TO: President David Dooley
FROM: W. Michael Sullivan, Chairperson of the Faculty Senate

1. The attached BILL titled, The Five Hundred and Thirty-Eighth Report of the Curricular Affairs Committee: Program Changes, is forwarded for your consideration.

2. This BILL was adopted by vote of the Faculty Senate on February 23, 2017.

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 March 16, 2017 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.

W. Michael Sullivan
Chairperson of the Faculty Senate

February 23, 2017

ENDORSEMENT

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

a. Approved Yes.

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

c. Disapproved No.

Signature of the President

3-6-17 (date)
At the January 30, 2017 meeting of the Curricular Affairs Committee and by electronic communication, the following matters were considered and are now presented to the Faculty Senate.

PROGRAM CHANGES

A. COLLEGE OF ARTS AND SCIENCES:

a. Changes to Hunger Studies Minor: (See Appendix A)
The overall structure and general requirements for the Hunger Studies minor will remain the same, however changes at the level of the courses approved for the minor are necessary. First, one of the core courses, HSS/PSY 130 (now HSS/PSY 130G) has been modified and approved for the new general education program. The course fully covers the Social and Behavioral Sciences and Civic Knowledge and Responsibility learning outcomes. In addition, the courses listed as approved electives for the Hunger studies minor have been updated in order to reflect changes in course offerings over time, and changes in courses that have been modified or proposed and approved for the new general education program.

Courses to be removed from the list of approved electives are: CPL 210, CPL/NRS 300 HDF 498, HSS 120, PLS 305, and PSC 221.

Courses to be added to the list of approved electives are: AFS/AVS/PLS 132G or AFS/AVS/PLS 132GH, COM/SUS 108G, GWS/APG/SOC 308, NFS 212G, PSC 113, and SOC 212. Corresponding department chairs were contacted and permission was granted to include each of these courses in the list of approved electives for the Hunger Studies Minor. In addition, NFS 276 has been updated in the course list to NFS 276G. Catalog language and content has been modified to reflect these changes below.

b. Change to requirements and total number of credits for the Bachelor of Music in Composition: (See Appendix B)
Currently music students who major in composition study a primary instrument for eight semesters and four semesters of study of a secondary instrument, in addition to seven semesters of applied study in composition. The faculty agreed that composition is rigorous music study that should be treated as study of a primary instrument. Changes reflect addressing shifting focused and primary study of composition from a performing instrument and maintaining the secondary instrument requirements to align better with a major in performance on an instrument. Increases in MUS 300 and number of applied lessons in composition also align better with the performance degree. Finally the changes reduce the credits required from 124 to 120.
B. ALAN SHAWN FEINSTEIN COLLEGE OF EDUCATION AND PROFESSIONAL STUDIES:

Change in Undergraduate Admissions GPA Requirement for Education Majors: (See Appendix C)
A proposed change to the undergraduate teacher education programs raises the minimum GPA for admission from a 2.50 overall GPA to a 2.75 overall GPA at time of application to the program.

This change is required to remain in compliance with the Rhode Island Department of Education (RIDE) teacher preparation program admissions standards. RIDE has recently mandated that teacher education programs must implement a minimum GPA for admission of 2.75 (see Appendix A).

This requirement is consistent with our accrediting agency, the Council for the Accreditation for Educator Preparation (CAEP), language (see Appendix B).

C. COLLEGE OF ENGINEERING:

Change credits for Bachelor of Science in Biomedical Engineering: (See Appendix D)
Under URI’s new General Education criteria the senior capstone sequence, BME 484 and 485 (5 credits total), has recently been approved for the General Education Outcome designation of “Integrate and Apply” (D1). Given the General Education Outcomes satisfied by the established requirements of the BME program, and the stated flexibility of the new general education requirements allowing satisfaction of 1 or 2 outcomes within a single course, the Department feels confident students can complete all BME degree requirements within 120-121 credits. Therefore, the currently required 3 credits above the minimum required for BS degree conferral (120) appears unnecessary. The program therefore requests to reduce its required credit total from the current 123-124 credits to 120-121 credits.
Notice of Change for: The Hunger Studies minor

Date: 10/14/2016

A. PROGRAM INFORMATION

1. Name of institution
   University of Rhode Island

2. Name of department, division, school or college
   Department: Feinstein Center for a Hunger Free America
   College: Arts & Sciences

3. Intended initiation date of program change. Include anticipated date for granting first degrees or certificates, if appropriate.
   Initiation date: Spring 2017
   First degree date: Spring 2017

4. Intended location of the program
   Feinstein Center for a Hunger Free America (Tyler Hall, rm. 201)

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

   The Hunger Studies Minor is an interdisciplinary program that allows students to study an existing social problem in its full complexity. Students not only build on skills from within their major but are challenged to explore how other disciplines view the problem of hunger, and to integrate those viewpoints into their own work. Through course work, experiential learning and internships, students develop skills to become effective leaders in their communities in the fight against hunger...leaders with the knowledge, skills and motivation to make a difference in the world. The Hunger Studies Minor is set up to be flexible and allow for students of various majors to gain knowledge and experience in new areas of study. There are three core courses (9 credits) that all students declaring the minor must complete (HSS/PSY 130G, HDF 434 or HDF 434H, and a related Internship). The remaining 9 credits are taken from pre-approved electives and may come from several different fields of study.
The overall structure and general requirements for the Hunger Studies minor will remain the same, however changes at the level of the courses approved for the minor are necessary. First, one of the core courses, HSS/PSY 130 (now HSS/PSY 130 G) has been modified and approved for the new general education program. The course fully covers the Social and Behavioral Sciences and Civic Knowledge and Responsibility learning outcomes. In addition, the courses listed as approved electives for the Hunger studies minor have been updated in order to reflect changes in course offerings over time, and changes in courses that have been modified or proposed and approved for the new general education program.

