

## Graduate Council Meeting No. 528 January 27, 2020 Minutes

Council Members Present: Jacqueline Britto, Theresa Deeney, Matt Delmanico (*representing Ingrid Lofgren*), Feruz Ganikhanov, Kathy Hutchinson, Amanda Izenstark, Bethany Jenkins, Kathryn Jervis, Stephen Kogut, Mary Moen, Colleen Mouw, Ted Walls, Fred Vetter, Mehmet Gokhan Yalcin

Council Members Absent: Nisa Ghonem, Ingrid Lofgren, Derek Nikitas, Kimberly Rivera

Graduate School Present: Nasser Zawia, Brenton DeBoef, Alycia Mosley Austin, Cara Mitnick, Jessica Martinez

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### I. Call to order

➤ Time: 2:00 pm by Colleen Mouw, Chair

### I. Approval of Minutes of Meeting Number 527, 2 December 2019 (please see attachments)

★ Motion to approve the minutes.

- Majority approved
- Abstained: Fred Vetter (Not present during last meeting)

### II. Announcements

- A. Graduate Faculty Summit 'Best Practices & New Programs at URI' - Date TBD (*DeBoef*)
  - 1. Tentatively planning for the week of March 23rd depending on location availability.
  - 2. Theme will be on best practices for new programs.
- B. Professional Development Upcoming Events (*Mitnick*)
  - 1. On February 5th, a session on creating impact and effectiveness in your job search using career and personality assessment tools will take place.
  - 2. A session on Time and Stress Management will be taught by two graduate students from the Nutrition School.
  - 3. Associate Dean DeBoef will facilitate a Strategies for Effective Teaching Seminar.
  - 4. Salary Negotiation session will take place later in February.
  - 5. Chair Colleen Mouw will facilitate a program on improving your productivity from ambition to action.
- C. Graduate Faculty Status Letter to the President (*Zawia*)
  - 1. Based on the report of the Adhoc Committee on Graduate Council governance, there was a concern on how Graduate Faculty Status was defined by the University Manual versus the updated Graduate School Manual version.
  - 2. A letter was sent to the President on behalf of the Graduate Council in response to the work that was done to update and align both languages within the University Manual and the Graduate School Manual.

- a) The updated spreadsheet on Graduate Faculty Status will be shared with Graduate Council members for review.
3. Waiting to hear back from the President and the leadership of the Faculty Senate if they would like representatives from the Graduate Council to present on Grad Faculty Status.
- D. Recent appointments to the Graduate Faculty since those listed on 2 December 2019 meeting agenda (*DeBoef*)
  1. Graduate Council members were asked to review the current Grad Faculty Status database for any faculty members that might not be listed that should be. Send any edits to Jessica Martinez.
  2. A new Graduate Faculty Status Request form is being created and will be shared once finalized. In the meantime, send GFS requests directly to Jessica Martinez.

