



To: Members of the 2023-2024 Graduate Council

From: Angela Slitt, Chair
Brenton Deboef, Dean
Colleen Mouw, Associate Dean

Date: April 8, 2024

RE: Agenda for Meeting Number 562 of the Graduate Council to be held on Monday, April 8, 2024 at 2:00 p.m. hybrid, In-person location at Great Room in Green Hall, virtual via Zoom

- I. **Call to order**
- II. **Approval of Minutes - Meeting No. 561, March 4, 2024**
- III. **Conferral of May degrees (*Mouw*)**
- IV. **Announcements**
 - A. Professional Development (*Mitnick*)
 - B. Recent appointments to the Graduate Faculty (*Mouw*)
Austin Humphries, Tenure-track, GSO
Jitka Becanova, Research Professor, GSO
Richard J. Bell, Adjunct Professor, GSO
Alexander Sokolovsky, Outside Scholar, CHS
- V. **New Business**
 - A. Vote Graduate Student Academic Appeals Board Nominations (*Coyle*)
 1. Sue Adams, Professor, Human Development & Family Studies
 2. Clinton Chichester, Professor, Biomedical & Pharmaceutical Sciences
 3. Roberta King, Professor, Biomedical and Pharmaceutical Sciences
 4. Abraham Kovoov, Associate Professor, Biomedical and Pharmaceutical Sciences
 5. Ingrid Lofgren, Professor, Nutrition
 6. John Robinson, Professor, Psychology
 - B. Graduate Council Chair Vote (*Slitt*)
 - C. Section 7.21 Manual Changes (*Mouw*)

VI. Graduate Curriculum (Kuali Agenda) (*Mouw*)

COURSE CHANGES

COLLEGE OF ARTS AND SCIENCES

CSC 699 | Doctoral Dissertation Research

(1-12 crs.) Cross-listed as (CSC) STA 699. Number of credits is determined each semester in consultation with the major professor or program committee. (Independent Study) S/U credit.

Cross-listing

LSC 525 | Multiculturalism in Libraries

(3 crs.) Determining information needs and planning library collections, services, and programs for diverse populations. Historical, philosophical, and comparative aspects of multiculturalism in libraries will also be considered. (Accelerated Online Program)

Change in prerequisite

COLLEGE OF EDUCATION

EDP 610 | Contemporary Issues in Educational Inquiry

(3 crs.) Exploring current trends and methodologies in educational research across various domains including technology, policy, and diversity in education. Engagement with primary sources is emphasized. (Seminar) Pre: current enrollment in the PhD in Education program.

Change in description, prerequisites

EDP 611 | Issues and Problems in Educational Inquiry

(3 crs.) This course examines relationships between educational theories of knowledge, learning, development, and participation across a wide and diverse range of perspectives, scholars, and epistemologies. (Seminar/Online)

Change in description, prerequisites, modality

COLLEGE OF THE ENVIRONMENT AND LIFE SCIENCES

MAF 583 | Quantitative Methods in Marine Affairs

On January 25, 2024 on Graduate Council Report 2023-2024-08A, "Quantitative Methods in Marine Affairs" was approved by the Faculty Senate as a new course. Due to an oversight, the course number is not available: MAF 582, "Coastal Ecosystem Governance" is currently an active course, effective since 11/22/2002. This proposal is to change the course number of "Quantitative Methods in Marine Affairs" to 583 and keep the course code and number MAF 582 for "Coastal Ecosystem Governance".

MAF 598 | Master's Major Project for MAMA Students

(1-6 crs.) Independent project to meet the culminating experience requirement for M.A.M.A. students under the guidance of a graduate faculty member. (Independent Study) Pre: graduate standing in the M.A.M.A. program; permission of instructor. S/U credit.

Change in credits

COLLEGE OF HEALTH SCIENCES

HDF 513 | Promotion of Healthy Adulthood and Aging

(3 crs.) This graduate-level course is designed to cover: (a) the relationship between biopsychosocial factors and healthy aging, and (b) risk, resilience, and protective factors for physical and mental health in adulthood and later life. (Lec. 3/Online/Accelerated Online Program) Pre: Graduate standing, or by permission of instructor.

