

Graduate Council Meeting No. 522

March 25, 2019

Minutes

Council Members Present: Peter Adamy, Mark Comerford, Michael Greenfield, Peter Larsen, Ingrid Lofgren, Lauren Mandel, Diane Martins, Scott McWilliams, Colleen Mouw, Derek Nikitas, Gary Stoner, Mehmet Gokhan Yalcin

Council Members Absent: Nick Constant, Jacqueline Britto, Nisa Ghonem, Cara Mitnick, Daniel Sheinin

Graduate School Present: Nasser Zawia, Andrea Rusnock, Alycia Mosley Austin, Jessica Martinez

I. **Call to order**

➤ **Time: 2:04 pm by Dean Zawia**

II. **Approval of Minutes of Meeting Number 521, 25 February 2019 (please see attachments)**

★ *Approved: Majority approved*

★ *Abstained: 2 council members (absent from previous meeting)*

III. **Announcements**

A. **Graduate Faculty Annual Meeting and Summit: March 27**

1. Held at the Hardge Forum in the Multicultural Student Services Center from 8:30 am - 3:00 pm
2. The summit provides updates on the Graduate School, status of graduate education in numbers, new initiatives, new programs, new policies.
3. This year's summit theme is conflict resolution and mental health and we have a highly accomplished national expert on this Lori Conlon from NIH presenting.
 - a. Sometimes we are questioned why we bring NIH people. Some of these things apply to every discipline.
 - b. It's about conflict resolution and mental health and the stress students go through and we believe Lori will do a very good job.
4. Please spread the word around about the summit.

B. **GS Fellowships, Scholarships, and Diversity Awards**

1. Please continue to review and make decisions on the fellowships and scholarships. Deadline is March 29th.

2. One Council member noted about one application that it was obvious the applicant had not written the application and that the department submitted the application. On one of the applications the department actually wrote that a faculty member had written the essay for the student. Do we allow departments to apply without the applicants' knowledge?
 - a. The applicant was probably not aware because he/she was an incoming student.
 - b. Please indicate this situation in the comments/notes section for us to review.
 - c. One difference from the EGRAs is that students who are not yet enrolled can apply to the fellowships and scholarships.
 - i. This shouldn't mean the student cannot write their own essay.
 - ii. Other incoming students wrote their own essays.
 - d. *Suggestion:* For next year, we will add to clarify in the instructions what sections of the application need to be completed by the student.
 - e. Another concern is that a few of the applications had an extensive amount of supporting material
 - f. *Suggestion:* Limit the number of supporting documents that an applicant can submit.
3. Per protocol, if someone does not write the essay, do they get a zero?
 - a. Go by the instructions provided, if it is not clear you will have to use your best judgment and score it the way you feel it should be scored.
4. If a current student submits only one letter, do we divide the score by 2 since the second required letter wasn't provided?
 - a. Don't want to penalize the student if the department failed to submit a second letter, especially if the first letter is strong. If the letter was weak and you needed a second letter to validate or confirm then that's very critical.
 - b. There is nothing in the rubric indicating that applications with only one letter will only get half a score.
 - c. This can be reevaluated for next year. It is too late to make adjustments in the middle of finalizing scores.
5. *Suggestion:* If there is an application that doesn't fulfill all the requirements, we don't even share it with the council. Sedrik, our IT, will communicate with students and request missing application materials.
6. Previous conversation of distributing range of scores from last year's review of the fellowships and scholarships before the council began reviewing this year. Was not reflected in the February minutes. Was it distributed already?
 - a. Ranges of scores were provided for the EGRAs. You will have to review it compared with the group you have, compare within their own group and not with any historical averages. Possibly for next year we provide the data.
 - b. Last year there were about three applicants that needed a second review.

