

2002

Graduate Council Report No. 2001-2002-5

University of Rhode Island Faculty Senate

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UNIVERSITY OF RHODE ISLAND

The Graduate School

**CURRICULAR REPORT FROM THE GRADUATE COUNCIL TO THE
FACULTY SENATE:**

REPORT NO. 2001-2002-5

At meeting No. 376 held February 8, 2002, the Graduate Council considered and approved the following curricular matters which are now submitted to the Faculty Senate for information or confirmation as indicated.

I. Matters Requiring Confirmation by Faculty Senate

A. The College of Human Science and Services

1. Department of Communicative Disorders

a. Changes:

CMD 582 Motor Speech Disorders - change number of credits to 3

CMD 585 Language Disorders in Adults - change number of credits to 3

CMD 569 Diagnostic Procedures in Speech-Language Pathology - change title and number of credits to read:

CMD 569 Test and Measurement in Speech-Language Pathology 3

2. School of Education

a. Changes:

EDC 515 Designing Individual Professional Development Plans - change title and description to read:

EDC 515 Job Embedded Professional Development 3 Job embedded professional development focuses on assisting educators in the reflection and data analyses required to design and implement professional development activities within schools.

The central purpose of these professional development activities is to improve teaching and student learning. The literature on job embedded professional development will be analyzed and participants will design proposals for job embedded professional development in their schools/districts.

EDC 528 Teaching Language Arts - change description and prerequisite to read:

Preparation, presentation, use and evaluation of methods and materials for teaching reading, writing, speaking and listening in the language arts classroom and throughout the curriculum for K-6 grades. Pre: graduate standing

EDC 564 Reading Diagnosis and Intervention - change title, description and prerequisite to read:

EDC 564 Diagnosis of Literacy Difficulties 4 Use informal and formal techniques to assess students' reading and writing skills, evaluate contextual factors, evaluate the match between learner and context. Culminates in case report and plan for instruction. (Lec/Lab 4) Pre: admission to reading master's program or permission of reading program

EDC 565 Analysis and Evaluation of Current Research in Reading - change title, description and prerequisite to read:

EDC 565 Advanced Literacy Research Seminar 3 In-depth review of literacy research and theory from a variety of perspectives. Analysis of the relationship between research, theory, and political/instructional decisions. Includes development of a proposal to conduct literacy research. (Lec) Pre: acceptance into reading master's program or permission of reading program

EDC 566 Practicum in Reading - change title, description and prerequisite to read:

EDC 566 Intervention in Reading and Writing Disabilities 4
Supervised clinical experience in reading and writing disabilities. Students work directly with struggling readers and writers to diagnose reading/writing difficulties and plan and implement an appropriate program of instruction. (Lec/Lab 4) Pre: EDC 564 and 565

EDC 567 Practicum in Reading - change title, description and prerequisite to read:

EDC 567 Intervention in Reading and Writing Difficulties 4
Supervised clinical experience in reading and writing difficulties. Students work directly with struggling readers and writers to diagnose reading/writing difficulties and plan and implement an appropriate program of instruction. (Lec/Lab 4) Pre: EDC 564 and 565

EDC 594 Organization and Supervision of Reading Programs - change title, description and prerequisite to read:

EDC 594 Organization and Supervision of Literacy Programs 3
Field experience in the roles/responsibilities of a reading specialist. Requires shadowing reading professionals, visiting schools, involvement in professional groups, developing action plans, and developing and presenting professional development sessions. (Lec/Lab 3) Pre: EDC 565 or permission of reading program

b. Add (New):

EDP 692, 693 Directed Readings and Research Problems 3-6 each
Directed readings and advanced research work under the supervision of a member of the Graduate Faculty, arranged to suit the individual requirements of the students. (Independent Study)

May be repeated for a maximum of 12 credits. Pre: EDP 610-611, EDP 615, two credits of EDP 641, and permission of instructor.

3. Department of Human Development and Family Studies

a. Add (New):

HDF 513 Seminar in Adult Development 3 Critical examination of research on development from the onset of legal adulthood to the beginning of late life. Highlights multicultural nature of adult experience in U.S. and implications for social policy. (Sem) Pre: HDF 500 or permission of instructor

HDF 518 Seminar in Life-Span Financial Issues 3 Survey and critical examination of research on life-span financial issues. Implications for diverse populations and human service settings will be drawn. (Independent Study) Pre: HDF 418 or permission of instructor.

B. College of Arts and Sciences

1. Department of Library and Information Studies

a. Add (New):

LSC 514 Information Policy 3 This course provides an opportunity to examine the large world of information policy and how changing technology, specifically the Internet, has affected our information policies. (Lec 3)