

Notice of Change for:

Date:

A. PROGRAM INFORMATION

1. Name of institution
University of Rhode Island

2. Name of department, division, school or college

Department: CMD
College: College of Health Sciences

3. Intended initiation date of program change. Include anticipated date for granting first degrees or certificates, if appropriate.

Initiation date: Fall, ~~2021~~2020
First degree date:

4. Intended location of the program

Not applicable

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

CMD 274 (Communication Processes) is being deleted from the undergraduate program in Communicative Disorders. This is currently a required course in the curriculum and there will be no new course to take its place. This change is being implemented for two reasons. First, the information in this course is contained in other classes in the departmental curriculum. Second, this course deletion will allow undergraduates to earn their degrees in a timely fashion.

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

This curriculum leads to a Bachelor of Science (B.S.) degree. Students seeking admission to this program must have completed 24 credits, received a grade of C or better in CMD 160, 272, and 273 and maintained a minimum cumulative GPA of 2.50. In addition to general education requirements and appropriate free

electives, there are 43 credits of required CMD courses plus nine credits of professional electives.

The required courses are CMD 160, 272, 273, ~~274~~, 276, 278, 361, 375, 377, 454, 460, 465, and 493G; and WRT 106 and 201. The remaining nine credits (three courses) must be selected from the following courses: ASL 101, 102; COM 221; CMD 175, 440, 492, 494; EDC 312; HDF 200, 201, 203, 312, 314, 400; HIS 117; LIB 150, 250; LIN 200, 220; PSY 200, 232, 254, 388, 442; SOC 224; STA 220.

With careful early planning, students can use free electives to achieve a double major or explore special-interest areas in depth. Students should anticipate the necessity for graduate study in speech-language pathology or audiology. The typical minimum entry requirement for graduate study is a grade point average of 3.3.

A total of 120 credits is required for graduation.

7. Signature of the President

David M. Dooley

CURRICULAR WORKSHEET: DEPARTMENT OF COMMUNICATIVE DISORDERS

A total of 120 credits are required for graduation, which includes 40 Major Credits, 40 General Education Requirement Credits, and 9 Professional Elective Credits

Students seeking admission to this program must earn a grade of "C" or better in CMD 160, 272, and 273 and maintain a minimum GPA of 2.5

Name _____ Student ID _____
 Advisor's Signature _____ Date _____

Program Requirements		
Credits Total	Semester	Credits
Two of the following: WRT 106, WRT 201, WRT 332		6
Statistics course		3
CMD 160 (F/SP)		3
CMD 272 (F)		3
CMD 273 (F)		3
CMD 274 (SP)		3
CMD 276 (SP)		3
CMD 278 (F)		3
CMD 361 (F/SP)		3
CMD 375 (F)		3
CMD 377 (F/SP)		3
CMD 454 (F/SP)		3
CMD 460 (F)		3
CMD 465 (F/SP)		4
CMD 493G (F/SP)		3

Professional Electives		
9 Credits Total	Course/Semester	Credits
COM 221		
ASL 101; ASL 102		
CMD 440; 494; 492		
EDC 312		
HDF 200; 201; 203; 312; 314; 400		
HIST 117		
LIB 150; 250		
LIN 200; 220		
PSY 232; 254; 300; 388; 442		
SOC 224		
STA 220		

Recommendations for students planning on pursuing graduate work in CMD (12 Credits Total)

Math Requirement (3 credits): A statistics course must be taken to satisfy this requirement

Natural Science Requirement (6 credits): 1 biological science course and 1 physics or chemistry course

Social Science Requirement (3 credits): 1 course in psychology, anthropology, sociology, or public health

Course (for example, BIO 101, and PHY 109 or CHEM 103)	Semester	Credits

General Education Requirements					
12 Outcomes/40 Credits Total					
	Credits Needed	Course	Grade	Semester	Credits
A. Knowledge					
A1. STEM	3				
A2. Social & Behavioral Science	3				
A3. Humanities	3				
A4. Arts & Design	3				
B. Competencies					
B1. Write Effectively	3				
B2. Communicate Effectively	3				
B3. Mathematical, statistical, or computational strategies	3				
B4. Information Literacy	3				
C. Responsibilities					
C1. Civic knowledge	3				
C2. Global Responsibilities	3				
C3. Diversity and Inclusion	3				
D. Integrate & Apply					
D1. Ability to Synthesize	3				
Grand Challenge					
G. One course of your 40 credits is required to be an approved "G" course.					

[illegible]

Notice of Change for: International Development Minor

Date: 12/10/2019

A. PROGRAM INFORMATION

1. Name of institution
University of Rhode Island
2. Name of department, division, school or college

Department: Natural Resources Sciences
College: CELS

3. Intended initiation date of program change. Include anticipated date for granting first degrees or certificates, if appropriate.

Initiation date: ~~Fall 2019~~ FALL 2020
First degree date: ~~Spring 2020~~ Spring 2021

4. Intended location of the program
Coastal Institute Kingston

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

Students in the International Development minor are trained to successfully address global challenges associated with international development. Through a combination of coursework, practical experience and study abroad, students gain in-depth knowledge of and experiences associated with the social, cultural, political, and economic challenges in the developing world. The International Development minor is an existing program within CELS that, over the last two decades, has been housed in the Natural Resources Science Department. However, with the departure of its key instructor and the minor coordinator, the Department of Marine Affairs has voted to accept responsibility for the minor. Through several recent hires, the Marine Affairs program has enhanced teaching and research capacity in international development, especially related to coastal communities in the developing world. Required courses associated with the International Development minor will be taught by Marine Affairs faculty within the MAF program. The administration of the minor will be transitioned from the NRS department to the MAF department.

The coordinator of the program will be the chair of the Marine Affairs department, until a minor coordinator is appointed.

The existing structure of the minor is as follows (includes a total of 18 credits with a maximum of six credits at the 100- or 200- level):

- 3 credits of NRS 300
- 6 credits of language requirement
- 3-6 credits of approved Internship (NRS 487)
- 3 credits of Seminar (NRS 496)

We are requesting that the required seminar NRS 496 (re-coded to MAF 496) be made an elective course for the minor, and that students be given an option to select 3-6 credits of electives from a list of relevant courses approved by the Coordinator of the International Development Minor (currently the Chair of the Marine Affairs program). URI offers many classes that would fulfill this requirement. All of the other requirements will stay the same (with NRS 300 cross-listed as MAF 350 and new course codes for NRS 496 – MAF 496--and NRS 487—MAF 450).

This change will also precipitate changes to the catalog for the BA and BS in Marine Affairs degrees as the new courses (NRS 350 and NRS 450) will be added to the options for those programs.

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

7. Signature of the President

David M. Dooley

International Development

In addition to fulfilling all the basic requirements for a minor (see [Minor Fields of Study](#)), students who declare a minor in international development must complete the following requirements:

The international development minor is available to undergraduates interested in employment overseas or in domestic enterprises with international operations.

Students choosing this minor must complete 18 credits, with a maximum of six credits at the 100 or 200 level. Students must complete the following: 1) ~~NRS 300~~[MAF/NRS 350](#) (three credits); 2) language or culture (six to nine credits), to be met by the completion of at least six language credits through the intermediate level (103 or 104) or placement in the conversation and composition level (205 or 206) and completion of at least six credits in the same language or culture cluster (placement for course work is determined by the Educational Testing Service exam as administered by the University's Department of Modern and Classical Languages and Literatures in the following languages: French, Spanish, German, and Russian; the University also offers Portuguese and selected other languages that, with permission, could satisfy the requirement; six credits are allowed in the general education requirements for language and culture); 3) an approved internship, [research project, or study abroad experience](#) (three to six credits) providing international development experience during the junior or senior year (~~NRS 487~~[MAF 450](#)); and ~~3-6~~[three credits of an advanced-level seminar of electives approved by the Coordinator of the International Development Minor \(NRS 496\)](#). See "[Courses of Instruction](#)" later in this catalog for descriptions of ~~NRS 300~~[MAF/NRS 350](#), [and MAF 450](#)~~487, and 496~~.

The ~~Department of Marine Affairs~~ [College of the Environment and Life Sciences](#) administers this program; interested students should contact Professor ~~Michael Rhee~~[Tracey Dalton](#) at mrhee@uri.edu[dalton@uri.edu](mailto:tdalton@uri.edu) or 401-874-~~2943~~[2434](#).

Marine Affairs

URI's Department of Marine Affairs offers the following degrees: B.A., B.S., M.A., M.M.A. (Master of Marine Affairs), and Ph.D.

The B.A. and B.S. in marine affairs focus on coastal and ocean areas and examine environmental resources, human uses, and governance from a variety of perspectives. Both degrees qualify for New England Regional Tuition. Topics include conservation, ocean policy and law, climate adaptation and resilience, tourism and recreation, environmental justice, ocean energy resources, coastal and island communities, ports and shipping, fisheries and marine ecosystems, spatial planning and management.

A marine affairs major establishes a background for careers in the public or private sectors in a wide variety of marine-related fields. Typical areas of employment include positions in government concerned with coastal zone, environmental, or fishery management, and marine transportation. In the private sectors, students have secured positions in environmental consulting firms, marine insurance, public interest nongovernmental organizations, marinas, ports, and companies involved in shipping. The major serves well as an educational background for continued study in law, especially environmental, fishery, coastal zone, admiralty, and ocean law. Students have also entered graduate and professional programs in environmental management, public administration, community planning, marine affairs, and related fields.

Students in the Department of Marine Affairs who participate in the New England Regional Student Program must maintain a 2.80 G.P.A. and take at least one MAF course per year to retain their New England regional tuition status. Failure to meet these objectives will result in suspension of the reduced tuition privilege. Reinstatement may occur if the student meets these requirements for one year after the time of the suspension.

