The University of Rhode Island
Academic Planning Task Force on
Global Education

Final Report
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Executive Summary

The University of Rhode Island has created and hosts a number of innovative and award-winning programs that demonstrate our commitment to global education. In order to achieve our common goal of creating a community that is wholly, purposefully and collaboratively engaged with the meaningful and effective advancement of global education on our entire campus, we must increase the number and nature of our global education initiatives. We must also strengthen the University’s support system for such endeavors. This report outlines numerous strategies through which the University can reach this goal.

The Task Force agrees that several of our recommendations require immediate attention due to the relative ease with which the University could implement them along with the widespread positive results that they would effect. We must:

1. create a global competence General Education requirement in addition to the existing foreign language requirement (section I.B.3),
2. increase the number of regularly offered global programs both abroad and in Rhode Island, especially during the summer and winter (sections I.C.1-2 and I.E),
3. expand and model innovative and successful existing global initiatives in other programs and colleges (sections I.C.3),
4. use our wide array of existing courses with a global focus to create a Global Studies Program with a variety of concentrations relating to and connecting different disciplines, professions and world regions (section I.D.1),
5. establish either a Global Scholars Program or a Global Scholars track within the Honors Program (section I.D.3), and
6. prioritize a demonstrated commitment to global education initiatives in all areas relating to faculty and staff development, and decisions in hiring, promotion and tenure (section I.F).

We have also concluded that, despite the financial investment required to implement them, two of our recommendations require urgent attention because of the broad impact of such changes. The University needs:

1. a Vice Provost or Dean for Global Education to strategically plan for and lead future efforts in this area, and to spearhead fundraising efforts relating to global education on our campus (section II.A), and
2. a substantial increase in support for efforts to recruit and retain international students (section II.B).

The Task Force on Global Education devised all of the recommendations in this report as strategies to help our campus community develop and nurture values that we, as individuals and as a group, associate with global citizenry, and with global and intercultural competencies. Once implemented, these measures will create important opportunities for our students’ personal, academic and professional growth, as well as increase the overall quality of our campus community’s life.
I. Assistance for Academic Units in Curricular Planning and Assessment

A. Defining Global Citizenry and Global Competence

1. Assist the entire URI community in reaching the goals of global citizenry and global competence by defining precisely what these terms mean to URI and disseminating those definitions widely.

B. General Education Requirements

1. Create inventories of General Education courses with a global education focus.

Create inventories of all General Education courses (according to Department and also according to General Education area) that have a global focus in order to assist students and advisors in finding such courses and also in order for faculty and administrators to analyze and determine how we can further strengthen our global education offerings. See Appendix I for a preliminary draft of a list of courses that may be useful as a first step toward creating such an inventory.

2. Maintain and strengthen language requirements and student proficiency levels.

   a. Graduate more students with basic proficiency in at least one language other than English. The language requirement should be the same for all URI students, regardless of degree or major. An increase in the language requirement to 12 credits for all students would prepare our students especially well to function as global citizens with unique cross-cultural perspectives.

   b. All global or international programs involving countries or regions whose populations primarily use languages other than English should make every effort to adopt a language requirement as part of the program. All new global or international programs involving regions or countries whose populations use languages other than English should establish as a high priority the inclusion of a language requirement as an integral part of the program.

   c. Students interested in learning languages not offered at URI should continue to receive help and support from the Department of Modern and Classical Languages to ensure that any work completed off campus is duly credited.

   d. Analyze the feasibility of increasing contact hours in 100-level language courses to four hours per week in order to increase and accelerate students’ proficiency gains.

2. Create a “Global Competency” or “Global Citizenry” requirement.

   a. Any revision to the General Education system should include a Global Competency or Global Citizenry requirement, in addition to the language requirement. While many international experiences would likely fulfill such a
requirement, it is also important to note that coursework at URI, as well as a variety of experiences here in the United States and specifically in Rhode Island could also help students work toward such goals.

b. Develop more 300-level interdisciplinary General Education courses. Students in some programs have difficulty complying with the graduation requirement of having completed at least 42 credits at the 300 level or higher. Creating more global education, interdisciplinary courses that will count for General Education requirements could help alleviate this.

c. Create optional pre-departure and re-entry study abroad courses that would also count toward either the Global Competency or some other General Educational requirement. Students would benefit far more from their global education experiences if they had more preparation for those experiences. A pre-departure study abroad course followed by a re-entry course could help our students maximize their cross-cultural growth and awareness as they work to become truly global citizens. If each course were worth one credit and perhaps were available in an online format, the University could maximize the chance of students being able to fit such courses into tight schedules. Such courses would also provide us with important data for assessing the effectiveness of at least some of our global education strategies (see also Section I.H.4).

C. Strengthening and Expansion of Existing Programs

1. Create more URI-sponsored programs abroad.

a. The University needs to support the establishment of more summer and winter programs, as well as semester and academic-year programs abroad.

b. The Office of International Education (OIE) must continue to assist faculty and program directors in understanding the fiscal implications of their initiatives so that they can design, plan and develop sustainable programs that are both affordable to students and financially viable for the University.

c. Communicate widely to faculty the resources and services available to them at OIE for the planning of successful and sustainable programs abroad.

d. Provide incentives (such as summer salaries, release time or curriculum development grants) for development of these programs.

e. Acknowledge the role of faculty coordinators and directors of programs abroad. The students they are teaching abroad open up spaces in classrooms on campus.

f. As the University develops new initiatives, we should pay special attention to emerging geographical areas and areas with important connections to the state and to the University (Continental Africa, Brazil, Cape Verde, China, Central
America, India, etc.). The University could also consider evaluating the feasibility of creating a URI hub or campus abroad in one of these areas where local and also international students and faculty may study and work throughout the academic year.

2. Increase the number of consistently offered URI-sponsored programs in Rhode Island.

   a. URI has offered a variety of unique summer programs designed for non-URI students, educators, researchers and professionals. Depending on the audience, such programs increase the national and international profile of the University, promote our unique strengths and initiatives, bring revenue to the University, and assist in recruiting new students. However, these programs have not been offered consistently or regularly. Increasing the frequency and regularity of such offerings could be beneficial to the University on multiple levels.

   b. In order to assist in international student recruitment efforts, establish a summer program designed specifically for international students from secondary schools to come to campus for one or two weeks to study and explore the area. Our location is ideal and all that is needed is staff to complete needed tasks: marketing, recruitment, administrative support, logistics, teaching, and cross-cultural activities. The greatest challenge is sustainability: funding one full year staff person who could keep marketing and organizing the program throughout the year. These programs are very similar to ESL programs in that both serve as conduits to international recruitment.

   c. Evaluate the feasibility of combining summer programs for international secondary school students with summer world language programs for Rhode Island and U.S. secondary students.

   d. Continue to link the concept of experiential service learning to some of these experiences in order to provide students with opportunities to apply new knowledge to situations that allow them to grow as socially-responsible global citizens.

   e. Expand the current Undergraduate Research Award to teams of students proposing international or out-of-state projects.

3. Create more dual-degree and dual-major programs within URI.

   a. New global programs should aim to have students spend at least one full semester abroad, with the ideal being 12 full months whenever possible, following the International Engineering Program (IEP) model. The fact that the IEP dual-degree program is possible with a curriculum as inflexible as engineering, along with the ease with which other programs have been able to adopt or adapt the IEP model for their own curricula and students’ needs, demonstrates the tremendous possibilities for further growth on our campus.
b. Whenever possible, offer students the option of a BA track as well as a BS track (as is the case with Computer Science) in order to facilitate the completion of dual-majors.

c. Create curricular sheets (similar to those that the IEP has for each language track and each engineering discipline) in order to show students explicitly what courses they need to take in order to obtain their two desired degrees within four or five years (depending on the case), or two majors within four years (even if they spend twelve months abroad). Post such curricular sheets to a website to make certain that University College advisors and students can access and consult them easily.

d. Devise other ways to aggressively promote the fact that at URI students may double major in any discipline (including the dual-degree option) and they may double major in a foreign language and any other major offered on campus.

e. The IEP, for example has been built largely with outside funding. If these initiatives are a high priority, degree-granting colleges (DGC’s) should actively participate in funding them.

4. Create more dual-degree and partner programs between URI and other institutions.

a. Modify the Graduate School rule of 80% coursework on campus.

The URI Graduate School requires that students complete 80% of coursework on campus, a rule that presents major obstacles to dual-degree initiatives with other institutions. If URI wants to promote more of these initiatives, we must modify the 80% rule in these cases so that 1) participating students may complete 50% of their work at URI and 50% at the partner university, 2) courses completed at the partner institution count as if they were URI courses, or 3) courses completed at the partner institution are exempt from the rule.

b. Create more viable and sustainable dual-degree programs with both incoming and outgoing students.

