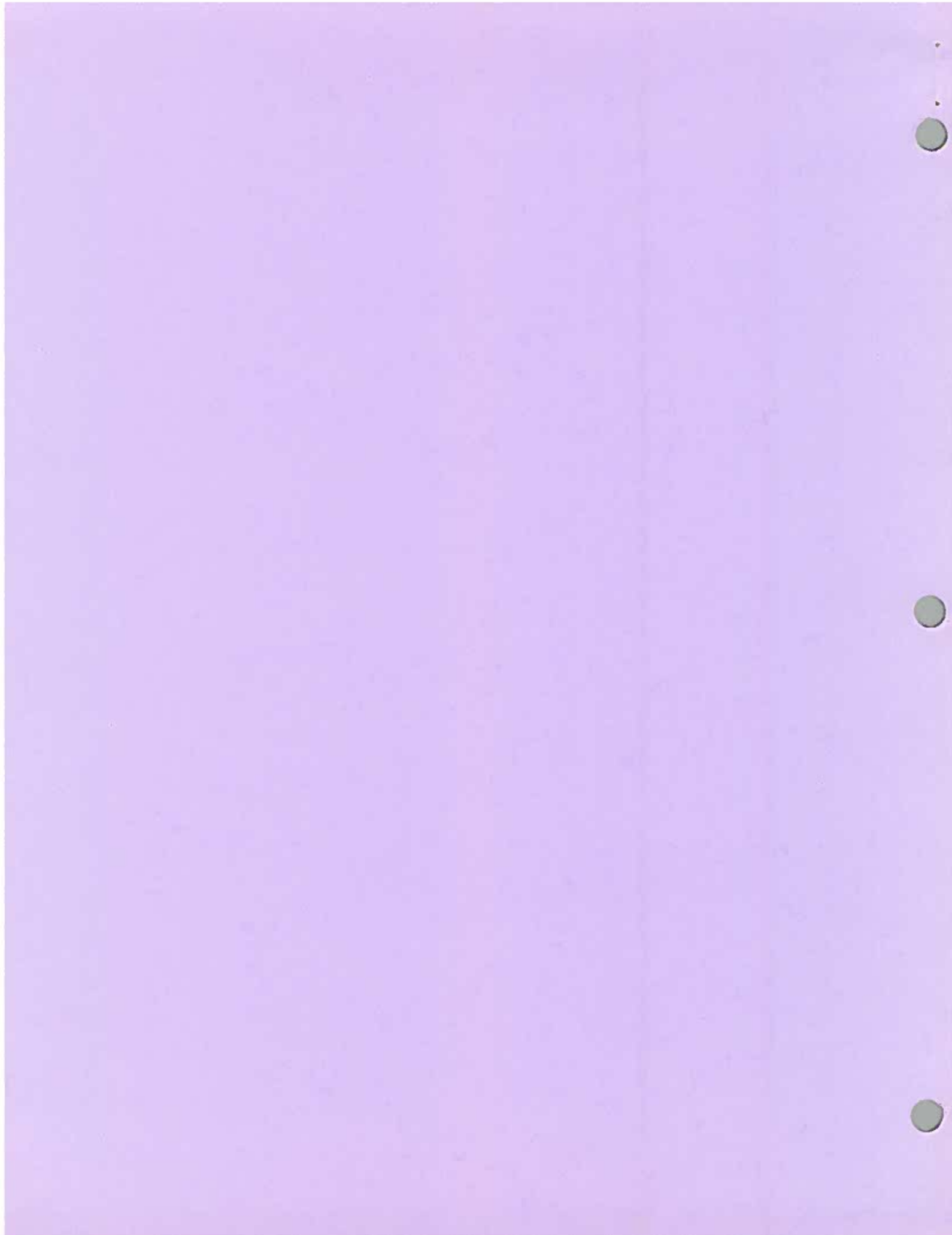


# **UNIVERSITY FACULTY SENATE**

## **SUMMARY OF AGENDA**

**December 7, 1998**

- I. **Adoption of the Agenda**
- II. **Approval of the Minutes: November 2, 1998**
- III. **Remarks by Provost Schiavelli**
- IV. **Announcements: Senate President Michael Keefe**  
**Announcements for Challenge:**
  1. **Revision to the B.A. in Educational Studies (BAES)**
  2. **Name change of Consumer Economics to Leadership and Consumer Economics**
- V. **Old Business:**
  - A. **Recommendation from the Faculty Welfare and Privileges Committee concerning the revision to the Policy and Procedures for Informal Student Course Complaints**
- VI. **New Business:**
  - A. **Changes to Dual Degree GPA Calculation**
  - B. **Introduction of New Business**





UNIVERSITY FACULTY SENATE

205 Hullihen Hall  
University of Delaware  
Newark, Delaware 19716-1050  
Ph: 302/831-2921  
Ph: 302/831-2922  
Fax: 302/831-8198

November 27, 1998

**TO:** All Faculty Members

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

A handwritten signature in cursive script that reads "Susan McGeary".

**SUBJECT:** Regular Faculty Senate Meeting, December 7, 1998

In accordance with Section IV, paragraph 6 of the Constitution, the regular meeting of the University Faculty Senate will be held on Monday, December 7, 1998 at 4:00 p.m. in room 104 Gore Hall. The agenda will be as follows:

**AGENDA**

- I. **Adoption of the Agenda**
- II. **Approval of the Minutes: November 2, 1998**
- III. **Remarks by Provost Schiavelli**
- IV. **Announcements: Senate President Michael Keefe**

**Announcements for Challenge:**

1. **Revision to the B.A. in Educational Studies (BAES) (Attachment 1)**
2. **Name change of Consumer Economics to Leadership and Consumer Economics (Attachment 2)**

**V. Old Business:**

- A. **Recommendation from the Faculty Welfare and Privileges Committee (Nancy Jordan, Chair) with the concurrence of the Executive Committee (Michael Keefe, President) concerning the revision to the Policy and Procedures for Informal Student Course Complaints**

**WHEREAS** the Faculty Welfare and Privileges Committee has perceived a need to formalize policies on students' course-related complaints; and

**WHEREAS** it also perceives a need to protect faculty rights against being judged negatively on the basis of informal student complaints that may lack foundation; and

**WHEREAS** UD policy should encourage faculty to bring about timely improvements in a course so that students in the course (as distinguished from students who take the course in the future) can benefit from the professor's complaint-stimulated improvement of the course; be it therefore

**RESOLVED** that the Faculty Handbook be amended as follows:

#### **POLICY AND PROCEDURES FOR INFORMAL-STUDENT COURSE COMPLAINTS**

1) Insert the word "formal" in II-4 (section dealing with grievance-style student complaints that involve personal mistreatment by a faculty member) so that it would read:

##### **4. FORMAL Student Grievance Procedure**

###### **a. Definition of a FORMAL Student Complaint**

FORMAL student complaints fall into categories

2) Add a new section, III B-2 (to precede section on Sexual Harassment Policy) in the general category Faculty Personnel Policy

##### **III.B-2.**

#### **POLICY AND PROCEDURES ON INFORMAL COURSE-RELATED STUDENT COMPLAINTS**

##### **1) POLICY:**

In general, it is UD policy that faculty members be apprised as promptly as feasible of informal course-related complaints that students have made to department chairs or program directors in face-to-face or in written, signed statements, whenever the chair/director judges the complaint substantial enough to warrant corrective action. A chair or director shall not negatively sanction a

professor on the basis of such complaints unless the chair/director has notified the faculty member about the complaint in a timely fashion as described below:

## 2) PROCEDURES:

A. When the chair/director receives a face-to-face or written and signed complaint about an ongoing course (e.g., a complaint about inappropriate course requirements, about faculty in-class behavior, etc.), the chair/director should encourage direct communication between the student and the faculty member. If this does not prove feasible due to student reluctance, it is the responsibility of the chair/director to notify the faculty member promptly concerning any complaint that the chair/director considers substantial enough to warrant corrective action.

