

GRADUATE COUNCIL CURRICULUM REPORT #5, January 2015

400-level courses (undergraduate courses for graduate credit)

Changes

College of Arts and Sciences
Languages

LIN 420: Second Language Acquisition

Pre-requisite change to "Graduate or senior standing or permission of instructor."
Change in method of instruction to online.

College of Business

BUS 463: Advanced Concepts in Supply Chain Management

Title change to "Global warehousing and distribution systems (WMS/OMS)"
Description change to "Advanced concepts in the design, operation, and control of global warehousing and distribution systems. Specifically covering Warehousing & Distribution Center Management, and Order Management Systems (WMS/OMS). This class will cover the regulatory practices governing contemporary transportation & logistics. For graduate credit."
Pre-requisite change to "BUS 360 or MBA 560"

New Courses:

College of Arts and Sciences
Political Science

PSC 405 (cross-listed as HDF 405): Policy Issues in Health and Aging

Analysis of U.S. social policy and programs related to issues of health and aging. Topics include: health care, long term care, retirement, and social services. (4) Pre: PSC 210 and 310 or permission of instructor.

College of Engineering
Industrial and Systems Engineering

ISE 420 (PSY 420): Introduction to Human Factors and Ergonomics

A study of human capabilities and their interactions with the systems where they perform their jobs to help engineers and psychologists to optimize design, improve jobs, and enhance system performance. (3) Pre: ISE 411/MCE 411 or STA 412 or permission of instructor.

I. 500/600-level courses

Changes:

College of Engineering
Civil and Environmental Engineering

CVE 545: Pavement Design

Title change to "Sustainable Pavement Design." Course number change to CVE 445. Description change to "Pavement types; pavement system components; stresses in the pavement structure. Design factors and criteria, structural design of flexible and rigid pavements for highways and airports, green pavement."

College of Human Sciences and Services
Education

EDC 516 Teaching English as a Second Language

Change in title to "Teaching Dual Language/English as a Second Language, change in credits from 3 to 4. Change in description to "Methods and materials for those who plan to teach ESL or dual language immersion. Students develop and implement appropriate teaching strategies applied in a practicum." Change in pre-requisites to "Graduate or senior standing or permission of instructor." Change in method of instruction to online.

EDC 527 (PSY 527) Language Study for Teachers of Reading

Change in pre-requisites to "Graduate or senior standing or permission of instructor." Change in method of instruction to online.

EDC 529 Foundations of Educational Research

Change in description to "Analysis of current major research approaches to educational problems. Requires research proposal with questions, literature review and method of data collection/analysis. Recommended EDC 529 and EDC 575 taken in sequence."

EDC 555 Quantitative Thinking and Applications for Education

Change in description to "Basic logic and techniques of quantitative data analysis. For Education Ph.D. students planning to conduct applied research in educational settings, this course provides foundations of receptive and expressive literacy. This course satisfies the prerequisite for EDP 613, but cannot be used for program credit. (Lec. 3) (Spans both summer sessions.)"

EDC 563 Teaching Reading to Multicultural Populations

Change in title to “Literacy for Multicultural Populations.” Change in description to “Selecting and developing appropriate materials and strategies for assessing and teaching reading/literacy to English Language Learning and those whose cultural and socioeconomic backgrounds vary.” Change in pre-requisites to “Graduate or senior standing or permission of instructor.” Change in method of instruction to online.

EDC 575 Supervised Field Study/Practicum and Seminar in Education

Change in description to “Non-thesis candidates conduct a field study (developed in EDC529, approved by instructor and student's advisor), and complete and defend a formal paper with support from lectures, seminars, and field work.” Change in pre-requisite to “Admission to an M.A. in Education program and EDC 529.”

New Courses

College of Arts and Sciences
Computer Science

CSC 593 Programming for Scientists

Scientific programming. Algorithmic thinking. Scripting, language comparisons, code design, programming resources and communities. Not for graduate or undergraduate credit in Computer Science. Not for graduate or undergraduate Computer Science majors. (Lec. 3) Pre: Permission of instructor.

CSF 580 Professional Skills for Cyber Security

This course provides each student with a framework for understanding organizational behavior in the context of organizational decision making and leadership in a cyber security work environment. It examines the theory, research, and practice of organizational behavior in work settings, focusing on individual differences, communications, group dynamics, motivation, and leadership. Through course discussion, analytical writing, and exercise, students will learn to apply professional skills in a technical working environment to promote both individual and organizational success. (4) Pre: CSF 430.

College of Human Science and Services
Education

EDC 501 Socio-Cultural Aspects of Language Minority Education

An analysis of the social, political, historical, cultural, economic, and linguistic factors affecting education quality and access of language minority students. (3) Pre: Graduate or senior standing or permission of instructor.

EDC 506 Researching Language in Education Settings

An introduction to quantitative and qualitative research methods and design, data collection strategies, and methods of data analysis and interpretation in a second language-learning context. (3) Pre: Graduate or senior standing or permission of instructor.

EDC 515 Structured English Immersion and Sheltered English

Methods and materials of Structured English Immersion and Sheltered English emphasizing teaching strategies for content and language learning. (3) Pre: Graduate or senior standing or permission of instructor.

EDC 519 Teaching Practicum in TESOL/Dual Language Immersion

Students apply content learned in methods course and prior course work to classroom and other educational settings with second language learners. (3) Pre: EDC 516 or permission of instructor.

EDC 532 Seminar in Digital Literacy and Learning

This course focuses on understanding major theories of online and offline reading comprehension, how to assess online reading, and productive ways of teaching digital literacy skills in grades K-12. (3) Pre: Permission of instructor. Recommended EDC 531, EDC 532, EDC 534, and EDC 535 be taken in sequence.

EDC 535 Leading with Digital Literacy

This course focuses on leading and collaborating with face-to-face and digital tools to facilitate real and sustained change in a range of educational contexts. (3) Pre: EDC 531 or permission of instructor. Recommended EDC 531, EDC 532, EDC 534, and EDC 535 be taken in sequence.

EDP 622 Community Service Learning

Focusing on the school, students examine theory and define problems related to community service and service learning. (2) Pre: EDP 610 and EDP 611.

Additional Curricular Matters

URI College of Nursing

Notice of Change – Increase of 1 credit to Post BS Doctor of Nursing Practice degree to total 72 Credits

Date: April 6, 2014

PROGRAM INFORMATION

1. Name of institution

University of Rhode Island

2. Name of department, division, school or college

Department:

College: Nursing

3. Intended initiation date of program change. Include anticipated date for granting first degrees or certificates, if appropriate.

Initiation date: Spring 2015

First degree date:

4. Intended location of the program

Kingston

5. Summary description of proposed program (not to exceed 2 pages).

The minimum number of credits for a doctoral degree is 72. This was an error in the previous catalog. One of the required core courses, NUR 660, has been approved to be increased from 3 credits to 4 credits, thus increasing the number of credits in the Post BS and Post MS DNP program by 1 credit. For some students in the FNP concentration, an additional elective credit will be added to total 72 credits. Rationale for the increase in credit for 660 was included in the course change form for NUR 660.

If applicable, please include the existing URI catalog language and proposed catalog language changes that relate to your request.

Existing (note: this is currently incorrect)

Program requirements: A minimum of 70-73 credits for the post – BS entry to the DNP and 42 for the post – MS entry including 500 clinical practicum hours.

Proposed

Program requirements: A minimum of 72-73 credits for the post – BS entry to the DNP and 42 credits for the post – MS entry including 500 clinical practicum hours.

6. Signature of the President

David M. Dooley