The University should explore dual-degree programs (2+2 or 3+1) on the undergraduate and graduate level with trusted partner universities abroad. The prospect of earning a US degree while paying for only two years abroad is a very attractive option for international students, especially for emerging economies such as China and India. Such dual-degree agreements have the potential of dramatically increasing our international enrollment (especially if we have a good ESL program in place) as well as generating revenue for the University. See examples of 2+2 proposals in Appendix II (from the Colleges of Engineering and Business).
Because developing new, viable and sustainable programs requires funding, provide incentives for faculty and staff to develop proposals for grants to fund such initiatives. Currently the only viable dual-degree program (incoming and outgoing) is sponsored by the College of Engineering (Braunschweig/URI M.S and Ph.D.). The College of Nursing sponsors a dual-degree Ph.D program for incoming students only. The College of Business sponsors a dual MBA program for incoming German and French students.

D. New Programs

1. Use Existing Resources to Create a Global Studies Minor, BA, BS, MA, and MS.
   a. Using current faculty, and existing majors, minors and courses, URI should create a Global Studies program with a variety of interdisciplinary concentrations focusing on regions as well as global issues. Concentrations could include areas such as (among others): Development, Sustainability, Global Business, Global Engineering, Global Public Health, International Relations, Leadership Studies, Marine Affairs, Nonviolence and Peace Studies, Women’s Studies, World Cinema, World Literature and Art, African and African-American Studies, Asian Studies, European Studies, Francophone Studies, Hispanic Studies, Ibero-American Studies, Latin American Studies, and Middle-Eastern Studies.
   b. Ideally the program could also develop an introductory course on Global Studies for all students in the program regardless of concentration, as well as a capstone senior seminar.

2. Develop other new global and interdisciplinary undergraduate and graduate programs and courses, especially combining work in the humanities, the life sciences, the social sciences and professional schools.
   a. Create incentives to encourage faculty to develop more content-based language courses, e.g. Arabic, Chinese, French, German, Italian, Portuguese, Spanish for engineers/scientists/business professionals/health professionals/etc.
   b. Create incentives to encourage faculty who have advanced proficiency in languages other than English to offer languages across the curriculum initiatives (it could be as little as an extra credit hour of their classes taught in another language).

3. Create a Global Scholars program.
   a. In order to maximize existing knowledge and resources, the Global Scholars program could exist as a special track within the Honors Program or could emulate the Honors Program.
   b. Global Scholars could be involved in global topics courses and experiential learning activities throughout their time at URI by giving whatever major they choose a global focus, by completing research, service learning projects,
internships or language studies abroad in several consecutive summers in multiple locations and by spending at least one semester abroad. Global Scholars could have faculty mentors to advise them as to how to structure an individualized global scholars curriculum, including General Education courses that are all focused on global issues.

c. Each incoming class of Global Scholars could connect with a specific international project, area outside of the US, or global issue affecting multiple parts of the world that they could analyze from different perspectives over the course of their time at URI.

4. Establish National Resource and Research Centers at URI.
  a. Provide seed money to faculty and staff for the development of proposals to establish at URI federally-funded national research and resource centers relating to global education.

E. Flexibility in Scheduling and in the Academic Calendar

1. Promote or enhance credit-bearing J-term, May term, weekend and other non-standard scheduling options.
  a. Facilitate faculty and student participation in short-term global education initiatives taking place in Rhode Island, across the country and across the globe by creating a J-term, a May term and other non-standard scheduling options. For some students, these are the only feasible times to engage in activities away from Rhode Island and for others it serves as a catalyst for engagement in other longer-term experiences and commitments later on.
  b. Communicate widely to faculty the resources and services available to them at OIE for the planning of successful and sustainable programs abroad during non-standard periods (see also Section I.C.1.b).
  c. For programs to take place on campus, address the needs of providing room and board for participants during non-traditional time frames.
  d. Expand the current Undergraduate Research Award to teams of students proposing international or out-of-state initiatives that will take place during non-traditional scheduling periods.
  e. Continue to link some experiences in non-traditional scheduling periods to other classes offered during the regular academic year.
  f. Provide incentives (such as summer salaries, release time or curriculum development grants) for development of these programs and give faculty the options to either count courses taught during non-traditional scheduling periods as part of the normal teaching load or for additional pay.
g. Acknowledge the role of faculty coordinators and directors of programs abroad. The students they are teaching abroad open up spaces in classrooms on campus.

h. Establishing official terms for these non-traditional time frames would alleviate the administrative problems that arise when the Offices of International Education and Enrollment Services process students who have participated in study abroad provider programs (non-URI programs) as well as URI faculty-led programs.

i. Recent discussions at URI have focused largely on the J-term, but the May-mester is equally important and some faculty also lead programs from the end of the Spring semester to the beginning of the first summer session.

F. Faculty and Staff Development

1. Prioritize global and international education and research as well as diversity education and research in new hires.

2. Formally recognize faculty and staff contributions to global and international education initiatives in the promotion and tenure processes.

3. Promote faculty and staff exchanges when signing new agreements with partner institutions abroad.

4. Increase funds to support faculty and staff who are presenting research abroad.

5. Support faculty and staff efforts to network and to develop new global education opportunities by removing “travel expenses” exclusions from URI grant competitions (for example, URI Foundation Faculty Development Grants).

6. Increase the URI faculty and staff’s global perspective through professional development activities, including local retreats and group international travel in order to engage in cross-cultural training.

7. Create a reward system or other incentives for faculty and staff to engage in globally oriented initiatives and research.

8. Encourage faculty and staff to apply for full-year sabbaticals to work on globally oriented projects by providing more than 50% of annual salary when the proposal requires that the person spend the entire year abroad.

9. Establish an annual competitive campus-wide one semester sabbatical leave at full pay for faculty and staff to spend one semester abroad for global education program development or research.

G. Awareness about global education activities within the campus community

1. Institute a spring Global Education Week similar to Diversity Week.
a. URI should celebrate and publicize all of the innovative activities currently led by our faculty, staff and students. The week could include poster sessions in which students could showcase their global research or experiential learning projects, as well as colloquia in which faculty discuss current and future initiatives.

b. If a separate week were not feasible, the campus community should embed different aspects of our global education initiatives and values into events such as Diversity Week and the Honors Colloquium that already occur on campus.

H. Assessment of the impact of global education experiences

1. Facilitate the use of existing assessment instruments.

   a. Provide faculty, staff and programs with funds to use existing intercultural sensibility measurements (such as the Intercultural Development Inventory) and language proficiency assessments (such as the ACTFL Oral Proficiency Interview) prior to and upon completion of students’ global education experiences in order to assess the impact of such experiences.

2. Support faculty and staff in the development of assessment tools specific to URI.

   a. Provide funds for faculty, staff and administrators to complete training in the development and use of assessment tools to evaluate the outcomes of global and international learning experiences, the global studies program and the global scholars program.

3. Office of Institutional Research

   The University’s Office of Institutional Research should gather and analyze data and create reports on the impact of global education programs (especially as they relate to recruitment, retention, graduation rates, etc.) in order to assess their effectiveness and improve future efforts (see also Section II.D.2).

4. Develop pre-departure and re-entry courses for students participating in international experiences.

   Create optional courses through which students can maximize and measure the impact of international experiences on cross-cultural growth and development as global citizens (see also Section I.B.3.c).

5. Office of Assessment

   The Office of Assessment should assist both the Office of Institutional Research and the faculty in the development of comprehensive assessment plans for major global education initiatives.

6. Office of National Fellowships and Academic Opportunities

   The Office of National Fellowships and Academic Opportunities should track
URI’s success rate in applications to prestigious fellowships and other academic opportunities with a global focus. The data should be used internally in order to increase awareness about such opportunities and assist in devising concrete strategies to improve our success rate, and externally to promote the University in general as well as specific programs (see also Sections II.A.14 and II.C.4).

II. Support for Administrative Units with New Programs and Initiatives

A. Vice Provost or Dean for Global Education

In order to increase the visibility of existing global education initiatives, programs, services, and partnerships, promote these unique aspects of the University both on campus and beyond, and facilitate collaboration among colleges, departments, and offices, URI needs a leader who will coordinate our global education efforts. The consensus of the Task Force is that such duties fall within the realm of Academic Affairs and thus, such a leader should hold a high level position in Academic Affairs (for example, a Vice Provost for Global Education).

