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10-13-1977

## Report of the Curricular Affairs Committee and University College

University of Rhode Island Faculty Senate

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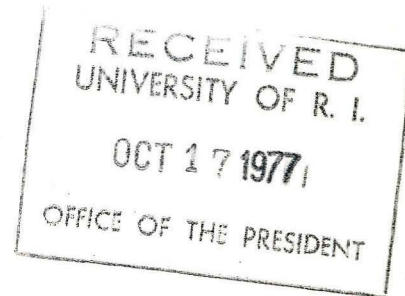
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UNIVERSITY OF RHODE ISLAND  
Kingston, Rhode Island

FACULTY SENATE  
BILL

Adopted by the Faculty Senate

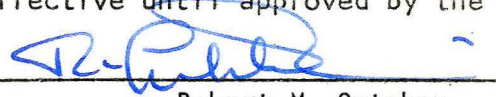


TO: President Frank Newman

FROM: Chairman of the Faculty Senate

1. The attached BILL, titled Report of the Curricular Affairs Committee and University College and General Education Committee on the College Level Examination Program "CLEP", is forwarded for your consideration.
2. The original and two copies for your use are included.
3. This BILL was adopted by vote of the Faculty Senate on October 13, 1977\* (date).
4. After considering this bill, will you please indicate your approval or disapproval. Return the original or forward it to the Board of Regents, completing the appropriate endorsement below.
5. In accordance with Section 8, paragraph 2 of the Senate's By-Laws, this bill will become effective on November 3, 1977 (date), three weeks after Senate approval, unless: (1) specific dates for implementation are written into the bill; (2) you return it disapproved; (3) you forward it to the Board of Regents for their approval; or (4) the University Faculty petitions for a referendum. If the bill is forwarded to the Board of Regents, it will not become effective until approved by the Board.

October 14, 1977  
(date)

  
Robert M. Gutchen  
Chairman of the Faculty Senate


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ENDORSEMENT 1.

TO: Chairman of the Faculty Senate

FROM: President of the University

1. Returned.
2. Approved ✓. Disapproved \_\_\_\_\_.
3. (If approved) In my opinion, transmittal to the Board of Regents is not necessary.

10/27/77  
(date)

  
President

\* Recommendations #1, 2, 3 and 4 were approved on September 29, 1977.  
(OVER)

ALTERNATE ENDORSEMENT 1.

TO: Chairman of the Board of Regents

FROM: The University President

1. Forwarded.
2. Approved.

\_\_\_\_\_  
(date)

\_\_\_\_\_  
President

---

ENDORSEMENT 2.

TO: Chairman of the Faculty Senate

FROM: Chairman of the Board of Regents, via the University President.

1. Forwarded.

\_\_\_\_\_  
(date)

\_\_\_\_\_  
(Office)

---

ENDORSEMENT 3.

TO: Chairman of the Faculty Senate

FROM: The University President

1. Forwarded from the Chairman of the Board of Regents.

\_\_\_\_\_  
(date)

\_\_\_\_\_  
President

---

Original received and forwarded to the Secretary of the Senate and Registrar for filing in the Archives of the University.

\_\_\_\_\_  
(date)

\_\_\_\_\_  
Chairman of the Faculty Senate

UNIVERSITY OF RHODE ISLAND  
Kingston, Rhode Island

JOINT REPORT OF THE CURRICULAR AFFAIRS COMMITTEE AND UNIVERSITY COLLEGE AND GENERAL  
EDUCATION COMMITTEE ON THE COLLEGE LEVEL EXAMINATION PROGRAM (CLEP)

May 25, 1977

The Curricular Affairs Committee and the University College and General Education Committee make the following recommendations to the Faculty Senate on the College Level Examination Program (CLEP) of the College Entrance Examination Board (CEEB). Recommendations 1a-1f and 3a-3d involve the addition of new sections to the University Manual. These sections would supersede sections 8.36.10 and 8.36.11 which would be deleted from the Manual (recommendation #4).

