To: Members of the 2012-2013 Graduate Council

From: Nasser Zawia, Dean
      Keith Killingbeck, Associate Dean

Date: 20 September 2012

RE: Agenda for Meeting Number 466 of the Graduate Council to be held on

Monday 22 October 2012 at 2:00 p.m. in the rectangular Board Room of

the Alumni Center

I. Call to order

II. Approval of Minutes of Meeting Number 465, 24 September 2012 (please see attachment)

III. Announcements

   A. Recent additions to the Graduate Faculty

      ILAN KELMAN          Adjunct Professor, Natural Resources Science

   B. 2012 University Distinguished Achievement Awards – Graduate School winners.

      Dr. Matt Ortoleva, English Department (Writing & Rhetoric), major professor = Nedra Reynolds

      Dr. Carrie Byron, Department of Fisheries, Animal and Veterinary Sciences, major professor = Barry Costa-Pierce

   C. Graduate School Retreat II

   D. Graduate School Commencement; graduate student update on the selection of a keynote speaker

IV. Committees

   A. Curriculum Committee -

   I. 400 – level courses

      Changes:

      1) College of the Environment and Life Sciences
         Cell and Molecular Biology

      MIC(MLS) 422 Biotechnology of Industrial Microorganisms – change in title to Biotechnology Manufacturing for the Life Sciences, a request for online component for an existing course, and a change in catalog description to read: The use of genetically
altered microorganisms and eukaryotic cells for the production of therapeutic agents and vaccines. Upstream and downstream processing, Good Manufacturing processes. Pre: BCH 311 and an advanced course in microbiology, or permission of instructor (Lec. 3)

Natural Resources Science

NRS 406 Wetland Wildlife – change of credits from 3 to 4, change in title to Wetland Wildlife Management, and a change in catalog description and prerequisites to read: Introduction to management of wetland wildlife. Emphasis on management techniques used for major wetland types, waterfowl, furbearers and nongame wildlife. (Lec. 2, Lab 4). Pre: NRS 223 and permission of instructor.

NRS 407 Nongame and Endangered Species Management – change in title to Endangered Species Conservation, and a change in catalog description and prerequisites to read: Programs for the protection of species under the Endangered Species Act and global approaches to conservation of biodiversity in human-dominated landscapes. Pre: BIO 101 and NRS 100.

Geosciences

Geo 497 Field Experience in the Geological Sciences – change in prerequisite to read: GEO103, declared GEO major or minor, and permission of instructor.

Mathematics

MTH 425 Topology – course to be deleted

New Courses

1) College of Human Science and Services
Kinesiology

KIN 444X Selected Topics in Cardiology (3)
Examination of current articles in cardiology. The course content and approach will help students to understand how basic scientific research findings enhance clinical practices in cardiology. Pre: BIO 121 & BIO 242 or equivalent.

2) College of the Engineering
Mechanical Industrial, and Systems Engineering

MCE 428 Mechanics of Materials in Extreme Environments (3)
Study of material microstructure and mechanical properties, high loading rate mechanics, time-dependent deformation mechanisms, energy generation applications, materials in irradiated environment, and future directions in materials for extreme environments. Pre: CVE 220, or permission of instructor.

II. 500/600-level courses
Changes:

1) College of the Environment and Life Sciences
   Natural Resources Science

**NRS 509 Concepts of GIS and Remote Sensing in Environmental Science** – change in credits from 3 to 4, and change in catalog description and prerequisites to read: Unique properties of geospatial data, accessing existing GIS and remote sensing data, and applications of GIS and remote sensing in the environmental sciences, Uses in ecology, conservation, soil, science, geohydrology, and conservation biology. (Lec. 3, Rec. 1) Pre: Graduate standing or permission of instructor.

