TO: President David Dooley  
FROM: Joëlle Rollo-Koster, Chairperson of the Faculty Senate

1. The attached BILL titled, The Five Hundred and Twenty-Eighth Report of the Curricular Affairs Committee: Curriculum Changes: Creation of College of Education and Professional Studies (CEPS), Awarding of degrees to CEPS, Closure of The Alan Shawn Feinstein College of Continuing Education, and transfer of department and degree of Textiles, Fashion Merchandising, and Design to College of Business, is forwarded for your consideration.

2. This BILL was adopted by vote of the Faculty Senate on December 10, 2015.

3. After considering this bill, will you please indicate your approval or disapproval. Return the original, 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 31, 2015 three weeks after Senate approval, unless: (1) specific dates for implementation are written into the bill; (2) you return it disapproved; or (3) the University Faculty petitions for a referendum.

Joëlle Rollo-Koster  
Chairperson of the Faculty Senate

December 10, 2015

ENDORSEMENT

TO: Chairperson of the Faculty Senate  
FROM: President of the University

a. Approved ___.

b. **Approved subject to Notice of the Council on Postsecondary Education**

   ✓

c. Disapproved ___.

Signature of the President

2. 8.16 (date)

AMENDED MAY 3, 2016 to "Feinstein College of Education and Professional Studies"

See Memorandum at end of document.
TO: President David Dooley
FROM: Joëlle Rollo-Koster, Chairperson of the Faculty Senate

1. The attached BILL titled, The Five Hundred and Twenty-Eighth Report of the Curricular Affairs Committee: Curriculum Changes: Creation of College of Education and Professional Studies (CEPS), Awarding of degrees to CEPS, Closure of The Alan Shawn Feinstein College of Continuing Education, and transfer of department and degree of Textiles, Fashion Merchandising, and Design to College of Business, is forwarded for your consideration.

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Joëlle Rollo-Koster  
Chairperson of the Faculty Senate  
December 10, 2015

ENDORSEMENT

TO: Chairperson of the Faculty Senate
FROM: President of the University

a. Approved ___.

b. Approved subject to Notice of the Council on Postsecondary Education  

c. Disapproved ___.

Signature of the President  
2.8.16  
(date)
UNIVERSITY OF RHODE ISLAND FACULTY SENATE

December 10, 2015

Faculty Senate Curricular Affairs Committee
Five Hundred and Twenty-Eighth Report

At the November 23, 2015 meeting of the Curricular Affairs Committee and by electronic communication, the following matters were considered and are now presented to the Faculty Senate.

CURRICULAR CHANGES

C. COLLEGE OF EDUCATION AND PROFESSIONAL STUDIES (CCE/SOE MERGER): (see Appendix C)

To capitalize on the strengths within each of four currently separate units, we propose that the URI School of Education (in Kingston), the URI College of Continuing Education (in Providence), Office of Special Programs, and the Center for Human Services (in Kingston and Providence) be grouped into a unit (see Appendix A for the full proposal) proposed as the College of Education and Professional Studies (CEPS), a two-campus college (Kingston and Providence) guided by the following vision and mission:

VISION: The URI College of Education and Professional Studies (CEPS) will be a flexible, accessible, scholarly, and experiential learning environment for students across the lifespan that will prepare teachers, adult learners, and professionals to be leaders in their careers and communities.

MISSION: To advance and support learning for the continuous development and empowerment of all children, youth, and adults.

The School of Education (SOE) with majors in Elementary and Secondary Education is moving from the College of Human Science and Services, which is being dissolved June 30, 2016, to the College of Education and Professional Studies as July 1, 2016. In addition, the College of Continuing Education is moving to the College of Education and Professional Studies as July 1, 2016. The College of Continuing Education will be dissolved June 30, 2016. Therefore, the College of Education and Professional Studies needs to have the ability to certify and grant a) Bachelor of Interdisciplinary Studies, b) Bachelor of Arts degree with majors in Elementary and Secondary Education, and c) Bachelor of Science degree with majors in Elementary and Secondary Education to students who complete these programs of study.
D. COLLEGE OF HUMAN SCIENCE & SERVICES: (see appendix D)

The Textiles, Fashion Merchandising, and Design Department requests a move from the College of Human Sciences and Services (HSS) to the College of Business Administration (CBA). TMD needs to find a new college because HSS will cease to exist as of July 2016. The remaining HSS departments will join other colleges. The School of Education anticipates it will merge with the College of Continuing Education into the new College of Education and Professional Studies. Communicative Disorders, Kinesiology, Physical Therapy, and Human Development and Family Science, and Health Studies will become part of a new College of Health Sciences.

Textiles, Fashion Merchandising, and Design (TMD) will initially remain a department in CBA for AACSB accreditation purposes. CBA currently divides the college into ‘areas.’ Textile Marketing (TM) students will continue to have easier access to business courses and TMD students wishing to take business courses will not be given priority. Once the accreditation issues are worked out, TMD will be more fully integrated into CBA.

The Department of Textiles, Fashion Merchandising and Design with programs in Textiles, Fashion Merchandising and Design and Textile Marketing are moving from the College of Human Science and Services, which is being dissolved June 30, 2016. These programs will be moving to the College of Business Administration July 1, 2016. Therefore, the College of Business Administration needs to have the ability to certify and grant Bachelor of Science in Textiles, Fashion Merchandising and Design and Bachelor of Science in Textile Marketing to students who complete these programs of study.
Notice of Change for Creation of a College of Education and Professional Studies
Date: November 9, 2015

A. PROGRAM INFORMATION

1. Name of institution
   University of Rhode Island

2. Name of department, division, school or college
   Formation of the College of Education and Professional Studies with the
   School of Education and College of Continuing Education
   Closure of the Alan Shawn Feinstein College of Continuing Education

3. Intended initiation date of program change. Include anticipated date for
   granting first degrees or certificates, if appropriate.
   Implementation date: Fall 2016
   First degree date: December 2016

4. Intended location of the program
   Kingston and Providence, RI

5. Summary description of proposed program (not to exceed 2 pages)
   To capitalize on the strengths within each of four currently separate units, we propose that the
   URI School of Education (in Kingston), the URI College of Continuing Education (in
   Providence), Office of Special Programs, and the Center for Human Services (in Kingston and
   Providence) be grouped into a unit (see Appendix A for the full proposal) proposed as the
   College of Education and Professional Studies (CEPS), a two-campus college (Kingston and
   Providence) guided by the following vision and mission:

   VISION: The URI College of Education and Professional Studies (CEPS) will be a flexible,
   accessible, scholarly, and experiential learning environment for students across the lifespan that
   will prepare teachers, adult learners, and professionals to be leaders in their careers and
   communities.

   MISSION: To advance and support learning for the continuous development and empowerment
   of all children, youth, and adults.

   The proposed structure of CEPS (see Appendix B) will integrate efforts across two schools (the
   School of Education and the School of Professional and Continuing Studies), and an Office of
   Strategic Initiatives. To create a centralized and pervasive support system, the College will be
   overseen by a Dean, an Associate Dean, an Assistant Dean, and supported by a Shared Services
Office. Together, these will provide collaborative synergy toward the mission of CEPS. Each entity’s primary function within CEPS is summarized below.

School of Education (SOE) will continue to be responsible for preparing future professionals to be exemplary practitioners and scholars. SOE will continue to work as the integrative unit (as recommended by URI Faculty Senate) responsible for developing, administering, evaluating and revising all professional PK-12 teacher education programs within the University, regardless of where they are based on campus (i.e., School Psychology, School Library/Media Specialist, and Music Education programs are housed in the College of Arts and Sciences, while Health and Physical Education, Early Childhood Education\(^1\), and Speech/Language Pathology are housed in the College of Health Sciences). SOE will continue to offer initial certification at both the undergraduate and graduate levels through programs nationally recognized by their Specialized Program Associations and NCATE/CAEP (National Council for Accreditation of Teachers/Council for the Accreditation of Educator Preparation).

Located in the Feinstein Providence Campus, the School of Professional and Continuing Studies (SPCS) will provide adult and non-traditional students with a world-class education in a convenient, adult-focused environment. Students select from a variety of programs including the Bachelor of Interdisciplinary Studies (BIS) and undergraduate degree offerings in Communication Studies, English, Film Studies, History, Human Development and Family Studies, and Psychology. The BIS program will continue its focus in the areas of business, health, and communication, while also increasing opportunities for students to obtain an interdisciplinary academic major by expanding/aligning degrees more closely with local, state, and national goals for development in a knowledge and service based economy. Through integrated academic and support services, SPCS will provide students with a high-quality holistic experience that will increase their opportunity for retention and completion. SPCS students will have access to flexible course schedules, academic advising, tutoring, library services, writing assistance, financial aid, career advising, and even opportunities for childcare in the child development center located right on campus with scholarships available for children of students. These unique opportunities will enable SPCS to increase enrollment in degree and non-degree programs. SPCS will be the primary entry point and academic destination of choice for adults and non-traditional students in the state and surrounding region who are seeking flexible programs that fit their busy lives, offering a seamless academic experience that combines accessible course schedules with integrated support services all available in one convenient urban location. Through increased partnerships, SPCS will help develop students’ opportunity to engage in urban-focused studies, internships, and research.

The Office of Strategic Initiatives will expand the current work of the Office of Special Programs and the Center for Human Services by providing a coordination of effort and growth for URI educational partnerships through our undergraduate and graduate programs and professional development certificate programs that enhance outreach and educational relationships at the university and state levels. The Office of Special Programs offers a wide

\(^1\) Early Childhood Education is a shared program between Human Development and Family Studies and the School of Education.
variety of certificate programs, credit programs, and non-credit seminars and institutes that provide essential skills and knowledge needed for participants to feel more confident in their professions and advance career opportunities. The Center for Human Services is a professional development, evaluation and outreach center based within the College of Human Science and Services. The Center provides innovative, comprehensive and current workforce solutions and evaluation services to a diverse clientele including business, human service and educational institutions. The current successful efforts of both of these offices will bring to bear a more comprehensive and targeted opportunity to provide managerial and student/customer support for integrated educational programs, research, services, outreach, and entrepreneurial activities.

A Shared Services Office will include college-wide services such as marketing, experiential learning, fundraising and development, and finance (i.e., budgets, payroll, contracts, and purchasing), while maintaining information technology, library services, student services, and support staff with the same reporting structures that currently exist in CCE and SOE (although SOE will need a dedicated IT person). A college-wide alignment of finance services will allow for greater communication and collaboration and more centralized information processing and decision-making. To better promote CEPS’s mission and vision to the internal and external communities, a marketing manager will be hired to improve marketing, communication, and social media presence across all individual entities. A development officer dedicated to CEPS will focus on fundraising and other alumni related events.

By merging the College of Continuing Education with the School of Education, Special Programs, and the Center for Human Services, with a commitment to collaborative effort, necessary resources, and meaningful function and structure to support current and future initiatives, the University of Rhode Island can create a unique College of Education and Professional Studies to provide many advantages to our students, faculty, staff, community, and state. As a result of these strategic efforts and new opportunities, the College of Education and Professional Studies will be an engine for innovation and economic growth in Rhode Island and beyond. Appendices C and D demonstrate faculty and staff support, respectively.

6. Signature of the President

[Signature]
David M. Dooley
Appendix A

Proposal for the College of Education and Professional Studies
Proposal for the College of Education and Professional Studies

Proposal of the Phase II
College of Education and Professional Studies
Planning Committee
October 2015

College of Education and Professional Studies

Committee Members

David Byrd, School of Education

Lori Ciccomascolo, Chair, College of Continuing Education and College of Human Science and Services

Julie Coiro, School of Education

Theresa Deeney, School of Education

Christine Dolan, Special Programs

Benjamin Hagen, College of Continuing Education

Deborah Mathews, Center for Human Services

Kathy Peno, School of Education

Kathryn Quina, College of Continuing Education

Tammy Vargas Warner, College of Continuing Education
Proposal for the College of Education and Professional Studies

Preamble

The discussion to merge the College of Continuing Education and the School of Education (SOE) began over a year ago. After gaining endorsement of the initial vision for a new college from CCE and SOE faculty and staff, the Phase II Planning Committee began its work to review reports of nation-wide trends in teacher education and adult education and to create a proposed mission, vision, goals (Appendix D) and structure for a two-campus college (Appendix B). The committee created its first report in August 2015 that was intentionally more of a global report as the objective was not to be prescriptive; rather, the committee wanted to present a general concept of a new college that would be informed by thoughts and ideas from faculty and staff. To that end, after the release of the first report, and after meeting separately with each entity, we held a CCE-SOE forum on September 1, 2015 where the committee gleaned new perspectives and ideas through small and large group discussions.

Moving forward, the committee’s goal was to listen to faculty and staff in meetings to identify, understand, and manage their thoughts and concerns in thinking about a fresh perspective for a new college. Some of the recurring themes at these meetings included the need for a more specific rationale, current and future resources, CCE and SOE related data, and more specific examples of current and potential CCE and SOE synergies and partnerships. The committee also heard the need for open and direct communication in a two-campus college as well as the importance of a student-centered focus that meets the needs of both traditional and non-traditional students. In the following report, the committee has evidenced how the faculty and staff’s feedback was implemented. For example, the report includes more specifics on synergies and partnerships, CCE and SOE data, and the reiteration of a college-wide Shared Services Office.