Recommendation 1. That URI students be eligible to earn academic credit through CLEP Subject Examinations according to policies established by academic departments and approved by college deans. The following general policies apply:

- a. 8.36.10 CLEP Subject Examinations. Academic departments may use CLEP Subject Examinations as proficiency exams to test students' mastery of the subjects taught by the department. A department which judges a CLEP Subject Examination to be a satisfactory proficiency exam will decide what credit should be awarded within the department to students who pass the exam, will establish the minimum score for credit, will decide whether students must answer the optional essay questions supplied by CLEP, and will decide whether students must pass a supplementary department test, such as a lab exam. All decisions of the department must gain the endorsement of the dean of the college to which the department belongs. A list of departments which offer credit by CLEP Subject Examination shall be included in the Undergraduate Bulletin.
- b. 8.36.11. Departments may alter their standards for CLEP Subject Examinations or may withdraw their approval of an exam with the consent of their college dean.
- c. 8.36.12. College deans will inform the Dean of University College, the Dean of University Extension, the Director of Admissions, and the Publications Office of all changes in CLEP policies of the departments of their college.
- d. 8.36.13. URI students must secure the approval of their academic dean prior to taking a CLEP Subject Examination for credit. The exam should never be taken after the student has completed course work in the subject. It is the responsibility of the dean to prevent students from using CLEP Subject Examinations to duplicate academic credit.
- e. 8.36.14. Transfer students may receive credit from CLEP Subject Examinations taken prior to enrollment at URI, provided that their scores meet URI standards and provided that their academic dean judges that the CLEP credit does not duplicate other transfer credit.
- f. 8.36.15. Students who earn credit by CLEP Examination for courses which satisfy the University general education requirement may apply their CLEP credit toward the general education requirement.

Recommendation 2. That subject to subsequent modification by departments, students be eligible to receive academic credit from CLEP Subject Examinations as follows:

| Name of examination (URI credit)           | Min. raw score/Min. percentile | Supp. requirements       |
|--|--------------------------------|--------------------------|
| Afro-American History (HIS 150)            | 49 47th                        | Optional essays required |
| American Government (PSC 113)              | 47 38th                        |                          |
| American History (HIS 141, 142)            | 46 40th                        | Optional essays required |
| American Literature (ENG 241, 242)         | 46 37th                        |                          |
| Analysis & Interp. of Literature (ENG 103) | 49 43rd                        |                          |
| Biology (BIO 101, 102)                     | 49 47th                        |                          |
| Calculus w/ Anal. Geom. (MGS 102)          | 49 50th                        |                          |
| College Algebra-Trig. (MGS 101 or MTH 109) | 49 50th                        |                          |
| Educational Psychology (EDC 312)           | 47 40th                        |                          |
| Elem. Comp. Prog./Fortran IV (MGS 107)     | 51 50th                        |                          |
| English Literature (ENG 251, 252)          | 46 38th                        |                          |
| General Chemistry (CHM 101, 102, 112, 114) | 47 45th                        |                          |
| General Psychology (PSY 113)               | 47 39th                        |                          |
| History of American Education (EDC 102)    | 46 36th                        |                          |
| Human Growth & Devel. (CDF 200 or PSY 232) | 47 38th                        |                          |
| Intro. to Business Management (MGT 301)    | 50 50th                        |                          |
| Introductory Accounting (ACC 201, 202)     | N/A 50th                       |                          |
| Introductory Business Law (BSL 333)        | 51 50th                        |                          |
| Introductory Marketing (MMG 323)           | 50 50th                        |                          |
| Microbiology (MIC 201)                     | 48 45th                        | Dept. lab test required  |
| Statistics (MGS 201)                       | 51 50th                        |                          |
| Tests and Measurement (EDC 371)            | 46 37th                        |                          |
| Western Civilization (6 cr. HIS below 300) | 50 52nd                        | Optional essays required |

(NOTE: The minimum score for the General Chemistry exam was recommended by the Department of Chemistry. The minimum scores for all exams which yield credit for business administration courses were recommended by the College of Business Administration. All other minimum scores are those recommended by the American Council on Education and are based on the principle that "the minimum score required for credit for Subject Examinations be the average score of students in the norming group who earned a grade of C in a comparable college course." The supplementary requirements for the History and Microbiology tests were recommended by the Departments of History and Microbiology.

