To: Members of the 2010-2011 Graduate Council

From: Nasser Zawia, Interim Dean
Keith Killingbeck, Associate Dean

Date: 10 November 2010

RE: Agenda for Meeting Number 449 of the Graduate Council to be held on Monday 15 November 2010 at 2:00 p.m. in the round conference room of the Alumni Center (please note the change in meeting place)

I. Call to order

II. Approval of Minutes of Meeting Number 448 (please see attachment)

III. Announcements

A. Recent appointments to the Graduate Faculty

Mark Cantwell, Adjunct Professor, Department of Oceanography
Dawn Cardace, Assistant Professor, Department of Geosciences
Penelope Pooler, Adjunct Assistant Professor, Department of Natural Resources Science
Iztok Lebar Bajek, Adjunct Assistant Professor, Department Computer Science and Statistics
Jason Kolbe, Adjunct Assistant Professor, Department of Biological Sciences
Stephen Parman, Adjunct Assistant Professor, Department of Geosciences
Bethany Hamilton-Jones, Adjunct Assistant Professor, Department of Education

IV. Committees

A. Curriculum Committee

I. 400 – level courses

Changes:

1) College of Arts and Sciences
   Film Media

FLM 445 Advanced Topics in Documentary Film Production – change in title to Advanced Topics in Film Media Production and in catalog description to read: Advanced study and practice of production techniques, technologies and aesthetics
through projects, studio supervision and field experience. (Lec. 3, Lab. 2) Pre: Junior standing or permission of instructor, and either ART 215 or COM 341 or COM 342 or JOR 331 or FLM 351.

II. 500/600-level courses

Changes:

1) College of Pharmacy
   Department of Biomedical and Pharmaceutical Sciences

   BPS 520 Biomedical Sciences Journal Club – change in credits from 2 to 1 and in course number, title and catalog description to read: PHC 520 Pharmaceutical Sciences Journal Club (1) Critical reviews of current research reports in the field of pharmaceutical sciences. The students will be evaluated on the basis of their effectiveness in organization, interpretation, and oral presentation, according to criteria already established in the department. (Lec.) Pre: Graduate standing or in good standing in the P1-P4 years of the Pharm.D. curriculum.

   BPS 523 Seminar I – course to be deleted

   BPS 524 Seminar II - course to be deleted

   BPS 599 Masters Thesis Research – change in course number to PHC 599

   PHP 599 Masters Thesis Research - course to be deleted

   BPS 693 Seminar I – change in course number to PHC 693.

   PHP 693 Seminar I - course to be deleted

   BPS 694 Seminar II – change in course number to PHC 694.

   PHP 694 Seminar II - course to be deleted

   BPS 699 Doctoral Dissertation Research – change in course number to PHC 699.

   PHP 699 - course to be deleted

2) College of Arts and Sciences
   Department of Library and Information Studies

   LSC 522 College and University Library Service – change in prerequisite to read: 502 or permission of instructor.

   LSC 523 Special Library Service - change in prerequisite to read: 502 or permission of instructor.
LSC 527 Information Literacy Instruction - change in prerequisite to read: 504 or permission of instructor.

LSC 539 Business Information - change in prerequisite to read: 504 or permission of instructor.

LSC 540 Humanities Information and Materials - change in prerequisite to read: 504 or permission of instructor.

LSC 541 Social Science Information - change in prerequisite to read: 504 or permission of instructor.

LSC 543 Government Publications - change in prerequisite to read: 504 or permission of instructor.

LSC 545 Indexing and Abstracting - change in prerequisite to read: 504 or permission of instructor.

LSC 547 Information Storage and Retrieval and Online Searching and Services - change in prerequisite to read: 504 or permission of instructor.

LSC 542 Library Materials in Science and Technology - change in prerequisite to read: 503 and 504 or permission of instructor.

LSC 550 Organization of Digital and Nonbook Resources - change in prerequisite to read: 505 or permission of instructor.

New Courses

1) College of Arts and Sciences
   Department of Mathematics

MTH 555 Dynamic Systems (3)
Study of the dynamics of a continuous transformation from a topological space to itself. (Lec. 3). Pre: MTH 436 or permission of the instructor.

