

To: Members of the 2024-2025 Graduate Council

From: Hans Saint-Eloi Cadely, Chair  
Brenton DeBoef, Dean  
Colleen Mouw, Associate Dean

Date: November 25, 2024

RE: Agenda for Meeting Number 566 of the Graduate Council to be held on Monday,  
November 25, 2024 at 2:00 p.m. virtual via Zoom

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- I. **Call to order**
- II. **Approval of Minutes - Meeting No. 565, November 4, 2024**
- III. **Announcements**
  - A. Slate Update (*Kulesh*)
  - B. Graduate Dashboards (*Kulesh*)
  - C. Professional Development (*Mitnick*)
    1. Three-Minute Thesis
  - D. CGS Review (*DeBoef*)
  - E. Upcoming Events (*Mouw*)
    1. Graduate Faculty Summit, December 5, 10 am - noon
  - F. Recent appointments to the Graduate Faculty (*Mouw*)

<i>Jitka Becanova, Clinical Professor, CELS</i>	<i>Charlotte Carrington-Farmer, Assistant Research Professor, GSO</i>
<i>Julia S. Wellner, Outside Scholar, GSO</i>	<i>Benton Taylor, Outside Scholar, CELS</i>
- IV. **New Business**
  - A. UM change regarding online course approval (*DeBoef*)
- V. **Graduate Curriculum (Kuali Agenda) (Mouw)**

**COURSE CHANGES (vote by college)**

**COLLEGE OF HEALTH SCIENCE**

**CMD 560 | Voice Disorders**

(3 crs.) Etiology and symptomology of vocal and resonance differences and disorders for adults and children;; intervention strategies for organic, behavioral and psychogenic voice and resonance disorders;; rehabilitation team approach. (Lec.3) Pre: Graduate standing in MS-SLP program or permission of instructor

**Change in description, method of instruction**

## **CMD 582 | Motor Speech Disorders**

## **Change in description, method of instruction**

(3 crs.) Neuromotor processes and pathologies affecting speech production. Prepares students to diagnose, assess, and treat adults with acquired motor speech disorders. (Lec. 3) Pre: Graduate standing in MS-SLP program (or permission of the instructor); a neuroanatomy course or concurrent registration in CMD 377.

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## **NEW COURSES (vote by college)**

### **COLLEGE OF EDUCATION**

#### **EDC 513 | College Teaching Toolkit**

(3 crs.) The goal of this course is to integrate pedagogical theory with practice to provide an introduction to college teaching. Participants will develop a toolkit for face-to-face and online college courses. (Seminar) Pre: Admitted to College of Education graduate program or Graduate standing and permission of instructor.

#### **EDC 559 | Skill Development from Novice to Expert**

(3 crs.) Based upon the Dreyfus and Dreyfus Novice to Expert Skill Model, this course will examine strategies to enhance individuals and groups' skill development in a variety of fields. (Online)

#### **EDC 664 | Equity & Inclusion in College Teaching**

(3 crs.) Explores theories and strategies for equity and inclusion in college teaching. (Lec. 3) Pre: Admission to COEDU graduate program or graduate standing and permission of instructor

### **COLLEGE OF ENGINEERING**

#### **EGR 404 | Building Tools with Generative AI**

(3 crs.) This course offers practical experience in using generative AI models to build tools that automate and optimize tasks typically managed manually. (Online) Pre: Permission of instructor.

#### **EGR 555 | Engineering Your Startup**

(3 crs.) Explores the skills needed for engineers to transform innovative ideas into businesses, focusing on entrepreneurship, business model development, and bridging the gap between technical innovation and market readiness. (Lec. 3) Pre: Permission of instructor.

#### **TABLED OCE 576 | Principles of Sonar, Underwater Sound and Undersea Systems**

(3 crs.) Principles and fundamentals of sonar, underwater sound, and undersea system engineering. Passive and active sonar top level design and tradeoffs are discussed. (Lec. 3). Pre: Permission of instructor.

### **COLLEGE OF THE ENVIRONMENT & LIFE SCIENCES**

#### **CPL 538 | Site Planning**

(3 crs.) Students identify and apply understanding of site planning and design, with an emphasis on the goals of smart growth and sustainability. Introduces the principles and techniques of site planning using case studies, visual presentations, reading assignments and online discussions. (Accelerated Online Program) Pre: Students enrolled in the Community Planning Graduate Certificate

## **COLLEGE OF HEALTH SCIENCE**

### **HLT 507 | Program Evaluation in Public Health**

(3 crs.) Program evaluation is essential for public health, and this course is designed to help students develop the fundamentals of evaluation research as it applies to public health interventions/programs and policies. (Online) Pre: Students admitted to MPH program, or by permission of instructor