I. The general guideline for the chair/director is to honor a student's desire for confidentiality, but to notify the professor of the problem as soon as is feasible within this constraint, so that the professor can take corrective action. (Many such complaints can be readily communicated to the professor without revealing particular student identities.) For a complaint that is well-grounded, this obligation of prompt notice should facilitate the faculty members' attending to the problem while the course is still running, whenever feasible.

II. Faculty members are entitled to elemental due process: No professor should be negatively sanctioned by a chair/director on the basis of an unwritten student complaint about the professor's course concerning which the professor has not been notified and given an opportunity to be heard. The professor must be given an opportunity to confront the accusation so that the chair/director can judge fairly whether the complaint has any foundation.

B. If the complaint is about personal mistreatment of an individual student, see, section II-4 Formal Student Grievance Procedure, for formal guidelines.

## VI. New Business

- A. Changes from the Coordinating Committee on Education (Mark Huddleston, Chair) with the concurrence of the Executive Committee (Michael Keefe, Chair) concerning the Dual Degree GPA Calculation (Attachment 3)

WHEREAS the University awards degrees based, in part, upon attainment of a satisfactory grade point index, and

WHEREAS the University currently calculates one cumulatively

averaged grade point index, even when students return to pursue a second baccalaureate degree, and

**WHEREAS** it would be preferable to calculate separate grade point indices for consecutive degree programs, therefore be it

**RESOLVED** that the following wording be added to the policy on grade point index calculation:

If a degree has been awarded previously from the University of Delaware and then the student returns to another academic degree program, a separate grade point index will be calculated for the second program. However a single grade point index is calculated for students who elect to pursue more than one degree currently.

**B. Introduction of New Business**

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

**Attachments:**

**Committee Activity Reports**

1. Revision to the B.A. in Educational Studies (BAES)
2. Name change of Consumer Economics to Leadership and Consumer Economics
3. Changes to Dual Degree GPA Calculation

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

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# COMMITTEE ACTIVITIES REPORT

## NOVEMBER 1998

### Faculty Welfare and Privileges, Cte. On (Nancy Jordan)

1. Sabbatical Leave policy for junior faculty
2. Policy & Procedures on informal course-related student complaints

### Graduate Studies, Cte. On (Jim Richards)

Proposed M.A. Degree in Physics

### Instructional, Computing and Research Support Services, Committee On (Marcia Peoples Halio)

1. Site Scheduling
2. Dial Tone Delays: Modem Access to Newark
3. Gore Hall and others not *user friendly*
4. Buildings not connected to the "backbone"
5. Student Laptop Policy
6. Distant Learners and PC access
7. Internet Access Capacity
8. Research Computing
9. Distributed Email Support - *Netscape Communicator*
10. Bookstore Textbook Orders

### Library Committee (Bryant Tolles)

Resolution on Current Contents/TOC

### Undergraduate Studies, Cte. On (Alan Fox)

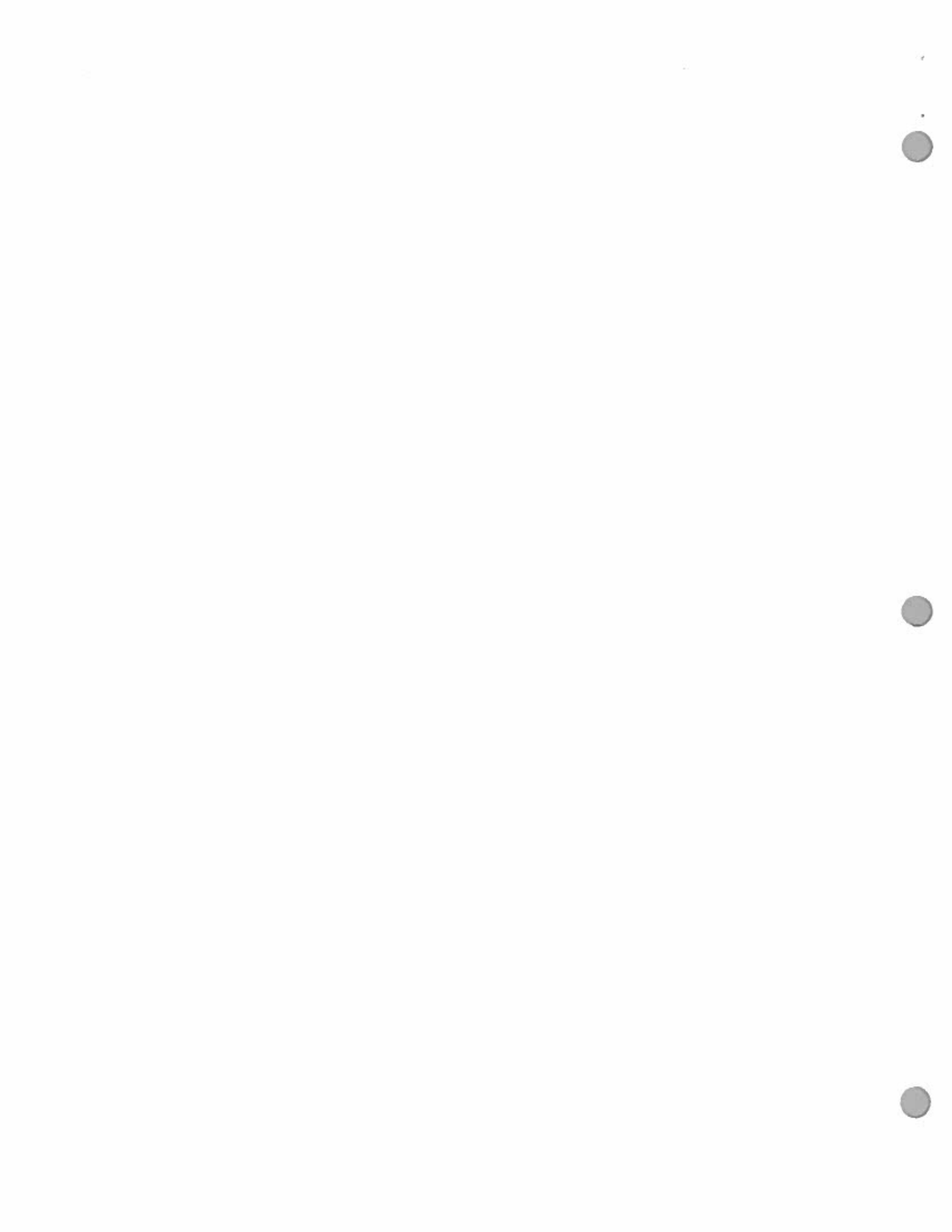
Items currently before the committee:

