



Graduate Council Meeting No. 574 December 1, 2025 via Zoom | Minutes

Council Members Present: Emilijia Djurdjevic, Marta Gomez-Chiarri, Hans Saint-Eloi Cadely, Brett Still, Ami Vyas, Minsuk Shim, Araceli Bonifant, Denise Coppa, Ashlea Rundlett, Stephen Licht, Valerie Karno, Kathy Donohue, Joanna Burkhardt, Bailey Miller

Council Members Absent: Nausad Miyan, Justin Watkins

Graduate School Present: Colleen Mouw, Kimberly Jimenez, Corinne Kulesh, Cara Mitnick, Eric Beretta

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- I. Call to order**
★ *The meeting was called to order at 2:02 pm by Chair Saint-Eloi Cadely.*
- II. Approval of Minutes - [Meeting No. 573, November 10, 2025](#)**
★ *Motion to approve the minutes for meeting no. 573*
○ *Approved*
- III. Conferral of December Graduate Degrees**
★ *Motion to approve Conferral of December Graduate Degrees*
○ *Approved*
- IV. Announcements**
A. [Graduate School Fellowships and Scholarship competitions](#) (Mouw)
1. Dr. Mouw shared the eligibility requirements and deadlines for the upcoming competitions: Dean's Fellowship, Dean's Fellowship for New Students and the Tuition Scholarship.
- B. Recent appointments to the Graduate Faculty (*Mouw*)
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| <i>Kaitlyn Dailey, Tenure-Track, PHM</i> | <i>Guangyu Xu Outside Scholar, GSO</i> |
| <i>Christopher D. Orphanides, Outside Scholar, GSO</i> | <i>Cinda P. Scott, Adjunct, CELS</i> |
| <i>Joseph N. Orefice, Outside Scholar, CELS</i> | <i>Jacqueline Kociubuk, Assistant Professor, CAS</i> |
- V. New Business**
A. *Grad Manual Changes (Mouw)*
[Section 8.43.4 and 8.42.2](#) - The Defense chair role is for currently employed faculty

Defense chairs for thesis and dissertation committees must be currently employed by URI and be graduate faculty members without departmental affiliations to the student or major advisor. Emeritus faculty cannot serve as defense chairs but can co-advisors, outside, or additional committee members. *Approved*

B. EGRA Review (Mouw)

Dr. Mouw explained the process of reviewing proposals in breakout rooms and finding any discrepancies in the scoring. Each pair of reviewers selected their top five students before reconvening to the main room. Approximately 18 students will be awarded.

VI. Graduate Curriculum ([Kuali Agenda](#)) (Mouw)

COURSE CHANGES (*vote by college*)

COLLEGE OF EDUCATION

EDP 630 | Issues in Educational Leadership Policy and Analysis, Effective Fall 2026

Change course title and/or course description, change in method of instruction, change prerequisites

(3 crs.) Explores U.S. education policy and governance, examining governmental and nongovernmental actors, policy processes, and cultural forces. Develops analytical skills and frameworks to evaluate competing interests, institutional complexity, and ethical considerations across K–20 systems. (Lec. 3/Online)

★ *Approved*

COLLEGE OF ENGINEERING

CHE 543 | Electrochemical Energy Storage-Fundamentals and Applications, Effective Fall 2026

Change course title and/or course description, change in method of instruction

(3 crs.) Electric vehicles, energy generated by solar and wind and portable electronic devices are powered by batteries. Electrochemistry thermodynamics and kinetics are at the heart of all batteries. Electrochemistry fundamentals and emerging applications will be reviewed in this class. Demonstrations and projects will include battery fabrication, characterization and modeling of single cells as well as battery management systems. (Lec. 3) Pre: CHE213 or MCE341 (or equivalent) and undergraduate course in thermodynamics. Or by permission of instructor.