Courses to be removed from the list of approved electives are: CPL 210, CPL/NRS 300 HDF 498, HSS 120, PLS 305, PSC 221,

Courses to be added to the list of approved electives are: AFS/AVS/PLS 132G or AFS/AVS/PLS 132GH, COM/SUS 108G, GWS/APG/SOC 308, NFS 212G, PSC 113, and SOC 212. Corresponding department chairs were contacted and permission was granted to include each of these courses in the list of approved electives for the Hunger Studies Minor. In addition, NFS 276 has been updated in the course list to NFS 276G. Catalog language and content has been modified to reflect these changes below.

6. If applicable, please include the existing URI catalog language and proposed catalog changes indicated in Track Changes.

Hunger Studies

In addition to fulfilling all the basic requirements for a minor (see Minor Fields of Study), students who declare a minor in hunger studies must complete the following requirements:

This minor intends to prepare students for leadership roles in understanding and eradicating hunger. Requirements include 18 credits (at least 12 at the 200-level or above), nine of which will be core courses, including the introductory course HSS/PSY 130G; up to three 1-3-credit internships; and a 3-credit capstone course HDF 434, which will include one credit for portfolio development. No course may be used for both the major and minor. Courses in general education may be used for the minor.

All courses must be taken for a grade, except for the internship and portfolio credits, and a grade of 2.00 or better must be earned in each graded course. To declare this minor, a student must have the approval of a program advisor and an academic advisor. For more information, contact Professor Kathleen Gorman, Director, Feinstein Center for a Hunger Free America, 201 Tyler Hall.
Core courses: 9 credits; HSS/PSY 130G (3 credits), Internship (total of 3 credits), HDF 434 (3-credit capstone to include 1 credit for portfolio development). Optional: URI 101 with a focus on hunger/social justice (1 credit).

Electives: 9 credits; may be focused on a particular theme. Approved electives include AFS/AVS/PLS 132-HG or AFS/AVS/PLS 132-GH; COM/SUS 108-G; GWS/APG/SOC 308; CPL 210; CPL/NRS 300; NFS 212G, 276G, 394, 395; HDF 357, 414, 498; HSS 120; PHL 217; PLS 305; PSC 113, 221 SOC 212.

7. Signature of the President

___________________________________________
David M. Dooley
Dr. Rosaria Pisa  
Director, Gender & Women’s Studies  

Dear Professor Pisa,  

I am writing in regard to the interdisciplinary Hunger Studies Minor offered at URI through the Feinstein Center for a Hunger Free America. We are currently expanding and updating the list of approved electives for the minor.

We would like to include the following course from Gender & Women’s Studies:

GWS/APG/SOC 308 – Sustainable Agriculture and Food Cultures

If you approve of this addition, please sign below and return, acknowledging your approval for the above course to be listed as an approved elective for the Hunger Studies Minor.

If you have any questions or need additional information, please feel free to email (kgorman@uri.edu) or call (874-9089).

Thank you,

Kathleen Gorman, Ph.D.  
Director, Feinstein Center for a Hunger Free America

I acknowledge the addition of the above course(s) to the list of approved electives for the Hunger Studies Minor

Signature  
Date  

The University of Rhode Island is an equal opportunity employer committed to community, equity, and diversity and to the principles of affirmative action.
Dr. Kevin McClure  
Department Chair, Communication Studies

Dear Professor McClure,

I am writing in regard to the interdisciplinary Hunger Studies Minor offered at URI through the Feinstein Center for a Hunger Free America. We are currently expanding and updating the list of approved electives for the minor.

We would like to include the following course from Communication Studies:

COM/ECN/SUS 108 G- Spaceship Earth: An Introduction to Systems

If you approve of this addition, please sign below and return, acknowledging your approval for the above course to be listed as an approved elective for the Hunger Studies Minor.

If you have any questions or need additional information, please feel free to email (kgorman@uri.edu) or call (874-9089).

Thank you,

Kathleen Gorman, Ph.D.  
Director, Feinstein Center for a Hunger Free America

I acknowledge the addition of the above course(s) to the list of approved electives for the Hunger Studies Minor

Signature  

Date  

The University of Rhode Island is an equal opportunity employer committed to community, equity, and diversity and to the principles of affirmative action.
August 31, 2016

Dr. Leo Carroll
Department Chair, Sociology and Anthropology

Dear Professor Carroll,

I am writing in regard to the interdisciplinary Hunger Studies Minor offered at URI through the Feinstein Center for a Hunger Free America. We are currently expanding and updating the list of approved electives for the minor.

