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Bachelor of General Studies Degree Program

University of Rhode Island Faculty Senate

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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 Bachelor of General Studies Degree Program

_____ 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 24, 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 November 14, 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.

October 25, 1974
(date)

Albert J. Lott
Albert J. Lott
Chairman of the Faculty Senate

Copy

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.

*approved by
the Board of Regents
8/13/76*

(date)

President

(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

I. PROPOSED BACHELOR OF GENERAL STUDIES DEGREE

The Division of University Extension, University of Rhode Island, proposes the Bachelor of General Studies Degree Program:

Admission: Admission to this program would normally require the accrual of five years of full-time non-academic experience, as well as meeting current U.R.I. admission standards.

To achieve the B.G.S. degree, the student must satisfactorily complete four blocks of learning:

- 1) the B.G.S. Pro-Seminar
- 2) the Area of Concentration
- 3) BGS 390, 391, and 392
- 4) a senior project or essay

1. The B.G.S. Pro-Seminar. The objectives of this four-hour course are to ease re-entrance, refresh academic skills, encourage recognition and definition of personal academic goals. A course requirement is the taking of College Level Examination Program (General). All students who score at or above the 35th percentile*on the General CLEP may go, upon completion of the Pro-Seminar, directly into their chosen Area of Concentration. Those who score below the 35th percentile will, after counselling, be required to take appropriate courses at the 100-200 level and proceed to upper level courses by the normal route.
2. The Area of Concentration requirement consists of at least 45 credits, chosen from appropriate departmental offerings. Immediately available are the Area of Human Services and the Area of Business Institutions.
3. BGS 390, 391 and 392, entitled Man in His Natural Environment, Man in His Social Environment, Man in His ^{Expressive} ~~Cultural Environment~~. Each is a six-hour course, pass/fail. Course objectives generally will be the increase in comprehension of the social sciences, natural sciences and humanities.
4. The student must, finally, produce a senior project or essay relevant to his or her academic direction, to be evaluated by a [redacted] faculty member in the appropriate discipline. Students may work on their projects individually or may band together in small groups for support of individual projects. This will be called BGS 399 - three hours.

Faculty for the special BGS courses will be drawn from the appropriate departments of the University

The appropriate U.R.I. regulations, for example on scholastic standing, will apply to all B.G.S. students.

* National Sophomore Norms

II. To enable this degree program, the following manual change is proposed:

In re 8.40.10 Curricular Requirements, which reads "In any curriculum the minimum number of credits required for graduation shall be 120 and the maximum 148 for a four-year program. No curriculum shall exceed 32 classroom and laboratory contact hours per week in any one semester. Every curriculum shall include at least six credit hours of free electives," it is proposed to amend that article to read:

"In any curriculum, except the Bachelor of General Studies degree, the minimum number of credits required for graduation shall be 120 and the maximum 148 for a four-year program. Etc.

Rationale: We should not expect adults to conform to the 120 hour requirement if there is any validity to the claim that it is possible to have academic learning occur outside of schools. There are two ways to handle the degree hours requirement problem; either the learning which the degree represents can be described and assessed, or, for adults, a system of inventing credit for life experience can be developed. The first seems the more straightforward.