### **HLT 508 | Grant Writing for Public Health Professionals**

(3 crs.) Introduction to the principles and practices of grant writing in the field of public health. It will help students develop skills in identifying and evaluating grant funding mechanisms, developing strong grant proposals, and understanding the grant review process. (Online) Pre: Students admitted to MPH program, or by permission of instructor

## **VI. Graduate New Program & Tracks (Kuali Agenda) (Kulesh)**

### **PROGRAMS CHANGES *(vote by program)***

## **COLLEGE OF EDUCATION**

### **College Student Personnel - MS**

Proposed changes include removal of “in College Student Personnel” in the degree title and reducing total credits required to 30 with 21 core courses.

Per the URI Grad school initiative to reduce total required credits for masters degrees, we have evaluated the CSP curriculum for duplicated content. We also compared curricular content to national CAS standards to ensure that the program is in alignment with best practices. The result is the removal of one class: EDC 529. The course, in its entirety, no longer meets the needs of current CSP students. The old curriculum map shows EDC 529 as only “R”einforcing Program Student Learning outcome #4. And, that outcome is reinforced in two other courses and evaluated in EDC 580. The program outcomes have not changed. The existing outcomes can still be introduced, reinforced, and evaluated via the new changes. Additionally, other CSP programs tend to have fewer credits than our current program. The streamlining of our curriculum, particularly in regards to credit hours, aligns us with other programs nationally.

## **COLLEGE OF THE ENVIRONMENT & LIFE SCIENCES**

### **Environmental and Natural Resource Economics - MS**

1. We request approval to change the CIP code for MS in ENRE from 45.0602 Applied Economics to 03.0204 Natural Resource Economics. First, 03.0204 better describes the curricula and course content of ENRE's graduate programs and is already being used for B.S. in ENRE. Second, in July 2024, 03.0204 was recently designated as a STEM degree for the purposes of the 24-month STEM optional practical training (OPT) extension. We anticipate that changing the CIP code to a STEM degree will make our degree more appealing and attract high quality international graduate students to this program.

2. If the change in CIP code is approved, we request to change the program description by adding the following sentence at the end: “The M.S. and PhD in Environmental & Natural Resource Economics are considered STEM degrees for the purposes of Optional Practical Training (OPT).”

Proposed initiation date of Winter 2025 with anticipated date for granting first degree/certificate with changes in Spring 2025.

## **Environmental and Natural Resource Economics - PHD**

1. We request approval to change the CIP code for admission:PhD in ENRE from 45.0602 Applied Economics to 03.0204 Natural Resource Economics. First, 03.0204 better describes the curricula and the course content of ENRE's PhD program, and is already being used for B.S. in ENRE. Second, in July 2024, 03.0204 was designated as a STEM degree for the purposes of the 24-month STEM optional practical training (OPT) extension. We anticipate changing the CIP code to a STEM degree will make our degree more competitive and attract high quality international graduate students to URI.
2. Simultaneously, we request to change the program description by adding the following sentence: "The PhD in Environmental and Natural Resource Economics is considered a STEM degree for the purposes of Optional Practical Training (OPT)."
3. Reduce the number of credits required. The graduate school now only requires 64 credits, so we are adjusting our program accordingly. We are reducing credits to allow students to take advantage of the increased availability of ABD semesters.
4. Allow for equivalent class to be taken in place of EEC502. When teaching capacity is strained in our department, we have found several suitable replacements for this class, and we want them to be able to count when we are unable to offer EEC502.

[A note to the reviewers: Our program description and admission requirements in Kuali did not reflect recent changes that had been approved. We copied and pasted the current program description and admission requirements into Kuali and then added items 2-4 above. 2-4 are the only changes we are requesting to the program description; all other changes have already been approved, as can be seen in the current catalog.]

Proposed changes include removing "in Environmental and Natural Resource Economics" from the degree title and an initiation date of Spring 2025.

## **COLLEGE OF HEALTH SCIENCE**

### **Nursing Practice - DNP**

Our current Program started as a BS to DNP Program and was put on hold about five years ago. After that, we only accepted Post-Masters students for the in-person DNP Program. Our current change to an Online Program will close both the Post BS to DNP and Post Masters to DNP in-person Programs.

Our current in-person DNP program attracts a small number of applicants each year. Converting our program to an online, asynchronous, program offers expansion of the student pool from local to national. There will be an overlap between teaching-out the in-person program and the start of the online offering. We anticipate the last graduating class from the live program to be in the Spring Semester of 2027, while the first cohort to enter the online offering will be fall of 2025. The proposed online program remains essentially the same with updates to some of the courses being delivered and a few new courses to enhance topical areas of integrative healthcare.