Such a leader could (among other things):

1. coordinate the global and international education activities of existing offices and programs in order to maximize communication across our campus, especially among faculty, staff and students interested in global education issues,
2. establish a way to effectively communicate global education efforts to the URI community in order to avoid replication, increase support for efforts in place, foster collaboration, and facilitate the development and growth of successful and sustainable new initiatives,
3. promote the University’s global and international education activities beyond our campus through marketing and recruitment efforts, but also by creating URI proposals for external funding to support global education initiatives and for national and international recognition (for example, with our existing efforts alone, it seems that we are an excellent candidate for the NAFSA Senator Paul Simon Award for Campus Internationalization),
4. invite experts in internationalization (from both the United States and abroad) to campus to discuss strategies for improving our efforts,
5. strategically examine growing trends and best practices in internationalization of higher education practices (some important resources for this include: NAFSA’s annual reports http://www.nafsa.org/about/default.aspx?id=16296#aboutreport, other NAFSA publications, the National Summit Meeting Report on the Globalization of Engineering Education and published in the Online Journal for Global Engineering Education http://digitalcommons.uri.edu/ojgee/vol4/iss1/1/), and GlobalHub (https://globalhub.org/),
6. create an advisory council composed of campus leaders from different disciplines and offices who are committed to global education initiatives,
7. collect annual reports from all global and international programs on campus in order to work with the Provost and the advisory council to assess the on-going status and success of these initiatives and make recommendations for improvements,
8. work with the Provost and the advisory council in order to evaluate potential new global and international education initiatives and strategically determine future priorities (kinds of initiatives to promote, with which regions, institutions and entities in the world URI wants to
promote engagement, etc.),
9. work with the Provost and the advisory council in order to consolidate and reorganize resources currently devoted to all global/international initiatives and reallocate strategically and according to highest priorities,
10. assist Office of Admission in increasing international student recruitment efforts,
11. address the urgent need for a larger and improved space to house and unite the Office of International Students and Scholars (OISS) and OIE as the Global Education Center so that these entities may consolidate resources and services and serve students and faculty more effectively and so that the University may attract and retain more international students (see also Section II.B.10.a),
12. spearhead fundraising efforts for the implementation of any elements of URI’s global and international education plan requiring investment of resources.
13. advocate for an increase in funding for international travel for Office of Admission staff and to create one position focused exclusively on international recruitment (see also Section II.B.11).
14. work with the Office of National Fellowships and Academic Opportunities in order to devise concrete strategies to improve URI students’ success rate for fellowships and opportunities with a global or international focus (see also Sections I.H.6 and II.C.4).

B. Recruitment and Retention of International Students

1. Market URI effectively to international parents and students.
   a. Continue to emphasize our strengths (our unique programs, comprehensive career advising, assistance with graduate program application processes, etc.) in promotional materials.
   b. Produce marketing strategies targeted to specific countries and regions, taking into account the cultural norms and perspectives of those of regions.

2. Work with offices abroad.
   a. Continue working with EducationUSA offices (funded by US Department of State) that are located in 450 locations around the world. These offices service students in the host countries who are looking to study in the USA. URI should continue to visit and maintain communication with them regarding admission information, scholarships and current news.
   b. Consider the feasibility of developing “gateway offices” abroad towards expanding internationalization.
   c. Open up discussion on the use of third-party agents. For example, look into American International Recruitment Council certified agencies and explore the opportunities available.

3. Create mechanism to share faculty and staff travel plan information.
   a. Faculty and staff traveling abroad can be helpful in promoting URI to
prospective students. There is no current process in place to share travel plan information with the Office of Admission. The Controller’s Office currently has all of this information.

b. Some paperless study abroad application software programs include features that would help with sharing such information (see Section II.H.1).

4. Create summer programs for international secondary school students (see Section I.C.2.b).

5. Create ESL program and evaluate the feasibility of conditional admissions.

a. No English as a Second Language (ESL) program currently exists at URI. We could increase the number of international students on campus if we offered ESL, particularly intensive courses during the summer months, and developed a conditional admission policy. It has been made clear that it takes a few years before we can speak of achieving a critical mass. Both undergraduate admission and graduate admission are willing to consider conditional admissions. However, they must understandably consider all ramifications (for instance, they need to know the position of the DGC’s with regard to conditional admissions).

6. Resuscitate the ELS program.

a. Resuscitate the ELS (English Language Studies) program in order to provide international students with opportunities to continue working on their proficiency in English during the normal academic year and while pursuing coursework for their undergraduate and graduate degree programs.

7. Create scholarship funds for international students.

a. For most international students the biggest obstacle to enrolling in URI (or any other US university) is cost. International students regularly inquire about scholarships. While we have a Centennial and a University Scholarship, there are some limitations. Although it is common for international students in the College of Pharmacy to receive scholarships, such support is not as frequent in other DGC’s. If we hope to increase and diversify international student enrollment, it is essential to offer support to international students in other colleges as well.

b. Identify donors who would consider supporting international students. The DGC’s could also help with this effort. They can make it part of their strategic plan to increase the recruitment of international students (graduate and undergraduate). The Office of Admission must not carry the burden and task of recruiting international students without assistance from the rest of the University community. A precedent has been set with the recruitment of a diverse population. The DGC’s participate in that initiative.

c. Target geographical areas to increase diversity of the international student population.
8. Analyze the feasibility of lowering the TOEFL requirement for ESL students.

   a. Lowering the TOEFL requirement could help recruit a certain segment of students whom URI might otherwise lose to higher ranked institutions. Once they are here, then we could train them well through ESL and ELS classes.

9. Reconfigure existing campus housing options and policies.

   a. In order to make certain that our international students have as positive an experience as possible at URI and fully integrate into the campus community, the University needs to reconfigure international graduate and undergraduate student housing options by not segregating international undergraduate students from domestic undergraduate students and by assuring sufficient housing options for international graduate students. Residence hall policies generally do not accommodate the realities that international students face (i.e. closings during breaks/students cannot “go home”).

   b. Create a global education living and learning community (for example, a Global Village) open to international and domestic students interested in global education and global issues.

10. Strengthen the existing support system for international students.

    a. Move OISS out of the dilapidated building that serves as international students’ first and highly unimpressive welcome to URI (or, at the very least, provide funding to make the significant interior and exterior improvements that the building needs). See also Section II.A.11.

    b. Provide funding so that OISS may hire staff and conduct regular activities for the international students on campus throughout the entire academic year.

    c. Create housing arrangements so that every year international undergraduate degree-seeking students and international exchange students may arrive earlier than other undergraduate students. The OISS offers a comprehensive orientation for both undergraduate and graduate international students, however the graduate students get more out of it because they can arrive early (they do not have a housing problem). For the first time, this year international undergraduate degree-seeking students were also able to attend these sessions because they did not have the housing problem.

    d. Because of scheduling, international degree-seeking or exchange students do not benefit from the orientation sessions organized by University College. It would be extremely helpful if University College could offer an additional session immediately prior to the beginning of the new semester for students who are not able to travel to URI earlier in the summer.

   e. Create more opportunities for interaction among international students
and domestic students by publicizing international student events widely, encouraging faculty and students to join the International Center and to attend events for international students, and rewarding students who choose to immerse themselves into other cultures and commit to serving the international community.

11. Provide additional resources for the Office of Admission.

a. Increase funding for international travel for Office of Admission staff and create one position focused exclusively on international recruitment.

12. Create official blog space for international students at URI.

a. Creating a space for current international students to share their insights about their experiences at URI could help to increase international student enrollment and also assist in our efforts to retain international students. The Office of Admission should hire enthusiastic student bloggers, who are academically strong and who are also taking advantage of extra-curricular opportunities on campus. They could be powerful peer-to-peer communicators, and assist in addressing questions coming from potential students abroad.

13. Create a strong international alumni network.

a. Our former students are also often excellent advocates for the University. International alumni as well as alumni from the US who are currently working abroad can be a great resource to help recruit students to URI. We currently do not have a strong network of international alumni or of alumni pursuing international careers.

b. Because many students identify closely with their specific areas of study and often remain in touch with academic mentors, it is important to involve colleges, departments and faculty in the effort to build such a network.

c. Identify alumni contacts around the globe and arrange meetings with them with admission staff or faculty who are traveling abroad. Provide funding for URI faculty and staff to arrange events for alumni (both international and domestic) abroad. Encourage DGC’s to arrange college-specific events abroad for their alumni.

C. Recruitment and Retention of U.S. Students Committed to Global Education

1. Create scholarship funds to assist domestic students with financing study abroad.

a. Create a presidential study abroad scholarship fund for more students to take advantage of summer language and research immersion opportunities abroad, as well as international service learning opportunities. In turn, those students who get funded can play an ambassador role and recruit more students for their own program when they return.
b. Enlist the assistance of degree-granting colleges (DGC’s) in identifying sources of support for students to study, work and volunteer abroad.

2. Create official blog space for students involved in global and international education initiatives (similar to the blog space for international students described in Section II.B.12).

3. Expand global education curriculum (see Section I), create more global education programs such as the Global Studies Program, the Global Scholars Program (see Section I.D), increase international student enrollment (see Section II.B), and create global education living and learning community (see Section II.B.9.b).

4. The Office of National Fellowships and Academic Opportunities should track and publicize information about current and former URI students who have been selected for prestigious fellowships and other academic opportunities with a global focus (see also Section I.H.6).