Bachelor of Arts in Marine Affairs. Students selecting this field are required to complete the following required MAF courses (12 credits): MAF 100, 120, 220, and 410 [capstone]. Three of the following courses in social sciences and humanities (at least two must be in MAF): MAF 300, 310*, 312*, 340, [350*](#), 373 (370), [412G*](#), 413*, 445, [450*](#), 465*, 471*, 472*, 482, 499*, APG 203, EEC 105, HIS 130, PSC 113, PSC 116, SOC 100, or SOC 204. In addition, three of the following courses in coastal and marine policy and management: MAF 310*, 312*, 320, 330, [350*](#), [412G*](#), 413*, 415, [450*](#), 461, 465*, 471*, 472*, 475, 490, 499*. Asterisk indicates a class that could count in either category, but can only be counted once.

Students must also take STA 220 or 308 and OCG 108G, 110, 111, 123G or 301. STA 308 requires MTH 103, 107, 131 or permission of instructor.

A total of 120 credits is required for graduation. At least 42 of these credits must be in courses numbered 300 or above.

Bachelor of Science in Marine Affairs. Students selecting this field must complete the following required MAF courses (15 credits): MAF 100, 120, 220, 410 [capstone], and 482. Three of the following courses in social sciences and humanities (two must be in MAF): MAF 300, 310*, 312*, 340, [350*](#), 373 (370), [412G*](#), 413*, 445, [450*](#), 465*, 471*, 472*, 499*; APG 203, EEC 105, HIS 130, PSC 113, PSC 116, SOC 100, or SOC 204. In addition, three of the following courses in coastal and marine policy and management:

MAF 310*, 312*, 320, 330, [350*](#), [412G*](#), 413*, 415, [450*](#), 461, 465*, 471*, 472*, 475, 490, 499*.

Asterisk indicates a class that could count in either category, but can only be counted once.

In addition to the above requirements, students must take OCG 108G, 110, 111, 123G or 301; STA 308 or 409. STA 308 requires MTH 103, 107, 131 or permission of instructor. STA 409 requires MTH 131.

Students must also select a total of 18 credits from classes with the following prefix, of which nine must be at the 300 level or above: AFS, BIO, CHM, EEC, GEO, NRS, OCE, OCG, PHY, STA.

A total of 120 credits is required for graduation.

Notice of Change for: Criminology and Criminal Justice – adding new course code to major electives

Date: Jan. 9, 2020

A. PROGRAM INFORMATION

1. Name of institution

University of Rhode Island

2. Name of department, division, school or college

Department: Criminology and Criminal Justice

College: Arts and Sciences

3. Intended initiation date of program change. Include anticipated date for granting first degrees or certificates, if appropriate.

Initiation date: May 1, 2020

First degree date: December (fall semester 2020), 2020

4. Intended location of the program

Unchanged location of program

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

No proposed new program

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

Below is the program/major description that is in the current Catalog. Changes have subsequently been proposed/submitted, but as yet, they are not approved. This change does not conflict with any changes that have recently been submitted.

Criminology and Criminal Justice

The interdisciplinary program in Criminology and Criminal Justice combines courses from six participating departments: sociology and anthropology, political science, **psychology, gender and women's studies, economics, and chemistry**, to provide students with a wide range of course options. Departments will contribute courses in sociology, law and the legal system, behavioral psychology, human trafficking, forensics/criminalistics and more to help students tailor their coursework based on their areas of interest, as well as educational and professional goals.

Faculty: Associate Professor Doerner, *Interim Director*. Assistant Professors Parry and Pifer.

The program leads to a Bachelor of Arts (B.A.) degree in Criminology and Criminal Justice.

The program requires 30-49 credits in the major including CCJ/SOC 230, CCJ/SOC/PSC 274(H), and CCJ/PSC/SOC 476. Students must select one research methods course from the following: ECN 306, PSC 310, PSY 200, or SOC 440 (301). If students are double majors with ECN, PSC, PSY, or SOC, this course will be accepted for the CCJ major, but the credits will need to be made up with an additional elective. Students are required to take six elective courses selected from the following two areas: *criminology electives* – GWS 365, 370, 401; PSY 254, 466; SOC 300 (approved topics), 370, 403, 410, 420, 450; *criminal justice electives* – CCJ 333; CHM 391 (must be repeated for a total of 3 credits), 392; PSC 334, 371, 388, 472; PSY 465; SOC 300 (approved topics), 303, 330, 331, 332, 403, 410. At least two courses must be taken from each elective area and no more than four courses can be taken in either area. All electives must be a minimum of 3 credits.

When appropriate, and by permission of the program director, students may substitute internship credit (SOC 477, PSC 375/376, PSY 305, or GWS 300) or independent study credit (SOC 498/499, PSC 455/456, PSY 489, or GWS 450) for one of their elective courses listed above. No more than 3 credits may be used toward the major from internship or independent study.

A total of 120 credits is required for graduation. At least 42 of these credits must be in courses at the 300-level or above. In order to transfer into the criminology and criminal justice B.A. program from University College for Academic Success, a student must have completed at least 24 credits and have earned a minimum of a 2.0 GPA.

7. Signature of the President

David M. Dooley

Appendix D

Notice of Change form

Notice of Change for: Course Code Change for foundational courses in a new B.S.
Biotechnology degree

Date: 01/02/2020

A. PROGRAM INFORMATION

1. Name of institution
University of Rhode Island

2. Name of department, division, school or college

Department: Cell and Molecular Biology
College: Environment and Life Sciences

3. Intended initiation date of program change. Include anticipated date for granting first degrees or certificates, if appropriate.

Initiation date: 03/01/2020
First degree date: N/A

4. Intended location of the program

Providence Campus

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

We are proposing a new course code designation (BTC) Biotechnology, for four foundational courses and one new course in a newly established B.S. Biotechnology degree program. *All course code changes using BTC (currently designated as either CMB or MLS) are to be mapped to the CMB department under the new BTC code.*

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

B. Biotechnology

The B.S. in Biotechnology is designed to prepare students for professional careers in the rapidly growing biotechnology and biomedical industries. Students will be qualified to work in areas such as technical support, manufacturing and research. The major includes a 12-credit internship at a biotechnology or biomedical company. A few key courses are offered only at the Providence Campus where students learn in specialized biotechnology laboratories. All other courses are offered on the Kingston Campus with some courses on both campuses.

The following courses are required: BIO 101/103, 102/104, 341, BIO/CMB 352, BIO/CMB 437; BTC 102, 110, 195, 199*, 405; CHM 101/102, 112/114, 124/126; CMB 190, 211, 311, 333, and 437; MTH 103 or 111 and 131 or 141, or MTH 131 or 141 and STA 307, 308, or 409.

*While internships cannot be guaranteed, most students are able to secure positions. In lieu of an internship experience, students can take 12 credits of the following courses: CMB 320, CMB 334, CMB 421, CMB 432, CMB 435, CMB 450, CMB 464, CMB 482.

7. Signature of the President

David M. Dooley

ABOUT THE BS in BIOTECHNOLOGY

The Biotechnology major is designed to prepare students for professional careers in the biotechnology and biomedical industries in the areas of research and development, quality control, processing, operations, and technical support. This major requires some key courses to be taken at the Providence Campus. **Included is a 12-credit clinical internship at a regional biotechnology or biomedical company/organization.

Step 1: REVIEW YOUR PROGRAM REQUIREMENTS**INTRODUCTION Requirement: (2 credits)**

Course	Semester	Credits	Grade
BTC 102		1	
URI 101		1	

BIOLOGY Requirement: (15 credits)

Course	Semester	Credits	Grade
*BIO 101		3	
*BIO 103		1	
*BIO 102		3	
*BIO 104		1	
BIO 341	Fall	3	
BIO/CMB 352			

CHEMISTRY Requirement: (12 credits)

Course	Semester	Credits	Grade
*CHM 101		3	
CHM 102		1	
CHM 112		3	
CHM 114		1	
CHM 124		3	
CHM 126		1	

MATH Requirement: (6-8 credits)

Select 1 from the following sequeneces:

Course	Semester	Credits	Grade
*MTH 103/111		3	
*MTH 131/141		3/4	
OR			
*MTH 131/141		3/4	
STA 307/308/409		3/4	

PHYSICS Requirement: (4 credits)

Course	Semester	Credits	Grade
*PHY 111		3	
*PHY 185		1	

*Course approved for general education.

Minimum 2.0 cumulative GPA required in major for graduation.

Minimum overall 2.0 cumulative GPA required for graduation.

CMB and MLS Course Requirements: (40 credits)

Course	Semester	Credits	Grade
BTC 110	Fall	4	
*CMB 190		3	
CMB 211		4	
CMB 311		3	
CMB 333	Fall	3	
BTC 405	Spring	3	
CMB 437	Spring	3	
BTC 195		5	
BTC 199		12	

The **12 credit MLS 199 internship can be taken in the summer following either after Freshman, Sophmore, or Junior Years. An internship cannot be guaranteed. In lieu of internship, 12 credits of selected courses from CMB 320, CMB 334, CMB 421, CMB 432, CMB 435, CMB 450, CMB 464, CMB 482.

Free Electives: These are courses not required by the major and do not fulfill general education.

Course	Semester	Credits	Grade

General education is 40 credits. Each of the twelve outcomes (A1-D1) must be met by at least 3 credits. A single course may meet more than one outcome, but cannot be double counted towards the 40 credit total. At least one course must be a Grand Challenge (G). No more than twelve credits can have the same course code. General education courses may also be used to meet requirements of the major or minor when appropriate.