C. Professional Development upcoming events

1. On April 3rd there will be a workshop that helps students negotiate salaries.

D. Recent appointments to the Graduate Faculty since those listed on the agenda for 25 February 2019 meeting

Cahil McGovern	BPS	2/22/2019
Coleen Suckling	CELS/FAVS	2/27/2019
Ayse (Altintas) Sharland	Mathematics	3/6/2019
Sean Rogers	Business	3/6/2019
Lauren Labreque	Business	3/6/2019

Mehdi Hossain
Seray Ergene
Ying Chen

Business
Business
Business

3/6/2019
3/6/2019
3/6/2019

IV. New Programs

A. Modification of Existing MA in Education to include Specialization in Special Education

B. Modification of MA in Education, specialization in Special Education, to include simultaneous courses at the undergraduate level

*** Both section A and B were grouped together***

1. It's very straightforward. It's more of restructuring. It's not necessarily a new program. They have a master of arts in special education, which they want to do away with and instead create a new track in their masters of education.
2. We are going to vote on deleting the Master of Special Education as a degree, a free-standing degree, and then voting on adding a Special Education track to the existing, Master of Education which has multiple tracks.

Discussion:

1. Why does the program focus on mild disabilities? Why doesn't it prepare students to work with children with severe disabilities?
 - a. They changed it from severe to moderate because it more accurately reflects the content.. In addition, RIDE has a separate certification for individuals seeking to work with students with severe disabilities that URI does not have. Students aren't being prepared to do work with children who have severe disabilities.
2. Was this reorganization a matter of numbers?
 - a. There is one Master's with different tracks.
 - b. The only separate master's degree will be in ESL and Reading. The reading is because you have to be certified as a reading specialist. The Master's degree has to be in Reading, that's not the case for special education. It makes more sense for it to be under the broad umbrella just like MA in education, but with a specialization.
 - c. Makes it easier for them to report to accrediting bodies and it does increase the potential number of students that we get because it makes it easier for both undergraduates and graduates.

★ *Approved: Majority approved*

C. PhD in Health Sciences

1. Revisions have been made, but still we feel the revisions are not addressing the fundamental concerns that we have. Dean Zawia invited Associate Dean Deb Riebe and Professor Pete Blanpied from CHS to address any questions and concerns.
2. *Concerns & Questions from the council:*
 - a. URI does not have a specific course distribution requirement for the PhD because it's expected that it is taken care of at the Master's level in the same discipline. We do accept students for example directly into a PhD with a bachelor's degree, but they still have to complete 72 credits including the Master's level requirements. We don't have a doctoral program that is not directly linked to a master's program in the same discipline. All the didactic knowledge is expected to be achieved at the Master's level.
 - b. Courses can be required of students at the doctoral level, but usually those come in as non-program credit or student has a deficiency. Our manual does not state what to do with courses at the doctoral level, but at the at the Master's level it is very specific.

The issue we have with this is it doesn't have a Master's level component to it. The proposal only says it's a doctoral degree in Health Sciences.

