I. Call to order and welcome

II. Approval of Minutes of Meeting Number 493, 26 October 2015 (please see attachments)

III. Announcements

A. EGRAs

B. Recent appointment to the Graduate Faculty since last Council meeting.
   RANDALL A. HUGHES       NATURAL RESOURCE SCIENCE   10/30/15
   PAUL BAGGENSTOSS       ECB ENGINEERING           10/30/15

C. Change to Dissertation cover sheet
   Signature lines will now list the names of the committee members

D. Graduate Summit, 14 December 2015, updates

IV. Committees

   A. Curriculum committee

      I. 500/600-level courses

      Changes:

      College of Arts and Sciences
      Chemistry

      CHM 618: Theory of Separations
      Change in title to “Surface Analysis”
Change in Description to “In-depth presentation of theory of surface analysis methods. Emphasis on methods development, advanced topics, and current advances using electron spectroscopy, surface mass spectroscopy, and surface vibrational spectroscopy.”
Change in prerequisites to: “505, 506, and 507 or permission of instructor”

**New Courses**

**College of Human Science and Services**
**Communicative Disorders**

**CMD 586: Multisensory Instruction in Language and Literacy**
“Intervention for reading, spelling and written expression based on principles of Orton-Gillingham approach for working with individuals with dyslexia and other learning disabilities. (Sem. 3)”
Prerequisite: “Matriculated graduate student in Speech-Language Pathology or permission of instructor.”

**College of Human Science and Services**
**School of Education**

**EDC 661: Language and Thinking in Schools**
“Topics of language and thinking are considered broadly as they relate both theoretically and practically to curriculum in schools. (Sem. 3)”
Prerequisite: “Admission to Joint URI/RIC PhD in Education Program; or Graduate status with permission of instructor”

**EDC 662: Writing for Presentation and Publication**
“With their peers, students will develop an academic writing practice through writing, reading, and constructively critiquing academic texts. Final project options include an academic manuscript, presentation, or reflective portfolio. (Sem. 3)”
Prerequisite: “Admission to Joint URI/RIC PhD in Education Program; or Graduate status with permission of instructor”

**EDC 670: Theory Construction in the Social Sciences**
“Students will construct an original theoretical framework in their area of specialization, informed by contemporary issues and trends in social science theory. (Sem. 3)”
Prerequisite: “Admission to Joint URI/RIC PhD in Education Program; or Graduate status with permission of instructor”

**EDC 681: Culture and Discourse in Education**
“Learning and teaching are examined in terms of culture and discourse in social activity. Consideration is given to formal and informal activity settings and to theories and methods of research. (Sem. 3)”
Prerequisite: “Admission to Joint URI/RIC PhD in Education Program; or Graduate status with permission of instructor”
EDC 682: Discourse Analysis in Education Research
"The analysis of discourse in educational research is examined and practiced in this course. Students conduct various analyses of discourse samples and explore a variety of analytic research frameworks. (Sem. 3)"
Prerequisite: “Admission to Joint URI/RIC PhD in Education Program; or Graduate status with permission of instructor”

EDC 684: The Analysis of Data: A Hands-On Approach
“Students will practice data analysis using three specific qualitative methodologies, noting that each of these methodologies offers a unique lens on phenomena.(Sem. 3)"
Prerequisite: “Admission to Joint URI/RIC PhD in Education Program; or Graduate status with permission of instructor”

EDC 685: Survey Design
“Principles, theories, techniques, and applications for developing survey questionnaires and conducting survey research in education; developing questions; constructing instruments; implementing surveys; reducing coverage and sampling errors. (Sem. 3)"
Prerequisite: “Graduate status, research methods (EDP 613 or equivalent), research design (EDP 623 or equivalent), and permission of instructor.”

Additional Curricular Matters

College of Engineering
Notice of Change: Civil and Environmental Engineering

College of Human Science and Services
School of Education
Notice of Change Masters of Arts/Teacher Certification Program in Health, Physical Education, and Health/Physical Education

B. Request from Joint PhD URI/RIC to change admission materials
(See appendix.)

V. New Business

A. Change to Graduate School Manual

4.30 Leave of Absence
4.31. Students who must leave the University for a period of one semester or more, whether before or after they have completed the work prescribed in their Program of Study, due to military service, prolonged illness, extraordinary financial hardship, or other unusual circumstances should apply for a Leave of Absence (LOA). A student that requests a Leave of Absence during the semester for which he/she is under contractual obligation to serve as a graduate assistant or during any future semester that he/she is under contractual obligation to serve as a graduate assistant should consult with the Graduate School to discuss their rights and the impact of such an LOA on their assistantship. The student should make the request in writing to the Dean of the Graduate School, accompanied by a Leave of Absence form, carrying the endorsement of the Graduate Program Director. This written petition must be sufficiently specific to enable the Dean to determine whether the leave is warranted. The Dean of the Graduate School or his/her designee will review the materials and notify the student of the status of the request. A Leave of Absence, granted under such unusual circumstances, has the effect of suspending time limitations such as those for completion of the degree or for the removal of incomplete grades. Accordingly, a leave will be granted only for sufficient reason and only if it is to be for one year or less. It may be renewed for a maximum of one additional year if circumstances warrant. A request for a Leave of Absence must be submitted to the Graduate School on or before 1 October for fall semester leaves, and on or before 1 March for spring semester leaves. Requests received after the designated dates will not be approved. See Section 4.52 for effects of failure to register or to request a Leave of Absence.

