

## UNIVERSITY OF RHODE ISLAND FACULTY SENATE

April 21, 2016

### Faculty Senate Curricular Affairs Committee Five Hundred and Thirty-Second Report

At the March 28, 2016 meeting of the Curricular Affairs Committee and by electronic communication, the following matters were considered and are now presented to the Faculty Senate.

#### SECTION I Informational Matters

#### TEMPORARY COURSES

##### A. COLLEGE OF ENVIRONMENT AND LIFE SCIENCES:

##### **MAF/HIS 371X, History of Humans and the Marine Environment (3 crs.)**

Cross-listed as (MAF) HIS 371X. This course explores the history of human interactions with the marine environment, including fisheries, tourism, development, and the marine sciences. (Lec. 3) Pre: Sophomore standing or permission of instructor.

#### ONLINE COURSES

The CAC has approved the following courses for online offering:

**GWS 220, Women and the Natural Sciences (3 crs.)** – accelerated online programs

**SECTION II**  
**Curricular Matters Which Require Confirmation by the**  
**Faculty Senate**

**NEW COURSES**

**A. COLLEGE OF THE ENVIRONMENT AND LIFE SCIENCES:**

**GEO 462, Aqueous Geochemistry (4 crs.)**

Introduction to the chemical processes controlling water chemistry in low-temperature environments. Topics include chemical weathering, ion exchange, acid-base chemistry, redox, mineral equilibria, isotopes, and chemical modeling of aqueous systems. (Lec. 3, Lab. 1) Pre: CHM 101, 102, 112, 114; GEO 103, 320. Not for graduate credit.

**MAF 445, Environmental Thought and Behavior (3 crs.)**

Introduction to environmental behavior, including factors such as values, knowledge, risk perceptions, and social pressure. Attention is given to the role of attitudes and values in coastal and marine management. (Lec. 3) Pre: MAF 100. Not for graduate credit.

**OCE 313, Computational Solutions for Ocean Engineering Problems (3 crs.)**

Fundamentals of computational techniques in Ocean engineering, including algorithm development, programming, MATLAB scripts, numerical solutions of hydrodynamics, acoustics, and robotics problems, and stability and accuracy analysis. (Lec. 3) Pre: MTH 244.

**COURSE CHANGES**

**A. COLLEGE OF HUMAN SCIENCE AND SERVICES:**

**a. Change credits, method of instruction, and description:**

**HDF 312, Adult Development (4 crs.)**

Identification of influences, processes, and forces shaping adult development through the life course. Integration of theory and research with experiential learning. Lecture, discussion, and participation in a field setting. (Lec. 3, Practicum 1) Pre: HDF 201 or permission of instructor.

## CURRICULAR CHANGES

### A. COLLEGE OF ARTS AND SCIENCES:

#### 1) Changes to the BA Spanish program: (See Appendix A)

The Language Department requests the changes to the B.A. Spanish program. The rationale is to create consistency across all Spanish majors. Many Spanish majors are dual degree students. The current catalog language has a number of special provisions for students in the IEP/IBP programs. In consultation with IEP director Sigrid Berka, the department has decided to strengthen the humanistic coursework of the Spanish IEP and IBP majors, aligning their requirements with those for non-IEP/IBP Spanish majors.

#### 2) Add a Religious Studies Track to the Philosophy major: (See Appendix B)

There are several reasons why URI's Department of Philosophy is proposing to add a "philosophy and religious studies option" to the regular Philosophy major:

First, looking at the history of the department, courses in religious studies have been offered for many years. Two were established in the 1960s, two more were added in the 1970s, and two additional ones in 1980. Originally these courses (all six of them) were offered under the PHL course designation. In 1985, the PHL designation of these six courses was changed to RLS, but they continued counting towards the philosophy major. Thus, the department offered, in effect, a major track with a religious studies emphasis, in addition to a regular track, except there was no clear demarcation between the two and the religious studies track was ill-defined, in contrast to what is proposed here. (As documented through the 2/22/1990 Faculty Senate bill, in 1990, two of the six RLS courses were discontinued [the person who had taught them regularly had retired]; the four remaining RLS courses continued to be offered, but were eliminated from what counted toward the philosophy major.)

Second, there always has been great interest in the religion courses offered by the department, whether under the PHL or RLS codes. Students currently take the RLS courses as electives or as general education courses. During the 2014-2015 Academic Year, for example, the total enrollment in RLS sections offered by the Philosophy Department was 686 students.

Third, there are several PHL courses in which topics related to religious studies are covered.