The committee recognizes that this revised report proposal will not answer every question about a potential merger and should be viewed as a ‘work in progress.’ It is important to note that if the CCE and SOE faculty and staff respond in the affirmative for a new college, it will not mean the end of the discussion. A Phase III Implementation Committee, with equal representation from CCE and SOE, will be formed and faculty and staff led task forces will be created to address student needs, shared services, curriculum and programs, marketing and communication, etc. Students, faculty, staff, and administrators will “roll up their sleeves” and become fully engaged in managing and implementing changes that a new college will signal.
Proposal for the College of Education and Professional Studies

Introduction and Rationale

Rapid changes associated with the new knowledge economy are both exciting and challenging. The planning committee for the proposed College of Education and Professional Studies (CEPS) has drafted a plan (see Appendix A) for varied opportunities for education to transition effectively to meet future demands and trends, with a focus on equity and social justice, academic excellence, active lifelong learning, flexibility, and financial sustainability.

Within the existent School of Education (SOE), the College of Continuing Education (CCE), Office of Special Programs (SP), and the Center for Human Services (CHS), we have award-winning scholars, teachers, and staff, motivated and engaged traditional nontraditional students, and innovative entrepreneurial programs and partnerships. However, our current situation as four separate entities does not allow us to harness the power of a collective unit to meet the education and professional needs of ALL our constituents, including Rhode Island residents and the more extended populations our innovative programs can reach.

We need focused and synergistic efforts across our Kingston and Providence campuses aimed directly at preparing teachers, adult learners, and professionals to be leaders in their careers and communities. The opportunity to merge the existing components and areas of expertise already in place at our University across the two campuses and coordinate our efforts under a potential College of Education and Professional Studies (CEPS) will enable us to create a thriving college that will provide greater benefits to our students, faculty, local community, and state. This collaborative college can offer our learners access to innovative, customized, developmentally appropriate, and flexible opportunities through which they gain both interdisciplinary knowledge and practical experience in real community settings. Merging efforts in Providence and Kingston will also provide explicit mechanisms and personnel dedicated to directly support the planning, marketing, design, and implementation of innovative credit bearing and/or entrepreneurial initiatives that celebrate lifelong learning, and encourage academic scholarship in ways that directly impact school and diverse community needs.

Integrating teacher education (School of Education) with continuous and varied opportunities for adult learning and continuing education (including the academic portion of the College of Continuing Education, Special Programs, and the Center for Human Services) would position the University well with regard to the education of teachers and continuing education of a broad population of adults, areas with potential to greatly impact RI’s economic development.

As a result, the proposed College of Education and Professional Studies can develop into a major force for garnering new resources for the University of Rhode Island while providing scholarly and experiential learning opportunities for the array of diverse students served by our programs (e.g., traditional-aged learners, non-traditional aged adult learners, and learners who seek continuing workforce development and professional education).
Proposal for the College of Education and Professional Studies

Proposal for The College of Education and Professional Studies (CEPS)
To capitalize on the strengths within each of four currently separate units, we propose that the URI School of Education (in Kingston), the URI College of Continuing Education (in Providence), Office of Special Programs, and the Center for Human Services (in Kingston and Providence) be grouped into a unit proposed as the College of Education and Professional Studies (CEPS), a two-campus college (Kingston and Providence) guided by the following vision and mission:

CEPS VISION
The URI College of Education and Professional Studies (CEPS) will be a flexible, accessible, scholarly, and experiential learning environment for students across the lifespan that will prepare teachers, adult learners, and professionals to be leaders in their careers and communities.

CEPS MISSION
To advance and support learning for the continuous development and empowerment of all children, youth, and adults.

The proposed (draft) structure of CEPS (please see Appendix B) will integrate efforts across two schools (the School of Education and the School of Professional and Continuing Studies), and an Office of Strategic Initiatives. To create a centralized and pervasive support system, the College will be overseen by a Dean, an Associate Dean, an Assistant Dean, and supported by an Office of Shared Services. Together, these will provide collaborative synergy toward the mission of CEPS.

In the sections below, we first summarize each entity’s primary function within CEPS. Then we outline the goals and strategies designed to address our collection vision. Finally, we offer examples of existing partnerships and future synergies between each of the three overlapping entities to highlight the benefits and opportunities of creating one college across two campuses. (See Appendix C for faculty, student and program data.)

School of Education (SOE)
The School of Education will continue to be responsible for preparing future professionals to be exemplary practitioners and scholars. To achieve this mission, faculty will seek to generate, use, and disseminate knowledge about teaching, learning, and human development and strive to establish and maintain partnerships for the purpose of addressing and resolving critical educational problems that impede and impact the learning of children and youth.

The School of Education will work as an integrative unit (as recommended by URI Faculty Senate) responsible for developing, administering, evaluating and revising all professional PK-12 education programs within the University, regardless of where they are based on campus (i.e. School Psychology, School Library/Media Specialist, and Music Education Programs are housed outside the College of Human Sciences and Services, while Health and Physical
Education, Early Childhood Education\(^1\), and Speech/Language Pathology exist in separate departments within the College of HSS). The School of Education will offer initial certification at both the undergraduate and graduate levels through programs nationally recognized by their Specialized Program Associations (SPA) and by NCATE/CAEP (National Council for Accreditation of Teachers/Council for the Accreditation of Educator Preparation).

At the undergraduate level, students can pursue degrees in early childhood, elementary, and secondary education (English/Language Arts, Mathematics, Science, Social Studies/History, and Foreign Language), and music or physical/health education, as well as an extended certification for middle level education or English as a Second Language. At the graduate level, students can pursue initial certification in the above areas through a Master of Arts with Teacher Certification program (MA/TCP). Graduate students can also enter programs that lead to certification in school library media, speech/language pathology, or and school psychology (MS/MA/PhD), pursue a Master of Arts in adult, elementary, or secondary education, gain graduate certificates in Digital Literacy or Adult Education, or pursue a PhD in Education through the School of Education’s joint URI/RIC Ph.D. in Education program. Graduate students with initial certification can also enter programs for advanced certification in reading, or initial certification in special education.

SOE faculty will continue regular conversations to blend our individualized research, teaching, and scholarship efforts with collaborative initiatives directed toward four overlapping areas of collective expertise, including 1) innovation in education, 2) learning and teaching across the lifespan, 3) social justice, and 4) assessment, evaluation, and educational policy. Recent efforts around the social justice strand focused on increasing cultural competence among URI students and faculty, for example, has resulted in the development of Grand Challenge course proposals on topics including Education for Citizenship and Education and Social Justice. Cross-departmental collaborations will continue to grow as SOE faculty work with faculty in other URI departments such as History, Science, Math, and Writing, to create courses that integrate high quality content with effective pedagogies to meet the changing needs of today’s learners.

**The School of Professional and Continuing Studies (SPCS)**
Located in the Feinstein Providence Campus, the School of Professional and Continuing Studies (SPCS) will provide adult and non-traditional students with a world-class education in a convenient, adult-focused environment. Students can select from a variety of programs including the Bachelor of Interdisciplinary studies (BIS) and undergraduate degree offerings in Human Development, Psychology, Communication Studies, English, Film Studies, and History. The BIS program will continue its focus in the areas of business, health, and communication, while also increasing opportunities for students to obtain an interdisciplinary academic major by expanding/aligning degrees more closely with local, state, and national goals for development in a knowledge and service based economy.

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\(^1\) Early Childhood Education is a shared program between Human Development and Family Studies and the School of Education.
Proposal for the College of Education and Professional Studies

Through integrated academic and support services SPCS will provide students with a high-quality holistic experience that will increase their opportunity for retention and completion. SPCS students will have access to flexible course schedules, academic advising, tutoring, library services, writing assistance, financial aid, career advising, and even opportunities for childcare in the child development center located right on campus with scholarships available for children of students. These unique opportunities will enable SPCS to increase enrollment in degree and non-degree programs.

SPCS will be the primary entry point and academic destination of choice for adults and non-traditional students in the state and surrounding region who are seeking flexible programs that fit their busy lives, offering a seamless academic experience that combines accessible course schedules with integrated support services all available in one convenient urban location. In addition, through increased partnerships, SPCS will help develop students' opportunity to engage in urban-focused studies, internships and research.

The Office of Strategic Initiatives (OSI)
The Office of Strategic Initiatives will expand the current work of the Office of Special Programs and the Center for Human Services by providing a coordination of effort and growth for URI educational partnerships through our undergraduate and graduate programs and professional development certificate programs. The Office of Special Programs offers a wide variety of certificate programs, credit programs, and non-credit seminars and institutes that provide essential skills and knowledge needed for participants to feel more confident in their professions and advance career opportunities. Programs include a certificate in digital literacy, a graduate certificate and an online master’s degree in cybersecurity as well as credit programs in biotechnology and cytotechnology. The Center for Human Services is a professional development, evaluation and outreach center based within the College of Human Science and Services. The Center provides innovative, comprehensive and current workforce solutions and evaluation services to a diverse clientele including business, human service and educational institutions. Some current projects include the Providence Public Library, Neighborhood Health Plan of RI, National Science Foundation, RI Department of Labor and Training Real Jobs RI program and the RI Department of Human Services. The current successful efforts of both of these offices will bring to bear a more comprehensive and targeted opportunity to provide managerial and student/customer support for integrated educational programs, research, services, outreach, and entrepreneurial activities. As part of CEPS, this office will coordinate its efforts both within the new college structure and throughout URI to help increase inter-department, inter-collegiate synergies that may not currently exist. The proposed new college will be well poised to increase its outreach and educational relationships since the efforts of this office are focused on providing a responsive and streamlined path to meet the immediate and current needs of all Rhode constituencies. These efforts will help to generate revenue, provide pathways to increase our enrollments and support the focus of the new college vision in its commitment to equity, academic excellence, active lifelong learning, flexibility and financial stability.
Proposal for the College of Education and Professional Studies

Shared Services

The initial proposal called for a Shared Services Office which would serve as an entity that would centralize enrollment management, experiential learning, student services, technology, the Library, finance (i.e., budgets, purchasing, etc.), and marketing for both the SPCS and the SOE. However, after considering feedback from faculty and staff that the practical reality of a two-campus model of Shared Services would not be feasible, the committee proposed a different model for a Shared Services Office. As a result, the concept of a Shared Services Office would include college-wide services such as marketing, experiential learning, fundraising and development, and finance (i.e., budgets, payroll, contracts, and purchasing) but will keep Information Technology, Library services, Student Services, and support staff with the same reporting structures that currently exist in CCE and SOE (although SOE will need a dedicated IT person). Discussions with the appropriate staff will be held in the near future to address Enrollment Services and Admissions processes from a college-wide perspective. In addition, a college-wide alignment of finance services will allow for greater communication and collaboration and more centralized information processing and decision-making. Further, in order to better promote CEP’s mission and vision to the internal and external communities, a marketing manager will be hired in the next few months to improve marketing, communication, and social media presence across all individual entities. In addition, the committee will request a development officer who is dedicated to CEPS to focus on fundraising and other alumni related events. Finally, it will be necessary for CEPS to benefit from an Experiential Learning coordinator to recruit experiential learning sites/internships and to maintain communication with the contacts at the internship sites.

The current Student Services model in CCE will remain, with encouragement to enhance connections between career and related services in Providence and Kingston and state-wide employment opportunities. A bridged college-wide Student Services approach provides greater access and better interface with the types of information and assistance students need. Providing a depth of information in the physical location of the Feinstein Providence campus will vastly improve the ability of non-traditional and adult students to navigate the college environment.

In this time of intense competition for students, both nontraditional and traditional, comprehensive support and user-friendly access are crucial to program success. A shared approach to fulfilling students’ needs would enhance our ability to deliver a comprehensive support system to more seamlessly meet the complex needs of our students. More effective data collection and analysis will improve efficiency of recruitment and permit ongoing evaluations of operational strategies. Proactive, engaged interactions with students will improve student retention and have a positive impact on growing enrollments. Effective advising and student supports across all programs, from entry to completion, will reduce the time and cost of a degree and help produce more successful graduates.
The Results of Synergy: Benefits and Opportunities of Creating One College Across Two Campuses

As separate entities, CCE and SOE each have proven track records of engaging collaboratively to meet market demands and community needs with innovative ideas that grow into productive programs. The opportunity to merge and coordinate our efforts under one college will enable us to place a direct spotlight on our priorities and more efficiently design and implement strategies to accomplish our mission. Moreover, the Office of Strategic Initiatives will help systematically collect feedback from stakeholders in order to strategically reassess our offerings and ensure that programs are innovative and responsive to current needs and trends.

As a result of the merger, the College’s programs, faculty, and staff will collaboratively serve traditional-aged learners, non-traditional and adult learners, and learners who seek continuing workforce development and professional education. These students may include students in teacher and adult education, graduate students, Finish What You Started students, transfer students (particularly Community College of Rhode Island students), student veterans, individuals who seek a career change or career advancement, and individuals from schools, businesses and corporations who seek professional development through credit or non-credit experiences.

Figure 1 proposes a conceptual representation of how the three entities will continue to strengthen their individual efforts while also focusing on strategic ways to partner with each other to address our mission (as represented by the overlapping sections labeled A, B, C, and D and described in the sections below). To develop our collective vision, individuals working in the CCE and SOE met several times to discuss models of existing partnerships and a vision for future synergies, and we plan to continue to advance these ideas in the next phase of the merger process. The Office of Strategic Initiatives (OSI) will enable SOE and SPCS to more closely partner with each other while also expanding our educational initiatives beyond the Kingston and Providence campuses to work with individuals in the greater Rhode Island community and beyond. OSI will continue to provide quality customer support to help maintain the success of these unique initiatives. The Center for Human Services, as part of OSI, will provide organizational consultation, evaluation, program development and professional development services to a diverse clientele including business, governmental agencies and educational institutions. A proposed development officer and marketing manager will help customize supports within and across the three separate entities. Pictured at the base of the figure are the four goals and mission that will underlie all of our efforts.