Teach-Out Plan: Students will be notified of the online plan and offered an LOA or postpone entry if they choose the online option. Otherwise, the in-person DNP program will continue until students have completed which is anticipated to be Spring 2027.

To work in the URI online format, the 7-week sequence was required but the College wanted the extended time for each course for doctoral-level work (14 weeks), thus, the A/B model evolved for each course which is denoted with "A" 7 weeks plus "B" 7 weeks taken sequentially. Attached is a sample of the course sequence for the NursingPractice-DNP Online.

Proposed program description: The Doctor of Nursing Practice (DNP) is an innovative, online, post master's program that prepares advanced practice nurses as leaders in evidence based principles of traditional, complementary, and integrative health (TCIH) to transform health care systems. Program Requirements: Program requirements include a minimum of 68 credits obtained as follows: 30 credits from a post MS degree and 38 credits to be completed to complete the DNP degree. Program prerequisites include a master's degree in nursing, completion of a 300- to 500-level statistics course, and a master's level introduction research course. DNP required NUR courses (32 credits) including NUR 662 (A&B), 664 (A&B), 672 (A&B), 673 (A&B), 674 (A&B), 675 (A&B), 676 (A&B), 677 (A&B) and 679 (A&B). Also required are PHP XXX (A&B) and MBA XXX (A&B). The program culminates with the clinical immersion practicum and a practice improvement project associated with NUR courses 677, 678, 679 (A&B sessions). The Doctorate of Nursing Practice\_DNP is a cohort model starting each fall and each cohort will complete the course sequence according to their program plan.

Proposed admission requirements: A master's degree in nursing (GPA minimum 3.30); minimum R.N. licensure in the state student resides; completion of a 300- to 500-level statistics course; completion of a master's level introduction to research course; completed application package with all transcripts; three letters of reference attesting to the applicant's capability for doctoral study (academic and professional, at least one from a doctorally prepared nurse); one scholarly paper or a master's thesis or equivalent; a statement of purpose indicating goals that are congruent with those of the program and institution and a curriculum vitae/resume. Acceptance is based on a full review of the applicant's record and not any single component.

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## NEW PROGRAMS *(vote by program)*

### COLLEGE OF BUSINESS

#### Management - MiM

**Program Description** - Develop professional skills to become a more effective and innovative leader who can make data-informed decisions and has strategic expertise in business integration or an area of specialization.

The program is designed for professional growth, building business knowledge and skills, insights, confidence, and interpersonal skills that can be used immediately to differentiate our graduates on the job market and in their careers. Courses will continue to be designed in collaboration with industry professionals. The ability to access a wide range of specializations increases flexibility and responds to market needs. The program will continue to help professionals and aspiring professionals upskill and prepare for advanced organizational leadership positions.

There is potential overlap with the MBA. This program may feed the MBA (dual degrees may be possible). The goal will be to differentiate the target audience for the two programs, where the MBA should attract students with business experience or an undergraduate business background and at least two years of business experience. The MBA core curriculum will be differentiated from the MS in Management. The MBA curriculum is being reviewed now.

## **COLLEGE OF EDUCATION**

### **Graduate Certificate in College Teaching**

The 12 credit graduate certificate in college teaching is designed to prepare individuals to effectively teach in post-secondary settings—including college and community settings with adult learners. The graduate certificate will provide a knowledge base of adult learning theory and skills for instructional design, implementation and evaluation. It will also provide a solid foundation of teaching for equity and inclusion.

## **COLLEGE OF THE ENVIRONMENT & LIFE SCIENCES**

### **Community Planning Online Certificate**

The Graduate Certificate in Community Planning (CPL), composed of 3 required classes and one elective, is an asynchronous online "stackable certificate" provides the pathway for working professionals to develop core competencies in sustainable Community Planning. Through this program, students will gain a foundation in the principles and practices of community planning and development, specifically in areas of site planning and environmental planning. Students can earn their certificate in four sessions, maximizing flexibility and convenience for career enhancement and professional growth. Class content in this certificate is geared towards working professionals who do not have prior knowledge in planning. Completion of the certificate will provide a basic knowledge of planning that can be augmented with certificate programs in other departments, such as the Master of Public Administration (MPA), and the Master of Environmental Management (MEM) program.

## **COLLEGE OF HEALTH SCIENCE**

### **Master of Public Health - MPH**

The Master of Public Health with a generalist concentration is a professional master's degree that prepares its graduates in the competencies necessary to engage in public health practice. This is a 42-credit graduate program that will be accredited by the Council on Education for Public Health (CEPH).

### **VII. EGRA Review (*Mouw*)**

### **VIII. Adjournment**