General Education Credit Count							
At least 40 credits, no more than 12 credits with the same course code							
Course	Credits	Grade		Course	Credits	Grade	
*BIO 101	3						
*BIO 103	1						
*BIO 102	3						
*BIO 104	1						
*CHM 101	3						
*MTH _____							
*PHY 111	3						
*PHY 185	1						
*CMB 190	3						
				Total Gen Ed Credits			

NOTE: BECAUSE MOST COURSES MEET MORE THAN ONE OUTCOME, YOUR OUTCOME AUDIT MIGHT BE COMPLETED BEFORE YOU REACH YOUR 40 CREDITS. HOWEVER, YOU MUST STILL COMPLETE 40 CREDITS OF GENERAL EDUCATION

***course fulfills general education and a major requirement**

General Education Outcome Audit	
	Course
KNOWLEDGE	
A1. STEM	*BIO 101
A2. Social & Behavioral Sciences	
A3. Humanities	
A4. Arts & Design	
COMPETENCIES	
B1. Write effectively	
B2. Communicate effectively	
B3. Mathematical, statistical, or computational strategies	*MTH _____
B4. Information literacy	
RESPONSIBILITIES	
C1. Civic knowledge & responsibilities	
C2. Global responsibilities	
C3. Diversity & Inclusion	
INTEGRATE & APPLY	
D1. Ability to synthesize	
GRAND CHALLENGE	
G. At least one course of your 40 credits is an approved "G" course	

The requirement for transfer to CELS out of University College for Academic Success:

Minimum 24 credits and cumulative 2.0 GPA.

Advising Notes:

B.S. Biotechnology
Sample 4 Year Plan - Effective Fall 2019
College of the Environment & Life Sciences

Freshman Year *Fall* Semester

Course Code	Description	Credits
URI 101	Planning for Academic Success	1
BIO 101/103	Principles of Biology I/Lab	4
CHM 101/102	General Chemistry I/Lab	4
MTH 103, 111, 131, OR 141	Precalculus or Calculus <i>Refer to page 1 for math sequence</i>	3/4
BTC 110	Introduction to Biotechnology	4
		16-17

Freshman Year *Spring* Semester

Course Code	Description	Credits
BIO 102/104	Principles of Biology II/Lab	4
CHM 112/114	General Chemistry II/Lab	4
BTC 102	Intro to Clinical Lab Science	1
BTC 195	Biotech. Manufacturing Methods	5
CMB 190	Issues in Biotechnology	3
		17

Freshman or later *Summer**

Course Code	Description	Credits
BTC 199	Internship	12

Year 1 Milestones: Complete **BIO** 101, 103, 102, 104, **CHM** 112/114 **CMB** 110,190 **MLS** 195 and a cumulative GPA of 2.0 or higher.

Sophomore Year *Fall* Semester

Course Code	Description	Credits
CMB 211	Microbiology	4
PHY 111/185	General Physics I/Lab	4
CHM 124/126	Intro Organic Chemistry/Lab	4
	General Education Course	3
		15

Sophomore Year *Spring* Semester

Course Code	Description	Credits
BIO/CMB 352	Genetics	4
MTH 131/141 or STA 307/308/409	Calculus or Statistics <i>Refer to page 1 for math sequence</i>	3-4
CMB 311	Biochemistry	3
	General Education Course	3
		13-14

Year 2 Milestones: Complete **BIO/CMB** 352, **MTH** 131/141, **CHM** 124, 126, **CMB** 211. Meet with a Biotechnology Faculty advisor to plan year 3 and 4 courses. Earn at least 70 total credits with a cumulative GPA of 2.0 or higher.

Junior Year *Fall* Semester

Course Code	Description	Credits
BIO 341	Cell Biology	3
CMB 333	Immunology	3
	General Education or Elective	3-4
	General Education or Elective	3-4
		12-14

Junior Year *Spring* Semester

Course Code	Description	Credits
CMB 437	Fundamentals of Molecular Bio.	3
BTC 405	Drug Discovery and Development	3
	General Education or Elective	3-4
	General Education or Elective	3-4
		12-14

Year 3 Milestones: Complete **BIO** 341, **CMB** 333, 405, 437, **PHY** 111, 185. Meet with a Biotechnology Faculty advisor to plan year 4 courses. Earn 90 total credits with a cumulative GPA of 2.0 or higher. Prepare intent to graduate with faculty advisor for Fall submission.

Senior Year *Fall* Semester

Course Code	Description	Credits
	General Education or Elective	3
	General Education or Elective	3
	General Education or Elective	3
	General Education or Elective	3
		12

Senior Year *Spring* Semester

Course Code	Description	Credits
	General Education or Elective	3
	General Education or Elective	3
	General Education or Elective	3
	General Education or Elective	3
		12

Year 4 Milestones: Complete remaining Biotechnology required concentration courses. Earn total 120 credits with a cumulative GPA of 2.0 or higher. Minimum 2.0 cumulative gpa in BIO/CMB/MLS concentration courses.

****The 12 credit MLS 199 internship** can be taken either after Freshman, Sophomore, or Junior Years. An internship cannot be guaranteed. In lieu of internship, 12 credits of selected courses from CMB 320, CMB 334, CMB 421, CMB 432, CMB 435, CMB 450, CMB 464, CMB 482.

Notice of Change for: Changing BUS Prefixes to Area Specific Prefixes

Date: February 04, 2020

A. PROGRAM INFORMATION

1. Name of institution
University of Rhode Island

2. Name of department, division, school or college

Department: NA
College: Business

3. Intended initiation date of program change. Include anticipated date for granting first degrees or certificates, if appropriate.

Initiation date: Fall 2020
First degree date: Spring 2021

4. Intended location of the program

College of Business

5. Summary description of proposed program (not to exceed 2 pages).
BUS to Area Prefix Codes (new course codes in bold; reactivate previously used codes not in bold)

BUS to ACC (Accounting courses)
BUS to INE (Innovation and Entrepreneurship)
BUS to SCA (Supply Chain Management)
BUS to FIN (Finance)
BUS to MGT (Management)
BUS to MKT (Marketing)

BUS to BAI (Business Analytics and Intelligence)

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

All URI catalog changes are reported in Appendices “A” for each Area in the Faculty Senate Google Drive.

7. Signature of the President

David M. Dooley

Academic Program Proposal Cover Page

1. Name/Contact Information: R. Anthony Rolle

2. Originating from (please fill in all that apply):

School of Professional and Continuing Studies
(Department)

Alan Shawn Feinstein College of Education and Professional Studies
(School/College)

Academic Affairs
(Division)

3. Program type: Undergraduate ☒ (attach Curriculum Sheet) Graduate ☐ (attach List of Requirements)

4. Proposing **New** ☒ or **Change** ☐ to the following (see **Instructions** for definitions): (select all that apply)

Department: ☐ Degree: ☐ Program: ☐ Major: ☒ Sub plan: ☐ Other: ☐
(option, track, concentration)

Title/name of proposed Department:

Title/name of proposed Degree:

Title/name of proposed Program:

Title/name of proposed Major: Professional Leadership Studies

Classification of instruction program (CIP) code: [CIP Index](#) 52.0213

Title/name of proposed Sub plan:

CIP code (if different from above): [CIP Index](#)

Other:

5. Proposed Degree(s) (BS, BA, BFA, MA, MS, Ph.D, etc.): BS

6. Intended initiation date: Term Fall Year 2020

7. Anticipated date of granting first degree: May 2024

8. Intended location of program: Kingston ☐ Providence ☒ Narragansett Bay Campus ☐

9. Total Credits Required for Graduation: (120, 130, etc) 120

10. Certification/Licensing Requirements: Yes ☐ (provide brief description) No ☒

Office Use Only:

College Curriculum Committee _____ Curricular Affairs Committee _____ Graduate Council _____
Faculty Senate _____ President _____ RIBGHE _____ Enrollment Services _____

A Proposal for: Bachelor of Science degree, Major in Professional Leadership Studies

Date: February 2019

A. PROGRAM INFORMATION

A1. Name of Institution University of Rhode Island

A2. Name of department, division, school or college

Department: School of Professional and Continuing Studies

College: Alan Shawn Feinstein College of Education and Professional Studies

A3. Title of proposed program and Classification of Instructional Programs

Program title: Professional Leadership Studies

Classification code (CIP) 52.0213

A4. Intended initiation date of program change. Include anticipated date for granting first degrees or certificates, if appropriate.

Initiation date September 2019

First degree date May 2023

A5. Intended location of the program: Feinstein Providence Campus

A6. Description of institutional review and approval process

	<u>Approval Date</u>
Department: School of Professional and Continuing Studies	10.03.18
College : Alan Shawn Feinstein College of Education and Professional Studies	11.03.18
CAC/Graduate Council	
Faculty Senate	
President of the University	

A7. Summary description of proposed program (not to exceed 2 pages)

The Bachelor of Science degree, Major in Professional Leadership Studies is a bachelor's degree program designed for adults and working professionals aspiring to transition into leadership positions or advance in their current leadership roles. The courses that comprise this 30-credit major have been designed with current workplace needs in mind focusing on the top gaps reported by employers which include a) data analysis and technology, b) critical thinking and problem solving, c) decision making and leadership, and d) communication and interpersonal skills (Strauss, 2016; Pew Research Center, 2016). The Major in Professional Leadership Studies prepares students to lead effectively and efficiently in the workplace regardless of their sector or industry. Students earning a B.S. in Professional Leadership Studies will:

- Use major theories, concepts, and processes to build effective, ethical leadership practices.
- Apply leadership theories to areas of program planning and evaluation, project management, and fiscal and human resource management in order to make complex, ethical decisions in an ever-changing environment.
- Analyze research and collect information to inform policy and decision-making across professional sectors.
- Use effective oral, written, and digital communication as a leadership tool to engage diverse environments, audiences and teams.

