

University of Rhode Island

DigitalCommons@URI

Faculty Senate Bills

Faculty Senate

3-28-1974

Graduate Council Curricular Report #1973-74-8

University of Rhode Island Faculty Senate

Follow this and additional works at: https://digitalcommons.uri.edu/facsen_bills

Recommended Citation

University of Rhode Island Faculty Senate, "Graduate Council Curricular Report #1973-74-8" (1974).
Faculty Senate Bills. Paper 748.

https://digitalcommons.uri.edu/facsen_bills/748

This Legislation is brought to you by the University of Rhode Island. It has been accepted for inclusion in Faculty Senate Bills by an authorized administrator of DigitalCommons@URI. For more information, please contact digitalcommons-group@uri.edu. For permission to reuse copyrighted content, contact the author directly.

UNIVERSITY OF RHODE ISLAND
KINGSTON, R. I. 02881

Office of the President

April 3, 1974

Dr. Maury Klein
Chairman, Faculty Senate
E. Roosevelt Hall
Campus

RECEIVED

APR 3 1974

UNIVERSITY OF RHODE ISLAND
FACULTY SENATE

Dear Maury:

I have enclosed Faculty Senate Bills as follows:

No. 73-74--34 titled "Graduate Council Curricular Report
1973-74--8

No. 73-74--35 titled "Graduate Council Curricular Report
1973-74 - 9.

These two bills have my approval.

Sincerely,



William R. Ferrante
Acting President

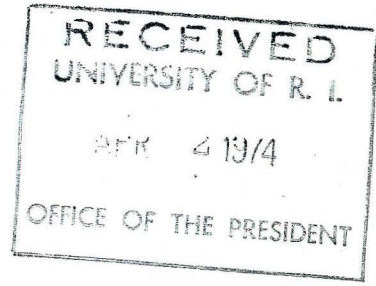
btc

Enc. 2

FACULTY SENATE

BILL

Adopted by the Faculty Senate



TO: Acting President Ferrante
FROM: Chairman of the Faculty Senate

1. The Attached BILL, titled Graduate Council Curricular Report #1973-74-8

_____ 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 March 28, 1974 (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 April 18, 1974 (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.

March 29, 1974
(date)

Mary Klein /s/
Chairman of the Faculty Senate

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.

4/2/74
(date)

Wm R Ferrante /s/
President

(OVER)

ALTERNATE ENDORSEMENT 1.

TO: Chairman of the Board of Regents.

FROM: The University President

1. Forwarded.
2. Approved.

_____/s/
(date) President

ENDORSEMENT 2.

TO: Chairman of the Faculty Senate

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

1. Forwarded.

_____/s/
(date) _____
(Office)

ENDORSEMENT 3.

TO: Chairman of the Faculty Senate

FROM: The University President

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

_____/s/
(date) President

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

_____/s/
(date) Chairman of the Faculty Senate

CURRICULAR REPORT FROM THE GRADUATE COUNCIL TO THE FACULTY SENATE
Report No. 1973-74-8

At its Meeting No. 122 on March 1, 1974 the Graduate Council considered and approved (where necessary) the following curricular matters which are now submitted to the Faculty Senate for information or confirmation as indicated.

I. Matters of Information. (For further details, consult the chairman of the department concerned.)

A. College of Arts & Sciences

I. Department of Education

a. Experimental Course

EDC 903X Workshop on Health Education-Heart Disease Prevention SS, 3
The workshop format demands a direct involvement by the participants in all its phases. Exercise programs based on exercise physiology and work capacity testing will be developed throughout the workshop. Program development for nutrition and weight control, stress and tension control and elimination of smoking as risk factors will be emphasized. Means of evaluating local resources and the development of relevant techniques of organization and administration of heart disease prevention programs. For further information contact Professor Frank DeSanto, Department of Physical Education, a physical examination and clearance report is required before registrants will be participants in the cardiovascular conditioning laboratory program.