Fourth, as a result of the Provost's Office's "cluster hire" initiative, a faculty member specializing in Islamic thought has been hired, holding a joint appointment between Philosophy (1/3) and Political Science (2/3). This person (Dr. Katrin Jomaa) is enriching the religious studies offerings at the University. Presently, she has proposed two courses that are intended to be part of the proposed Philosophy major track with a religious studies emphasis: RLS 221/PSC 221 (Islam and Its Civilization) and PHL 421/PSC 421 (Secularism and Islamism in the Modern World).

Bearing in mind the interest in RLS courses and the addition of new courses germane to the study of religion, the Philosophy Department is proposing to add, to the regular philosophy major, a philosophy major track with a religious studies emphasis. The new track will consist of two components. First, it will require seven philosophy courses indispensable for a major in philosophy; some of them are geared toward religious studies topics (PHL 101 or 205; PHL 212; PHL 321; PHL 323; PHL 328; PHL 341 or

346; PHL 490). Second, students will be required to take five religious studies courses and to proceed through three levels: 1) Two courses will provide an elementary familiarity with the three so-called Western religions, Judaism, Christianity, and Islam (RLS 111) and with Eastern religions such as Hinduism and Buddhism (RLS 131: Introduction to Asian Philosophies and Religions); 2) Two intermediate courses will provide more familiarity with two religions (RLS 226—Christian Thought – Agreements and Differences ; PSC 221/ RLS 221—Islam and its Civilization); and 3) At least one course will be taken to attain more in-depth knowledge: either (PHL 331—East Asian Thought) or PHL 421/PSC 421—Secularism and Islamism in the Modern World.

## **B. COLLEGE OF CONTINUING EDUCATION:**

### **1) Changes for the Bachelor of Interdisciplinary Studies (B.I.S.) Degree: (See Appendix C)**

See full proposal for catalog language changes and curriculum worksheets. All changes are in response to the changing general education requirements.

## **C. COLLEGE OF ENGINEERING:**

### **1) Changes to requirements for Bachelor of Science in Civil and Environmental Engineering: (See Appendix D)**

Some supporting courses (GEO 103, WRT 332, STA 409, ISE 404) were moved up in the curriculum to better prepare students in subsequent engineering courses including labs where principles of writing and statistics are heavily used. One engineering design course (CVE 483) was also moved up to better prepare students for the senior design capstone project. The titles of two courses (CVE 354 and CVE 355) were corrected. Finally, the “technical elective” course was replaced by a “professional elective” course and the definition of a professional elective was expanded to include the list of courses previously used as technical electives. This was done to provide students with the opportunity to take more CVE design/elective courses. In addition, a limit of 6 credits of special problems used toward the 15 credits of professional electives has been added.

### **2) Creation of a Minor in Environmental Engineering: (See Appendix E)**

Environmental Engineering involves the study of clean water, clean air, waste management and preservation of resources, in ways that minimize effects detrimental to the earth’s environment. Currently, the Department of Civil and Environmental Engineering offers a B.S. in Civil Engineering. With the increase in environmental awareness and in particular the need for clean water in a world with increasing population, there is a strong demand for a background in environmental engineering.

Currently, only three state universities in New England offer a B.S. degree program in environmental engineering (University of New Hampshire, University of Vermont, and University of Connecticut). Therefore, a minor in environmental engineering at URI will allow us to remain competitive within New England and help us build capacity for a future B.S. degree.

This minor is open only to engineering students. Requirements of the minor are satisfied by completing 18 credit hours from the course list shown below. A minimum

grade point average of 2.50 must be earned in these courses. At least half of the credits must be earned at the University of Rhode Island.

Students will need to complete the environmental engineering minor form and have it signed by the Environmental Engineering Minor Coordinator, Dr. Vinka Craver, and the Civil and Environmental Engineering Department Chair.

#### **D. COLLEGE OF PHARMACY:**

##### **1) Changes to PharmD Progression Standards: (See Appendix F)**

The College of Pharmacy previously updated our PharmD progression standards in the spring of 2012 (for fall 2012 implementation) to address issues arising from increasing our class size from 90 students to 130 yearly, changing expectations for pharmacists following graduation and several years of assessment data on student performance. This revised policy has now been in effect for 4 years and we will be graduating our first class held to these new standards in May of 2016. Over the past 4 years, we have collected data on this policy. Based on our analysis of trends in student performance, we are now refining this policy to clarify some of the original language as well as better address some issues (e.g. criteria for probation) not fully addressed in the original revision. In addition, the College is working towards meeting the latest revision of the Accreditation Council for Pharmacy Education's (ACPE) accreditation standards (released January 2016). This revised policy includes additional language that will be in concordance with the updated ACPE standards.