

2-14-1985

Annual report of the Honors Program and Visiting Scholars Committee

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 Edward D. Eddy

FROM: Chairperson of the Faculty Senate

1. The attached BILL, titled Annual Report of the Honors Program and Visiting Scholars Committee

_____ 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 14, 1985 (date)
4. After considering this bill, will you please indicate your approval or disapproval. Return the original or forward it to the Board of Governors, 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 7, 1985 (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 Governors for their approval; or (4) the University Faculty petitions for a referendum. If the bill is forwarded to the Board of Governors, it will not become effective until approved by the Board.

February 15, 1985
(date)

Frank M. White
Frank M. White
Chairperson of the Faculty Senate

ENDORSEMENT

TO: Chairperson of the Faculty Senate

FROM: President of the University

Returned.

- a. Approved _____.
- b. Approved subject to final approval by Board of Governors _____.
- c. Disapproved _____.

2/21/85
(date)

Edward D. Eddy
President

Honors Program and Visiting Scholars Committee
Annual Report 1984/85

I. Informational Matters

A. Committee Activities

The committee has met bi-weekly. We have considered petitions from students seeking entrance to the program, decided eligibility requirements for 1985-86, awarded grants for visiting scholars, recruited faculty and approved courses for the next academic year, selected colloquium co-coordinators and topic for 1985-86, hosted meetings and social events for students and faculty, revised the program brochure, and drafted recommendations for change in the Honors-Program section of the University Manual. Details appear in the appropriate sections below.

B. Honors Program

During fall semester, the program offered five 100-level courses enrolling 78 students, the 200-level colloquium on "Real and Artificial Intelligence" coordinated by Professors Pickart and Kowalski enrolling 50 students, four 300-level tutorials enrolling 24 students, and 21 400-level senior projects. Three 300-level tutorials were cancelled for insufficient enrollment. In all, 173 students took honors work during the fall term.

During spring semester, the program offered six 100-level courses enrolling 71 students, the 200-level colloquium enrolling 28 students, eight 300-level tutorials enrolling 27 students, and 23 400-level senior projects. In all, 149 students took honors work during the spring term.

During 1984-85, forty-four faculty provided instruction for honors students. They represented the following departments: Animal and Veterinary Science; Sociology/Anthropology; Chemical Engineering; Chemistry; Computer Science/Experimental Statistics; Economics; English; Food Sciences, Technology, Nutrition, and Dietetics; Geography and Marine Affairs; History; Languages; Management; Management Science; Natural Resources Science; Pharmacology and Toxicology; Philosophy; Physics; Physical Education, Health, and Recreation; Psychology; Political Science; Speech Communications; Theatre; Zoology. Faculty participation in the university Honors Program by college was as follows: Arts & Sciences (32), Business (3), Engineering (1), Human Sciences & Services (2), Nursing (2), Pharmacy (2), Resource Development (2).

In October we celebrated the twentieth anniversary of honors work at the university with a panel discussion, reception, dinner, and address by Harvard Professor Stephen J. Gould. We are grateful to the URI Foundation for underwriting the cost of this celebration. There were other gatherings as well. Faculty teaching honors courses

met for lunch and discussion of their involvement. And faculty and students attended a reception to preview spring honors courses.

Two other notable events should be mentioned. In December we finished printing and binding last year's senior honors projects into a volume for distribution to their student authors, faculty sponsors and the university libraries. And for the first time, this year's Honors-Colloquium lectures were video taped by Chuck Hooker for later broadcast on cable television. These two activities provide a tangible record of honors work at the university.

The eligibility standards for participation in the University Honors Program for 1985-86 are as follows: Freshmen must have graduated in the upper 10 % of their highschool graduating class or submit a letter of recommendation from their principal or guidance counselor. Sophomores, Juniors, and seniors must have earned a 3.2 QPA. This standard is more rigorous for freshmen and sophomores than during 1984-85. Under special circumstances these eligibility requirements may be modified with the permission of the director.

Professors Gerry Tyler (Political Science) and James Findlay (History) have agreed to serve as co-coordinators of the 1985-86 Honors Colloquium. The topic will be "Perspectives on Nuclear War." Enrollment has been tentatively set at 50 students.

C. Visiting Scholars

We received 54 requests for visiting-scholars programs to be presented during 1984-85. We made 54 awards totaling \$15630. Of this, \$14005 came from University funds and \$1625 from the URI Foundation and Alumni Association. In all, 81 scholars hosted in 40 departments and organizations will be sponsored partly or wholly by the Honors Program and Visiting Scholars Committee this year. In addition, the Honors Colloquium made its lecture series on "Real and Artificial Intelligence" open to the public. It was responsible for 24 presentations of which 17 were by visiting scholars and 7 by University-of-Rhode-Island scholars.

II. Recommendations for Change in the University Manual (All recommended changes are underlined, and a rationale for each set (A, B, and C) appears under a corresponding letter in the appendix).

A. Recommended Changes in Sections 8.61.11-8.61.14.

8.61.11 100-level offerings shall be general courses one semester in length. They shall be courses specifically created for the program or existing courses that have been modified to serve its purposes. These courses shall be taught by URI or emeriti faculty and may enroll up to fifteen students each. No more than fifteen such courses, divided approximately evenly between semesters, shall be offered in a year. Except for the Analytical Thinking Skills courses

have been supported for twelve-month periods.

10. New courses. Several new course proposals are in the development stage, but only one is essential to activate the option:

PLS 699 Doctoral Dissertation Research (I and II) Number of credits is determined each semester in consultation with major professor or program committee. S/U credit.