Cell and Molecular Biology

**MLS 571 Biotechnology Product Evaluation and Development** – a request for online component for an existing course.

2) College of Human Science and Services
   Nursing

**NUR 555 Advanced Gerontological Nursing I** - course to be deleted

**NUR 556 Practicum in Advanced Gerontological Nursing I** - course to be deleted

**NUR 557 Advanced Gerontological Nursing II** - course to be deleted

**NUR 558 Practicum in Advanced Gerontological Nursing II** - course to be deleted

**NUR 561 Gerontological Nurse Practitioner I** – change in title to Adult-Gerontological Nurse Practitioner/Clinical Nurse Specialist I and in catalog description to read: Theories of aging, health promotion and maintenance, age-related changes, and health problems common to adults and older adults focusing on assessment, diagnosis, therapeutic, and preventive strategies. (Lec. 3) Pre: 500, 508, and permission of instructor.

**NUR 562 Gerontological Nurse Practitioner I Practicum** – change in title to Adult-Gerontological Nurse Practitioner/Clinical Nurse Specialist I Practicum and in catalog description to read: Application of theoretical knowledge and skills for development of adult-gerontological nurse practitioner/clinical nurse specialist strategies emphasizing health promotion and illness management of healthy adults and older adults, those with minimal functional limitations, and families. Pre: credit or concurrent enrollment in 561 or permission of instructor.

**NUR 563 Gerontological Nurse Practitioner II** - change in title to Adult-Gerontological Nurse Practitioner/Clinical Nurse Specialist II and in catalog description to read: Theoretical knowledge and skills for development of strategies for care of adults and older adults with complex health problems and functional limitations at the individual, family, group, organization, community, and societal levels. (Lec. 3) Pre: 562.
NUR 564 Gerontological Nurse Practitioner II Practicum – change in title to Adult-Gerontological Nurse Practitioner/ Clinical Nurse Specialist II Practicum and in catalog description to read: Development of adult-gerontological nurse practitioner/clinical nurse specialist competency in care of adults and older adults with complex health problems and functional limitations focusing on strategies at the individual, family, group, organization, community, and societal levels. Pre: previous or concurrent enrollment in 563.

New Courses

1) College of the Environment and Life Sciences
   Natural Resources Science

NRS/BIO 517 Herpetology (4)
This course provides an in-depth background on the biology, ecology, conservation, and management of reptiles and amphibians, including field methods for studying amphibians and reptiles of northeastern North America. Pre: Graduate Student in Biological and Environmental Sciences and permission of instructor.

Cell and Molecular Biology

MLS 581 Clinical Research (3)
This course will cover the drug development process, principles of good clinical practice, clinical trial phases (I-IV) and design, key players in clinical research and associated regulatory strategies. Online course. Pre: graduate or upper undergraduate standing or permission of instructor

2) College of Arts and Sciences
   Mathematics

MTH 656 Probability on Discrete Structures (3)
Rigorous development of the fundamental concepts and techniques for analyzing random discrete structures, Topics to include: random graphs and networks, measure concentration, phase transitions, random walks, pseudorandomness. Pre: MTH 550 or permission of the instructor.

Psychology

PSY 643 Multicultural Mental Health (3)
This course aims to familiarize students with interdisciplinary perspectives on multicultural psychology and mental health in order to facilitate the development of cultural competence in clinical practice. Pre: PSY 672

Additional Curricular Matters

University of Rhode Island, College of Nursing
Adult-Gerontological Nurse Practitioner/ Clinical Nurse Specialist
Area of Emphasis in Masters Program

Rationale for Change: In the past and currently, advanced practice nurses (APN) graduating from adult or gerontological nurse practitioner (GNP) or clinical nurse specialist (CNS) programs nationally are able to take certification exams and practice in their individual specialty areas with the population focus on either adults or older adults. Our offerings in the College of Nursing at URI have reflected this as we have offered GNP and CNS curriculums in the past. Both of these currently have a moratorium on admissions because of being under-enrolled.