We would like to include the following courses from Sociology:

- SOC/AAF 336 - Social Inequality
- SOC 212 - Families in Society

If you approve of these additions, please sign below and return, acknowledging your approval for the above courses to be listed as an approved elective for the Hunger Studies Minor.

If you have any questions or need additional information, please feel free to email (kgorman@uri.edu) or call (874-9089).

Thank you,

Kathleen Gorman, Ph.D.
Director, Feinstein Center for a Hunger Free America

I acknowledge the addition of the above course(s) to the list of approved electives for the Hunger Studies Minor

Signature

Date

The University of Rhode Island is an equal opportunity employer committed to community, equality, and diversity and to the principles of affirmative action.
August 31, 2016

Dr. Cathy English  
Department Chair, Nutrition & Food Sciences

Dear Professor English,

I am writing in regard to the interdisciplinary Hunger Studies Minor offered at URI through the Feinstein Center for a Hunger Free America. We are currently expanding and updating the list of approved electives for the minor.

Currently, NFS 276 (Now NFS 276 G), 394, and 395 are listed as approved electives. We would like to keep these courses as approved electives and add the following course from Nutrition and Food Sciences:

NFS 212- Public Health Nutrition

If you approve of this addition, please sign below and return, acknowledging your approval for the above course to be listed as an approved elective for the Hunger Studies Minor.

If you have any questions or need additional information, please feel free to email (kgorman@uri.edu) or call (874-9089).

Thank you,

Kathleen Gorman, Ph.D.  
Director, Feinstein Center for a Hunger Free America

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I acknowledge the addition of the above course(s) to the list of approved electives for the Hunger Studies Minor

Signature

Date

The University of Rhode Island is an equal opportunity employer committed to community, equity, and diversity and to the principles of affirmative action.
Dr. Brian Krueger  
Department Chair, Political Science

Dear Professor Krueger,

I am writing in regard to the interdisciplinary Hunger Studies Minor offered at URI through the Feinstein Center for a Hunger Free America. We are currently expanding and updating the list of approved electives for the minor.

Currently PSC 420 and 485 are listed as approved electives. We will be removing 420 (Non Violence and Change in the Nuclear Age) and 485 (The Politics of Children’s Rights), as they are no longer offered.

We would like to add the following course from Political Science:

   PSC 113- Introduction to American Politics

If you approve of this addition, please sign below and return, acknowledging your approval for the above course to be listed as an approved elective for the Hunger Studies Minor.

If you have any questions or need additional information, please feel free to email (kgorman@uri.edu) or call (874-9089).

Thank you,

   Kathleen Gorman, Ph.D.  
   Director, Feinstein Center for a Hunger Free America

I acknowledge the addition of the above course[s] to the list of approved electives for the Hunger Studies Minor

Signature

Date

The University of Rhode Island is an equal opportunity employer committed to community, equity, and diversity and to the principles of affirmative action.
August 31, 2016

Dr. Marta Gomez-Chiarri  
Department Chair, Fisheries, Animal and Veterinary Sciences

Dear Professor Gomez-Chiarri,

I am writing in regard to the interdisciplinary Hunger Studies Minor offered at URI through the Feinstein Center for a Hunger Free America. We are currently expanding and updating the list of approved electives for the minor.

We would like to include the following course from Fisheries, Animal and Veterinary Sciences:

   AFS/AVS 132 HG- Sustainable agriculture, food systems & society

If you approve of this addition, please sign below and return, acknowledging your approval for the above course to be listed as an approved elective for the Hunger Studies Minor.

If you have any questions or need additional information, please feel free to email (kgorman@uri.edu) or call (874-9089).

Thank you,

Kathleen Gorman, Ph.D.  
Director, Feinstein Center for a Hunger Free America

I acknowledge the addition of the above course(s) to the list of approved electives for the Hunger Studies Minor

Signature  

Date  9/2/16
Dr. Karen McCurdy  
Department Chair, Human Development and Family Studies  
kmccurdy@uri.edu

Dr. McCurdy,  

I am writing in regards to the interdisciplinary Hunger Studies Minor offered at URI through the Feinstein Center for a Hunger Free America. We are currently expanding and updating the list of approved electives for the minor.

Currently, HDF 498: Leadership for activism and social change, is listed as an approved elective. We would like to keep this course as an approved elective but update it to reflect the change in course number:

HDF 414: Leadership for activism and social change

Please sign below and return if you approve of this change or advise if you see any potential issues with the above courses being listed as approved electives for the Hunger Studies Minor.

Thank you,

Kathleen Gorman  
Director, Feinstein Center for a Hunger-Free America

I acknowledge the addition of the above course(s) to the list of approved electives for the Hunger Studies Minors

Karen McCurdy  
Signature  
1/30/16  
Date
Dr. Dunsworth
Department Chair, Sociology
Holly_dunsworth@uri.edu

Dear Professor Dunsworth,

I am writing in regards to the interdisciplinary Hunger Studies Minor offered at URI through the Feinstein Center for a Hunger Free America. We are currently expanding and updating the list of approved electives for the minor.

