Science and Mathematics 6

Six (6) of these credit hours may be fulfilled by recommended elective coursework in Chemistry, and recommended related coursework in Geology, Mathematics, Physics, Metallurgy, and Textiles. The remaining nine (9) credit hours are fulfilled by major requirements in Chemistry and Mathematics.

TOTAL GROUP REQUIRED COURSE HOURS 36TOTAL CREDIT HOURS FOR INTERDISCIPLINARY B.A. DEGREE: 131 (134)
"TECHNOLOGY OF ARTISTIC AND HISTORIC OBJECTS"

VIII. RECOMMENDED ELECTIVES IN ART, ART HISTORY, AND CHEMISTRY TO BE USED TO FULFILL COLLEGE GROUP REQUIREMENTS

A. ART

ART-230	Drawing III: Figure	3
ART-240	Printmaking I: Etching (or ART-243 Printmaking I - Lithography)	3
ART-244	Photography I	3
ART-242	Printmaking I: Woodcut	3
ART-243	Printmaking I: Lithography	3
ART-250	Sculpture I	3
ART-251	Sculpture II	3
ART-254	Ceramics I	3
ART-260	Jewelry I	3
ART-270	Fiber Fabrication	3
ART-273	On Loom Weaving I	3
ART-330	Advanced Figure Drawing	3
ART-334	Figure Painting	3
ART-335	Painting III	3

B. ART HISTORY

ARH-207	Origins of Art	3
ARH-211	Early Renaissance Art	3
ARH-215	Art of the Eighteenth Century	3
ARH-216	American Art	3
ARH-313	Art of the North Renaissance	3
ARH-340	Prints and Drawings	3
ARH-350	Furniture and Decorative Arts 1500-1950	3
ARH-370	History of Photography	3

C. CHEMISTRY

C-322	(or -332) Organic Chemistry	3
C-351	Inorganic Chemistry	3
C-419	Introductory Physical Chemistry	3
C-420	Analytical Chemistry I	3
C-421	Analytical Chemistry II	3
C-422	Analytical Chemistry III	3
C-423	Analytical Chemistry IV	3
C-427	Introductory Biochemistry	3

IX. RELATED COURSEWORK RECOMMENDED TO BE USED TO FULFILL COLLEGE GROUP REQUIREMENTS

A. ANTHROPOLOGY

ANT-103	Introduction to Prehistoric Archaeology	3
ANT-222	Technology and Culture	3
ANT-410	Archaeological Analysis of Material Culture	3
ANT-424	Introduction to Archaeological Field Methods	6

B. GEOGRAPHY

G-203	Cultural Geography	3
G-210	Economic Geography	3
G-230	Man and the Earth Ecosystem	3
G-235	Conservation of Natural Resources	3
G-343	Climatic Geomorphology	3
G-345	The Human Landscape	3
G-346	The Human City	3
G-448	Culture and Environment	3

C. GEOLOGY

GEO-113	Earth Science	4
GEO-201	Physical Mineralogy and Crystallography	4
GEO-210	Earth Science	4
GEO-243	Rocks and Minerals	3
GEO-412	Geological Approaches to Archaeology and History	3

D. HISTORY

H-367	Honors: Everyday Things in American History	3
H-481	History of Science and Medicine	3
H-482	History of Science and Medicine	3
H-486	Studies in the History of Technology	3

E. MATHEMATICAL SCIENCES

M-222	Calculus II	3
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F. METALLURGY

MET-302	Material Science for Engineers	4
MET-406	Corrosion and Protection	3

G. PHYSICS

PS-141	Light, Lasers, Cameras, Perception	2-3
PS-201	General Physics	4
PS-202	General Physics	4
PS-207	General Physics	4
PS-208	General Physics	4

H. TEXTILES

TDC-315	Textile Science	3
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BACHELOR OF SCIENCE DEGREE IN PHYSICAL EDUCATION AND HEALTH EDUCATION
Proposed CURRICULUM REQUIREMENTS

GENERAL STUDIES

45 Credit Hours

Area A - Communication Skills (12 hours)

Twelve hours from at least two departments. Includes E 110 and courses from Departments of English (writing/composition courses), Speech/Communication, and Languages.