Committee on the BGS Pro-Seminar

Members: Tom Towers
Edwin Hurd
Ann von Hoffman

1. Course Title and Description: BGS Pro-Seminar. Lecture - 3 Hr.,
Lab. - 1 Hr.
Introduction to critical approaches to learning with emphasis on reading and rhetorical skills appropriate to college students. Required of all BGS students.
2. Expected Distribution of Registrants. First year BGS students. Maximum section enrollment of 15.
3. Rationale and Place of Course in Curriculum. Although their experience and roles as socially and culturally responsible adults differentiate these students from other first year students, those same factors are likely to render these students unfamiliar with the techniques and disciplinary variety of formal academic study. This course will re-introduce adult students to such techniques and disciplines, and it will also provide and stimulate comparative analysis of varied disciplinary approaches to intellectual and practical problems. Students will be encouraged to recognize and evaluate the inter-relationships and relative suitability of such approaches and/or solutions. This course will be required of all BGS students and whenever possible will be the first course taken in the BGS Program.
4. Overlap. There is no overlapping between this course and the other BGS courses or other University courses.
5. New Facilities Required. None.
6. Availability of Personnel. Sufficient personnel are already available in the various Arts and Sciences departments and in College of Continuing Education.
7. Implementation. This course will be offered in the first semester after Regents' approval of the BGS Program.
8. Outline of Course. The specific content of the course will vary from semester to semester and from instructor to instructor. Generally, the course will be organized around a single topic or issue or group of topics which will be examined from a variety of points of view generating from assigned readings, student-teacher discussion, and writing assignments. The laboratory portion of the course will be concerned with aptitude and other kinds of testing, evaluation of those tests, and extensive counselling based on test results and Pro-Seminar experience. CLEP examinations will be administered in this part of the course.

Committee on the Social Science Seminar in the BGS Program

Members: James Findlay
Richard Travisano
Albert Lott
Alfred Killilea
Ann von Hoffman

1. Course Title and Description: BGS 390 Man and His Social Environment. Lecture - 6 Hr.
Exploration of the social sciences for BGS students who have completed the Pro-Seminar, started their Area of Concentration and have the consent of their adviser. Pass/Fail. Required of all BGS students.
2. Expected Distribution of Registrants. BGS students only; minimum of one year's work in the BGS program prerequisite to registration. Maximum section enrollment of 20.
3. Rationale and Place of Course in Curriculum. To enhance the student's understanding of the concepts and methods of the social sciences, as well as the pertinence of these researches to an increased understanding of the world we live in. Like its companion courses, 391, and 392, BGS 390 would be team-designed and team-taught. Specific readings, and the disciplines to be reflected would vary with the team. A historian and a sociologist; psychologist and historian; sociologist, economist and political scientist; geographer, historian, and sociologist, are some possible and fruitful combinations.
4. Overlap. There is no overlap with any other course available to the BGS student; no interdisciplinary courses are offered at Extension.
5. New Facilities Required. None.
6. Instruction. Sufficient personnel with experience and interest in teaching adults are already available through the Colleges of the University of Rhode Island.
7. Implementation. This course would be initially offered one year after Regents approval of the BGS Program.

Memo on the Social Science Planning Committee Meeting

The sense of the Committee was that the course would consist of a multi-discipline approach to an area or issue, leading to a consideration of the social sciences, their assumptions and methods.

Some suggested areas were: the American family, health care, community studies, class in America, professionalization, urban problems and studies, aggression in America.

Examples:

- I. The American Family, as viewed through sociology, history and psychology.

Possible readings Philippe Aries' Centuries of Childhood
Works by Tamara Haraven, Edmund Morgan,
David Hunt
William Good's The Family and the
Changing World
David Cooper's Death of The Family
The Family in History; Interdisciplinary
Essays, edited by Theodore Rabb &
Robert I. Rotberg

- II. Class in America, as viewed by political science, history and sociology.

Possible readings: Marx and Weber for theoretical formulations. These constructs integrated with historical reality via readings in Richard Hofstadter; Hollingshed and Redlich's Social Class and Mental Illness
Child & Zigler's Socialization in
Handbook on Social Psychology
T. B. Bottomore's Classes in Modern Society

- III. Professionalization.

Possible outline: The history of the development of professions.
The sociological models utilized in discussing professionalization.
Student investigation of professionalization in his own field of interest or work.

Possible Readings. Goff; Goffman; Anselm Straus; P. Berger, The Outsiders
Peter Blau's Theories of Bureaucracy

- IV. Aggression.

