

5-16-1985

Curricular Report No. 1984-85-11 from the Graduate Council to the Faculty Senate

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 Curricular Report No. 1984-85-11 from the Graduate Council to the Faculty Senate

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 May 16, 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 June 6, 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.

May 17, 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 _____.

4/3/85
(date)

Edward D. Eddy
President

3. No student shall be admitted to the teacher education program under #2 above who does not satisfy the following minimum requirements:
 - a. Cumulative GPA $>/ 2.25$
 - b. Academic discipline or specialization area average $>/ 2.50$
 - c. Grades of C or better in each of the required communications skills courses.
4. Admission to the non-degree graduate program in Teacher Certification shall be on a space available basis, in accordance with #2 and #3 above.
5. A student denied admission under #3 above may petition the department for a review of the decision. In such case the departmental screening committee shall meet to consider the appeal. Truly exceptional circumstances will be required for the appeal committee to override the criteria outlined in #3.
6. All students must, throughout their program, maintain the minimum grade averages specified in 3.a. and 3.b. above. Failure to maintain these minimum grade averages will result in a student being placed on "program probation," a one semester period during which the student will have the opportunity to earn grades at a level sufficient to bring his/her grade averages to the minimum grade averages specified in 3.a. and 3.b. Failure to return grade averages to acceptable standing after one semester will lead to automatic dismissal from the program. Students who are on program probation will not be allowed to student teach.

Rationale:

The rationale for the proposed change is two-fold. First, and most important, are professional considerations. There is a national consensus that schools of education should more carefully articulate standards for program admission to insure the quality of future teachers. Although at the present time almost all students in elementary and secondary education currently meet these proposed criteria, we want to insure that all students meet the minimums outlined in these admissions procedures. Second, elementary education is oversubscribed and needs a process to insure selection of the most qualified students.

CURRICULAR REPORT FROM THE GRADUATE COUNCIL TO THE FACULTY SENATE - Report No. 1984-85-11

At its Meeting No. 244 held April 19, 1985, the Graduate Council considered and approved the following curricular matters which are now submitted to the Faculty Senate for confirmation as indicated.

I. Matters Requiring Confirmation by the Faculty Senate.

- A. College of Resource Development
 1. Department of Resource Economics
 - a. Add (New)

REN 520 Production Economics II,2
 Production in natural resource economics. The formulation and estimation of production functions. Technological change in economic growth and its measures. New directions in production theory and applications. (Lec 2) Pre: ECN 528 or permission of instructor. Lampe

REN 522 Mathematical Programming for Natural Resource Management II,2
 Application of mathematical (linear) programming to typical natural resource management issues. Emphasis is placed on problem formulation and solution using existing computer software programs. (Lec 2) Pre: REN 528 or permission of instructor. Gates

REN 524 Dynamic Economic Models I,3
 Fundamentals of dynamic economic theory and nonlinear models. Dynamic and nonlinear optimization techniques applied to resource economics, decision analysis and trade models. (Lec 3) Pre: REN 528 or permission of instructor. J. Anderson

- B. College of Engineering
 1. Department of Civil and Environmental Engineering
 - a. Add (New)

CVE 591 Special Problems I,1-6
 Advanced work under supervision of a member of the staff and arranged to suit individual requirements of the student. (Lec or Lab according to nature of problems.) Pre: Permission of department. Staff

CVE 592 Special Problems II,1-6
 Advanced work under supervision of a member of the staff and arranged to suit individual requirements of the student. Pre: Permission of department. Staff

2. Department of Ocean Engineering
 - a. Change in Master's program requirements and Ph.D. admission requirements to:

Program Requirements: Core requirement consisting of three courses selected from: OCE 510; OCE 512; 521 or 534; 560 or 561; 565; 571; 587; 653; one course selected from OCG 501, 521, 540, or 561. Thesis option: core requirement plus thesis and at least 12 course credits of electives; exclusive of OCE 605,606. Non-thesis option: (for part time students only with permission of department at time of admission) core requirement plus 21 course credits exclusive of OCE 605, 606 but including at least one course requiring a substantial paper involving significant independent study and written master's examination.