At its Meeting No. 240 held January 25, 1985, the Graduate Council considered and approved the following curricular matters which are now submitted to the Faculty Senate for information or confirmation as indicated.

I. Matters of Information.

A. College of Arts and Sciences

1. Department of Microbiology

a. Temporary Course

MTC 503X Advanced Hemostasis/Coagulation I or II,3
An intensive study of coagulation disorders, their mechanisms and pathogenesis. Advanced analytical techniques will be included. (Lec 3) Offered in alternate years. Pre: MTC 404 or equivalent. Staff

II. Matters Requiring Confirmation by the Faculty Senate.

A. College of Arts and Sciences

1. Department of Sociology and Anthropology

a. Change

SOC/LRS 532: Sociology of Work Organizations - title changed to - Industrial Sociology

2. Department of Geography and Marine Affairs

a. Change in program requirements for the Graduate Certificate Program in Commercial Fisheries to read -

Program Requirements - FMT 518, FMT 591, plus 9 credits selected from the following electives:
FMT 415, 452, 521, 592, GMA 523, APG 413, OCG 670, REN 543.

B. College of Resource Development

1. Department of Resource Economics

a. Deletion

REN 550 Economics of Exhaustible Marine Resources

C. Labor Research Center and College of Arts and Sciences

1. Changes in course listings -

ECN/LRS 529 to LRS/ECN 529

ECN/LRS 530 to LRS/ECN 530

SOC/LRS 532 to LRS/SOC 532

HIS/LRS 544 to LRS/HIS 544

D. Graduate School of Oceanography

1. Change

OCG 607: Geophysical Models - lec/lab changed to (Lab 2-8)
credits changed to 1-4
pre changed to "OCG 610 or permission of instructor. May be repeated, but cumulative credits may not exceed 4."

which are for three credits, 100-level honors courses may be offered for one to four credits. Enrollment preference in 100-level honors courses shall be given to freshmen.

8.61.12 The 200-level offering shall be an interdisciplinary, two semester colloquium. URI faculty shall serve as coordinators for the colloquia. Outside lecturers shall also participate in the presentations. Emeriti professors also may participate. The size of the student enrollment shall be specified yearly. Three credits may be earned each semester for participation in the colloquium. Enrollment shall be limited to students with sophomore standing or above.

8.61.13 300-level offerings shall be tutorial courses organized by discipline or college or by groups of disciplines and/or colleges. These tutorials shall be semester long courses taught by URI or emeriti faculty. Enrollment in each tutorial shall be limited to six students unless the instructor considers a larger number essential. Tutorials shall ordinarily be offered for three credits. However, in special circumstances they may be offered for one or two credits each semester as part of a three credit course which extends throughout a year. Enrollment shall be limited to students with junior standing or above.

8.61.14 400-level offerings shall consist of 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 senior academic year. However, especially well qualified students may begin projects in the last semester of their third year. Honors projects shall be directed by URI faculty. Special seminars may be taught by URI or emeriti faculty and shall be limited to fifteen students each. Honors projects and special seminars shall be offered for six credits.

B. Recommended Changes in Section 8.63.10.

8.63.10 Requirements. Students must complete at least 15 credits of course work in the Honors Program, and attain a QPA of 3.2 or better for these courses as well as a 3.2 QPA overall, in order to graduate with the notation "Completed the University Honors Program."

C. Recommended Changes in Section 8.63.11.

8.63.11 These courses shall include: (1) two semesters (6 credits) of work from honors courses on the 100- and 200-level including one semester (3 credits) of the Honors Colloquium; and (2) three semesters of honors work on the 300- and 400-level including one semester of 300-level tutorial (3 credits) and two semesters of the 400-level honors project or special seminar (6 credits).

Appendix

A. Rationale: The current designations "First year (freshman)," "The second year (sophomore)," "Third year (Junior)," make 100-level, 200-level, and 300-level honors course enrollments more restrictive than is necessary or desirable. Limiting 100-level courses to freshmen, 200-level courses to sophomores, and 300-level courses to juniors establishes an overly protective standard for academically talented students and one which is not in conformity with University Manual guidelines (8.30.10) for course level eligibility by year in college. The recommended changes would make the Honors-Program course sequence less confusing to students and advisors by bringing it into closer conformity to other University Manual guidelines and make the courses more accessible to transfer students and those in curricula with very little flexibility. The recommended substitution of "400-level" for "Fourth year (senior)" does not affect any change in registration eligibility but merely makes the terminology consistent with the other recommended changes. The one additional recommendation for change in credit in 8.61.11 would bring this section into conformity with Faculty Senate/Curricular Affairs Committee action 84-2-29 for courses HPR 111-123.

B. Rationale: Since its inception and with only minor fluctuation, the standard for participating in the Honors Program has been a 3.2 cumulative QPA, but the standard for receiving the transcript notation has been a 3.3 QPA for honors courses and a 3.0 QPA overall. It is logically inconsistent to require students to meet standards for earning the transcript notation which are both higher (3.3 QPA) and lower (3.0 QPA) than those required for their retention in the program. Furthermore, the requirement of a 3.3 QPA for honors work and a 3.0 QPA overall implies that honors courses are academically less difficult than regular university courses when, in fact, the experience has been that students and faculty expect them to be more challenging. The proposed change would establish a single, clear, consistent standard for earning the transcript notation of program completion.

C. Rationale: These recommended changes would make terminology consistent with the changes recommended for other sections above.

Director's Personal Note

I want to thank the former Director (Stephen Wood) and the Honors Advisor to University College (Winifred Caldwell) for their graciousness and energetic assistance in preparing me to assume the

University of Toronto Faculty of Arts
Interpretation program has achieved
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