Changing 14 week to 7 week online option

HDF 533 | Family Policy for Problem Prevention**Changing 14 week to 7 week online option**

(3 crs.) In this graduate-level course, students will examine the political, socio-economic and cultural forces influencing development and implementation of national and local policies that impact families in the United States. (Lec. 3/Online/Accelerated Online Program) Pre: Graduate standing or permission of instructor

HDF 536 | Family Health and Prevention Across the Lifespan **Changing 14 week to 7 week online option**

(3 crs.) Students will learn to improve the health and well-being of individuals and families through evidence-based approaches to prevention and intervention. Fundamental concepts include the biopsychosocial model, health disparities and risk/resilience factors in families and across the lifespan. (Lec. 3/Online 3/Accelerated Online Program)

KIN 420 | Fitness Programs for Individuals with Chronic Diseases**Allow for graduate credit**

(3 crs.) Theory and application of physical fitness programs and testing of individuals with cardiovascular, musculoskeletal, and metabolic diseases. (Lec. 3) Pre: KIN 325, 300 and 301.

COLLEGE OF NURSING**NUR 514, NUR 532, NUR 534, NUR 542, NUR 546, NUR 547, NUR 562, NUR 564, NUR 686, NUR 688**

A non-standard proposal from the College of Nursing to modify the method of instruction for 19 NUR courses from Practicum to Lab (2 for GEC, 7 for CASC, 10 for GC). Of the 19 courses, 10 are at the 500+ level

COLLEGE OF PHARMACY**BPS 521 | Cancer Chemotherapy and Toxicology****Delete course**

(3 crs.) Pharmacology and medicinal chemistry of oncology drugs. Principles of toxicology. (Lec. 3) Pre: third-year Doctor of Pharmacy student in good standing, or permission of the instructor.

BPS 526 | Foundations of Human Disease VI: Hematology-Oncology**Delete course**

(2 crs.) Cross-listed as (PHP), BPS 526. The etiology, pathogenesis, symptomatology, and diagnosis of hematology and oncology diseases in people. Introduction to pharmacogenomics, gene-drug interactions, and genetic therapy in human disease. (Lec. 2) Pre: third-year Doctor of Pharmacy professional student standing. Taken concurrently with BPS 521 and PHP 513.

PHP 513 | Pharmacotherapy of Oncology and Toxicology-Therapeutics IV **Delete course**

(2 crs.) The appropriate use of medications in the treatment of human disease. Interpretation of clinical data to design, monitor, and modify drug therapy in cancer, blood disorders, and overdose conditions. (Lec. 2) Pre: third-year Doctor of Pharmacy student in good standing; or permission of the instructor.

PHP 526 | Foundations of Human Disease VI: Hematology-Oncology**Delete course**

(2 crs.) Cross-listed as (PHP), BPS 526. The etiology, pathogenesis, symptomatology, and diagnosis of hematology and oncology diseases in people. Introduction to pharmacogenomics, gene-drug interactions, and genetic therapy in human disease. (Lec. 2) Pre: third-year Doctor of Pharmacy professional student standing. Taken concurrently with BPS 521 and PHP 513.

NEW COURSES

COLLEGE OF ARTS AND SCIENCES

ART 504 | Data Visualization and Infographics Design

(3 crs.) Learn the concepts and techniques required to create and visualize large and complex data, design and present bodies of information, communicate data and information to an intended audience, and create engaging stories through accurate and effective visuals. Emphasis on the ways in which key design principles impact the perception of information. communicate data and information to an intended audience, creating engaging stories through accurate and effective visuals. (Studio)

COM 523 | Health Communication in Mass Media

(3 crs.) Explore theories in health communication; examine how health messages are presented in mass media, how individuals search for and use health information in society. (Lec. 3) Pre: Graduate standing or by permission of instructor.

STA 699 | Doctoral Dissertation Research

(1-12 crs.) Cross-listed as (CSC) STA 699. Number of credits is determined each semester in consultation with the major professor or program committee. (Independent Study) S/U credit.