CURRICULAR REPORT FROM THE GRADUATE COUNCIL TO THE FACULTY SENATE - Report No. 1984-85-11

Doctor of Philosophy Admission Requirements: GRE and M.S. degree in engineering or other technical discipline, or equivalent; ocean engineering and oceanography core courses as in master of science program. Requirements must have been taken previously or will have to be made up for no program credit.

C. College of Arts and Sciences

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

ENG 680,681 Seminar in Special Rhetorical Problems I,II,3
Readings in rhetoric which present special problems not addressed by traditional department offerings. Seminar topics may be offered from time to time based upon student request. (Lec 3) Pre: Graduate standing or permission of instructor. Schwegler/Martin

* 2. Department of Languages

- a. Change in Program requirements for the M.A. in Spanish to read:

~~Program requirements: All work carried out in Spanish. Thesis option: 30 credits including 6 thesis research credits. Non-thesis option: 30 credits. All candidates must pass a written comprehensive examination and an oral comprehensive examination.~~

~~(The approval of this item is contingent upon approval by the College of Arts and Sciences).~~

D. College of Business Administration

1. Department of Finance and Insurance

- a. Addition of core requirements for the M.B.A. specialization in Finance.

The management of monetary and capital resources, the "finance" function, is central to the successful operation of any business firm. However, this pervasiveness results in a number of subspecialties within the general finance area. Appropriately chosen courses of study can be arranged to focus on general corporate finance, retail financial services, institutional investment, international finance, and others.

In addition to the required courses, an MBA candidate who wishes to elect a concentration in the area of finance must take FIN 641 (Advanced Financial Theory) and a minimum of nine additional hours of elective courses from the following list: FIN 602, FIN 622, FIN 625, FIN 632, FIN 633, FIN 652, FIN 671, FIN 693(694), and FIN 420. Departures from these requirements are possible, but are subject to approval by the coordinator of the program and the director of the MBA program.

E. Labor Research Center (and the Department of Education, College of Human Science and Services)

1. Add (New)

LRS/EDC 579 Labor Relations and Collective Bargaining in Education I or II,3
Collective bargaining in public and private educational sectors, K-12, higher education; literature theory, practice, and legal foundations in education. Comprehensive case studies will be used. (Lec 3) Croasdale

* Not approved by College of Arts and Sciences as of 5/16/85

CURRICULAR REPORT FROM THE GRADUATE COUNCIL TO THE FACULTY SENATE - Report No. 1984-85-11

F. College of Human Science and Services

1. Department of Human Development, Counseling and Family Studies

- a. Change in title of existing specializations within the M.S. in Human Development, Counseling and Family Studies

from: "Marriage and Family Counseling: to: "Marriage and Family Therapy"

- b. Designation of specializations under the redesignated "Human Development and Family Studies" specialization to read:

"Subspecializations are available in human development, early childhood education, family studies and gerontology."

- c. Change in one subspecialization title under the redesignated "Counseling" specialization:

from: "Agency Counseling" to: "Mental Health Counseling"

- d. Changes in the program requirements and description for the redesignated "Counseling" specialization to read:

Counseling

Program requirements: "Thesis or non-thesis option. Minimum 45 credit hour program. HCF 450, 551, 554, 560, 562, graduate research course, such as HCF 570, EDC 529, PSY 505, and either thesis (HCF 599, 6 credits) or internship (HCF 583-584, 6 credits with concurrent registration in HCF 580-581, six credits). Additional courses planned with advisor according to subspecialization. The total number of credits required may vary according to the professional experience of the individual or the requirements of various certifying bodies.

College Student Personnel: HCF 567, 568, higher education law and college student development course work.

Mental Health Counseling: HCF 535, HCF 553, alcohol and family course work.

Gerontological Counseling: HCF 553, 555, 520, family course work.

School Counseling: HCF 550, 553, family course work.