We would like permission to include the following course:

GWS/APG/SOC 308: Sustainable agriculture and food cultures

We have secured the signature from GWS but now need the signature from SOC. Please sign below and return if you approve of this change or advise if you see any potential issues with the above courses being listed as approved electives for the Hunger Studies Minor.

Thank you,

Kathleen Gorman, Ph.D.
Director, Feinstein Center for a Hunger-Free America

I acknowledge the addition of the above course(s) to the list of approved electives for the Hunger Studies Minors

Signature

Date

The University of Rhode Island is an equal opportunity employer committed to community, equity, and diversity and to the principles of affirmative action.
Dear Professor Mitkowski,

I am writing in regards to the Interdisciplinary Hunger Studies Minor offered at URI through the Feinstein Center for a Hunger Free America. We are currently expanding and updating the list of approved electives for the minor.

We would like permission to include the following course:

   APS/AVS/PLS 132 GH: Sustainable agriculture, food systems and society

We have the required signatures from AFS and AVS but now need PLS. Please sign below and return if you approve of this change or advise if you see any potential issues with the above courses being listed as approved electives for the Hunger Studies Minor.

Thank you,

[Signature]

Kathleen Gorman, Ph.D.
Director, Feinstein Center for a Hunger-Free America

I acknowledge the addition of the above course(s) to the list of approved electives for the Hunger Studies Minors.

[Signature]  12/30/2016

Date

The University of Rhode Island is an equal opportunity employer committed to encouraging, equity, and diversity and to the principles of affirmative action.
Notice of Change form

Notice of Change for: Bachelor of Music in Composition

Date: December 7, 2016

A. PROGRAM INFORMATION

1. Name of institution
   University of Rhode Island

2. Name of department, division, school or college
   Department: Music
   College: Arts & Sciences

3. Intended initiation date of program change. Include anticipated date for granting first degrees or certificates, if appropriate.
   Initiation date: Fall 2017
   First degree date: Spring 2021

4. Intended location of the program
   Kingston Campus, Music department

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

Currently music students who major in composition study a primary instrument for eight semesters and four semesters of study of a secondary instrument, in addition to seven semesters of applied study in composition. The faculty agreed that composition is rigorous music study that should be treated as study of a primary instrument. Changes reflect addressing shifting focused and primary study of composition from a performing instrument and maintaining the secondary instrument requirements to align better with a major in performance on an instrument. Increases in MUS 300 and number of applied lessons in composition also align better with the performance degree. Finally the changes reduce the credits required from 124 to 120.

6. If applicable, please include the existing URI catalog language and proposed catalog changes indicated in Track Changes.

Students selecting the music composition option must complete seven eight semesters of applied composition (MUS 110V, 210V, 310V, 410V), one or two credits per semester (160); seven semesters of the principal applied music area, two credits per semester (14); seven eight semesters of MUS 300 (0); and four semesters of secondary applied music
areas, one credit per semester (4); MUS 171 and 172 are required as a secondary applied music areas if students select piano proficiency option II. Students who have not passed the piano proficiency examination by the end of MUS 172 will be expected to take MUS 271 and 272, which can count as secondary applied music areas. Other secondary applied credits as needed. Other secondary applied credits as needed must come from MUS 110-410 (in an applied area other than the principal applied music area) or MUS 169, 170, 173, 175, 177, or 179. Also required are six, eight semesters of major ensembles MUS 292, 293, 394, 395, or 397 appropriate to the principal applied music area (6) (8). For the studio composition specialization, credits in MUS 396 may be included. Also required are MUS 119 (1); MUS 120-, 121, 122, 225, 226, 227, 228, 416 (17); 221, 222, 322 (9); 235 (2) and 311 (2) 417, 420, and 421 (9) (for students wishing to specialize in studio composition, three credits of MUS 424 may be substituted for MUS 420); an upper-division music history course (3); MUS 450 Senior Composition Recital [capstone] (0); MUS 280 (0) and 480 [capstone] (2); and six credits of electives, at least three of which should be in upper-division music courses.

A minimum of 1204 credits is required for graduation.

7. Signature of the President

___________________________________________

David M. Dooley
Notice of Change for: Undergraduate Admissions GPA Requirement for education majors

Date: 11/18/16

A. PROGRAM INFORMATION

1. Name of institution
   University of Rhode Island

2. Name of department, division, school or college
   Department: School of Education
   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: Summer 2017
   First degree date: Spring 2018

4. Intended location of the program
   Kingston Campus

5. Summary description of proposed program (not to exceed 2 pages).
   Change #1: A proposed change to the undergraduate teacher education programs raises the minimum GPA for admission from a 2.50 overall GPA to a 2.75 overall GPA at time of application to the program.

   This change is required to remain in compliance with the Rhode Island Department of Education (RIDE) teacher preparation program admissions standards. RIDE has recently mandated that teacher education programs must implement a minimum GPA for admission of 2.75 (see Appendix A).

   This requirement is consistent with our accrediting agency, the Council for the Accreditation for Educator Preparation (CAEP), language (see Appendix B).

6. If applicable, please include the existing URI catalog language and proposed catalog changes indicated in Track Changes.

