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Honors Program and Visiting Scholars Committee Report: Changes in the Honors Program

University of Rhode Island Faculty Senate

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University of Rhode Island Faculty Senate, "Honors Program and Visiting Scholars Committee Report: Changes in the Honors Program" (1982). *Faculty Senate Bills*. Paper 944.
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UNIVERSITY OF RHODE ISLAND
Kingston, Rhode Island

FACULTY SENATE
BILL

Adopted by the Faculty Senate

TO: President Frank Newman

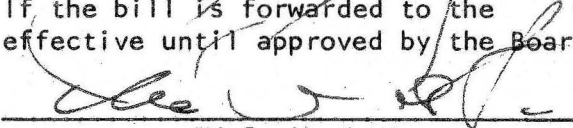
FROM: Chairperson of the Faculty Senate

1. The attached BILL, titled Honors Program and Visiting Scholars Committee Report: Changes in the Honors 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 February 11, 1982 (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 10, paragraph 4 of the Senate's By-Laws, this bill will become effective on March 4, 1982 (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.

February 12, 1982
(date)


Niels West
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 _____.

2/22/82
(date)


President

CVE 672 Water Pollution Control and Treatment of Waste Water - renumbered to CVE 574

D. College of Human Science and Services

1. Department of Human Development, Counseling and Family Studies

a. Add (New)

HCF 555 Gerontological Counseling I,3
An overview of the developmental process of later life particularly relevant to counselors. Counseling implications and therapeutic strategies will be emphasized. (Lec 3)
Pre: HCF 450, HCF 420, or equivalent; Graduate Standing Gunning

E. Graduate Library School

a. Change

LSC 595 Professional Field Experience - credits changed from 3-6 to: 1-3

F. College of Arts and Sciences

1. Department of Geography and Marine Affairs

a. Add (New)

GMA/CPL 516 Seminar on the Urban Waterfront I,3
The urban environment, its evolution, structure and function as it relates to the waterfront. Topics on policy, management and utilization on the local and regional level will be covered. Field trip and student project required. Pre: Previous or current enrollment in GMA or CPL courses or permission of instructor. Krausse and West

b. Deletion

GMA 511 Seminar in Urban Geography

Introduction

During the Fall Semester, our committee reviewed the operation of the first year of the expanded Honors Program. In light of experience, we believe it is desirable to propose several modifications in the program. These changes fall into two categories: (1) modifications in the general requirements of the program and (2) adjustment of certain requirements during the transition from the old to the new program. The first, and permanent, changes are proposed so as to fit the program more closely to the curriculum of departments and colleges, thereby serving better the interests of students and faculty. The second, and temporary, changes are proposed to accommodate students who will graduate during 1981-82 and 1982-83 when not all of the new program elements are available.

I. Permanent Changes

(1) Content

(c) 3rd Year (Junior)

Change

Original

Tutorial courses organized by individual disciplines or colleges or by groups of disciplines and/or colleges.

Same

These tutorials shall be semester long courses taught by URI or emeriti faculty. Enrollment in each tutorial shall be limited to 6 students unless the instructor considers a larger number essential and no more than 30 tutorials may be offered in any year.

These tutorials shall be year long courses taught by URI or emeriti faculty. Enrollment in each shall be limited to 5 students and no more than 25 tutorials may be offered in any year.

(d) 4th Year (Senior)

Honors projects which culminate in major papers or other significant intellectual products; or special seminars which integrate substance or explore ideas.

Projects and seminars shall extend through the academic year.

Projects and seminars shall extend through the academic year. However, especially well prepared students may begin projects in the last semester of the 3rd year.

(2) Requirements

Change

Original

Students must complete at least 15 credits of course work in the Honors Program, and attain a QPA of 3.3 or better for these courses as well as a 3.0 QPA overall, in order to graduate with honors. These courses shall include: (1) two semesters (6 credits) of work from courses offered in the 1st and 2nd years including one semester (3 credits) of the Honors Colloquium; and (2) three semesters of work offered in the 3rd and 4th years including one semester of 3rd year tutorial (3 credits) and two semesters of the 4th year honors project or special seminar (6 credits).

Students must complete at least 15 credits of course work in the Honors Program, and attain a QPA of 3.0 or better for these courses as well as a 3.0 QPA overall, in order to graduate with honors. These courses shall include both the 3rd year tutorial (6 credits) and the 4th year honors project or special seminar (6 credits).

The Registrar shall enter on the transcript of students who meet these requirements: "Completed University Honors Program."

Same

(3) Eligibility

Change

Eligible students may participate at any level in the Honors Programs. Students who wish to complete the program and receive the transcript notation must begin their participation no later than the beginning of the 3rd year in the undergraduate program. Students who enter the program at the 3rd year level may register for one or two semesters of the Honors Colloquium during their 3rd year.

Students may enter the Honors Program up to but no later than the beginning of their junior year in the undergraduate program.

II. Temporary Adjustments

(2) Requirements

Students who graduate in 1981-82 or 1982-83 may complete the Honors Program and qualify for the transcript notation by completing 12 credits of course work

in honors courses and maintaining the stipulated grade standards. These courses shall include at least one semester of 3rd year tutorial (3 credits) and one semester of honors project (3 credits).

This legislation applies only to students who graduate by August, 1983.

Justification

The permanent changes we recommend are seen as relatively minor adjustments in the expanded Honors Program. On balance, the program seems to be working well, serving the interests of students and faculty throughout the University as it was designed to do.

However, we have become aware of certain problems and disproportions in the program and now seek to respond to them. The changes in the 3rd year are designed to improve the program's articulation with concentration requirements. The tutorial concept has, we believe, proved a considerable success. Students and faculty who have participated in tutorials uniformly praise the unique learning experience these courses offer. At the same time, we have come to believe that the tutorial requirement involved too great an intrusion into the work within concentrations. Hence, we have recommended that the requirement be reduced from 6 credits to 3 credits and that the tutorials themselves be reduced from year long to semester long.

Further, we have decided to increase the QPA requirement for honors courses for students who intend to complete the Honors Program and receive the transcript notation. During the first two years of the program we have required students to have attained QPAs of 3.2 overall in order to be eligible to register for honors courses. It seems to us that students should be required to attain QPAs for honors courses somewhat higher than this qualification standard if graduation with honors is truly to be meaningful.

In addition, we have concluded that participation in the Honors Program should be emphasized throughout students' undergraduate programs and not concentrated as much as originally in the last two years. To derive maximum benefit from the program, students who wish to graduate with honors should be involved in honors work in the first two years of their undergraduate program as well as the last two. Moreover, we feel the program should be as open as possible; eligible students should be encouraged to register for honors courses according to their interest even though they may not want to try to qualify to graduate with honors.

The need for temporary adjustments should have been anticipated when we brought forward the enabling legislation for the expanded Honors Program. There would be a transition period from the old to the new program during which students then enrolled would be held to new requirements but have limited time in which to complete them and find that not all of the necessary program elements were available. To meet this problem, specifically to treat equitably students who are now in the 3rd or 4th year of undergraduate programs, we propose to reduce the number of credits in honors work and to alter their distribution somewhat. Students who graduate this year or next would be held to the new tutorial standard as well as at least one semester of honors project. But they would not be required to have taken honors courses during the first two years of their undergraduate programs