CLEP offers additional Subject Examinations for which no credit is awarded by URI:

|                                   |  |
|-----------------------------------|--|
| Anatomy, Physiology, Microbiology | Head, Neck, and Oral Anatomy           |
| Behavioral Sciences for Nurses    | Hematology                             |
| Clinical Chemistry                | Immunohematology                       |
| College Algebra                   | Introductory Macroeconomics            |
| College Composition               | Introductory Microeconomics            |
| College French, Levels 1 & 2      | Introductory Micro- and Macroeconomics |
| College German, Levels 1 & 2      | Introductory Sociology                 |
| College Spanish, Levels 1 & 2     | Medical Surgical Nursing               |
| Computers and Data Processing     | Money and Banking                      |
| Dental Materials                  | Oral Radiography                       |
| Freshman English                  | Tooth Morphology                       |
| Fundamentals of Nursing           | Trigonometry                           |



Recommendation 3. That URI students be eligible to earn academic credit through CLEP General Examinations according to standards established by the Faculty Senate. The following policies apply:

- a. 8.36.16 CLEP General Examinations. Students who have not been pursuing formal studies for at least three years may take CLEP General Examinations to demonstrate what they have learned from a variety of life experiences. URI students must secure prior approval from their academic dean to take the exams for credit. Transfer students may receive credit from CLEP General Examinations taken prior to enrollment at URI provided that their scores meet URI standards and provided that their academic dean judges that the CLEP credit does not duplicate other transfer credit.
- b. 8.36.17. Eligible students are encouraged to take the CLEP General Examinations before or during their first semester at the University. Students enrolled in the BGS program must take the exams during their first semester in the program. Credits earned by CLEP General Examinations shall not increase a student's credit total beyond 45 semester credit hours.
- c. 8.36.18. It is the responsibility of academic deans to prevent students from using CLEP General Examinations to duplicate credit earned by other means.
- d. 8.36.19. The University's policies on CLEP General Examinations can be changed only by Faculty Senate legislation.

Recommendation 4. That sections 8.36.10 and 8.36.11 of the 1976-77 edition of the University Manual be deleted (contingent upon approval of recommendations 1 and 3, above).

Recommendation #5: That no academic credit be awarded for the CLEP General Examination in Mathematics. That eligible students receive academic credit as is indicated below by scoring at or above the 35th percentile on the other CLEP General Examinations. All elective credits are equivalent to 100-200 level courses:

English Composition - Division D Elective (3)  
 Humanities - Humanities Elective (3), Fine Arts Elective (3)  
 Natural Sciences - Natural Science Elective (3), Physical Science Elective (3)  
 Social Sciences and History - Social Science Electives (6)

Students who are eligible to take the CLEP General Examinations, and who have not received credit for any course in English Composition or SCRATCH, *EXCEPT FOR SCRATCH A COLLEGE WRITING FOR ADULTS* and who are not enrolled in any course in English Composition or SCRATCH are eligible to receive credit for ENG 110 (3 credits) from a Writing Test to be devised and evaluated by the Department of English. With the approval of the University and the Board of Regents, the Department of English will charge a fee of \$5 per Writing Test.

Students who have two or more writing courses (i.e., 6 credits or more in English Composition or SCRATCH) and students who have passed one writing course and are enrolled in a second are not eligible to receive credit from the CLEP General Examination in English Composition.

~~Students who have passed or are enrolled in ENG 107 and ENG 109 may receive credit for the CLEP General Examination in Mathematics. Students who have passed or are enrolled in only one of these courses are eligible to receive credit from the CLEP General Examination in Mathematics as is specified in the following table.~~

Recommendation 6. That students who score below the 50th percentile on the CLEP General Examination in Mathematics or who score below the 35th percentile on the CLEP General Examinations in Humanities, Natural Sciences, or Social Sciences and History, may receive three credits for each of these exams by achieving a satisfactory subscore for either part of the exam. ~~Subscores for the exams must be at or above the 35th percentile.~~ Subscores for the exams must be at or above the 35th percentile. Eligible students may receive credit as is indicated below:

Humanities Examination  
 Literature Subscore - Humanities Elective (3)  
 Fine Arts Subscore - Fine Arts Elective (3)  
~~Writing Subscore - Humanities Elective (3)~~  
~~Skills and Concepts Subscore - Humanities Elective (3)~~  
~~Content Subscore - Humanities Elective (3)~~  
 Natural Sciences Examination  
 Biological Science Subscore - Natural Science Elective (3)  
 Physical Science Subscore - Physical Science Elective (3)  
 Social Sciences and History Examination  
 Social Science Subscore - Social Science Elective (3)  
 History Subscore - Social Science Elective (3)

