1978

One Hundred and Forty-Fourth Report of the Curricular Affairs Committee

University of Rhode Island Faculty Senate

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TO: President Frank Newman

FROM: Chairman of the Faculty Senate

1. The attached BILL, titled One Hundred and Forty-Fourth Report of the Curricular Affairs 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 March 30, 1978 (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 April 20, 1978 (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.

March 31, 1978 (date)

Robert M. Gutchen
Chairman of the Faculty Senate

ENDORSEMENT

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/is necessary.

(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
Faculty Senate Curricular Affairs Committee One Hundred and Forty-Fourth Report

At its meeting of March 13, 1978, the Faculty Senate Curricular Affairs Committee considered the following matters now presented to the Faculty Senate:

SECTION I

Informational Matters (Including Temporary Courses):

A. College of Arts and Sciences

1. Department of Geology

ADD: GEL 220X Rocks and Minerals (3 credits) Identification of rocks and minerals. Physical properties, crystallography, gemstones, rock classification, petrogenesis, and geologic significance. Emphasis on laboratory study and local field trips. (lec., lab.) Pre: GEL (ESC) 100, 101, or 105 recommended. Herms

2. Department of History

ADD: HIS 107X History and the Self (1 or 1.5) The use of history as a tool to gain personal insight, and personal insight as a tool to understand history. Roughton

[NOTE: This course is a University College mini-course and did not require the approval of the Curricular Affairs Committee.]

B. College of Human Science and Services

Department of Textiles, Clothing and Related Art

CHANGE: Prerequisite for TEC 422 to "322, permission of instructor and advisor.",

SECTION II

Curricular Matters Which Require Confirmation by the Faculty Senate:

A. College of Arts and Sciences

1. Department of History

ADD: HIS 118 Women in European History (1.5) Attitudes toward women, their role in society, women's work, and the feminist movement. Emphasis on nineteenth and twentieth centuries with background material from earlier periods. (lec.) Schach-Tock
Department of Philosophy

ADD: PHIL 111 Comparative Religions (1 or 1.3) Introduction to the major religions of the world: comparative study of important ideas and beliefs in both Eastern and Western religions. (Lec. 3) Staff

Department of Physical Education

CHANGE: Name of department to "Department of Physical Education, Health and Recreation."

Urban Affairs Program Coordinating Committee

a. CHANGE: Name of B.A. concentration in Personality and Culture in the Urban Environment to "Urban Social Processes."

b. CHANGE: Description (p. 50, 1977-78 Undergraduate Bulletin) and B.A. concentration in Urban Social Processes:

Urban Social Processes. This concentration is designed to examine the functions of urban social systems, to explore urban social issues which affect the lives of individuals in an urban environment; and to investigate individual and systemic change strategies. Students who choose this concentration gain an understanding of the systemic forces which act on individuals in urban societies to produce both positive and negative outcomes. Poverty and social class, the welfare system, race, crime, rapid environmental change, all generate social issues which take on particular significance in an urban setting—and which have a dramatic impact on the lives of urbanites. In addition to a thorough grounding in conceptual approaches, students are directed toward research and intervention techniques which they may extend with graduate training in the social sciences, criminology, social work, community planning, and other urban-oriented fields. Students seeking jobs at the baccalaureate level may work in social agencies (e.g., welfare, youth development, the criminal justice system); the governmental departments which sponsor and monitor these agencies; or specialized educational facilities (e.g., halfway houses, preschool enrichment programs, alternative high schools).

This concentration focuses on the interaction between the individual and the urban social system with a concern for careful theoretical analysis, empirical study, and modification through active intervention.

The structure of the curriculum in this concentration follows:

a. Common core: 15 credits

From the list of courses in the common core, students are required to select Urban Sociology (SOC 434) and strongly urged to take Urban Economics (ECN 402).

b. Concentration core: 15 credits

1. Methodological skills: 3 credits

A minimum of one of the following courses is required:

- APG 402 Methods of Anthropological Inquiry
- EST 408 Statistical Methods in Research 1
- EST 409 Statistical Methods in Research 2
- PSY 300 Quantitative Methods in Psychology
- SOC 301 Introduction to Methods of Sociological Research