Possible readings: Leonard Berkowitz' Roots of Aggression
A Social Psychological Analysis
American Violence. A Documentary History
ed., Richard Hofstadter & Michael
Wallace
Jerome Skolneck's Politics of Protest
Hannah Arendt's On Violence

Committee on the Natural Science Seminar in the BGS Program

Members: Robert Chipman
Frank Dietz
Ann von Hoffman

1. Course Title and Description: BGS 391 Man and His Natural Environment. Lecture - 6 hr.
Exploration of the natural sciences for BGS students who have completed the Pro-Seminar, started their Area of Concentration and have the consent of their adviser. Pass/Fail. Required of all BGS students.
2. Expected Distribution of Registrants. BGS students only; minimum of one year's work in the BGS Program prerequisite to registration. Maximum section enrollment of 20.
3. Rationale and Place of Course in Curriculum. To enhance the student's understanding of the concepts and methods of the natural sciences, as well as the pertinence of these researches to an increased understanding of the world we live in. The BGS student who has reached the point at which this course would be taken, has already demonstrated a sufficiency of general education knowledge, but typically, it is believed, has not been encouraged to consider science itself. This course would intend to provide some insight into the kind of questions asked by scientists, the kinds of materials used, problems of interpretation, the relations between science and the social sciences. Team-designed and team taught, this course's illustrative material would vary with the membership of the team. Teams of two, representing the physical sciences and the biological sciences, are suggested; although flexibility in this matter should be accorded the instructors themselves.
4. Overlap. There is no overlap with any other course available to the BGS student.
5. New Facilities Required. None. No lab is intended for this course. Demonstration will be utilized. Facilities at Extension are deemed adequate for the needs of the course.
6. Instruction. Sufficient personnel, many with experience teaching adults, are already available through the College of Arts and Sciences.
7. Implementation. This course would be offered one year after Regents' approval of the BGS Program.

Science and Man - Possible Outline

1. What is Science - can it be defined?
2. How do scientists look at "things" or what stimulates scientists to ask questions?
3. Is there such a procedure as the "Scientific Method"?
4. Early history of Science.
5. Conflict of Science and Theology.
6. Major Scientific Theories:
 - A. Matter
 - B. Energy
 - C. Origin of the Universe
 - D. Geological Evolution
 - E. Origin of Life
 - F. Biological Evolution
 - G. Genetic Code and Genetic Engineering
 - H. Pasteurization and Disease Control
 - I. Contraception
 - J. Man and the Ecosphere
7. Pure Science vs. Technology.
8. Is there time for Science?
9. Role of Government in Science.
10. Influence of the public on the direction of Science.

Lectures: Emphasis on facts, history.

Readings: What scientists have written.

Aristotle, Plato, Pliny through to Modern Authors

Gabriel and Fogel - Great Experiments in Biology

Hardin - Science, Conflict and Society

Young - Evolution of Man

Schroedinger - What is Life?

Eisley - Darwin's Century

Leach - The Bureaucrats - Implication of Medical Progress

Andrey - Territorial Imperative

Lorenz - King Solomon's Ring

Committee on the Humanities Seminar in the BGS Program

Members. Jordan Miller
Richard Fraenkel
Stanford Cashdollar
Ann von Hoffman

EXPRESSIVE

1. Course Title and Description: BGS 392 Man and His Culture
[REDACTED]. Lecture - 6 Hr.
Exploration of the humanities for BGS students who have completed the Pro-Seminar, started their Area of Concentration and have the consent of their adviser. Pass/Fail. Required of all BGS students.
2. Expected Distribution of Registrants. BGS students only; minimum of one year's work in the BGS Program prerequisite to registration. Maximum section enrollment of 20.
3. Rationale and Place of Course in Curriculum. Designed to increase the scope of the adult college student's experience with the works of the humanities, this course would be team-designed and team-taught. The specific course outline (works of art, philosophers and so on) would vary as the disciplines reflected by the team of instructors varied. Team size optimally would be three instructors, each from a different department, chosen so that cross-discipline discussion would occur. Examinations, papers and demonstrations would be used to evaluate the students' growth in knowledge and understanding.
4. Overlap. There is no overlap with any other course available to the BGS student.
5. New Facilities Required. None. The audio-visual facilities presently available are believed to be adequate to the needs of such a course. Available museums, galleries, concerts, theatre would also be utilized.
6. Instruction. Sufficient personnel, many with experience teaching adults, are already available through the College of Arts and Sciences.
7. Implementation. This course would be offered one year after Regents' approval of the BGS Program.