~~Students who score below the 50th percentile on the CLEP General Examination in Mathematics or who score below the 35th percentile on the CLEP General Examinations in Humanities, Natural Sciences, or Social Sciences and History, may receive three credits for each of these exams by achieving a satisfactory subscore for either part of the exam. Subscores for the exams must be at or above the 35th percentile.~~

Recommendation 7. That students who receive credits from CLEP General Examinations be allowed to apply these credits toward the University's General Education requirements in the following manner:

Humanities Examination - Division A  
~~Humanities Examination - Division A~~  
 Natural Sciences Examination - Division B  
 Social Sciences and History Examination - Division C  
 English Composition Examination - Division D

(Credits from the Writing Test may be applied in Division D, since students who pass the Writing Test receive credit for ENG 110.)

Recommendation 8. That students enrolled in the Bachelor of General Studies (BGS) program whose CLEP General Examination scores are unsatisfactory be required to pass the following courses over and above the other requirements for the BGS degree (the other requirements are: BGS 100, BGS 390, BGS 391, BGS 392, 45-credit concentration, and senior project):

English Composition Examination - a three-credit Division D elective  
 Humanities Examination - two three-credit Division A electives\*\*  
~~Humanities Examination - two three-credit Division A electives\*\*~~  
 Natural Sciences Examination - two three-credit Division B electives\*\*  
 Social Sciences and History Examination - two three-credit Division C electives\*\*

\*\*\* Students who receive three credits from any of these examinations need only pass one additional three-credit elective course from the appropriate general education division.

BGS students whose Writing Test is judged unsatisfactory must pass ENG 110 or SCRO00W (3 credits).

Recommendation 9. That the University test the validity of its CLEP General Examination policies by administering those examinations to appropriate groups of undergraduate students during the 1977-78 academic year. The University shall protect the anonymity of all students who participate in this experiment. These students shall not be eligible for credit from the examinations *and shall be so informed before the examinations are administered.*

The Faculty Senate shall establish an Ad Hoc Committee to plan and supervise the administration of the examinations and to prepare a report on the results of the examinations. It shall not be the responsibility of the Ad Hoc Committee to recommend changes in the University's CLEP General Examination policies.

The Ad Hoc Committee shall include the following membership:

the Dean of University College or designee;  
the Dean of University Extension or designee;

a matriculated ~~Ad Hoc~~ student who has received credit from the CLEP General Examinations;

at least four faculty members, including members of the following Faculty Senate committees: Academic Standards and Calendar, Curricular Affairs, University College and General Education.

The student member of the Ad Hoc Committee shall be selected by the President of the Student Senate. The faculty members and the chairperson of the Ad Hoc Committee shall be selected by the Chairperson of the Faculty Senate, subject to confirmation by the Faculty Senate.

The Ad Hoc Committee shall report the results of the examinations to the three Faculty Senate committees which are represented on the Ad Hoc Committee. The results also shall be reported to the Vice President for Academic Affairs.

With the following restrictions, the Ad Hoc Committee shall determine which groups of students shall take the CLEP General Examinations:

- students shall not have taken CLEP General Examinations previously;
- students taking each exam shall have passed with a grade of "C" or better at least six credits in liberal arts courses taken at URI in the subject area of the exam;
- students in a MTH 107 class ("Introduction to Finite Mathematics") shall take the "Content" portion of the General Examination in Mathematics; students in a MTH 109 class ("Algebra and Trigonometry") shall take the "Skills and Concepts" portion of the General Examination in Mathematics. The examinations will be administered at the end of the semester;
- students selected must have completed 42-51 credits at URI.

The Ad Hoc Committee should try to determine whether the scores of 19-20 year old sophomores differ significantly from those of "older than average" undergraduate students who have made similar progress toward URI degrees.

#### Background (Informational)

The College Level Examination Program (CLEP) was created by the College Entrance Examination Board (CEEB) of the Educational Testing Service (ETS) in the early 1960's to provide students a means of demonstrating that they have mastered college-level material outside the college classroom. The program consists of two parts: the Subject Examinations and the General Examinations. The Subject Examinations are designed to test whether a student has gained knowledge equivalent to that needed to pass a specific college-level course, such as American Literature or Introductory Sociology. The General Examinations are designed to test whether a student has general knowledge on a par with that of university students of such broad liberal arts subject areas as the Humanities or the Social Sciences.