COLLEGE OF ENGINEERING

CVE 455 | Structural Damage Control, Mitigation, and Rehabilitation

(3 crs.) Fundamental mechanisms of structural damage (external load induced and materials related), assessment methods, strengthening strategies, and informed decision making. (Lec. 3) Pre: CVE 354 or permission of instructor

ELE 558 | Cyber-Physical Security Fundamentals

(3 crs.) This course is designed to provide fundamental and applied knowledge for cyber security of cyber-physical systems, such as power grid environments. (Accelerated Online Program) Pre: Graduate standing; permission of instructor

NUE 518 | Naval Nuclear Propulsion & Power

(3 crs.) Naval nuclear reactor technology for ships and submarines, thermal hydraulics, neutronic analysis, reactor kinetics and dynamics, shielding, and safety. (Online) Pre: Completed or concurrent enrollment in NUE 511 and 512, or by permission of instructor.

COLLEGE OF THE ENVIRONMENT AND LIFE SCIENCES

MAF 570 | Introduction to Ocean Governance

(3 crs.) This class covers the 'ocean governance regime' – the principles, norms, rules, and procedures that govern human activity in the ocean. Students will read, discuss, think, and write about contemporary issues in ocean governance, and form evidence-based opinions about the causes of and solutions to ocean problems. (Accelerated Online Program) Pre: Enrollment in Ocean Science & Policy Graduate Certificate Program.

COLLEGE OF HEALTH SCIENCE

KIN 596 | Kinesiology Research Experience

(1-3 crs.) Graduate student research experience to include literature reviews, laboratory research work, and/or other types of research experiences in Kinesiology under the direction of a Kinesiology faculty member. (Independent Study) Pre: Graduate standing in Kinesiology or permission of instructor. May be repeated for a maximum of 6 credits.

NEW 601 | Health Promotion, Policy, and Models of Delivery

(3 crs.) Addresses theories and research on health promotion, public policy, and health delivery models at the population, organizational and individual levels. Upon completion of this course, students will be able to evaluate, interpret and critically analyze literature related to health behaviors, health education, behavior modification, patient advocacy, compliance, and disease prevention. Pre: Post-professional tDPT student, or permission from the instructor. (Accelerated Online Program) Pre: Enrollment in tDPT program, or by permission of instructor.

NEW 602 | Research and Evidence-Based Practice in Physical Therapy

(3 crs.) Prepare practicing physical therapists for evidence-based practice (EBP) and clinical research. Topics will include principles of EBP, research methods, study design, data analysis and interpretation, and research study designs for clinical research. Upon completion of this course, participants will be able to critically analyze and apply evidence for clinical practice and research. (Accelerated Online Program) Pre: Enrollment in tDPT program, or by permission of instructor.

NEW 603 | Diagnostic Imaging for Physical Therapists

(3 crs.) Prepares physical therapists to compare and contrast medical imaging techniques including X-Ray, CT scan, MRI, and ultrasound imaging. Radiologic anatomy, normal variants, and pathological and traumatic conditions are reviewed. Upon completion of this course, students will be able to recognize images from various modalities, recognize normal and abnormal anatomy, make decisions on whether to refer patients for imaging, and understand the scope of physical therapy practice in relation to imaging. (Accelerated Online Program) Pre: Enrollment in tDPT program, or by permission of instructor.

NEW 604 | Pharmacology for Physical Therapists

(3 crs.) Introduces physical therapists to basic principles of pharmacology, pharmacokinetics, and drug receptor function for medications that are encountered by physical therapists. Topics include analysis of common classes of pharmacological agents, and their potential effects on a physical therapy assessment and plan of care. Basic principles of pharmacology, pharmacokinetics, and drug receptor function are covered for medications frequently encountered by Physical Therapists; including anti-inflammatory agents, and medications used to treat cardiac, pulmonary, musculoskeletal, endocrine and neurological system dysfunction. (Accelerated Online Program) Pre: Enrollment in tDPT program, or by permission of instructor.

NEW 605 | Medical Screening & Differential Diagnosis: Physical Therapy

(3 crs.) Prepares practicing physical therapists to screen patients for non-neuromusculoskeletal conditions, interpret clinical findings, and make sound clinical decisions. This course explores the role of the physical therapist as an interdependent practitioner working within a collaborative medical model. Emphasis is placed on examination and recognition of hallmark signs and symptoms of pathology that indicate the need for referral to other healthcare providers. This included the review of practices for referral to the appropriate healthcare providers when the patient's presentation is outside the scope of physical therapy practice. (Accelerated Online Program) Pre: Enrollment in tDPT program, or by permission of instructor.