★ *Approved*

GRADUATE SCHOOL OF OCEANOGRAPHY

OCG 528 | High-Temperature Geochemistry, Effective Fall 2026

Change course title and/or course description, change course level, change prerequisites

(3 crs.) Principles and factors governing the distribution of trace elements in volcanic processes. Applications to the study of rock genesis, mantle dynamics, oceanic crust formation, and hotspots. (Lec. 3) Pre: Permission of instructor.

★ *Approved*

OCG 582 | Geophysical Fluid Dynamics I, Effective Fall 2026

Change course title and/or course description, change course number, change prerequisites

(3 crs.) Natural world fluid dynamics emphasizing ocean circulation. Classical fluid dynamics; GFD fundamentals (rotation and stratification); Taylor-Proudman theorem; potential vorticity; planetary waves; geostrophic contours; shallow water quasi-geostrophic theory; frictional layers. (Lec. 3) Pre: EGR515 or permission of instructor.

★ *Approved*

NEW COURSES *(vote by college)*

COLLEGE OF ARTS AND SCIENCES

AAF 409 | Afro-Caribbean Culture: History, Identity, Global Influence, Effective Fall 2026

(3 crs.) Examine Afro-Caribbean traditions through culture, identity, and exchange. Explore African heritage, colonialism, migration, and indigenous influences shaping dance, religion, festivals, and expressions of resistance, resilience, and creativity across global cultures. (Lec. 3) Pre: Minimum sophomore standing.

★ *Approved*

COLLEGE OF EDUCATION

EDC 446 | Perspectives on “Glocal” Education, Effective Spring 2026

(3 crs.) Our world is increasingly interconnected. To make sense of the dynamic forces and stakeholders shaping educational experiences, practices, issues, and beliefs, we will explore these facets through a glocalized lens. Mannion (2015) calls upon us to consider the following question: “What if education can only address so-called global concerns through the local—contextualized in some ‘place’? (p. 21). Using the 17 UNESCO Sustainability Goals as a framework of consideration, we will explore the global and local mediators to equitable and inclusive education. (Lec. 3/Online) (C2) (D1) Pre: Sophomore standing.

★ *Approved*

EDC 492 | Literacies and Learning in Place, Effective Fall 2026

(3 crs.) Explore how space and place shape learning and literacy. Examine neighborhoods, classrooms, and public sites to design equitable, community-grounded experiences that foster creativity, connection, and critical engagement through readings, fieldwork, and projects. (Seminar) Pre: LEiA program major or permission of instructor.

★ *Approved*

EDC 550 | Advancing Learning with Technology in Health Professions Ed, Effective Spring 2027

(3 crs.) Explores strategies for teaching adults using technology in health professions education, including online platforms, simulation, small-group facilitation, interprofessional approaches, and emerging tools such as AI to improve learning outcomes. (Accelerated Online Program) Pre: Admitted to the College of Education.

★ *Approved*

EDC 551 | Leadership and Innovation in Health Professions Education, Effective Fall 2026

(3 crs.) This course explores leadership and innovation in medical education, focusing on collaboration, creativity, technology, and equity to improve teaching, learning, and organizational change across health professions. (Accelerated Online Program) Pre: Admitted to the College of Education.

★ *Approved*

NEW 600 | Change Leadership and Systems Improvement, Effective Fall 2026

(3 crs.) All leadership is change leadership, and the ability to guide transformation across diverse contexts is a critical skill for today’s leaders. This course examines the theories, practices, and tools of leading change in complex educational and organizational systems. Students will study adaptive and technical change, systems thinking, and continuous improvement methodologies, with an emphasis on how leaders create the conditions for

sustainable organizational learning, equity-driven change, and systemic improvement. (Online) Pre: Admission to EdD program or permission of instructor.

★ *Approved*

NEW 601 | Data, Decision & Implementation Science in Education, Effective Fall 2026

(3 crs.) This course prepares scholar-practitioners to diagnose educational problems, make evidence-informed decisions, and implement improvement at the classroom, school, district, or system level. We blend decision science, implementation science, and equity-centered leadership to help you design and test practical changes that work in your context. (Online) Pre: EDP612, EDP613, and enrolled in the EdD Program, or by permission of instructor. S/U or Letter Grades.