Most Subject Examinations consist of a mandatory 90-minute multiple choice section and an optional 90-minute essay section which some institutions require. The General Examinations have been 60-minute multiple choice tests. However, CLEP is developing 90-minute multiple choice exams which will be tested nationally in the spring of 1978 and which will thereafter replace the 60-minute exams. CLEP has also developed a special General Examination in English Composition which is administered twice annually (other CLEP examinations are offered once-a-month throughout the year) which includes a 45-minute essay section along with a 45-minute multiple choice section. This 45-minute essay is evaluated by readers selected by CLEP. Otherwise, all essays must be evaluated at the institutions which require their students to write them.

CLEP reports results of CLEP General Examinations as raw scores on a scale from 200 to 800. Two subscores on a scale of 20 to 80 are reported for each of the General Examinations except English Composition. The scores for Subject Examinations range from 20 to 80. To aid colleges and universities in evaluating CLEP test scores, CLEP has established national percentile norms for each exam. Norms for the Subject Examinations are based on the scores of students who took the exams at the end of a college course in the same subject. Norms for the General Examinations are based on the scores of college sophomores. For each General Examination the mean score of students in the norming group was 500; for each Subject Examination and for the subscores of the General Examinations the mean score was 50. Median scores are slightly lower in each case.

The Faculty Senate authorized use of the CLEP exams at URI in March 1968. At that time the Senate approved the University Manual sections currently numbered 8.36.10 and 8.36.11. The only times when the Senate has discussed the details of CLEP policy (e.g., minimum scores for credit, credit allowances,) has been with regard to the BGS program, whose students are required to take the CLEP General Examinations and may earn 30 credits by scoring at or above the 35th percentile in each of the five exams.

Prior to 1976 the Office of Admissions was primarily responsible for the establishment and modification of CLEP policies. Appendix A is the policy of Spring 1975. However, during the 1975-76 academic year the Council of Deans reviewed the University's policies and made several changes. The resultant university policy is attached as Appendix B.

During the 1976-77 academic year the Curricular Affairs Committee and the University College and General Education Committee reviewed the policies established by the Council of Deans and now make the recommendations listed above. The specific changes proposed by the Senate committees are:

1. That the minimum scores for credit on CLEP Subject Examinations be raised from the 35th percentile to the levels recommended by the American Council on Education (36th to 52nd percentiles).



Rationale: There is no apparent reason for the current policy of awarding credit at the 35th percentile for the subject matter examinations. In the absence of a specific recommendation to the contrary from a URI department, the committees endorse the recommendation of the American Council on Education.

2. That the Minimum score for credit on the CLEP General Examination in Mathematics be raised from the 35th to the 50th percentile.

Rationale: The Mathematics Department believes that the 35th percentile is unrealistically low.

3. That students who pass the CLEP General Examination in English Composition receive 3 credits rather than 6, but that the English Composition exam be supplemented by a new 3-credit Writing Test.

Rationale: The English Department and the SCRATCH program believe that the English Composition Examination tests a student's knowledge of grammar and syntax, but does not measure English Composition skills.

4. That more detailed information about the University's CLEP policies, including the procedures by which these policies may be changed, be included in the University Manual.

Rationale: There is currently a great amount of confusion regarding the University's CLEP Policies. Codification and publication of these policies should eliminate much of this confusion.

The report also recommends that the University conduct its own norming exams with the CLEP General Examinations with an eye toward the establishment of URI standards based on the performance of URI students. In addition, the Senate committees would specify the additional course requirements for students in the BGS program who fail to achieve the minimum score for credit on the CLEP General Examinations. This is a clarification of the curriculum requirements for the BGS and defines the current and intended practices within the BGS.

## APPENDIX A

UNIVERSITY OF RHODE ISLAND  
Office of Admissions

Kingston, Rhode Island 02881  
Spring 1975

### COLLEGE LEVEL EXAMINATION PROGRAM ALLOWANCES

Credit will normally be assigned in the subject areas and credit values noted below when candidates achieve scores at or above the specified minimum levels. Determination is made by the appropriate academic dean following appraisal of each candidate's credentials.