D. Marketing and Promotion of Global Education Initiatives

1. Local, national and international agencies

   a. The University should constantly promote its global orientation and activities in all disciplines to local and national government agencies. The University should seek the support of the World Affairs Council of Rhode Island and their Council for International Visitors in Rhode Island in creating new initiatives and promoting our current initiatives.

   b. The University should actively engage with representatives from the embassies and consulates of the countries with which we are actively collaborating in order to promote our activities and to recruit future students to our campus.

   c. The University should include local, national and international agencies and representatives from embassies and consulates to participate in URI-sponsored events (as occurs each year during the Annual Colloquium on International Engineering Education).

2. Institutional Research

   a. The University’s Office of Institutional Research should gather and analyze data and create reports on the impact of global education programs on student recruitment, retention and on graduation rates. Data should be used strategically, both internally and externally, not only to promote our innovations and successes and recruit students into our programs, but also to assess and constantly improve our efforts.

3. National and international recognition

   a. Create URI proposals for national and international recognition: with our
existing efforts alone, it seems that we are an excellent candidate for the NAFSA Senator Paul Simon Award for Campus Internationalization (see also Section II.A.3).

E. Invited International Scholars and Professionals

1. Continue and expand Distinguished International Visiting Scholars Program.
   
a. Continue with the Provost’s initiative to host two visiting international scholars to campus each semester and expand it to include a Distinguished International Visiting Professionals program as well.
   
b. Facilitate logistics of hosting international visitors.
   
Address the problems related to providing and arranging for appropriate housing for international visitors on campus. Affordable and flexible housing options on campus is an issue for hosting visitors from other countries. Some have families and the duration of each stay often varies quite a bit. Flexible accommodation options are necessary for facilitating international guest speakers, ESL programs, faculty exchanges, summer institutes for professionals, etc.
   
c. Scholars and our living and learning communities
   
Consider inviting international guest speakers to stay in facilities with students, in a living and learning community. An example of this is the Semester at Sea Program in which renowned leaders such as Desmond Tutu spend the entire semester with the students. Such a program could link to Honors Seminars, the Honors Colloquium, the Global Studies Program, the Global Scholars Program and other comparable programs.

F. Clarification and Dissemination of Information on Existing University Policies

1. Communicate to the entire campus community the exact protocol for establishing and renewing exchange agreements.
   
a. Publish information on these procedures in the University Manual and include information about the liability issues related to these practices.
   
2. Communicate to the entire campus community the role of OIE.
   
a. OIE is the official clearinghouse for international services and policies that govern and guide international education initiatives (exchange agreements, MOU, site visits to potential new partners, Prior Approval Process, transfer credit, granting of URI credit for directed studies and international internships, immigration services, ELS, and US government travel alerts).
G. Establishment of New University Policies

1. Create uniform billing policies, and enrollment and transfer credit policies (see Appendix III).

2. Create policies on customized global learning experiences.
   a. URI is a pioneer in facilitating the innovative work of students interested in engaging in non-traditional and extremely valuable global learning experiences. While our faculty’s flexibility in this area has made many of these opportunities possible, it is also important to keep in mind the importance of creating and following cohesive and consistent policies. By creating and publicizing such policies, we will also serve the added purpose of increasing awareness across the campus about these innovative programs and activities.

3. Create policies on health, safety and liability issues relating to international travel.
   a. URI must establish policies regarding student participation in international programs in locations for which the US government has issued travel warnings. For example, the University could prohibit URI-sponsored travel to countries where the U.S. State Department has issued a travel warning and not permit off-campus study matriculation for students trying to pursue programs in these countries.

   b. URI must establish policies relating to international medical emergency, evacuation and repatriation insurance for students participating in any URI-sanctioned events abroad (including study tours, study abroad, experiential learning, volunteering, athletic events, Ram tours, and club-sponsored trips). While all of our Affiliated Partner Providers include such insurance coverage in their program costs, this is an issue with many other activities in which our students and faculty engage while abroad (see also Sections II.J.1.c, III.A.1.c and III.B.1). URI’s student insurance plan also provides such coverage, however, most students waive this coverage. Another option consists of seeking out the services of a vendor who could provide coverage for faculty, staff and students while overseas.

H. Paperless Study Abroad and International Exchange Application Process

1. Provide resources to OIE in order to create or purchase an online system that automatically feeds student information into a database.
   a. An online system would facilitate all parts of the application experience for all parties involved. Students could complete their entire application and upload all materials online, saving time for both students and faculty directors and advisors. The system would also alleviate the paperwork burden on OIE and the problems created by the fact that, although student participation in study abroad has increased over six-fold in the last decade, this office does not have sufficient staff to handle such volume.
I. Reconfiguration of Existing Campus Offices

1. Improve the physical space housing ISS and unify ISS-OIE in one physical location as the Global Education Center (see also Section II.A.11).
   a. The deplorable state of the ISS facility requires attention either by moving the office to another building on campus, by making improvements to the existing building, or by prioritizing the fundraising efforts to complete the addition to the Multicultural Center (an initiative in which the University has already invested by commissioning architectural plans).
   b. Uniting ISS and OIE in one physical location will allow the two offices to maximize resources, increase the visibility of Global Education at URI, serve the URI community more effectively, and create an environment in which all students involved in international study (both incoming and outgoing) intermingle regularly.

2. Analyze the feasibility of placing ISS-OIE in a different administrative unit under the leadership of a Vice Provost or a Dean for Global Education.

3. Consider long-term plans for creating a Center for Global Education to be led by the Vice Provost or Dean for Global Education.

J. Procedures for Global Experiential Learning Opportunities

1. Global internships and service learning opportunities
   a. Global internship billing and enrollment policies must be uniform across the University (see Section II.G.1 and Appendix III).
   b. URI must organize all global internship and service learning opportunities coherently. In the case of the IEP, the program runs smoothly with each language-track director taking the necessary steps to assist students in obtaining valid visas for their experiences and complying with all related labor and immigration laws. Other faculty and programs interested in creating such opportunities for students need to attend to the same issues.
   c. All such programs need to address the area of international medical emergency, evacuation and repatriation insurance coverage mentioned in Section II.G.3.b.
   d. Although in some cases they are more expensive, apart from programs and opportunities created and organized by our own faculty, our students could also take advantage of provider programs with internship or other experiential learning options, such as those available through URI affiliates or through other organizations, such as InteRDom.
K. Global Career Opportunities

1. Have DGC’s and departments collaborate with OIE and the Office of Career Services in order to identify employment and volunteer opportunities for students interested in living and working abroad upon graduation and create a portal to disseminate information about such opportunities.

III. Advancement of Partnerships with Other Entities

A. Exchange Agreements

1. Select bilateral exchange partners strategically.

a. When introducing new exchange programs, URI should take into account whether or not schools and partners: work as a consortium, offer relevant courses to our students (if they offer disciplines that are useful to our students and if our students are able to study the primary language of instruction at URI prior to the exchange experience), offer multiple disciplines (rather than restricting the agreement to one specific area), have the potential to work with us in developing dual-degree programs at the undergraduate and graduate levels, have programs with high national and international rankings, facilitate international internship and service learning opportunities, have the potential to offer faculty excellent collaborative global research opportunities, offer courses in English, integrate our students with their native student population (and not segregate them with the international student population).

b. The University should also invite representatives from across the campus community (a variety of departments, colleges, etc.) to participate in discussions about new agreements to ensure that new agreements will be long-lasting agreements that are part of the University’s global education strategic plan and not contingent upon the enthusiasm of an individual faculty member with an interesting contact at the potential partner institution.

c. Bilateral exchange agreements present a series of advantages for the University and for our students, however, it is important to keep in mind the disadvantages and work to make certain that we serve our students as best as possible. Due to the rising cost of URI tuition and fees, the financial advantages to URI students when they participate in an exchange program are not as significant as in the past for many destinations. In most cases, provider programs provide a higher level of support services for study abroad students. As part of the strategy in expanding overseas opportunities, serious consideration should be given to determining if students will be better served by a program provider with expertise and support networks in the host country. Select bilateral partners where mobility is sustainable, sufficient support services for students exist at the host institution, and regions where URI has the expertise to effectively support partnerships.
2. Engage in more multilateral exchange agreements.

a. The University should consider adopting more multilateral exchange agreements to increase the amount of flexibility in our student mobility programs.

b. URI should pay special attention to developing interdisciplinary programs requiring students to spend time in several partner universities (such as the Global MBA and Leadership Program). This organizational format provides unique opportunities to combine several short-term cross-cultural experiences. See also Section I.C.4.b and Appendix II for details on a College of Business proposal for a multilateral 2+2 agreement.

c. The University should analyze the feasibility of joining consortia such as CONAHEC through which URI students could participate in multilateral exchange programs.