★ *Approved*

NEW 697 | Doctoral Praxis Project I, Effective Fall 2026

(3 crs.) Prepares Ed.D. students to develop a Doctoral Praxis Project proposal. Frames problems of practice, analyzes context, defines leadership role, and proposes actions and timeline for meaningful, sustainable organizational change. (Online) Pre: Admission to EdD program or permission of instructor.

★ *Approved*

NEW 698 | Doctoral Praxis Project II, Effective Fall 2026

(2 crs.) Supports Ed.D. students in enacting and presenting the Doctoral Praxis Project. Focuses on project implementation, progress reporting, artifact development, and dissemination through internal and external presentations. (Online) Pre: EDC697, and Admission to EdD program. May be repeated for a total of 6 credits.

★ *Approved*

PROGRAMS MODIFICATIONS (*vote by program*)

COLLEGE OF THE ENVIRONMENT AND LIFE SCIENCES

Practices of Science Communication - Graduate Certificate, Effective Fall 2026

Reducing credit requirements and offering an online option in addition to the current face-to-face modality

The Practices of Science Communication Graduate Certificate provides students with the skills to excel in various fields by effectively conveying complex scientific concepts in ways that engage and resonate with diverse audiences. Recognizing science as an inherently social endeavor, this online program underscores the significance of building meaningful connections among scientists, communities, and the public to advance social justice and equity. Students gain expertise in storytelling, rhetorical techniques, and digital tools, enabling them to create compelling and accessible narratives. Through a blend of coursework, projects, and internships, participants design and evaluate public engagement strategies tailored to specific audiences. The program fosters respect for diverse forms of knowledge and equips students to address the challenges of science communication in an inclusive and equitable manner.

This certificate complements the Graduate Certificate in the Foundations of Science Communication, serving as a pathway to the stackable Master of Arts in Applied Science Communication.

Program requirements:

- WRT533
- NRS543
- BES593
- One of the following: ART504, BES521, BES533, BES505(MAF505), COM460, COM523, COM522(MAF522), HLT505, HLT508, NRS 509, NRS542, SCM545, WRT565

★ *Approved*

COLLEGE OF ENGINEERING

Wearable & Neuro-Technologies - Graduate Certificate, Effective Fall 2026

Minor change to name of certificate to maintain consistency with other graduate certificates; removed URI Online and added Kingston and Online - Academic Year; improved program description that will appear in the university catalog.

The next generation of wearable and neuro-technologies will need to safely and effectively perform complex tasks in unknown conditions while protecting critical systems and sensitive information. This program will guide students through state-of-the-art solutions for wearable and neuro-technologies to develop highly sought-after skills in signal processing, robotics, biomedical instrumentations, and wearable internet-of-thing (IoT).

Program Requirements:

ELE 567 - Medical Instrumentation

ELE 570 - Wearable Internet-of-Things

ELE 575 - Brain Signal processing and Application

ELE 576 - NeuroRobotics

★ *Approved*

COLLEGE OF BUSINESS

Healthcare Management - MS, Effective Spring 2026

This change in the Healthcare Management MS program is to give students an option to choose between the healthcare version of the course and the general version of the course

Master of Science in Healthcare Management

Program Requirements

- 30 credits

- Capstone course MHM515 (Practicum for Healthcare Management Professionals)

- Nine courses from the following: MHM501; MHM502 or BUS532(BUS502); MHM503; MHM504; MHM505; MHM506 or BUS506; MHM507, MHM508; MHM509 or BUS509; MHM510

Courses are delivered totally online in 7-week modules in an asynchronous format that follows the URI Online accelerated calendar. Students can complete the M.S. program of study in as little as 18 months.

★ *Approved*

Healthcare Management - Graduate Certificate, Effective Fall 2026

Minor program language modifications.

Graduate Certificate in Healthcare Management

Program requirements:

- 12 credits

- 4 of the following courses: MHM501, MHM502, MHM503, MHM504, MHM505, MHM506, MHM507, MHM508, MHM509, MHM510

Students can complete a Graduate Certificate in as little two semesters part-time or one semester full-time.

