UNIVERSITY OF RHODE ISLAND  
THE GRADUATE SCHOOL

To: Members of the 2014-2015 Graduate Council  
From: Nasser Zawia, Dean  
       Keith Killingbeck, Associate Dean  
Date: 19 November 2014  
RE: Agenda for Meeting Number 487 of the Graduate Council to be held on Monday 26 January 2015 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 486, 15 December 2014

III. Announcements
   A. Welcome to the newest member of the Graduate Council, Abran Salazar from Communication Studies.
   B. Recent additions to the Graduate Faculty
      BRADLEY CONSENTINO  BIOLOGICAL SCIENCES  12/19/2014
      LEHUA LEDBETTER  WRITING & RHETORIC  12/19/2014
      RYAN OMIZO  WRITING & RHETORIC  12/19/2014
   C. Nominations from the Northeastern Association of Graduate Schools -- update plus request for NAGS reviewers.
   D. Selection of a speaker for the 2015 Graduate Commencement -- update
   E. Call for nominations for the Excellence in Doctoral Research Awards competition.
   F. Development of a task force to tackle the issue of assistantship distribution.

IV. Committees
   A.
   B. Curriculum Committee (full proposals can be found in your Sakai site under ‘Grad Curricular Proposals Resources’ -- the file was too large to attach to the electronic message announcing the January meeting of the Graduate Council)

400-level courses

   Changes

   Education/Languages

   LIN 420: Second Language Acquisition
   Pre-requisite change to “Graduate or senior standing or permission of instructor.”
   Change in method of instruction to online.
College of Business

**BUS 463: Advanced Concepts in Supply Chain Management**
Title change to “Global warehousing and distribution systems (WMS/OMS)”
Description change to “Advanced concepts in the design, operation, and control of global warehousing and distribution systems. Specifically covering Warehousing & Distribution Center Management, and Order Management Systems (WMS/OMS). This class will cover the regulatory practices governing contemporary transportation & logistics. For graduate credit.”
Pre-requisite change to “BUS 360 or MBA 560”

**New Courses:**

College of Arts and Sciences
Political Science

**PSC 405 (cross-listed as HDF 405): Policy Issues in Health and Aging**
Analysis of U.S. social policy and programs related to issues of health and aging. Topics include: health care, long term care, retirement, and social services. (4) Pre: PSC 210 and 310 or permission of instructor.

College of Engineering
Industrial and Systems Engineering

**ISE 420 (PSY 420): Introduction to Human Factors and Ergonomics**
The study of human capabilities and their interactions with the systems where they perform their jobs to help engineers and psychologists to optimize design, improve jobs, and enhance performance systems. (3) Pre: ISE 411/MCE 411 or STA 412 or permission of instructor.

I. 500/600-level courses

**Changes:**

College of Engineering
Civil and Environmental Engineering

**CVE 545: Pavement Design**
Title change to “Sustainable Pavement Design.” Course number change to CVE 445. Description change to “Pavement types; pavement system components; stresses in the pavement structure. Design factors and criteria, structural design of flexible and rigid pavements for highways and airports, green pavement.”
EDC 516 Teaching English as a Second Language
Change in title to “Teaching Dual Language/English as a Second Language, change in credits from 3 to 4. Change in description to “Methods and materials for those who plan to teach ESL or dual language immersion. Students develop and implement appropriate teaching strategies applied in a practicum.” Change in pre-requisites to “Graduate or senior standing or permission of instructor.” Change in method of instruction to online.

EDC 527 (PSY 527) Language Study for Reading Teachers
Change in pre-requisites to “Graduate or senior standing or permission of instructor.” Change in method of instruction to online.

EDC 529 Foundations of Educational Research
Change in description to “Analysis of current major research approaches to educational problems. Requires research proposal with questions, literature review and method of data collection/analysis. Recommended EDC 529 and EDC 575 taken in sequence.”

EDC 555 Quantitative Thinking and Applications for Educational Data
Change in description to “Basic logic and techniques of quantitative data analysis. For Education Ph.D. students planning to conduct applied research in educational settings, this course provides foundations of receptive and expressive literacy. This course satisfies the prerequisite for EDP 613, but cannot be used for program credit. (Lec. 3) (Spans both summer sessions.)”

EDC 563 Teaching Reading to Multicultural Populations
Change in title to “Literacy for Multicultural Populations.” Change in description to “Selecting and developing appropriate materials and strategies for assessing and teaching reading/literacy to English Language Learning and those whose cultural and socioeconomic backgrounds vary.” Change in pre-requisites to “Graduate or senior standing or permission of instructor.” Change in method of instruction to online.

EDC 575 Supervised Field Study/Practicum and Seminar in Education
Change in description to “Non-thesis candidates conduct a field study (developed in EDC529, approved by instructor and student’s advisor), and complete and defend a formal paper with support from lectures, seminars, and field work.” Change in pre-requisite to “Admission to an M.A. in Education program and EDC 529.”

New Courses
COM 512 Research Training
This course provides training for students to participate in data collection and analysis in cooperative research teams. (1-3) Pre: Permission of instructor.

