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GRADUATE COUNCIL CURRICULAR REPORT #72-73--2 SECTION IV, THE CREATION OF THE DEGREE OF DOCTOR OF PHILOSOPHY IN EDUCATION

University of Rhode Island Faculty Senate

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March 5, 1973

Dr. Werner A. Baum
President
218 Administration Bldg.

Dear Werner:

The transmittal of Faculty Senate Bills #72-73--19, 20, 21 and 22 has been inordinately delayed both because of the unprecedented number of Senate meetings in February (there never has been three meetings before in this month) and because Ned Gordon has not been here to assist us.

I trust that we will soon have a replacement for Ned and that we will not again find ourselves in such a jam. In the circumstances, I believe the By-Laws should be interpreted liberally so that you have three weeks in which to respond to these measures. In addition, the doctoral program in Education, similar to the M.F.A. in Theatre, can be handled under the broad construction we have given the word "promptly" in Section 8.3 so that you have ample time to reflect on it after it is submitted to the Joint Educational Policy Committee.

Sincerely,

Stephen B. Wood
Chairman, Faculty Senate

Encls.

SBW:rr

FILE

Serial Number 72-73--19
UNIVERSITY OF RHODE ISLAND

FACULTY SENATE

BILL

Adopted by the Faculty Senate

RECEIVED
UNIVERSITY OF R. I.
MAR 5 1973
OFFICE OF THE PRESIDENT

TO: President Werner A. Baum
FROM: Chairman of the Faculty Senate

1. The Attached BILL, titled GRADUATE COUNCIL CURRICULAR REPORT #72-73--2,
SECTION IV, THE CREATION OF THE DEGREE OF DOCTOR OF PHILOSOPHY IN
EDUCATION.

is forwarded for your consideration.

- The original and two copies for your use are included.
- This BILL was adopted by vote of the Faculty Senate on 73-2-22 (date).
- 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.
- In accordance with Section 8, paragraph 2 of the Senate's By-Laws, this bill will become effective on 73-3-15 (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 Trustees for their approval; or (4) the University Faculty petitions for a referendum. If the bill is forwarded to the Board of Trustees, it will not become effective until approved by the Board.

73-3-5 (date) Stephen B. Wood/s/
Chairman of the Faculty Senate

ENDORSEMENT 1.

TO: Chairman of the Faculty Senate
FROM: President of the University

- Returned.
- Approved _____ Disapproved _____
- (If approved) In my opinion, transmittal to the Board of Regents is not necessary.

_____/s/ President
(date)

(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

~~the director to the acting company in rehearsal, (4) the relationship of the director to the designer, (5) the relationship of the director to the producer or other financial agency. (Studio 6) Staff~~

~~THE 560, 561, 562, 563, 564 Design/Technical I and II, 3 each
A series of special problems courses in design/technical theatre. Study of theory and craft under professional direction. Emphasis on (1) the interpretation of design problems in dramatic literature and improvised material, (2) development of production concepts, (3) the designer-director relationship, (4) the designer-actor relationship, (5) preparation of designs for budget and actual construction, (6) dealing with shops and various theatre craftsmen. (Studio 6) Staff~~

~~THE 501A, 501B, 501C, 501D, 501E Ensemble (Group Special Project) I and II, 3 each~~

~~The ensemble is to be a unit which meets daily, for three or four hours. In addition to actual rehearsal and performance problems, the ensemble unit will deal extensively with problems in organization and management of professional, experimental and educational theatre organizations. The course, in effect, permits the students to work as a company for the duration of their graduate study. (Lab 9) Staff~~

~~THE 598, 599 Degree Project I and II, 3 each~~

~~In the main, the degree project must be designed to suit the needs of the individual student. Generally acceptable will be actual theatre productions at URI or on tour of State schools, teaching projects in State schools and works of scholarship or research. Each practical project must be accompanied by a written account or summary of objectives, methods, results and conclusions.~~

~~(Tutorial 3) Staff~~

D. GRADUATE COUNCIL CURRICULAR REPORT #72-73--2, SECTION IV, THE CREATION OF THE DEGREE OF DOCTOR OF PHILOSOPHY IN EDUCATION

This proposal was considered and approved by the Graduate Council at its meeting No. 105 on December 8 and 15, 1972. The full report #72-73--2 was submitted on December 18, 1972.

Section IV

1. Department of Education
 - a. Add (New)

Graduate Program leading to the Degree of Doctor of Philosophy in Education (The doctoral program proposed is for one specific area: Curriculum Research.)

That the approval of the courses (in Part b) is subject to the implementation of the degree program.

b. Courses (New)

EDC 609 Seminar in Curriculum Theory I, 3
Critical examination of the historical development of the curriculum field and of the recurrent conceptual and methodological problem in curriculum theorizing and development. Prerequisite: Permission of instructor. (Lec 3) Willis

EDC 619 Curriculum Evaluation Theory II, 3
Examination of different models of curriculum evaluation; steps in the evaluation process, including the operational definition of educational outcomes and the collecting and interrelation of evaluative data; examination of project evaluations; participation in an evaluation; development of criteria for judging the adequacy of project evaluations. (Lec 3) Allen

EDC 628 Advanced Research Methods in Education II, 3
Rigorous study of scientific educational research, designed to bring educational research into broad perspective for curriculum implications. Competence is assumed in elementary measurement, descriptive statistics and inferential statistics. Substantial scrutiny and discussion of actual research being conducted in the Curriculum Research and Development Center. Required for Ph.D. in Curriculum Research. Prerequisite: Permission of department. (Lec 3) Purnell

EDC 650 Internship in Curriculum Research I and II, 6 each
Involvement in the planning, evaluation, and development of actual curriculum research programs sponsored by local, state, and other educational agencies primarily through the contractual research projects being conducted by the University of Rhode Island, Curriculum Research and Development Center. Staff

EDC 699 Doctoral Dissertation Research I and II
Number of credits is determined each semester in consultation with major professor or program committee.

~~E. FIRST REPORT OF THE ACADEMIC STANDARDS COMMITTEE~~

~~STATEMENT and RECOMMENDATION~~

~~Prepared for presentation at the Faculty Senate Meeting of January 11, 1973.~~

~~STATEMENT~~

~~A common practice during registration periods, long recognized by faculty and readily admitted by students, has been the process of "over-enrolling."~~