#### CLEP GENERAL EXAMINATIONS:

| Test                    | Min. Score | URI Equivalency                    | Credit |
|-------------------------|------------|------------------------------------|--------|
| 1 - English Composition | 460        | English 110, 120                   | 6      |
| 2 - Humanities          | 450        | English Lit. elective (-300)       | 3      |
|                         |            | Fine Arts elective (-300)          | 3      |
| 3 - Mathematics         | 450        | Math 107-108                       | 6      |
| 4 - Natural Sciences    | 450        | Bio. Science elective (101 or 102) | 3      |
|                         |            | Physical Sci. elective (-300)      | 3      |
| 5 - Social Sci./History | 450        | Hist. 101 (or other -300)          | 3      |
|                         |            | Social Stud. elective (-300)       | 3      |

#### CLEP SUBJECT EXAMINATIONS:

##### Business

|                                      |    |                               |   |
|--------------------------------------|----|-------------------------------|---|
| Accounting, Introductory             | 50 | Accounting 201-202            | 6 |
| Business Law, Introductory           | 51 | Business Law elective         | 3 |
| Business Management, Intro.          | 47 | Business Admin. elect. (-300) | 3 |
| Computers & Data Processing          | 46 | Computer Sci. elect. (-300)   | 3 |
| Computer Programming - Elem. Fortran | 48 | Computer Sci. elect. (-300)   | 3 |
| Marketing, Introductory              | 48 | Business Admin. elect. (-300) | 3 |
| Money and Banking                    | 48 | Economics 334                 | 3 |

##### Education

|                               |    |               |   |
|-------------------------------|----|---------------|---|
| Educational Psychology        | 47 | Education 312 | 3 |
| History of American Education | 46 | Education 102 | 3 |
| Human Growth and Development  | 47 | CDF 200       | 3 |
| Tests and Measurements        | 46 | Education 371 | 3 |

##### Humanities

|                                 |    |                  |   |
|---------------------------------|----|------------------|---|
| American Literature             | 46 | English 241-242  | 6 |
| Analysis and Interp. Literature | 49 | English 103      | 3 |
| English Composition             | 48 | English 110      | 3 |
| English Literature              | 46 | English 251-252  | 6 |
| Freshman English                | 47 | English 110, 120 | 6 |

| <u>Test</u>                        | <u>Min.<br/>Score</u> | <u>URI Equivalency</u>      | <u>Credit</u> |
|------------------------------------|-----------------------|-----------------------------|---------------|
| <u>Mathematics</u>                 |                       |                             |               |
| Calculus with Analytic Geometry    | 47                    | Math 141-142                | 6             |
| College Algebra                    | 50                    | No Credit                   | -             |
| College Algebra-Trigonometry       | 49                    | Math 109                    | 3             |
| Statistics                         | 48                    | Statistics elective (-300)  | 3             |
| Trigonometry                       | 49                    | No Credit                   | -             |
| <u>Medical Technology</u>          |                       |                             |               |
| Clinical Chemistry                 | 47                    | Undetermined                | -             |
| Hematology                         | 46                    | "                           | -             |
| Immunohematology & Blood Banking   | 47                    | "                           | -             |
| Microbiology                       | 48                    | "                           | -             |
| <u>Nursing</u>                     |                       |                             |               |
| Anatomy, Physiol., Microbiol.      | 51                    | "                           | -             |
| Behavioral Science for Nurses      | 50                    | "                           | -             |
| Fundamentals of Nursing            | 51                    | "                           | -             |
| Medical-Surgical Nursing           | 53                    | "                           | -             |
| <u>Sciences</u>                    |                       |                             |               |
| Biology                            | 49                    | Biology 101-102             | 6             |
| General Chemistry                  | 48                    | Chemistry 101-102, 112, 114 | 8             |
| Geology                            | 49                    | Geology elective (-300)     | 6             |
| <u>Social Sciences</u>             |                       |                             |               |
| Afro-American History              | 49                    | History 150                 | 3             |
| American History                   | 46                    | History 141-142             | 6             |
| American Government                | 47                    | Political Sciences 113      | 3             |
| Microeconomics, Introductory       | 48                    | Economics 125               | 3             |
| Microeconomics                     | 47                    | Economics 126               | 3             |
| Micro-Macroeconomics, Introductory | 47                    | Economics 123               | 3             |
| Psychology, General                | 47                    | Psychology 113              | 3             |
| Sociology, Intro.                  | 47                    | Sociology 202, 204          | 6             |
| Western Civilization               | 50                    | History 101-102             | 6             |