In the next section, we provide just a few examples of existing and future collaborative synergies that correspond to the overlapping efforts represented in sections A, B, C, and D of Figure 1.

**Figure 1. Conceptual Vision of Synergies and Partnerships Within The College of Education and Professional Studies (CEPS)**
Proposition for the College of Education and Professional Studies

Goal #1: Teaching and Professional Development
Goal #2: Equity & Lifelong Learning
Goal #3: Research and Scholarship
Goal #4: Urban Initiatives

CEPS MISSION: To advance and support learning for the continuous development and empowerment of all children, youth, and adults

Synergies: Existing and Future

A. Between SOE and Academic Aspect of CCE (future SPCS)
CEPS will work diligently to actively build, participate in, and celebrate partnerships across the Kingston and Providence campuses that enhance teaching, research, and scholarship while supporting the needs and interests of our diverse student population. Together, URI students (graduate and undergraduate) and an array of outstanding URI faculty with proven track records of success, will partner in focused research-based efforts to address and impact school and community needs. In addition, students at both campuses will benefit from a dedicated team of individuals who provide support and career services to build skills and confidence for a successful university experience.

Existing Synergies Between SOE and CCE (future SPCS)
- **Urban Initiative and Research**: Each year, CCE receives a special legislative grant for the Urban Initiative, which has allowed CCE to fund curriculum development, research
Proposal for the College of Education and Professional Studies

programs, public forums, guest lecturers, and arts and culture events, all with policy, social justice, and economic/workforce development at the forefront. The urgent issues of education in urban settings fits well within the purview of this funding and future programs can focus more clearly on educational policies and practices to benefit urban centers of Rhode Island.

Future Synergies Between SOE and SPCS

- **Supporting Non-Traditional Students In Teacher Education Programs.** The College of Continuing Education is forging a partnership with the Community College of Rhode Island’s (CCRI) Liston (Providence) campus for their students to complete their bachelor’s degree in the BIS program and will work with the SOE to support students in becoming teacher educators who will potentially teach in Providence where there is currently a shortage of teachers, especially those from diverse backgrounds or those who speak a language other than English. In addition, the BIS and Finish What You Started programs will be able to incorporate more elective courses from the education program into Human Studies and other Bachelor of Interdisciplinary Studies majors offered at the Providence campus.

- **Research Apprenticeships for Doctoral Students.** Future program initiatives can tap into the expertise of Support Services personnel working at CCE to provide experiential learning opportunities for doctoral candidates who may shadow, intern, engage in service learning projects, and even collect data as part of elective coursework in specialization strands related to equity and social justice or student support services. This unique collaboration would provide flexible opportunities for our candidates to work with diverse adults in urban communities outside traditional K-12 settings and, therefore, enrich their learning in how to create and support positive change in diverse educational settings.

B. Between CCE and Special Programs

Existing:

- **The Providence Biotechnology Center,** an existing joint venture between CCE and the College of the Environment and Life Sciences (CELS), offers undergraduate, graduate, K-12, and industry-training programs that can serve as a model for additional programs at CEPS that can be responsive to current needs and trends. Elements of this joint venture include the following:
  - **Response To Societal Trend:** The Biotechnology Program responds to the call for more experts in health care and related biomedical fields, two of the fastest growing industries in the country.
  - **Academic Offerings:** Faculty in the CELS program work with CCE staff to provide students with several academic options (e.g., Biotechnology Manufacturing Certificate Program) that can culminate in industry-based employment as well as a B.S. degree in Medical Laboratory Science with a specialty in Biotechnology. The program is offered on a full and part-time basis to accommodate the working professional and also involves a clinical internship, in which students work closely with researchers in Biotechnology companies and organizations. Another program
offered is the M.S. degree in Medical Laboratory Science, with specializations in Biotechnology, Cytopathology (accredited with clinical internships), Medical Laboratory Specialties, and Public Health Laboratory Sciences. Several adult education electives in this program are developed and offered by the faculty in the School of Education, leading to a Certificate in Adult Education.

- **K-12 Offerings:** BioTech Program Faculty have also developed good relationships with the science departments in at least 13 Rhode Island high schools to help recruit new Providence BioTech students each fall. Moreover, several graduates from the program are high school science teachers who integrate effective science practices back into the Rhode Island science curriculum. Funding from additional sources helps to provide training and high-end research equipment to teachers in these ventures, and has helped establish seven sustainable Biosciences Academies in high schools in under-resourced Rhode Island communities.

- **Industry Training Programs:** The Biotechnology Professional Development and Advancement Program (BPDA) extends work beyond higher education and K-12 offerings to provide professional development for biomanufacturing industries in New England, and the RI BioScience Leaders group engages over 25 Rhode Island companies who meet regularly at the Providence campus to exchange ideas.

**Future Synergies Between SPCS and OSI**

- **Additional Collaborative Initiatives:** Joint ventures between SPCS and OSI like the Providence Biotechnology Center will be designed with elements that serve URI students, K-12 teachers, and/or industry-training programs to increase enrollment while positively impacting URI and the larger Rhode Island community.

- **TALENT Project:** In this pilot project, a team comprised of the Center for Human Services, Special Programs, and two outside consultants, are developing partnerships with Rhode Island businesses. They utilize a concierge, customer centric focus in their engagement with internal and external partners and work closely with the URI Business Engagement Center to help provide resources to meet client needs.

- **Increase in Blended and Online Courses:** As the continuing and professional education landscape evolves, the ability to serve students with complex work and life schedules becomes a great source of opportunity. Collaborative efforts within the SPCS and OSI will focus on ways to increase our capacity to serve potential new students by implementing more blended, on-site, and online course offerings in its adult programs.

**C. Synergies Between SOE and OSI**

URI’s impact on RI through its schools and economy provides us with numerous possibilities to engage more deeply in partnership collaborations. OSI could support and manage a much greater capacity for this relationship building than the individual faculty member can. The efficiency of having a one-place point of contact serves our off-campus partnerships well and provides a direct connection for adult students engaged in this type of educational opportunity. In addition, OSI could help SOE faculty envision and implement credit and non-credit bearing learning opportunities outside traditional structures, such as those that combine summer institute models,
online programming, and efforts to collaborate with individuals, businesses, and/or organizations outside the walls of URI. CEPS will provide a more direct and strategic pathway to developing, marketing, and sustaining these exciting educational partnerships.

**Existing Synergies Between SOE and Special Programs (future OSI)**

- **Embedded Educational Training:** The School of Education has partnered with the Providence Public School District (PPSD) to offer an embedded MA in Reading Education program to Providence teachers, providing an after school literacy program serving students who struggle, and increasing teachers’ expertise in reading assessment and instruction. Graduates of the Providence MA/Reading program now have key positions in PPSD administration focused on reading curriculum and instruction. This model can be expanded to provide embedded training in an urban setting for students enrolled for undergraduate and other MA degree programs.

- **Urban, School-Based Partnerships:** The School of Education has partnered with the Providence School District to engage in the collaboration of an embedded principal preparation program that specifically aligned to the district’s vision of higher achievement for all students. Sixty-one graduates of this program are either in key leadership administrative roles within Providence or teacher leaders within their schools.

- **Specialized Certificate Programs:** In a collaborative partnership between the SOE and Special Programs, a single week-long Summer Institute in Digital Literacy, first offered in 2013 to 50 participants at the URI Feinstein Providence Campus, has grown and evolved into a fully approved Graduate Certificate in Digital Literacy consisting of two Summer Institutes and two fully online courses that run during the fall/spring semesters. In July 2015, 160 participants from the United States and 8 countries attended the Summer Institute; 34 students enrolled for graduate credit (drawing in students from URI’s undergraduate, Master’s, and PhD programs as well as students outside the state and country); and the first cohort of nine students completed the four-course graduate certificate. Two students have continued on at URI to pursue their Master’s Degree in Education, and one of these students is pondering the possibility of enrolling in the PhD in Education program to deepen her expertise in digital literacy.

- **Collaboration on Externally Funded Educational Grant Projects:** The NSF Computing (STEM +C) Project includes SOE faculty and Evaluators from the Center for Human Services. This partnership, which also includes Computer Science and the Graduate School of Oceanography, is designed to build the teaching and computing capacity in STEM disciplines in middle and high school.

**Future Synergies between SOE and OSI**

- **Additional Specialized Certificate Programs.** Certificate programs like the Graduate Certificate in Digital Literacy that combine alternative formats of face-to-face and online components can be offered in additional areas (e.g., Adult Education, TESOL Education, Special Education) to increase enrollment in graduate programs while positively impacting URI and the larger Rhode Island community.
Proposal for the College of Education and Professional Studies

- **Multi-Disciplinary Coursework**: SOE faculty can partner with faculty in other URI departments (Math, Science, History, and Writing) to expand offerings that capitalize on the collective expertise of faculty in both content and effective pedagogical practices to meet the diverse needs of URI students. OSI would work with RI school districts to collect data and provide feedback to inform course content for URI students as well as professional learning opportunities for classroom teachers.

- **Collaboration on Grants and Contracts**: The Center for Human Services has expertise in evaluation, grant writing, training and assessment. These services will be used in partnership with SOE on future grants and contracts.

**D. Among SOE, SPCS, and OSI**
OSI will increase opportunities for SOE and SPCS to partner with each other as well as with public and private schools, local businesses, communities, and the Community College of Rhode Island to determine specific market and district needs that will benefit our partners and our students. The College will link with public schools and other educational, business and community entities to strengthen the family-child-school triad. It will also develop interdisciplinary programs and certifications for adult learners who need to build and upgrade skills to enhance and change careers throughout their professional lives.

**Existing Synergies**
- **Amgen Biotech Experience (RI)** is an internationally acclaimed program that provides training for teachers to incorporate a biotechnology module into their curriculum, utilizing free, mobile, and sophisticated lab equipment. Its innovative program provides teachers professional development, teaching materials, research-grade equipment and supplies to middle and high schools. SOE's science pre-service teachers have engaged in this experience in order to expand their knowledge while engaging with 50 ABE educators who teach in twenty RI schools, four MA schools and one CT school.

**Future Synergies**
- **Step Up Initiatives**: Responding to the needs of non-traditional students not yet confident enough to begin formal coursework in the BIS program in Providence, free two-day modules focusing on study skills and customized support services could be held at the Providence Library, for example, to attract individuals who may not have considered college to be an option or who may need additional strategies before enrolling in offline or online coursework. SOE faculty and CCE instructors/support services personnel would collaboratively teach these short modules and OSI would organize the community connection. Once students experience success, interested learners would be offered additional support services to help them transition into the Learning Enhancement for Adults Program (LEAP), the BIS program and/or other degree granting programs housed at the Kingston campus.

- **Interdisciplinary Programs**. Building on the success of existing programs in Special Programs and partnerships created by the Center for Human Services, proactively creating
Proposal for the College of Education and Professional Studies

new programs with the input of business and community partners will create more opportunity for interdisciplinary degree programs or certificates with other colleges. Further, research and scholarship in education, particularly that in which undergraduate and graduate students engage in scholarly endeavors, will enhance our coordinated efforts, while setting URI apart from its peer institutions. Creating this new synergy will strengthen education fields at URI through, but not limited to, an increase in partnerships, growth in enrollment, enhancement of faculty and student scholarship, and increased revenue.

Conclusion
By merging the College of Continuing Education with the School of Education, Special Programs, and the Center for Human Services, with a commitment to collaborative effort, necessary resources, and meaningful function and structure to support current and future initiatives, the University of Rhode Island can create a unique College of Education and Professional Studies to provide many advantages to our students, faculty, staff, community, and state. As a result of these strategic efforts and new opportunities, the College of Education and Professional Studies will be an engine for innovation and economic growth in Rhode Island and beyond.
Appendix A

Phase I HSS SOE/CCE Merger Committee

Committee Charge
The College of Human Science and Services and College of Continuing Education Phase I Merger Committee was formed in May 2014 and charged with developing a new organizational entity that has a shared and innovative vision and mission. More specifically, the committee was asked to propose an entity to “strengthen and bring greater visibility and interconnectedness to the University’s future endeavors in all areas of, but not limited to, teacher education, continuing education, and online learning.”

To that end, the HSS/CCE Committee was charged with carefully considering and articulating prospects relative to three topics including 1) Describe a new identity and shared vision for a new organizational entity; 2) Determine synergies and vital endeavors in several areas of education; and 3) Consider resources and structures.