B. Affiliated Provider Programs

1. URI should continue to nurture partnerships with Affiliated Provider Programs.

a. As mentioned above, affiliated provider programs (programs designed for international students) present a series of advantages over bilateral exchanges. Apart from the quality of on-the-ground services and comprehensive insurance coverage, the most important advantage of affiliations rests in the fact that much of the risk of sustainability is transferred to the partner. Our obligation to our partners include (1) selecting quality students (GPA requirements range between 2.5 and 3.1); (2) guiding students to make selections that suit their educational and personal needs; (3) consulting with our Student Affairs and Enrollment Services colleagues before recommending a student to any partner; and (4) mediating problems that may ensue while the student is at the host institution.

b. All partnerships offer scholarships for our students (need- and merit-based), comprehensive ground services for the students, cross-cultural and service learning experiences, and respond to all types of emergencies comprehensively and quickly. Many exchange programs are not able to do this. Faculty Led Programs are required to generate a comprehensive risk management plan before they leave the US.

C. Other partnerships

1. Higher education in Rhode Island

As Rhode Island’s flagship institution, we should consider cooperating with our public higher education partners as well as private colleges and universities in the area whenever possible and practical in order to share resources and represent the state for global initiatives.
2. K-12 education in Rhode Island
   a. Establish linkages with the Rhode Island K-12 system, especially in regards to advocating for and supporting language study and cultural studies. Many schools systems are cutting language programs and have limited time for “global competency” skill development due to NCLB.

3. Other Rhode Island organizations
   a. As mentioned in Section II.D.1.a, the University should seek the support of the World Affairs Council of Rhode Island and their Council for International Visitors in Rhode Island in creating new initiatives and promoting our current initiatives.

4. International NGO’s and the US Government
   a. Provide resources to foster and develop relationships with International NGO’s and our US government. This could be a career day for students or symposiums on specific subjects such as global health or for program development to promote MOU’s that could lead to more international development projects.

5. Other Governments
   a. As mentioned in Section II.D.1.b, the University should nurture positive relationships with embassies and consulates of countries where our students engage in global and international education experiences.
Appendix I: Preliminary draft of list of courses with global focus

Please note that this is only a preliminary draft of a list of such courses offered at the University and should not be considered comprehensive or in any way definitive. The following list could simply facilitate the next steps in the process of establishing a complete and authoritative inventory of course offerings in this area.

African and African-American Studies (AAF)
150 Introduction to Afro-American History (HIS 150)
300 Special Topics in African and Afro-American Studies
388 History of Sub-Saharan Africa (HIS 388).
390 Directed Study or Research
399 Introduction to Multicultural Psychology (PSY 399)
408 African Government and Politics (PSC 408)
410 (or PSC 410) Issues in African Development
415 (or PSC 415) Dynamics of Social Change in the Caribbean
474 Literature of the African Diaspora (ENG 474)
498 Senior Seminar in African and Afro-American Studies

Animal and Veterinary Science (AVS)
101 Introduction to Animal Science
440 Seminar on Marine Mammals

Anthropology (APG)
200 (or LIN 200) Language and Culture
202 Introduction to Archaeology
203 Cultural Anthropology
220 Introduction to the Study of Language (LIN 220)
301 The Anthropology of Nutrition
309 Anthropology of Religion
315 Cultures and Societies of Latin America
319 Cultural Behavior and Environment
322 Anthropology of Modernization
327 History of Physical Anthropology
328 Gender and Culture
400 Evolution, Culture, and Human Disease
413 (or MAF 413) Peoples of the Sea

Aquaculture and Fisheries Science (AFS)
102 Introductory Aquaculture
120 Introduction to Fisheries
210 Introduction to the Marine Environment
300 Aquaculture Health Management
311 Exploration of Marine Bioresources
312 Fish Habitat
315 Living Aquatic Resources
321 World Fishing Methods
322 Laboratory for World Fishing Methods  
425 Aquaculture and the Environment  
426 Ecological Aquaculture

**Arabic (ARB)**  
101 Beginning Arabic I  
102 Beginning Arabic II  
103 Intermediate Arabic I  
104 Intermediate Arabic II

**Art History (ARH)**  
330 African-American Art in Context: A Cultural and Historical Survey I (AAF 330)  
331 The African-American Artist in Context: A Cultural and Historical Survey II (AAF 331)  
465 (or APG 465) Seminar in Cultural Heritage  
480 Advanced Topics in European and American Art  
565 (or APG 565) Seminar in Cultural Heritage

**Biological Sciences (BIO)**  
130 Topics in Marine Biology  
360 Marine Biology  
396 Biology and Society  
397, 398 Colloquium in Biological Sciences  
441 Environmental Physiology of Animals  
469 Tropical Marine Invertebrates  
475 Coral Reef Ecology  
495 Tropical Marine Biology Research  
675 Advanced Ecology Seminars

**Biomedical and Pharmaceutical Sciences (BPS)**  
311 (or PHP 311) Foundations of Human Disease I: Immunoinflammatory Disease  
312 (or PHP 312) Foundations of Human Disease II: Central Nervous System Disease  
445 Natural Products and Biotechnological Drugs  
533 Medicinal Plants

**Business (BUS)**  
317 (or COM 354) International Business Communications Exchange  
341 Organizational Behavior  
345 Business in Society  
361 International Transportation  
366 Consumer Behavior  
428 Multinational Finance  
429 Global Investment Management  
448 International Dimensions of Business  
460 Global Supply Chain Management  
468 Global Marketing  
605 Organizational Behavior
Chinese (CHN)
101 Beginning Chinese I
102 Beginning Chinese II
103 Intermediate Chinese I
104 Intermediate Chinese II
111 Intensive Beginning Chinese I
112 Intensive Beginning Chinese II
113 Intensive Intermediate Chinese I
114 Intensive Intermediate Chinese II
205, 206 Composition and Conversation
215 Intensive Composition and Conversation I
216 Intensive Composition and Conversation II
305 Advanced Composition and Conversation I
306 Advanced Composition and Conversation II

Classics (CLS)
391 Ancient Laughter: The Comic Tradition in Greece and Rome
395 Greek Mythology: Gods, Heroes, and Humans
396 Myths of Rome
397 Greek Myth and Tragedy
497 Directed Study

Communication Studies (COM)
100 Communication Fundamentals
310 Contemporary Oral Communication
315 (or SUS 315)
322 Gender and Communication
346 Social and Cultural Aspects of Media
354 International Business Communications Exchange (BUS 317)
361 Intercultural Communication
416 Propaganda
461 Managing Cultural Differences in Organizations
462 Communication and Global Society

Communicative Disorders (CMD)
160 Introduction to Communicative Disorders
175 Gestural Communication
375 Language Development
460 Speech and Language Disorders
493 Cultural and Linguistic Diversity in Communicative Disorders
593 Multicultural Issues in Communicative Disorders

Community Planning (CPL)
202 (or GEG 202) Introductory Urban Geography: Understanding Cities
300 (or NRS 300) Introduction to Global Issues in Sustainable Development
450 Urban Design

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475 (or GEG 475) The Revolutionary City: Cuba
483 Land Development
485 Environmental Planning
487 (or NRS 487) International Development Internship
495 (or NRS 496) International Development Seminar
510 Community Planning and Political and Social Change

**Comparative Literature Studies (CLS)**
160 Literatures of the World
451 Advanced Topics in International Film Media

**Computer Science (CSC)**
485 Computer Forensics
486 Network Forensics
585 Topics in Computer Forensics
586 Topics in Network Forensics
590 Digital Forensics Practicum

**Economics (ECN)**
202 Principles of Economics: Macroeconomics
310 Economics of Sports
338 International Economics
344 (or PSC 344) International Financial Economics
360 Health Economics
363 Economic Growth and Development
371 Economics in Islamic Societies
381 Radical Critiques of Contemporary Political Economy

**Education (EDC)**
516 Teaching English as a Second Language
563 Teaching Reading to Multicultural Populations

**Electrical Engineering (ELE)**
400 Introduction to Professional Practice

**Engineering (EGR)**
316 (or PHL 316) Engineering Ethics
411 (or GER 411) Advanced Technical German
412 (or SPA 412) Advanced Technical Spanish

**English (ENG)**
160 (or CLS 160) Literatures of the World
247 (or AAF 247) Introduction to Literature of the African Diaspora
248 (or AAF 248) African-American Literature from 1900 to the Present
251 British Literature I
252 British Literature II
260 Women and Literature
302 Topics in Film Theory and Criticism
303 Cinematic Auteurs
304 Film Genres
352 Black Images in Film (AAF 352)
360 Africana Folk Life (AAF 360)
362 (or AAF 362) African-American Literary Genres (Other than Short Story and Novel)
363 (or AAF 363) African-American Fiction
364 (or AAF 364) Contemporary African Literature
451 Advanced Topics in International Film Media (FLM 451)
474 (or AAF 474) Literature of the African Diaspora
486 British Authors
487 World Authors
489 Literature and Empire