APPENDIX B

COLLEGE LEVEL EXAMINATION PROGRAM

POLICY STATEMENT

RECEIVED

SEP 15 1976

UNIVERSITY OF RHODE ISLAND  
FACULTY SENATE

- I. CLEP examinations allow students to demonstrate what they have learned outside traditional institutions of higher education. Students must secure the approval of their academic dean to take the general exams for credit. The exams should normally be taken only by students who have not been pursuing formal studies for at least three years; students may take the general exams at any time up to the completion of 30 semester credit hours after matriculation at the University, but should be encouraged to take them before or during the first semester. Students may earn URI credits as follows toward general education requirements by scoring at or above the thirty-fifth percentile in the CLEP general examinations.

- |                           |   |
|---------------------------|---|
| 1. English Composition    | English Composition Elective (3+3)                                |
| 2. Humanities             | Humanities Elective (3)<br>and Fine Arts Elective (3)             |
| 3. Mathematics            | Mathematics Elective (6)  |
| 4. Natural Science        | Natural Science Elective (3)<br>and Physical Science Elective (3) |
| 5. Social Science/History | Social Science Elective (3+3)                                     |

- II. In addition, students may take selected CLEP subject area, CEEB Advanced Placement, or URI departmental exams to earn credit for many URI courses, particularly those at the introductory level. Students must secure the approval of their academic dean to take CLEP or URI exams for credit. The exam should never be taken after the completion of course work in the subject; the dean may reject requests from students to take exams in subjects in which they have already taken courses. Students may earn URI credit for the following courses by scoring at or above the thirty-fifth percentile in CLEP subject exams instead of departmental challenge exams:

Biology 101, 102  
Economics 123, 125, 126, 334  
Education 102, 312, 371, (may not count for state certification)  
English 103, 241, 242, 251, 252  
Geology 103, 104  
History 141, 142, 150, below 300 elective (3+3) each only with essay  
Microbiology 201, (only with lab exam)  
Political Science 113  
Psychology 113, 232

Students scoring at or above the forty-fifth percentile may receive credit for:  
Chemistry 101, 102, 112, 114

Students scoring at or above the fiftieth percentile may receive credit for:  
Accounting 201, 202  
Business Law 333  
Management Science 101, 102, 107, 201  
Marketing Management 323  
Organizational Management & Industrial Relations 301



# APPENDIX C

## Table I

Comparison of CLEP General Examination Policies: URI with other New England State Universities

|                  | Minimum score for credit |      |       |           |           | Minimum percentile for credit |      |       |           |           |
|------------------|--------------------------|------|-------|-----------|-----------|-------------------------------|------|-------|-----------|-----------|
|                  | Eng. Com.                | Hum. | Math. | Nat. Sci. | Soc. His. | Eng. Com.                     | Hum. | Math. | Nat. Sci. | Soc. His. |
| U. Conn. Storrs  | -                        | -    | -     | No Credit | -         | -                             | -    | -     | No Credit | -         |
| U. Mass. Amherst | 500                      | 500  | 500   | 500       | 500       | 52                            | 54   | 51    | 54        | 54        |
| U. Maine Orono   | 500                      | 500  | 500   | 500       | 500       | 52                            | 54   | 51    | 54        | 54        |
| U. Vermont       | 495                      | 489  | 497   | 489       | 489       | 50                            | 50   | 50    | 50        | 50        |
| U. New Hampshire | 460                      | 460  | 460   | 460       | 460       | 36                            | 39   | 38    | 39        | 39        |
| URI              | 458                      | 449  | 450   | 450       | 451       | 35                            | 35   | 35    | 35        | 35        |