1. Animal & Food Sciences: New Major
2. Food & Resource Economics: Revision of Agricultural Ed major
3. Entomology & Applied Ecology: New Major, New Minor, etc.
4. Plant & Soil Sciences: Revision of Major, New Minors
5. Mechanical Engineering: Revision of Major
6. Consumer Studies: New Minor

Items completed by the committee:

1. Consumer Studies: Revision of Major
2. Educational Studies: Revision of Major
3. Dual Degree GPA Calculation

/khs





THE BACHELOR OF ARTS OF EDUCATIONAL STUDIES PROGRAM IN  
THE SCHOOL OF EDUCATION

**Purpose**

The Bachelor of Arts of Education program in the School of Education engages students in the study of the complexities of schooling in our society and in other societies. The program is based on the assumption that education is an academic discipline in precisely the same sense that political science, economics, biology, etc. are academic disciplines.<sup>1</sup> If this assumption is credible, then Education, as an academic field of study, can be studied as any liberal art or science is studied. This program and the professors who teach in it are devoted to contributing to a scholarly literature that has as its aim a coherent account of the phenomenon of schooling. As such, the Bachelor of Arts in Education program involves the study of theoretical foundations of education, research techniques used in analyzing educational issues and problems, as well as University-wide course work selected to advance individual student goals. The thrust of the program is defined and activated in a sophomore year seminar where students identify their interests and long-term goals. In their pursuit of a degree, students are expected to address basic questions about the pervasive and universal fact of education.

**New Elements of the Program**

Students will be accepted into the program at the beginning of their sophomore year at the University of Delaware, and not before. (Students who transfer into the University with sophomore standing may also apply to the program.) The number of students enrolled in the program and newly admitted each year will depend upon the availability of faculty to serve as advisors in the program. Participating faculty will be asked to supervise no more than three BAES students, and only after they have met with a prospective advisee, reviewed his/her long range plan developed in EDST 275 (see below), and agreed to serve. A maximum of 10 students each year -- 30 at any one time -- will be enrolled in the program.

All persons accepted into the program will be admitted as Dean's Scholars in the College of Human Resources, Education, and

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<sup>1</sup> This narrative about "education as a discipline" is taken from the College of Education Strategic Plan, 1992-1997, page 2-3.

Public Policy -- and meet the College criteria of having clearly defined goals and good academic records. [The Dean's Scholar program in the College of Human Resources, Education, and Public Policy is described briefly in the University of Delaware 1997-98 Undergraduate Catalog, p. 155]. Students in the Dean's Scholars program enjoy great flexibility in planning individual programs under the supervision of their faculty advisors.<sup>2</sup>

Applications to the program will include a proposal for individual study. In addition, every application will be accompanied by a letter from a faculty member in Educational Studies who has agreed to act as the student's sponsor in the proposed line of study. The applications will be reviewed by the BAES Coordinator who will recommend admission decisions to the Director of the School of Education. The Director may, if conditions warrant, ask the School Executive Committee to assist in making the final admission decision.

In the first semester of the program, all students will enroll in EDST 275, BAES Seminar [new course] which replaces the Senior Seminar in the current BAES program. In this course, students will be introduced to the process of schooling and the many issues, problems, and wonderments associated with the core questions cited above. A product of the seminar will be the refinement on the part of each student of a long-range [three year] program plan in the Bachelors of Arts program. Each program plan will be reviewed by a Faculty Advisory Committee appointed by the School Director in consultation with the faculty advisor and the student. The Advisory Committee will be charged with the responsibility to see that the plan meets the highest standards of academic work.

An important ingredient of any plan approved in the BA program will be one that entails involvement in service learning projects for academic credit. Service learning, as currently conceived by the academic community, refers to student-community interactions through which students learn about the community while contributing to it by providing needed services. The experience selected to meet this requirement will be rationalized

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<sup>2</sup> Please note: It is not the case that all students enrolled in the Dean's Scholars Program in the College of Human Resources, Education and Public Policy will be enrolled in the Bachelor of Arts program. Other students in the College may elect to pursue individual programs that are significant and important but which do not address basic questions that are at the heart of the discipline of Education.

in the program plan each student develops. Meeting this requirement will engage students in experiences to help ground their academic learnings in the reality of the field. The following experiences are illustrative of those that might be included in a student's long range plan. Note: It is expected that all students will participate in experiences overseas, in local schools, and within the University community as well.

**(Examples only for illustrative purposes)**

- A study abroad experience: Participating in one of the University of Delaware's international programs with service learning components built in.
- A multicultural practicum experience: Working with Hispanic groups in the Latin American Community Center where students learn about Hispanic cultures while providing tutoring assistance to Hispanic students residing in Wilmington.
- A clinical experience in Bancroft School in an after school tutoring project where students learn about the realities of low income, urban, elementary school children.
- An assignment in the Coleman Elementary School winter session program which provides tutoring/mentoring possibilities within a community and an urban education framework.
- A research experience studying with a scholar in the College of Human Resources, Education and Public Policy who is writing about issues associated with school finances.

Students will also be required to complete a 3-credit internship experience -- engaging them in activity relevant to their long term plan and the thesis they are scheduled to complete. As interns, students might work with faculty members in research projects, assist school social workers who are making efforts to serve at risk students, or contribute to school programs in non-instructional support roles.

A senior thesis will be required of each student, reporting a study of an element of "schooling" pursued during the undergraduate course of study. The thesis, guided by a member of the School of Education faculty acting as advisor, will be a comprehensive account of the methods of inquiry and their products related to the area of specialization.

**Course of Study**

Students enrolled in the Bachelor of Arts program will meet the following requirements:

University Requirements:

1. E110 or Exemption: 3 credits
2. Multicultural course: 3 credits

Skills Requirements:

3. Second Writing Course: 3 credits
4. Mathematics 114 or 115: 3 credits

Foreign Language Requirements:

5. Completion Intermediate Level (107/112): 3 credits

Breadth Requirements:

6. Creative Arts and Humanities (12 credits)
7. Culture and Institutions Through Time: (12 credits)
8. Humans and Environment: (12 credits)
9. Natural Phenomena: (13 credits)

**Total University Requirements: 64 credits**

Major Requirements:

10. Core Requirements: (12 credits)

(Note: These courses will be Honors sections offered by School of Education faculty or 400-or-above level courses addressed to the areas specified below.)