NEW 606 | Musculoskeletal Advanced PT Evidence-based Practice

(2 crs.) Prepares physical therapists for advanced practice in orthopedics and sports rehabilitation through analysis of current evidence and clinical practice guidelines (CPGs). Upon completion of this course, students will be able to apply current evidence and advanced clinical reasoning to practice within orthopedic and sports rehab environments. (Accelerated Online Program) Pre: Post-professional tDPT student, or by permission of instructor.

NEW 607 | Neurological Advanced PT Evidence-based Practice

(2 crs.) Prepares physical therapists for advanced practice in neurological rehabilitation through analysis of current evidence and clinical practice guidelines (CPGs). Learners integrate rehabilitation and biopsychosocial models to explore factors that influence motor control, motor learning and neuroplasticity. Upon completion of this course, students will be able to develop evaluation and treatment plans for individuals with neurological conditions through the application of current models, evidence, and CPGs. (Accelerated Online Program) Pre: Enrollment in tDPT program, or by permission of instructor.

NEW 608 | Cardiopulmonary & Acute PT Evidence-based Practice

(2 crs.) Prepares physical therapists for advanced practice in cardiopulmonary and acute care rehabilitation through analysis of current models, evidence, and clinical practice guidelines (CPGs). Upon completion of this course, students will be able to develop comprehensive physical therapy evaluation and treatment plans for patients with cardiovascular, pulmonary, and acute medical-surgical conditions. (Accelerated Online Program) Pre: Enrollment in tDPT program, or by permission of instructor.

NEW 609 | Motor Control & Motor Learning Applications to PT Practice

(2 crs.) Explore theories of motor control and learning applied to rehabilitation approaches, including behavioral, neural, cognitive, and physical components. Recent advances in neuroscience and technology will be highlighted. Upon completion of this course, students will be able to apply current theories of motor control and learning to strategies for rehabilitation interventions. (Accelerated Online Program) Pre: Enrollment in tDPT program, or by permission of instructor.

NEW 610 | Pediatric Advanced PT Evidence-based Practice

(2 crs.) Prepares physical therapists for advanced practice in pediatric care and rehabilitation through analysis of current models, evidence, and clinical practice guidelines (CPGs). Upon completion of this course, students will be able to develop evaluation and treatment plans for individuals with pediatric conditions through the application of current models and evidence. (Accelerated Online Program) Pre: Enrollment in tDPT program, or by permission of instructor.

NEW 611 | Geriatrics Advanced PT Evidence-based Practice

(2 crs.) Prepares physical therapists for advanced practice in geriatric care through the analysis of current models, evidence, and clinical practice guidelines (CPGs) for the care of older adults. Upon completion of this course, students will be able to develop comprehensive physical therapy evaluation and treatment plans for patients with older adults with complex medical histories and/or risk for disability. (Accelerated Online Program) Pre: Enrollment in tDPT program, or by permission of instructor.

NEW 612 | Virtual Seminar: Research Translation to Clinical Practice

(2 crs.) Prepares physical therapists to translate research findings on relevant areas of rehabilitation (e.g., Brain Health, Concussion, Vestibular, Rehabilitation Technology). Upon completion of this course, students will be able to discuss best practices for translation and implementation of effective interventions clinical practice. (Accelerated Online Program) Pre: Enrollment in tDPT program, or by permission of instructor.

NEW 613 | Leadership & Business in Physical Therapy Practice

(2 crs.) Introduces physical therapists to leadership and business models. Emphasis is on best practices for clinical administration that are essential for leaders within contemporary healthcare settings. Upon completion of this course, students will be able apply principles of leadership and business for planning and analyzing healthcare practices. (Accelerated Online Program) Pre: Enrollment in tDPT program, or by permission of instructor.

NEW 614 | Comprehensive Case Study Capstone

(3 crs.) This capstone project offers physical therapists an opportunity to write a comprehensive case report that integrates a patient's history, physical examination, literature review, implementation plan, and outcome analysis. This case study project integrates learning from all courses taken within the program and culminates as a tDPT program capstone paper and oral presentation. With assistance from the project advisor, each student will develop a timeline for timely completion of the project. (Accelerated Online Program) Pre: Enrollment in tDPT program, or by permission of instructor. S/U Credit.

PHT 543 | Health Promotion and Policy for Physical Therapy

(2 crs.) Addresses theories and research on health promotion, public policy, and health delivery models and the role of physical therapists at the population, organizational and individual levels. Content includes health behavior and health education. (Online) Pre: DPT student in good standing or by permission of the chairperson.