- i. *CHS Response:* Majority of the disciplines that were falling under this general umbrella term of Health Sciences require a Master's degree before coming to a PhD. Our proposal requires a Master's degree before you can even apply.
- c. We don't have a component of a Health Sciences Master's that this can be built on, that's one concern. Proposing Health Sciences tracks at the doctoral level and not directly linked to the Master's level degree in the college creates two sets of potential students in this doctoral track.
 - i. If we get students who have a master's degree, using communication disorders or communicative disorders CMD as an example. If a student applies to this program and already has a Master's in CMD and now would like to get a PhD in Health Sciences. That's one set of students.
 - 1. We don't have any issues because the Master's level is already addressing all the content the way we structure all our degree programs. There would be no issue with that student going on to do a Health Sciences PhD with a CMD track.
 - ii. Then there's the second set of students. Students who do not have a Master's degree in CMD, but would like to get a PhD in Health Sciences.
 - 1. The Master's degree could be from outside URI or at URI with the same discipline. We would grant 30 credits.
 - 2. If the student doesn't have a prior degree in CMD, then the students would have severe deficiencies in their core didactic knowledge because they don't have a master's degree in CMD.
 - 3. Remedy proposed is have the student take a CHS core which we discussed, but the core that you proposed to us 601, 605 and 610 are not viewed as core courses. They are more like research enhancement courses and they're not fundamental knowledge of a discipline.
 - 4. The proposal also address this by requiring students to take 12 credits within the discipline which would be presented by their committee.
 - 5. If 12 credits of CMD for disciplinary knowledge is compared to the URI CMD degree, which requires 42 didactic courses, the 12 credits proposed is about a fourth of what an individual with a CMD degree would be exposed to. The committee did not feel that 12 credits in the discipline would really meet that.
 - iii. The fundamental question is the degree in Health Sciences CMD track equivalent to a PhD in CMD?
 - iv. The admission criteria would need to be addressed because right now they're very broad.
 - v. How do we transfer credits and award credits?
- 3. *Response from CHS*
 - a. We were expecting students applying to have degrees in the correct field when they apply to our program and actually come in with a large majority of the coursework. The 12 credits discipline-specific can also be research credits.
 - b. We actually anticipated some of those credits that were in the department were going to be research credits as well. So they would be more than just a dissertation because I think we all agree what the student needs.

- c. We did a preliminary proposal to JCAP and they encouraged us to have the Health Sciences core to promote interdisciplinary work. And, of course, we think that you do need research methods and statistics.
- d. *Dean Zawia's comment:* If you're going to keep it just to those who have a pre-existing master's degree then having the sub plan in communicative disorders would be fine, sub plan in HDF would be fine. The sub plan in health studies would be a problem because we don't have a master's correlate to build on the sub plan. Physical Therapy is a terminal degree.
- e. *CHS Response:* We left physical therapy in the proposal, but we said they have to have the full 72 credits for a doctoral degree. We will present a recommendation to reconsider later, but we don't want to try to do that at the same time.
- f. *Suggestion:* Eliminate the Health Sciences from this proposal because we don't have a master's correlate to it and we restricted admissions for every track where we are very clear in the proposal that in order to be on the CMD track or the HDF PhD track you must have a master's degree in that discipline.
- g. *CHS response:* We have a number of students waiting for this program and they sometimes get their master's in health education some are completing an Master's in Public Health. If we were to specify what their master's were in, would that be acceptable?
 - i. Council can determine once the case is made.
- 4. How many students do you anticipate to have in each track?
 - a. *CHS response:* We anticipate it's going to be a slow start. The good news is nutrition has some great students. If they do transfer over they believe that students will want to choose and get that degree in Health Sciences compared to the title that it is right now. Marketing has begun. Anticipating between two to three students in each track.
- 5. Is there a difference from someone who has a PhD in CMD and someone who has a PhD in Health Sciences?
 - a. *CHS response:* We looked at a lot of Health Sciences PhD degrees around the country and unlike ours where we actually spent some time putting the students together and talking about interdisciplinary work. It tends to be just an umbrella term. It is not an unusual model.
- 6. Struggled with the core because it seems as though it will rotate through topics. The students getting the same degree this year and next year in a few years when they get the same degree. They'll have had different parts of the core perhaps until the core which appear to be nine credits was sort of topical seminars and a grant writing course. It didn't appear to be necessarily consistent from year to year.
- 7. With respect to a core, it would have been more comfortable seeing something on ethics in health studies, Health Care, and Health Sciences. Also something in cultural competence and cultural issues in health disparities, Health Delivery Systems relating to all kinds of diversity issues. The 12 additional credits in the discipline as strengthening the students background in their preparation for research in the area, and maybe it's just a function of the way it's structured.
 - a. *CHS response:* Syllabus for 605 which is the course we add in week 3 culture and health, health disparities. In fact, we are covering those kind of topics and will change over time. We do have the opioid epidemic and obesity in the proposed syllabus; maybe in five years or ten years those hopefully won't be major topics.
- 8. It seems as though the students in the Health Sciences PhD will have very little in common in terms of training in their area with the exception of the grant writing and the methodology and research courses.