The core of the Professional Leadership Studies major consist of seven courses that include: a) Introduction to Professional Leadership Studies, b) Planning and Analysis for Professional Leaders, c) Technology and Social Media in the Workplace, d) Finance and Budgeting Policy for Nonprofits, e) Policy Development Across Professional Sectors, f) Facilitating Leadership Development, and g) Leading Through Change. These core courses focus on fusing theoretical and historical concepts with practical applications, case studies, and problem solving. In addition, a 6-credit internship/leadership experience allows students to gain real-world experience while providing a parallel seminar environment where timely conversations about placements further enhance the learning experience and allow opportunities for the integration of feedback loops. A final 3-credit senior thesis or capstone project rounds out the program allowing students to give meaningful thought to the next steps in their academic/professional journey. The thesis option provides students with the space and mentorship to develop a scholarly project that can serve as a writing sample or research project in pursuing graduate level work. The capstone project option serves to synthesize the learning experience across the program components and can be used as a resume builder.

The strategically developed course sequence and large number of elective credits will be attractive to students who seek a degree option that maximizes the use of previously earned credits while providing them with the skills, knowledge, and experience they need to compete in an ever-changing, global-oriented job market. This program will focus on recruiting students who are looking to complete a college degree. The program will seek to build partnerships with local employers who are ready to invest in the leadership potential among their employee base. Lastly, this degree program can also be attractive to internal students seeking a degree completion option. Students returning

to the university through the Finish What You Started Program would also greatly benefit from this program.

Intended Audience

Experienced professionals seeking an undergraduate degree to enhance their skillset, provide a necessary education credential, and complement their professional background. Also suited for undergraduate students at URI looking to complete a professional-oriented major, or those who have been away from the workforce due to military deployment, family responsibilities, or unemployment.

References

- Strauss, K. (2016). *These are the skills bosses say new college grads do not have*. Retrieved from <https://www.forbes.com/sites/karstenstrauss/2016/05/17/these-are-the-skills-bosses-say-new-college-grads-do-not-have/#3e167d8e5491>
- Pew Research Center. (2016). *Key findings about the American workforce and the changing job market*. Retrieved from <http://www.pewresearch.org/fact-tank/2016/10/06/key-findings-about-the-american-workforce-and-the-changing-job-market/>

A8. Signature of the President

David M. Dooley

A9. Person to contact during the proposal review

Name: Anthony Rolle
Title: Dean
Phone: 401.277.5489
Email: anthony_rolle@uri.edu

A10. List and attach any signed agreements for any cooperative arrangements made with other institutions/agencies or private companies in support of the program.

None

B. RATIONALE: There should be a demonstrable need for the program.

B1. State the program objectives.

To provide working professionals and adult students with the necessary skills to succeed and thrive in a global workforce regardless of title or industry. Specifically, students earning a Bachelor of Science degree, Major in Professional Leadership Studies will:

Goal 1:

Develop reflective practitioners who engage in successful leadership practice and undertake leadership roles in their careers and in service to their community.

Outcome 1.1:

Use major theories, concepts, and processes to build effective, ethical leadership practices.

Outcome 1.2:

Apply leadership theories to areas of program planning and evaluation, project management, and fiscal and human resource management in order to make complex, ethical decisions in an ever-changing environment.

Outcome 1.3:

Analyze research and collect information to inform policy and decision-making across professional sectors.

Outcome 1.4:

Use effective oral, written, and digital communication as a leadership tool to engage diverse environments, audiences and teams.

B2. Explain and quantify the needs addressed by this program, and present evidence that the program fulfills these needs.

a. What is the economic need and workforce data related to the program?

The Bachelor of Science degree, Major in Professional Leadership Studies not only serves to provide working professionals and adult students with the necessary skills to succeed and thrive in a global workforce, but also serves to narrow the growing credentials gap among job seekers without a bachelor's degree and job opportunities that increasingly require this academic credential (Pew Research Center, 2016). In Rhode Island, about 54% of adults age 25 and over have completed a high school credential but have not completed a bachelor's degree, accounting for almost 400,000 people in the state. We know that some people among this group have completed at least some college credits. Nationally, more than 36 million adults have completed some college credits but have not completed a degree (Higher Ed Insight, 2012). In Rhode Island, just over 11,000 people have completed at least 2 years of college level credits without completing a certificate or degree (Shapiro, Dundar, Yuan, Harrell, & Wakhungu, 2014). These figures provide an additional source of potential new adult college students or college completers that may benefit from pursuing a major in Professional Leadership Studies at URI and increase their opportunity for employment or career advancement.

b. Provide information on jobs available as a result of successfully completing the certificate or degree: job titles, job outlook/growth, and salaries.

In terms of job prospects, the Rhode Island Department of Labor and Training (2015) workforce needs projections indicate that between now and the year 2024 there will be over 42,000 job openings (new positions and vacancies) that require a bachelor's degree or higher credential. For example, in the third quarter of 2015, demand exceeded supply for 29 of the 30 occupations most in demand. For more than a third of these occupations, an associate degree or higher was required (Rhode Island Department of Labor and Training). The B.S. in Professional Leadership Studies may be used by those in need of an undergraduate credential; it can also be used as a stepping stone to access a path toward graduate education.

Job title and salary

- Manager \$65,000
- Project manager \$70,000
- Supervisor \$90,000

References

- Higher Ed Insight. (2012). *Adult college completion: Quarterly evaluation report*. Washington, DC: Higher Ed Insight.
- Pew Research Center. (2016). *Key findings about the American workforce and the changing job market*. Retrieved from <http://www.pewresearch.org/fact-tank/2016/10/06/key-findings-about-the-american-workforce-and-the-changing-job-market/>
- Shapiro, D., Dundar, A., Yuan, X., Harrell, A. & Wakhungu, P.K. (2014, November). *Completing college: A national view of student attainment rates – Fall 2008 cohort* (Signature Report No. 8). Herndon, VA: National Student Clearinghouse Research Center.
- Rhode Island Department of Labor and Training. (2015). *Supply & Demand, Third Quarter 2015*. Retrieved from <http://www.dlt.ri.gov/lmi/pdf/s&d315.pdf>.

B3. If an external advisory or steering committee was used to develop the program, identify committee members and their affiliations and describe the committee's role.

n/a

C. INSTITUTIONAL ROLE: The program should be clearly related to the published role and mission of the institution and be compatible with other programs and activities of the institution.

C1. Explain how the program is consistent with the published role and mission of the institution and how it is related to the institution's academic planning.

The Bachelor of Science degree, Major in Professional Leadership Studies connects to the Mission of the University by operationalizing "Our undergraduate, graduate, and professional education, research, and outreach to serve Rhode Island and beyond. Students, faculty, staff, and alumni are united in one common purpose: to learn and lead together." Graduates of this program will be prepared to lead and succeed in professional positions regardless of title, industry, or sector. The Bachelor of Science degree, Major in Professional Leadership Studies is closely aligned with the strategic themes and goals of the Academic Plan 2016-2021, particularly with Goal 1: Enhance Student Success: Transform undergraduate and graduate student learning and academic support with a firm commitment to student success and the development of knowledgeable, skilled, and engaged graduates prepared for an ever-changing world.

C2. Explain the relationship of the program to other programs offered by the institution.

The School of Professional and Continuing Studies is uniquely qualified to offer this program on the Feinstein Providence Campus. Bachelor degrees offered through the former Alan Shawn Feinstein College of Continuing Education, now the School of Professional and Continuing Studies in the Alan Shawn Feinstein College of Education and Professional Studies, provide adults with the flexibility and support structures to meet the demands of their complex lives as they start and complete degrees, mostly on a part-time basis.

This degree program incorporates the University's general education program.

Since 1997, URI has offered an undergraduate interdisciplinary leadership studies minor (18 credits), a broad cross-disciplinary philosophy of leadership, coordinated by the faculty and staff members of the Leadership Studies Advisory Committee (LSAC) in partnership with the Division of Student Affairs. The goal is to prepare students for leadership roles and responsibilities. The minor provides students with opportunities to develop and enhance a personal philosophy of leadership that includes understanding of self, others, and community as well as the acceptance of responsibility inherent in community membership. The curriculum focuses on expanding students' knowledge, skills, and understanding of specific leadership theories, concepts, and models in applied settings. Courses are generally offered on the Kingston campus for traditionally-aged undergraduates, beginning with first-year students and

available at all levels throughout a 4-year progression of required and elective courses (including approved general education courses).

The proposed Professional Leadership Studies major would provide this type of educational opportunity to a new audience of URI learners and is not intended to be offered as a distinct minor.

Potential opportunities for collaboration between the existing undergraduate interdisciplinary Leadership Studies minor and the proposed CEPS Professional Leadership Studies major, such as a cross-listing of courses to support and clarify academic advising needs, have been raised by the LSAC team and discussed with CEPS' Dean's Office. Additionally, a representative of CEPS could hold a seat on the LSAC to support communication and collaboration across both programs.

D. INTER-INSTITUTIONAL CONSIDERATIONS: The program should be consistent with all policies of the Council on Postsecondary Education pertaining to the coordination and collaboration between public institutions of higher education.

D1. List similar programs offered in the state and region, and compare the objectives of similar programs. If similar programs exist, how is this program different or why is duplication necessary?

A scan of the region revealed multiple programs offered in New England: Providence College in Providence, RI; Salve Regina University in Warwick, RI; Bryant University in Smithfield, RI; Northeastern University in Boston, MA; Fisher College in Boston, MA; University of Southern New Hampshire in Hooksett, NH; and University of Southern Maine in Lewiston and Portland and online.

Providence College's School of Continuing Studies offers a Bachelor of Arts in Leadership Development. The goals of this Leadership Development program are to help adult students realize their leadership potential and become effective leaders who actively contribute to their workplace and community. The major is 27 credits with 42 credits of core curriculum and 51 credits free electives. This program is the most similar to the one we are proposing.

