

11-20-2008

Curricular Report No. 2008-09-3 from the Graduate Council to the Faculty Senate.

University of Rhode Island Faculty Senate

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**THE
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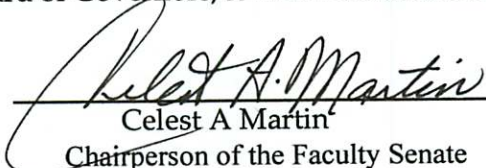
Serial Number #08-09--4

TO: President Robert L. Carothers

FROM: Celest A. Martin, Chairperson of the Faculty Senate

1. The attached BILL, titled Curricular Report No. 2008-09-3 from the Graduate Council to the Faculty Senate, is forwarded for your consideration.
2. This BILL was adopted by vote of the Faculty Senate on November 20, 2008.
3. After considering this bill, will you please indicate your approval or disapproval. Return the original or forward it to the Board of Governors, completing the appropriate endorsement below.
4. In accordance with Section 10, paragraph 4 of the Senate's By-Laws, this bill will become effective December 11, 2008 three weeks after Senate approval, unless: (1) specific dates for implementation are written into the bill; (2) you return it disapproved; (3) you forward it to the Board of Governors for their approval; or (4) the University Faculty petitions for a referendum. If the bill is forwarded to the Board of Governors, it will not become effective until approved by the Board.

November 21, 2008
(date)



Celest A Martin
Chairperson of the Faculty Senate

ENDORSEMENT

TO: Chairperson of the Faculty Senate

FROM: President of the University

Returned.

- a. Approved .
- b. Approved subject to final approval by Board of Governors ___.
- c. Disapproved ___.

11/26/08
(date)



President

**THE GRADUATE SCHOOL -- UNIVERSITY OF RHODE ISLAND
CURRICULAR REPORT FROM THE GRADUATE COUNCIL TO THE
FACULTY SENATE**

REPORT NO. 3, 2008-2009; 28 OCTOBER 2008

At meeting No. 430 held 27 October 2008, 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 of Information

- 1) College of the Environment and Life Sciences
Department of Landscape Architecture
Changes:

CPL 538 Site Planning – change in catalog description and prerequisite to read: Site analysis, planning and design processes. Principles and techniques addressing residential, commercial and mixed-use developments. Presents techniques to review site plans and evaluate post-development impacts. Pre: graduate standing or permission of instructor.

Department of Cell and Molecular Biology
MTC 594 Special Problems in Biotechnology – change in credits from 3 to 1-3.

Departments of Biological Sciences and Natural Resources
Science
BIO 563 Ichthyology (3) – change in catalog description, credits, prerequisite, and cross-listing to read:
BIO/NRS 563 Biology and Ecology of Fishes (4)
Exploration of the functional biology and ecology of marine and freshwater fishes through lecture and discussion of primary literature. Laboratory involves specimen study, field trips, and a research project. (Lec. 3, Lab 3) Pre: BIO 366 or equivalent, or permission of instructor.

- 2) College of the Engineering
Department of Civil and Environmental Engineering
Changes:

CVE 570 Sanitary Chemistry (3) – change in title and catalog description to read;
CVE 570 Water Chemistry for Engineers (3)

Chemical principles applied to problems in environmental engineering, including water and wastewater treatment, contaminant hydrology, and hazardous waste management. Pre: permission of instructor.

3) College of Human Science and Services

a) School of Education

Changes:

EDC 586 Problems in Education (0-3) – change in credits from 0-3 to 1-3, and add another permanent topic to this course:

EDC 586 Problems in Education (1-3)

The topic added is titled “Teaching Concepts Through Historical Re-Creation” – its description is; Advanced work through a living history experience to create an alignment of instructional practices with social studies standards. Pre: teacher certification.

EDC 587 Problems in Education (0-3) – change in credits from 0-3 to 1-3, and add another permanent topic to this course:

EDC 587 Problems in Education (1-3)

The topic added is titled “Disciplinary Literacy” – its description is;. Advanced work designed to prepare middle and high school teachers to create and sustain learning communities that are rigorous and student-centered using the “Disciplinary Literacy Design Principles” © as the framework for lesson planning. Pre: teacher certification.