Area B - Humanities and Fine Arts (6/12 hours)*

Six (6) to twelve (12) hours from at least two departments. Includes courses from Departments of Art, Art History, English (literature), Music 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 (6/12 hours)*

Six (6) to twelve (12) 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, Philosophy, Psychology, and Sociology. In addition, specific courses from the College of Human Resources (Individual and Family Studies).

Area E - Natural Science and Mathematics (6/12 hours)*

Six (6) to twelve (12) hours from at least two departments. Includes Astronomy, Anthropology (physical), Chemistry, Engineering, Entomology, Geography (physical and meteorology), Geology, Health Sciences (natural science area), Mathematics (except M 251, M 252), Philosophy (logic), Physics, 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.

*Areas B, D and E - Combine for 27 credit hours. Students may select no more than twelve (12) credits, nor less than six (6) credits in any of these areas.

**BACHELOR OF SCIENCE DEGREE IN PHYSICAL EDUCATION AND HEALTH EDUCATION
Proposed CURRICULUM REQUIREMENTS (Continued)**

ACADEMIC STUDIES

<u>Course Symbol/Title</u>		53 credit hours
		<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./Prins./P.E.	3
PE 305	First Aid/Athletic Injuries	3
PE 314	Methods/Mat'l/Health Ed.	3
PE 315	Methods/Mat'l/Drug Ed	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
PE 430	Physiology of Activity	4
1 Skill	Courses	12

¹ Students are required to take twelve (12) credits of skills technique courses. They may select at least one (1) of the twelve required from among the offerings in the Lifetime Sports (non-major) program. All physical education majors pursuing the certification program are strongly encouraged to take up to four (4) additional credits in the Lifetime Sports area.

Special Note: Students may take a maximum of two (2) beginning level PE 120 activity courses prior to enrolling in a similar activity within the major skill block; e.g., if the student feels a weakness in tennis, that person might wish to do a PE 120, Tennis I course before enrolling in the major block tennis activity.

After having completed a particular skill in the major program, students must register for the advanced level course 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 under the above guidelines which may be counted for graduation credit.

**Swim requirement: Students are required to successfully complete a pretest in PE 142, Swimming/Diving. Non-swimmers must register and pass either PE 120, Non-swim or Beginning Swimming.

PROFESSIONAL STUDIES

27 credit hours

Area I - Behavioral and Humanistic Studies (9 hours).
Students must complete either EDS 101 or EDS 209.
Students must complete EDS 410.

The remaining three (3) hours may be selected from among the following: EDS 147, EDS 258, EDS 340 or other courses as approved by the College of Education.

Area II - Teaching Methodology and Related Areas (9 hours). Includes PE 370, PE 380 and PE 468.

Area III - Practicum (9 hours) - Includes EDD 400.

ELUCTIVE CREDITS

9 credit hours

TOTAL CREDITS REQUIRED FOR GRADUATION

134 credit hours

3
 BACHELOR OF SCIENCE IN PHYSICAL EDUCATION AND HEALTH EDUCATION
 Proposed Curriculum

Freshman Year

<u>FALL</u>	<u>Credits</u>	1	<u>SPRING</u>	<u>Credits</u>
General Studies-Area A	3		General Studies-Area A (E110)	3
General Studies-Area C (B 110)	3		General Studies-Area C (B 103)	3
General Studies-Area D (Psy 201)	3		General Studies-Area D	3
PE 130 Intro/Health, P.E. & Rec.	1		General Studies-Area E	3
PE 142 Skills/Beg. Swim/Dive	1		PE 141 Outdoor Educ./Bowling	1
PE 143 Skills/Gymnastics I	1		PE 144 Skills/Tennis/Volleyb.	1
PE 150 Movement Educ. for Children	3		PE 214 Personal/Public Health	3
PE 120 Activity	1			
	<u>16</u>			<u>17</u>