**Matthew Goodwin**, Adjunct Professor, Department of Psychology

**Stefanie Boyer**, Adjunct Professor, College of Business

**Jamie Reaser**, Adjunct Professor, Department of Natural Resource Science

**Bing Mu**, Assistant Professor, Department of Modern and Classical Languages and Literatures

### III. New Business

- A. Transcript annotations for thesis and non-thesis MS degrees (*DeBoef*)
  1. College of Pharmacy has requested for the Graduate Council to discuss the differences between thesis and non-thesis Master's transcript annotations.
  2. On a transcript, it is not denoted whether the student completed a thesis or non-thesis Master's. If the student has a thesis, the title of their thesis does appear on the transcript.
    - a) Both degrees are considered similar. There are two paths to the same degree.
    - b) Suggestion: If a college wants to differentiate between the two, they could recode their course to include the name thesis research.
- B. Procedure for processing new ABM proposals. (*DeBoef*)
  1. Handout on suggested revisions to Appendix K was distributed.
  2. New language was added to section K. 3.0:
    - a) Within the first sentence, the following was added: 'proposals for new ABM programs should first be submitted to the Faculty Senate for review by both the undergraduate Curriculum and Standards Committee (CSC) and the Graduate Council.'
    - b) The following sentence was added: 'The New Program Committee (NPC) of the Graduate Council will review the proposal and make a recommendation on its merits to the full Graduate Council.'
    - c) The following statement was added: 'and presented jointly by the CSC and the NPC for Senate approval.'
  3. The purpose of the changes is to reflect that an ABM program is a joint program between undergraduate and graduate and make sure the legislation we have reflects the role of the Faculty Senate.
- ★ *Motion to approve the proposed language for Appendix K.3.0.*
  - *Unanimously approved*
- C. Admissions requirements for online certificates for international students residing abroad (*Mosley-Austin*)
  1. Some current legislation may become challenging to online programs. Assistant Dean Mosley Austin will introduce a new appendix focused on online programs at a later meeting.
  2. One of the current conflicts within Appendix J states that international students who are in a certificate program must also be enrolled in a degree program.
    - a) Justification for current requirements is due to international students not able to get a student visa if they are only enrolled in a certificate program.
  3. With the new era of online programs, it will be possible for international students to complete online degrees from URI in their home country. They will also not have to request a visa.
  4. Professor Art Gold is requesting that the requirement for international students to be enrolled in a degree program in order to be enrolled in a certificate program be flexible. Additionally, a request for the TOEFL or English proficiency requirement be waived for applicants within the Natural Resources and the Environment (NRE) certificate program due to having a collaboration

with their partners in Indonesia. As part of this collaboration, Indonesia partners are going to offer English language instruction to the students who are enrolled in this certificate.

5. Historically, the Graduate School and Undergrad Admissions have never waived the TOEFL or English Proficiency requirement.
6. There are schools that do not require language proficiency to admit students. They have supplemental training.
7. Professor Art Gold and Vice Provost for Global Initiatives Gifty Ako-Adounvo provided a brief presentation on their request.
  - a) There is support from the Provost and Dean of CELS for the NRE certificate because it is an innovative way for URI to bring global learning to students in other countries. If the pilot is successful there is hope to expand to other countries and other URI programs.
  - b) There will be three components to the NRE certificate:
    - (1) Geographic information systems and remote sensing
    - (2) Data analysis and data visualization
    - (3) Natural resource management
  - c) In addition to having URI Faculty teach the course, there will be people in Indonesia at sister institutions who will act as mentors and proctors.
  - d) Outcomes of the certificate would be useful in places like Indonesia. It would help identify quality students because of the interactions over the course of the 12 credits. If there was interest, the student could apply to URI for the MESM degree at which point all of the normal requirements for Graduate education, particularly English language skills, would be expected.
  - e) Requesting international students who enroll in the NRE certificate program to not go through the same level of vetting on their English language skills. This would allow the pilot of the certificate program.
  - f) Questions from the Graduate Council:
    - (1) When launched in GradCAS, will you only accept International students who are part of your Indonesian collaboration or are other International students eligible as a part of this initial launch?
      - (a) Would be restrict students from Indonesia because the college is setting up the infrastructure for those students to get guidance as well as English language instruction.
        - (i) This will create an admission standard for a specific country and there is no such legislation within the Graduate Manual.
    - (2) Provide additional information on the resources that are in place in Indonesia, what is the English language support?
      - (a) There will be faculty in Indonesia who are English proficient. A faculty director would be designated as the primary contact between URI and Indonesia.
      - (b) The students have been identified for the certificate program. The Indonesian Government is very interested and is committed to providing resources.
    - (3) What is the benefit of waiving the TOEFL because the TOEFL standard at URI is 80?
      - (a) The purpose of an English proficiency test for students, specifically those who are coming to the US and engaging in the English language, is to know that they will be able to engage and be successful. It is also a requirement of the US federal regulations that govern international students who are coming to the US. It allows them to get admitted into the program and gives them more time to improve their English proficiency. They are only admitted into the certificate program. There is no promise of a degree after the certificate.
    - (4) In Appendix J within the Graduate School Manual there is a limitation that states international students must be enrolled in a degree program. Removing this statement will not remove the requirement for English proficiency. Is removing the limitation still a request?
      - (a) Yes.