   Catalogue Change #1: Change Undergraduate Minimum GPA at admissions

   Admission Requirements.
   Applications for admission to teacher education programs are normally submitted during the sophomore year. Applications will be reviewed by a departmental screening committee based on the
following criteria: 1) recommendations from faculty and others who have knowledge of the candidate’s experience or interest in working in education; 2) a writing sample expressing career goals, experience in working with children, and expectations as a teacher; 3) passing scores on admissions tests based on Rhode Island Program Approval process, subject to change by the Rhode Island Department of Education (See School of Education website for updated information.); 4) the student’s academic record, including a cumulative grade point average of $2.50$ $2.75$ or better.

7. Signature of the President

___________________________________________

David M. Dooley
Rhode Island Department of Education
Minimum Admissions Requirements and Implementation Guidance

Background
Beginning in 2009, the Rhode Island Department of Education established minimum basic skills requirements for entering educator preparation programs to ensure a high level of academic ability and achievement for Rhode Island students. There are both cohort and individual requirements for all teaching programs at the undergraduate level. There are individual level requirements for all post-baccalaureate teacher, administrator and support professional programs.

Cohort Requirements for Undergraduate Teaching Programs
Approved undergraduate programs ensure that the mean college GPA of their admitted candidate cohorts meets or exceeds 3.0 and that the mean score of their admitted candidate cohorts on nationally normed admissions assessments (such as the ACT, SAT or GRE) meet or exceed the annual benchmarks on each sub-test of these assessments:

- top 50 percent of the national distribution from 2016-2017;
- top 40 percent of the national distribution from 2018-2019; and
- top 33 percent of the national distribution by 2020.

Cohort averages will be determined utilizing SAT Percentile Rank Comparison years, ACT Percentile Rank Reporting Years, and/or GRE Percentile Rank Reporting years. Cohorts will be separately determined for the undergraduate and graduate programs at the provider. Additionally, cohorts are also determined by certificate area program within the undergraduate and graduate groups.

<table>
<thead>
<tr>
<th>Admitted Cohort Year</th>
<th>SAT Percentile Rank Comparison Year</th>
<th>ACT Percentile Rank Comparison Year</th>
<th>GRE Percentile Rank Reporting Year</th>
<th>Percentile Ranking on each subtest</th>
</tr>
</thead>
</table>

Note: Assessment scores from SAT, ACT, GRE and other approved national assessments may be used for up to 10 years after the test date. Individual candidates must meet the percentile ranking for the year aligned to their admitted cohort year, regardless of when they took those assessments.
Individual Requirements for Undergraduate Teaching Programs
For undergraduate programs, individual candidates must have at least a 2.75 GPA and meet rising percentile-based thresholds by meeting the lowest threshold of the previous two years. (For example, in 2018-2019, programs must ensure the mean score of their admitted candidate cohort meets or exceeds the 40th percentile on nationally normed admissions assessments, while individual candidates must score in at least the 50th percentile).

Individual candidates, who do not meet the current year’s test percentile threshold, must also meet or exceed RIDE’s requirements for the Core Academic Skills for Educators test:

<table>
<thead>
<tr>
<th>Test Name</th>
<th>Passing Score Fall 2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>Core Academic Skills for Educators</td>
<td>150 Math</td>
</tr>
<tr>
<td></td>
<td>156 Reading</td>
</tr>
<tr>
<td></td>
<td>162 Writing</td>
</tr>
<tr>
<td></td>
<td>Composite Score of 468 with no test score more than 3 points below the cut.</td>
</tr>
</tbody>
</table>

Individual Requirements for Post-Baccalaureate Teaching Programs
Individual candidates in post-baccalaureate programs must have at least a 3.0 GPA. Programs may implement a conditional acceptance policy that includes a GPA review after initial coursework. There are no additional basic skills testing requirements for post-bac programs.

Requirements for Administrator and Support Professional Programs
Basic Skills testing requirements do not apply to the following certificates: School Psychologist, School Social Worker, Speech-Language Pathologist, Administrator of Special Education, Administrator of Curriculum and Superintendent. They also do not apply to reading specialists, math specialists, school counselor, or principal candidates IF they hold or have held a teaching certificate since these requirements are considered to have been met previously.

Conditional Acceptance
In rare instances, programs may offer a conditional acceptance for a candidate who does not meet all entrance requirements. Candidates who do not meet current testing requirements must be provided with appropriate support to successfully remediate the area of need prior to program completion. Support to demonstrate meeting other admissions requirements such as GPA or other selectivity factors must also be provided and achieved prior to program completion. Programs may determine conditional acceptance protocols with RIDE to meet this expectation. The number of conditional acceptances granted and other relevant data will be reported to RIDE annually.
Appendix B

CAEP ACCREDITATION HANDBOOK

Standard 3

3.2 REQUIRED COMPONENT- The provider sets admissions requirements, including CAEP minimum criteria or the state’s minimum criteria, whichever are higher, and gathers data to monitor applicants and the selected pool of candidates. The provider ensures that the average grade point average of its accepted cohort of candidates meets or exceeds the CAEP minimum of 3.0, and the group average performance on nationally normed ability/achievement assessments such as ACT, SAT, or GRE:

- ♣ is in the top 50 percent from 2016-2017;
- ✴ is in the top 40 percent of the distribution from 2018-2019; and
- ♠ is in the top 33 percent of the distribution by 2020 (p. 37)