1) A new identity and shared vision for a new organizational entity
   - Identify the opportunities in blending existing organizational cultures and on which the newly merged entity will respond and focus
   - What initiatives will be importance to its vitality that will respond to emerging trends?
   - Which populations will be served and how will they best be served in a new synergistic approach?
   - Consider the vital future role of emerging systems and technological impacts and how the University might leverage these opportunities to best serve its vision for education and continuing education
   - Determine how data will be used to keep pace with providing services and programs that meet evolving needs

2) Determine synergies and vital endeavors in:
   - Teacher preparation
   - Adult education
   - Workforce/professional development
   - Urban education
   - Online education
   - Interdisciplinary education
TESOL – training with adults given the relatively high proportion of ESOL students in Providence

3) Consider resources and structures
   - Depict a synergistic and integrated organizational and management structure
   - Determine a new mission and vision of a new organization and maximize mutual goals and outcomes
Proposal for the College of Education and Professional Studies

- Determine how revenue generation can be maximized
- Identify curricular and program efficiencies
- Clarify questions and provide ideas relative to resource support, organizational structure, and revenue generation

The Phase I Merger Committee met weekly throughout the summer of 2014 and during the Fall 2014 semester to create a “vision” document. In December 2014, the Committee vetted the ‘vision’ document through meetings with the College of Continuing Education and the School of Education faculty and staff in order to gain their endorsement for further exploring the function and structure of a proposed new college.

After gaining the support from both entities, the merger committee became a Phase II Planning Committee in January 2015 and added two more individuals to the committee (one faculty member each from the College of Continuing Education and the School of Education). The Planning Committee met regularly throughout the Spring 2015 semester and weekly during the summer of 2015 to discuss and create a proposed mission, more detailed vision, values, goals, strategies, and organizational structure, as they relate to a potential new College of Education and Professional Studies at URI.

Further, the Center for Human Services held focus groups in the Spring 2015 semester with education, industry, and academic leaders to share the vision for aligning the URI Providence campus with the needs of Providence and RI and to provide feedback, ideas and support for this potential new College. Overall, these external constituents were very supportive of a new college and the opportunities that it could bring to education, industry, partnerships, and to Rhode Island.

Based on this extensive work, the Phase II Planning Committee prepared a draft proposal to share with faculty and staff from the College of Continuing Education and the School of Education. Informed by feedback during several follow-up meetings at both CCE and SOE, the proposal was revised throughout September and October, 2015.
Proposal for the College of Education and Professional Studies

Appendix B

CEPS - DRAFT STRUCTURE

College of Education and Professional Studies

Dean's Office
- Dean "E" exists
- Associate Dean "E" exists
- Assistant Dean "New"

Shared Services (SES)
- Finance and Administration (budget, payroll, purchasing, contracts) (Director "New"
- Development Office "New"
- Student Experience Coordinator
- Marketing Services (Manager)
- Arts and Culture
- Shared Services within CCE
- Technology Services
- Executive Assistant II
- Protocol Clerk
- BOE Services
- 1/2-time "New"

Teacher Education - Flexible Teacher Education for Adults - Teacher Professional Development
- Adult Education - Adult Learning and Degree Completion - Adult Professional Development and Career Advancement

SCHOOL OF EDUCATION
- Director "New"
- Office of Teacher Education - Director "New"
- Office of Outcomes Assessment and Accreditation
- Curriculum Materials Library (reports to library)
- Full-time faculty
- Lecturers
- Part-time faculty
- Staff
- Undergraduate Programs
- Graduate Programs
- Teacher Certifications
- Certification Extensions
- Partnerships

OFFICE OF STRATEGIC INITIATIVES
- Center for Human Services - Director "New"
- Special Programs - Director "New"
- Staff
- Entrepreneurship/Innovation/Profit
- Academic Program Support (Balithea)
- Urban Initiatives
- Career Advancement
- Workforce Development
- Lifelong Learning
- Non-Credit Certifications
- Competency-Based Education
- Program Evaluation

URU PARTNERS

SCHOOL OF PROFESSIONAL AND CONTINUING STUDIES

Degree Completion
- Program Offerings: COM/ENG, HUM, HIS, HCR, PSY
- Bachelor of Interdisciplinary Studies
- Lecturers
- Part-time Faculty
- Staff

Providence Campus Functions Include:
- Admission & Academic Advising
- Academic Support Services
- Student Services/Career Services - Initial What You Study
- Learning Enhancement for Adult Program (LEAP)
- Psychological Testing Facilities
- Child Development Center (reports to RSU)
- Providence Campus Library (Services to URI Libraries)
- URI Bookstores (Imports to URI Bookstores)
- URI Security (Imports to URI Public Safety)
## Proposal for the College of Education and Professional Studies

### Appendix C

**College of Continuing Education and School of Education**  
**Faculty and Staff and Student Data**

<table>
<thead>
<tr>
<th>Faculty and Students</th>
<th>SOE</th>
<th>CCE-BIS</th>
<th>Course Offerings at CCE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full Time Faculty</td>
<td>14 (including Director)</td>
<td></td>
<td>0/1.5 (TT)</td>
</tr>
<tr>
<td>Full Time Staff</td>
<td>5</td>
<td></td>
<td>3/1</td>
</tr>
<tr>
<td>Lecturers</td>
<td>0.75</td>
<td></td>
<td>0/2 (reporting line is to CCE)</td>
</tr>
<tr>
<td>Part Time Faculty</td>
<td>54</td>
<td></td>
<td>55.14 (reporting line is to other colleges****)</td>
</tr>
<tr>
<td>Clinical</td>
<td>0</td>
<td></td>
<td>3 (in CCE Special Programs courses whose reporting line is to another college)</td>
</tr>
<tr>
<td><strong>Total Faculty</strong></td>
<td><strong>44.5</strong></td>
<td></td>
<td><strong>15</strong></td>
</tr>
<tr>
<td><strong>TOTAL FULL TIME FACULTY EQUIVALENT (FTE)</strong></td>
<td><strong>19.9 SOE</strong></td>
<td><strong>26 HSS/AS</strong></td>
<td><em><em>64.2</em> FTE</em>*</td>
</tr>
<tr>
<td>Undergraduate Students</td>
<td>547** (Majors)</td>
<td>70</td>
<td>178 (students enrolled in major offerings and undeclared)</td>
</tr>
<tr>
<td>Graduate Students</td>
<td>258** (Majors)</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td><strong>TOTAL STUDENTS</strong></td>
<td><strong>305</strong></td>
<td><strong>174</strong>*</td>
<td><strong>3,545</strong>**</td>
</tr>
<tr>
<td>Headcount of students</td>
<td></td>
<td></td>
<td>4,524</td>
</tr>
<tr>
<td>(# of students within all courses; some students may count more than once)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Graduate Assistants</td>
<td>4</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

18
Proposal for the College of Education and Professional Studies

<table>
<thead>
<tr>
<th>CREDIT HOURS</th>
<th>SOE</th>
<th>CCE (BIS + 7 Major Offerings)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Credit Hours Generated</td>
<td>7,774</td>
<td>34,393</td>
</tr>
<tr>
<td>Hours Generated by Tenure Track Faculty/FTE</td>
<td>72%</td>
<td>4%</td>
</tr>
<tr>
<td>Hours Generated by Clinical Faculty</td>
<td>0</td>
<td>5%</td>
</tr>
<tr>
<td>Hours Generated by Lecturers</td>
<td>4%</td>
<td>4%</td>
</tr>
<tr>
<td>Part Time Faculty/Credit Hours</td>
<td>25%</td>
<td>87%***</td>
</tr>
</tbody>
</table>

Sources:
*Academic Affairs Unit Productivity 2013-14
**Professional Educational Data Systems (PEDS & Title II) Fall 2014
***IR Fall 2013 Headcount of Majors Data
****Enrollment Services (This number includes undergraduate enrollment in BIS, 7 major offerings, Special Programs credit and non-credit courses, and dual enrollment courses for high school students earning college credit as of Fall 2015).
***** For the College of Continuing of Education, this number indicates part time faculty and full time faculty teaching overload.

SOE Undergraduate Students

<table>
<thead>
<tr>
<th>Program</th>
<th>Accepted or Waiting in College</th>
<th>University College</th>
</tr>
</thead>
<tbody>
<tr>
<td>Early Childhood</td>
<td>42</td>
<td>19</td>
</tr>
<tr>
<td>Elementary</td>
<td>131</td>
<td>112</td>
</tr>
<tr>
<td>Secondary</td>
<td>118</td>
<td>81</td>
</tr>
<tr>
<td>Physical Education</td>
<td>35</td>
<td>9</td>
</tr>
<tr>
<td>Music</td>
<td>15</td>
<td>12</td>
</tr>
<tr>
<td><strong>Totals</strong></td>
<td><strong>341</strong></td>
<td><strong>233</strong></td>
</tr>
<tr>
<td>Program</td>
<td>Accepted</td>
<td></td>
</tr>
<tr>
<td>----------------------------------------------</td>
<td>----------</td>
<td></td>
</tr>
<tr>
<td>ECE TCP</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>ELE MA/TCP</td>
<td>14</td>
<td></td>
</tr>
<tr>
<td>SEC MA/TCP</td>
<td>26</td>
<td></td>
</tr>
<tr>
<td>Adult Education</td>
<td>31</td>
<td></td>
</tr>
<tr>
<td>Reading</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>Special Education</td>
<td>22</td>
<td></td>
</tr>
<tr>
<td>ELE/SEC/STU Defined MA ONLY</td>
<td>8</td>
<td></td>
</tr>
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</table>

**HSS Totals** 115

<table>
<thead>
<tr>
<th>Program</th>
<th>Accepted</th>
</tr>
</thead>
<tbody>
<tr>
<td>School Psychology (MS) (A&amp;S)</td>
<td>9</td>
</tr>
<tr>
<td>School Library Media (A&amp;S)</td>
<td>27</td>
</tr>
<tr>
<td>Speech Language Pathology (HSS)</td>
<td>50</td>
</tr>
</tbody>
</table>

**Affiliated Totals** 86

<table>
<thead>
<tr>
<th>Program</th>
<th>Accepted</th>
</tr>
</thead>
<tbody>
<tr>
<td>PhD Education</td>
<td>52</td>
</tr>
<tr>
<td>School Psychology (A&amp;S)</td>
<td>5</td>
</tr>
</tbody>
</table>

**PhD Totals** 57

**Total Graduate Enrollment** 258

**College of Continuing Education enrollment is divided three ways:**
1) CCE program student: A part-time or full-time undergraduate who has declared CCE as their primary program. These students may or may not take classes on the Providence campus.

2) CCE Fee-Paying Student: All part-time undergraduate students taking at least one CCE-sponsored course and all full-time undergraduate students taking a CCE course in Providence and not more than 7+ courses in Kingston.

3) CCE Class Student: A full or part-time undergraduate student enrolled in a course at the Providence campus but excludes CCE-sponsored courses offered elsewhere and special program courses.
## CCE Undergraduate Students

<table>
<thead>
<tr>
<th>Program</th>
<th>Accepted</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bachelor of Interdisciplinary Studies (Applied Communication)</td>
<td>3</td>
</tr>
<tr>
<td>Bachelor of Interdisciplinary Studies (Business)</td>
<td>32</td>
</tr>
<tr>
<td>Bachelor of Interdisciplinary Studies (Health)</td>
<td>11</td>
</tr>
<tr>
<td>Bachelor of Interdisciplinary Studies (Human Studies)</td>
<td>19</td>
</tr>
<tr>
<td>Bachelor of Interdisciplinary Studies (Undeclared)</td>
<td>5</td>
</tr>
</tbody>
</table>

**Bachelor of Interdisciplinary Totals** 70

<table>
<thead>
<tr>
<th>Major Offerings at CCE</th>
<th>Accepted</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communication Studies</td>
<td>17</td>
</tr>
<tr>
<td>English</td>
<td>9</td>
</tr>
<tr>
<td>Film Studies</td>
<td>2</td>
</tr>
<tr>
<td>History</td>
<td>13</td>
</tr>
<tr>
<td>Psychology</td>
<td>38</td>
</tr>
<tr>
<td>Human Development and Family Studies</td>
<td>56</td>
</tr>
<tr>
<td>Undecided</td>
<td>5</td>
</tr>
</tbody>
</table>

**Major Offerings Totals** 140
<table>
<thead>
<tr>
<th>Program</th>
<th>Accepted</th>
</tr>
</thead>
<tbody>
<tr>
<td>CCE Non-Matriculating</td>
<td>38</td>
</tr>
<tr>
<td><strong>CCE Non-Matriculating Totals</strong></td>
<td>38</td>
</tr>
<tr>
<td><strong>Total CCE Undergraduate Enrollment (as of Fall 2015)</strong></td>
<td>248</td>
</tr>
</tbody>
</table>
Appendix D

CEPS Vision, Mission, and Goals

CEPS Vision
The URI College of Education and Professional Studies (CEPS) will be a flexible, accessible, scholarly, and experiential learning environment for students across the lifespan that will prepare teachers, adult learners, and professionals to be leaders in their careers and communities.

CEPS Mission
To advance and support learning for the continuous development and empowerment of all children, youth, and adults.

CEPS Goals
Combining these entities allows us to address our collective vision and accomplish the goals listed below, which center on our core values of

- Financial Sustainability
- Access and Equity
- Academic Excellence
- Active Life-long Learning
- Relationship Building
- Flexibility and Responsiveness
- Employability

Goal #1: Positively impact the lives of RI children, adults, and families through teaching and professional development activities.

