

2011

Curricular Report No. 1, 2011-2012 from the Graduate Council to the Faculty Senate.

University of Rhode Island Faculty Senate

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THE
UNIVERSITY
OF RHODE ISLAND



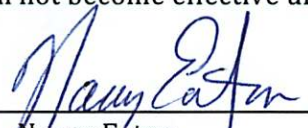
Serial Number #11-12--3

TO: President David Dooley

FROM: Nancy Eaton, Chairperson of the Faculty Senate

1. The attached BILL titled, Curricular Report No. 1, 2011-2012 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 17, 2011.
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 8, 2011, 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 18, 2011
(date)



Nancy Eaton
Chairperson of the Faculty Senate

ENDORSEMENT

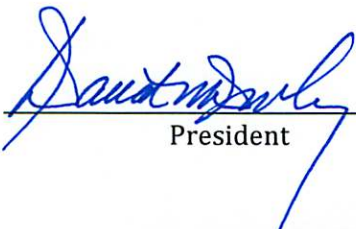
TO: Chairperson of the Faculty Senate

FROM: President of the University

Returned.

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

11.30.11
(date)



President

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

REPORT NO. 1, 2011-2012; 28 October 2011

At meeting No. 457 held 24 October 2011, the Graduate Council considered and approved the following curricular matters which are now submitted to the Faculty Senate for information or confirmation as indicated.

Changes:

- 1) College of Human Science and Services
School of Education

EDS 500 Inclusive Educational Practices – change in prerequisites to read: Acceptance into the master's degree program in special education. To be taken concurrently with 502, 503, 505, and 510 for students seeking elementary/middle certification. To be taken concurrently with 503, 507, 513, and 516 for students seeking secondary/middle level certification.

EDS 501 Collaboration and Co-Teaching - change in prerequisites to read: Acceptance into the master's degree program in special education. EDS 500, 502, 503, 505, and 510 for students earning elementary/middle certification. EDS 500, 503, 507, 513, and 516 for students earning secondary/middle certification. To be taken concurrently with 504, 506, 509, and 511 for students seeking elementary/middle certification. To be taken concurrently with 504, 508, 511, and 517 for students seeking secondary/middle level certification.

EDS 503 Positive Behavior Supports - change in prerequisites to read: Acceptance into the master's degree program in special education. To be taken concurrently with 500, 502, 505, and 510 for students seeking elementary/middle certification. To be taken concurrently with 500, 507, 513, and 516 for students seeking secondary/middle level certification.

EDS 504 Research in Special Education - change in prerequisites to read: Acceptance into the master's degree program in special education; EDS 500, 502, 503, 510, and 505 for students in elementary/middle certification program; 500, 503, 507, 513, and 516 for students in the secondary certification program. To be taken concurrently with 501, 506, 509, 511 for students in the elementary program, or with 501, 508, 511, 517 for students in the secondary program.

EDS 507 Supervised Practicum: Secondary and Middle Level - change in prerequisites to read: Acceptance into the master's degree program in special education. To be taken concurrently with 500, 503, 513, and 516. S/U only.

EDS 508 Supervised Practicum: Secondary/Middle Level - change in prerequisites to read: Acceptance into the master's degree program in special education. EDS 500, 503, 507, 513, and 516. To be taken concurrently with 501, 504, 511, and 517.

EDS 511 Literacy and Language Instruction - change in prerequisites to read: Acceptance into the master's degree program in special education; EDS 500, 503, 502, 510, and 505 for students in elementary/middle certification program, 500, 503, 513, 516, and 507 for students in the secondary/middle certification program. To be taken concurrently with 504, 509, 501, and 506 for students in the elementary program, or with 504, 501, 517, and 508 for students in the secondary program.

EDS 513 Assessment for Secondary Special Educators - change in prerequisites to read: Acceptance into the master's degree program in special education. To be taken concurrently with 500, 503, 507, and 516.

EDS 516 Teaching Secondary Students with Mild Disabilities - change in prerequisites to read: Acceptance into the master's degree program in special education. To be taken concurrently with 500, 503, 513, and 507.

EDS 517 Transition Planning for Post-School Outcomes - change in prerequisites to read: Acceptance into the master's degree program in special education. EDS 500, 503, 507, 513, and 516. To be taken concurrently with 501, 504, 508, and 511.

2) College of Arts and Sciences
School of Library and Information Studies

LSC 514 Information Policy – course to be deleted.

LSC 515 Information Ethics and Intellectual Freedom – change in title to **Information Ethics and Policy** and in catalog description to read: Ethical, legal, and policy approaches to key LIS issues (including privacy, intellectual property, and intellectual freedom) in a world of rapidly changing technology; professional decision-making.

LSC 530 Reading Interests of Children – change in title to **Library Resources for Children** and in catalog description to read: Selecting, evaluating, and promoting the use of print, media and digital resources for diverse populations ensuring and mediating access within and beyond a library's collections. Experiential learning component.

LSC 531 Reading Interests of Young Adults – change in title to **Library Resources for Young Adults** and in catalog description to read: Management and promotion of literature, digital resources and media to support special interests and information needs of diverse young adults. Experiential learning component included.

LSC 533 Digital Resources for Children and Teens – course to be deleted.

LSC 596 School Library Media Practicum and Seminar – Change in catalog description to read: Twelve-week directed field experience in two school library media programs. Candidates demonstrate mastery of RIPTS and AASL five roles: teacher, information specialist, instructional partner, administrator and leader. Bi-weekly seminars.

Department of Writing and Rhetoric

WRT 533 Graduate Writing in the Life Sciences – change in title to **Seminar in Graduate Writing in the Life Sciences**, change in method of instruction to seminar and a change in catalog description to read: Seminar in graduate writing in life sciences: analyzing and writing journal articles, proposals, popular press; rhetorical analysis of scientific writing.

Department of English

ENG 999 Methods of Teaching Literature – change in catalog description to read: Materials and various methods of teaching literature on the college level. Required of graduate students who teach English Department literature courses.

New Courses:

- 1) College of the Environment and Life Sciences
Department of Natural Resources Science

EVS 550 Advanced Ecology (4)

This course provides a survey of physiological, population, and community ecology. It encourages thinking and learning about key ecological concepts through primary literature, discussion, analytical writing, and problem sets. (Lec 4) Pre: Graduate standing; must have completed introductory biology and ecology or courses that included significant introduction to ecology.

- 2) College of Pharmacy
Department of Biomedical and Pharmaceutical Sciences

BPS 555 Protein Molecular Modeling for Biomedical Sciences (3)

Use of cutting edge computer software to study the 3D-structure of proteins of biomedical interest. Independent application of course topics will be required in the form of a research project to create new knowledge. (Lec 2/Recitation 1) Pre: At least one course in biochemistry and one course in organic chemistry.