**English Language Studies (ELS)**
512 Oral Communication Skills for International Teaching Assistants
612 Advanced Communication Skills for International Teaching Assistants

**Entomology (ENT)**
286 Humans, Insects, and Disease (BIO 286)
390 (or AVS 390) Wildlife and Human Disease
411 Pesticides and the Environment
511 Pesticides and the Environment
555 Insect Pest Management
586 Medical and Veterinary Entomology (BIO 572)

**Environmental Economics (EEC)**
101 Freshman Inquiry into Environmental and Natural Resource Economics
205 Resource Management and Conservation
310 Economics for Environmental Resource Management and Policy
345 Sustainable Development, Trade, and the Environment
356 Tourism Economics
410 Fish and Wildlife Economics
432 Environmental Economics and Policy
435 Aquacultural Economics
441 Markets, Trade, and Natural Resources
514 Economics of Marine Resources
534 Economics of Natural Resources
535 Environmental Economics
540 Applied Resource Economics
542 Conservation Biology and Resource Economics (NRS 532)
543 Economic Structure of the Fishing Industry
634 Advanced Economics of Natural and Environmental Resources
635 Marine Resources Policy

**Film Media (FLM)**
101 Introduction to Film Media
110 Introduction to Film Media Production Techniques
203 Film Theory
204 History of Film I
205 History of Film II
351 Topics in Film Media Production
352 Topics in Film Media Critical Studies
401 Field Experience in Film Media
444 Advanced Topics in Documentary Film Media
445 Advanced Topics in Documentary Film Production
451 (or ENG 451 or CLS 451) Advanced Topics in International Film Media
491 Directed Studies in Film Media
495 Seminar in Film Media

French (FRN)
101 Beginning French I
102 Beginning French II
103 Intermediate French I
104 Intermediate French II
204 French Composition I
207 French Oral Expression I
303 The French in North America
304 French Composition II
307 Oral Expression II
309 French Culture and Literature to 1789
310 Modern French Culture and Literature
315, 316 French Internship Abroad
318 French Across the Curriculum
320 Studies in French Cinema
391 Literature to 1789 in Translation
392 Nineteenth-Century Literature in Translation
393 Twentieth-Century Literature in Translation
408 The French Language: Past, Present, and Future
412 Topics in French Culture and Literature
473 French Canadian Literature
474 African Literature in French
480 Business French
497, 498 Directed Study

Geography (GEG)
101 World Geography
104 Political Geography
200 Human Geography
203 Economic Geography
350 (or MAF 350) Caribbean Geography
475 The Revolutionary City: Cuba (CPL 475)
511 Geographic Applications in the K-12 Curricula

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Geosciences (GEO)
100 Environmental Geology
101 Freshman Inquiry into the Geosciences
103 Understanding the Earth
113 Natural Disasters
210 Landforms: Origin and Evolution
305 Global Warming
320 Earth Materials
370 Structure of the Earth
480 Summer Field Camp
483 Hydrogeology
484 (or NRS 484 or EVS 484) Environmental Hydrogeology
930 Workshop in Geology Topics for Teachers

German (GER)
101 Beginning German I
102 Beginning German II
103 Intermediate German I
104 Intermediate German II
105, 106 Basic Conversation I, II
111, 112 Intensive Beginning German
113, 114 Intensive Intermediate German
201, 202 Intermediate Conversation I, II
205, 206 Conversation and Composition
215, 216 Advanced Conversational German
221 Introduction to Business German
305 Advanced Conversation
306 Advanced Composition
315, 316 Language Study Abroad
327 Introduction to German Studies and Literature
328 Introduction to German Cultural History and Literature
408 (or LIN 408) The German Language: Past and Present
411 Advanced Technical German (EGR 411)
421 Business German
485, 486 Special Studies
497, 498 Directed Study
598 Directed Studies
987, 988 German Play Production

Greek (GRK)
101 Ancient Greek I
102 Ancient Greek II
301 Intermediate Greek I
302 Intermediate Greek II
310 Greek Across the Curriculum
497 Directed Study
Hebrew (HBW)
101, 102 Beginning Hebrew I, II
103, 104 Intermediate Hebrew I, II

History (HIS)
111 Ancient Rome: History and Archaeology
113 History of Western Civilization from the Late Middle Ages to 1789
114 History of Western Civilization Since 1789
116 History of Western Science
118 Women in European History
123 Modern British Civilization
130 History and the Sea
132 Introduction to Russian and Soviet History
171 East Asian Culture and History
172 Southeast Asian Culture and History
177 The Islamic Middle East: From the Mongols to Modern Times
180 Introduction to Latin American Civilization
300 Ancient Greece: Hellenic and Hellenistic Period from the Trojan Wars to Alexander the Great, 800 B.C.–300 B.C.
303 From Republic to Empire: Ancient Rome
304 Western Europe in the High Middle Ages
305 The Renaissance
306 The Protestant and Catholic Reformations
308 Between Eve and Mary: Women in the Middle Ages
309 The French Revolution and Napoleon
310 History of Europe: 1815–1914
311 History of Europe Since 1914
314 Seventeenth- and Eighteenth-Century European Cultural History
323 History of Great Britain in the 19th Century
327 German History Since 1914
328 The Holocaust
332 History of Imperial Russia
333 Twentieth Century Russia
374 History of Modern China
375 History of Modern Japan
376 Women in Muslim Societies
377 Revolution in Islam
378 Arab-Israeli Conflict
381 History of Colonial Latin America
382 History of Modern Latin America
384 The Caribbean: New World/Third World
385 Revolution and Unrest in Central America and the Caribbean
388 (or AAF 388) History of Sub-Saharan Africa
389 Exploration, Commerce, and Conflict in the Atlantic World, 1415–1815
390 The Atlantic World in the Age of Iron, Steam, and Steel
396 Maritime History and Underwater Archaeology Field School
397 The Historical Landscape of Britain
398 History Through Science Fiction
401 Advanced Topics in European History
441 Advanced Topics in American History
481 Advanced Topics in Asian or Latin American History
490 (or APG 490) Underwater Historical Archaeology
495 Seminar in History
502, 503 Special Readings in European History
506 Seminar in European History

**Honors Program (HPR)**
107 Honors Study in Letters
109 Honors Study in Natural Sciences
110 Honors Study in Social Sciences
301, 302 Honors Tutorial Topic: Administrative Internship
411, 412 Honors Seminar

**Human Development and Family Studies (HDF)**
230 Marriage and Family Relationships
357 Family and Community Health
421 (or THN 421) Death, Dying, and Bereavement
432 Perspectives on Parenting
575 Cultural Competence in Human Services

**Internships and Experiential Education (ITR)**
301, 302 Field Experience I, II

**Italian (ITL)**
101 Beginning Italian I
102 Beginning Italian II
103 Intermediate Italian I
104 Intermediate Italian II
105 Basic Conversation
111 Accelerated Elementary Italian
205, 206 Conversation and Composition
301, 302 Civilization of Italy
305 Advanced Conversation and Composition
315 Italian Cinema
325, 326 Introduction to Italian Literature
391, 392 Masterpieces of Italian Literature
450 Women Writers: Renaissance to the Enlightenment
455 Selected Italian Authors
465 Topics in Italian Literature
480 Business Italian
497, 498 Directed Study

**Japanese (JPN)**
101, 102 Beginning Japanese I, II
103, 104 Intermediate Japanese I, II

**Journalism (JOR)**
211 History of Broadcasting

**Kinesiology (KIN)**
401 Current Issues in Health Education
478 Sport, Cultural Politics, and Media
578 Cultural Studies of Sport and Physical Activity

**Labor Relations and Human Resources (LRS)**
432 Work, Employment, and Society (SOC 432)
480 (or ECN 480) Seminar in Labor Studies
500 (or MBA 571) Labor Relations and Human Resources
521 (or PSC 521) Comparative Labor Relations Systems
526 (or ECN 526) Economics of Labor Markets
544 (or HIS 544) Colloquium in Worker History

**Landscape Architecture (LAR)**
202 Origins of Landscape Development
444 Landscape Architecture Studio III: Sustainable Design

**Languages (LAN)**
191 Beginning Foreign Language I
192 Beginning Foreign Language II
193 Intermediate Foreign Language I
194 Intermediate Foreign Language II
205, 206 Advanced Foreign Language I, II

**Latin (LAT)**
101 Beginning Latin I
102 Beginning Latin II
301 Intermediate Latin
302 Intermediate-Advanced Latin
310 Latin Across the Curriculum
497 Directed Study

**Latin American Studies (LAS)**
390 The Hispanic Caribbean: Study Abroad in the Dominican Republic
397 Directed Study for Senior Research Project

**Library and Information Studies (LSC)**
510 History of Books and Printing
514 Information Policy
518 International and Comparative Librarianship
525 Multiculturalism in Libraries
590 Introduction to Chinese Information Services
Linguistics (LIN)
200 Language and Culture (APG 200)
220 (or APG 220) Introduction to the Study of Language
320 (or APG 320) Sociolinguistics
408 The German Language: Past and Present
420 Second Language Acquisition