9. It is much like the BES or business model where you have separate disciplines getting the same degree title, but the admissions criteria are very distinct for each sub plan. I don't think many of your programs have 12 credits above what they work with the Master's level. The interdisciplinary is an add on benefit and the heart of this proposal is the sub plans.
10. To rethink your disciplinary credits whether you have 12 credits consistently across every track whether if you only admit students who have a prior degree.

★ *Motion: Send the proposal back to the College of Health Sciences to revise their proposal, then submit it through the New Program Committee again to analyze the proposal. The New Program Committee will come to the Graduate Council with a recommendation.*

★ *Approved: Majority approved*

V. Graduate Curriculum (See Google Drive for Course forms)

College of Arts and Sciences ***Music***

MUS 598B Chamber Music Ensembles - Brass

Add to catalog description: May be repeated for credit.

★ *Approved: Majority approved*

MUS 598G Chamber Music Ensembles - Guitar

Add to catalog description: May be repeated for credit.

★ *Approved: Majority approved*

MUS 598J Chamber Music Ensembles - Jazz

Add to catalog description: May be repeated for credit.

★ *Approved: Majority approved*

MUS 598K Chamber Music Ensembles - Keyboard

Add to catalog description: May be repeated for credit.

★ *Approved: Majority approved*

MUS 598M Chamber Music Ensembles - Mixed Instrumentation

Add to catalog description: May be repeated for credit.

New title: Add "Instrumentation"

★ *Approved: Majority approved*

MUS 598P Chamber Music Ensembles -Percussion

Add to catalog description: May be repeated for credit.

★ *Approved: Majority approved*

MUS 598S Chamber Music Ensembles - Strings

Add to catalog description: May be repeated for credit.

★ *Approved: Majority approved*

MUS 598W Chamber Music Ensembles - Woodwinds

Add to catalog description: May be repeated for credit.

★ *Approved: Majority approved*

Feinstein College of Education and Professional Studies Education

EDS 500 Inclusive Education Practices

New title: Intro to Special Ed Interventions in Math & Content Areas

New description and prerequisites: Provides future special educators with knowledge and skills to plan instruction for students with mild or moderate disabilities, including mathematics and content strategy instruction. (Lec. 2)

Prerequisites: Admission into MA in Education in Special Education, or permission of instructor.

★ *Approved: Majority approved*

EDS 501 Collaboration & Co-Teaching

New description and prerequisites: Provides future special educators with knowledge and skills to implement culturally responsive collaboration with family members and school based professionals. Definitions of disabilities and educational implications, focusing on the role of the special educator in inclusive education. (Lec. 2)

Prerequisites: Admission into MA in Education in Special Education, or permission of instructor.

★ *Approved: Majority approved*

EDS 503 Positive Behavior Supports

Change prerequisites to: Admission into MA in Education in Special Education, or permission of instructor.

★ *Approved: Majority approved*

EDS 505 Supervised Practicum: Elementary & Middle Level

New title: Supervised Practicum I: Elementary or Secondary Special Education

New title, description and prerequisites: Opportunities to assess and instruct students with disabilities under the supervision of a certified special education. May be taken more than once. Only 2 credits allowed toward MA degree. (Practicum, 1) Prerequisites: Admission into MA in Education in Special Education, or permission of instructor. (S/U only)

★ *Approved: Majority approved*

EDS 506 Supervised Practicum: Elementary & Middle Level

New: Supervised Practicum II: Elementary or Secondary Special Education

New title, description and prerequisites: Provides future special educators with opportunities to collaborate with other professionals to provide instruction under supervision of a certified special educator. One observation by University instructor. May be taken more than once. Only 2 credits allowed toward MA degree. (Practicum, 1)

Prerequisites: Admission into MA in Education in Special Education, or permission of instructor. (S/U only)

★ *Approved: Majority approved*

EDS 509 Teaching Students with Severe Disabilities

New title: Teaching Students with Moderate Disabilities

New title and prerequisites: Admission into MA in Education in Special Education, or permission of instructor.