2) College of Human Science and Services
   Textiles, Fashion Merchandising and Design

TMD 532 Fashion Retail Supply Chain Management (3)
Comprehensive understanding and analysis of fashion retail organization management including financial merchandising management, product development, and supply chain management in the fashion industry. Emphasis on the implications of retail organization management. Pre: TMD 232 & 332 [An additional individual project is required for TMD532]
**TMD 552 Consumer Behavior in Fashion Retailing (3)**
Use of fashion retailing management of explanatory and predictive models of consumer behavior relating to fashion merchandising in establishing retail policy and strategy. Literature review and critique on topic of choice. Pre: TMD 232 and TMD 332 or permission of instructor.

3) College of the Environment and Life Sciences
Department of Natural Resources Science

**EVS 501 Development of Learning Outcomes for MESM (1)**
Formulate learning outcomes and develop professional internships for new MESM students through interaction with URI faculty involved in the MESM tracks, develop skills in environmental communication, leadership, and ethics. (Seminar 1.5). Pre: Enrollment in MESM graduate program.

**EVS 502 Seminar in Environmental Science and Management (1)**
Presentation of proposed, ongoing and completed major projects by MESM graduate students. Discussion among graduate students, faculty, and other mentors on project design, methods, analysis, and presentation (Seminar 1.5). Pre: Enrollment in MESM graduate program.

**Additional Curricular Matters**

1) College of Arts and Sciences
Department of Mathematics

In April, the Department of Mathematics requested a consolidation of the Applied Mathematical Sciences (AMS) and PhD program with admission to the AMS to be suspended effective immediately. In October, the department issued a memo regarding the proposed creation of an Applied Mathematics track within the current Mathematics PhD Program. The outline of the proposal is as follows:

**Department of Mathematics**

**Doctor of Philosophy Program**

Two tracks are offered: Pure Mathematics and Applied Mathematics. A total of 72 credits are required. Of these, 18 credits of thesis work (MTH 699) are required.

The student, in conjunction with the Graduate Committee, will select a research advisor (major professor) from the Graduate Faculty of the Mathematics Department within the first year of the Ph.D. program. At this time, the student’s doctoral committee is selected and the Program of Study is carefully prepared by the student with his or her major professor. The Program of Study must be approved by the
student’s doctoral committee, the Department Chairperson or Graduate Program Director, and the Dean of the Graduate School. Soon after that, in a similar manner, the Dissertation Proposal must be prepared and approved.

The candidate shall successfully defend his or her dissertation in an oral defense. This is an oral exam, usually two hours long, administered by the candidate’s dissertation defense committee composed of the doctoral committee and two additional members approved by the Graduate School.

The Department of Mathematics requires that doctoral candidates have reading proficiency in mathematical French, German, or Russian. The specific requirement to be satisfied is to be determined by the major professor.

Ph.D. Comprehensive Examination

- Shortly before the completion of formal course work, each doctoral candidate shall take the Ph.D. Comprehensive Examinations. These consist of a 10-hour written part to be taken over eight days and, on successful completion of the written part, an oral part (normally within four weeks). The exam is to be taken by the student within the first six semesters of enrollment in the Ph.D. Program.

- The rules governing the content of the written exam vary depending on which track is being pursued. For both pure and applied tracks, the written exam covers the material corresponding to 10 courses, which are selected by the student’s major professor. With the permission of the Department Chair and Graduate Program Director, the exams for MTH 435 and MTH 436 may be waived, in which case 8 courses are required.

- The preparation, administration, and evaluation of the written comprehensive examination are the responsibility of the student’s research advisor, the doctoral committee, and other department members assigned by the doctoral committee. Unanimous approval of all members of the doctoral committee is required for passing. It is the responsibility of the major professor to request the permission of the Dean of the Graduate School to schedule the exams and inform the Graduate School about the results.

- The oral part of the comprehensive examination is two hours long and is conducted by the oral comprehensive examination committee, which consists of the doctoral committee with two additional members approved by the Graduate School. It is the responsibility of the major professor to ask for the approval of the Dean of the Graduate School to schedule the oral comprehensive examination and inform the Graduate School about the results.