2. Specialization: A minimum of 12 credits

- APG 319 Cultural Behavior and Environment
- CDF 250 Gerontology Theory and Application
- CDF 480 Children and Families in Poverty
- ECN 401 Poverty in the U.S.
- ECN 403 Theory and Topics in the Economics of Crime
- HIS 339 The Emergence of Industrial America
- HIS 343 U.S. Social and Intellectual History Since 1865
- HMG 401 Home Management Problems of Deprived Families
- MGT 301 Fundamentals of Management
- PSC 420 Dissent, Non-Violence and Change
- PSC 483 Political Process and Policy Formation and Execution
- PSC 486 Intentional Communities
- PSY 335 The Psychology of Social Behavior
- SOC 314 Juvenile Delinquency
- SOC 316 The Sociology of Welfare Institutions
- SOC 330 Criminology
- SOC 336 Social Stratification
- SOC 340 Minority and Majority Relations
- SOC 410 Complex Organization in Modern Society
- SOC 418 Collective Behavior
- SOC 435 Aging in Society
- SPE 315 Environmental Dimensions of Communications

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3. Intervention skills: No required credits

Practicum or internship experience is highly desirable within this concentration. It may be obtained through one of the following:

- URB 397 Field Work in Urban Affairs
- EDC 450 Introduction to Counseling
- PSY 305 Field Experience in Psychology
- SPE 201 Interpersonal Communication

NOTE: Students are expected to complete all prerequisites for concentration courses.

c. CHANGE: Description (p. 51, 1977-78 Undergraduate Bulletin) and curriculum requirements for B.A. concentration Policy Formation in the Urban Environment:

Policy Formation in the Urban Environment. This concentration is designed to identify the decision-making processes within the metropolis, examines the ways in which public policies are formulated and implemented, and considers ideas about the substance as well as the outcome of the policy formation processes. An understanding of such decision-making processes requires knowledge of the political, administrative, managerial, planning and economic aspects of urban life. Students completing the concentration should be prepared for entry-level administrative jobs in government agencies, business firms and community organizations, or for activist careers in politics. They might undertake graduate work in law, public law, public administration, community planning, business or related disciplines.

The structure of the curriculum in this concentration follows:

a. Common core: 15 credits

Students are expected to satisfy the requirements of the common core for the program. Requirements may be modified in special cases after consultation with the advisor.

b. Concentration core: 15 credits

1. Methodological skills: 3 credits

A minimum of one of the following courses is required:

- PSY 300 Quantitative Methods in Psychology I
- SOC 301 Introduction to Methods of Sociological Research
- MGS 201 Managerial Statistics
- MTH 451 Introduction to Probability and Statistics
- EST 408 Statistical Methods in Research I
- GEG 402 Quantitative Methods in Geography

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2. Specialization: 9 credits

A minimum of three of the following courses is required, including courses from at least three disciplines:

- ECN 412 Public Finance
- 402 Urban Economics
- 401 Poverty in the United States
- 403 Theory and Topics in the Economics of Crime
- MGT 464 Comparative Economic Systems
- HIS 323 History of England: 1815-1896
- 324 History of England since 1896
- 339 Emergence of Industrial America, 1877-1917
- 340 United States History from 1917 to 1945
- 341 United States History since 1945
- 343 Social and Intellectual History of the United States: 1865 to present
- 363 American Urban History
- PSC 460 Urban Politics
- 466 Urban Problems
- 483 Political Process: Policy Formation and Implementation
- 495 Comparative Urban Politics
- 498 Public Administration and Policy Formulation
- CPL 410 Fundamentals of Urban Planning
- FIN 396 Financial Institutions and Markets
- 341 Fundamentals of Real Estate
- MGT 321 Labor Problems
- 422 Labor Law and Legislation
- 423 Labor Relations
- REN 310 Man and Resource Use
- GEG 411 Urban Geography
- 421 Introductory Cartography
- 452 Transportation Geography
- 512 Seminar in Urban Geography
- SOC 336 Social Stratification
- 340 Minority and Majority Relations
- 342 The Sociology of Sex Roles
- 434 Urban Sociology
- 436 Sociology of Politics

3. Intervention skills: 3 credits

Practicum or internship experience is required within this concentration. It may be obtained through URB 397 - Field Work in Urban Affairs.