- g) Suggestions:
  - (1) Possibly propose an X course instead.
  - (2) There is a possibility to create a non-matric option for online programs. The Graduate School would grant permission for the students enrolled in the NRE certificate to take two non-matric courses as a pilot.
    - (a) International Universities in Indonesia require any international students to have TOEFL. Removing the TOEFL requirement could impact URI's reputation.
    - (b) Concern if the Indonesian Government is funding these students, would they fund students if they are non-matric.
- h) The Graduate Council has decided to postpone any further decisions until additional information is provided. Discussion will continue at the next Graduate Council meeting.
  - (1) If a Memoranda of Understanding (MOU) is an option.
  - (2) Determining if non-matric is an option for online international students.
  - (3) Will the Indonesian Government still fund their students if they are non-matric?

#### IV. Graduate Curriculum (See Google Drive for Course forms) (DeBoef)

### 400-Level Course Changes

#### COLLEGE OF ARTS & SCIENCES

##### **CSF 410 Digital Forensics I**

The science, technology, procedures, and law of acquiring and analyzing digital evidence from computers and devices. *4 credits*

*Changing prerequisite.*

★ *Unanimously approved*

##### **CSF 430 Introduction to Information Assurance**

Fundamental concepts to understand threats to security; various defenses against those threats. Planning for security; technology used to defend computer systems; implementing security measures and technology. *4 credits*

*Changing prerequisite.*

★ *Unanimously approved*

##### **CSF 432 Introduction to Network and System Security**

This course provides an overview of network and systems security. It provides the underlying theory of computer security. It further introduces hands-on skills and techniques that are essential to effectively secure the networks and systems of large and small organizations. *4 credits*

*Changing prerequisite.*

★ *Unanimously approved*

#### COLLEGE OF BUSINESS

##### **BUS 462 Supply Chain Network Modeling and Optimization**

Strategic and change management practices necessary for planning/modeling/designing demand-driven value networks through the use of contemporary technologies. *3 credits*

*Allowing graduate credit.*

★ *Majority approved*

★ *Abstained: Mehmet Gokhan Yalcin*

**BUS 464      Supplier Relationship Management**

Examines the management and technological practices a firm deploys to develop supplier relationships including: plan, source, make, and deliver. *3 credits*

*Allowing graduate credit.*

★ *Majority approved*

★ *Abstained: Mehmet Gokhan Yalcin*

**COLLEGE OF EDUCATION AND PROFESSIONALS STUDIES****EDC 461      Assessment in Early Childhood Education**

An overview of cognitive, affective, and psychomotor assessments used by early childhood development and education specialists, and examination of the assessment techniques and current trends and practices. *3 credits*

*Changing course code (HDF to EDC), course title, and prerequisites.*

★ *Unanimously approved*

**COLLEGE OF ENGINEERING****ELE 401      Lasers, Optical Fibers, and Communication Systems**

Introduction to lasers, LEDs optical fibers and detectors. Properties of Gaussian beams, optical resonators, and diffraction of Gaussian beams. Properties of Fabry-Perot cavities. Introduction to fiber optical communications systems. *3 credits*

*Course deletion.*

★ *Unanimously approved*

**ELE 402      Lasers, Optical Fibers, and Communication Systems Laboratory**

Laboratory exercises related to topics in ELE 401. *1 credit*

*Course deletion.*

★ *Unanimously approved*

**ELE 432      Electrical Engineering Materials**

Continuation of 331. Electronic and optical properties of materials, mainly semiconductors, applied to the performance and design of electronic devices. Measurements and analysis of these properties will be performed in the laboratory. *4 credits*

*Course deletion.*

★ *Unanimously approved*

**ELE 444      Advanced Electronic Design**

Review of number systems, combinational and sequential logic, state machine. Design capture tools, hardware/software design, system implementation using PC's, MSI circuits and FPGAs. *3 credits*