PSY 507 | Lifestyle and Career Development

(3 crs.) Introduces career development theories and interventions to help clients navigate decision-making. Examines practical application in culturally responsive career interventions tailored to clients' unique life/work circumstances. (Seminar) Pre: Enrollment in the master's program in Mental and Behavioral Health Counseling program or by permission of instructor.

PHT 539 | Management and Administration in Physical Therapy

(3 crs.) Practical managerial and supervisory techniques with emphasis on their application in a variety of settings. Topics covered include: health policy development, third party reimbursement and billing, strategic planning, performance improvement, professional development planning, resumes and interviews, human resource management and performance appraisal, budgeting, measuring productivity, measuring outcomes, and patient satisfaction. (Lec. 3) Pre: Enrollment in DPT program, or by permission of instructor.

PSY 642 | Psychotherapy Skills

(3 crs.) Focuses on transdiagnostic and principle-based psychotherapy skills, understanding client dynamics, cultural and ethical considerations, and integrating theory with practice for effective mental health intervention. (Seminar) Pre: Enrollment in the Mental and Behavioral Health Counseling Master's Program or the Clinical Psychology Doctoral Program, or by permission of instructor.

PSY 644 | Theory and Practice in Group Counseling

(3 crs.) Provides in-depth study of group therapy principles and practices in mental and behavioral health counseling. Emphases on experiential learning and application of group therapy techniques in counseling settings. (Seminar) Pre: Enrollment in the Mental and Behavioral Health Counseling Master's Program, or enrollment in the Clinical Psychology Doctoral Program, or by permission of instructor.

GRADUATE SCHOOL OF OCEANOGRAPHY**OCG 515 | Phenomenal Ocean**

(3 crs.) An introduction to fundamental oceanographic processes that uses ocean phenomena to explore four primary sub-disciplines of oceanography (geology, chemistry, physics, and biology) and global change events through an interdisciplinary lens. (Accelerated Online Program)

OCG 551 | Estuarine Ecology

(3 crs.) Examines the complex nature of estuaries through an interdisciplinary lens. This course is an introduction to the specifics of estuarine science and provides a coherent view of estuaries as ecosystems. (Lec. 3) Pre: Permission of instructor.

VII. Graduate New Program & Tracks (Kuali Agenda) (*Mouw*)

PROGRAMS CHANGES

COLLEGE OF ARTS AND SCIENCES

Chemistry - PhD

Reduce the total of number of credits for the PhD degree from 72 to 64. This is consistent with the new requirements set by the Graduate School.

Computer and Statistical Science - PhD

This is a routine change to the PhD program's total number of credit requirements. This change is being made in response to the change made in the graduate manual on March 6, 2023. As a result, we are updating the total credit required for our PhD program from 72 credits to 64 credits. Correspondingly we are reducing the number of coursework credits from 52 to 44 credits.

Everything else about the program remains exactly the same.

COLLEGE OF EDUCATION

Early Childhood Education - TCP - Cert

To ensure Pre-K to 2nd grade certification program remains relevant and compliant, we propose necessary updates to its course requirements for Post-Baccalaureate TCP in Early Childhood Education. These updates are prompted by the discontinuation and modification of several key courses, alongside the imperative to align with Rhode Island Department of Education (RIDE) Pre-K to 2 teaching certificate standards. Summary of Proposed Changes: 1. Course Replacement for Discontinued Content: EDC 328 is designated to replace HDF 305, which is no longer available. EDC 316 (3) will replace HDF 308 (4 Credits). The courses previously cross-listed as HDF 420/EDC 421 will now be consolidated under EDC 421. These adjustments address the unavailability or the significant content changes in the HDF courses that no longer meet the Early Childhood Education (ECE) degree requirements and the RIDE Pre-K to 2 teaching certificate standards. 2. Reclassification of EDC 328: Given its specialized content, EDC 328 will be reclassified as a professional core course, aligning our curriculum with professional standards and educational best practices. These proposed changes are designed to ensure our curriculum not only meets the foundational requirements of early childhood education but also offers flexibility and depth. A total of 58 credits are required for the PreK-2 teaching certificate but depending on their undergraduate degree, students will complete between 42-58 credits. The courses required include the following: - Professional Contents: HDF 200, HDF 208, EDC 102, EDC 250, EDC 312, EDC 316; - Early Childhood Education Core Courses: EDC326, EDC 328, EDC 336, EDC 402, EDC 421, EDC 424, EDC 426/350, and EDC 461; - Practical teaching residency: EDC 484 and 485.