- Consult the Graduate Student Manual, Section 7.57, for procedures, which must be followed to schedule both parts of the comprehensive examination. In case of failing the whole or a portion of the comprehensive examination the student may be permitted one re-examination if so recommended by the examining committee and approved by the Graduate School.

The Pure Mathematics Track

Required Courses: 515, 516, 525, 535, 536, and 562.
Candidates without a Master of Science Degree in Mathematics

• At most 15 credits may be taken at the 400-level. Subject to the approval of the Chair and Graduate Program Director, at most 12 credits can be taken outside of the Mathematics Program (MTH).

• The M.S. Qualifying Exam must be passed, in MTH 435, MTH 436, and MTH 513.

Candidates with a Master of Science Degree in Mathematics

• Prerequisites: 435, 436, 513.

• Up to 30 credits may be transferred to the Ph.D. Program for a Masters Degree in Mathematics. For such students, all but at most 6 credits of their remaining credits must be for Mathematics courses (MTH) at the 500-level or higher.

The Applied Mathematics Track

Areas of concentration are determined by the research interests of the Graduate Faculty of the Program, which includes members of other departments who are designated as Graduate Faculty in Mathematics. Consult the Mathematics Department’s webpage for the current research interests of the Graduate Faculty.

Candidates without a Master of Science Degree

• At most 15 credits may be taken at the 400-level. At least 30 of the 54 non-dissertation credits must be in Mathematics (MTH).

• An area of concentration is selected from among the research areas of the Graduate Faculty of the Program. Up to 24 credits for courses in this area of concentration may be applied to this degree.

• The M.S. Qualifying Exam must be passed in MTH 435, MTH 436, and MTH 513.

Candidates with a Master of Science Degree in Math or a Closely Related Area

• Up to 30 credits may be transferred to this Program for a Master of Science Degree in mathematics or an area closely related to mathematics. For such students, all of their remaining credits must be for courses at the 500-level or higher. Permission of department chair is required if more than 12 of the remaining credits need to be taken outside of the Mathematics Program (MTH).

• At least 30 of the 54 non-dissertation credits must be in Mathematics (MTH). An area of concentration is selected from among the research areas of the Graduate Faculty of the Program. Up to 24 credits for courses may be applied to this degree.

Arts and Sciences Curriculum Committee

The Curriculum Committee approved the following matters:
I. The Graduate School of Library and Information Studies requests to change the prerequisites of LSC 522, College and University Library Service; LSC 523, Special Library Service; LSC 527, Information Literacy Instruction; LSC 539, Business Information; LSC 540, Humanities Information and Materials; LSC 541, Social Science Information; LSC 542, Library Materials in Science and Technology; LSC 543, Government Publications; LSC 545, Indexing and Abstracting; LSC 547, Information Storage and Retrieval and Online Searching and Services; and LSC 550, Organization of Digital and Nonbook Resources.

II. The Department of Journalism requests to change the prerequisites of JOR 321, Magazine Article and Feature Writing; JOR 330, Television News; JOR 331, Electronic News Gathering; JOR 341, Editing for Publication; and JOR 430, Advanced Television News. They also request to eliminate JOR 230, Introduction to Radio and Television News.

III. The Department of Languages requests to add a second track to the Classics Major. They also request the addition of four new courses: CHN 320, Chinese News Media; CHN 401, Topics on Chinese Culture and Civilization; CHN 421, Modern Chinese Literature I; and CHN 422, Modern Chinese Literature II.

IV. The Department of Mathematics requests the addition of a new course, MTH 555, Dynamical Systems.

2) College of Business Administration

Department of Business Administration

The College of Business Administration has approved the following change in the MBA degree requirements (pg 131 in the 2010-2011 catalog):

"The part-time MBA program…Students then must select five out of the following seven courses: MBA 510, 530, 540, 555, 560, and 562." The above change deletes MBA 520, Quantitative Methods for Management and replaces it with MBA 562, Global Supply Chain Management.