NOTE: Students are expected to complete all prerequisites for concentration courses.

d. CHANGE: Description (p. 51, 1977-78 Undergraduate Bulletin) and curriculum requirements for B.A. concentration in Spatial Development in the Urban Environment:

Spatial Development. This concentration gives the student an interdisciplinary viewpoint of the spatial structure and environmental character of the city.
The curriculum is designed to focus special attention on the arrangement, allocation and interrelationships of human and physical resources. Man's relation to the urban ecosystem is examined in terms of the processes, patterns, networks and activities that produce the spatial and temporal organization of urban communities. Analytical and methodological skills may be acquired from courses in cartography, remote sensing and statistics. The structure of the concentration should prepare the student to deal more effectively with the increasing problems of rapid urban growth and the environmental deterioration which has accelerated the need for greater understanding of the complex metropolis.

Students in Spatial Development can enter a wide variety of public and private establishments for employment. Career choices and employment opportunities are available in such activities as urban systems analysis, economic impact studies, cartographic drafting and air photo analysis, industrial location and regional development, and urban environmental problems. Spatial Development students should be prepared for employment in organizations or agencies that handle questions such as equal allocation of resources, reducing regional disparities in goods and services and developing effective alternatives to problems in housing, poverty, pollution and other human concerns. These organizations can be in both the private or the public sector.

The curriculum design in this concentration is as follows:

a. Common core: 15 credits

From the list of courses in the common core, students in this concentration are required to take Urban Geography (GEG 411) and strongly urged to take Fundamentals in Urban Planning (CPL 410).

b. Concentration core: 15 credits

1. Methodological skills: A minimum of two courses is required, one in each category (a,b).

   a) EST 408 Experimental Statistics
   SOC 301 Introduction to Methods in Sociological Research
   GEG 482 Quantitative Methods in Geography

   b) GEG 421 Introductory Cartography
   PLS 343 Techniques in Landscape Design
   ESC 301 Environmental Remote Sensing

2. Specialization courses: A minimum of three courses is recommended.

3. Intervention skills. No required credits

   Practicum or internship experience is strongly recommended within this concentration. It can be arranged through taking URB 397.

   NOTE: Students are expected to complete all prerequisites for concentration courses.

B. College of Business Administration

1. Urban Affairs Program Coordinating Committee

   CHANGE: Description (pp. 57-58, 1977-78 Undergraduate Bulletin) and curriculum requirements for the B.S. concentration in Urban Business:

   The curriculum in Urban Business provides the business student with greater insights into the role of the business firm operating in an urban setting. Inasmuch as it is the entrepreneur, large or small, risking venture capital, who provides jobs and supports the public sector by paying taxes, a thorough understanding of the conduct of business in an urban setting is important. The student who chooses this concentration will bring to the firm an appreciation for the problems of the firm trying to succeed in the urban setting of the day.

   Despite some movement to suburbia, commerce and industry are still oriented to the urban environment. Thus, students who choose an Urban Business concentration should, as graduates, be able to aid the for-profit sector in coping with the urban milieu.

   Employment opportunities should also be found in the
In addition to satisfying the common core of the program, students in this concentration are required to satisfy the following four years sequence of studies: All undergraduate students in Business Administration programs at the University and in its Division of University Extension are required to select and pass 95 credits of course work from divisions A, B, C and D.

DESCRIPTION OF DIVISIONAL REQUIREMENTS

<table>
<thead>
<tr>
<th>Division A</th>
<th>Division B</th>
<th>Division C</th>
<th>Division D</th>
</tr>
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<tbody>
<tr>
<td>Course Cr.</td>
<td>Course Cr.</td>
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<tr>
<td>MGS 101 3</td>
<td>ACC 201 3</td>
<td>SPE 3</td>
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<td>MGS 102 3</td>
<td>ECN 125 3</td>
<td>BED 227 3</td>
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<td>MGS 201 3</td>
<td>ECN 126 3</td>
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<td>MGS 202 3</td>
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<tr>
<td>Total 9,12,15,18</td>
<td>Total 12,15,18</td>
<td>Total</td>
<td>Total 6 or 9</td>
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URBAN BUSINESS CURRICULUM

**Freshman Year**

<table>
<thead>
<tr>
<th>First Semester</th>
<th>Second Semester</th>
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<tbody>
<tr>
<td>MGS 101 (Gen Ed-Div B)</td>
<td>MGS 102 (Gen Ed-Div B)</td>
</tr>
<tr>
<td>MGS 107</td>
<td>SPE elect. (Gen Ed-Div D)</td>
</tr>
<tr>
<td>Gen Ed elect. - Div A</td>
<td>Gen Ed elect. - Div A</td>
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<td>Gen Ed elect.</td>
<td>Liberal elect.</td>
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**Sophomore Year**