- A. History/Philosophy
  - B. Human Development
  - C. Learning
  - D. Inquiry
11. Program Seminar (Sophomore Year): 3 credits

12. Specialization: (32 credits including 6 credits of thesis -- UNIV 401 and UNIV 402)
13. Internship: (3 credits)

**Total Major Requirements: 50 credits**

Electives:

14. Free University-wide: 10 credits

**Total Program Requirements: 124 credits**

**Examples of Specialized Study**

The program provides wide latitude in planning individual courses of study -- in concert with the spirit and tradition of the Dean's Scholars Program. (See 1997-1998 Undergraduate Catalog, University of Delaware, p. 155.) Students can elect courses to advance their purposes in any University department. Some examples of Independent Study include:

**(Examples only for illustrative purposes)**

- A student is interested in studying the effects of public schools on academic achievement in the State of Delaware. This student would elect courses in statistics, measurement, sampling, and curriculum to advance his/her goals. An internship might be arranged in the Delaware Department of Education or in the University of Delaware R&D Center to complement the selected course work.

- Intrigued by cultural differences experienced during some private travel abroad, a student in this program could mount a cross-national comparison study of education. Course work might include work in ethnographic techniques, anthropology, interviewing, sociological theories, and similar patterns. An internship for this student might include extensive work in an overseas site.

- A student vitally interested in the paradigms of training could undertake to understand how a local industry (MBNA?) trains employees, trouble-shoots on-the-job behaviors, and evaluates training programs. To carry out this mission, the student would elect courses in learning, in program evaluation, and in curriculum. Internships in the staff training offices of local industries would provide depth of understandings.

These examples are not meant to exhaust the possibilities available to students but to demonstrate the wide-range of possibility open to students in our program.

### **Relationship of Program to World of Work**

Students who graduate from this program might use their University preparation to contribute to society and to their own well-being through employment opportunities, such as:

- An ESL specialization would address a growing national and international need and lead to employment opportunities in the U.S. and abroad in this vital area.

- An educational technology specialization would position a program graduate to consider a wide variety of job opportunities in both the private and public sectors, such as technology training programs, curriculum development, and distance learning.

- A journalism specialization would prepare student to accept positions on newspaper and other media who pay attention to the education "beat."

### **Implications of the Proposed Changes**

If this program emphasis were adopted, there are a number of significant implications to consider:

1. Candidates could only enter the program in sophomore year or in exceptional cases, in the first semester of junior year. Late deciders, persons seeking admission into the program late in their college careers, would not be able to enter the program as seniors or second semester juniors as is now the case.

2. Faculty would need to share in supervising, reading, and evaluating of senior projects.

3. Students in this program would not be eligible for a Delaware teaching certificate at the end of the four year program. However, they might elect to enroll in an alternative teacher education program co-sponsored by the University of Delaware and Delaware State University.

BACHELOR OF ARTS IN EDUCATIONAL STUDIES  
SUGGESTED COURSE SEQUENCE

| FALL                     |    | SPRING                   |    |
|--------------------------|----|--------------------------|----|
| Natural Phenomena        | 3  | English 110              | 3  |
| Humans and Environment   | 3  | Natural Phenomena        | 4  |
| Foreign Language 107     | 4  | Humans and Environment   | 3  |
| Culture and Institutions | 3  | Culture and Institutions | 3  |
| Math 115                 | 3  | Creative Arts            | 3  |
|                          | 16 |                          | 16 |
|                          |    |                          |    |
| FALL                     |    | SPRING                   |    |
| Educ 275 (Seminar)       | 3  | Educ (Human Development) | 3  |
| Educ (Hist/Phil)         | 3  | Natural Phenomena        | 3  |
| Creative Arts            | 3  | Culture and Institutions | 3  |
| Specialization           | 3  | Specialization           | 3  |
| Specialization           | 3  | Specialization           | 3  |
|                          | 15 |                          | 15 |
|                          |    |                          |    |
| FALL                     |    | SPRING                   |    |
| Educ (Learning)          | 3  | Educ (Inquiry)           | 3  |
| Natural Phenomena        | 3  | Specialization           | 3  |
| Humans and Environment   | 3  | Creative Arts            | 3  |
| Culture and Institutions | 3  | Humans and Environment   | 3  |
| Specialization           | 3  | Specialization           | 3  |
| Elective                 | 1  | Elective                 | 1  |
|                          | 16 |                          | 16 |
|                          |    |                          |    |
| FALL                     |    | SPRING                   |    |
| UNIV 401 (Thesis)        | 3  | UNIV 402 (Thesis)        | 3  |
| Internship               | 3  | Creative Arts            | 3  |
| Specialization           | 3  | Specialization           | 3  |
| Elective                 | 3  | Elective                 | 3  |
| Elective                 | 3  | Elective                 | 3  |
|                          | 15 |                          | 15 |

**CURRENT BAES DEGREE**

Attachment I

not necessarily interested in teaching but are interested in education-related careers. Students may select the B.A.E.S. program as a: (1) single major, or (2) double major with a field outside of education.

The program emphasizes flexibility and rigor. A senior research project or internship, along with the senior seminar, provides intensive exposure to current educational issues as well as career opportunities. The faculty works closely with students on their senior research projects and internships.

**DEGREE CONCENTRATIONS**

The B.A.E.S. major has seven concentrations—General, Special Education, ESL/Bilingualism, School Psychology, School Counseling, Educational Psychology, and Measurement, Statistics and Evaluation. The general concentration allows students maximum flexibility in creating a program aimed at the study of education as a discipline. The remaining concentrations have been created to provide opportunities for students to become involved in graduate level study earlier than ordinarily possible, thus creating tighter links to specific professional careers. The selection of one of these concentrations not only gives the student a head start on graduate studies, but provides the opportunity to explore a particular career interest in depth.

**TRANSFER STUDENTS**

Students may transfer to the Department of Educational Studies from any other department in the University. An application form must be completed and submitted to the Coordinator of the Bachelor of Arts in Educational Studies Program and an interview arranged. Minimum requirements for transfer include a cumulative grade point average of 2.5 in all courses and grades of no less than 2.5 in required EDST courses. Compliance with the minimum requirements does not guarantee acceptance for transfer.

**DEGREE: BACHELOR OF ARTS IN EDUCATIONAL STUDIES  
MAJOR: EDUCATIONAL STUDIES**

CURRICULUM CREDITS

**UNIVERSITY REQUIREMENTS**

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

**MAJOR REQUIREMENTS**

**External to the College**

**Skill Requirements**

**Writing:** (minimum grade C)..... 3

A writing course involving significant writing experience including two papers with a combined minimum of 3,000 words to be submitted for extended faculty critique of both composition and content. (A minimum grade of C- must be earned.)

**Foreign Language:**..... 0-12

Completion of the intermediate-level course (107 or 112) in a given language. Students with four or more years of high school work in a single foreign language may attempt to fulfill the requirement in that language by taking an exemption examination.

**Mathematics:**

MATH 114 Elementary Mathematics and Statistics ..... 3

or  
MATH 115 Pre-Calculus ..... 3

Satisfactory performance on a placement test.