Salve Regina's Center for Adult Education offers a B.A. in Leadership Studies for continuing education students. According to the website, the program builds a marketable set of leadership skills that integrate theory and practice that may be used in a variety of settings, including for-profit and non-profit, and public and private sectors. Students are able to transfer in up to 84 credits, and may apply for up to 18 credits in life or military experience credit once enrolled in the program. The university also offers a Certificate of Graduate Studies and an Certificate of Advanced Graduate Studies in Holistic Leadership on the University's main campus in Newport.

Bryant University's College of Business offers a program of study on Leadership and Innovation. The program provides participants with an understanding of the principles of design thinking to assist them in becoming a leader who can manage teams in ambiguous and uncertain environments. The program provides a multitude of experiential learning including: the opportunity to shadow and network with accomplished management alumni to explore

different paths; leadership and innovation internships in various sectors obtained through our nationally recognized Amica Center for Career Education; and the chance to discuss career opportunities with recruiters from 100+ prestigious organizations at on-campus career fairs.

Fisher College offers a B.S. in Management with a concentration in Leadership. This program provides students with a comprehensive analysis of leadership principles and theory to assist in guiding future managers and leaders to effectively and ethically take on these roles.

Northeastern University's College of Professional Studies offers the Bachelor of Science in Leadership for students to achieve success, businesses and organizations rely on leaders—outstanding individuals who are adept at leading teams, making difficult decisions, and effecting change. Specifically designed to develop the skills required to assume a future leadership position, this innovative undergraduate program includes courses in psychology, writing, negotiation, finance, ethical decision making, logic, and organizational behavior.

Southern New Hampshire University offers a B.S. in Business Studies-Organizational Leadership; this program allows students to customize their degree to focus on a specific areas such as accounting, business finance, information technology and sport management. The program incorporates a global perspective and emphasizes the development and understanding of leadership skills.

University of Southern Maine offers a B.S. in Leadership and Organizational Studies. It combines a liberal arts program with the study of how organizations operate and how leadership functions. It emphasizes the critical need to understand and work with people, the dynamics of change, the interdisciplinary nature of organizational operations, and the practical application of theories and leadership concepts. It is designed to prepare students for work in the nonprofit, public, or private sectors.

No other public institution of higher education in Rhode Island offers a similar program.

- D2. Estimate the projected impact of program on other public higher education institutions in Rhode Island (e.g. loss of students or revenues), provide a rationale for the assumptions made in the projections, and indicate the manner in which the other public institutions were consulted in developing the projections. Have you communicated with other institutions about the development of this program and have any concerns been raised related to role, scope, and mission or duplication?**

No other public institution of higher education in Rhode Island offers a similar program.

- D3. Using the format prescribed by the Council on Postsecondary Education, describe provisions for transfer students (into or out of the program) at other Rhode Island public institutions of higher education. Describe any transfer agreements with independent institutions. The institution must also submit either a Joint Admissions Agreement transition plan or the reason(s) the new program is not transferable.**

Rhode Island College (RIC), the University of Rhode Island (URI), the Community College of Rhode Island (CCRI) and the Office of Higher Education (RIOHE) have

developed the Joint Admissions Agreement (JAA) to improve the transition of students from CCRI to either RIC or URI. The link below introduces the JAA, describes the advantages of participating, and explains how to maximize benefits from the program.

<https://web.uri.edu/ritransfers/files/jaasguide.pdf>

D4. Describe any cooperative arrangements or affiliations with other institutions in establishing this program. (Signed copies of any agreements pertaining to use of faculty, library, equipment, and facilities should be attached.)

No arrangements or affiliations with other programs

A. How does this program align to academic programs at other institutions?

n/a

B. Are recipients of this credential accepted into programs at the next degree level without issue?

n/a

C. How does this program of study interface with degree programs at the level below them?

n/a

D5. If external affiliations are required, identify providing agencies (indicate the status of any arrangements made and append letters of agreement, if appropriate).

n/a

D6. Indicate whether the program will be available to students under the New England Board of Higher Education's (NEBHE) Regional Student Program (RSP).

Possibly. According to NEBHE, "Undergraduate and graduate majors are approved for RSP status on an annual basis. The residents of a particular state become eligible for an RSP degree program after a review by that state's public colleges and universities determines that a comparable major or concentration is not offered in-state."

E. PROGRAM: The program should meet a recognized educational need and be delivered in an appropriate mode.

E1. Prepare a typical curriculum display for one program cycle for each sub-major, specialty or option, including the following information:

- a. **Name of courses, departments, and catalog numbers and brief descriptions for new courses, preferably as these will appear in the catalog.**

Core Courses - 30 credits (all are required)

*Courses may be used toward General Education Outcomes

SPC 201: Introduction to Professional Leadership Studies (3 crs.)

Introduction to leadership theories and practices, critical thinking and leadership in community, civic, and diverse workplaces.

SPC 207: Planning and Analysis for Professional Leaders (3 crs.)

Examines the components of leadership that have been used and effective in various settings within the workplace. Emphasizes using decision making models to analyze behaviors, align organizational goals, determine consequences and make recommendations for actions leaders can take to solve problems. Pre: SPC 201 or permission of instructor.

SPC 315: Technology and Social Media in the Workplace (3 crs.)

Explore how technology and social media influence our lives and change our society. Examine the impact of various media including social media, film, television, the Internet, advertising and news media. Pre: SPC 201 or permission of instructor.

OR

WRT 235: Writing in Electronic Environments (4 crs.)

Examine, investigate, and practice digital writing. May include web design, blogs, wikis, social networking technologies, presentation software, and construction of a digital portfolio. Requires out-of-class technology practice. (Seminar 3, Practicum 2/Online)

SPC 383: Finance and Budgeting Policy for Nonprofits (3 crs.)

Introduction to language, purposes, uses of nonprofit finance and budgeting research; framing, designing research studies; procedures for generating, analyzing, interpreting issues related to nonprofit finance and budgeting practices, and analysis. Pre: SPC 201 or 210 or permission of instructor. Pre: SPC 201 or 210 or permission of instructor.

SPC 401: Policy Development Across Professional Sectors (3 crs.)

Designed to provide students with the skills and competencies necessary to understand policy problems, evaluate institutional context, devise and assess alternatives, and implement change. Three general areas of competency covered are policy development, policy and organizational environments, and economic and policy analysis. Pre: SPC 201 or permission of instructor.

SPC 420: Facilitating Leadership Development (3 crs.)

Students explore ways professional leaders can effectively develop the leadership capacities of others in their workplaces. Students will examine leadership as a developmental relationship and leadership training/facilitation skills (3 credits). Pre: SPC 201 or permission of instructor.

SPC 450: Leading Through Change (3 crs.)*

Explore the social, political, economic and cultural realities of change and leadership through multiple interdisciplinary frameworks. Emphasis is placed on reexamination of values and

assumptions in both character and leadership skills required to make complex ethical decisions.
Pre: SPC 201 or permission of instructor.

SPC 480: Supervised Professional Leadership Experience (6 crs.)

Supervised professional leadership experience approved by instructor and student's advisor. In-depth examination of leadership experiences (Pra. 4) (Sem. 2) Pre: senior standing. For students with full-time professional positions, a Prior Learning Assessment (PLA) option may be developed. Not for graduate credit. S/U only. Pre: SPC 201 or permission of instructor.

SPC 499: Senior Thesis (3 crs.)*

Students work in close conjunction with a faculty member on a mutually agreeable topic that integrates knowledge and skills from coursework and related experiences to demonstrate the relationships among subject matter, theory and practice. (Independent Study) Pre: senior standing and permission of the instructor. Not for graduate credit. (D1) Pre: SPC 201 or permission of instructor.

b. Are there specializations and/or tracks/options/sub-plans/concentrations?

No

If so, describe required courses in area of specialization or tracks/options/sub-plans/concentrations.

c. Course distribution requirements, if any, within program.

See Table 1.

d. Total number of free electives available after specialization requirements are satisfied.

56 credits

e. Total number of credits required for completion of program or for graduation. Present evidence that the program is of appropriate length as illustrated by conformity with appropriate accrediting agency standards, applicable industry standards, or other credible measure, and comparability of lengths with similar programs in the state or region.

120 credits

Table 1. Distribution of Courses within the BS in Professional Leadership Studies.

Bachelor of Science in Professional Leadership Studies	
<p>General education (GE) is 40 credits. Each of the 12 outcomes (A1-D1) must be met by at least 3 credits. A single course may meet more than one general education outcome, but cannot be double counted towards the 40-credit total. At least one course must be a Grand Challenge (G). No more than 12 credits can have the same course code (note- HPR courses may have more than 12 credits). General education courses may also be used to meet requirements of the major or minor when appropriate.</p>	
Major in Professional Leadership Studies Core Courses (30 credits)	
<p>SPC 201: Introduction to Professional Leadership Studies (3 crs.)</p> <p>SPC 207: Planning and Analysis for Professional Leaders (3 crs.)</p> <p>SPC 315: Technology and Social Media in the Workplace (3 crs.) <i>or</i> WRT 235: Writing in Electronic Environments (4 crs.)</p> <p>SPC 383: Finance and Budgeting Policy for Nonprofits (3 crs.)</p>	<p>SPC 401: Policy Development Across Professional Sectors (3 crs.)</p> <p>SPC 420: Facilitating Leadership Development (3 crs.)</p> <p>SPC 450: Leading Through Change (3 crs.)</p> <p>SPC 480: Supervised Professional Leadership Experience (6 crs.)</p> <p>SPC 499: Senior Thesis (D1) (3 crs.) *</p>
Free Electives (56 credits)	

Note. *Course may be used toward General Education Outcomes.