In 2008, the newly endorsed national Consensus Model for APRN Regulation specified that NP and CNSs must be educated and practice in at least one of six population foci. The combined adult-gerontology focus was one of these. Certification exams from the American Nurse Credentialing Center for individual specialties of Adult and Gerontology are currently in the process of being merged into one adult-gerontology exam so individual exams will no longer be available in the future. This mandates that graduate programs must combine these two specialties in order for their students to qualify for certification exams and licensure.

Prior to development of the Consensus Model, there were separate adult and gerontology NP and CNS programs. While this new change may seem to be a loss to the field of gerontological nursing, it actually is an enormous gain. In 2008, for example, nationally, only 137 students in 62 programs became GNPs as compared to 1,171 students in 145 programs who became “adult” NPs. Even though “geriatrics” was not their explicitly stated area of specialization, adult NPs were seeing almost as many older patients as geriatric specialists. The separation of adult and older adult has always been an artificial one with an arbitrary "dividing line" of age 65. Age-related changes and health and illness states are continuous throughout life and do not suddenly begin at age 65. Keeping this in mind, combining adult and gerontology has the greatest potential for fostering a developmental approach to understanding age changes. It provides a life-span perspective that enables better understanding of health and disease states including keys to strategies for improving health throughout all of adult life. Merging these specialty areas strengthens the geriatric curriculum, increases graduate nursing students’ competencies in caring for older adults, and meets the regulation requirements mandated by the professional organizations and accrediting organizations in the U.S. (Resnick, 2010).

Our ever changing health care system also provides an opportunity to refine the organization of nursing roles for advanced practice. Merging our GNP and GCNS emphasis areas will provide graduates who are skilled to work across system levels and have the greatest impact to improve the health of this population group in Rhode Island and beyond. While NPs and CNSs have traditionally practiced in distinct roles, there is considerable overlap in their educational preparation. Arguments have been made that CNS practice would be strengthened by adding NP skills in individual clinical practice and that NP practice would be more effective in changing systems to support patient health by incorporating CNS skills (Skalla & Hamric, 2000). The title "advanced practice nurse" has been suggested to refer to both NPs and CNSs, including the NP/ CNS blended role, as well as Nurse Midwives and Nurse Anesthetists. Population and health care trends indicate that a rapidly aging cohort with complex comorbidities is moving into a less than optimal health care system. This calls for APNs with skill to care for individuals and families while working within a system aimed at cost containment, safety, and quality care. This APN in the blended NP/CNS role is focused on individuals and families within specific populations (e.g. adults and older adults) but has the ability to move from individual to professional and organizational spheres of influence to affect changes at all systems levels to promote health of the population.

Impact: Since the GNP and GCNS areas of emphasis already exist in the College of Nursing,
faculty are in place to teach these specialties. In addition, we also have faculty who are Adult NP and CNSs. We have already had several requests for this new blended area of emphasis by students who will be applying as soon as it is opened. It is anticipated that this new area of emphasis will increase enrollments in our master’s program by approximately one third, an increase we are able to absorb with existing resources.

**Curriculum changes needed:** It is proposed that existing GNP courses (NUR 561, 562, 563, 564) be changed with new titles and expanded objectives, including the expanded population group of adults and older adults and the combined roles of NP and CNS. Students would be able to complete the certification requirement of 600 hours of clinical with an additional 3 credits of NUR 590; total of 46 credits.

**Current curriculums:**

**GCNS, 41 credits:** NUR 500, 505, 507, 510, 520 plus NUR 555, 556, 557, and 558 plus 12 credits of restricted electives  
**GNP, 43 credits:** NUR 500, 505, 507, 510, 520 plus NUR 503, 508, 535, 561, 562, 563, 564, 582, and 590

**Consolidated curriculum:**

**AGNP/CNS, 46 credits:** NUR 500, 505, 507, 510, 520 plus NUR 503, 508, 535, 561, 562, 563, 564, 582, and 590 x2

**Deleted Courses:** NUR 555, 556, 557, and 558

**Title/ Course Description changes:**

NUR 561: Adult-Gerontological Nurse Practitioner/ Clinical Nurse Specialist I
  
  **Shortened title:** Adult-Gerontological NP/CNS I  
  Theories of aging, health promotion and maintenance, age-related changes, and health problems common to adults and older adults focusing on assessment, diagnosis, therapeutic, and preventive strategies.