*Course deletion.*

★ *Unanimously approved*

**ELE 445      Advanced Electronic Design Laboratory**

Laboratory exercises related to topics in ELE 444. *1 credit*

*Course deletion.*

★ *Unanimously approved*

**ELE/MCE/OCE 456      Foundations of Robotics**

The course provides the theoretical background to formulate and address problems in robotics. Its objective is to give a basic understanding of robot kinematics, sensing, actuation, localization, control, and planning. *3 credits*

*Changing prerequisite.*

★ *Unanimously approved*

## COLLEGE OF HEALTH

### **HDF/SOC 431 Families and Aging**

An analysis of families and interpersonal relationships of older adults. With attention to social, psychological, cultural, economic, and political factors. *3 credits*

*Cross-listing with Sociology. Changing course title, description, and prerequisites.*

★ *Unanimously approved*

### **HDF 440 Environmental Context of Aging**

Study of normal aging related changes as design determinants of the physical environment. Identifies theories and models of person-environment interaction and environment-behavior issues and procedures for post-occupancy evaluation studies. *3 credits*

*Changing course title and prerequisites.*

★ *Unanimously approved*

## 500-Level Course Changes

## COLLEGE OF ARTS AND SCIENCES

### **PSC 501 Seminar in Public Administration and Policy**

Overview of the theoretical and historical evolution of public policy and administration; theories and problems of organization and administrative reform; implementation and policy analysis; and theories of bureaucratic control. *3 credits*

*Changing course title, description, and prerequisites.*

★ *Majority approved*

★ *Abstained: Jacqueline Britto*

### **PSC 524 Seminar in Public Policy Problems**

An in-depth exploration of the policy process and public policy problems through the different traditions and approaches of public policy analysis. *3 credits*

*Changing course description and prerequisites.*

★ *Majority approved*

★ *Abstained: Jacqueline Britto*

## COLLEGE OF EDUCATION AND PROFESSIONALS STUDIES

### **EDC 553 Higher Education Practicum**

Supervised practicum in higher education placements. Emphasis on applied assignments in the initial stages of college student personnel program. *3 credits*

*Changing course code (HDF to EDC).*

★ *Majority approved*

★ *Abstained: Jacqueline Britto*

### **EDC 554 Contemporary College Student I**

First course in sequence examining the learning and growth trajectories of students in higher education. Emphasis on typologies and psychosocial identities in a sociohistorical context. *3 credits*

*Changing course code (HDF to EDC), title, description and prerequisites.*

★ *Majority approved*

★ *Abstained: Jacqueline Britto*

**EDC 556 Contemporary College Student II**

Second course in sequence examining the learning and growth trajectories of students in higher education. Emphasis on cognitive-structural and integrative dimensions in a sociohistorical context. *3 credits*

*Changing course code (HDF to EDC), title, description and prerequisites.*

- ★ *Majority approved*
- ★ *Abstained: Jacqueline Britto*

**EDC 560 Group Procedures and Leadership**

Second course in sequence examining the learning and growth trajectories of students in higher education. Emphasis on cognitive-structural and integrative dimensions in a sociohistorical context. *3 credits*

*Changing course code (HDF to EDC).*

- ★ *Majority approved*
- ★ *Abstained: Jacqueline Britto*

**EDC 561 Principles and Practices of College Student Personnel**

Survey of the historical, philosophical, sociological, and cultural influences on college student personnel work as a profession and exploration of selected functional areas within student affairs. *3 credits*

*Changing course code (HDF to EDC).*

- ★ *Majority approved*
- ★ *Abstained: Jacqueline Britto*

**EDC 571 Administrative Issues in Student Affairs**

Overview of administrative issues faced by student affairs practitioners including: resource management, supervision, budgeting, technology and legal issues. *3 credits*