ACADEMIC MAP: SUGGESTED

(*Please note that academic map presented below is based on students participating in the program on a full-time basis)

Year 1, Semester 1

URI 101B (1): Traditions and Transformations

COM 100 (3): Communication Fundamentals (GE, B2)

LAN 1/CCC 1 (3): (GE, A3, C2)

WRT 104 (3) Write to Inform & Explain (GE B1, B4)

Elective (3)

13 total credits

Year 1, Semester 2

BUS 111 (3): Business Analysis (GE, B3)

LAN 2/CCC 2 (3): (GE, A3, C2)

PSY 113 (3): General Psychology (GE, A2)

CLS 160/ENG 160 (4) World Literature (GE A3, C2)

Elective (3)

16 total credits

Year 2, Semester 1

HIS 160 (3) Technology (GE)

APG 201 (3) Human Origins (GE A1, B4)

SOC 100 (3) General Soc (GE A2)

Elective (6)

15 total credits

Year 2, Semester 2

PHL 212 (3) Ethics (GE A3, C3)

ART 207 (3) Intro to Drawing (GE A4)

Natural Science of Choice (3) (N)

Elective (6)

15 total credits

Year 3, Semester 1

SPC 201 (3) Introduction to Professional Leadership Studies

SPC 207 (3) Planning and Analysis for Professional Leaders

WRT 235 (4) Writing in Electronic Environments or SPC 315 (3) Technology and Social Media in the Workplace

Elective (6/7)

16 total credits

Year 3, Semester 2

SPC 383 (3) Finance and Budgeting Policy for Nonprofits

SPC 401 (3) Policy Development Across Professional Sectors

Elective (9)

15 total credits

Year 4, Semester 1

SPC 450 (3) Leading Through Change

SPC 480 (6) Supervised Professional Leadership Experience

Elective (6)

15 total credits

Year 4, Semester 2

SPC 499 (3) Senior Thesis (D1)

SPC 420 (3) Facilitating Leadership Development Elective (9)

15 total credits

- E2. Describe certification/licensing requirements, if any, for program graduates and the degree to which completion of the required course work meets said requirements. Indicate the agencies and timetables for graduates to meet those requirements.**

n/a

- E3. Demonstrate that student learning is assessed based on clear statements of learning outcomes and expectations and provide an assessment plan.**

- a. Include the learning goals (what students are expected to gain, achieve, know, or demonstrate by completion of the program) requirements for each program.**

The following section includes learning goals with specific outcomes designed for assessment of specific student learning outcomes. The major in Professional Leadership Studies prepares students with the ability to lead in the workplace effectively and efficiently within all sectors and industries through multifaceted discipline and academic rigor which incorporates both theory and practice. The core of the Professional Leadership Studies Program consist of seven lecture courses that include: a) Introduction to Professional Leadership Studies, b) Planning and Analysis for Professional Leaders, c) Technology and Social Media in the Workplace, d) Finance and Budgeting Policy for Nonprofits, e) Policy Development Across Professional Sectors, f) Facilitating Leadership Development, and g) Leading Through Change. These core courses focus on fusing theoretical and historical concepts with practical applications, case studies, and problem solving. In addition, a 6-credit internship/leadership experience allows students to gain real-world experience while providing a parallel seminar environment where timely conversations about placements further enhance the learning experience and allow opportunities for the integration of feedback loops. A final 3-credit senior thesis or capstone project rounds out the program allowing students to give meaningful thought to the next steps in their academic/professional journey. The thesis option provides students with the space and mentorship to develop a scholarly project that can serve as a writing sample or research project in pursuing graduate level work.

The capstone project option serves to synthesize the learning experience across the program components and can be used as a resume builder.

b. Demonstrate that student learning is assessed based on clear statements of learning outcomes and expectations.

The following section outlines programmatic learning goals and student learning outcomes. The assessment of core areas in required courses within the program ensures that student learning is evaluated for all students completing the program. In the final semester, students will be required to complete a senior thesis or capstone project that will allow assessment of student integration in learning. The assessment design will ensure that required courses and program requirements are being utilized to assess student learning. For example, SPC 480 will consist of a 120-hour practicum/internship where each student will engage in professional leadership activities. Leadership activities include but are not limited to, fostering a) innovation through problem-setting and problem solving, b) effective citizenship and social responsibility, c) the use of media and technology tools skillfully, d) specific negotiation techniques to advance the organization's goals, and/or e) identifying and evaluating policy solutions. These experiences outside of the classroom will integrate their studies of leadership with experiences in business, government, education, non-profit or other approved settings. The purpose of this experiential course is to gain meaningful practice as a leader through applying knowledge learned in course work and through participation in organizations to leadership roles and real life situations, translating theory into practice; student learning will be assessed through compilation of a Self-Assessment, an Action Plan and Results, and a Final Paper summarizing their leadership experience. The assignments within SPC 480 rubric, as well as the senior thesis or capstone project will be approved by the program director in the relevant subject area of the project. Finally, the program requirements are closely aligned with each student learning outcome, ensuring that the strategically developed course sequence provide them with the skills that they need to compete in an ever-changing, global-oriented job market.

The proceeding curriculum map identifies where student learning is introduced, reinforced, and emphasized within the curriculum. The **New Program Proposal Student Learning Outcomes Assessment Plan and Approval from the Learning Outcomes Oversight Committee (LOOC)**, located in the **Appendix**, provide a comprehensive timeline and strategy for the evaluation of student learning.

F. FACULTY AND STAFF: The faculty and support staff for the program should be sufficient in number and demonstrate the knowledge, skills, and other attributes necessary to the success of the program.

- F1. Describe the faculty who will be assigned to the program. Indicate total full-time equivalent (FTE) positions required for the program, the proportion of program faculty who will be in tenure-track positions, and whether faculty positions will be new positions or reassignment of existing positions. What are the minimal degree level and academic/technical field requirements and certifications required for teaching in this program?**

Eventually, two new, full-time, tenure-track faculty will be required for this program. A terminal degree (e.g., Ph.D., Ed.D.) is required for full-time faculty. Part-time faculty, with specialized experience, may teach courses in the program as well. As further detailed in the Budget Justification report, the contribution of faculty to the PLS program will increase over time. Provost DeHayes has approved one lecturer position for 2019 academic year.

- F2. List anticipated support staff, the percent of their time to be spent in the program, and whether these are reassignments or new positions. Indicate total full-time equivalent (FTE) positions required for the program.**

Current support staff in the School of Professional and Continuing Studies will assist with implementation and delivery of this program.

- F3. Summarize the annual costs for faculty and support staff by indicating salaries and fringe benefits (adjusted for the proportion of time devoted to the program). Distinguish between existing resources and new resources. Specify in the narrative if resources are to be provided by more than one department. Include the salary and benefits information on the Rhode Island Office of Postsecondary Commissioner**

Please refer to Academic Program Budget Form

G. STUDENTS: The program should be designed to provide students with a course of study that will contribute to their intellectual, social, and economic well-being. Students selected should have the necessary potential and commitment to complete the program successfully.

- G1. Describe the potential students for the program and the primary source of students. Indicate the extent to which the program will attract new students or will draw students from existing programs and provide a specific rationale for these assumptions. For graduate programs, indicate which undergraduate programs would be a potential source of students.**

The intentions of the Professional Leadership Studies major is to provide experienced professionals with the opportunity to receive an undergraduate degree to enhance

their skill set, provide a necessary education credential, and complement their professional background. This program is also suited for undergraduate students at URI looking to complete a professional oriented major, or those who have been away from the workforce due to military deployment, family responsibilities or unemployment.

- G2. Estimate the proposed program size and provide projected annual full-time, part-time, and FTE enrollments for one complete cycle of the program. Provide a specific rationale for the assumptions made in the projections. Depending on the nature of the program, use the FTE or part-time estimates of enrollment on the Rhode Island Office of Postsecondary Commissioner**

Please refer to Academic Program Budget Form

- G3. Indicate how the institution provides programs and services designed to assist students in achieving their academic goals.**

The University of Rhode Island stands by its ability to transform undergraduate and graduate student learning and academic support with a firm commitment to student success and the development of knowledgeable, skilled, and engaged graduates prepared for an ever-changing world; as well as the achievement of high-impact, translational, and innovative research, scholarship, and creative work that addresses state, regional, and world challenges to improve health, environmental sustainability, economic development, and the human experience; also the advancement of the internationalization of the University, developing students as engaged global citizens, and creating meaningful international strategic partnerships; and the inspiration of an enlightened community that is characterized by vibrant cultural diversity; that embraces difference; that is built upon a learning environment that fosters respect, understanding, and social justice; and that rejects prejudice and intolerance.

- G4. List the program admission and retention requirements for students. Provide descriptions of the specific criteria and methods used to assess students' ability to benefit from the program. Describe how satisfactory academic progress will be determined.**

Students will be admitted to this program using current University standards.

- G5. Indicate available funds for assistantships, scholarships and fellowships. Include this information on the Rhode Island Office of Postsecondary Commissioner**

Scholarships for non-traditionally-aged students are available from the college's endowments – Please refer to Academic Program Budget Form

- H. ADMINISTRATION: Administrative oversight for the program should be sufficient to ensure quality.**

H1. Indicate how the program will be administered and the degree to which this work will affect the administrative structure in which it is located.

The Professional Leadership Studies major will be administered by a new director of the School of Professional and Continuing Studies.

H2. Indicate the titles of the persons who will have administrative responsibility for the program and the percent of time each will spend on the program.

Associate Dean
Assistant Dean
Director, School of Professional and Continuing Studies
Academic Advisor
Career and Experience Specialist
Higher Education Administrative Assistant

H3. Indicate additional annual administrative salaries and related costs to be associated with the program. Distinguish between existing resources and new resources. Include this information on the Rhode Island Office of Postsecondary Commissioner

Please refer to Academic Program Budget Form

I. INSTRUCTIONAL RESOURCES: The instructional resources should be sufficient in quantity, quality, and timeliness to support a successful program.