★ *Approved: Majority approved*

EDS 512 Leadership and Elementary Program Management**New title: Leadership and Program Management**

New title and prerequisites: Prerequisites: Admission into MA in Education in Special Education, or permission of instructor. To be taken concurrently with EDS 518.

★ *Approved: Majority approved*

- Question: Why did they remove the word Elementary not replace it with something that makes it clear that its education?
 - Prereq the student would have to be in MA in Education.
- Suggestion: Add within the title wording indicating the course is for education.

EDS 517 Transition Planning for Post-School Outcomes

Change in prerequisites: Prerequisites: Admission into MA in Education in Special Education, or permission of instructor.

★ *Approved: Majority approved*

EDS 518 Supervised Internship

Change in description and prerequisites: Under the supervision of a certified special educator, students teach in general education classes that include students with special needs, for a minimum of fifteen (15) weeks. To be taken concurrently with EDS 512 (Practicum, 9). Prerequisites: Admission into MA in Education in Special Education, or permission of instructor. (S/U only)

★ *Approved: Majority approved*

EDC 527/PSY 527 Language Study for Teachers of Reading

Change in prerequisites: Prerequisites: Semester 2 Junior, or graduate standing, or permission of instructor.

★ *Approved: Majority approved*

EDC 564 Diagnosis of Literacy Difficulties**New title: Diagnosis of Learning Difficulties**

Change in title, number of credits, course description, and prerequisites: Use informal and formal techniques to assess students' academic strengths and needs. Culminates in a diagnostic analysis of a student. (Lec. 3)

Prerequisites: Admission into MA in Education in Reading or Special Education, or permission of instructor.

★ *Approved: Majority approved*

EDC 565 Advanced Literacy Research Seminar**New title: Research in Literacy and Learning**

New title, course description, and course prerequisites: In-depth review of literacy and learning research and theory from a variety of perspectives. Analysis of the relationships among research, theory, and political/instructional decisions. Prerequisites: Admission into MA in Education in Reading or Special Education, or permission of instructor.

★ *Approved: Majority approved*

EDC 566 Intervention in Reading and Writing Difficulties

New prerequisites: For MA in Education (Reading and Special Education) EDC 564. For MA/Reading, must be taken twice for a total of 6 credits. May be taken up to three times for a total of 9 credits. For Graduate Certificate in Dyslexia, EDC 527, EDC 544, EDC 562.

★ *Approved: Majority approved*

College of Health Sciences
Department of Kinesiology

KIN 564 Physiology of Aging

Change prerequisites to: Graduate standing or permission of instructor. Not open to students with credit in KIN 464.

★ *Approved: Majority approved*

College of Business

MAC 508 Advanced Auditing

New Description: Coverage of fundamental auditing concepts, application of auditing standards to real-world cases, risk-management approach to handling client acceptance and continuance issues.

★ *Approved: Majority approved*

NEW COURSE PROPOSALS

Graduate School of Oceanography

OCG 550X Environmental Isotope Geochemistry

Description: This course will provide a broad overview of environmental isotope geochemistry, including the fractionation theory, traditional and cutting-edge analytical methodology, and applications to important ecological and environmental questions. Prerequisites: Recommended: Strong background in chemistry, geology, and biology. Undergraduate participation with permission from the instructor. (Lec. 3)

★ *Approved: Majority approved*

College of Pharmacy

PHP 585 Measurement of Health Outcomes

Course description: This course introduces classical psychometric theories and helps students understand methods to measure the important health outcomes of medication use, including clinical, humanistic, and economic outcomes. Prerequisites: Students who have knowledge of epidemiological research strategies or elementary statistics, PHP 405, STA 411, or equivalent; permission of the instructor. (Lec. 3)

★ *Approved: Majority approved*

College of Health Sciences
Nutrition and Food Science

NFS 524 Global Nutrition

Course description: Global distribution, etiology, and consequences of nutrition problems ranging from under nutrition and food insecurity to overweight and chronic diseases. Includes exploring underlying social and behavioral factors and possible intervention programs. (Lec. 3) Prerequisites: Graduate standing or permission of instructor.