The goal of this course, Man and His Cultural Environment, is to give the adult student increased knowledge of the concepts and responses of the humanities. The course is to be team-taught, by faculty representing different areas of the humanities. In order to emphasize this committee's desire for flexibility of means to the stated goal, three suggestions are given here, two in the form of summary statements, and the third as an outline.

- A. The interactions of art and society, focusing on particular monuments of art, their times and their makers: e.g. Sophocles; the cathedral builders, sixteenth century English drama Goya; Haydn; Thackeray; Wagner; Picasso; Beckett.
- B. The concept of form in the arts e.g. in literature, the concepts of non-fiction, poetry, drama, fiction, using a range of examples from Oedipus to Borges; analogous work in music and art; appropriate readings in aesthetics.
- C. The humanities as man's response to himself:
- (a) Introduction: Man, Beast and Deity Aeschylus, Prometheus Bound
 - (b) Man's earliest literate attempts to understand the above:
The Epic of Gilgamesh
Upanishads
 - (c) The moral conflict (man's duty to man):
Bagavadgita
Sophocles, Philoctetes
Confucian, Analects
 - (d) Man, the beast:
Euripides, Bacchae
Durrenmat, The Visit
Ionesco, The Lesson; Leroi Jones, The Dutchman;
Horowitz, The Indian (one-act plays)
Picasso, Guernica
 - (e) Man within himself:
Tao Teh Ching
Epictetus, Discourses
Kafka, Metamorphosis
 - (f) Man as spiritual reformer of man (man as god, god as man, etc.):
Some of the above (Confucius, Tao Teh Ching, Epictetus)
A Platonic dialogue
Selections from Lucretius, De Rerum Natura
Synoptic Gospels
Philostratus, Life of Apollonius
Shakespeare, Measure for Measure
Kazantzakis, He Who Must Die

- (g) Man viewed from without:
Twain, Letters from the Earth
Gurdjieff, Tales of Beelzebub to His Grandson
- (h) Can man control his "destiny"?
Some of the above (Bacchae, Lucretius,
Epictetus)
Sophocles, Oedipus Tyrannus
Malraux, Man's Fate

Works of art and architecture relevant to these topics to be used where feasible.

State of Rhode Island
INTER-DEPARTMENTAL COMMUNICATION

January 30 19 75

TO..... Professor Albert Lott, Chairman, Faculty Senate
DEPT:..... Roosevelt Hall
FROM:..... Robert M. Gutchen, Chairperson, CBUM Committee *RG*
DEPT:..... History - Washburn
SUBJECT: Manual changes

This is in response to your letter to the CBUM of November 1, 1974 relating to Manual changes to be made in consequence of conflicts created by the passing of the Bachelor of General Studies Degree Program.

First, in checking with the Faculty Senate minutes, it appears that section 8.40.10 was changed at the same time that the B.G.S. was approved, and therefore that conflict has already been resolved.

Second, the CBUM Committee, wishes to point out that, even supposing the President and Regents approve the new B. G. S. program, it cannot be implemented because it violates other Manual sections, that is unless and until 8.39.63 and 8.41.10 are amended to conform with the B. G. S., or the B. G. S. is amended to conform with these sections.

Third, we would like to point out that 8.39.63 and 8.41.10 practically duplicate each other and ought to be consolidated.

Fourth, before the CBUM could propose a consolidation of these two sections, some substantive decisions, not in the jurisdiction of the CBUM, need to be made. Whether, or not, it is desirable to permit exceptions to the general education requirements needs to be examined by the CAC or the University College and General Education Committee or both, and determined by the Senate.

RMG/d

RECEIVED

FEB 3 1975

UNIVERSITY OF RHODE ISLAND
FACULTY SENATE