Marine Affairs (MAF)
100 Human Use and Management of the Marine Environment
312 The Politics of the Ocean
320 Shipping and Ports
330 World Fishing
350 Caribbean Geography (GEG 350)
410 Senior Seminar in Marine Affairs
413 Peoples of the Sea (APG 413)
461 Coastal Zone Management
465 GIS Applications in Coastal and Marine Management
471 Island Ecosystem Management
472 Marine Recreation and Tourism Management Seminar
475 Human Responses to Coastal Hazards and Disasters
484 Environmental Analysis and Policy in Coastal Management
490 Field Experience in Marine Affairs
511 Ocean Uses and Marine Sciences
512 (or PSC 512) Marine Science and Policy Analysis
515 Marine Pollution Policy
516 (or CPL 516) Seminar on the Urban Waterfront
520 Seminar in Coastal Margin Management
523 Fisheries Law and Management
526 Management of Marine Protected Areas
527 (or NRS 527) Marine Protected Areas: An Interdisciplinary Analysis
530 International and Domestic Coastal Area Management Seminar
563 Maritime Transportation
564 Port Operations and Policy
565 Cruise Ship Operations, Marketing, and Ports
577 (or PSC 577) International Ocean Law
578 International Ocean Organizations
582 Coastal Ecosystem Governance

Master of Science in Accounting (MAC)
507 International Accounting

Master’s in Business Administration (MBA)
562 Global Supply Chain Management
565 Strategic Management
569 Advanced International Financial Management
579 International Business Management
586 International Marketing Management

Mathematics (MTH)
381 History of Mathematics

Microbiology (MIC)
102 Exploring the Microbial World
211 Introductory Microbiology
409 Marine Micrograzers
413 Advanced Microbiology Lecture I
414 Advanced Microbiology Lecture II
521 (or BIO 521) Recent Advances in Cell and Molecular Biology

Military Science and Leadership (MSL)
201 Leadership and Military History
402 Adaptive Leadership in a Complex World

Music (MUS)
101 Introduction to Music
221 History of Music I
222 History of Music II
322 History of Music III
420 Eighteenth-Century Counterpoint
540 Foundations of Music Education

Natural Resources Science (NRS)
100 Natural Resource Conservation
200 Seminar in Natural Resources
212 Introduction to Soil Science
223 Conservation of Populations and Ecosystems
300 Introduction to Global Issues in Sustainable Development (CPL 300)
301 Introduction to Forest Science
302 Fundamentals of Forest Management
305 Principles of Wildlife Ecology and Management
361 Watershed Hydrology and Management
406 Wetland Wildlife
407 Nongame and Endangered Species Management
409 Concepts in GIS and Remote Sensing
410 Fundamentals of GIS
411 Population and Environmental Change
414 Climate Change Science and Policy
415 Remote Sensing of the Environment
440 Ecosystem Processes in Land and Water Management
487 International Development Internship (CPL 487)
491, 492 Special Projects 496 International Development Seminar (CPL 495)
505 Biology and Management of Migratory Birds
510 Soil-Water Relations
511 Population and Environment Change
514 Climate Change Science and Policy
516 Remote Sensing in Natural Resources Mapping
532 (or EEC 542) Conservation Biology and Resource Economics
533 Landscape Pattern and Change
534 Ecology of Fragmented Landscapes
545 Invasive Species Research, Management and Policy
551 Seminar in Marine Ecology (BIO 551)
555 Applied Coastal Ecology
563 Biology and Ecology of Fishes (BIO 563)

**Nonviolence and Peace Studies (NVP)**
200 Nonviolence and Peace Studies Colloquium

**Nursing (NUR)**
103 Professional Practice in Health and Illness

**Nutrition and Food Sciences (NFS)**
110 Introduction to Nutrition and Dietetics
207 General Nutrition
276 Food, Nutrition, and People
410 Professional Issues in Nutrition and Dietetics
504 (or AVS 504) Food Systems, Sustainability and Health

**Ocean Engineering (OCE)**
101 Introduction to Ocean Engineering
421 Marine Structure Design
422 (or CVE 422) Offshore Structure Design
582 (or CVE 582) Seabed Geotechnics

**Oceanography (OCG)**
110 (or GEO 110) The Ocean Planet
123 Oceans, Atmospheres, and Global Change
131 Volcanoes and the Environment
401 General Oceanography
420 Deep-Sea Biology
451 Oceanographic Science
480 Introduction to Marine Pollution
483, 484 Laboratory and Research Problems in Physics (PHY 483, 484).
491 Ocean Studies
493, 494 Special Problems and Independent Study in Oceanography
501 Physical Oceanography
505 Marine Analytical Chemistry
508 Global Environmental Change Education
524 Atmospheric Pollution and the Upper Ocean
540 Geological Oceanography
545 Volcaniclastic Sedimentation
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<td>Marine Geophysics</td>
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<td>561</td>
<td>Biological Oceanography</td>
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<td>Oceanographic Processes</td>
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<td>576 (or MIC 576)</td>
<td>Marine Microbial Ecology</td>
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<td>Petrology of the Oceanic Crust</td>
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<td>Plankton Paleocology</td>
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<td>Marine Stratigraphy</td>
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<td>Marine Bio-Optics and Remote Sensing</td>
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<td>Productivity of Ocean Margins</td>
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<td>Marine Fish Ecology and Production</td>
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<td>Fish Population Dynamics</td>
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<td>673</td>
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<td>689</td>
<td>Coastal Marine Ecosystems</td>
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<td>Individual Study</td>
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<td>693, 694</td>
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<td>695</td>
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<td>Foundations of Human Disease: Renal and Cardiovascular Diseases</td>
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<td>311</td>
<td>Foundations of Human Disease I: Immunoinflammatory Disease (BPS 311)</td>
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<td>Foundations of Human Disease II: Central Nervous System Disease (BPS 312)</td>
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<td>409</td>
<td>Foundations of Human Disease III: Infectious and Pulmonary Processes (BPS 409)</td>
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<td>Foundations for Human Disease V: GI, Endocrine</td>
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<td>Pharmacotherapy of Gastrointestinal and Endocrine Diseases</td>
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<td>503</td>
<td>Health Systems I</td>
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<td>Health Systems II</td>
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<td>Pharmacoepidemiology</td>
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**Pharmacy Practice (PHP)**

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<td>Theories of Human Nature</td>
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<td>Philosophical Topics</td>
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<td>210</td>
<td>Women and Moral Rights</td>
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<td>Ethics</td>
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<td>235</td>
<td>Modern Thought: Philosophy and Literature (CLS 235)</td>
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<td>Ethical Problems in Society and Medicine</td>
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<td>Engineering Ethics (EGR 316)</td>
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<td>Power/Justice: Contemporary Critical Philosophies</td>
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<td>Medieval Philosophy</td>
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323 Modern Philosophy: Descartes to Kant
324 Recent European Philosophy
328 The Philosophy of Religion
331 East Asian Thought
430 Philosophy of Law
451 Symbolic Logic
452 Philosophy of Science
453 Philosophy of the Social Sciences
454 Philosophy of the Natural Environment
490 Senior Seminar in Philosophy

Physical Therapy (PHT)
500 Human Anatomy and Histology

Physics (PHY)
109 Introduction to Physics

Plant Sciences (PLS)
190 Issues in Biotechnology (AFS 190)
301 Nursery Crop Production and Management
332 Plant Pathology: Introduction to Plant Diseases (BIO 332)
390 Irrigation Technology
415 Plant Plagues: Causes and Consequences
471 Plant Improvement

Political Science (PSC)
116 Introduction to International Politics
201 Introduction to Comparative Politics
211 World Politics: Theories and Applications
212 Introduction to Political Science
240 Major Political Ideologies
300 Challenge of Nuclear Arms
303 The Politics of the Vietnam War
312 Topics in Political Science
320 Comparative European Politics
321 Politics and Problems of Israel
341 Political Theory: Plato to Machiavelli
342 Political Theory: Modern and Contemporary
344 International Financial Economics (ECN 344)
350 From Cold War to Cold Peace
377 Politics of China
402 Environmental Policy and Politics
403 Global Ecopolitics
408 (or AAF 408) African Governments and Politics
410 Issues in African Development (AAF 410)
415 Dynamics of Social Change in the Caribbean (AAF 415)
416 (407) Russian Politics and Society
417 (406) Russian Foreign Policy
420 Nonviolence and Change in the Nuclear Age
422 International Political Economy
431 International Relations
432 International Government
435 Theories of International Conflict
441 Women and Politics
443 Twenty-first Century Political Theory
512 Marine Science and Policy Analysis (MAF 512)
521 International and Comparative Trade Unions and Labor Relations (LRS 521)
523 Seminar in Comparative Public Administration
546 Peace and World Order Studies
577 International Ocean Law (MAF 577)
580 Seminar in International Relations Theory
584 Seminar in Advanced Comparative Theory
595 Environment and Development Economics (EEC 595)