**Breadth Requirements (See page 60)**

**Group A**..... 12

Understanding and appreciation of the creative arts and humanities. Twelve credits representing at least two areas.

**Group B**..... 12

The study of culture and institutions over time. Twelve credits representing at least two areas.

**Group C**..... 12

Empirically based study of human beings and their environment. Twelve credits representing at least two areas.

**Group D**..... 13

The study of natural phenomena through experiment and analysis. A minimum of thirteen credits representing at least two areas including a minimum of one course with an associated laboratory.

**Within the Department**

EDST 247 Professional Issues: Historical Perspectives ..... 3

EDST 201 Education in a Multicultural Society ..... 3

or  
EDST 258 Cultural Diversity, Schooling and Teachers ..... 3

EDST 304 Educational Psychology: Social Aspects ..... 3

or  
EDST 202 Human Development I ..... 3

EDST 305 Educational Psychology: Cognitive Aspects ..... 3

EDST 230 Introduction to Exceptional Children ..... 3

or  
EDST 390 Instructional Strategies and Reflective Practice ..... 3

EDST 240 Professional Issues: Philosophical Perspectives ..... 3

EDST 469 Research Project/Internship ..... 3

EDST 475 Senior Seminar ..... 3

Three additional Educational Studies courses in one of the following concentrations:

**A. Special Education**..... 9

EDST 679 Methods of Instructing Exceptional Children and Youth

EDST 680 Educational Diagnosis

EDST 681 Techniques for Behavior Change

Note: Students selecting this option must take either EDST 230 or EDST

697 before enrolling in these courses.

**B. ESL/Bilingualism**..... 9

EDST 607 Educational Research Procedures

EDST/LING 476 Second Language Acquisition and Bilingualism

EDST/LING 477 The Structure of English

Note: Students who wish to enroll in a bilingual concentration must

attain a functional use of a foreign language prior to graduation. This requirement may be satisfied by the successful completion

of two courses in a foreign language at the 200-level or above.

**C. School Psychology**..... 9

EDST 607 Educational Research Procedures

EDST 618 Special Services in the School

EDST 678 Theories of the Exceptional Child

**D. School Counseling**..... 9

EDST 607 Educational Research Procedures

EDST 618 Special Services in the School

EDST 656 School Counseling Services

**E. Measurement, Statistics and Evaluation**..... 9

EDST 607 Educational Research Procedures

EDST 660 Applied Educational Measurement

EDST 665 Elementary Statistics

**F. Educational Psychology**..... 9

EDST 607 Educational Research Procedures

EDST 623 Applied Human Development in Schools

EDST 629 Psychology of Teaching

**G. General**..... 9

Either (a) three additional EDST courses at the 400-level or above, or (b)

two such courses and one EDST Honors course at the 300-level or above.

All BAES majors are encouraged to meet with their advisor upon admission to the program to learn about the various program concentrations and to begin developing a program plan. Each BAES student is required to select a concentration no later than the end of the sophomore year.

Admission to all concentrations requires a grade point average of 2.5 or better overall as well as in the major. Admission to all 600-level courses requires a minimum grade point average of 3.0 overall as well as in the major.

(A minimum grade of C- must be earned in all courses required within the Department.)

**ELECTIVES**

Elective course work must be approved. At least 18 of these credits must consist of courses taken outside of the department that contribute directly to the Educational Studies major.

**CREDITS TO TOTAL A MINIMUM OF**..... 124



**Degree Options**

Within the framework of this program, there are two degree alternatives:

- A. The *single major* option, majoring only in BAES, enables the student to take 41 credits of course work on an approved elective basis. At least 18 of these credits must consist of courses taken outside of the department that contribute directly to the educational studies major. Some examples of courses satisfying this requirement are Child Psychology (PSYC 325); Race, Power and Social Conflict (SOCI 361); Urban Politics (POSC 355); and Contemporary Afro-American Issues (BAMS 205).
- B. The *double major* option requires the student to satisfy the credit requirement (usually 30 or more) in a second discipline of the student's choosing.

Under this option, a student may elect majors in Educational Studies and History; Educational Studies and Psychology; Educational Studies and Sociology, etc.

The availability of these two options provides a considerable amount of flexibility to the student for structuring the type of program most suitable to personal academic aspirations.

RETAIN

**REQUIREMENTS FOR A MINOR IN EDUCATIONAL STUDIES**

The minor in Educational Studies requires 15 credits, listed below. A grade of C- or better is required in all courses.

- EDST 202 Human Development  
or
- EDST 304 Educational Psychology: Social Aspects
- EDST 240 Professional Issues: Philosophical Perspectives
- EDST 247 Professional Issues: Historical Perspectives
- EDST 258 Cultural Diversity, Schooling, and the Teacher
- EDST 665 Elementary Statistics

**HOTEL, RESTAURANT AND INSTITUTIONAL MANAGEMENT**

The Hotel, Restaurant and Institutional Management curriculum is based in liberal arts, business and specialized courses in technical applications for the hotel and restaurant industries. Students are provided a foundation in the traditional academic areas to complement the state-of-the-art business and hospitality courses. The curriculum is structured to provide both a practical and a theoretical education. An integral part of the curriculum is the hospitality related work experience. A documented and paid student work requirement of 800 hours is required prior to the Level I and II practicums during the junior and senior year. These combined work experiences assist in the preparation of students for the increasingly complex and challenging hospitality industry.

Students in the Hotel, Restaurant and Institutional Management program also have the opportunity to participate in a 4 + 1 program with the College of Business and Economics. With careful planning academically eligible students can complete both their undergraduate degree in Hotel, Restaurant and Institutional Management and the Master of Business Administration degree in five years. Additional information is available from the program office.

**GENERAL EDUCATION COURSES**

The following courses have been approved to fulfill humanities and science electives for students majoring in Hotel, Restaurant and Institutional Management.

**HUMANITIES**

Art, Art History, Communication, Comparative Literature, English, Foreign Language (including: ARAB, CHIN, FREN, GREK, GRMN,

HEBR, ITAL, JAPN, LATN, PORT, RUSS, SPAN). Foreign Languages and Literatures, Jewish Studies, Linguistics, Museum Studies, Music, Philosophy, Theater, Women's Studies (WOMS 100, 203, 208, 209, 210, 214, 216, 222, 318, 320, 324, 325, 326, 328, 330, 353, 380, 381, 382, 389, 465, 471, 480). Center for Science and Culture (CSCC 206, 229, 241, 246, 250, 330, 365, 368, 369, 444).

**SCIENCES**

**Physical and Biological:** Anthropology (ANTH 102, 104, 202), Biological Sciences, Animal Science, Chemistry, Entomology, Food Science, Geology, Marine Studies, Plant and Soil Science, Physics, Astronomy, Psychology (PSYC 314), Science.

**Natural:** Geography (GEOG 101, 152, 206, 220, 230, 235, 250, 255, 320), Mathematics, Statistics (including PSYC 309), Computer and Information Science.