★ *Approved*

COLLEGE OF HEALTH SCIENCES

Interdisciplinary Neuroscience - MS, Effective Winter 2026

Change home college from graduate school to CHS

The University of Rhode Island's graduate Interdisciplinary Neuroscience Program (INP) provides students with course instruction and research experience from faculty who are conducting cutting-edge science concerning brain functioning across variety of areas from aging, movement, language processing, medicinal plants, and molecular proteins, to the study of brain based disorders including Alzheimer's disease, ALS, ADHD, Fanconia Anemia, Parkinson's disease, epilepsy and more.

The INP graduate program offers three options: a Master of Science (M.S.), Doctor of Philosophy (Ph.D.) degree, or a Certificate in Neuroscience. Please note that the Master of Science offers a thesis or a non-thesis option. The thesis program requires students to match with a mentor and conduct research (resulting in a thesis), while the non-thesis program does not require a mentor match or thesis, consequently the acceptance rate tends to be higher in the non-thesis program.

Specializations

Students can choose to work with INP faculty across a variety of colleges and departments such as the College of Environment and Life Sciences, Engineering, Health Sciences, Pharmacy, Physical Therapy and more.

Program requirements:

Thesis Option

The program requires a minimum of 30 credits: 20-23 in coursework, 6-9 in research, and 1-3 in electives.

Required courses include:

- NEU 502: Introduction to Neurobiology (4 cr)
- NEU 503: Introduction to the Neurosciences (3 cr)
- NEU 504: Neuroethics (1 cr)
- NEU 511: Human Neuroscience and Neurology (5 cr)
- PSY/STA 532: Experimental Design (3 cr)
- at least one credit of NEU 581 or 582: Neurosciences Colloquium (Seminar)

Other requirements:

One Semester of NEU 591: Special Projects in Neurosciences (Independent Study) is required in your primary area of research

Two semesters of journal club (NEU 587: Seminar in Neurobiology or equivalent with permission)

A thesis proposal and successful defense of thesis are required

Non-thesis Option

The non-thesis program requires a minimum of 30 credits: 23 in required coursework, 7-9 in electives.

Required courses include: NEU 502, 503, 504, at least two semesters of NEU 581/582, 587 (four semesters), 591 (at least 3 credits), PSY/STA 532 or equivalent, and three credits of statistics. As stated before, non-thesis track students do not require a major professor.

★ *Approved*

Interdisciplinary Neuroscience - PhD, Effective Winter 2026

Change home college from the graduate school to CHS

The University of Rhode Island's graduate Interdisciplinary Neuroscience Program (INP) provides students with course instruction and research experience from faculty who are conducting cutting-edge science concerning brain functioning across variety of areas from aging, movement, language processing, medicinal plants, and molecular proteins, to the study of brain based disorders including Alzheimer's disease, ALS, ADHD, Fanconia Anemia, Parkinson's disease, epilepsy and more.

The INP graduate program offers three options: a Master of Science (M.S.), Doctor of Philosophy (Ph.D.) degree, or a Certificate in Neuroscience. Please note that the Master of Science offers a thesis or a non-thesis option. The thesis program requires students to match with a mentor and conduct research (resulting in a thesis), while the non-thesis program does not require a mentor match or thesis, consequently the acceptance rate tends to be higher in the non-thesis program.

Specializations

Students can choose to work with INP faculty across a variety of colleges and departments such as the College of Environment and Life Sciences, Engineering, Health Sciences, Pharmacy, Physical Therapy and more.

Program requirements:

The Ph.D. program requires successful completion of a qualifying exam or an earned M.S. with thesis in an appropriate discipline, a comprehensive examination, and dissertation defense. As the qualifying exam is meant to be equivalent to the M.S. degree, the exam must be taken no later than the first semester following the completion of eighteen credits of coursework.

