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Curricular Report No. 1978-79-10 from the Graduate Council to the Faculty Senate: A, B, C, and D

University of Rhode Island Faculty Senate

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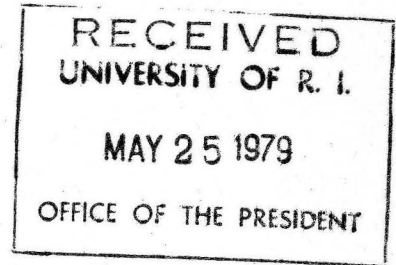
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UNIVERSITY OF RHODE ISLAND
Kingston, Rhode Island

FACULTY SENATE
BILL

Adopted by the Faculty Senate



TO: President Frank Newman

FROM: Chairperson of the Faculty Senate

1. The attached BILL, titled Curricular Report No. 1978-79-10 from the Graduate Council to the Faculty Senate: A, B, C and D

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 May 17, 1979 (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 June 7, 1979 (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.

May 17, 1979
(date)

Don F. Donnelly
Chairperson of the Faculty Senate

ENDORSEMENT

TO: Chairperson of the Faculty Senate

FROM: President of the University

1. Returned.
2. a. Approved ✓.
- b. Approved subject to final approval by Board of Regents _____.
- c. Disapproved _____.

6/11/79
(date)

F. Newman
President

UNIVERSITY OF RHODE ISLAND
The Graduate School

CURRICULAR REPORT FROM THE GRADUATE COUNCIL TO THE FACULTY SENATE - Report No. 1978-79-10

At its Meeting No. 186 held April 20, 1979 the Graduate Council approved the following curricular matters which are now submitted to the Faculty Senate for confirmation.

I. Matters Requiring Confirmation by the Faculty Senate.

A. College of Human Science and Services

1. Department of Education

a. Add (New)

EDC 509 Critique of Public Policy in Human Services and Education I,II,3
Use of ideological assumptions in formulating and developing interpretive, normative, and critical perspectives on recent public policy proposals in various areas of human services and education. (Lec 3) Pre: Permission of the department. Willis, Calabro, Russo

EDC 530 Qualitative Evaluation I or II,3
Qualitative methods of obtaining and using data to formulate descriptions, interpretations, and warranted judgments, with special attention to the evaluation of ~~social problems~~. Critical, ethnographic, and phenomenological traditions considered. (Lec 3) Pre: Permission of department. Willis

b. Deletions

EDC 523 Physical Factors Related to Reading Disability

EDC 543 Reading in the Open Classroom

2. Department of Physical Education, Health and Recreation

a. Change

PED 510 Current Problems in Physical Education, Health and Recreation - title and description changed to-

PED 510 Current Issues in Physical Education, Health and Recreation I,II,3
Designed to develop student awareness of contemporary situations that are of concern to the above professions. Extensive review of contemporary literature. Critical analysis of selected issues, their components and effects. (Lec 3)
Pre: Permission of Instructor. Staff

B. College of Engineering

1. Department of Ocean Engineering

a. Crosslisting

OCE 685 (or CVE 685) Seminar in Marine Geotechniques I,1
Class discussions of selected topics in marine geotechnique based on extensive reading in the scientific literature. A research paper by each student and lectures will supplement discussions. (Lec 1) Pre: Permission of instructor. Offered in the fall of odd calendar years. Staff

educational and social service programs.

- c. CHANGE: Listing of courses offered by department by transferring "APA 331 Anatomy and Physiology" to the Department of Animal and Veterinary Science.*
2. Department of Animal Science
- a. CHANGE: Name of department to "Animal and Veterinary Science" effective July 1, 1979.
- b. CHANGE: Course code for courses taught by the department to "AVS."
- c. CHANGE: Listing of courses offered by department by transferring "ASC 281 Introduction to Aquaculture" to the department of Aquacultural Science and Pathology.**
3. Department of Fisheries and Marine Technology
- a. ADD: FMT 020 Practical Twinework (1,1) Development of practical twinework skills with major emphasis on mending and patching wings, bellies and other net sections. Introduction to webbing construction and basic net configurations. (Lab. 3) Hillier
- b. CHANGE: Credits, description and method of instruction for FMT 013:
- FMT 013 Shipboard work (1,3) Principles and practices of vessel operations. Basic navigation, shiphandling, routine and emergency procedures. Introduction to vessel systems. Actual operations in port and at sea. Radiotelephone communications including preparation for FCC licensing. (Lec. 1, Lab. 6) Gamache and Stout
- c. CHANGE: Curriculum requirements for A.S. degree in Fisheries and Marine Technology as follows:
- 1) Add FMT 020 (1);
 - 2) Add MTH 109L (1) (Pending approval of MTH 109L by Arts and Sciences, CAC, Faculty Senate and President Newman).
 - 3) Delete 3 credit unspecified general education requirement.
 - 4) Add PHL 101 (3) as an alternative requirement with SPE 101 (3).
4. Department of Food Science & Technology, Nutrition and Dietetics
- ADD: FSN 309 Nutrition in Obesity and Weight Control (1 or 11,3) Etiology of weight control examined, emphasis upon the physiological basis of energy balance. Abnormal eating behavior leading to obesity or under-nutrition studied and management protocol evaluated. Nutritionally adequate and effective reducing diets emphasized. (Lec. 3) Pre: 207, 810 102. Caldwell and Bergan

* Pending approval of item B, 2, a.