*Changing course code (HDF to EDC).*

- ★ *Majority approved*
- ★ *Abstained: Jacqueline Britto*

**EDC 572 Environmental Theory and Assessment in Higher Education**

Overview of selected person-environmental interaction theories and assessment frameworks applicable in higher education settings. Emphasis on campus ecology, cultural, perceptual, human aggregate, physical/architectural, and behavior setting approaches. *3 credits*

*Changing course code (HDF to EDC).*

- ★ *Majority approved*
- ★ *Abstained: Jacqueline Britto*

**EDC 576 Diversity and Cultural Competence in Student Affairs**

Overview of the development of cultural competencies (awareness, knowledge, skills) needed by student affairs professionals and issues faced by diverse college students. *3 credits*

*Changing course code (HDF to EDC).*

- ★ *Majority approved*
- ★ *Abstained: Jacqueline Britto*

**COLLEGE OF HEALTH****HDF 536 Family Dynamics and Health**

Provides an introduction to the research, theory and application of understanding of the major physical and mental health issues facing modern families. *3 credits*

*Changing method of instruction from lecture to online or lecture.*

- ★ *Majority approved*
- ★ *Abstained: Jacqueline Britto*

**KIN 530            Research Methods and Design in Kinesiology**

An introduction to the basic aspects of research, including problem selection, literature review, instrumentation, methodology, and the writing of research reports and articles. *3 credits*

*Changing course title.*

- ★ *Majority approved*
- ★ *Abstained: Jacqueline Britto*

**KIN 592            Internship in Kinesiology**

Directed field experience under the supervision of a faculty member and a professional member of the cooperating institution. Application of knowledge, synthesis of practical experiences. Paper required. *3 credits*

*Changing course title and prerequisite.*

- ★ *Majority approved*
- ★ *Abstained: Jacqueline Britto*

**KIN 595            Independent Study**

Development of an approved project supervised by a member of the graduate faculty. *1-3 credits*

*Changing credits from 3 to 1-3.*

- ★ *Majority approved*
- ★ *Abstained: Jacqueline Britto*

**PHT 585            Physical Therapy Internship II**

Assignment to various clinical settings that provide supervised experiences with practicing physical therapists and support personnel. Specific setting and rotational time schedule are determined by the student, academic clinical coordinator, and clinical site.. *4 credits*

*Changing prerequisites.*

- ★ *Majority approved*
- ★ *Abstained: Jacqueline Britto*

**PHT 595            Physical Therapy Internship III**

Assignment to various clinical settings that provide supervised experiences with practicing physical therapists and support personnel. Selection of clinical specialty area of student's interest is considered in determination of the setting. *4 credits*

*Changing prerequisites.*

- ★ *Majority approved*
- ★ *Abstained: Jacqueline Britto*

**CHE/BPS 553    Bionanotechnology**

Principles and applications of bionanotechnology. Intermolecular forces, self-assembly, biomolecular structure, biological processes, molecular manufacturing, and surface functionalization for designing biodevices and nanomaterials. Overview of current and emerging technologies, safety and ethics.

*Cross-listing with BPS. Changing prerequisites and course number to utilize same course code in both colleges.*

- ★ *Majority approved*
- ★ *Abstained: Jacqueline Britto*

**COLLEGE OF NURSING****NUR 507            Theoretical Basis of Advanced Nursing Practice**

Theories relevant to nursing practice and theories related to decision making, action, knowledge utilization, and influence are examined in relation to their applicability to advanced clinical nursing practice. *3 credits*

*Changing course title and description.*

- ★ *Majority approved*
- ★ *Abstained: Jacqueline Britto*

## COLLEGE OF PHARMACY

### **BPS/CHE 540 Advanced Drug Delivery Systems**

The course will present the design and principles of advanced drug delivery systems, which have specified drug delivery profiles and significant advantages in therapeutics over conventional dosage forms. *3 credits*  
*Cross-listing with CHE. Changing prerequisites.*

- ★ *Majority approved*
- ★ *Abstained: Jacqueline Britto*

## Notice of Change

**Pharmaceutical Sciences** – Creation of an Accelerated Bachelors/Masters (non-thesis) program in Pharmaceutical Sciences.