EDC 902X Health Education for School Teachers-Drug Abuse Education, SS, 4
Drug abuse education for in-service teachers- to better train teachers to be able to deal more effectively with youngsters in understanding problems of drug abuse. Staff

EDC 916X Workshop in the Teaching of Composition SS, 3
Innovative approach to the theory and practice of teaching composition for secondary school teachers of English. Participants in the workshop will attend small discussion groups and grading sessions with experienced instructors in the SCRATCH program and will be responsible for tutoring one student in composition for three weeks. Emphasis is placed on the understanding of effective communication and on a creative and experimental atmosphere for teaching. Staff

EDC 917X Teaching Communication Arts in the Secondary School SS, 3
Sources and techniques for the preparation of mini-courses in the secondary school English curriculum. Participants will develop learning packets with the assistance of specialists in mass media. Staff

and during conference is the most logical time to accomplish business matters.

Another suggestion has been to allow *only* association-related entities (commissions, committees, sections) to constitute the program. This would reduce the total number of sessions, but some of those eliminated have much to offer, particularly ABE special demonstration projects, special events (non-traditional studies program), and related activities. In some cases, they contribute more valuable data to the conference than do association-related groups.

The role of the conference committee in programming is greatly misunderstood. For the most part, the section and committee leadership of the national associations are responsible for program content. The local conference staff is only responsible for such logistical matters as room scheduling, meals, signs, and equipment. The major exception to this is the matter of securing general session speakers and this task is handled by the general conference chairman and the program chairmen for the two associations.

Purpose of the Conference

What is the rationale for having an annual conference? Undoubtedly, six different people would indicate six totally different reasons for attending.

For many, it is truly an opportunity for professional growth and development. For others, it is a chance to renew acquaintances with other adult educators. For some, the conference provides an avenue to explore employment opportunities, while a few individuals enhance their professional positions by reading papers or chairing sessions, all of which are explicitly reported to superiors back home for obvious reasons.

One specific purpose, unknown to the 1973 conference committee until realistic planning began, is the money-making emphasis of the conference. Whereas it is commonly expected that conference income should equal expenses, each national association now anxiously awaits the final accounting to see how much money has been generated by the conference for use in association operations during the succeeding year. It is inevitable that occasionally concerns for the program and concerns for profit force conflicting desires upon the conference committees during planning activities.

Implications

Because of the experiences gained planning a national conference, the writers now recognize many of the problems inherent in the creation of such an event. In an endeavor to facilitate

future planning, we wish to propose the following items for consideration:

... The creation of a permanent committee to coordinate the national conference from year to year. This committee should be composed of nationally-recognized adult educators, including a representative of each national association.

... The development of a manual to serve as guidelines for conference planners. These guidelines should delineate the functions of all entities involved in the conference.

... The reduction in lead time between conference bids and actual conference occurrence.

... The merger of the AEA of the USA and NAPCAE. There are numerous advantages in creating one powerful national association.

The aforementioned suggestions are designed to assist future conference planning committees. Believe us, they need every break they can get!!

- - -

PERSPECTIVES

(Continued from Page 270)

fully understood and appreciated. Efforts at national development and recognition of the CEU should strive to maintain the flexibility. Should such efforts to maintain flexibility fail, it is highly possible that the CEU may be pushed in an "unfavorable" direction for one or more of its public: academia, user groups, or individuals. Since the CEU derives its value from each of these groups, the folly of such action is evident.

Only through the flexibility concept of the CEU can one understand the movement toward more non-traditional learning experiences among higher education while developing the CEU at the same time.