<table>
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<th>First Semester</th>
<th>Second Semester</th>
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</thead>
<tbody>
<tr>
<td>ACC 201 (Gen Ed-Div C)</td>
<td>ACC 202</td>
</tr>
<tr>
<td>BED 227 (Gen Ed-Div D)</td>
<td>ECN 126 (Gen Ed-Div C)</td>
</tr>
<tr>
<td>ECN 125 (Gen Ed-Div C)</td>
<td>MGS 202 (Gen Ed-Div B)</td>
</tr>
<tr>
<td>MGS 201 (Gen Ed-Div B)</td>
<td>Gen Ed elect. - Div A</td>
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<tr>
<td>URB 210</td>
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<td>Total 3</td>
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**Junior Year**

<table>
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<tr>
<th>First Semester</th>
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<tr>
<td>FIN 321</td>
<td>ECN 501</td>
</tr>
<tr>
<td>MGS 309</td>
<td>SOC 434</td>
</tr>
<tr>
<td>MNG 323</td>
<td>PSC 460</td>
</tr>
<tr>
<td>MGT 301</td>
<td>PSC 466</td>
</tr>
<tr>
<td>URB 498 or 499</td>
<td>URB elect.</td>
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<tr>
<td>Total 15</td>
<td>3</td>
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</table>

Minimum total credits required for graduation - 120.

In the Urban Business curriculum there are 3 professional electives to be taken from any one of the following areas: ACC, BED, BSL, FIN, INS, MGS, MGT, MNG.

**URBAN ELECTIVE** To be chosen from the six urban electives listed with the core curriculum.

2. Restriction of Access to 300- and 400-Level Courses in the College of Business Administration.

On January 26, 1978 Vice President Ferrante declared that all baccalaureate programs in the College of Business Administration are "oversubscribed" as defined in section 8.30.24 of the University Manual. The College of Business Administration proposes to deal with its problem of oversubscription not only by restricting admission to the college's B.S. programs but also by restricting access to its 300- and 400-level courses. The college asks that the following policy statement be included in the 1978-79 Undergraduate Bulletin, replacing the first five paragraphs on page 52 of the 1977-78 Undergraduate Bulletin:

The College of Business Administration is a professional school and has divided its courses into lower and upper divisions. The lower division courses constitute those taught in the freshman and sophomore years; the upper division, those taught in the junior and senior years. Courses taken by transfer students at the lower division level may be applied to satisfying upper division requirements only after successful completion of a validating examination. All 500- and 600-level courses offered by departments in the College of Business Administration are open to matriculated graduate students only.

A student enrolled in the College of Business Administration must complete the curriculum in one of the major areas of concentration and must obtain a cumulative quality point average of 2.00 or better for all required courses in his major area of concentration. Students wishing permission to substitute for required courses or waive other requirements may petition the College's Scholastic Standing Committee. Petition forms are available in the Dean's Office.

Due to limited staff and facilities, transfers from University College to the undergraduate degree programs in business administration must be limited. Although cumulative averages are not...

* As a condition for graduation a 2.0 average is required for all Junior and Senior level courses taken. This includes required as well as professional and free elective courses. -21-
the sole criterion for admission, those with overall quality point averages of less than 2.2 are advised that there is little chance for admission to these programs. Students who have not satisfied entrance requirements may petition the Scholastic Standing Committee of the College of Business Administration for a waiver of those requirements during their fourth or succeeding semesters. Students in the University College business programs who have not met entrance requirements to the College of Business Administration are permitted to enroll only in 100- and 200-level business courses and in non-business courses.

To ensure that students in business curriculums have access to required courses, upper-level courses will be open only to juniors, seniors, and graduate students. A strict registration priority will be followed. Highest priority will be given to senior business majors, followed by graduate students, junior business majors, senior business non-majors, junior business non-majors, seniors from non-business majors and juniors from non-business majors. Students following an approved "area of interest" will be assigned as though they were business non-majors.

[NOTE: The Faculty Senate University College and General Education Committee opposes the inclusion of the final sentence of the third paragraph in this statement.]