Goal #2: Create a community that celebrates diversity, equity, and lifelong learners

Goal #3: Promote and enhance quality research and scholarship to address and impact school & community needs

Goal #4: Capitalize on the urban location for expanding CCE, SOE, and URI program opportunities and help teachers and scholars gain the necessary knowledge and skills to affect positive change in urban setting.
Appendix B

Organizational Structure for the Proposed
College of Education and Professional Studies
Appendix C

CEPS Voting Results

<table>
<thead>
<tr>
<th>Department/College</th>
<th>YES</th>
<th>NO</th>
<th>ABSTAIN</th>
<th>Not present and did not vote</th>
</tr>
</thead>
<tbody>
<tr>
<td>School of Education</td>
<td>13</td>
<td>1</td>
<td>0</td>
<td>14</td>
</tr>
<tr>
<td>College of Continuing Education*</td>
<td>3</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>College of Human Science and Services</td>
<td>34</td>
<td>1</td>
<td>0</td>
<td>38</td>
</tr>
</tbody>
</table>

*There are only 3 full-time lecturers in the College of Continuing Education (CCE). Since CCE staff members could not vote in the process, several of them created and signed a document demonstrating their endorsement of the proposal.
Appendix D

Letter of Endorsement from Staff of URI College of Continuing Education
November 2, 2015

Dear URI Senior Leadership, CAC, and Faculty Senate,

We, the undersigned members of the URI College of Continuing Education, voluntarily submit this document of endorsement for the proposed merger between the College of Continuing Education and the School of Education toward the creation of a College of Education and Professional Studies. We believe that this proposed merger represents significant opportunity for the university and, more specifically, the units involved. Our reasons for supporting the proposed merger include our belief that it will:

- Provide the Providence campus with the tools and resources to better educate and serve its student population
- Improve the college's viability and work toward helping our students achieve their educational goals
- Create Change; change is a good thing
- Give the Providence campus a bigger footprint in the Urban area and increase its presence with schools and businesses who may not realize the educational choices that are offered here
- Form a stronger bridge between URI's Kingston and Providence campuses
- Allow us to reinvent ourselves into a more purposeful entity and increase our worth to the state and the university
- Be an opportunity for CCE to benefit from the strengths that exist within the faculty at the School of Education including innovative research, expanded professional development, and ESL teaching programs
- Empower staff and create a thriving, positive environment in which to work
- Enhance our ability to offer innovative programs and deliver a comprehensive support system

We look forward to continued conversations regarding this process and the opportunity to provide further input during the implementation phase.

Sincerely,

Joseph Albanese
Donna Butler
Edward Coppola
Christine Dolan
Amy Folz
Gayla Gazerro
Kathleen Jacquard

Allan Lewis
Princess Metuge
John O'Leary
Andrew Wroble
Tammy Vargas Warner
Leisa Young
Amanda Zelazo
The College of Education and Professional Studies (CEPS) will expand and enhance the strengths and opportunities of the School of Education (located in Kingston) and the programs offered through the Feinstein College of Continuing Education (located in Providence). A unique two campus college, the College of Education and Professional Studies will bridge the School of Education and the new School of Professional and Continuing Studies (formerly the academic side of the College of Continuing Education) and offer educational opportunities across the lifespan for traditional and adult students. The new college will also include a re-invented entrepreneurial entity, the Office of Strategic Initiatives, to create innovative educational and industry-related professional development and academic programs that will serve the University and external constituents. Finally, an Institute on Urban Education and Policy will be created to facilitate faculty collaboration with scholars from other institutions to support research and data-driven evaluation projects in urban education.

**Introduction and Rationale**

Within the existing School of Education, College of Continuing Education, Office of Special Programs, and Center for Human Services, there are award-winningscholars, teachers, and staff, motivated and engaged traditional and nontraditional students, and innovative entrepreneurial programs and partnerships. However, our current configuration as four separate entities does not allow URI to harness the power of a collective unit to meet the educational and professional needs of all our constituents, including Rhode Island residents.

A new College of Education and Professional Studies will create growth opportunities and innovation in teacher preparation and adult education. It will also create a more interconnected approach in serving students in all phases of their lives across the educational continuum. In addition, it will place a more intentional effort on learners who seek continuing workforce development and professional education.
One College. Two Campuses. One University of Rhode Island.

To capitalize on the strengths within each of the four currently separate units, the University of Rhode Island (URI) recommends that the URI School of Education (in Kingston), the URI College of Continuing Education (in Providence), Office of Special Programs, and the Center for Human Services (in Kingston and Providence) be grouped into one unit proposed as the College of Education and Professional Studies (see Appendix A). This new college would focus on synergistic efforts across our Kingston and Providence campuses aimed directly at preparing teachers, adult learners, and professionals to be leaders in their careers and communities with a focus on equity and social justice, academic excellence, and active lifelong learning.

School of Education

The School of Education (SOE) will be based at the Kingston campus and will continue to be responsible for preparing future professionals to be exemplary practitioners and scholars. SOE will continue to work as an integrative unit responsible for developing, administering, evaluating and revising all professional PK-12 education programs within the University. SOE will continue to offer initial certification at both the undergraduate and graduate levels through programs nationally recognized by their Specialized Program Associations and by the National Council for Accreditation of Teachers/ Council for the Accreditation of Educator Preparation. At the undergraduate level, students will continue to pursue degrees in early childhood, elementary, secondary, music, or health/physical education, as well as extended certifications for middle-level education and English as a Second Language. At the graduate level, students pursue initial certification in the above areas through a Master of Arts with Teacher Certification program. Graduate students enter programs that lead to certification in school library media, speech/language pathology, and/or school psychology. Additionally, graduate students enter programs for a Master of Arts in adult, elementary, or secondary education; gain graduate certificates in Digital Literacy or Adult Education; or pursue a Ph.D. in Education through the URI/RIC Ph.D. in Education program. Graduate students with initial certification also enter programs for advanced certification in reading or initial certification in special education.
Office of Strategic Initiatives

The College of Education and Professional Studies will include a re-invented entrepreneurial office called the Office of Strategic Initiatives (see Appendix B), currently known as Special Programs, to create innovative educational and industry-related professional development and academic programs. The Office will serve as the inward-facing, program planning entity and will offer non-academic and academic offerings (e.g., programs in Biotechnology and Cytotechnology), including certificates (e.g., Digital Literacy), online (e.g., Master’s in Cybersecurity) and blended courses and programs, evaluation and training, and executive training delivered online, weekends, evenings, and on-site through the School of Professional and Continuing Studies.

Existing partnerships in Special Programs will continue and be enhanced in the new Office of Strategic Initiatives. For example, the Amgen Biotech Experience (ABE), an internationally acclaimed program, provides training for teachers to incorporate a biotechnology module into their curriculum, utilizing free, mobile, and sophisticated lab equipment. This innovative program provides professional development, teaching materials, and research-grade equipment and supplies to middle and high school teachers. SOE’s pre-service science teachers participate in this experience in order to expand their knowledge and skills while engaging with 50 ABE educators who teach in 25 schools in Rhode Island, Massachusetts, and Connecticut.

Additionally, the Office will provide professional development opportunities for practicing teachers in urban classrooms. The Office will provide innovative, comprehensive and current workforce solutions and evaluation services to a diverse clientele, including business, human service and educational institutions. As part of the College of Education and Professional Studies, the Office of Strategic Initiatives will coordinate its efforts both within the new college structure and throughout URI to help increase inter-department and inter-collegiate synergies that may not currently exist.
Alan Shawn Feinstein School of Professional and Continuing Studies
Located on the Feinstein Providence Campus, the Feinstein School of Professional and Continuing Studies will provide adult and non-traditional students with an outstanding education in a convenient, adult-focused environment. The Feinstein School of Professional and Continuing Studies will be the primary entry point and academic destination of choice for adults and non-traditional students in the state and surrounding region who are seeking flexible programs that fit their busy lives, offering a seamless academic experience that combines accessible course schedules with integrated support services, all available in one convenient urban location. Students will have access to flexible course schedules, academic advising, tutoring, library services, writing assistance, financial aid, career advising, and opportunities for childcare in the Child Development Center located right on campus with scholarships available for children of students.

Students can select from a variety of programs, including the Bachelor of Interdisciplinary studies (BIS), a specialized degree-completion program offering a broad interdisciplinary education through day and evening classes. The BIS program will continue its focus in the areas of business, health, and communication, while also increasing opportunities for students to obtain an interdisciplinary academic major by expanding/aligning degrees more closely with local, state, and national goals for development in a knowledge and service based economy. Further, as previously mentioned, the Office of Strategic Initiatives will offer non-academic and academic offerings, including a) certificates online and blended courses and programs, b) evaluation and training, and c) executive training delivered online, weekends, evenings, and on-site through the Feinstein School of Professional and Continuing Studies.

Shared Services Concept
In an effort to streamline resources between the two campuses, where feasible, the concept of Shared Services would include bridging college-wide services between the two campuses including marketing, experiential learning, fundraising and development, and finance (i.e., budgets, payroll, contracts, and purchasing). Other resources will be campus specific, due to geographical constraints and union matters, including library services, student services, and career services.
New Opportunities

The opportunity to merge the existing components and areas of expertise already in place across the two campuses and coordinate our efforts as the College of Education and Professional Studies enables us to create a thriving college that will provide greater benefits to our students, faculty, local community, and state. This collaborative college will offer our learners access to innovative, customized, developmentally appropriate, and flexible opportunities through which they will gain both interdisciplinary knowledge and practical experience in real community settings. Merging efforts in Providence and Kingston will also provide explicit mechanisms and personnel dedicated to directly support the planning, marketing, design, and implementation of innovative credit-bearing and/or entrepreneurial initiatives that celebrate lifelong learning, and encourage academic scholarship in ways that directly impact schools and diverse community needs.

Several new directions will be the result of the new college including a) an enhanced Bachelor of Interdisciplinary Studies, b) expanded external partnerships, c) the creation of an Institute on Urban Education and Policy, and d) a re-invented Office of Strategic Initiatives. In addition, the School of Education will continue to offer nationally and state accredited teacher education programs.

Bachelor of Interdisciplinary Studies

Currently, the Bachelor of Interdisciplinary Studies (BIS) is a degree-completion program offering a broad interdisciplinary education through day and evening classes. The goal for the BIS program is to expand its audience to traditional students in the School of Education (a new education track) and in University College for Academic Success to help undecided students complete a degree in one of the BIS tracks in health, business, communication, and educational studies. Additionally, the BIS program will include weekend and online classes to better meet traditional and adult students’ needs.
Partnerships

Organizations with which we have never partnered have been approaching the administration at the Feinstein Providence campus about future partnerships. For example, ongoing discussions to partner with Launchcode, a non-profit organization that creates pathways to economic opportunity and upward mobility through apprenticeships and job placement in technology. Along with faculty in URI’s Computer Science Department, the new Feinstein School of Professional and Continuing Studies will offer a Harvard-facilitated MOOC to students and members of the Providence, Pawtucket, and Central Falls communities, especially those who are under or unemployed. The goal of this partnership is to educate students in entry-level computer science curriculum and work with Launchcode to secure internships or entry-level technology jobs.

Institute on Urban Education and Policy

Faculty in the College of Education and Professional Studies will collaborate with scholars from other institutions to support research and data-driven evaluation projects in urban education. Faculty in the Institute will conduct research projects in urban education, provide training for teacher educators to help urban students succeed in PK-12 settings, and communicate policy work on issues that affect education such as health disparities, poverty, and a lack of opportunity for women to advance in the workforce.

College of Education and Professional Studies Structure

The structure of the College of Education and Professional Studies will integrate efforts across two schools (the School of Education and the School of Professional and Continuing Studies), an Office of Strategic Initiatives, and an Institute of Urban Education and Policy. To create a centralized and pervasive support system, a Dean, an Associate Dean, an Assistant Dean will oversee the College, with directors in the School of Education and Office of Strategic Initiatives.
Conclusion

As separate entities, the URI School of Education and College of Continuing Education each have proven track records of engaging collaboratively to meet market demands and community needs with innovative ideas that grow into productive programs. The opportunity to merge and coordinate efforts under one college will enable URI to place a direct spotlight on education and lifelong learning priorities and more efficiently design and implement strategies to accomplish this mission. Moreover, the Office of Strategic Initiatives will help systematically collect feedback from stakeholders in order to strategically reassess our offerings and ensure that programs are innovative and responsive to current needs and trends.

Further, as a result of the merger, the new College of Education and Professional Studies’ faculty and staff will collaboratively serve traditional-aged learners, non-traditional and adult learners, and learners who seek continuing workforce development and professional education. These students may include students in teacher and adult education, graduate students, Finish What You Started students, transfer students (particularly Community College of Rhode Island students), student veterans, individuals seeking a career change or career advancement, and individuals from schools, businesses and corporations seeking professional development through credit or non-credit experience. New programs, with the input of business and community partners, will create more opportunity for interdisciplinary degree programs or certificates with other colleges.
APPENDIX A

COLLEGE OF EDUCATION AND PROFESSIONAL STUDIES STRUCTURE
APPENDIX B

OFFICE OF STRATEGIC INITIATIVES DIAGRAM
Office of Strategic Initiatives

Outreach
Consultation, Strategic Planning, Project Management, Program Planning (needs assessment, design, evaluation)

Education
Curriculum Design, Training, Credit and Non-credit Courses (BIS and others), Certificates, Advisory Boards, Presentations, Resources, Assessment, Development, Evaluation, Adult Learning

Innovation
Grants, Programs, Partnerships, Community Projects

Office of Strategic Initiatives
Hub for Internal and External Innovative Concierge Services, Resources, and Partnerships

Outcomes = Increased success for partners and the University and increased revenue
Notice of Change for College of Education and Professional Studies to certify and grant a) Bachelor of Interdisciplinary Studies, b) Bachelor of Arts degree with majors in Elementary and Secondary Education, and c) Bachelor of Science degree with majors in Elementary and Secondary Education
Date: November 16, 2015

A. PROGRAM INFORMATION

1. Name of institution
   University of Rhode Island

2. Name of department, division, school or college
   Department: School of Education; Interdisciplinary Studies
   College: College of Education and Professional Studies

3. Intended initiation date of program change. Include anticipated date for granting first degrees or certificates, if appropriate.
   Initiation date: July 1, 2016
   First degree date: December 2016

4. Intended location of the program
   Kingston and Providence, RI

5. Summary description of proposed program (not to exceed 2 pages)
   The School of Education (SOE) with majors in Elementary and Secondary Education is moving from the College of Human Science and Services, which is being dissolved June 30, 2016, to the College of Education and Professional Studies as July 1, 2016. In addition, the College of Continuing Education is moving to the College of Education and Professional Studies as July 1, 2016. The College of Continuing Education will be dissolved June 30, 2016. Therefore, the College of Education and Professional Studies needs to have the ability to certify and grant a) Bachelor of Interdisciplinary Studies, b) Bachelor of Arts degree with majors in Elementary and Secondary Education, and c) Bachelor of Science degree with majors in Elementary and Secondary Education to students who complete these programs of study.
In November 2015, the faculty of SOE, HSS and CCE voted to approve moving the School of Education and the College of Continuing Education into the new College of Education and Professional Studies. The proposed College of Education and Professional Studies is seeking approval by the Faculty Senate and President Dooley in December 2015. This Notice of Change is contingent upon their approvals and included here so degrees may be granted without jeopardizing students' transcripts.