3) College of Nursing

Department of Nursing

A memo was issued from the Department of Nursing indicating the need for and rationale behind the proposal of a new area of emphasis, Acute Care Nurse Practitioners (ACNP). The memo follows:

Rationale:

There is an urgent need to prepare nurse practitioners in advanced acute health care practice. The federal government has reduced the number of medical trainees (residents) in hospitals, emergency rooms and critical care settings,
contributing to more of a strain on caring for acutely ill and technologically dependent hospitalized clients. Clinical hospital administrators in Rhode Island began meeting with Dean Joseph and the nurse practitioner faculty members at URI in 2006 to explore the feasibility of introducing this new area of emphasis to the curriculum at the College. The nurse practitioner faculty have been preparing for 4 years to be sure that the courses we would teach would meet all national and state legal and professional guidelines for nurse practitioner certification.

The College hopes to focus our immediate attention on NP’s who are currently licensed and thus most able to enter the workforce rapidly. At present, there are more than 50 NP’s practicing in acute and critical care and emergency room settings in Rhode Island, who are not certified as ACNP’s. These highly educated and experienced health care providers need the credential to move on with their careers, provide state-of-the-art safe care to Rhode Islanders, and enable their health care facilities to stay fully accredited. There have been a significant number of requests from graduates of the present, established nurse practitioner concentration at URI for this additional certificate as an ACNP. Faculty are already in place who are certified and able to teach this emphasis area. We anticipate the first class to enroll 8-10 students. In time if the state needs are still not being met through this pool of professionals, enrollment opportunities for this emphasis area will be expanded to our basic NP students in our Masters Program.

Curriculum:

All nurse practitioner curriculums are mandated by national panels for nurse practitioner competencies, to meet the specific requirements for certification. Course work is necessarily extremely complex and requires that students receive a minimum of 500 hours of supervised clinical practice. URI’s nurse practitioner concentration meets all of these requirements. The ACNP certificate will require that students take 18 credits of course work and clinical practice. This ACNP certificate is a competency based curriculum, with a course sequence that matches that for the family nurse practitioner certificate. For admission, students will be required to be currently certified as nurse practitioners in either adult or family specialties and have had 2 years experience in critical, acute or emergency/trauma care. For this reason, they will have already had course work in adult physical assessment, pathophysiology and pharmacotherapeutics. There will be no need to repeat these courses. Fifteen of the 18 credits that will be required must be listed as distinct to the ACNP concentration, so that this is reflected on students’ transcripts to qualify them to take the national certification examination. All courses and curriculum plans have been approved by the CON faculties, administration and curriculum committee.

As has been mentioned, the first students admitted into this emphasis area will be those currently certified as NPs. Their curriculum follows;

COURSE SEQUENCE COMPARISON OF
FAMILY NURSE PRACTITIONER AND ACUTE CARE NURSE PRACTITIONER
CERTIFICATE CURRICULUM
At the point at which admission to this emphasis area is opened to students currently enrolling in the masters program (thus not yet certified as NP’s), the curriculum plan will parallel that for all masters’ students: 14 credits of core courses followed by courses within the specialty study.

**COURSE SEQUENCE COMPARISON OF FAMILY NURSE PRACTITIONER AND ACUTE CARE NURSE PRACTITIONER CURRICULUMS BEYOND THE CORE COURSES**

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<th>ACNP</th>
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<td>COURSE</td>
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- Note that there is currently a request before the GC to expand NUR 504 from 1 to 2 credits

The 2010-11 URI catalogue currently lists the NP emphasis areas on page 15 under “program requirements”. The only statement that would have to be added is: “NUR 503, 509, 535, 565, 566, 567, 568, 582 and 590 for the nurse practitioner concentration in acute care.”

**B. New Program Committee**

Proposed Interdisciplinary Neuroscience Program (INP)

**V. Presentations**
A. Graduate student learning outcomes assessment at the University of Rhode Island – a presentation made to the Academic and Student Affairs Committee of the RI Board of Governors for Higher Education, 4 November 2010.

VI. Policy Issues

A. Limits on the number of 400-level course credits that can be used to fulfill master’s degree requirements. Current language in the yet-to-be-released revision of the Graduate Manual:

9.11. All courses taken for program credit should be at the graduate level. At least half of the total program course credits in the Program of Study should be at the 500 or 600 level, and no more than half can be at the 400 level.

B. Graduate-level courses – consideration of expectations for 400-level courses and 400/500-level courses.

VII. New Business

VIII. Old Business

A. Proposed new wording for Section 7.73 of the Graduate Manual.

IX. Adjournment