★ *Approved: Majority approved*

NFS 624 Global Nutrition

Course description: Global distribution, etiology, and consequences of nutrition problems ranging from under nutrition and food insecurity to overweight and chronic diseases. Includes exploring underlying

social and behavioral factors and possible intervention programs. (Lec. 3) Prerequisites: Graduate standing or permission of instructor. Recommended for doctoral students. Not open to student with credit in NFS 524.

★ *Course proposal was withdrawn at request of the instructor*

NOTICE OF CHANGE

Notice of Change

College of Pharmacy

Create a non-thesis option to MS degree in Pharmaceutical Sciences.

- ★ *Motion: Approve with the requested editorial change; interdisciplinary track has been removed.*
 - *Approved: Majority approved*

Notice of Change

College of Business

Reduce the number of required credits from 45 to 42 for the one-year full time MBA.

- ★ *Approved: Majority approved*

Notice of Change

Nutrition and Food Sciences

Change in catalog language for MS in Nutrition degree program

- ★ *Approved: Majority approved*

Notice of Change (tabled at the January 28, 2019 meeting) 1:29

Department of Electrical, Computer and Biomedical Engineering

Change in requirements for Electrical Engineering graduate program:

1. All full time MS and PhD students must enroll in ELE 601 Graduate Seminar every semester that it is offered.
 2. Eliminate “significant independent research” course and “substantial paper” requirements for non-thesis MS students who take the comprehensive examinations.
-
1. This issue has come before to this Council. There is one seminar that counts for credits in the Master’s level and two for the PHD level but students were expected to attend and participate in every seminar. Unfortunately, it is not detailed in the Graduate School Manual. A few concerns:
 - a. The motivation behind this seems like an enforcement to make sure the students actually attend the seminar. It's not necessarily that the student really needs the credits.
 - b. At the Master’s level the minimum requirement of the graduate school is 30 credits; 18 credits of formal, 6 to 9 credits of thesis work (in rare cases can be 12 credits). The minimum credits, only three credits are left.
 - c. At the PHD level there are 42 credits which must be taken at URI. We do transfer 30 credits from the same discipline from another institution or the same field at URI. We don't say anything about course distribution or what must be formal courses.
 - d. Do we want to legislate something to clarify it or should we do a survey of our programs to see how many programs require seminar?
 - i. Expectation to be one for program credit and the others for non program credit to be in line with what other engineering programs have.

- ii. The Graduate Council has just approved a program change that included a required seminar. When we approve the nutrition and food science has their proposal which does require ongoing registration for their seminar course.
- iii. The Graduate School of Oceanography does this; we have a seminar that students are required to register for. They only get credit for it once or twice but they have to review and submit, they provide evaluations on the presentation.
- iv. Students are going to have to pay. It's going to be a big issue in programs for professional programs or others that have to pay. This is not an issue for students who are funded on assistantships.
- v. Our alumni say that attending seminars was one of the most impactful things in their graduate career.
- vi. The full-time students would be required each semester to attend the seminars and not the part time students.
- vii. We should approve this and then survey other departments because it seems unfair to penalize electrical engineering or try to do something that it sounds like many other departments are already do.