6. Signature of the President

[Signature]
David M. Dooley
November 17, 2015

RE: Moving Degrees certification to College of Education and Professional Studies

Please accept this letter of support for the changes to degree certification as delineated in the Notice of Change for College of Education and Professional Studies to certify and grant a) Bachelor of Interdisciplinary Studies, b) Bachelor of Arts degree with majors in Elementary and Secondary Education, and c) Bachelor of Science degree with majors in Elementary and Secondary Education. I accept and support changing the purview to certify and grant the Bachelor of Interdisciplinary Studies from the College of Continuing Education to the College of Education and Professional Studies.

I also accept and support changing the purview to certify and grant the Bachelor of Arts degree with majors in Elementary and Secondary Education and the Bachelor of Science degree with majors in Elementary and Secondary Education from the College of Human Science and Services to the College of Education and Professional Studies.

Sincerely,

[Signature]

Dr. Lori E. Ciccomascolo
Interim Dean
College of Human Science and Services
University of Rhode Island
Quinn Hall
Kingston, RI 02881
401-874-7074
Dean
Feinstein College of Continuing Education
University of Rhode Island
Shepard Building
Providence, RI 02903
401-874-7074
Notice of Change of: Textiles, Fashion Merchandising and Design Department move from the College of Human Science and Services to the College of Business Administration
Date: November 6, 2015

A. PROGRAM INFORMATION

1. Name of institution
   University of Rhode Island

2. Name of department, division, school or college
   Textiles, Fashion Merchandising and Design
   College of Human Science and Services to College of Business Administration

3. Intended initiation date of program change. Include anticipated date for granting first degrees or certificates, if appropriate.
   Implementation date: July 1, 2016
   First Degree date: December 2016

4. Intended location of the program
   Kingston, RI

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

The Textiles, Fashion Merchandising and Design Department requests a move from the College of Human Sciences and Services (HSS) to the College of Business Administration (CBA). TMD needs to find a new college because HSS will cease to exist as of July 2016. The remaining HSS departments will join other colleges. The School of Education anticipates it will merge with the College of Continuing Education into the new College of Education and Professional Studies. Communicative Disorders, Kinesiology, Physical Therapy, and Human Development and Family Science, and Health Studies will become part of a new College of Health Sciences.

TMD will initially remain a department in CBA for AACSB accreditation purposes. CBA currently divides the college into ‘areas’. TM students will continue to have easier access to business courses and TMD students wishing to take business courses will not be given priority. Once the accreditation issues are worked out, TMD will be more fully integrated into CBA.

See Appendix A for more information about the TMD move to CBA.

6. Signature of the President

[Signature]
David M. Dooley
Appendix A

Background of the Textiles, Fashion Merchandising and Design Department

URI's Department of Textiles, Fashion Merchandising and Design (TMD) is the epitome of an interdisciplinary program. Its subject matter bridges art, design, science, culture, and business. Textiles and fashion apparel are a huge global industry and a major component of the U.S. economy.¹

The subject matter covered by the department is taught in approximately 150 four-year programs around the country; URI's program is one of only 13 that are endorsed by the American Apparel and Footwear Association.

URI's Department dates to the founding of the university, having been part of the original College of Home Economics. It shares that history with equivalent programs at most land-grant universities around the country. Like most of those other departments, it has evolved far beyond the original "Clothing and Textiles" to become interdisciplinary in nature and global in scope. Around the country, departments with similar histories are found in a variety of different colleges.

Undergraduate Programs

- Two B.S. programs, Textiles, Fashion Merchandising and Design (TMD) and Textile Marketing (TM).
  - TMD students can focus in any of four disciplines: fashion merchandising, apparel design, history, or textile science. Students can also choose relevant courses from any of the four tracks. The curriculum is very flexible and allows for double majors, minors, study abroad, internships and independent studies.
  - TM students take TMD and CBA courses and have a regimented curriculum with fewer electives.
- High completion rate: of the 105 graduates in the class of 2012, 86% had done so in four years, while 98% had done so in five years.
- High profile in initiatives that correspond with URI's academic plan:
  - Global, with high (35% of class of 2012²) participation in study abroad, dual TMD/language degrees, and emphases in sustainability
  - Experiential: high participation in internships (48% of class of 2012²)
  - Community engagement through textile testing, textile conservation, URI speakers' bureau
  - General Education courses: TMD 224, 113, and others being proposed
  - Grand Challenge Courses Proposed: TMD 103 and 326 (new course).
- Four student organizations: Textile Honor Society, Fashion Merchandising Society, Fashion Blogging Club and student chapter of AATCC

¹Globally, textiles, apparel and apparel retailing totals $2 trillion annually. Sales of apparel and footwear contributed $350 billion to the U.S. economy in 2012, greater than that of new cars ($175 billion) and fast food ($75 billion). (https://www.wewear.org/thefacts/)
Across the supply chain, the U.S. textile and apparel industry directly employs more than 4 million people, including sourcing managers, wholesalers, retailers, merchandisers, buyers, creative and technical designers, and marketing professionals. The United States is the fourth largest textile exporter in the world.

²2012 data were derived from comprehensive review of transcripts. Less comprehensive exit surveys in 2013 and 2014 provide similar figures.
Undergraduate Enrollment
- Current enrollment in TMD and TM undergraduate programs (combined) is 306 students, ranking it no. 11 at URI. TMD has the larger number of students with 282. TM is much smaller with 24, but its major courses are drawn from TMD and from the College of Business.
- The department draws a high proportion of out-of-state students from the mid-Atlantic region and New England. Both programs are in the NEBHE Regional Tuition program.
- Numbers are expected to increase with a change in the NEBHE Regional Tuition program that allows incoming freshman to receive the discount.

Undergraduate Employment
TMD and TM students find employment in all sectors of the Textile and Apparel Supply Chain:
- Textile product development
- Textile testing
- Sourcing
- Apparel product development including technical design and creative design
- Wholesale and retail Merchandising
- Buying
- Visual merchandising
- Entrepreneurs who run their own businesses

Undergraduate Advising
- University College: TMD and TM advising is done by faculty (4+ hours per week total), and UC staff.
- College of Human Science and Services: TMD and TM advising done by faculty. Each faculty member currently advises 31+ students due to fewer faculty.

Internships
- Faculty manage internships year-round, earning per-course compensation for summer internships.
- TMD and TM students are eligible for internships if they have a 2.5 GPA, 60 credits and have matriculated to the college.
- There is no required preparatory course.
- Diana Marshall is the Coordinator of Experiential Education for the College of Human Sciences and Services. She vets internship sites and helps employers create effective internships, as well as sending internship opportunities to the department.

Graduate Program and Enrollment
- The department has one M.S. program (in NEBHE Regional Tuition program for all NE states). Students can pursue thesis or non-thesis options in Fashion Merchandising, Historic Costume and Textiles, Textile Conservation, Cultural Analysis, and Textile Science.
- The MS program consistently has about 15 students enrolled, which compares favorably to other programs nationally, even some with PhD programs.
- The move to CBA creates some concern about the future of the graduate program. The historic and conservation focus of the program has produced some of the field's most prominent curators and conservators and has successfully prepared many for PhD programs. Yet TMD has had to defend this highly successful, prestigious and well-known program with administrators. While
there is room to refocus the program with a replacement for the retired textile historian/conservator, the goal is to improve the support for, and reach, of the program.

- Graduate students earn excellent job placements as museum curators, collection managers, and conservators, as well as instructors in academic institutions. They find positions within all parts of the textile and apparel supply chain. Others work as independent textile and apparel conservator/entrepreneurs.

Certificate Programs
- Fashion Merchandising: for students with a bachelor’s degree who are looking for knowledge and skills in merchandising apparel products.
- Master Seamstress Certificate Programs: offered through URI’s Feinstein College of Continuing Education in Providence. The program offers practical instruction in all aspects of apparel construction and pattern making.

Faculty and Staff
- 8 tenure-track faculty: One textile marketing faculty member has resigned to take another position; another has retired which leaves us with 6 TT faculty. A search to replace the resignation is under way. TMD hopes to replace two faculty in 2016: the retirement and a faculty member who did not receive tenure, working through June 2016.
- Faculty work load: 2/3 before tenure, 3/3 after tenure
- 1 full time department secretary
- 7 adjunct part-time faculty
- 1 part-time collections manager for the historic textile and costume collection (15 hours/week).
- Professional organizations:
  - International Textiles and Apparel Association
  - American Association of Textile Chemists and Colorists (AATCC)
  - Costume Society of America
  - Textile Society of America
  - American Anthropological Organization
  - Association of Family and Consumer Science
  - American Institute for Conservation

Textile Advisory Board (TAB)

TMD’s Textile Advisory Board was the first advisory board on campus. TAB offers advice about curriculum and assists with fund raising, internships and job placement.

Spring Splash

Spring Splash is TMD’s annual celebration and fundraiser. It includes a juried fashion show of original student designs, the awarding of student scholarships and recognition of outstanding TMD alums, business partners or other organizations supportive of TMD.

Quinn Hall Facilities

- Faculty offices and classrooms are located in Quinn Hall
- Facilities in Quinn Hall include an apparel lab, textile conservation laboratory, textile science lab, the Historic Textiles and Costume Collection, and the Textile Gallery.
- Ongoing support for the Historic Textiles and Costume Collection is imperative to our undergraduate and graduate teaching. The collection contains over 20,000 costumes and textiles from all over the world. Besides a few pre-Columbian Peruvian textiles and early Egyptian cloths, the earliest holdings date to the late eighteenth century and extend to the modern era. TMD uses items from the collection in many courses and for mounting exhibits in the Quinn gallery twice a year, which gives graduate student valuable curatorial and installation experience. We also encourage the use of the collection for scholarly research by graduate students and other scholars from across the country. The collection occupies half of Quinn Hall’s third floor.
- URI’s library currently houses the Commercial Pattern Archive, CoPA, the largest garment pattern archive in the world. Scholars, as well as film and theatre costumers use the archive as a resource. The director of the archive is an emerita professor of theatre who is a volunteer and will eventually retire. TMD would like to merge the archive bureaucratically with the Historic Costume and Textiles Collection. While it is impossible to merge them physically into Quinn Hall, controlling how and where CoPa is stored is crucial to its survival. Eventually it would make sense to have them housed in the same facility.

TMD and CBA

TMD’s subject matter is rooted in the world of commerce: designers must produce commercially viable designs; manufacturers and merchandisers translate those designs into sales. It is a global business where supply chains are long and margins are often small, making politics and trade policy important. Locally or globally it is a fertile field for entrepreneurship. In that light, TMD as part of the College of Business Administration (CBA) makes sense.

Links between TMD and the College of Business already exist. The Textile Marketing program is a cooperative degree with CBA, and 20 TMD students a year pursue a minor in business. Joining CBA would provide more efficient course offerings in common areas for both CBA and TMD students. Being housed in CBA represents an outstanding recruiting tool for most majors in TM/TMD.

Structure of TMD within CBA

- Remaining an independent unit: For AACSB accreditation purposes TMD will remain a department within CBA.
  - CBA currently has no departments.
  - Placement of TMD in CBA is conditional on TMD remaining an independent “unit” within the college. The preferred title of such a unit is “school” but “department” is acceptable.3

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3 Two peer programs recently moved to Colleges of Business: University of North Carolina at Greensboro. Department of Consumer, Apparel, and Retail Studies in the Bryan School of Business and Economics. This unit is still a department within the School of Business. Oregon State University. School of Design and Human Environment in College of Business; no departments in the college). The structure of
- As an independent unit TMD would better be able to maintain its core subjects of art, history, design, and social science. This might represent a broadening of opportunities for non-TMD students in CBA.
- Although one of the two UG degree programs is heavily business focused (TM), the other (TMD) is not, and far more students major in TMD than TM. As an independent unit outside the AACSB accreditation, TMD majors would not be required to take the core business requirements (calculus, accounting, etc.). Such courses are not applicable to students concentrating in the creative areas of the degree, and such a requirement would impact the number of students who are interested in TMD.