Notice of Change for the Bachelor of Science in Biomedical Engineering

Date: Oct. 11, 2016

A. PROGRAM INFORMATION

1. Name of institution
   University of Rhode Island

2. Name of department, division, school or college
   Department: Electrical, Computer, and Biomedical Engineering
   College: Engineering

3. Intended initiation date of program change. Include anticipated date for granting first degrees or certificates, if appropriate.
   Initiation date: Fall 2017
   First degree date: Spring 2018

4. Intended location of the program
   Kingston

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

Under URI’s new General Education criteria the senior capstone sequence, BM E 484 and 485 (5 credits total), has recently been approved for the General Education Outcome designation of “Integrate and Apply” (D1). Given the General Education Outcomes satisfied by the established requirements of the BME program, and the stated flexibility of the new general education requirements allowing satisfaction of 1 or 2 outcomes within a single course, the Department feels confident students can complete all BME degree requirements within 120-121 credits. Therefore, the currently required 3 credits above the minimum required for BS degree conferral (120) appears unnecessary. The program therefore requests to reduce its required credit total from the current 123-124 credits to 120-121 credits.
As proposed the major will consist of 34 credits in the major, 68-69 supporting credits, and 18 additional credits for a total of 120-121 credits:


Supporting credits (68-69): BIO 121 (4), 242 (3), 244 (1), 341 (3); CHM 101 (3), 102 (1), 124 (3); ECN 201 (3); ELE 201 (3), 202 (1), 212 (3), 215 (2); 313 (3), 314 (3), 400 (1); EGR 105 (1), 106 (2); ISE 311 or STA 409 (3); MTH 141 (4), 142 (4), 243 (3), 362 (3); PHY 203 (3), 204 (3), 273 (1), 274 (1); and professional elective (3-4).

Additional credits (18): additional general education requirements.
The biomedical engineering major requires 123–124 credits.

**Freshman Year First semester:** 15 credits
CHM 101 (3), 102 (1); ECN 201 (3); EGR 105 (1); MTH 141 (4); and general education outcome(s)\(^1\) (3).

**Second semester:** 17 credits
BME 181 (1); CHM 124 (3); EGR 106 (2); MTH 142 (4); PHY 203 (3), and 273 (1); and general education outcome(s)\(^1\) (3).

**Sophomore Year First semester:** 16 credits
BIO 121 (4); BME 281 (1); ELE 201 (3), 202 (1); MTH 362 (3); and PHY 204 (3), 274 (1).

**Second semester:** 15 credits
BIO 242 (3), 244 (1); BME 207 (3); ELE 212 (3), 215 (2); and MTH 243 (3).

**Junior Year First semester:** 16 credits
BIO 341 (3); BME 307 (3), 360 (3), 361 (1); ELE 313 (3); and general education outcome(s)\(^1\) (3).

**Second semester:** 16 credits
BME 362 (3), 363 (1); ELE 314 (3); ISE 311 (3) or STA 409 (3); general education outcome(s)\(^1\) (6).

**Senior Year First semester:** 14–15 credits
BME 461 (3), 464 (3), 465 (1), 484 (3) [capstone]; ELE 400 (1); and approved professional elective2 (3-4).

**Second semester:** 14 credits
BME 466 (3), 468 (3), 485 (2) [capstone]; and general education outcome(s)\(^1\) (6).

1 General Education Outcomes (A1-D1): if all outcomes are satisfied in fewer spaces than provided, you must take a course of your choice (Free Elective) to fill each remaining space in order to meet the required earned credit total of your degree plan. A complete detailing of these requirements are listed in the college’s curriculum requirements section of this catalog.
Professional Elective Requirement: One (1) course from the following: CHE 333, 347, 574; CSC 522; ELE 322, 338/339, 343/344, 435/436, 437, 438, 444/445, 447/448, 458/459, 470, 501, 506; ISE 304, 312; MCE 341, 354, 372; MTH 442, 451, 462, 471; with prior approval of the Electrical, Computer, and Biomedical Engineering department chairperson, any other 300-, 400-, or 500-level College of Engineering course not required by the BME major.

6. Signature of the President

------------------------------------------
David M. Dooley
### BIOMEDICAL ENGINEERING - Class of 2021 (DRAFT)

#### Freshman Year Fall Semester

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Description</th>
<th>Cr</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHM 101</td>
<td>General Chemistry Lec I (A1)</td>
<td>3</td>
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<tr>
<td>CHM 102</td>
<td>General Chemistry I Lab</td>
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<tr>
<td>ECN 201</td>
<td>Principles of Microeconomics (A2)</td>
<td>3</td>
</tr>
<tr>
<td>EGR 105</td>
<td>Foundations of Engineering I (A4)</td>
<td>1</td>
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<tr>
<td>MTH 141</td>
<td>Calculus I (A1, B3)</td>
<td>4</td>
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<td>General Education Outcome(s)*</td>
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</table>