**DEGREE: BACHELOR OF SCIENCE  
MAJOR: HOTEL, RESTAURANT AND INSTITUTIONAL MANAGEMENT**

**CURRICULUM**

CR

**UNIVERSITY REQUIREMENTS**

ENGL 110 Critical Reading and Writing (minimum grade C-) .....  
Three credits in an approved course or courses stressing .....  
multicultural, ethnic, and/or gender-related content (see p. 2C)

**MAJOR REQUIREMENTS**

**External to the College**

**Humanities** .....  
ENGL 312 Written Communications in Business .....  
Humanities electives .....

**Sciences** ..... 1

MATH 114 or MATH 170 College Mathematics and Statistics .....  
(designed for students who do not intend to continue the study of  
mathematics)

or  
MATH 115 or MATH 171 Pre-Calculus .....  
(designed for students who intend to continue the study of mathematics)

or  
Successful performance on the proficiency test in mathematics administered by the Department of Mathematical Sciences.

STAT 200 Basic Statistical Practice.....

or  
STAT 201 Introduction to Statistics.....

BISC 771 Microbiology in Modern Society.....

POSC 201 Food Principles (minimum grade C-) .....

POSC 211 Food Principles Laboratory (minimum grade C-) .....

NTDT 200 Nutrition Concepts (minimum grade C-) .....

Science electives .....

**Social Sciences** ..... 12

PSYC 201 General Psychology.....

ECON 100 Economic Issues and Policies.....

or  
ECON 151 Introduction to Microeconomics: Prices and Markets .....

and  
ECON 152 Introduction to Macroeconomics: The National Economy .....

BUAD 309 Management and Organizational Behavior .....

Sociology course chosen from:

SOCI 201 Introduction to Sociology (Recommended).....

SOCI 202 Social Deviance.....

SOCI 203 The Individual and Society.....

SOCI 204 Urban Communities.....

SOCI 209 Social Problems.....

SOCI 210 Population Problems.....

**Other** ..... 13

ACCT 160 Introduction to Business Information Systems I.....

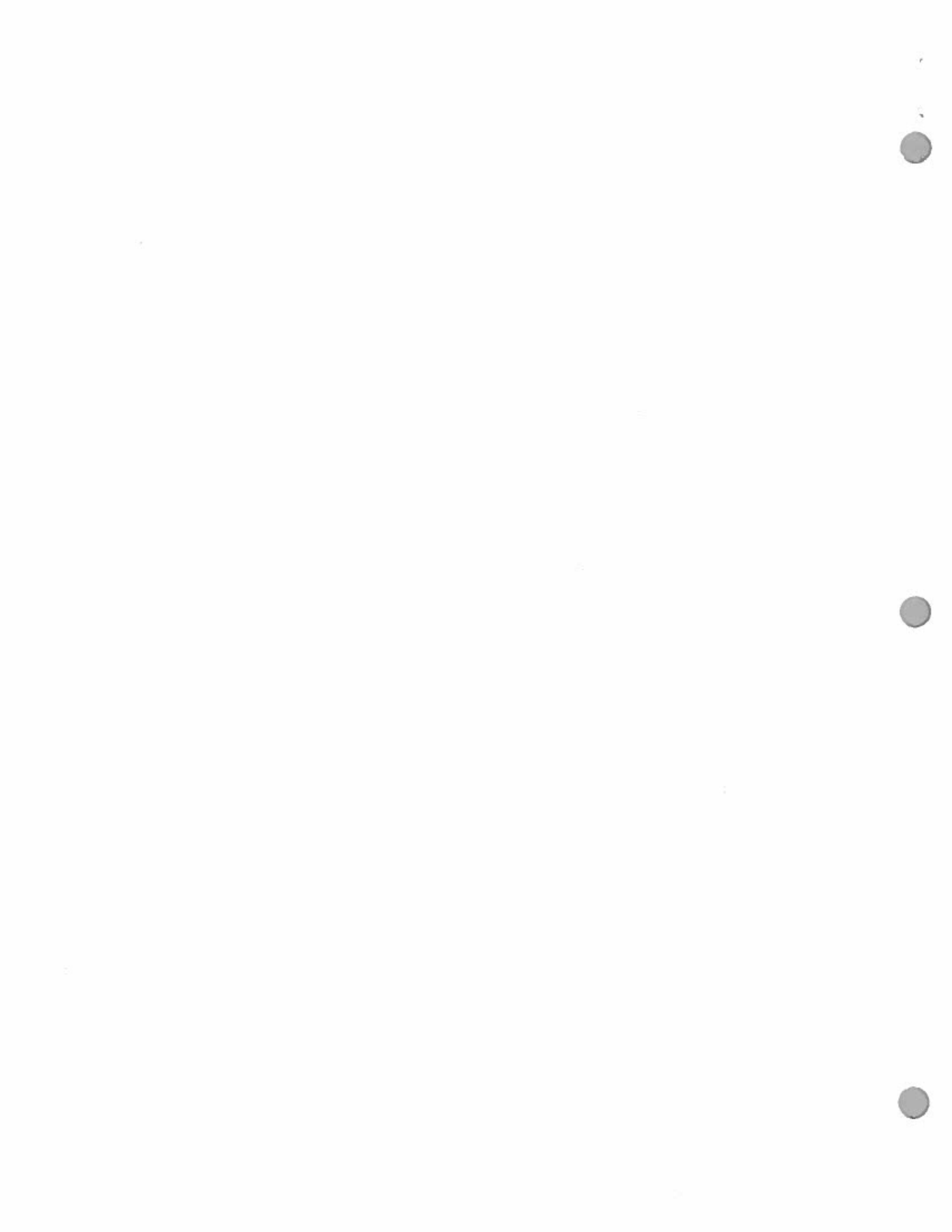
ACCT 2xx .....

or  
ACCT 207 Accounting I.....

and  
ACCT 208 Accounting II.....

ACCT 352 Law and Social Issues in Business.....

BUAD 301 Introduction to Marketing.....





COLLEGE OF HUMAN RESOURCES, EDUCATION & PUBLIC POLICY

DEPARTMENT OF  
CONSUMER STUDIES

University of Delaware  
Newark, Delaware 19716-3350  
Correspondent's Phone: 302/831-8714  
Fax: 302/831-6081

TO: Mark Huddleston, Chair  
Faculty Senate Coordinating Committee

FROM: Karen Stein, Chair *Karen Stein*  
Department of Consumer Studies

SUBJECT: Revision of the Consumer Economics major to Leadership and Consumer Economics

DATE: November 11, 1998

Thank you for considering the proposed revision of our Consumer Economics major, which we bring to your Committee with the support of the faculty of the Department of Consumer Studies, and the Undergraduate Studies Committee and Dean of the College of Human Resources, Education and Public Policy.

The present Consumer Economic major studies the interaction between individuals and the marketplace, emphasizing the effects of resource use, public policy and corporate decision-making on consumer welfare. That, in itself, is a static statement that belies our programmatic orientation of a marketplace that is "consumer driven-consumer managed." That is, we believe that effective marketplaces rely upon our leaders acting as if they were the *consumer* of the private good or the *consumer* of the non-profit sectors service or the *consumer* of the government policy that is being developed and delivered to the household unit. In essence, our goal is to train our students not only in specific subject matter, but how to blend that knowledge with a personal system of values and ethics to best design, develop, analyze, deliver and evaluate consumer products, services and policies that improve the quality of life for families and household.