REFERENCES

- Glancy, K. "The Continuing Education Unit: A New Tool for Adult Educators." *Adult Leadership*, May, 1971.
- Glancy, K. "A Permanent Record of Continuing Education Using the C. E. Unit," *Journal of Continuing Education and Training*, August, 1971.
- National Task Force to Study the Feasibility and Implementation of a Uniform Unit for the Measurement of Non-Credit Continuing Education Programs. *An Interim Statement: The Continuing Education Unit*, October, 1970. Raleigh, North Carolina.
- Phillips, L. E. "The Continuing Education Unit: Implications for Record Keeping." *Adult Leadership*, November, 1972.
- Phillips, L. E. "A Study of the User and Effects of the Continuing Education Unit Within Selected User Groups." An unpublished Ed. D. dissertation, University of Georgia, Athens, Georgia, 1973.

EDC 928X The Teacher as a Poet SS, 6
This workshop is designed to assist the teacher in improving oral and written communication and reading skills by allowing students to see language and related art forms as a valuable way of self-expression and discovery. (Lec 3, Lab 3) A. Berger

EDC 908X Workshop-Preparation of Language Arts Materials-
Elementary SS, 3
A workshop for elementary teachers who are interested in preparing language arts materials to develop skills in speaking, writing, and listening. Nagel

EDC 910X Workshop in Environmental Education SS, 3
A survey course in the various classroom methods of introducing ecological questions into the regular curriculum as well as methods of teaching ecology both in the classroom and in the field. Croasdale

EDC 519X Methods in Ecological Education II, 3
A survey course in the various classroom methods of introducing ecological questions into the regular curriculum as well as methods of teaching ecology both in the classroom and in the field. Croasdale

II. Matters Requiring Confirmation by the Faculty Senate.

A. College of Nursing

I. Add (New)

NUR 506 Independent Study in Nursing I, and II, 3 each
Intensive study of a specific area of interest, a problem or issue in Nursing under guidance of the faculty. Prerequisite: Permission of the graduate faculty. Staff

B. Graduate School of Oceanography

I. Change

OCG 662 -number, semester, lec and lab and description changed to -
OCG 660(662) Ecological Concepts in Marine Research I, 3
Advanced course in ecology, emphasis on marine environment. Ecological theory pertaining to stability and diversity of natural communities and perturbed systems. Field work in Narragansett Bay on zooplankton, benthos, nekton. (Lec 1, Lab 4) Jeffries

CURRICULAR REPORT FROM THE GRADUATE COUNCIL TO THE FACULTY SENATE
Report No. 1973-74-8

C. College of Arts & Sciences

1. Department of Microbiology & Biophysics

a. Add (New)

MIC(ZOO) 408 Introduction to Protozoology II, 4
Concentration on subphylum Ciliophora. Topics will include systematics, evolution, collection and culture, ecology, physiology, genetics, development and structure. Emphasis on recent publications. (Lec 2, Lab 6)
Prerequisite: 4 courses in biological science. Hufnagel

2. Department of Languages

a. Changes

FRN 471 Black French Prose and Poetry - description changed to-

FRN 471 Black French Prose and Poetry I or II, 3

Sub-Saharan and Caribbean French language authors such as Senghor, Césaire, Rabemamanjara, Ouologuem and Kourouma.

(Lec 3) Prerequisite: FRN 325 or 326 or permission of instructor.

May count toward graduate degree program in French. Waters

FRN 472 Black and Arab French Theatre - title and description changed to-

FRN 472 Black French Theatre II, 3

French language plays by authors of the sub-Sahara and the black diaspora. (Lec 3) Prerequisite: FRN 325 or 326 or permission of instructor. May count toward graduate degree program in French. Waters

Description of Master of Arts degree in French in Graduate School Catalog, 1973-74, p. 32 changed to:

Master of Arts

Admission requirements: GRE or MAT and 24 semester hours or equivalent of French. Program Requirements: Thesis, eight 500 level courses and comprehensive examination; or for non-thesis program, ten 500 level courses and comprehensive examination. FRN 471, 472 may count toward graduate degree program.