EDC 921 Workshop for Teachers (1-3) – change method of instruction to workshop and online, and add another permanent topic to this course:

EDC 921 Workshop for Teachers (1-3)

The topic added is titled “Using Blogs & Wikis to Foster Literacy” – its description is; Course uses the internet for teaching and learning through a blog to cover basic information literacy skills. Pre: teacher certification.

b) Graduate School of Library and Information Studies

Changes:

LSC 595 Professional Field Experience (1-6) – change title, method of instruction (to seminar, practicum, online, and portfolio), prerequisite, and catalog description to read:

LSC 595 LIS Professional Field Experience (1-6)

Directed field experience in approved LIS placement; required capstone for MLIS. 45 hours on-site per credit hour. Guided online discussion; face-to-face orientation and final poster session. Reflective portfolio. (Practicum). 593 and 595 may be repeated for a combined total of 6 credits. Pre: 18 hours of LSC with a B average and permission of instructor.

II. Curricular Matters Which Require Confirmation by the Faculty Senate

- 1) College of Engineering
Department of Mechanical Engineering and Applied Mechanics

New Course

MCE 591/592 Special Problems (1-6)

Advanced work under the supervision of a faculty member arranged to suit individual requirements of the student. May be repeated for a maximum of 6 credits. Pre: permission of instructor.

Change in degree requirements

The Department of Mechanical Engineering and Applied Mechanics proposes to change portions of its non-thesis masters degree requirements as outlined below.

0. PROPOSED NEW REQUIREMENTS

MASTER of SCIENCE DEGREE (Non-Thesis Option 30 Credits)

Only part-time, off-campus students will be eligible for the non-thesis option and they should normally apply for the option at the time they are applying admission to the graduate program. Students enrolled in this program will be assigned an advisor to aid in course selection, be the instructor for the special problems class and administer the written and oral comprehensive examinations (see below). No thesis committee is required for students in this category.

Course Work Requirements

A total of 30 credit hours of course work must be completed. Additional course work may be required to remove any student background deficiencies identified during admission to the program. Within their program of study, students must take one course in each of the three department core areas from the selection list shown in the thesis option section. One three credit course must also be taken under *MCE 591/92, Special Problems*. This course is to be taught by the student's advisor, and will consist of independent study related to the student's major area. Results from the special problems course will be a written paper and an oral presentation of the findings. A program of study form should be completed and submitted to the Graduate School by all students after completing 6-9 credits of part-time study.

Comprehensive Master's Examination

At or near the end of completion of course work, non-thesis master's degree candidates should take their *Special Problems* course as previously discussed. Integrated into the end of this course will be a written and oral master's comprehensive examination that candidates must successfully pass. The written exam shall be the document resulting from the course study and is to be independently developed by the student. This document should be comprehensive in nature, typically drawing on other course work and subject matter from the student's program of study. However, it is to be the result of a single semester's

study and thus should not be of the length and breadth of a master's thesis. The paper should contain the usual sections of a technical report such as: Abstract, Introduction, Literature Review, Problem(s) Studied, Results and Conclusions, References. The oral exam shall consist of a presentation and defense of the written paper. The presentation should be approximately 20-minutes followed by a committee questioning period not to exceed one hour.

Both written and oral examinations will be evaluated by a three-person committee composed of the student's advisor, one member from the Department's Graduate Committee, and one additional member selected from the general faculty whose background matches the student's major area of study. The advisor (in consultation with the department's Graduate Studies Director) shall be responsible for selecting the evaluation committee and handling all other administrative issues related to conducting these examinations. The semester time schedule for the special problems course should follow: establish evaluation committee at beginning of term; distribute student's written paper during next to last week of the course; conduct oral exam approximately one week later. Based on review of both written and oral portions, the committee shall make a pass/fail decision at the end of the oral exam and immediately report the results to the student and Graduate School. In the event of failure, the student will receive an incomplete grade in the course and re-examination procedures outlined in section 7.45 of the Graduate Manual will be followed.

2) Graduate School of Library and Information Studies

Change in degree requirements

The Graduate School of Library and Information Studies proposes the following:

We propose that 3 credits of LSC 595 be made a graduation requirement for all students who do not take LSC 596 (School Library Media Practicum and Seminar). Students who enter the MLIS program with significant previous experience may waive the requirement and earn 1 LSC 595 credit hour by means of "Credit by Examination," demonstrating the desired course outcomes through a reflective portfolio based on work experience.