I1. Estimate the number and cost of relevant print, electronic, and other non-print library materials needed (and those available) for the program and compare with recommendations of national accrediting agencies.

The library currently has all materials needed for the course

I2. Identify and evaluate other instructional resources and instructional support equipment (such as computers, laboratory equipment, supplies, clinical space, internships, proctors) in terms of overall capability to satisfy the needs of the program. If these instructional resources are considered insufficient or if upgrading is necessary for the development of the program, the additional needs should be detailed and their cost estimated.

Please refer to Academic Program Budget Form

I3. Estimate annual expenditures for instructional resources. Distinguish between existing resources and new resources. The information should reflect the annual operation and maintenance of the instructional resources, recurrent costs and costs for necessary additions. Include this information on the Rhode Island Office of Postsecondary Commissioner

Please refer to Academic Program Budget Form

I4. Provide a [Library Impact Statement](#).

Included is a Library Impact Statement as an addendum to this proposal

J. FACILITIES AND CAPITAL EQUIPMENT: Facilities and capital equipment should be sufficient in quantity, quality, and timeliness to support a successful program.

J1. Describe the facilities and capital equipment (e.g., classrooms, office space, laboratories, and telecommunications equipment) and assess the adequacy of these resources relative to the program and to the requirements of the American with Disabilities Act and state disability statutes.

Courses will be offered on the Feinstein Providence Campus. We expect that the number and type of general assignment classrooms is sufficient to accommodate the anticipated increase in demand produced by the program. The major may require additional office space for the new faculty. We believe that the office space is already available on campus (either vacant space or reassignment of existing space).

J2. If new or renovated facilities are necessary, explain in detail (e.g., requirements, costs, sources of revenue, and expected date of completion). Include this information on the Rhode Island Office of Postsecondary Commissioner

n/a

J3. Estimate the annual additional expenditures for new program facilities and capital equipment. Include this information on the Rhode Island Office of Postsecondary Commissioner [budget form](https://www.riopc.edu/page/academic_program/budget_form) (https://www.riopc.edu/page/academic_program/budget_form)

n/a

J4. Indicate whether the needed facilities are included in the institution's master plan.

n/a

K. FINANCIAL CONSIDERATIONS: Projected revenues should be sufficient to support a successful program and must cover the estimated costs of the program.

K1. Expenditures for program initiation and annual operation should be estimated and displayed in the proposed budget. The summary should enable the reader to understand expenditures for a period representative of one full program cycle.

Please refer to Academic Program Budget form

K2. Revenue estimates should be provided for a similar period of time. For a new program, the appropriateness and feasibility of instituting differential tuition and/or fees should be addressed.

Please refer to Academic Program Budget form

- K3. Describe how current institutional resources will be redeployed or extra institutional resources will be obtained to support the program (e.g., describe program eliminations, staff reallocations and/or external sources of monies).**

Please refer to Academic Program Budget form

- L. EVALUATION: Appropriate criteria for evaluating the success of a program should be developed and used.**

- L1. List the performance measures by which the institution plans to evaluate the program. Indicate the frequency of measurement and the personnel responsible for performance measurements. Describe provisions made for external evaluation, as appropriate.**

The major will be evaluated by completion of course evaluations, improvement in learning outcome assessments that are referenced in the assessment plan, the ability of graduates to obtain their desired positions or employment, and the number of graduates accepted for advanced study in graduate and professional school. Modifications will be made where necessary. The process will be directed by the Director of the School of Professional and Continuing Studies.

- L2. Describe and quantify the program's criteria for success.**

Graduation Rates: These rates will be evaluated once the first full class of program participants has completed their four-year cycle and every year after that for subsequent classes. Reevaluation of program elements will be completed as needed.

Employment/Graduate & Professional Acceptance: The Director will be responsible for initiating a survey for students to complete upon graduation, and at one and five years post-graduation. Data on employment and progress/completion of graduate or professional degrees will be collected in these surveys.

- L3. If the proposed program is eligible for specialized accreditation, indicate name and address of the accrediting agency and a list of accreditation requirements. If specialized accreditation is available but not sought, indicate reasons.**

n/a

- L4. Describe the process that communicates the results of the program evaluation to appropriate institutional stakeholders and uses the outcomes for program improvement.**

The Director will be responsible for putting together the Assessment Report, working with the Office of Student Learning Outcomes Assessment and Accreditation and

providing feedback and evaluation summary data to the PLS participating faculty. Individual faculty coordinators will be expected to coordinate with their respective faculty in making the necessary adjustments to their courses based on recommendations from the Assessment Report and the Professional Leadership Studies Director.

MEMORANDUM

November 30, 2018

To: Dr. Anne Seitsinger and Ms. Vanessa Lombardi

From: Kris Bovy, LOOC Chair

KMB

Re: New Professional Leadership Studies (BS) Assessment Plan Review and Approval

This memo and the attached SLOAA-LOOC Plan Review Feedback Form constitute approval of your Program Assessment Plan for the new Bachelor of Science in Professional Leadership Studies. Also attached is the final draft of your Assessment Plan (with approval date added), which will replace any previous versions of this document. Please include all three of these attachments in your program proposal, and ensure that any language relating to learning outcomes, goals, etc. in your final proposal aligns with the final approved draft of the Assessment Plan.

Good luck and speed with your full proposal!

Cc: E. Finan

Attachments

New Program Proposal
Student Learning Outcomes Assessment Plan
(Accredited, Non-Accredited and Certificate Programs)

Date SLOAA review:
11.20.18
Date LOOC* review
submitted to program:
11.30.18
*(LOOC Chair and review
subcommittee)

Each new program that is being proposed must have clearly articulated program learning goals (Section B1 of the new program proposal) and student learning outcome statements linked to curriculum and course experiences/requirements (Section E3/E4a of the new program proposal). The Plan also requires each program to create an assessment timeline (Section E4b of the new program proposal) indicating a commitment to assess outcomes during the two-year assessment cycle (noting when and how learning outcomes assessment is planned).

Program Information:

Program:	Professional Leadership Studies
Academic year proposal submitted:	2018
Degree(s):	Bachelor of Science in Professional Leadership Studies
Department Chair:	TBD
Program Director:	TBD
Accredited Program:	<input checked="" type="checkbox"/> No <input type="checkbox"/> Yes, next accreditation report due:
Published learning outcomes (provide URL):	Once the program is approved, the draft webpage with the list of published learning outcomes will be published.

Program Goals:

(Section B1 of
the proposal)

Goals should relate to the mission of the department, college, and university in which the program resides. These broad, general statements encompass what it means to be an effective program. Goals are evaluated by measuring specific student learning outcome statements related to the individual goal: what the program expects students to know and be able to do upon completion of the program.

Goal #1	Develop reflective practitioners who engage in successful leadership practice and undertake leadership roles in their careers and in service to their community.
---------	--

New Program Proposal

Student Learning Outcomes Assessment Plan

(Accredited, Non-Accredited and Certificate Programs)

Curriculum Mapping:

Success in achieving goals is evaluated directly or indirectly by measuring specific learning outcomes related to the goal. Across the top of the matrix, list courses and other requirements for the program, ordered from left to right in the usual chronological sequence. Down the side of the matrix, list programmatic student learning outcomes associated with goals. Using the [Map Key](#) below, indicate the degree to which an outcome will be taught and/or assessed in relevant courses.

MAP KEY
I = Outcome Introduced
R = Outcome Reinforced
E = Outcome Emphasized

Student Learning Outcomes (Competencies) by Goal¹:

Statements of observable, measurable results of the educational experience that specify what a student is expected to know or be able to do throughout a program. Outcomes are linked to overarching broader program goals and must be detailed and meaningful enough to guide decisions in program planning, improvement, pedagogy, and practice.

		SPC 201	SPC 207	SPC 315	SPC 383	SPC 401	SPC 420	SPC 450	SPC 480 – Internship	SPC 499 – Thesis					
Goal #1	1.1 Use major theories, concepts, and processes to build effective, ethical leadership practices.	I/R	R	I	E	E	E	E	E	E					
	1.2 Apply leadership theories to areas of program planning and evaluation, project management, and fiscal and human resource management in order to make complex, ethical decisions in ever-changing environments.	I	R		R	E	E	E	E	E					
	1.3 Analyze research and collect information to inform policy and decision-making across professional sectors.	I	R	R	R/E	E	E	E	E	E					
	1.4 Use effective oral, written, and digital communication as a leadership tool to engage diverse environments, audiences, and teams.	I	R	E	R	E	E	E	E	E					

¹ Goals were defined in Section B1 of the proposal, and can be referenced by number on pg. 2

New Program Proposal

Student Learning Outcomes Assessment Plan

(Accredited, Non-Accredited and Certificate Programs)

Assessment Timeline:

Indicates when and how student learning will be assessed based on learning outcome statements and expectations. Refer to the curriculum map to propose an assessment timeline in which you will plan to assess the program-level student learning outcomes. Note: Specify a 6-year plan for assessment to represent 3 two-year reporting periods:

Assessment Reporting Period 1: the first academic year in which the program would plan to assess at least one outcome.

Assessment Reporting Period 2: follows two years later, with plans defined for assessing another outcome(s).

Assessment Reporting Period 3: follows two years later, with plans defined for assessing additional outcome(s).

All goal areas should be assessed by at least one outcome during the 6-year plan.