## Table II

Comparison of CLEP General Examination Policies: URI with other Rhode Island Colleges and Universities

|                |     |     |     |           |     |    |    |    |           |    |
|----------------|-----|-----|-----|-----------|-----|----|----|----|-----------|----|
| Brown          | -   | -   | -   | No Credit | -   | -  | -  | -  | No Credit | -  |
| Bryant         | -   | -   | -   | No Credit | -   | -  | -  | -  | No Credit | -  |
| Providence Col | -   | -   | -   | No Credit | -   | -  | -  | -  | No Credit | -  |
| RIJC           | 493 | 482 | 504 | 489       | 479 | 50 | 48 | 51 | 50        | 47 |
| Salve Regina   | 483 | 475 | 473 | 475       | 475 | 45 | 45 | 45 | 45        | 45 |
| URI            | 458 | 449 | 450 | 450       | 451 | 35 | 35 | 35 | 35        | 35 |
| RIC            | 458 | 449 | 443 | 450       | 451 | 35 | 35 | 30 | 35        | 35 |
| Roger Williams | 450 | 450 | 450 | 450       | 450 | 33 | 36 | 35 | 35        | 35 |

## Table III

Comparison of CLEP General Examination Policies: URI with selected Colleges and Universities in Connecticut and Massachusetts

|                |     |     |     |     |     |    |    |    |    |    |
|----------------|-----|-----|-----|-----|-----|----|----|----|----|----|
| U. Mass Boston | 570 | 564 | 566 | 571 | 568 | 75 | 75 | 75 | 75 | 75 |
| U. Maine P-G   | 540 | 540 | 540 | 540 | 540 | 65 | 67 | 67 | 68 | 68 |
| Boston Univ.   | 500 | 500 | 500 | 500 | 500 | 52 | 54 | 51 | 54 | 54 |
| Tufts Univ.    | 500 | 500 | 500 | 500 | 500 | 52 | 54 | 51 | 54 | 54 |
| Northeastern   | 500 | 500 | 500 | 500 | 500 | 52 | 54 | 51 | 54 | 54 |
| Leicester JC   | 500 | 500 | 500 | 500 | 500 | 52 | 54 | 51 | 54 | 54 |
| SMU            | 495 | 489 | 497 | 489 | 489 | 50 | 50 | 50 | 50 | 50 |
| Mitchell Coll. | 480 | 480 | 497 | 480 | 480 | 44 | 47 | 50 | 47 | 47 |
| URI            | 458 | 449 | 450 | 450 | 451 | 35 | 35 | 35 | 35 | 35 |

This information is taken from College Placement and Credit by Examination 1975, published by CEEB and by telephone calls to schools not listed.

# UNIVERSITY OF RHODE ISLAND Kingston, Rhode Island

## FACULTY SENATE

## RESEARCH POLICY AND FACILITIES COMMITTEE

## FINAL REPORT-1976-77

August 17, 1977

## I. Background Information

The Research Policy and Facilities Committee unanimously supports the concept of "centers" (includes institutes and bureaus as defined below). Centers can provide a visible vehicle for inter-disciplinary research and, accordingly, strengthen the grantsmanship of the contributing departments and investigators.

Overall, three characteristics make centers highly desirable. First, they provide visibility for the investigator and the University. Such visibility is extremely important for the procurement of funds by the novice investigator who has not yet developed a research name. Similarly, visibility of a "center of excellence" adds prestige to the reputation of the University and enhances its chances for competitive grants. Second, centers have an interdisciplinary approach, and, therefore, they present an opportunity for investigators, housed in departments where research funds are normally very difficult to procure, to associate with other researchers in departments with more available funding sources. In addition, the interdisciplinary approach is highly desirable for dealing with complex research problems. Third, centers can provide both new and veteran researchers with advice and guidance and accordingly improve their chances for successful grantsmanship. Help in writing, identifying appropriate funding agencies and supplying "seed money" for future grants are all admirable characteristics of centers.

Short and long range implications of centers are very difficult to predict. Initially, funding and facilities are problems to be reconciled during periods of "zero base and tight" budgeting. The issues of funding and facilities are still problems after centers are firmly established. Non-successful centers should be quickly terminated. Expansion of successful centers must be controlled and policies need to be clarified for the distribution and use of overhead funds as well as the establishment of research and teaching priorities.

The Research Policy and Facilities Committee has examined the interaction between centers and contributing disciplines with regard to research, teaching and service. Although occasional problems might exist, center-oriented research and discipline-oriented research appear to be compatible as long as the individual investigators use the "team" approach to center research. Center directors must be responsible for maintaining disciplinary integrity in interdisciplinary research. Problems are likely to arise when one researcher encroaches upon the discipline territory of another investigator. Center service and discipline-oriented service are areas where a minimum of conflict will occur.