A minimum of 72 credits is required. Of these, 30 credits must be earned through required coursework, 18 to 28 of which may be earned through dissertation and research credits (NEU 591 and NEU 699). No more than 28 credits can be earned between NEU 591 and 699. Up to 30 transfer credits will be accepted for students who have already earned an M.S. degree. (Depending on your previous training and experience, certain requirements may be waived at the discretion of your dissertation committee and the Graduate School.)

Required courses include:

- NEU 502: Introduction to Neurobiology (4 cr)
- NEU 503: Introduction to the Neurosciences (3 cr)
- NEU 504: Neuroethics (1 cr)
- NEU 511: Human Neuroscience and Neurology (5 cr)
- PSY/STA 532: Experimental Design (3 cr)
- NEU 581 and 582: Neurosciences Colloquium (Seminar – 1 cr each)
- one additional statistics or computational analysis course (e.g. STA 502, 536, 541, 542, 545)

Other requirements:

- Two semesters of NEU 591: Special Projects in Neurosciences (Independent Study), one in your primary area of research, and one in a related discipline.
- Enrollment in journal club (NEU 587: Seminar in Neurobiology or equivalent with permission) for a minimum of 3 credits
- A dissertation proposal and successful defense of dissertation
- In the final semester, a formal presentation of thesis research is recommended in 581/582

★ *Approved*

Interdisciplinary Neuroscience - Graduate Certificate, Effective Winter 2026

Change program description

Students who are not seeking a graduate neuroscience degree, but desire official recognition for having acquired specific training and instruction in neuroscience, may be able to receive a Certificate in Neuroscience.

To receive the certificate, students will be required to successfully complete 12-16 credits of neuroscience coursework including NEU 503: Introduction to the Neurosciences. See approved neuroscience elective coursework here: <https://web.uri.edu/inp/academics/elective-courses/>

★ *Approved*

NEW CERTIFICATES OR SPECIALIZATIONS *(vote by program)*

COLLEGE OF BUSINESS

Blue MBA

The URI MBA with a Blue specialization, the Blue MBA, combines the accredited Master of Business Administration in the College of Business with a specialization in Marine Business, which is gained through a graduate certificate or dual degree in Marine Affairs and/or Oceanography.

★ *Approved*

COLLEGE OF HEALTH SCIENCES

Public Health ABM (MPH)

ACCELERATED BACHELOR'S TO MASTER'S DEGREE (ABMPH)

Exceptional University of Rhode Island undergraduate students are eligible to apply for the Accelerated Bachelor's to Master of Public Health program (ABMPH) as a path to earn the MPH degree.

Students admitted into the ABMPH program will have the opportunity for time and cost savings, as they can apply up to four URI undergraduate courses toward the MPH. These course credits will count toward both the student's undergraduate degree at URI and the MPH degree (i.e., dual credit).

Prerequisite Courses & Grade Requirements:

- Applicants must have a 3.3 cumulative GPA
- Before admittance to the MPH ABM program, students must earn a B (or better) in HLT 101G and PSY 200 or STA 307 or 308 (or comparable).

Please note that the qualifications listed above are the minimum requirements and do not guarantee admission to the ABMPH program. Only students accepted into the ABMPH program will be able to double-count credits toward both the bachelor's and master's degrees.

Only credits earned at URI may be counted toward the MPH.

★ *Approved*

NEW PROGRAMS *(vote by program)*

COLLEGE OF ARTS AND SCIENCES

Foundations of Science Communication - Graduate Certificate

Program Description - The Graduate Certificate in the Foundations of Science Communication is designed for individuals who seek to deepen their understanding of the principles and conceptual frameworks underpinning effective science communication. This program explores the interdisciplinary theories that inform how scientific knowledge is disseminated, perceived, and used by diverse audiences. Students will engage with topics such as message framing, perception, and persuasion; political ideologies, identity politics, and policymaking; disability studies and accessible design; health communication; and the ethics of public engagement with science. Students will develop a critical lens to analyze the impact of communication strategies on societal trust in science and policy decision-making. This certificate will prepare students to excel as science and health communicators, advocates, and policy advisors.