- e. Course changes

HCF 502 Cognitive Aspects of Early Childhood Education - title and prerequisite to:

HCF 502 Cognitive Aspects of Early Childhood I and II,3

Impact of theory and research in cognitive development and its relation to language, learning, and thinking. Special attention to Piaget's impact on current research and educational programs. (Lec 3) Pre: Consent of instructor. Rae

HCF 530 Family Relations Seminar -title, desc, pre, and semester to:

HCF 530 Family Theory Seminar I and II,3

Intensive study of selected theories in the family field, integrated with contemporary family issues, and family therapy. (Lec 3) Pre: 430 or permission of instructor. Rae

HCF 551 Counseling Techniques - title, desc, pre to:

HCF 551 Counseling Theory and Techniques I and II,3

Theoretical foundation and practice of counseling and therapy in various settings. (Lec 3) Pre: Graduate standing. Staff

CURRICULAR REPORT FROM THE GRADUATE COUNCIL TO THE FACULTY SENATE - Report No. 1984-85-11

HCF 553 Counseling Practicum - description and prerequisite to:

HCF 553 Counseling Practicum I and II,3
Advanced counseling and therapy issues. Multiple sessions using tapes and critiques to assess growth and competence of the clinician. (Lec 1, Lab 5) Pre: 450, 551, advanced standing and permission of instructor. Limited enrollment. Staff

HCF 555 Gerontological Counseling - description to:

HCF 555 Gerontological Counseling I or II,3
An overview of the developmental process of later life particularly relevant to counselors and therapists. Clinical counseling implications and therapeutic strategies will be emphasized. (Lec 3) Pre: 450, 420 or equivalent; graduate standing. In alternate years. Next offered in Fall 1986. Gunning

HCF 559 Counseling of Women - title and description to:

HCF 559 Women and Therapy I or II,3
Techniques for helping counselors and clients, male and female, deal with issues and needs growing out of society's changing views about women. Emphasis upon research therapist self-awareness, and evaluation of current therapies. (Lec 3) Pre: 450, 551, permission of instructor. In alternate years. Next offered in Spring 1986. Rae

HCF 560 Group Procedures in Counseling - description and prerequisite to:

HCF 560 Group Procedures in Counseling I and II,3
Principles and techniques of group counseling and therapy as applied to education, counseling, and student personnel work. An experiential and didactic approach with emphasis upon facilitation techniques, leadership patterns, and counseling skills. (Lec 3) Pre: 551 and permission of instructor. Enrollment is limited. Pascale

HCF 563 Marital and Family Counseling I - title changed to:

HCF 563 Marital and Family Therapy I

HCF 564 Marital and Family Counseling II - title changed to:

HCF 564 Marital and Family Therapy II

HCF 565 Family Counseling Practicum - title and description to:

HCF 565 Family Therapy Practicum I and II,3
Supervised clinical experience in marriage and therapy. Case materials will be presented by students and taped segment of actual counseling sessions will be reviewed. (Lec 1, Lab 5) Pre: 563, 564 and permission of instructor. Fitzelle

HCF 567 Principles and Practices of Student Personnel Services in Higher Education - prerequisite and offering change to:

Pre: Graduate standing and permission of instructor. In alternate years, next offered Fall 1986.

CURRICULAR REPORT FROM THE GRADUATE COUNCIL TO THE FACULTY SENATE - Report No. 1984-85-11

HCF 568 Organization and Administration of Student Personnel Services in Higher Education prerequisite and offering changed to:

Pre: 567. In alternate years, next offered in Spring 1987.

HCF 570 The Study of Children and Families - title and description changed to:

HCF 570 Research in Human Development and Family Studies I and II,3
Historical, philosophical, and procedural foundations of scientific inquiries of individuals and families. Exploration of various perspectives applicable to the acquisition of information about human development and family relationships. (Lec 3) Pre: Graduate standing or permission of department. Zweig

HCF 580,581 Professional Seminar in Counseling - description and pre changed to:

HCF 580,581 Professional seminar in Counseling I and II,3 each
A two-semester sequence examining legal, ethical and professional issues and standards related to counseling and therapy. Analysis of problems encountered in the internship experience. Concurrent registration with 583, 584. (Lec 3) Pre: Advanced standing and permission of instructor. Gunning, Fitzelle, Schaffran.