**Resources Requested from the Provost for TMD’s Move to CBA**

- The HSS Business Manager currently works with TMD 3% of the time. TMD’s administrative assistant handles the remainder of the work. CBA’s business manager will need additional resources.
- Administrative Officer to handle graduation: Managing 80+ student records requires more resources.
- Coordinator for Communications, Marketing and Events: TMD does not currently have access to a dedicated staff member in Communications, Marketing and Events but would greatly benefit from the assistance. More resources are required.
- Director of Development: TMD’s Development Officer is assigned to HSS and Nursing. She currently works for TMD about 10% of the time.
- Internship Coordinator: Faculty currently manage internships with the occasional assistance of Diana Marshall, Coordinator of Experiential Education for HSS. With added resources in the future would eventually utilize the services of the Internship Coordinator.
  - It would be sensible for TMD students to eventually participate in the BUS 390 Junior Career Passport Course and the BUS 493 Internship in Business Administration while doing the internship.
- Advising
  - TMD requests resources for professional advising in UIC to reduce this burden on faculty.
  - TMD would like to continue to advise students when they matriculate into the college.
- Career Day in the fall will eventually include TMD, with additional resources for the TMD staff.

To incorporate department’s activities within CBA the TMD department needs equivalent of at least one FTE in order to assure proper level of service for students in both TMD and CBA. Diana Marshall’s role as Business Manager seems to be crucial to the success of the program.

**Tenure and Promotion**

The tenure and promotion process in TMD would not change. The current salary structure will remain as Market Driven and will not be impacted by moving the Department within the CBA.

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OSU's Business College is close to URI's. The former department became a school upon transfer. An email from the head of OSU's "TMD" school is attached as Appendix B.
Facilities and Space Constraints
Both TMD and CBA are experiencing constraints on available space. TMD is open to joining CBA in a physical space if it includes more classrooms, expanded lab and studio space, and room for the collection, CoPA and exhibit space. TMD is also happy to remain in Quinn Hall. We have submitted space request documents to the administration with no positive response or resulting space adjustments. In addition, the renovation of Quinn Hall has been repeatedly pushed back and now appears to be slated for 2020.

Miscellaneous Issues
- Could TMD students interested in fashion merchandising eventually have the same access to business classes as CBA students in order to pursue a minor?
- Find support for research proposals that bring TMD and CBA faculty together to work collaboratively.

TMD and CBA Curricular Synergies
- There is an opportunity to build programs in fashion business/fashion design entrepreneurship.
  - No programs like this in the North East.
  - Geographic location an advantage because we could draw students from New England and Mid-Atlantic states who want these programs in a traditional college setting yet still have access to Boston and NYC markets.
  - This type of program could lead to linkages between CBA and the Rhode Island School of Design’s Fashion Design program.
- Over time could merge retail merchandising with business courses
  - There are opportunities to increase the number of Merchandising masters and certificate students. TMD is open to the possibility of shared faculty for the retailing area.
    - Developing an online Fashion Merchandising Certificate program would draw more students.
    - Recruiting qualified students would have to be part of this change. Current students often lack quantitative skills for some business courses.
- The CBA Customer Analytics (CRM) course and a Global SCM course could potentially integrate retail and fashion case studies.
- Including TMD courses (TMD 103) in Sustainability and Green Business programs.

Conclusion
The Department of Textiles, Fashion Merchandising and Design is diverse, productive, and vibrant. It aligns well with URI’s academic plan. Its underlying global/commercial focus fits well within the general philosophy of “business”. While there are concerns about how independently the department might exist within the department-free organization of CBA, and how some of the less-clearly-business related aspects of TMD’s program would fit, discussions to this point have been sufficiently encouraging that the department feels that TMD and CBA have much to offer each other. If TMD brings to CBA the equivalent amount of resources it currently relies on through the College of Human Sciences and Services, the integration should be smooth.
Appendix B:

Feedback from Oregon State (from Dr. Leslie Burns, chair of their "TMD" during the joining of that department as a "school" in the College of Business)

We are now a School of Design and Human Environment within the College of Business. As a separate School we are not part of the AACSB accreditation and therefore, our students do not have to take the core requirements mandated by the AACSB. However, our salaries are much lower than the faculty on the Business side of the college (since the salaries are also part of their accreditation). Similar to URI's College of Business, ours also does not have departments. This made the integration from an administrative perspective a bit awkward -- our services & supplies budget, personnel, IT, P&T, student advising, facilities, etc. all now go through the centralized college infrastructure. Curriculum oversight and scheduling classes were the only administrative pieces to have stayed in the School. Thus, my job was VERY different than what it was before the merger -- I pretty much felt as if I had been demoted. Instead, there was a new Assoc Dean for the School.

I've seen a number of advantages to the merger -- definitely more resources for travel, professional development, IT support, and marketing. Our undergraduate students are advised in the same office as the business students and so they are able to get into Business courses with less hassle than before.

The disadvantages are mostly around the graduate program. We have MS and PhD programs and Business only has an MBA and so I believe there is a misunderstanding as to the time it takes to direct student theses/dissertations and creating a culture around graduate students.

The area I was most worried about in the merger was P&T with design faculty whose scholarship is not a refereed journal article. We had one faculty member in Graphic Design go up for full Professor last year. Her scholarship is cultural analysis of print media and she has produced a number of films (one being in the permanent collection at MOMA). The Business faculty had a really difficult time with understanding all of this; but she did get promoted so that was good.

If you do move forward with the restructuring -- be sure that there are additional resources that come with you for administrative support. When we moved to the College of Business, they received funding for additional undergraduate advisors, marketing personnel, IT/Tech support personnel, business center personnel, and professional development funds for us. Thus, the Business faculty were much more "welcoming" of us than I think they would have been if the College had been told to simply "absorb" us with no additional funds.
### Appendix C

**TMD to CBA Voting Results**

<table>
<thead>
<tr>
<th>Department/College</th>
<th>YES</th>
<th>NO</th>
<th>ABSTAIN</th>
<th>Not present or did not vote</th>
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Notice of Change for College of Business Administration to certify and grant Bachelor of Science in Textiles, Fashion Merchandising and Design and Bachelor of Science in Textile Marketing
Date: November 16, 2015

A. PROGRAM INFORMATION

1. Name of institution
   University of Rhode Island

2. Name of department, division, school or college
   Department: Textiles, Fashion Merchandising and Design
   College: Business Administration

3. Intended initiation date of program change. Include anticipated date for granting first degrees or certificates, if appropriate.
   Initiation date: July 1, 2016
   First degree date: December 2016

4. Intended location of the program
   Kingston, RI

5. Summary description of proposed program (not to exceed 2 pages)
   The Department of Textiles, Fashion Merchandising and Design with programs in Textiles, Fashion Merchandising and Design and Textile Marketing are moving from the College of Human Science and Services, which is being dissolved June 30, 2016. These programs will be moving to the College of Business Administration July 1, 2016. Therefore, the College of Business Administration needs to have the ability to certify and grant Bachelor of Science in Textiles, Fashion Merchandising and Design and Bachelor of Science in Textile Marketing to students who complete these programs of study.

6. Signature of the President

[Signature]

David M. Dooley
November 18, 2015

RE: Moving Degrees certification to College of Business Administration

Please accept this letter of support for the changes to degree certification as delineated in the Notice of Change for College of Business Administration to certify and grant Bachelor of Science in Textiles, Fashion Merchandising and Design and Bachelor of Science in Textile Marketing.

I support changing the purview to certify and grant Bachelor of Science for majors in Textiles, Fashion Merchandising and Design and Bachelor of Science for majors in Textile Marketing to the College of Business Administration.

Sincerely,

[Signature]

Dr. Lori E. Ciccomascolo
Interim Dean
College of Human Science and Services
University of Rhode Island
Quinn Hall
Kingston, RI 02881
401-874-7074

Dean
Feinstein College of Continuing Education
University of Rhode Island
Shepard Building
Providence, RI 02903
401-874-7074
November 19, 2015

Anne M. Seitsinger, Associate Professor
School of Education
University of Rhode Island
Kingston, RI 02881

RE: Moving Degree Certification to College of Business Administration

Dear Professor Seitsinger,

Please accept this letter of support for the changes to degree certification as delineated in the Notice of Change for College of Business Administration to certify and grant Bachelor of Science in Textiles, Fashion Merchandising and Design and Bachelor of Science in Textile Marketing.

I support and accept changing the purview to certify and grant Bachelor of Science for majors in Textiles, Fashion Merchandising and Design and Bachelor of Science for majors in Textile Marketing from the College of Human Science and Services to the College of Business Administration.  Please let me know if there is need for more information.

Sincerely,

Maling Ebrahimpour, Dean
TO:        Dr. Jim Purcell, Commissioner of Postsecondary Education  
           RI Office of the Postsecondary Commissioner
FROM:     Donald H. DeHayes  
           Provost and Vice President for Academic Affairs
DATE:     May 3, 2016
RE:       University of Rhode Island Notice of Change

MEMORANDUM

Please find included the following materials for Notice of Change for the Feinstein College of Education and Professional Studies purview to certify and grant Bachelor of Interdisciplinary Studies, Bachelor of Arts with majors in Elementary and Secondary Education, and the Bachelor of Science degree with majors in Elementary and Secondary Education:

- College of Education and Professional Studies Certify Granting Notice of Change (dated November 16, 2015)
- URI Academic Changes Cover Memo (dated 2-8-16)
- Corrected Executive Summary of Organizational Changes (dated May 3, 2016)
- College Structure

The corrected executive summary describes the formation of the new Feinstein College of Education and Professional Studies that merges the School of Education with the Feinstein College of Continuing Education. More specifically, the Feinstein College of Education and Professional Studies bridges the School of Education with the new School of Professional and Continuing Studies (formerly the academic side of the house of the Feinstein College of Continuing Education), the Office of Strategic Initiatives, and an evolving Institute on Urban Education and Policy. Further, the corrected executive summary communicates the continuation of the Feinstein name from the current College of Continuing Education to the new College of Education and Professional Studies to meet the requirements with the gift language associated with the original memorandum of understanding agreed upon between the University of Rhode Island and Alan Shawn Feinstein in 1996. Therefore, the new strategically
reorganized College of Education and Professional Studies will honor the philanthropic commitment to Alan Shawn Feinstein and the Feinstein Foundation. The naming and restructuring of the new college have been discussed with Alan Shawn Feinstein and key members of the Foundation Board and they have communicated their support for this change.

It is important to note that the formation of this new college will not result in additional resources or administration nor will it result in the creation of additional colleges at the University of Rhode Island. There is no net change in the number of colleges, but rather a new strategic reorganization of existing resources expertise and personnel in education.
Notice of Change for College of Education and Professional Studies to certify and grant a) Bachelor of Interdisciplinary Studies, b) Bachelor of Arts degree with majors in Elementary and Secondary Education, and c) Bachelor of Science degree with majors in Elementary and Secondary Education
Date: November 16, 2015

A. PROGRAM INFORMATION

1. Name of institution
   University of Rhode Island

2. Name of department, division, school or college
   Department: School of Education; Interdisciplinary Studies
   College: College of Education and Professional Studies

3. Intended initiation date of program change. Include anticipated date for granting first degrees or certificates, if appropriate.
   Initiation date: July 1, 2016
   First degree date: December 2016

4. Intended location of the program
   Kingston and Providence, RI

5. Summary description of proposed program (not to exceed 2 pages)
   The School of Education (SOE) with majors in Elementary and Secondary Education is moving from the College of Human Science and Services, which is being dissolved June 30, 2016, to the College of Education and Professional Studies as July 1, 2016. In addition, the College of Continuing Education is moving to the College of Education and Professional Studies as July 1, 2016. The College of Continuing Education will be dissolved June 30, 2016. Therefore, the College of Education and Professional Studies needs to have the ability to certify and grant a) Bachelor of Interdisciplinary Studies, b) Bachelor of Arts degree with majors in Elementary and Secondary Education, and c) Bachelor of Science degree with majors in Elementary and Secondary Education to students who complete these programs of study.
In November 2015, the faculty of SOE, HSS and CCE voted to approve moving the School of Education and the College of Continuing Education into the new College of Education and Professional Studies. The proposed College of Education and Professional Studies is seeking approval by the Faculty Senate and President Dooley in December 2015. This Notice of Change is contingent upon their approvals and included here so degrees may be granted without jeopardizing students' transcripts.

6. Signature of the President

[Signature]
David M. Dooley
MEMORANDUM

TO: Dr. Jim Purcell, Commissioner of Postsecondary Education
    RI Office of the Postsecondary Commissioner
FROM: David M. Dooley
       President
DATE: February 8, 2016
SUBJECT: University of Rhode Island Notices of Change

Enclosed you will find the following academic changes approved by the Faculty Senate on December 10, 2015 and by me on February 8, 2016:

- Notice of Change for the name change of the Labor Studies Minor to the Work, Labor and Social Justice Minor

- Executive Summary of the Formation of the College of Education and Professional Studies (CEPS) with the School of Education and Feinstein College of Continuing Education. CEPS will bridge the School of Education and the new School of Professional and Continuing Studies (formerly the academic side of the College of Continuing Education), the Office of Strategic Initiatives and finally, a new Institute on Urban Education and Policy. Also include is the closure of the Alan Shaw Feinstein College of Continuing Education.