** Pending approval of item B, 1, a.

C. College of Resource Development

1. Department of Food Science and Technology, Nutrition and Dietetics

a. Crosslisting with Chemical Engineering

FSN 549(or CHE 549) Food and Biochemical Engineering III II,3
Processing of biochemicals with emphasis on protein production, unit operations of protein recovery, immobilized enzyme reactors and hydrocolloid rheology. (Lec 2, Lab 3) Pre: 447 and FSN 431 or permission of instructor. Barnett and Rand

FSN 575(or CHE 575) Biochemical Engineering II II,3
Examines current issues in biochemical engineering with emphasis on developing alternate sources of food energy and chemicals. (Lec 2, Lab 3) Pre: CHE 574 or permission of instructor. Barnett

FSN 548(or CHE 548) (CHE 448) Food Engineering II II,3
A study of methods of concentration used in the food industry for preservation and isolation of products. (Lec 2, Lab 3) Pre: CHE(FSN) 447 or CHE 348 Barnett/Rand

D. College of Business Administration

1. Revisions to the Existing Health Care Option in the M.B. A. Program

The College of Business Administration in conjunction with other academic units at the University of Rhode Island is in a unique position in the region and country to offer coursework at the MBA level to prepare students for an administrative career in the health field and should continue to do so with revision of the existing health care option of the M.B.A. program.

Two options should be offered within the present Health Care option, (a) A Health Administration plan of study to prepare students for an administrative career in the health field, and (b) a Health Information Systems plan of study to prepare students for an analytical quantitative position in the Health field.

Two additional courses should be offered to strengthen the existing program. (1) a course in Health Information Systems and (2) a course in Health Law. In addition a summer internship experience should be required of all students who are admitted to the Health Care Option.

Presently there are approximately seventy graduate programs in Health or Hospital Administration which exist for the purpose of preparing students for administrative positions in the health field. Graduate programs reside in schools or programs in public health, medicine, public administration, etc.; however, few exist in schools/colleges of Business Administration. Over the past eight years the number of degrees awarded from these programs has been approximately 1000 per year with the majority of these degree holders typically seeking employment in hospitals, health planning agencies and other state and federal agencies.

Many of the programs in health and/or hospital administration educate students for administration in the hospital setting. Only recently has this focus changed due to the fact that there are relatively few new positions available in hospitals at the upper management levels. In part, this is due to the lack of new hospital construction under the Hill-Burton Act. Also the relatively new trend to regulate new hospital construction in the form of Certificate-of-Need and similar legislation has dampened growth of hospital facilities. These and other factors have serious implications for programs aimed at educating students for careers in the administration of health care facilities.

The present health care option in the MBA program allows the student to take the standard MBA program with nine elective credits in the health areas (courses in Pharmacy Administration or Industrial Engineering) as preparation for an administrative career in the health field.

Proposed Revision.

(1) The health care option within the MBA program continue to be a cooperative effort among the Colleges of Business Administration, Pharmacy and Engineering and other academic programs where appropriate.

(2) The health care option be structured in a way to gain maximum flexibility in supply coursework and student experiences to adapt to changes in the health field while still remaining an MBA program. This includes maintaining A.A.C.S.B. accreditation.

The present health care option be revised to include a general health administration option and a health information systems option. Both options should include an internship consistent with the student's career goals.

Health Administration Option

The Health Administration Option recommended is a structure of coursework which would prepare a student for a general administrative role in the health field of both traditional and non-traditional settings. One of the strengths of the MBA program is the integration of computer concepts, quantitative analysis, accounting, marketing, finance, and behavior analysis in the development of the principles and techniques for decision-making. This thrust differentiates this option from other typical health administration programs. It is expected that students pursuing this option would be prepared for administrative roles in hospitals, longterm care facilities, health maintenance organizations, or in-state and federal agencies planning for health care delivery systems. Non-traditional areas of employment could include third party payors, health facility bond underwriting firms, group practice administration, health-related voluntary agency administration, and other roles where a strong background in management and knowledge of health is important.

The pre-professional courses are the foundation courses required in the MBA curriculum. Courses outlined for year one and year two are present MBA courses and those presently available from the Pharmacy Administration program. Only one new course is required: Legal Environment in Health Administration which would be a follow-up to the present business law course. The summer internship (MGS 691: Directed Study) would be an opportunity for the student to work in an environment consistent with his/her goals under the supervision of a faculty member and a preceptor in the internship location. The summer experience, Methods of Business Research (MGS 671) Managerial Economics (FIN 645) and Directed Study in Health Administration (MGS 692) would lead to a three semester in-depth project in the health environment.