Computer Science

CSC 593 Programming for Scientists
Scientific programming. Algorithmic thinking. Scripting, language comparisons, code design, programming resources and communities. Not for graduate or undergraduate credit in Computer Science. Not for graduate or undergraduate Computer Science majors. (Lec. 3) Pre: Permission of instructor.

CSF 580 Professional Skills for Cyber Security
This course provides each student with a framework for understanding organizational behavior in the context of organizational decision making and leadership in a cyber security work environment. It examines the theory, research, and practice of organizational behavior in work settings, focusing on individual differences, communications, group dynamics, motivation, and leadership. Through course discussion, analytical writing, and exercise, students will learn to apply professional skills in a technical working environment to promote both individual and organizational success. (4) Pre: CSF 430.

CSF 590 Cyber Security Internship
This course provides each student with a professional experience working on an internship, applying technical and professional cyber security skills. (4) Pre: CSF 430.

College of Human Sciences and Services
Education

EDC 501 Socio-Cultural Aspects of Language Minority Education
An analysis of the social, political, historical, cultural, economic, and linguistic factors affecting education quality and access of language minority students. (3) Pre: Graduate or senior standing or permission of instructor.

EDC 506 Researching Language in Education Settings
An introduction to quantitative and qualitative research methods and design, data collection strategies, and methods of data analysis and interpretation in a second language-learning context. (3) Pre: Graduate or senior standing or permission of instructor.
EDC 515 Structured English Immersion and Sheltered English
Methods and materials of Structured English Immersion and Sheltered English emphasizing teaching strategies for content and language learning. (3) Pre: Graduate or senior standing or permission of instructor.

EDC 519 Teaching Practicum in TESOL/Dual Language Immersion
Students apply content learned in methods course and prior course work to classroom and other educational settings with second language learners. (3) Pre: EDC 516 or permission of instructor.

EDC 532 Seminar in Digital Literacy and Learning
This course focuses on understanding major theories of online and offline reading comprehension, how to assess online reading, and productive ways of teaching digital literacy skills in grades K-12. (3) Pre: Permission of instructor. Recommended EDC 531, EDC 532, EDC 534, and EDC 535 be taken in sequence.

EDC 535 Leading with Digital Literacy
This course focuses on leading and collaborating with face-to-face and digital tools to facilitate real and sustained change in a range of educational contexts. (3) Pre: EDC 531 or permission of instructor. Recommended EDC 531, EDC 532, EDC 534, and EDC 535 be taken in sequence.

EDP 622 Community Service Learning
Focusing on the school, students examine theory and define problems related to community service and service learning. (2) Pre: EDP 610 and EDP 611.

Additional Curricular Matters

URI College of Nursing

Notice of Change – Increase of 1 credit to Post BS Doctor of Nursing Practice degree to total 72 Credits

Date: April 6, 2014

PROGRAM INFORMATION

1. Name of institution
   University of Rhode Island

2. Name of department, division, school or college
   Department: 
   College: Nursing

3. Intended initiation date of program change. Include anticipated date for granting first degrees or certificates, if appropriate.
4. Intended location of the program
Kingston

5. Summary description of proposed program (not to exceed 2 pages).

The minimum number of credits for a doctoral degree is 72. This was an error in the previous catalog. One of the required core courses, NUR 660, has been approved to be increased from 3 credits to 4 credits, thus increasing the number of credits in the Post BS and Post MS DNP program by 1 credit. For some students in the FNP concentration, an additional elective credit will be added to total 72 credits. Rationale for the increase in credit for 660 was included in the course change form for NUR 660.

If applicable, please include the existing URI catalog language and proposed catalog language changes that relate to your request.

Existing (note: this is currently incorrect)
Program requirements: A minimum of 70-73 credits for the post – BS entry to the DNP and 42 for the post – MS entry including 500 clinical practicum hours.

Proposed
Program requirements: A minimum of 72-73 credits for the post – BS entry to the DNP and 42 credits for the post – MS entry including 500 clinical practicum hours.

6. Signature of the President

___________________________________________
David M. Dooley

C. New Program Committee (the full proposals are attached to your electronic message announcing the agenda for the January meeting of the Graduate Council, and can be found in your Sakai folder under ‘New Program Proposals Resources’)

There are two new program proposals to consider –

a. Cyber Security Professional Science Master’s
b. Teaching English as a Second Language and Dual Language Immersion

II. Topics for Discussion
A. The development of rubrics to be used by reviewers of EGRA applications, and reviewers of scholarship/fellowship nominations – update and vote.

B. Should theses/dissertations be allowed to be permanently embargoed? This question arises from a student request to permanently embargo a dissertation.

C. Program Committee structure for students in the CELS Biological and Environmental Sciences degree program.....what constitutes ‘inside’ membership? -- models from other universities to help guide the discussion.

D. Intellectual Opportunity Credits – what constitutes a “student’s major field of study?”

E. Emerging issue -- students who have completed all of the credits for a post-graduate certificate before being admitted to the certificate program, and then wanting to take the certificate after the fact, yet with nothing left in which to enroll (other than CRG 999)

VI. Old Business

VII. New Business -- Happy Holidays

VIII. Adjournment