This certificate complements the Graduate Certificate in the Practices of Science Communication, serving as a pathway to the stackable Master of Arts in Applied Science Communication.

Program requirements:

- WRT534(NRS540)
- COM525(MAF525)
- WRT565
- One of the following: COM460, COM455, COM523, COM522(MAF522), NRS509, PHL533, HLT504, HLT505, HLT506

★ *Approved*

COLLEGE OF EDUCATION

Health Professions Education - Graduate Online Certificate

Program Description - The Health Professions Education Graduate Certificate is designed for health professionals, faculty, and graduate trainees who seek to strengthen their knowledge and skills as educators in clinical and academic settings. The program provides a structured foundation in adult learning theory, curriculum and instructional design, assessment of learning, and educational leadership. Through a combination of coursework and applied learning experiences, participants develop the ability to design, deliver, and evaluate effective instruction for diverse learners in the health professions.

Graduates of the program will be prepared to enhance their teaching in clinical and classroom environments, contribute to curriculum development in medical and health professions education. The certificate may also serve as a pathway to advanced study in health professions education.

Credit Hours: 12

Program Structure: The program consists of four 3-credit courses offered in an accelerated, seven-week semester to accommodate working professionals.

Delivery Format: Fully online, asynchronous, accelerated.

Program Requirements: EDC550, EDC551, EDC589, EDC590

★ *Approved*

Doctorate of Education (EdD)

Program Description - The Ed.D. at the University of Rhode Island prepares scholar-practitioners to lead with purpose, strategy, and impact. Designed for professionals whose work involves the design, delivery, or leadership of learning, the program welcomes candidates from across sectors, including K–12 schools, higher education, nonprofit organizations, government agencies, and corporate learning environments. The program emphasizes real-world application, enabling candidates to investigate complex challenges of practice, integrate

diverse sources of evidence, and generate actionable solutions that advance equity and improve learning outcomes.

Graduates will be equipped with the knowledge and skills to lead educational, learning and organizational change, applying multiple forms of evidence to guide decision-making and systemic improvement. Students will engage with literature that bridges theory and practice, with an emphasis on applying research to real-world educational challenges.

The 69-credit curriculum includes 30 transfer credits from a master's degree and 39 credits completed in the program. Coursework includes:

Leading Learning (9 credits): courses on change leadership, systems improvement, policy, and evaluation.

EDD 600 Change Leadership and Systems Improvement

EDP 630 Issues in Educational Leadership Policy and Analysis

EDC 539 Evaluation and Monitoring of Occupational Training Programs

Decision and Implementation Science (9 credits): coursework in qualitative and quantitative research methods and evidence-informed decision-making.

EDP 612 Qualitative Research Methods in Education

EDP 613 Introduction to Quantitative Research

EDD 601 Data, Decision and Implementation Science in Education

Applied Focus Electives (12 credits): electives tailored to the student's professional pathway in educational leadership and practice, chosen in consultation with an advisor.

Doctoral Praxis Project (9 credits): a sequence in which candidates integrate theory, research, and practice through an applied Doctoral Praxis Project

EDD 697 Doctoral Praxis Project I

EDD 698 Doctoral Praxis Project II (6 credits, 2 credits per course SU, F, SP)

All core Ed.D. courses are delivered synchronously online, providing flexibility as well as a cohort-based learning community for working professionals. Applied focus courses may be offered online or in person, depending on departmental offerings, allowing candidates to customize their learning experience. Most students complete the program part-time in three to four years while continuing to work in their professional settings. Since this is a professional degree program, there is no required qualifying or comprehensive exam, integration of the curriculum is completed through the 4-semester DPP (EDD 697, 698) sequence. The DPP was designed using best practices (e.g., the Carnegie Project on the Education Doctorate-CPED) and national standards in mind (e.g., CPED Framework, Education Best Practices, NECHE standards, etc.).

★ *Approved*

VII. Adjournment

★ *Chair Saint-Eloi Cadely asked for a motion to adjourn. The meeting was adjourned at 3:27 p.m.*