Sophomore Year

General Studies-Area A	3	General Studies-Area B	3
General Studies-Area B	3	General Studies-Area B, D or E	3
General Studies-Area E (FSN 201)	3	EDS 101 or 209 (Educ. Studies)	3
PE 241 Skills/Golf/Softball	1	PE 220 Anatomy/Physiology	3
PE 242 Skills/Lacrosse/Footb./Hockey	1	PE 250 Motor Development	3
PE 243 Skills Track & Field/ Flag Footb./Wrestling	1	PE 251 Skills/Rhythm/Dance	1
PE 244 Skills/Soccer/Basketball	1	PE 252 Skills/Archery/Badminton /Activity	1
PE 315 Meth/Mat'l/Drug Ed	3	PE 253 Skills/Self Def./D.F.	1
	<u>16</u>		<u>18</u>

Junior Year

General Studies-Area A	3	General Studies-Area B, D, or E	3
EDS (Educ. Studies) Elective	3	PE 314 Meth./Mat'l/Health Educ.	3
PE 300 History/Phil./Princ./P.E.	3	PE 342 Adaptive P.E.	3
PE 305 First Aid/Athletic Injuries	3	PE 370 Practicum/Meth.Elem. PE	3
PE 360 Psych./Tech/Coaching	1	PE 380 Practicum/Meth.Sec. PE	3
PE 3-- Coaching Courses	2	Elective	3
PE 324 Measurement/Eval./P.E.	3		<u>18</u>
	<u>18</u>		

Senior Year

General Studies-Area B, D or E	3	² EDS 400 Student Teaching	9
Elective	3	PE 468 Seminar/P.E.	3
PE 426 Biomechanics	3	Elective	3
PE 430 Physiology of Activity	4		<u>15</u>
EDS 410 (Educa. Studies)	3		
	<u>16</u>		

¹E 110 is a University requirement.

²The student teaching semester may be taken in either the Fall or Spring of the Senior year. The following prerequisites must be met: (a) 2.0 cumulative index, (b) 2.75 major index (excluding PE 370 and PE 380), (c) EDS 101 or 209 plus 3 hours from EDS 147, 258 340 or 410, (d) all required PE courses listed in the Academic Studies block except PE 360, two (2) coaching courses, PE 426 and PE 430.

134 credits required for Bachelor of Science degree in Physical Education and Health.

REPORT OF AD HOC COMMITTEE ON DOUBLE NUMBERING
COURSES AT UNDERGRADUATE AND GRADUATE LEVELS

History

1. Prior to the mid 1970's the course numbering scheme for 400-level courses and above was the following:

- 400 to 499 Advanced undergraduate (senior-level)
- 500 to 549 Advanced undergraduate and graduate level courses
- 550 to 589 Graduate level courses
- 590 to 599 Graduate level courses. No degree credit.
- 600 to 699 Advanced undergraduate and graduate level courses.
- 800 to 899 Graduate level courses.
- 900 to 999 Ph.D. level courses.

The 500 series of graduate courses includes courses that contribute to the professional development of the college graduate but do not contribute to a research-oriented degree in the field in which the course is offered. Courses numbered from 500 to 549 are open to graduate students and advanced undergraduate students. Courses numbered 550 to 589 are open to graduate students only. The group includes courses in which the subject content may be covered by currently enrolled undergraduate majors but may be entirely new to students who graduated earlier or did not major in the field. It may also include courses primarily for students with experience beyond the baccalaureate degree. Courses numbered from 590 to 599 include those that give graduate students the tools they need outside their own field, e.g., special courses in languages designed to give the student competence to use the language in his own research. These courses are open to graduates only but do not carry credit for an advanced degree.

2. In the 1974-75 period, two things occurred:
 - a. The Committee on Graduate Studies adopted a redefinition of 600 level courses (see section 3 below).
 - b. The University adopted a policy of charging undergraduates an additional fee (above the full-time tuition fee) equal to one-half of the per credit hour charge for each credit hour over 15. The credit hour charge was based on the course number, 000-499 designated undergraduate and 500-999 designated graduate, with the fee for graduate credit about 1/3 higher than the fee for undergraduate credit. Thus an undergraduate who took a 600 level course in addition to a full-time load of 15 credits paid more than a student who took a 400 level course as an additional course.