Education - MATCP

Recently the Rhode Island Department of Education changed the World Language teacher certification system. Due to these changes, graduates from our current MATCP Education World Language program are now certified to teach in Rhode Island at all levels of elementary, middle, and secondary education (grades PK-12). The new program proposal is intended to address the changes in Rhode Island certification regulations, which will require small changes to the requirements for our current BA in Secondary Education with a specialization in World Languages, effectively transforming it into an MATCP Education World Language All Grades Program. The proposed changes affect significantly less than 25% of the credit requirements. In the proposed new program, students will take a variety of existing EDC courses in Elementary Education, Early Childhood Education, Secondary Education, and Teaching English as a Second Language / Bilingual Education concentrations so that, upon graduation, they will be more versatile and highly employable educators who are better prepared to teach effectively in a wider variety of educational settings.

Education - PhD

Faculty committee decided to change EDP 622 from a required CORE course to an optional elective/focused course. The newly proposed EDP 609 will now be a required CORE course. The new course (609) focuses on critical theories in education. This new course aligns with the new program focus of preparing equity-oriented scholars who will apply, critique, design, and implement cutting edge research to improve educational opportunities across all levels of the educational spectrum. New program plan attached. The SLOAA map does not change with this minor course adjustment. (Attached)

Learning and Development - Cert

FS Bill #21-22-30G

We are requesting a change of the program name from Learning and Development to Training and Development for the following reasons:

Data from URIOne Marketing show that potential applicants are confused by what the name of the program means.

Data from URIOne admissions shows that those who are clicking on the website are not continuing on to request information and submitting an application. Many people think the program is for K-12 teachers. Also, it appears that only people already in the field of L & D understand what the name means so if we want to attract people new to the field or who are interested in the field, we need to move to a name that is more recognizable. A scan of programs round the country show many use Training or Workforce Development in addition to L & D, further clarifying their purpose. We believe this change will solve the issues we have had with misunderstanding the purpose of the program.

COLLEGE OF ENGINEERING

Chemical Engineering - MS

Adding CHE 503 as a required course.

Chemical Engineering - PhD

The department voted to reduce the number of credits required for a PhD degree from 72 to 64, in accordance with new graduate school guidelines. To accommodate this, the number of electives courses required was reduced from 8 to 4 for students entering the program without a MS degree. There are no changes in the required core courses for the degree.

COLLEGE OF HEALTH SCIENCES

Health Sciences - PhD

The admissions requirements will change to allow applicants a bachelor's degree to be admitted to the PhD program. The current requirement of "Applicants must have a post-baccalaureate degree" will be changed to "Applicants must have a baccalaureate degree" Editorial change to NFS courses to update code to NUT, reflecting Bill 22-23-27C.

GRADUATE SCHOOL

Professional Science Masters (PSM)

Changing program requirements to allow for more certificate programs to utilize this degree pathway. The program was initiated with the certificates that were available at the time of program creation. Since that time, many more graduate certificates have been approved. We are removing the program requirement rules that were restrictive to specific certificates. The program description, as initially submitted, still has all of the program requirements but allows for the flexibility of allowing new certificates.

GRADUATE SCHOOL OF OCEANOGRAPHY

Oceanography - MS

The GSO faculty voted to allow students in the Biological Oceanography track to take three of the four core courses, instead of all four core courses to meet program requirements. This change was approved by the GSO faculty to provide students in the Biological Oceanography track with more flexibility in their program of studies. This proposed change does not preclude students from taking all four core courses as previously required.

Oceanography - PhD

The GSO faculty voted to allow students in the Biological Oceanography track to take three of the four core courses, instead of all four core courses to meet program requirements. This change was approved by the GSO faculty to provide students in the Biological Oceanography track with more flexibility in their program of studies. This proposed change does not preclude students from taking all four core courses as previously required.