D. College of Business Administration
I. Change

The College of Business Administration, with the advice and consent of the Department of Pharmacy Administration, is desirous of offering to Master of Business (MBA) students an option of selecting a specialty area in Health Care. The College of Business has received about ten to fifteen inquiries a year about an option of this nature; the Department of Pharmacy Administration has also received a number of inquiries from persons with a business background about the Health Care Field. The MBA program has three electives and, as such, the proposed option requirements can be met without any MBA program changes. The College of Business Administration's Graduate Curriculum Committee has surveyed the employment possibilities for MBA's in the Health Care field and found that there are positions in a myriad number of organizations such as hospitals, nursing homes, health planning agencies, health associations, health insurance companies, group practice plans, and for-profit hospitals. The two local hospital administrators surveyed felt that there would be adequate opportunity for a Health Care internship for the MBA students electing the Health Care option. The apparent supply of interested MBA students, the ease with which the option can be accommodated into the MBA program, the demand for MBA graduates with a Health Care option, and the very high possibility for summer internships make this option a highly desirable one.

The option would consist of the three MBA electives being PAD 651, 652 Health Care Systems I and II and GBA 691 Directed Study in Administration. The Pharmacy Administration Department is very willing to have the MBA students in PAD 651, 652. The GBA 691 course would follow with an academically supervised internship within a hospital setting.

The revised curriculum would be:

ACC 611 Managerial Accounting; ECN 690 National Income; FIN 641 Advanced Financial Theory; FIN 645 Managerial Economics; GBA 671 Methods of Business Research; GBA 681 Administrative Policy and Decision Making; MGS 682 Quantitative Management Analytical Techniques; MMG 651 Marketing Management; OMR 626 Organizational Behavior; PAD 651 Health Care Systems I; PAD 652 Health Care Systems II; GBA 691 Directed Study in Administration.

The proposed catalog listing would be:

Health Care Administration (listed with the other specializations in the MBA discussion).

CURRICULAR REPORT FROM THE GRADUATE COUNCIL TO THE FACULTY SENATE

Report No. 1973-74-9

At its Meeting No. 123 on March 15, 1974 the Graduate Council considered and approved (where necessary) the following curricular matters which are now submitted to the Faculty Senate for information or confirmation as indicated.

I. Matters of Information. (For further details, consult the chairman of the department concerned.)

A. College of Home Economics

I. Department of Textiles, Clothing, and Related Art

a. Experimental Course

TXC 916X Historic House Restoration SS, 3
Method of research used in historic house restoration with emphasis on appropriate interiors: finishes, hardware, furniture and textiles. Classroom lectures, readings, discussions, guest lectures, field trips and individual research. Staff

B. College of Pharmacy

I. Department of Pharmacy

a. Change (to read)

PHC 499 Clinical Practicum II, 3-12
Faculty supervised practical experience involving selected community and hospital pharmacies and health care delivery agencies which provide patient-oriented pharmaceutical services. (Lab 6-24) Prerequisite: PHC 451 or permission of department. Not for graduate degree program credit. Cooper and Fish

II. Matters Requiring Confirmation by the Faculty Senate.

A. College of Home Economics

I. Department of Textiles, Clothing, and Related Art

a. Add (New)

TXC 422 Field Experience in Fashion Merchandising I and II, 5
Field Experience in business establishment. Students work under qualified personnel and are supervised by University staff. Seminars concerning the merchandising of textile and related products are required. Prerequisite: TXC 322 and permission of instructor. Not for graduate program credit. Reilly

b. Changes

TXC 502 Seminar in Textiles and Clothing-Add Prerequisite: "Permission of Department"
TXC 540 Special Problems in Textiles and Clothing -Add Prerequisite: "Permission of Dept"
TXC 560 Special Problems in Textiles and Clothing -Add Prerequisite: "Permission of Dept"

2. Department of Food and Nutritional Science

a. Changes

FNS 438 Description and Prerequisite changed to-
FNS 438 Experimental Food Science II, 3
Principles and instrumentation techniques of basic and applied food research. Investigation of special food problems. Writing and evaluation of technical reports on research findings. (Lec 1, Lab 6) Prerequisite: Organic Chemistry or permission of the department. Constantinides