B. Plagiarism, “Text reuse,” ‘Recycling,” and “Text overlap” of Written Work in EGRAs, thesis/dissertation proposals


C. J-term Graduate Courses

VI. Old Business
VII. Adjournment
Appendix:

November 2015

Request to add Research Statement Task to Application Materials for the URI/RIC Ph.D. in Education

The Program Committee for the URI/RIC Ph.D. in Education program is seeking URI Grad Council approval of this request to add an additional expository writing component to the materials that prospective students submit as part of their application to the program. Currently, prospective students are asked to write a narrative personal statement that outlines their reasons for deciding to pursue a doctoral degree in the field of Education. In past years, this paper has provided useful information about a student’s background and their ability to write in a narrative format.

However, the committee has found that this personal statement does not always include information about the applicant’s topical research interests nor does it provide information about a students’ expository writing ability. In addition to considering the writing score they receive on the GREs, we believe a more authentic and contextualized academic writing task that asks students to self-identify one or more of our five specialization areas as an area related to their interests would help us better match applicants with a core faculty member and consider the extent to which our program is a good fit for each student.

We piloted this research statement task with applicants in last year’s cohort, and we found an additional benefit to adding the research statement to their application materials (reviewed in March) was that students spent time over the summer reading up on their identified areas of research interest and came to the first class in the fall with a much clearer focus and a beginning knowledge about emerging work related to this topic.

In addition, upon reviewing other URI Ph.D. program admission requirements, we learned that the URI Ph.D. in Nursing Program requires applicants submit two full papers (a research study and a theory paper) and the URI Ph.D. in English Program requires a full-length paper (25 pages or less) as evidence of their academic writing ability. Thus, requiring a two-page research statement is in line with, or less rigorous, than the academic writing skills expected from prospective students applying to other PhD programs here at URI.

For these reasons, we would like to add the short Research Statement Task (see Page 2 of this request for directions) to the set of materials the Program Committee reviews to help inform our decision about who to accept for the interview phase of the application process. If approved, the full set of materials to be considered in this review process would include:

- A personal statement
- A research statement
- Three letters of recommendation
- Official GRE scores of verbal, math, and writing skills
- Official transcripts from all colleges and universities attended

Thank you for considering this request.

PhD Program Committee Members:
Julie Coiro (URI), Janet Johnson (URI), Paul LaCava (RIC), Terry Deeney (URI), Minsuk Shim (URI), Gerri August (RIC), David Brell (RIC), Corinne McCamey (RIC), and Adam Moore (URI)
Research Statement For The URI/RIC PhD in Education Program

The URI/RIC PhD in Education Program is for individuals who seek to advance their research knowledge and skills for the purpose of creating and supporting positive change in diverse educational settings. We expect all students in our program to be skilled at writing for an academic audience and to be passionate about at least one key area of research. As part of your application materials, we would like you to complete a short research statement (approximately 2 pages). Some context and directions for your paper are as follows:

During your program, you will work alongside faculty to develop research skills that apply to an array of careers in academia, K-12 schools, government and nonprofit organizations. To support you in these efforts, faculty members from both institutions provide a broad range of scholarly expertise that we have recently clustered into five broad and overlapping areas. Currently, these areas of expertise include:

- Literacy in Education (Print and Digital)
- Special Education
- Adult and Higher Education
- Pedagogy and Practice (Instruction, Curriculum, Assessment, and Teacher Education)
- Equity and Social Justice in Education

With this in mind, we would like you to do the following in your paper:

1. Identify the area (one or more from the five listed above) in which you are most interested as you consider your motivations and goals for obtaining a doctorate in education. In other words, where do you currently see yourself fitting into the communities of expertise available in our PhD program? If you see yourself outside of these areas, how would you best characterize your research interests (understanding they are likely to change/evolve as you move through the program)?
2. Conduct a very brief review of current research being done in this area, using the Internet and/or any academic journals or reports you are able to access. This research (3-4 sources) should reflect what is happening on a national, or even international level, depending on what is most appropriate for your area(s) of interest and concern.
3. Write a short synthesis of how your current interests and educational concerns align with the research you found. Then discuss how you see your work in some way connecting to or building on this research to eventually create positive change in diverse educational settings.

Other details for your paper:

- Please use APA format to refer to 3-4 academic sources that support your thinking and demonstrate your awareness of what is currently happening in this area of education. For tips on APA format, you can refer to Online Writing Lab at http://goo.gl/V2akX
- Your paper should be typed, double-spaced, and no more than 600 words (two pages). Your reference list at the end is NOT included in the 600 words, so the whole paper might run onto a third page.
- Please email your research statement to David Quinn at david_quinn@my.uri.edu no later than the January 31 deadline with a short request to have this paper included with the rest of your application materials. Papers submitted after this deadline will not be accepted.
- PLEASE NOTE: If you have previously written an academic paper about your interests, we highly encourage you to share that in your materials as additional evidence of your skills in writing for an academic audience. However, we would also like you to complete this short writing assignment to better understand how you see your work fitting into the areas of expertise in our program. This will help us to match you with a major professor who can best support your efforts early in the program.