Health Information Systems Option

Drawing upon the resources of the Department of Management Science, it is recommended that a Health Information Systems option for the MBA program also be included as an option in the health area. Graduates of the MBA program with this option would possess those technical skills required to secure a position in the computer/information systems area within the health field as well as have the administrative skills to advance their career in the health environment. There is a growing need for such graduates in both the public and private sector for positions in hospitals, health maintenance organizations, computer firm insurance companies, and both state and federal agencies. Presently there are no programs which provide a combined health and information systems option.

The pre-professional courses are the M.B.A. foundation courses with other coursework derived from available courses. An exception to this statement are two courses specified in the second year of study: Legal Environment in Health Administration and Health Information Systems. The law course is common to the Health Administration option while the Health Information Systems course is a new course. A summer residency/internship experience is also specified for a student in order to gain experience consistent with his/her career goals. Also, it is expected that the summer residency (MGS 692) would result in a three semester in-depth project experience in the health environment.

Other Recommendations.

Only a small number of students should be enrolled within this option. Nine to twelve students is the total recommended number to be enrolled annually. Also these students should if at all possible be full-time students in order that they may benefit from this type of program. This will allow for a small, high quality program that will not induce a burden on existing courses. It will allow for residency experiences, projects, etc. to be accomplished in the State of Rhode Island without saturating the institutions and facilities with students and ultimately graduates.

The selection process for students to be enrolled in the Health Care Options should be one of selection from those who apply and are accepted to the MBA degree program; not one of election by any student who feels inclined to pursue this option. A selection committee will be appointed to allow for control of the quality of students as well as the mix of students.

There is a need for advisors to students who become interested in health administration as a career as well as students who are enrolled in the M.B.A. program, Health Care option.

There is a need for developing a brochure which describes the philosophy, goals, intent, and structure of the revised Health Care Option.

2. Add (New)

MGS 664 Health Information Systems I, II,3
Concepts associated with the design, implementation, management
and evaluation of administrative and clinical health information systems.
(Lec 3) Pre: MGS 579 or equivalent or permission of instructor. Armstrong, Koza, Humphrey

PAD 680 Legal Environment in Health Administration I,3
Application of specialized statutory and regulatory provisions
in federal and state law to the delivery of health care. (Lec 3)
Pre: Graduate Standing. Campbell

E. College of Arts and Sciences

1. Departments of English and Languages

a. Add (New)

Master of Arts in Comparative Literature

Rationale.

Comparative Literature is an established, respected academic discipline, following an approach which is both international and interdisciplinary and which demands excellence and a broad scope of learning.

Such a program will both profit from and benefit the existing graduate programs in national literatures. By making use of the graduate course offerings in English, French, or Spanish to fulfill the requirements for a first and second literature, the students in Comparative Literature will enhance these traditional courses by providing a diversity in student backgrounds.

The reciprocal benefit is especially evident when one realizes that languages offering 400-level literature courses, such as Classics, German, Italian and Russian will have in their classes graduate students who previously were unable to profit from these courses and count them toward their graduate degree. This is a special benefit to the high school teacher who for personal or professional reasons is interested in doing graduate work in two literatures.

The comparative literature courses themselves, through the variety of literatures and cultures that are represented, will provide an exposure to different values that will enable the teacher to respond to the ethnic diversity of the students of this State. This diversity inherent in Comparative Literature Studies will also attract persons interested in education as a means of personal enrichment. It will be possible for these people to pursue studies either on the Kingston Campus or at the Division of University Extension.

The Comparative Literature Studies Program on the M.A. level will also complement the proposed Comparative Literature Studies Program at the undergraduate level in providing a larger choice of courses both to the undergraduate and the graduate.

The prerequisites are: Bachelor's degree (any field); formal training or demonstrable competence in literature; High level of proficiency in one foreign language at the time of admission; Reading knowledge in a second foreign language by the end of studies. This knowledge must be demonstrated by a reading examination no later than the end of the semester preceding comprehensive examination.

The core courses are CLS 510, CLS 520, and CLS 530.

The curriculum consists of Option 1: 30 hours of course work (6 hours may consist of independent study with the production of two extended essays) and Option 2: 24 hours of course work and a thesis (6 cr.hrs). A comprehensive examination is required in both options.

First Literature (may be English)*	9 credits
Second literature (may be English)*	6 credits
Introduction to Comparative Literature	3 credits
Electives (pertinent to the student's program of study)	6 credits or 12 credits

The program will be administered by an Advisory Committee for CLS on the B.A. and M.A. level consisting of two members from the Department of English and four members from the Department of Languages.

*Either may be in English but not both.