HCF 582 Field Experience with Exceptional Children - title, desc and pre to:

HCF 582 Field Experience in Human Development and Family Studies I,II,3
Interdisciplinary seminar and laboratory with observation and supervised projects in field settings. (Lec 1, Lab 4) Pre: Permission of department. Staff

HCF 583,584 Master's Counseling Internship - title, description and instructor changed to:

HCF 583,584 Master's Internship I and II,3 or 6 each
Supervised field practice in mental health or family agencies, schools or colleges to integrate counseling and therapy theories and skills. Pre: Concurrent registration in 580 for 583, 581 for 584. Gunning, Maynard, Schaffran.

f. Add (New)

HCF 590(600X) Higher Education Law I or II,3
An overview of federal and state legal systems' effect on university administration and service delivery. Reviews authorities and agencies, major court decisions, and the application of substantive and procedural law principles. (Lec 3) Pre: Graduate standing or permission of instructor. Zweig

THE UNIVERSITY OF RHODE ISLAND
Kingston, Rhode Island

FACULTY SENATE

ACADEMIC STANDARDS AND CALENDAR COMMITTEE

REPORT #84-85-8

COMMENCEMENT

In October 1984 the Faculty Senate returned to the Academic Standards and Calendar Committee the proposed legislation on commencement. After considerable discussion the committee recommends approval of the following:

B.22.50 Commencement. Individual college ceremonies on commencement day are to award diplomas to those students who have completed their degree requirements. Exception is granted to those students due to complete their baccalaureates in Medical Technology within the month that follows commencement. Other degree programs wishing to obtain an exception may apply to the Academic Standards and Calendar Committee and the Faculty Senate.

Rationale:

The Academic Standards and Calendar Committee believes that commencement is primarily to award diplomas to students who have earned their degrees. Secondly, the commencement day schedule also includes festivities for families and friends to celebrate with degree candidates. URI's customs on commencement day meet both needs. Because our quadrangle ceremony provides the festivities, it is important that the individual college ceremonies honor the student completing her/his degree. The University's obligation to the successful student necessarily includes a moment of academic recognition.

In reaching the above conclusion the committee considered carefully the request for collegial autonomy in this matter. Although this position has been clearly articulated by Deans Peters and Gelles, it remains the committee's view that the University needs to maintain uniformity among the colleges in the matter of awarding degrees on commencement day.

Indeed, the committee consulted with members of the Student Senate Academic Affairs Committee. Although we found that some students regarded commencement more as a festivity than as an academic event, the students tended to agree, however, that there should be uniformity across the degree granting colleges. The students agree with the committee that it would be highly regrettable for two students, one in Arts and Sciences and one in Engineering to receive different treatment on commencement day even though their academic records were exactly the same.

In the light of the above the Academic Standards and Calendar Committee hopes the Faculty Senate will agree that an important purpose of commencement is to award degrees to successful students.

THE UNIVERSITY OF RHODE ISLAND
Kingston, Rhode Island

FACULTY SENATE

RESEARCH POLICY AND FACILITIES COMMITTEE

SECOND REPORT ON COPYRIGHTS

At its meeting of May 1, 1985, the REPOFAC reviewed both the previously submitted copyright policy (Appendix I) and the proposal submitted by Mr. Nicholas Long, University Counsel on April 22, 1985 (Appendix II). After discussion, the members of REPOFAC voted unanimously to support a copyright policy based upon modifying our original proposal to accommodate concern expressed by the administration.

The REPOFAC recommends that the Faculty Senate approve the following section 10.40.20 to replace existing sections 10.51.10 and 10.51.11:

10.40.20 Copyrights. Notwithstanding any language herein to the contrary, the right of absolute ownership by a creator of his/her own copyrightable works [where copyrightable works are as defined in the United States Copyright Reform Act of 1976 as amended; PL 94-473] whether or not made by using the regular facilities of the University of Rhode Island, and his/her right to apply for, hold, and dispose of copyrights, is recognized as indefeasible (as provided under Class III of the Patent Policy) unless the works were done as a result of a specific project sponsored and financed by the University. When income accrues from copyrights obtained on any work the preparation of which was supported by a specific grant from the University of Rhode Island or outside agency, royalties and other payments shall be divided in accordance with Class I or II of the University's Patent Policy. It is understood that the salary and facilities normally available to the creator in his/her capacity as an employee of the University of Rhode Island shall not be considered a specific grant. Institutional stipends paid for sabbatical leaves or as summer research awards shall not be considered support of a specific project.