- ★ *Majority approved*
- ★ *Abstained: Jacqueline Britto*

**Kinesiology** – Creation of an Accelerated Bachelors/Masters (thesis or non-thesis) program in Kinesiology.

- ★ *Majority approved*
- ★ *Abstained: Jacqueline Britto*

**Political Science** – Creation of an Accelerated Bachelors/Masters from the International Studies BA, and the Political Science BA programs to the Master's in International Relations or Political Science. Additional change of core course and elective requirements.

- ★ *Motion to table until minor corrections are made.*
  - *Unanimously approved*

**Environmental and Natural Resource Economics** – Creation of an Accelerated Bachelors/Masters (non-thesis) program in Environmental and Natural Resource Economics.

- ★ *Majority approved*
- ★ *Abstained: Jacqueline Britto*

**College Student Personnel** – Moving the CSP program from the Department of Human Development and Family Studies in the College of Health to the School of Education in the College of Education and Professional Studies.

- ★ *Majority approved*
- ★ *Abstained: Jacqueline Britto and Kathy Hutchinson*

**Speech-Language Pathology** – Changing admission requirements for ABM program by removing the requirement for the GRE or MAT for URI undergraduates who are applying to the ABM, but only if they have a GPA in the CMD major of 3.5 or higher.

- ★ *Majority approved*
- ★ *Abstained: Jacqueline Britto and Kathy Hutchinson*

**Nursing MS and DNP Programs** – 1) Suspension of the Nursing Education and Adult Gerontology specializations in the Nursing MS and DNP programs. 2) Minor changes in the core curriculum in response to American Association of College of Nurses recommendations for less focus on the philosophy of science and research and enhanced focus on the application of modern nursing research in clinical settings.

- ★ *Majority approved*
- ★ *Abstained: Jacqueline Britto and Kathy Hutchinson*

**Nursing PhD Program** – Changes to the course requirements that will significantly enhance the theoretical and research content of the curriculum.

- ★ *Majority approved*
- ★ *Abstained: Jacqueline Britto and Kathy Hutchinson*

## 500& 600-Level New Course Proposals

### COLLEGE OF ARTS & SCIENCES

#### **AMS 528 Mathematical and Computational Analysis of Data**

Mathematical analysis of important techniques used to work with "large" data sets. There will be a special emphasis in Classification, Resampling, Generalized Additive Models and their implementation in R. *4 credits (3 lecture, 1 project). Prerequisites: MTH 215 and MTH 451 or Permission from the instructor.*

- ★ *Majority approved*
- ★ *Abstained: Jacqueline Britto and Kathy Hutchinson*

#### **AMS 590 Advanced Topics in Applied Mathematics**

Advanced topics of current interest in applied and computational mathematics. Applications from engineering, biology, finance, data and network science, along with relevant numerical algorithms, will be considered. *1-4 credits (lecture). Prerequisite: Permission of instructor.*

- ★ *Majority approved*
- ★ *Abstained: Jacqueline Britto and Kathy Hutchinson*

#### **MTH 590 Advanced Topics in Mathematics**

Topics in advanced mathematics to introduce the student to concepts beyond the standard curriculum. *1-4 credits (lecture). Prerequisite: Permission of chairperson.*

- ★ *Majority approved*
- ★ *Abstained: Jacqueline Britto and Kathy Hutchinson*

#### **MUS 547 Literature Review in Music**

Knowledge of purpose, strategies, tools and techniques for reviewing literature in music. Results in a complex literature review for publication or for arguing and defining a music problem requiring further original research. *2 credits (lecture). Prerequisites: Graduate standing or permission of instructor.*

- ★ *Majority approved*
- ★ *Abstained: Jacqueline Britto and Kathy Hutchinson*

#### **PHY 575 Introduction to Quantum Computing**

Qubits and their physical realization. Entanglement and Bell states. Quantum gates and circuits. Quantum algorithms: searches, factoring, Fourier transforms. Quantum information theory with applications to teleportation and cryptography. Physical applications. *3 credits (lecture). Prerequisites: PHY 451 or graduate standing in Physics.*