C. College of Engineering

Urban Affairs Program Coordinating Committee

CHANGE: Description (p. 68, 1977-78 Undergraduate Bulletin) and curriculum requirements for B.S. concentration in Urban Engineering:

The concentration in Urban Engineering is designed to prepare the student to contribute to the solution of those urban problems which stem from the effects of technological change and development and to use the tools of technology to aid in the identification of these problems. Thus, the curriculum, which in the freshman year is essentially common to all engineers, includes basic mathematics and engineering sciences, and a stream of courses in systems engineering. In addition, a series of courses in the social and life sciences prepares the student for work in the urban setting. Finally, a series of electives allows an individual to concentrate in a special area of interest or to develop a broader technological base.
The Home Economics in the Urban Environment concentration adds to a student's preparation in a broad home economics program the dimension of understanding urban areas and their people. Examples of occupations which students with such a major might seek are careers in urban cooperative extension, social welfare agencies or consumer protection agencies. This program is designed to give students an integrated understanding of families and their use of human and non-human resources to attain family goals. The addition of urban related courses familiarizes the student with the special needs of families in urban areas.

Group III. Students are required to take the courses listed in Group III under General Home Economics.

The requirement for 15 credits of professional electives is satisfied by the Urban Affairs Common Core, a requirement for students in all Urban Affairs curricula. (See pg. 10 of Undergraduate Bulletin)

Group IV. In addition to the courses listed under Groups I, II and III, students must take 3 urban related courses from the following list or consult the adviser for others. Adviser consultation is recommended for choice of these courses.

CDF 250 Gerontology Theory and Application
CDF 375 Field Experience in Community Agencies
HED 401 Teaching Home Economics: Adults
HNG 401 Home Management of Depressed Families
HNG 420 Consumer Protection
HNG 470 Special Problems in Home Management
ADE 457 The Cooperative Extension Service
ADE 468 Methods and Materials for Adults and Extension Education
ECN 401 Poverty in the United States
HIS 346 History of North American Indians
HIS 346 Immigration to Ethnicity in Modern America
HIS 347 American Women in the Twentieth Century
PSC 221 State and Local Governments
PSC 288 The American Legal System
SOC 336 Social Stratification
SOC 340 Minority and Majority Relations
SOC 438 Aging in Society
SWF 311 Introduction to Social Work
SWF 313 Social Welfare Services
SWF 317 Social Work Methods

E. College of Pharmacy

Department of Pharmacognosy

Merge the Department of Pharmacognosy and the Environmental Health Science Program into the Department of Pharmacognosy and Environmental Health.

[NOTE: The Graduate Council endorsed this recommendation at its meeting of March 10, 1978]
F. College of Resource Development

Urban Affairs Program Coordinating Committee

CHANGE: Description (p. 77 of the 1977-78 Undergraduate Bulletin) and curriculum requirements for the B.S. in Resource Development in the Urban Environment.

This concentration, Resource Development in the Urban Environment, provides background for understanding relationships between natural resources and urbanized society, with emphasis placed on utilizing the offerings of the University to develop individual interests. Resource problems include conservation, development, and allocation of natural resources and their products for use in varying urban and increasingly urbanized areas throughout the world. Training is oriented to provide students with a basis for work with government or private agencies concerned with problems related to natural resources in contemporary society. The training is of use as background for continued study in planning or in areas related to management policy for use of natural resources.

The curriculum design in this concentration has the following format:

a. Common core: 15 credits

Students are expected to satisfy the requirements of the common core of the program.

b. Concentration core: 18 credits

Students are required to design a program of study in consultation with their adviser. This program will consist of 12 credits of resource science electives and 6 credits of directed electives in science and resources. The following courses illustrate some of the selections within the college itself:

ASC 101 Introduction to Animal Science
FMT 118 Introduction to Commercial Fisheries
FNS 207 Introduction to Food Science
FNS 337 General Nutrition
PLS 104 Plants, Man and the Environment
PLS 212 Soils
PLS 242 Landscape Design
REN 105 Introduction to Resource Economics
RDV 100 Natural Resource Conservation

c. Suggested courses for division requirements: 45 credits

Division A: 9-12 credits. Choices in art, languages, literature, music, philosophy, and kindred areas.

Division B: 6-8 credits in animal and plant biology; 9 additional credits in chemistry and in basic physical and natural sciences; 3 credits in mathematics.

Division C: 9-12 credits. Choices in anthropology, economics, political science, psychology, history and kindred areas.

Division D: 3 credits in speaking; 3 credits in writing.

Courses recommended are those required by the College of Resource Development and those which are prerequisites for courses in the Urban Affairs Program common core and/or in the area of concentration required by the College of Resource Development.