NUR 562: Adult-Gerontological Nurse Practitioner/ Clinical Nurse Specialist I Practicum
  
  **Shortened title:** Adult-Gerontological NP/CNS I Practicum  
  Application of theoretical knowledge and skills for development of adult-gerontological nurse practitioner/clinical nurse specialist strategies emphasizing health promotion and illness management of healthy adults and older adults, those with minimal functional limitations, and families.

NUR 563: Adult-Gerontological Nurse Practitioner/ Clinical Nurse Specialist II
  
  **Shortened title:** Adult-Gerontological NP/CNS II  
  Theoretical knowledge and skills for development of strategies for care of adults and older adults with complex health problems and functional limitations at the individual, family, group, organization, community, and societal levels.

NUR 564: Adult-Gerontological Nurse Practitioner/ Clinical Nurse Specialist II Practicum
  
  **Shortened title:** Adult-Gerontological NP/CNS II Practicum  
  Development of adult-gerontological nurse practitioner/clinical nurse specialist competency in care of adults and older adults with complex health problems and functional limitations
focusing on strategies at the individual, family, group, organization, community, and societal levels.

References:
B. Resnick, 10-7-2010, Health Agenda, Hartford Foundation Blog, http://www.jhartfound.org/blog/?p=2385


V. Graduate School Manual

A. Although the 2011-12 Graduate Council accepted the possibility of formal co-major professors and revised Section 8.32 of the Graduate School Manual accordingly, it did not specifically address the issue of the ‘home department/program’ of the co-major professors. A possible solution to that issue is interjected into Section 8.32 below (please see the underlined sentence).

8.32. All major professors must be continuing, tenure-track members of the University of Rhode Island Graduate Faculty. Adjunct faculty cannot serve as sole major professors on thesis or dissertation committees. In cases where co-major professors are deemed necessary and appropriate, one, but not both of the two co-major professors could be an Adjunct Professor who carries Graduate Faculty Status at the University of Rhode Island. At least one of the co-major professors must be from the student’s home department or program. Student committees with co-major professors require a minimum of four faculty; the co-major advisors, another member in the same discipline and/or department as the student, and another member from an outside area unless specifically approved by the Dean of the Graduate School. Upon recommendation by the department Chair, major professors will be appointed by the Dean of the Graduate School to carry out the duties noted in the following paragraphs.

VI. Proposal from the Faculty Senate

TO: Members of the Curricular Affairs Committee
     Members of the Graduate Council

FROM: Sheila Black Grubman, Coordinator, Faculty Senate
       On behalf of the ad hoc committee for an online interactive catalog
DATE: September 10, 2012

SUBJECT: A radical proposal

As most of the members of both committees are aware, a group of interested faculty, staff, and deans have been working for over a year to create an interactive online catalog that is accurate and can be used by departments, colleges, faculty and students as the SOLE OFFICIAL SOURCE OF CURRICULUM INFORMATION.

One of the concerns raised by the committee is compliance with the NEASC standard that states:

10.8 The institution clearly indicates those programs, courses, services, and personnel not available during a given academic year. It does not list as current any courses not taught for two consecutive years that will not be taught during the third consecutive year.