- ★ *Majority approved*
- ★ *Abstained: Jacqueline Britto and Kathy Hutchinson*

#### **PHY 576 Advanced Quantum Computing**

Advanced quantum circuit theory. Decoherence and density matrices. Error correction. Dense and superdense coding. Quantum tomography. Hardware. *3 credits (lecture). Prerequisites: PHY 575.*

- ★ *Majority approved*
- ★ *Abstained: Jacqueline Britto and Kathy Hutchinson*

**PHY 577          Quantum Computing Internship**

Provides students with practical experience in Quantum Computing while working on an internship.  
*4 credits (practicum). Prerequisites: PHY 575. S/U grading.*

- ★ *Majority approved*
- ★ *Abstained: Jacqueline Britto and Kathy Hutchinson*

**COLLEGE OF EDUCATION AND PROFESSIONALS STUDIES****EDC 577          Master's Internship in Student Affairs**

Supervised internship in higher education placements. Emphasis on applied student affairs learning in advanced stages of college student personnel program. *3 credits (lecture). Prerequisites: EDC 561 and permission of instructor.*

- ★ *Majority approved*
- ★ *Abstained: Jacqueline Britto and Kathy Hutchinson*

**EDC 578          Master's Internship in Student Affairs**

Supervised internship in higher education placements. Emphasis on applied student affairs learning in advanced stages of college student personnel program. *3 credits (lecture). Prerequisites: EDC 577 and permission of instructor.*

- ★ *Majority approved*
- ★ *Abstained: Jacqueline Britto and Kathy Hutchinson*

**EDC 580          Seminar in Student Affairs in Higher Education I**

Integrative seminar applying student affairs theory and research to contemporary higher education issues faced by professionals in the field. *3 credits (seminar). Prerequisite: Permission of instructor.*

- ★ *Majority approved*
- ★ *Abstained: Jacqueline Britto and Kathy Hutchinson*

**EDC 585          Seminar in Student Affairs in Higher Education II**

Integrative seminar applying student affairs theory and research to contemporary higher education issues faced by professionals in the field. *3 credits (seminar). Prerequisite: Permission of instructor.*

- ★ *Majority approved*
- ★ *Abstained: Jacqueline Britto and Kathy Hutchinson*

**COLLEGE OF THE ENVIRONMENT AND LIFE SCIENCES****NRS 528          Geographical information Systems in Python**

Using the Python programming language to undertake and automate GIS processing tasks. *3 credits (1 lecture, 2 laboratory). Prerequisites: NRS 410 or permission from instructor.*

- ★ *Majority approved*
- ★ *Abstained: Jacqueline Britto and Kathy Hutchinson*

**NRS 528X          Geographical information Systems in Python**

Using the Python programming language to undertake and automate GIS processing tasks. *3 credits (1 lecture, 2 laboratory). Prerequisites: NRS 410 or permission from instructor.*

- ★ *Majority approved*
- ★ *Abstained: Jacqueline Britto and Kathy Hutchinson*

## COLLEGE OF NURSING

### **NUR 505      Translating Research Evidence into Practice**

This course provides an overview of qualitative and quantitative methods and addresses how advanced practice nurses can evaluate, translate and apply research evidence to improve clinical practice and healthcare outcomes. *3 credits (lecture). Prerequisites: Admission to the College of Nursing MS program or by permission of instructor.*

- ★ *Majority approved*
- ★ *Abstained: Jacqueline Britto and Kathy Hutchinson*

### **NUR 521      Evidence-Based Strategies to Improve Health**

This course examines individual health and health behavior within the larger socio-ecological context, identifies multi-level influences of health across family-, community- and macro-systems, and explores historical and geographic variations. *3 credits (seminar). Prerequisites: Admission to the College of Nursing MS program or by permission of instructor.*

