

UNIVERSITY OF RHODE ISLAND

The Graduate School

CURRICULAR REPORT FROM THE GRADUATE COUNCIL TO THE FACULTY SENATE: REPORT NO. 2003-2004-6

At meeting No. 394 held March 26, 2004, 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 Requiring Confirmation by Faculty Senate

A. College of Human Science and Services

1. Department of Human Development and Family Studies

a. Add (New):

HDF 572 Admn. Practices in Human Dev. & Family Studies (1)

Introduction to administrative practices affecting entry level professionals in HDF. (Lec.) Pre: Permission of instructor

b. Change:

Replace HDF 550 with HDF 572 as a program requirement

B. College of Arts and Sciences

1. Departments of Art and Sociology & Anthropology

a. Add (New):

ARH 565 (or APG 565) Seminar in Cultural Heritage (3)

Investigates how global development, commercialization, and conflicts affect humankind's cultural heritage. Examines some ethical issues and legal strategies for protecting cultural sites, artifacts, and traditional folkways. (Lec.) Pre: 300-level coursework in anthropology, art history, or history; or permission of instructor

2. Department of Art

a. Add (New):

ARH 575 Classical Archaeology: Critical Approaches to the Greek and Roman Past (3)

Study of material remains of ancient Greek and Roman (and related) cultures. Critical analysis of art, artifacts and architecture with attention to changing approaches to interpreting antiquity. (Sem) Pre: Coursework at the 300 level in Art History, History or Anthropology, or permission of instructor

3. Department of Biological Sciences

a. Changes:

Replace the first sentence in the admission requirements for the Master of Science in Biological Sciences with:

Admission requirements: GRE (general, i.e., verbal and quantitative sections) and bachelor's degree.

C. College of Human Science and Services

1. Department of Communicative Disorders

a. Change:

CMD 598 Special Problems – change number of credits to: 1-6

2. Department of Textiles, Fashion Merchandising and Design

a. Changes:

TMD 513 Detergency – change description to read:

Study of composition and function of surfactants and additives in laundry detergents for home, industrial, and institutional applications; effect of fabric, water, and soil on cleaning; evaluation of laundry products.

TMD 520 Introduction to Textile Conservation – change number and description to read:

TMD 518 Survey of methods used to analyze, clean, repair, store and exhibit historic textiles and apparel. Laboratory experience in conservation practices.

TMD 521 Topics in Textile Conservation – change course number and prerequisite course number to read:

TMD 558 Pre: change TMD 520 to TMD 518

TMD 522 Special Problems in Textile Conservation – change course number and prerequisite course number to read:

TMD 568 Pre: Change TMD 520 to TMD 518

b. Add (New):

TMD 528 Cleaning Historic Textiles (1)

Application of aqueous and solvent cleaning treatments used by textile conservators on historic and ethnographic textiles and apparel. (Lab 2) In alternate years. Pre: 518 and concurrent enrollment in 513, or permission of instructor

TMD 538 Repair and Stabilization (3)

Study of repair and stabilization practices used by textile conservators; evaluation of materials and techniques for treating damaged objects. (Lec. 2, Lab. 2) In alternate years. Pre: 518, experience in textile conservation, or permission of instructor

TMD 548 Exhibition and Storage of Historic Textiles (3) Study of how light, temperature, humidity, and stress affect textiles and apparel; review of exhibition and storage techniques and materials; preparation of an exhibition for the Textile Gallery. (Lec . 2, Lab. 2) In alternate years. Pre: 518, experience in textile conservation and exhibition, or permission of instructor

D. Colleges of Human Science & Services and Arts & Sciences

1. Departments of Education and Psychology

a. Add (New):

EDC 527 (or PSY 527) Language Study for Teachers of Reading (3)

Focuses on the structure of language at the sound, syllable, and word level. Applies concepts to reading and spelling development,

teaching phoneme awareness, interpreting student errors, and planning instruction. (Seminar)