During the 2007-08 academic year, the CAC and Graduate Council recommended that existing sections 8.81.62 and 8.81.63 be amended to reflect the NEASC Policy:

8.81.62 A course not taught for two successive calendar years and not scheduled for the third year shall be deleted from the curricular offerings unless its retention can be justified. The Scheduling Officer shall determine annually which courses have not been given in the previous two successive academic years. The Office of Enrollment Services shall furnish to the Curricular Affairs Committee and the Graduate Council a full list of such courses. These committees shall notify the appropriate department chairpersons and academic deans of the courses under their jurisdiction that are on the list. The committees shall rule on the justification submitted to them by the department chairpersons and/or the academic deans and report their rulings to the Faculty Senate for confirmation.

8.81.63 In exceptional situations the Curricular Affairs Committee or the Graduate Council may decide that although a course identified under the procedure in 8.81.62 does not meet the criteria for retention, there is sufficient expectation that it may be taught within the next four years. Under these circumstances the appropriate committees may classify the course as suspended. Suspended courses shall be removed from the catalog and other publications but may be taught. If a suspended course is not taught during the subsequent four-year period, it will be deleted automatically from the curricular offerings. When a suspended course is taught within the four-year period, the department may request that the course description be reinstated without further review.

This process, which had been burdensome originally, created more difficulties for the committees, the Faculty Senate, departments, colleges and Enrollment
Services than it solved any problems. Each of the committees (CAC and Graduate Council) sent the list of courses that hadn’t been offered to all departments and programs and said the courses would be deleted under the legislation unless there was a convincing rationale to retain them. Both committees contacted departments about the courses in question several times and discussed the courses at committee meetings. This process took almost an entire academic year. If departments didn’t respond after several inquiries, the courses were recommended for automatic deletion.

Some undergraduate courses were deleted because there was no response by department chairs to numerous requests. When the department chairs noticed in a subsequent year that the courses were gone from the Catalog they spent numerous hours trying to track them down. In the case of graduate courses, the Senate amended the legislation from the Graduate Council to delete these graduate courses. During the summer, if a request was made to retain them, courses were restored to the catalog. No rationale was required. This led to confusion as to which courses should or should not be deleted because there was no “official list.”

We are suggesting that we make removal of courses that haven’t been taught in a number of years less of a burden on committees and departments -- a process that is automatic and less threatening.

We are proposing that when courses are scheduled for the following year, those courses that are not being scheduled and haven’t been scheduled for the previous two years don’t appear in the “official” publication. They are not automatically deleted from the catalog and no group has to decide whether requests to retain are valid. They remain in the Enrollment Services’ database, they just don’t appear in the “official” catalog. We are suggesting that these courses be reinstated under the former “suspension” provision and can be reinserted in the official list any time they are offered during the following four years.

Courses that are not offered during the four-year period will remain off the official list. If a department wants to offer them, they would have to re-propose the courses. The thought behind this proposal is that after a course hasn’t been offered in seven years, it is probably too out of date to be offered without some revisions.

We ask that the CAC and Graduate Council approve the following new section 8. 81.62 to replace existing sections 8.81.62 and 8.81.63:

8.81.62 A course not taught for two successive calendar years and not scheduled for the third year shall be deleted from the public list of curricular offerings (Official University Catalog). Enrollment Services shall determine annually which of these courses will be scheduled for the following academic year as requested by the department chairs or college deans. Courses not scheduled will be considered suspended and will remain on the Enrollment Services non-public list for 4 years. If the suspended course is offered any time during the four-year period, it will be returned to the public list of curricular
offerings (University Catalog). If the suspended course is not offered within 4 years it will be considered deleted and may not be offered without approval as a new course.

VII. Old Business

A. The issue of whether a faculty member should be considered an ‘inside’ or ‘outside’ member of a student’s program committee has been a topic of discussion recently, especially since the College of the Environment and Life Sciences has decoupled their graduate programs from strict departmental affiliations. We would like to begin a discussion of this issue with the hopes of gleaning insights from the Council that provide potential alternatives to the present policy.

B. ‘Last Semester Status’ – an explanation of this policy and a discussion of whether this policy should legitimately apply to students in non-thesis programs.

VIII. New Business

IX. Adjournment