- ★ *Majority approved*
- ★ *Abstained: Jacqueline Britto and Kathy Hutchinson*

### **NUR 600      Philosophical Foundations of Healthcare Research**

Study of ontological and epistemological foundations of healthcare science and analysis of nursing knowledge. A variety of philosophical positions, along with implications for theory, research and practice will be considered. *3 credits (lecture). Prerequisites: Admission to the PhD program in Nursing or permission of instructor.*

- ★ *Majority approved*
- ★ *Abstained: Jacqueline Britto and Kathy Hutchinson*

### **NUR 649      Responsible Conduct of Nursing & Health Research**

This course examines issues related to the responsible conduct and dissemination of research and meets the federal guidelines for graduate training in the responsible conduct of research outlined in the NIH's requirement for Responsible Conduct of Research (NOT-OD-10-019). *1 credit (seminar). Prerequisites: Admission to the PhD program in Nursing or by permission of instructor.*

- ★ *Majority approved*
- ★ *Abstained: Jacqueline Britto and Kathy Hutchinson*

### **NUR 650      Research Roles & Methods in Nursing**

This course provides an overview of research roles, trajectories and classic and emerging methodologies for answering research questions relevant to nursing. The strengths and limitations of various approaches are compared. *3 credit (seminar). Prerequisites: Admission to the PhD program in Nursing or by permission of instructor.*

- ★ *Majority approved*
- ★ *Abstained: Jacqueline Britto and Kathy Hutchinson*

## COLLEGE OF PHARMACY

### **BPS 537      Biomedical & Pharmaceutical Sciences V**

A clear understanding of the physiology, pathophysiology, pharmacology, toxicology, medicinal chemistry, pharmaceuticals, and pharmacokinetics of medications used to treat the disease indications covered in the CTS I-VI sequence. *3 credits (lecture). Prerequisites: Doctor of Pharmacy professional student. P3 standing.*

- ★ *Majority approved*
- ★ *Abstained: Jacqueline Britto and Kathy Hutchinson*

**BPS 538      Biomedical & Pharmaceutical Sciences VI**

A clear understanding of the physiology, pathophysiology, pharmacology, toxicology, medicinal chemistry, pharmaceuticals, and pharmacokinetics of medications used to treat the disease indications covered in the CTS I-VI sequence. *2 credits (lecture). Prerequisites: Doctor of Pharmacy professional student. P3 standing.*

★ *Majority approved*

★ *Abstained: Jacqueline Britto and Kathy Hutchinson*

**PHP 527      Clinical & Therapeutic Sciences V**

Inpatient management of medically complex patients, including those requiring critical care. Focuses on severe or decompensated conditions - renal, cardiac, cerebrovascular, endocrine, hepatic, and infectious diseases. *4 credits (3 lecture, 1 recitation). Prerequisites: Third professional year Doctor of Pharmacy student.*

★ *Majority approved*

★ *Abstained: Jacqueline Britto and Kathy Hutchinson*

**PHP 528      Clinical & Therapeutic Sciences VI**

Topics in hematology, oncology, dermatology, and ophthalmology are covered in the final course of the Clinical & Therapeutic Sciences (CTS) sequence. *4 credits (3 lecture, 1 recitation). Prerequisites: Third professional year Doctor of Pharmacy student.*

★ *Majority approved*

★ *Abstained: Jacqueline Britto and Kathy Hutchinson*

**PHP 548      Comprehensive Pharmacy Practice and Patient Care**

This comprehensive capstone course will focus on integration and application of knowledge already gained throughout the didactic curriculum, providing students an opportunity to apply their clinical and practice skills before embarking on advanced pharmacy practice experiences (APPEs). *4 credits (practicum). Prerequisites: Third professional year Doctor of Pharmacy student. S/U grading.*

★ *Majority approved*

★ *Abstained: Jacqueline Britto and Kathy Hutchinson*

**V.    Adjournment**

➤ **Time: 3:47 pm by Colleen Mouw, Chair**