G. Urban Affairs Program Coordinating Committee.

1. ADD: The following courses:

a. URB 210 Introduction to Urban Affairs (3 credits) Introductory course for students planning to concentrate in the Urban Affairs Program. Investigation of the interdisciplinary approach in analyzing urban issues, potentials and problems. (lec. 3)

b. URB 391, 392 Directed Study (1-11,1-3 each) Independent work in Urban Affairs for individual students or groups. (Pre: 210)

Staff

c. URB 397 Field Work in Urban Affairs (1-1,1-6) Field work as arranged. The student works as a part or full-time worker in an Urban Affairs agency, under the supervision of a faculty adviser. (Field Work 1-18) (Pre: 210)

Staff

2. CHANGE: Level and description for URB 398, 399:

URB 498, 499 (398, 399) Urban Affairs Senior Seminar (1 and 1,1 each) The study of a particular urban issue from an interdisciplinary perspective. Required of all urban affairs concentrators. (Pre: URB 210 or permission of instructor; junior or senior standing. Not for graduate credit. Staff)
3. CHANGE:

Description of Urban Affairs Program (p. 10, col. 2, para. 1, 1977-78 Undergraduate Bulletin), including the definition of a common core.

The undergraduate program in Urban Affairs was established at the University of Rhode Island to provide curricula that meet the problems and potentials posed by the concentration of people in and around great cities where 70 percent of Americans now live. The program makes it possible for students to pursue specialized studies of urban problems and view solutions from the perspectives of varied disciplines. Most importantly, the Urban Affairs Program seeks to prepare students for the future in finding meaningful and satisfying professional careers.

The program consists of a series of multidisciplinary degree concentrations: three in the College of Arts and Sciences where the Bachelor of Arts degree is granted, and four in the professional colleges where the Bachelor of Science degree is granted. Students in all concentrations come together in various courses and seminars.

The concentrations are designed to provide students with a general understanding of contemporary urban society. These concentrations make it possible for students to pursue specialized studies of urban potentials and to select a course of study in any one of these concentrations. All of the students, however, have to satisfy the common core requirements of the program.

COMMON CORE

The common core is formulated to allow students to generate an understanding of the makeup of urban areas and their processes. The structure of this common core consists of the following:

a. Each student is required to take Introduction to Urban Affairs (URB 210) and the Seminar in Urban Affairs (URB 498 or URB 499).

b. Each student is expected to select three courses, 9 credit hours, from the following list of courses:

- CPL 410 Fundamentals of Urban Planning
- PSC 460 Urban Politics or PSC 466 Urban Problems
- GEG 411 Urban Geography
- ECH 402 Urban Economics
- SOC 434 Urban Sociology
- HIS 363 Urban History

It should be noted that some areas of concentration require their students to select specific courses from the common core. In some areas of concentration, courses from the common core can be used to satisfy the concentration core if they have not been used to satisfy the common core requirements. Students are expected to consult with their advisers in designing their curriculum.

SECTION III

Joint Report of the Curricular Affairs Committee and the Graduate Council on 400-Level Courses

At the March 13 meeting of the Curricular Affairs Committee and the March 10 meeting of the Graduate Council, the following matters were considered and are now presented to the Faculty Senate for confirmation:

College of Arts and Sciences
1. Department of History

CHANGE: Title, description, and prerequisite for HIS 426:

HIS 426 German History, 1640-1914 (1,3) The evolution of modern German society from mid-17th century to the First World War. Topics include: absolutism, enlightenment, nationalism, industrialization, demographic trends, and changing patterns in social structure and social conflict. (lec. 3) Pr: Junior standing or above. In alternate years, next offered Fall, 1978. Honhart

2. Department of Speech Communication

ADD: SPE 475 Gestural Communication (1,2) Visual systems such as Ameslan, with emphasis on the chirology and syntax of signing, vocabulary, and levels of language among deaf communicators. Finger spelling and sign language for educational, rehabilitative, and artistic goals studied. (lec. 1, lab. 2) Pr: Junior standing or Graduate standing. Not for graduate program credit in Speech Pathology or Audiology. Beaupre
ADD: RTH 499 Special Problems (1 and 11, 1-3) Method of carrying out a specific research project, literature search, planning, laboratory work, writing an acceptable report. (Lab. 3-9) Pre: Permission of department. Not for graduate credit. Staff