NEW PROGRAMS

COLLEGE OF THE ENVIRONMENT AND LIFE SCIENCES

Econometrics and Data Analysis - Cert

The Graduate Certificate in Econometrics and Data Analysis provides students and professionals with a strong foundation in applied econometrics and quantitative analysis, applicable to public policy, economic development, environmental and natural resource management, agriculture, energy, political science, and many other fields. The courses will provide students hands-on experience working with large data sets and training in modeling and statistical programming using industry-standard statistical software. The courses can be taken fully online (14 weeks) or face-to-face. The certificate is an excellent preparation for graduate study in economics or data sciences using computational modeling of economic decision-making.

COLLEGE OF ENGINEERING

Industry 4.0 Graduate Certificate

In response to the growing demand for Industry 4.0 expertise and the need for accessible education, we propose the launch of a Graduate Certificate Program in Industry 4.0. This program aims to provide specialized knowledge and skills to a diverse range of students, including recent graduates seeking to enhance their qualifications and working professionals who desire to stay current with the latest technological advancements in their industries.

Industry 4.0, also known as the Fourth Industrial Revolution, is characterized by the integration of advanced digital technologies, such as the Internet of Things (IoT), artificial intelligence (AI), machine learning, big data analytics, robotics, and manufacturing process control into traditional industrial processes. These cutting-edge technologies enable the creation of smart, interconnected factories and production systems that can communicate, analyze, and make data-driven decisions autonomously, ultimately driving greater efficiency, productivity, and competitiveness in the global market.

The graduate certificate program in Industry 4.0 will offer a curriculum that covers the fundamental principles and practical applications of these technologies in various industries, including manufacturing, logistics, energy, and life sciences. The program will emphasize the development of critical thinking, problem-solving, and hands-on skills, equipping students with the expertise required to design, implement, and manage Industry 4.0 solutions effectively.

Coursework in the program will include topics such as cyber-physical systems, Industrial Internet of Things (IIoT), data analytics and visualization, machine learning and AI in industry, smart manufacturing processes, sensors and SCADA systems, and digital supply chain management. Students will also be exposed to real-world case studies, industry projects, and internships that provide invaluable insights into the practical challenges and opportunities associated with implementing Industry 4.0 technologies.

The graduate certificate program in Industry 4.0 will be designed with flexibility in mind, allowing students to complete the program on an accelerated basis, depending on their individual needs and schedules. The program will leverage online and blended learning formats, as well as face-to-face instruction, to accommodate the diverse learning preferences of students and facilitate seamless integration with their professional and personal commitments.

By providing a comprehensive and accessible education in Industry 4.0, this graduate certificate program will empower students to drive innovation, increase productivity, and enhance the competitiveness of their organizations, contributing to the ongoing transformation of industries and the global economy.

COLLEGE OF HEALTH SCIENCES

Mental and Behavioral Health Counseling - MS

The Master's in Mental and Behavioral Health Counseling program prepares graduates to work with clients in settings including counseling agencies, hospitals, and private practice. The program meets curricular requirements for the State of Rhode Island's Licensed Mental Health Counselor (LMHC). Students gain theoretical knowledge and practical skills in individual and group therapy approaches and career counseling with diverse populations.

COLLEGE OF OCEANOGRAPHY

Ocean Policy & Science Graduate Certificate

This certificate is aimed at enhancing careers in ocean-related businesses (Blue Economy) as well as governmental and non-governmental organizations. Asynchronous online, seven-week modules. Requirements: 12 credits, OCG 515 The Phenomenal Ocean, MAF 570 Introduction to Ocean Governance, OCG 516 Understanding Ocean and Climate Models and OCG 601 Ocean Resilience. Accepted as one of the required certificates in the online MPA program.

TRANSCRIPT ENDORSEMENT

Click [here](#) to view the Non-Standard Proposal Form for a transcript endorsement for GC to review - this is not an item that can be proposed in Quali; it is not a certificate or a degree, but an endorsement on a student's transcript stating that the student has completed the required courses to be eligible to be a RI Certified Middle School Special Education Teacher. Once approved by GC, Enrollment Services will be notified of this endorsement, and students who complete the specific post-graduate courses (courses that can either be taken to complete a degree, or non-matriculating) will have the endorsement printed on their transcript. This way, when they apply for or renew their State of RI Middle School Special Education Teacher certification, their transcripts will indicate they've met the course requirements.

VIII. Adjournment