**Total Credits:** 15

#### Freshman Year Spring Semester

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Description</th>
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<tbody>
<tr>
<td>BME 181</td>
<td>Biomedical Engineering Seminar I</td>
<td>1</td>
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<tr>
<td>CHM 124</td>
<td>Intro to Organic Chemistry</td>
<td>3</td>
</tr>
<tr>
<td>EGR 106</td>
<td>Foundations of Engineering II (A4)</td>
<td>2</td>
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<tr>
<td>MTH 142</td>
<td>Calculus II (B3)</td>
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<tr>
<td>PHY 203</td>
<td>Elementary Physics I (A1)</td>
<td>3</td>
</tr>
<tr>
<td>PHY 273</td>
<td>Elementary Physics Lab I (A1)</td>
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**Total Credits:** 14

### Sophomore Year Fall Semester

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Description</th>
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<tbody>
<tr>
<td>BIO 121</td>
<td>Human Anatomy</td>
<td>4</td>
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<tr>
<td>BME 281</td>
<td>Biomedical Engineering Seminar II</td>
<td>1</td>
</tr>
<tr>
<td>ELE 201</td>
<td>Digital Circuits Design</td>
<td>3</td>
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<tr>
<td>ELE 202</td>
<td>Digital Circuits Design Lab</td>
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<tr>
<td>MTH 362</td>
<td>Advanced Engineering Mathematics I</td>
<td>3</td>
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<tr>
<td>PHY 204</td>
<td>Elementary Physics II (A1)</td>
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<tr>
<td>PHY 274</td>
<td>Elementary Physics Lab II (A1)</td>
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**Total Credits:** 16

#### Sophomore Year Spring Semester

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Description</th>
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<tbody>
<tr>
<td>BIO 242</td>
<td>Intro Human Physiology</td>
<td>3</td>
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<tr>
<td>BIO 244</td>
<td>Intro Human Physiology Lab</td>
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<td>BME 207</td>
<td>Intro to Biomedical Engineering</td>
<td>3</td>
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<tr>
<td>ELE 212</td>
<td>Linear Circuit Theory</td>
<td>3</td>
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<tr>
<td>ELE 215</td>
<td>Linear Circuits Lab</td>
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<tr>
<td>MTH 243</td>
<td>Calculus for Functions of Several Vars (A1, B3)</td>
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**Total Credits:** 15

### Junior Year Fall Semester

<table>
<thead>
<tr>
<th>Course Code</th>
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<tbody>
<tr>
<td>BIO 341</td>
<td>Principles of Cell Biology</td>
<td>3</td>
</tr>
<tr>
<td>BME 307</td>
<td>Bioelectricity</td>
<td>3</td>
</tr>
<tr>
<td>ELE 313</td>
<td>Linear Systems</td>
<td>3</td>
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<tr>
<td>BME 360</td>
<td>Biomeasurement</td>
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<tr>
<td>BME 361</td>
<td>Biomeasurement Lab</td>
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**Total Credits:** 16

#### Junior Year Spring Semester

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Description</th>
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<tbody>
<tr>
<td>BME 362</td>
<td>Biomedical Instrumentation Design</td>
<td>3</td>
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<tr>
<td>BME 363</td>
<td>Biomedical Instrumentation Design Lab</td>
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<tr>
<td>ELE 314</td>
<td>Linear Systems and Signals</td>
<td>3</td>
</tr>
<tr>
<td>ISE 311 or STA 409</td>
<td>Probability and Statistics in Research I</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>General Education Outcome(s)*</td>
<td>3</td>
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<tr>
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<td>General Education Outcome(s)*</td>
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**Total Credits:** 16

### Senior Year Fall Semester

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Description</th>
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<tbody>
<tr>
<td>BME 461</td>
<td>Physiological Modeling and Control</td>
<td>3</td>
</tr>
<tr>
<td>BME 464</td>
<td>Medical Imaging</td>
<td>3</td>
</tr>
<tr>
<td>BME 465</td>
<td>Medical Image Processing Lab</td>
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<tr>
<td>BME 484</td>
<td>BME Capstone Design I (D1)</td>
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<tr>
<td>ELE 400</td>
<td>Intro to Professional Practice</td>
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**Total Credits:** 14 - 15

#### Senior Year Spring Semester

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<tbody>
<tr>
<td>BME 466</td>
<td>Biomaterials</td>
<td>3</td>
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<tr>
<td>BME 468</td>
<td>Neural Engineering</td>
<td>3</td>
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<tr>
<td>BME 485</td>
<td>BME Capstone Design II (D1)</td>
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<tr>
<td></td>
<td>General Education Outcome(s)*</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>General Education Outcome(s)*</td>
<td>3</td>
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</tbody>
</table>

**Total Credits:** 14

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*General Education Outcomes*: if all Outcomes are satisfied in fewer spaces than provided, you must take a course of your choice (Free Elective) to fill each remaining space in order to meet the required earned credit total of your degree plan. See the "General Education Outcomes" section at the bottom of page two for more information on satisfying these requirements.