**Portuguese (POR)**
101, 102 Beginning Portuguese I, II
103, 104 Intermediate Portuguese I, II
335 Topics in the Literature of the Portuguese-Speaking World
497 Directed Study

**Psychology (PSY)**
113 General Psychology
310 History and Systems of Psychology
399 (or AAF 399) Introduction to Multicultural Psychology
405 Psychological Anthropology (APG 405)
425 Peace Psychology
479 Topics in Psychology
480 Psychology of Women
600 Multicultural Issues in Psychology: Theory, Research, and Practice

**Religious Studies (RLS)**
111 Judaism, Christianity, and Islam
125 Biblical Thought
126 The Development of Christian Thought
131 Introduction to Asian Philosophies and Religions
151 The Jewish Experience

**Russian (RUS)**
391, 392 Masterpieces of Russian Literature
460 The Russian Novel

**Sociology (SOC)**
100 General Sociology
204 Social Psychology
212 Families in Society
214 Urban Sociology
216 Deviant Behavior
240 (or AAF 240) Race and Ethnic Relations
242 Sex and Gender
274 (or PSC 274) Criminal Justice System
300 Topics in Sociology
318 Social Movements and Social Change
326 Madness and Society
329 (or APG 329) Contemporary Mexican Society
330 Police in Democratic Societies
350 Work and Family Life
370 Theories of Crime and Delinquency
375 Race, Crime, and Criminal Justice
401 History of Sociological Thought
403 Gender, Crime, and Justice
428 (or AAF 428) Institutional Racism
432 (or LRS 432) Work, Employment, and Society
444 The Sociology of Religion
446 Sociology of Knowledge
452 Class and Power
495 Senior Seminar in Sociology

Spanish (SPA)
101, 102 Beginning Spanish I, II
103, 104 Intermediate Spanish I, II
111, 113 Accelerated Elementary Spanish, Accelerated Intermediate Spanish
205, 206 Spanish Language and Style I, II
207 Oral Expression in Spanish
210 Spanish for Heritage Speakers
305 Early Spanish-American Literature and Culture
306 Modern Spanish-American Literature and Culture
307 Hispanic Culture Through the 17th Century
308 Literature and Culture of Modern Spain
310 Field Workshop
312 Advanced Spanish
313 Introduction to Spanish Linguistics
316, 317 Spanish Internship Abroad
320 Critical Studies in Spanish Cinema
321 Spanish for Business and Technology
325 Introduction to Literary Genres
401 Oral and Dramatic Presentation of Hispanic Literature
413 Spanish Sociolinguistics and Pragmatics
421 Business Spanish
430 Castilian Prose of the 16th and 17th Centuries
431 Drama and Poetry of the 16th and 17th Centuries
450 Romanticism and Realism
471 Topics in Latin American Literature and Culture  
472 Topics in Hispanic Literature  
473 Topics in Spanish Literature and Culture  
485 Modern Spanish Narrative  
486 Modern Spanish Poetry and Drama  
488 Spanish-American Poetry and Drama  
489 The Spanish-American Narrative  
497, 498 Directed Study  
510 Contemporary Spanish Workshop  
511 The Spanish of the Americas  
513 Bilingualism in Spanish-speaking Communities  
561 Seminar in Medieval Poetry and Prose  
570 Topics in Hispanic Literature and Culture  
572 Evolution of Spanish-American Culture and Thought  
574 Interpretations of Modern Spanish-American Thought  
580 Seminar in 19th-Century Spanish Literature  
584 Interpretations of Modern Spain  
585 Seminar in 20th and 21st Century Spanish Literature  
587 Seminar in Renaissance and Baroque Literature  
588 Seminar in Colonial Spanish-American Literature and Culture  
589 Seminar in Modern Spanish-American Literature and Culture  
590 The Hispanic Presence in the United States  
597, 598 Directed Study  
599 Master’s Thesis Research  

**Sustainability (SUS)**  
315 Environmental Dimensions of Communication (COM 315)  

**Textiles, Fashion Merchandising, and Design (TMD)**  
222 Apparel Production  
224 Culture, Dress, and Appearance  
240 Development of Contemporary Fashion  
332 Fashion Merchandise Buying  
342 Fashion Study Tour  
402 Seminar in Textiles and Clothing  
433 Textile Markets  
440 Historic Textiles  
441 History of Western Dress  
500 Ethnic Dress and Textiles  
503 Topics in Textile Science  
524 Cultural Aspects of Dress  

**Theatre (THE)**  
100 Introduction to Theatre  
381 History of Theatre to 1642  
382 History of Theatre: Neoclassical Through the 19th Century  
383 History of the Modern Theatre  

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Women’s Studies (WMS)
150 Introduction to Women’s Studies
220 Women and the Natural Sciences
305 Current Issues in Women’s Studies
310 Race, Class, and Sexuality in Women’s Lives
315 Introduction to Feminist Theories and Methodologies
320 Feminist Thought into Action
325 International Women’s Issues
350, 351 Special Topics in Women’s Studies
400 Critical Issues and Feminist Scholarship
401 Human Trafficking and Contemporary Slavery
402 Campaigns and Services for Victims of Trafficking and Slavery
430 Women and Human Rights Policy
501 Human Trafficking and Contemporary Slavery

Writing (WRT)
302 Writing Culture
524 Histories and Theories of Writing Instruction
Appendix II: Sample innovative dual-degree and multilateral agreements

Details on College of Engineering Proposal for 2+2 Dual-Degree MOU with Zhejiang University

The University of Rhode Island (URI), Kingston, Rhode Island, United States of America and Zhejiang University (ZJU), Hangzhou, Zhejiang Province, People’s Republic of China, agree to develop a plan for an International Dual Bachelor’s Degree for ZJU students in engineering that will be delivered partly at URI and partly at ZJU and will lead to degrees from both universities. The educational objective of the program is to prepare engineers who are proficient in the language, society, and culture of both countries and who can easily interface between the two cultures.

ZJU students will study at ZJU for the first two years and then study at URI for the final two years. Students would be expected to be proficient in English by the second year of the program and to meet all requirements for admission to URI.

Details on College of Business Interest in Multilateral 2+2 MOU with Xiamen University

In June 2009, Xiamen University proposed a multilateral agreement open to URI, which was formed similarly to agreements Xiamen holds with other worldwide institutions. Xiamen is willing to agree to admit 80-100 Chinese students into international 2+2 (or 2+1) programs in which the university will offer a two-year foundation program. Xiamen would prepare students for entry into articulating degree programs, including language and other educational foundation requirements. Xiamen University also would provide all administrative services to support the program such as visa applications and university enrollment application support for the Chinese students’ entry into other institutions. If faculty would care to teach in the Xiamen International College, Xiamen University would provide administrative support and cover costs of accommodation and local transportation expenses.
Appendix III: Details on inconsistent campus policies

The University should appoint a committee to study the current variety of billing and enrollment practices and make recommendations for establishing official policies to assure equitable treatment of students engaging in non-traditional learning experiences abroad.

As of right now, students in similar programs are subject to different billing schemes, as well as enrollment and transfer credit processes. For example, students in URI's flagship international interdisciplinary program, the IEP, have never paid tuition during their official IEP internships and students in the recently created IBP (International Business Program, modeled closely after the IEP) have been required to pay tuition during their internships. The consensus of the Task Force is that the status quo is not equitable.

Some members of the Task Force feel that students should pay tuition for those credits because, in essence, IEP students receive six credits for free and also because of the fact that faculty are not adequately recognized or compensated for their work creating internship placements and correcting students’ internship reports. They view the credits not as transfer credits because the work is not completed at another University under the direction of faculty abroad, rather it eventually appears as a URI course code.

Other members of the Task Force feel that the advantages of the IEP model are compelling enough to adopt it University-wide. They feel that the tuition-free semester is a key point in marketing a dual-degree program to students and parents (especially in the case of a five-year program and during difficult economic times). They believe that this point also sets URI apart from some of our competitors. They view the credits as transfer credits because it is people who are not URI employees who serve as the direct supervisors and evaluators of students’ performance. They also underscore the fact that the paid internship during the tuition-free semester assures that the program is equal opportunity, regardless of a given student’s socioeconomic situation. If the program had been forced to charge students tuition during the internship, its growth would have been severely jeopardized and many students who have successfully completed it and gone on to stellar careers would not have been able to complete it. These members of the Task Force also highlight the fact that if students begin to pay URI credit for their internships, then supervision of such internship courses will necessarily have to count toward faculty academic year workload and if internships extend into the summer months (all cases of the IEP and many of the IBP) then that would also require paying faculty for teaching those summer internship courses.