★ *Motion: Approve notice of change*

- *Approved: Majority approved*
- *Opposed: 1 council member*

VI. New Business

A. ABM status update (Michael Greenfield)

1. The Faculty Senate has approved the ABM in Cybersecurity.,
2. Michael Greenfield was nominated to be one of the four people on a special Review Committee from the Faculty Senate to review the ABM, the Accelerated Bachelor's Master's program, that came from The Graduate School to the Graduate Council approximately a year ago. We were asked to review the proposal of the Appendix K that's in the Graduate Manual and then come up with our recommendations about any potential changes.
3. One recommendation was to allow the idea of double counting credits between a bachelor's and master's degree.
4. A second recommendation was to go along with the wording in the Appendix K with allowing double counting up to one-third of the total credits requires a master's degree and that this would be within the credit limits earned by transfer credits, advanced standing, and credits by examination or equivalent.
5. The language in Appendix K was not fully clear about whether advanced standing credits can also can be used in an accelerated bachelor's master's program. Can advanced standing also be used or are advanced standing credits not allowed for the ABM degree?
6. Appendix K is currently limiting the period of time in which double counting is accepted. The recommendation coming from the committee was that we instead have the ABM students follow all the regular rules and procedures that apply to all graduate students without any kind of restrictive timeline to completion. More specifically recommending that the time restriction on the double counting credits stated in the Appendix K be removed.
 - a. Arguments for this comes from programs that have courses taught in alternate years.
 - b. Within this kind of scenario, either a student has to take the course before they take the senior year courses that might prepare them for that elective or they may have to face a choice to defer a course in year four that would allow them to finish their undergraduate in order to take this alternate year course. Then have the risk that

maybe in four years something happens in life that they need to drop out but now they figured they'd finish neither degree.

- c. If we allow them to double count they're saving money and time. If we don't restrict the time there's no penalty. If we eliminate the time limit, it's unfair to those who are not an accelerated track and if we keep the time limit I can see how it can be penalizing students who, out of their control due to our offerings, are caught up.
- d. Possible solution: State students are unable to meet the time to degree limited because of scheduling or course offerings would be given maybe a one semester to semester extension.
- e. Is it appropriate to prevent students from doing a thesis in an accelerated program?
 - i. The ABM is really designed for non-thesis master's because the courses are predictable; they have a beginning and an end date. Thesis research is not as predictable. This can be discussed.
- f. Other examples of double counting don't have time limitations. For example, if students are doing a dual enrollment High School College those credits don't expire if they don't finish within a particular amount of time.
- g. One final recommendation is to use the Notice of Change form for proposing an ABM rather than the Modified Proposal Form that was originally listed in Appendix K.

7. Dean Zawia thanked Michael Greenfield and the committee for their hard work.

VII. Old Business

A. Comprehensive exams

★ *Motion: Table discussion and add to the next council meeting.*

a. *Approved: Majority approved*

B. Dissertation/Thesis Embargo Policy

1. The library agrees that an extended embargo can be permitted upon request. We strongly suggest that the limited to the to the creative writing program recommend for 25 years.
2. What do other institutions do?
 - a. As far as we can tell there is no institution with an actual permanent embargo and the idea of a permanent embargo is actually in violation of copyright law.
 - b. Most institutions only allowed two years and then with special exceptions up to four years. One institution allows permanent embargo for MFA and PhD in creative writing, University of Kansas. North Carolina State has a indefinite embargo for MFA.
 - c. The impact of digitalization is what's changing the Embargo policies. A lot of universities are just updating their policies right now in the last two to three years. The creation of Digital Commons has made student theses and dissertations more available.
3. Why would URI want to be part of the rare group of universities that would have a permanent embargo?
 - a. From the library's point of view, we accept that there's a fundamental difference in commercial value as opposed to reputational value between a thesis that is predominantly creative, creating writing pieces versus a research/scholarship thesis.
4. How does this align with the University's policy on intellectual property and copyright?
 - a. Two thirds of intellectual property belong to the university.
 - b. The copyright of the dissertation resides with the student.

- c. The student owns the copyright to their work. As a requirement for graduation, the university requires a non restrictive licensing to allow the university to store the thesis in an accessible format.

★ *Motion: Table discussion and add to the next council meeting.*

- *Approved: Majority approved*

VIII. **Adjournment**

➤ **Time: 4:00 pm by Dean Zawia**