**Professional Elective**: One (1) course from the following: CHE 333, 347, 574; CSC 522; ELE 322, 338/339, 343/344, 435/436, 437, 438, 444/445, 447/448, 458/459, 470, 501, 506; ISE 304, 312; MCE 341, 354, 372; MTH 442, 451, 462, 471; with prior approval of the ECBE department chairperson any other 300-, 400-, or 500- level College of Engineering course not required by the BME major.
# BIOMEDICAL ENGINEERING - Class of 2021

## SPECIFIED MATH, SCIENCE, AND ENGINEERING COURSES

<table>
<thead>
<tr>
<th>Sem</th>
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<th>Cr</th>
<th>Grade</th>
<th>QP</th>
<th>Note</th>
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<tr>
<td></td>
<td>EGR 105 (A4)</td>
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<td>EGR 106 (A4)</td>
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</table>

**SUPPORTING ENGINEERING**

|     | ELE 201    | 3  |       |    |      |
|     | ELE 202    | 1  |       |    |      |
|     | ELE 212    | 3  |       |    |      |
|     | ELE 215    | 2  |       |    |      |
|     | ELE 313    | 3  |       |    |      |
|     | ELE 314    | 3  |       |    |      |
|     | ELE 400    | 1  |       |    |      |

|     | BME 181    | 1  |       |    |      |
|     | BME 207    | 3  |       |    |      |
|     | BME 281    | 1  |       |    |      |
|     | BME 307    | 3  |       |    |      |
|     | BME 360    | 3  |       |    |      |
|     | BME 361    | 1  |       |    |      |
|     | BME 362    | 3  |       |    |      |
|     | BME 363    | 1  |       |    |      |
|     | BME 461    | 3  |       |    |      |
|     | BME 464    | 3  |       |    |      |
|     | BME 465    | 1  |       |    |      |
|     | BME 466    | 3  |       |    |      |
|     | BME 468    | 3  |       |    |      |
|     | BME 484 (D1) [capstone] | 3  |       |    |      |
|     | BME 485 (D1) [capstone] | 2  |       |    |      |

## NATURAL SCIENCES

|     | BIO 121    | 4  |       |    |      |
|     | BIO 242    | 3  |       |    |      |
|     | BIO 244    | 1  |       |    |      |
|     | BIO 341    | 3  |       |    |      |

|     | CHM 101 (A1) | 3  |       |    |      |
|     | CHM 102    | 1  |       |    |      |
|     | CHM 124    | 3  |       |    |      |
|     | PHY 203 (A1) | 3  |       |    |      |
|     | PHY 273 (A1) | 1  |       |    |      |
|     | PHY 204 (A1) | 3  |       |    |      |
|     | PHY 274 (A1) | 1  |       |    |      |

|     | MTH 141 (A1 & B3) | 4  |       |    |      |
|     | MTH 142 (B3) | 4  |       |    |      |
|     | MTH 243 (A1 & B3) | 3  |       |    |      |
|     | MTH 362    | 3  |       |    |      |
|     | STA 409 or ISE 311 | 3  |       |    |      |

|     | CHM & PHY (see above) | 11 |       |    |      |
|     | PHY 203 (A1) | 3  |       |    |      |
|     | PHY 273 (A1) | 1  |       |    |      |
|     | PHY 204 (A1) | 3  |       |    |      |
|     | PHY 274 (A1) | 1  |       |    |      |

## **GENERAL EDUCATION OUTCOMES**

|     | Science, Technology, Engineering, and Math (STEM) (A1) | 11 |       |    |      |
|     | Social and Behavioral Sciences (A2) | 3  |       |    |      |
|     | Humanities (A3) | 3  |       |    |      |
|     | Arts & Design (A4) | 3  |       |    |      |
|     | MTH (see above) | 11 |       |    |      |

## **PROFESSIONAL ELECTIVE**

|     | One (1) course from the following: CHE 333, 347, 574; CSC 522; ELE 322, 338/339, 343/344, 435/436, 437, 438, 444/445, 447/448, 458/459, 470, 501, 506; ISE 304, 312; MCE 341, 354, 372; MTH 442, 451, 462, 471; with prior approval of the ECBE department chairperson any other 300-, 400-, or 500- level College of Engineering course not required by the BME major. | 17 |       |    |      |

## *GENERAL EDUCATION OUTCOMES*:

- **Science, Technology, Engineering, and Math (STEM) (A1)**
- **Social and Behavioral Sciences (A2)**
- **Humanities (A3)**
- **Arts & Design (A4)**
- **Mathematical, Statistical, or Computational Strategies (B3)**
- **Information Literacy (B4)**
- **Write Effectively (B1)**
- **Communicate Effectively (B2)**
- **Grand Challenge (at least one course must be coded with a "G")**

If you fulfill all Outcomes in fewer spaces than indicated on page one, you must use those additional spaces to take course(s) of your choice to reach your degree credit total (120-121)

* General Education Outcomes: at least 40 credits must be completed. (A1-D1) must be met by at least three credits. A single course may satisfy one or two outcomes, and at least one course must be a "Grand Challenge". No more than twelve credits can be from the same course code except HPR. General education courses may also be used to meet requirements of your major(s) or minor(s) when appropriate.

** Professional Elective - One (1) course from the following: CHE 333, 347, 574; CSC 522; ELE 322, 338/339, 343/344, 435/436, 437, 438, 444/445, 447/448, 458/459, 470, 501, 506; ISE 304, 312; MCE 341, 354, 372; MTH 442, 451, 462, 471; with prior approval of the ECBE department chairperson any other 300-, 400-, or 500- level College of Engineering course not required by the BME major.