Consultations with our alumni and employers of our graduates make it evident that the professional preparation of our students would be even more effective if our curriculum more closely paralleled our goals for the major and its programmatic orientation, through explicit inclusion of courses designed to increase our students' leadership skills. Accordingly, the revised major (Leadership and Consumer Economics) emphasizes leadership in studying the interactions between consumers and the for-profit, private non-profit, and public markets. Students gain knowledge and experience in applying leadership skills to develop and evaluate consumer policies and practices through an understanding of consumer issues, consumer behavior and marketplace trends. Courses cultivate skills in communicating ideas, instituting and managing change in consumer service organizations, analyzing consumer actions, and implementing corporate and government relations with consumers. Our presence at the Wilmington Center will be particularly enhanced through this integration of leadership into the curriculum.

The Department of Consumer Studies has committed the faculty time and financial resources necessary to support the revised major: In fact, the leadership courses that are being proposed as required courses in the major are already scheduled and staffed by department faculty this academic year. The only other department to be impacted by this revision is Economics (due to a pre-requisite course), and a letter of support from the Chair has been obtained. We have no doubt that it is in the best interests of our students to follow this proposed curriculum revision.

## PROPOSED POLICY GRADE POINT INDEX

*From the Undergraduate Catalog, 1997-98, pp. 18-19, proposed new wording in bold, deletions as ~~strikeout~~:*

### GRADE POINT INDEX

The cumulative grade point index is computed by dividing the total number of quality points by the total number of quality hours. The quality points for each course are obtained by multiplying the quality point value for each grade by the credits for that course: e.g., a grade of A in a three-credit course = 4 quality points x 3 credits = 12 quality points ÷ 3 quality hours = 4.0. A minimum average of C, or a scholastic index of 2.000, in all work taken at the University of Delaware is required for the baccalaureate degree.

Both term and cumulative indexes are calculated and ~~reported~~ **available** to students after each grading period. **If a degree has been awarded previously from the University of Delaware, and then the student returns to another academic degree program, a separate grade point index will be calculated for the second program. However, a single grade point index is calculated for students who elect to pursue more than one degree concurrently.**

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### **Background**

Currently, students who complete one baccalaureate degree at UD and then return and matriculate in a second degree program have only one cumulative GPI calculated: that GPI is computed on all the courses taken for both the first and second degrees (see sample transcript, attached). In the past year, there have been 2 or 3 requests from individual students to the Committee on Undergraduate Records and Certification (CURC) to allow the calculation of a separate GPI for the second degree program. CURC granted these requests, and brought them to the attention of the Assistant and Associate Deans Council for discussion. The Council agreed that the requests were reasonable and in fact recommends that the practice be institutionalized for all students pursuing a second UD degree after the first degree has been completed. The Council recommends that we continue the practice of computing a single GPI for students pursuing two degrees simultaneously.

At the heart of the matter is the recognition that degrees are awarded based, in part, upon attainment of a satisfactory GPI. From this perspective, the GPI should reflect performance in the courses needed to attain the degree.

### **May courses taken for the first degree be used to satisfy requirements for the second degree?**

Yes, UD has long allowed students to "point" courses taken during pursuit of the first degree toward the second degree as well, and the Council recommends that this practice be retained. Examples would be ENGL 110, the required multicultural course, and general education requirements.

**Should the GPI calculation for the second degree include the grades in courses taken for the first degree and "pointed" toward the second?**

The Council recommends that the grades for such courses should be included in the calculation of the GPI for the second degree. Again, the reasoning is that the degree should be awarded based upon satisfactory performance in all the courses used for credit toward that degree. If credit is given toward the degree, the grade should be included in the GPI. This method of calculation would yield a GPI that can be used in a fair manner in awarding not only degrees but also academic honors.

The other alternative would be to treat such courses as transfer courses, counting the credits but not counting the grades in the second GPI. The Council does not favor this method because, in some cases, the number of credits carried over from the first degree may be quite large, leaving only a small number of courses upon which to compute the second GPI. This does not seem fair, particularly for awarding academic honors.

S.H. MPLE TRANSCRIPT - TWO CONSECUTIVE DEGREES

-----Winter 1989-----JR-R  
 SCEN-102-015 PHYSICAL SCIENCE WITH LAB I/A 4 16.000  
 Term 4 4.00 4 16.000 4.000  
 Cumulative 70 70.00 19 55.000 2.895

Current Academic Program:  
 College of Health and Nursing Sciences  
 Bachelor of Science in Physical Education Studies  
 Major: Exercise and Sports Science, with  
 concentration in Fitness Management  
 Expected Graduation Term: 98J

-----Spring 1989-----JR-R  
 BUAD-301-011 INTRODUCTION TO MARKETING A 3 12.000  
 BUAD-309-014 MGMT & ORGANIZATIONAL BEHAVIOR A 3 12.000  
 POSC-105-011 AMERICAN POLITICAL SYSTEM A 3 12.000  
 PSYC-303-010 INTRO TO SOCIAL PSYCHOLOGY B 3 9.000  
 Term 12 12.00 12 45.000 3.750  
 Cumulative 82 82.00 31 100.000 3.226 553/3807  
 Academic Status: Dean's List; Change of Program.

UNIVERSITY OF DELAWARE Degrees Conferred:  
 Bachelor of Science in Business Administration  
 Jun 1, 1991  
 College of Business and Economics  
 Major: Business Administration, with  
 concentration in Marketing Management  
 Rank: 772 of 3163 in class, 108 of 366 in  
 Business Administration  
 Minor: Psychology  
 Graduation GPA: 3.198

-----Fall 1989-----JR-R  
 Transferred To:  
 College of Business and Economics  
 Bachelor of Science in Business Administration  
 Major: Business Administration, with  
 concentration in Marketing Management  
 Minor: Psychology

Credit Transferred from other Institutions:  
 Loyola College Sep 1986  
 ACCOUNTING II 3.00  
 ACCOUNTING I 3.00  
 COMPUTER SCIENCE 3.00  
 CISC TRANS CR: 100 LEVEL 3.00  
 INTRO TO MACROECONOMICS 3.00  
 INTRO TO MICROECONOMICS 3.00  
 APPROACHES TO LITERATURE 3.00  
 CRITICAL READING/WRTING 3.00  
 GENERAL GEOLOGY I 3.00  
 HIST TRANS CR: 300 LEVEL 3.00  
 WSTRN CIVILIZATN TO 1648 3.00  
 ELEMENTARY LATIN II 3.00  
 FINITE MATH/APPLICATIONS 3.00  
 PRE-CALCULUS 3.00  
 PHIL TRANS CR: 200 LEVEL 6.00  
 INTR TO STATISTICS I 3.00  
 School Total: 51.00