3. In response to these two matters a dual-numbering system evolved whereby both a 400 and a 600 number were assigned to many courses previously taught at the 600 level. Authorization for this practice is found in the revised policy on 600 numbered courses for undergraduate passed by the Senate February 3, 1975;

600-numbered courses are graduate-level courses open to advanced undergraduates with the consent of the instructor. There should be a single standard of expectation and grading. In those few cases where the number of either undergraduate students or graduate students does not permit adequate offerings, a graduate 600-numbered course may be combined with a separately numbered undergraduate course in the same section. The graduate component must then be offered with a graduate standard of expectation and grading.

The appropriateness of 600-numbered courses for undergraduate credit is subject to review by the Committee on Undergraduate Studies.

4. Subsequent to the above changes, the fee structure for full-time undergraduates was changed so that the credit hour charge for credits in excess of 15 was based on the charge for undergraduate courses only. Thus one of the reasons for adopting a dual-numbering system was nullified.

Current Status

5. Currently 400 and 500 level courses are defined as in Section 1, and 600 level courses are defined as in Section 3.
6. There are various problems associated with the dual-numbering system. They are listed below.
 - a. There have been undergraduates at all levels (including freshmen and sophomores) in some 400-600 courses. The student mix may therefore range from freshman or sophomore to graduate students in a particular class. Some undergraduates register for a course unaware that it is double listed and that some, or many of the class will be graduate students.
 - b. The stated policy requiring a distinction between the 400 and 600 level standards of expectation and grading (see Section 3) is not being followed in many cases.
 - c. Double-numbering system clutters the course catalog and is not understood by people off-campus. This has led to confusion and criticism on the part of external review panels and confusion in the interpretation of University of Delaware transcripts. A study of a selected sample of 14 other institutions did not locate a dual numbering system at any of those schools.

- d. University records are unduly complicated and may be distorted regarding teaching loads. This affects allocation of resources to departments, faculty Academic Activities Reports, etc.
- e. The scheduling process pertaining to room assignments, course enrollment limits and related matters is unduly complicated and involves twice the paper work; similarly for class rosters and grade reports. This has created problems for students, faculty and administrators. In the Spring 1980, 141 courses were double numbered, involving 2,938 students. Sometimes two classrooms are scheduled. Sometimes the room is too small.

Recommended Changes

- 7. Recognizing that one of the reasons (dual surcharge fee structure) for double-numbering no longer exists, and recognizing the problems listed in Section 6, this Committee recommends changes in policy as follows, all to take place effective September 1, 1982.
 - a. Courses will no longer be double listed at both the undergraduate and graduate levels. All courses currently double listed will carry only one number to be determined by the department.
 - b. The course number description for 600 level courses will be changed to read as follows:
 - 600-699 Advanced undergraduate and graduate level courses. Credit may be applied either to an undergraduate degree or a graduate degree.
 - c. A change in fee structure for matriculated part-time students is proposed so that part-time undergraduates uniformly pay at the undergraduate rate, part-time graduate students uniformly pay at the graduate rate. This change is necessary so that matriculated part-time students are treated on a par with matriculated full-time students./

8. The catalog description of 500 level courses is so complicated that it is seldom followed. It is proposed that this description be replaced as follows:

500-599 Graduate courses for the non-specialist. May not be taken for graduate credit in a student's major. With approval of a graduate student's major department, 500-level courses taken outside the student's major may be counted toward a graduate degree.

Implementation

9. If the recommendations of Section 7 are adopted, course number changes will be implemented as follows. The Records Office will send a list of all double-numbered courses in each department to the chair. If the department chooses to keep one of those numbers this will be indicated on a return-form to Records (e.g. the department wishes to designate a 400-600 level course as 600 level only). If the department wishes to adopt a completely new number (e.g. to renumber a 400-600 level course as 800 level or 300 level) then the usual course approval procedure would be followed.

May 6, 1981