- Notice of Change for the Textiles, Fashion Merchandising and Design Department move from the College of Human Science and Services to the College of Business Administration

- Notice of Change for the College of Business Administration purview to certify and grant Bachelor of Science in Textiles, Fashion, Merchandising and Design and the Bachelor of Science in Textile Marketing
- Notice of Change for the College of Education and Professional Studies purview to certify and grant Bachelor of Interdisciplinary Studies, Bachelor of Arts with majors in Elementary and Secondary Education and the Bachelor of Science degree with majors in Elementary and Secondary Education


I look forward to a positive review and positive actions on the above items. Donald DeHayes, Provost and Vice President for Academic Affairs, will serve as the University's contact. Please feel free to contact him directly if you have any questions.

enclosures

c: Donald H. DeHayes, Provost and Vice President for Academic Affairs
   Laura Beauvais, Interim Vice Provost for Faculty Affairs
   Dean Libutti, Vice Provost for Enrollment Management
   Nancy Neff, Faculty Senate Coordinator
November 17, 2015

RE: Moving Degrees certification to College of Education and Professional Studies

Please accept this letter of support for the changes to degree certification as delineated in the 
Notice of Change for College of Education and Professional Studies to certify and grant a) 
Bachelor of Interdisciplinary Studies, b) Bachelor of Arts degree with majors in Elementary and 
Secondary Education, and c) Bachelor of Science degree with majors in Elementary and 
Secondary Education. I accept and support changing the purview to certify and grant the 
Bachelor of Interdisciplinary Studies from the College of Continuing Education to the College of 
Education and Professional Studies.

I also accept and support changing the purview to certify and grant the Bachelor of Arts degree 
with majors in Elementary and Secondary Education and the Bachelor of Science degree with 
majors in Elementary and Secondary Education from the College of Human Science and 
Services to the College of Education and Professional Studies.

Sincerely,

[Signature]

Dr. Lori E. Ciccomascolo

Interim Dean
College of Human Science and Services
University of Rhode Island
Quinn Hall
Kingston, RI 02881
401-874-7074
The Feinstein College of Education and Professional Studies (CEPS) will expand and enhance the strengths and opportunities of the School of Education (located in Kingston) and the programs offered through the Feinstein College of Continuing Education (located in Providence). A unique two campus college, the Feinstein College of Education and Professional Studies will bridge the School of Education and the new School of Professional and Continuing Studies (formerly the academic side of the Feinstein College of Continuing Education) and offer educational opportunities across the lifespan for traditional and adult students. The new college will also include a re-invented entrepreneurial entity, the Office of Strategic Initiatives, to create innovative educational and industry-related professional development and academic programs that will serve the University and external constituents. Finally, an Institute on Urban Education and Policy will be created to facilitate faculty collaboration with scholars from other institutions to support research and data-driven evaluation projects in urban education.

**Introduction and Rationale**

Within the existing School of Education, the Feinstein College of Continuing Education, Office of Special Programs, and Center for Human Services, there are award-winning scholars, teachers, and staff, motivated and engaged traditional and nontraditional students, and innovative entrepreneurial programs and partnerships. However, the current configuration as separate entities does not allow URI to harness the power of a collective unit to meet the education and professional needs of all our constituents, including Rhode Island adult residents and the more extended populations our innovative programs can reach.

A new Feinstein College of Education and Professional Studies will create growth opportunities and innovations in teacher preparation and adult education. It will also create a more interconnected approach in serving students in all phases of their lives across the educational continuum. In addition, it will place a more intentional effort on learners who seek continuing workforce development and professional education.
One College. Two Campuses. One University of Rhode Island.
To capitalize on the strengths within each of the four currently separate units, the University of Rhode Island (URI) recommends that the URI School of Education (in Kingston), the Feinstein College of Continuing Education (in Providence), Office of Special Programs, and the Center for Human Services (in Kingston and Providence) be grouped into one unit as the Feinstein College of Education and Professional Studies. This new College will focus on synergistic efforts across our Kingston and Providence campuses aimed directly at preparing teachers, adult learners, and professionals to be leaders in their careers and communities with a focus on equity and social justice, academic excellence, and active lifelong learning.

School of Education
The School of Education (SOE) will be based at the Kingston campus and will continue to be responsible for preparing future professionals to be exemplary practitioners and scholars. SOE will continue to work as an integrative unit responsible for developing, administering, evaluating and revising all professional PK-12 education programs within the University. SOE will continue to offer initial certification at both the undergraduate and graduate levels through programs nationally recognized by their Specialized Program Associations and by the National Council for Accreditation of Teachers/ Council for the Accreditation of Educator Preparation. At the undergraduate level, students pursue degrees in early childhood, elementary, secondary, music, or health/physical education, as well as extended certifications for middle-level education and English as a Second Language. At the graduate level, students pursue initial certification in the above areas through a Master of Arts with Teacher Certification program. Graduate students enter programs that lead to certification in school library media, speech/language pathology, and or/and school psychology. Additionally, graduate students may enter programs for a Master of Arts in adult, elementary, or secondary education, gain graduate certificates in Digital Literacy or Adult Education, or pursue a Ph.D. in Education through the URI/RIC Ph.D. in Education program. Graduate students with initial certification can also enter programs for advanced certification in reading or initial certification in special education.
Office of Strategic Initiatives

The Feinstein College of Education and Professional Studies will include a re-invented entrepreneurial office, currently known as Special Programs, to create innovative educational and industry-related professional development and academic programs. The Office will serve as the inward facing-program planning entity and will offer non-academic and academic offerings (e.g., programs in Biotechnology and Cytotechnology) including certificates (e.g., Digital Literacy), online (e.g., Master’s in Cybersecurity) and blended courses and programs, evaluation and training, and executive training delivered online, weekends, evenings, and on-site through the School of Professional and Continuing Studies.

Existing partnerships in Special Programs that would be continued and enhanced in the new Office of Strategic Initiatives include the Amgen Biotech Experience. Amgen is an internationally acclaimed program that provides training for teachers to incorporate a biotechnology module into their curriculum, utilizing free, mobile, and sophisticated lab equipment. Its innovative program provides teachers professional development, teaching materials, research-grade equipment and supplies to middle and high schools. SOE’s science pre-service teachers have engaged in this experience in order to expand their knowledge while engaging with 50 ABE educators who teach in twenty RI schools, four MA schools and one CT school.

Additionally, the Office will provide professional development opportunities for practicing teachers in urban classrooms. The Office will provide innovative, comprehensive and current workforce solutions and evaluation services to a diverse clientele including business, human service and educational institutions. As part of the Feinstein College of Education and Professional Studies, the Office of Strategic Initiatives will coordinate its efforts both within the new college structure and throughout URI to help increase inter-department, inter-collegiate synergies that may not currently exist.
School of Professional and Continuing Studies
Located in the Feinstein Providence Campus, the School of Professional and Continuing Studies will provide adult and non-traditional students with an outstanding education in a convenient, adult-focused environment. The School of Professional and Continuing Studies will be the primary entry point and academic destination of choice for adults and non-traditional students in the state and surrounding region who are seeking flexible programs that fit their busy lives, offering a seamless academic experience that combines accessible course schedules with integrated support services all available in one convenient urban location. Students will have access to flexible course schedules, academic advising, tutoring, library services, writing assistance, financial aid, career advising, and even opportunities for childcare in the child development center located right on campus with scholarships available for children of students.

Students can select from a variety of programs including the Bachelor of Interdisciplinary studies (BIS), which is a specialized degree-completion program offering a broad interdisciplinary education through day and evening classes. The BIS program will continue its focus in the areas of business, health, and communication, while also increasing opportunities for students to obtain an interdisciplinary academic major by expanding/aligning degrees more closely with local, state, and national goals for development in a knowledge and service based economy. Further, as previously mentioned, the Office of Strategic Initiatives will offer non-academic and academic offerings including certificates online and blended courses and programs, evaluation and training, and executive training delivered online, weekends, evenings, and on-site through the School of Professional and Continuing Studies.

Shared Services Concept
In an effort to streamline resources between the two campuses, where feasible, the concept of Shared Services would include bridging college-wide services between the two campuses including marketing, experiential learning, fundraising and development, and finance (i.e., budgets, payroll, contracts, and purchasing). Other resources will be campus specific, due to geographical constraints and union matters, including Library services, Student Services, and Career Services.
New Opportunities

The opportunity to merge the existing components and areas of expertise already in place across the two campuses and coordinate our efforts as the Feinstein College of Education and Professional Studies enables us to create a thriving college that will provide greater benefits to our students, faculty, local community, and state. This collaborative college can offer our learners access to innovative, customized, developmentally appropriate, and flexible opportunities through which they gain both interdisciplinary knowledge and practical experience in real community settings. Merging efforts in Providence and Kingston will also provide explicit mechanisms and personnel dedicated to directly support the planning, marketing, design, and implementation of innovative credit bearing and/or entrepreneurial initiatives that celebrate lifelong learning, and encourage academic scholarship in ways that directly impact school and diverse community needs.

Several new directions will be the result of the new college including: a) an enhanced Bachelor of Interdisciplinary Studies, b) expanded external partnerships, c) the creation of an Institute on Urban Education and Policy, and d) a re-invented Office of Strategic Initiatives. In addition, the School of Education will continue to offer nationally and state accredited teacher education programs.

**Bachelor of Interdisciplinary Studies**

Currently, the Bachelor of Interdisciplinary Studies (BIS) is a degree-completion program offering a broad interdisciplinary education through day and evening classes. The goal for the BIS program is expand its audience to traditional students in the School of Education (a new education track) and in University College for Academic Success to help undecided students complete a degree in one of the BIS tracks in health, business, communication, and educational studies. Additionally, the BIS program will include weekend and online classes to better meet traditional and adult students' needs.
Partnerships

Organizations with which we have never partnered have been approaching the administration at the Feinstein Providence campus about future partnerships. For example, ongoing discussions to partner with Launchcode, a non-profit organization that creates pathways to economic opportunity and upward mobility through apprenticeships and job placement in technology. Along with faculty in URI's Computer Science Department, the new School of Professional and Continuing Studies will offer a Harvard-facilitated MOOC to students and members of the Providence, Pawtucket, and Central Falls communities, especially to those who are under or unemployed. The goal of this partnership is to educate students in entry-level computer science curriculum and work with Launchcode to secure internships or entry-level technology jobs.

Institute on Urban Education and Policy

Faculty in the Feinstein College of Education and Professional Studies will collaborate with scholars from other institutions to support research and data-driven evaluation projects in urban education. Faculty in the Institute will conduct research projects in urban education, provide training for teacher educators to help urban students succeed in PK-12 settings, and communicate policy work on issues that affect education such as health disparities, poverty, and a lack of opportunity for women to advance in the workforce.

Feinstein College of Education and Professional Studies Structure

The structure of the Feinstein College of Education and Professional Studies will integrate efforts across two schools (the School of Education and the School of Professional and Continuing Studies) and an Office of Strategic Initiatives. To create a centralized and pervasive support system, a Dean, an Associate Dean, an Assistant Dean will oversee the College, with directors in the School of Education and Office of Strategic Initiatives.
Conclusion

As separate entities, the URI School of Education and Feinstein College of Continuing Education each have proven track records of engaging collaboratively to meet market demands and community needs with innovative ideas that grow into productive programs. The opportunity to merge and coordinate efforts under one college will enable URI to place a direct spotlight on education and lifelong learning priorities and more efficiently design and implement strategies to accomplish this mission. Moreover, the Office of Strategic Initiatives will help systematically collect feedback from stakeholders in order to strategically reassess our offerings and ensure that programs are innovative and responsive to current needs and trends.

Further, as a result of the merger, the new Feinstein College of Education and Professional Studies’ faculty and staff will collaboratively serve traditional-aged learners, non-traditional and adult learners, and learners who seek continuing workforce development and professional education. These students may include students in teacher and adult education, graduate students, Finish What You Started students, transfer students (particularly Community College of Rhode Island students), student veterans, individuals who seek a career change or career advancement, and individuals from schools, businesses and corporations who seek professional development through credit or non-credit experience. New programs with the input of business and community partners will create more opportunity for interdisciplinary degree programs or certificates with other colleges.
Feinstein College of Education and Professional Studies

Dean
Associate Dean
Assistant Dean

Shared Services (between Kingston and Providence)
Business Operations Manager
- Oversee budget development for both Schools and OSI
- Directs business operations, and experiential learning
- Develop department budgets, support grant awards
- Supervise fiscal staff
Marketing Manager

School of Education (SOE)
- SOE, Director
- 1 Senior Word Typist
- 1 Fiscal Clerk
- Undergraduate Programs:
  - Elementary Education
  - Secondary Education
- Graduate Programs:
  - Adult Education
  - Reading
  - Special Education
  - URI-RIC Ph.D. in Education

Office of Strategic Initiatives (OSI)
(Inward facing, program planning unit)
- OSI, Director
- Research Associate
- Fiscal Clerk
- Educator IV
- 2 Senior Word Typists
- Another position
- Develop innovative curriculum and programming (facilitated through SPCS)
  - Certificates
  - Professional development for educators and industry partners
  - Online and blended courses
  - Training and evaluation
  - Grant writing

School of Professional and Continuing Studies (SPCS)
- Oversight of SPCS, Associate Dean
- Bachelor of Interdisciplinary Studies
- Programming via Office of Strategic Initiatives
- Evening Division (non-matriculating and matriculating students)
- Degrees in health, business, and communication (Kingston and Providence campuses)

Institute for Urban Education and Policy (Reports to the Dean)
- Research projects in urban education
- Training for teacher educators to help urban students succeed in K-12 settings
- Policy work on intersections between education and health

1