ACCT-261-013 INTRO TO BUSINESS INFO SYSTEMSII B 3 9.000  
 BUAD-302-011 MARKETING RESEARCH W (3)  
 BUAD-306-050 OPERATIONS MANAGEMENT B 3 9.000  
 BUAD-311-017 BUSINESS FINANCE B 3 9.000  
 ENGL-312-013 WRITTEN COMMUNICATNS IN BUSINESS B 3 9.000  
 A&S writing requirement  
 Term 15 12.00 12 36.000 3.000  
 Cumulative 97 94.00 43 136.000 3.163 687/3477

Credit Transferred from other Institutions:  
 Sep 1986  
 LAW AND SOCIAL ISSUES IN BUS B 3 9.000  
 MONEY, CREDIT AND BANKING C 3 6.000  
 CALCULUS I C 3 6.000  
 GENERAL PSYCHOLOGY B 3 9.000  
 WORK IN AMERICA B 3 9.000  
 School Total: 39.000 2.600 1662/3480

-----Winter 1990-----SR-R  
 BUAD-467-010 COMPARATIVE MGMT: EAST VS WEST B 3 9.000  
 PSYC-314-010 BRAIN AND BEHAVIOR A 3 12.000  
 Term 6 6.00 6 21.000 3.500  
 Cumulative 103 100.00 49 157.000 3.204

-----Spring 1990-----SR-R  
 BUAD-302-014 MARKETING RESEARCH A 3 12.000  
 BUAD-470-010 SALES MANAGEMENT AND SELLING A 3 12.000  
 BUAD-471-012 ADVERTISING MANAGEMENT B 3 9.000  
 ECON-351-010 MANAGERIAL ECONOMICS C 3 6.000  
 PHED-120-059 CROSS TRAINING FOR ATHLETES A 1 4.000  
 Term 13 13.00 13 43.000 3.308  
 Cumulative 116 113.00 62 200.000 3.226 664/3630  
 Academic Status: Dean's List.  
 \*\*\*\*\* NO ENTRIES BELOW THIS LINE \*\*\*\*\*

-----Fall 1988-----SO-R  
 Admitted Program:  
 College of Arts and Science  
 Bachelors Program  
 Major: Arts and Science - Undeclared  
 ACCT-352-011 LAW AND SOCIAL ISSUES IN BUS B 3 9.000  
 ECON-302-012 MONEY, CREDIT AND BANKING C 3 6.000  
 MATH-221-019 CALCULUS I C 3 6.000  
 PSYC-201-010 GENERAL PSYCHOLOGY B 3 9.000  
 SOCI-208-010 WORK IN AMERICA B 3 9.000  
 Term 15 15.00 15 39.000 2.600  
 Transferred 51 51.00  
 Cumulative 66 66.00 15 39.000 2.600 1662/3480  
 \*\*\*\*\* NO ENTRIES BELOW THIS LINE \*\*\*\*\*

new program started

PSYC-309-970 MEASUREMENT & STATISTICS A 3 12.000 SR-R  
 STAT-202-970 INTRODUCTION TO STATISTICS II B 3 9.000  
 Term 6 6.00 6 21.000 3.500  
 Cumulative 122 119.00 68 221.000 3.250

Transferred To: Spring 1997 SR-R  
 College of Physical Education  
 Bachelor of Science in Physical Education Studies  
 Major: Physical Education Studies, with concentration in Fitness Management

---Fall 1990---  
 BUAD-441-013 BUSINESS POLICY SR-R  
 BUAD-479-050 MARKETING STRATEGY FOR THE FIRM B 3 9.000  
 COMM-312-012 ORAL COMMUNICATION IN BUSINESS B 3 9.000  
 PSYC-325-011 CHILD PSYCHOLOGY A 3 12.000  
 Term 12 12.00 12 39.000 3.250  
 Cumulative 134 131.00 80 260.000 3.250 760/3104  
 Academic Status: Dean's List.

---Winter 1991---  
 BUAD-421-010 HUMAN RESOURCE MANAGEMENT SR-R  
 PSYC-301-010 PERSONALITY C 3 6.000  
 Term 6 6.00 6 15.000 2.500  
 Cumulative 140 137.00 86 275.000 3.128

Transferred To: Fall 1997 SR-R  
 College of Health and Nursing Sciences  
 Bachelor of Science in Physical Education Studies  
 Major: Physical Education Studies, with concentration in Fitness Management

---Summer 1986---  
 Transferred To:  
 Division of Continuing Education  
 Non-Degree Program  
 Major: Not Required

HPER-667-011 HUMAN RESPONSES TO STRESS B 3 9.000  
 NUTD-200-010 NUTRITION CONCEPTS A 3 12.000  
 Term 6 6.00 6 21.000 3.500  
 Cumulative 146 143.00 92 296.000 3.217

---Fall 1996---  
 HPER-220-011 ANATOMY AND PHYSIOLOGY ND-R  
 HPER-490-010 DEVELOPMENT OF HEALTH PROMO PROGRAMS A 3 12.000  
 Term 6 6.00 6 24.000 4.000  
 Cumulative 152 149.00 98 320.000 3.265  
 \*\*\*\*\* NO ENTRIES BELOW THIS LINE \*\*\*\*\*

---Winter 1998---  
 HPER-432-010 BASIC EXERCISE PRESCRIPTION SR-R  
 HPER-434-010 EXERCISE TEST TECHNOLOGY A 3 12.000  
 Term 6 6.00 6 24.000 4.000  
 Cumulative 180 177.00 126 430.000 3.413  
 \*\*\*\*\* NO ENTRIES BELOW THIS LINE \*\*\*\*\*

---Fall 1997---  
 HPER-120-026 EXERCISE AND CONDITIONING A 1 4.000  
 HPER-214-012 WELLNESS: A WAY OF LIFE A 3 12.000  
 HPER-276-012 PERSONAL COMPUTERS IN HPER A 2 8.000  
 HPER-310-010 SAFETY, FIRST AID & EMER CARE A- 3 11.000  
 HPER-367-010 HLTH BEHAVIOR THEORY/ASSESSMENT A- 3 11.000  
 HPER-430-010 PHYSIOLOGY OF ACTIVITY A 3 12.000  
 HPER-431-012 PHYSIOLOGY OF ACTIVITY LAB A 1 4.000  
 Term 16 16.00 16 62.000 3.875  
 Cumulative 168 165.00 114 382.000 3.351 948/4492  
 Academic Status: Readmit; Dean's List.

---Fall 1997---  
 HPER-324-010 MEASUREMENT & EVALUATION A 3 12.000  
 HPER-445-010 CONCEPTS OF PHYS FITNESS TESTING A 3 12.000  
 Term 6 6.00 6 24.000 4.000  
 Cumulative 174 171.00 120 406.000 3.383 747/3901

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 HPER-434-010 EXERCISE TEST TECHNOLOGY A 3 12.000  
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 HPER-431-012 PHYSIOLOGY OF ACTIVITY LAB A 1 4.000  
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 Cumulative 168 165.00 114 382.000 3.351 948/4492  
 Academic Status: Readmit; Dean's List.