Academic Reporting Year(s)	Outcome(s)	Course(s) and Other Program Requirements	Assessment Evidence (direct/indirect)	Assessment Method
	<u>WHICH</u> outcome(s) will you examine in each period? (Use number(s) from curriculum map, e.g. 1.1)	<u>WHERE</u> will you look for evidence of student learning (i.e., what course(s)/program requirements)? (Designate for each outcome noted.)	<u>WHAT</u> student work or other evidence will you examine in order to generate conclusions and recommendations? (Designate for each requirement noted.)	<u>HOW</u> will you look at the evidence; what means will you use to quantify the evidence? (Designate for each source of evidence noted.)
Assessment Reporting Period 1: Years 1 and 2 Report due May 2021	Outcomes 1.1 Focus: Professional Leadership Studies Core	SPC 201, 207, 401	Leadership Integration Paper SMART Goal Project Business Plan Analysis Individual Decision Memo	Program approved rubrics to be coordinated by the director of the program and faculty.
Assessment Reporting Period 2: Years 3 and 4 Report due May 2023	Outcomes 1.2, 1.3	SPC 383, 420, 450	Budget Justification Case Study Team Case/Interviews	Program approved rubrics to be coordinated by the director of the program and faculty.

New Program Proposal
Student Learning Outcomes Assessment Plan
(Accredited, Non-Accredited and Certificate Programs)

Assessment Reporting Period 3: Years 5 & 6 Report due May 2025	1.4	SPC 480, 499	Thesis/Capstone	Program approved rubrics to be coordinated by the director of the program and faculty.

¹ Initial reporting year will depend on timeframe for program implementation and student cohort size.



THE
UNIVERSITY
OF RHODE ISLAND



BUDGET AND FINANCIAL PLANNING

Adams House, 85 Upper College Road, Kingston, RI 02881 USA p: 401.874.2509 web.uri.edu/budget

DATE: April 4, 2019

TO: Margaret Benz
Coordinator, Faculty Senate

FROM: Linda Barrett
Director, Budget and Financial Planning

SUBJECT: Proposal for a new BS in Professional Leadership Studies

As requested in an email from Anne Seitsinger, Associate Dean in the College of Education, Department of Education, dated January 25, 2019, the Budget and Financial Planning Office has reviewed the submitted documents, including the revised full proposal for a new BS in Professional Leadership Studies.

Our office requested additional information regarding projected new students and associated expenses. After communications with the Dean and the Associate Dean, the proposal was updated.

In support of this new program, the Provost has already approved 2 positions; an Interim Director to provide initial leadership for and to teach in the program, and a new lecturer for teaching in the program. The proposal indicates that two (2) new TT positions will be required to sustain the research, granting, and instructional objectives of this program, and will be requested for year four of the program in the future annual Academic Affairs Strategic Budget Request process.

Given that new resources were recently allocated to the college for this program, the Budget and Financial Planning Office has updated the budget charts to include these expenses so that a more realistic financial picture can be presented.

The Budget and Financial Planning Office, including communication with Enrollment Services, concurs that the request for a new BS in Professional Leadership Studies is expected to have a positive net revenue impact on the Fund 100 unrestricted budget as it has been presented.

Please let us know if you require any further information.

cc: Donald DeHayes	Dean Libutti
Laura Beauvais	Matthew Bodah
Anthony Rolle	Anne Seitsinger
Cheryl Hinkson	Colleen Robillard
Joanne Lawrence	John Humphrey

Office/BudgetImpactStatements/bsinprofessionalleadershipstudies/BudgetImpactStatementLetter.final

ACADEMIC PROGRAM BUDGET FORM

Use this form for programs that can be pursued on a full-time basis, part-time basis, or through a combination of full-time and part-time

of 3

Choose one: ☒ Full-time ☐ Part-time ☐ Combination of full- and part-time

REVENUE ESTIMATES

	Year 1 2020		Year 2 2021		Year 3 2022	
Tuition: In-State	\$12,590		\$12,948		\$12,948	
Tuition: Out-State	\$29,710		\$30,468		\$30,468	
Tuition: Regional			\$0		\$0	
Mandatory fees per student	\$1,978		\$2,020		\$2,020	
FTE # of New Students: In-State	10		15		20	
FTE # of New Students: Out-State	10		15		20	
# of In-State FTE students transferring in from the institution's existing programs	0		1		2	
# of Out-State FTE students transferring in from the institution's existing programs	0		1		2	
TUITION AND FEES	Newly Generated Revenue	Revenue from existing programs	Newly Generated Revenue	Revenue from existing programs	Newly Generated Revenue	Revenue from existing programs
First Year Students						
In-State tuition	\$125,900.00	\$0.00	\$207,168.00	\$0.00	\$284,856.00	\$0.00
Out-of-State tuition	\$297,100.00	\$0.00	\$487,488.00	\$0.00	\$670,296.00	\$0.00
Regional tuition						
Mandatory fees	\$39,560.00		\$64,640.00		\$88,880.00	
Second Year Students						
In-State tuition			\$129,480.00	\$0.00	\$207,168.00	\$0.00
Out-of-State tuition			\$304,680.00	\$0.00	\$487,488.00	\$0.00
Regional tuition						
Mandatory fees			\$40,400.00	\$0.00	\$64,640.00	\$0.00
Third Year Students						
In-State tuition					\$129,480.00	\$0.00
Out-of-State tuition					\$304,680.00	\$0.00
Regional tuition						
Mandatory fees					\$40,400.00	\$0.00
Fourth Year Students						
In-State tuition						
Out-of-State tuition						
Regional tuition						
Mandatory fees						
Total Tuition and Fees	\$462,560.00	\$0.00	\$1,233,856.00	\$0.00	\$2,277,888.00	\$0.00
GRANTS	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
CONTRACTS	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
OTHER (Specify)	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Total Grants, Contracts, Other	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
TOTAL	\$462,560.00	\$0.00	\$1,233,856.00	\$0.00	\$2,277,888.00	\$0.00

NOTE: All of the above figures are estimates based on projections made by the institution submitting the program

d part-time attendance. Page 1

Year 4 2023	
\$12,948	
\$30,468	
\$0	
\$2,020	
25	
25	
3	
3	
Newly Generated Revenue	Revenue from existing programs
\$362,544.00	\$0.00
\$853,104.00	\$0.00
\$113,120.00	
\$284,856.00	\$0.00
\$670,296.00	\$0.00
\$88,880.00	\$0.00
\$207,168.00	\$0.00
\$487,488.00	\$0.00
\$64,640.00	\$0.00
\$129,480.00	\$0.00
\$304,680.00	\$0.00
\$40,400.00	\$0.00
\$3,606,656.00	\$0.00
\$0.00	\$0.00
\$0.00	\$0.00
\$0.00	\$0.00
\$0.00	\$0.00
\$3,606,656.00	\$0.00

positional.

ACADEMIC PROGRAM BUDGET FORM

Use this form for programs that can be pursued on a full-time basis, part-time basis, or through a combination of full-time
Page 2 of 3

EXPENDITURE ESTIMATES

	Year 1 2020		Year 2 2021		Year 3 2022	
	Additional resources required for program	Expenditures from current resources	Additional resources required for program	Expenditures from current resources	Additional resources required for program	Expenditures from current resources
PERSONNEL SERVICES						
Administrators	\$0.00	\$31,250.00		\$31,875.00		\$32,512.50
Faculty		\$50,000.00	\$0.00	\$51,000.00	\$0.00	\$52,020.00
Support Staff						
Others						
Fringe Benefits@ 25%	\$0.00	\$20,312.50	\$0.00	\$20,718.75	\$0.00	\$21,133.13
Total Personnel	\$0.00	\$101,562.50	\$0.00	\$103,593.75	\$0.00	\$105,665.63
OPERATING EXPENSES						
Instructional Resources						
Other (Start Up)						
Other (Moving)						
Total Operating Expenses		\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
CAPITAL						
Facilities						
Equipment						
Other (Software)						
Total Capital	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
NET STUDENT ASSISTANCE						
Assistantships						
Fellowships						
Stipends/Scholarships						
Total Student Assistance	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
TOTAL EXPENDITURES	\$125,000.00	\$101,562.50	\$0.00	\$103,593.75	\$0.00	\$105,665.63

ACADEMIC PROGRAM BUDGET FORM

Use this form for programs that can be pursued on a full-time basis, part-time basis, or through a combination of full-time and part-time

of 3

Choose one: ☒ Full-time ☐ Part-time ☐ Combination of full- and part-time

REVENUE ESTIMATES

	Year 1 2020		Year 2 2021		Year 3 2022	
Tuition: In-State	\$12,590		\$12,948		\$12,948	
Tuition: Out-State	\$29,710		\$30,468		\$30,468	
Tuition: Regional			\$0		\$0	
Mandatory fees per student	\$1,978		\$2,020		\$2,020	
FTE # of New Students: In-State	10		15		20	
FTE # of New Students: Out-State	10		15		20	
# of In-State FTE students transferring in from the institution's existing programs	0		1		2	
# of Out-State FTE students transferring in from the institution's existing programs	0		1		2	
TUITION AND FEES	Newly Generated Revenue	Revenue from existing programs	Newly Generated Revenue	Revenue from existing programs	Newly Generated Revenue	Revenue from existing programs
First Year Students						
In-State tuition	\$125,900.00	\$0.00	\$207,168.00	\$0.00	\$284,856.00	\$0.00
Out-of-State tuition	\$297,100.00	\$0.00	\$487,488.00	\$0.00	\$670,296.00	\$0.00
Regional tuition						
Mandatory fees	\$39,560.00		\$64,640.00		\$88,880.00	
Second Year Students						
In-State tuition			\$129,480.00	\$0.00	\$207,168.00	\$0.00
Out-of-State tuition			\$304,680.00	\$0.00	\$487,488.00	\$0.00
Regional tuition						
Mandatory fees			\$40,400.00	\$0.00	\$64,640.00	\$0.00
Third Year Students						
In-State tuition					\$129,480.00	\$0.00
Out-of-State tuition					\$304,680.00	\$0.00
Regional tuition						
Mandatory fees					\$40,400.00	\$0.00
Fourth Year Students						
In-State tuition						
Out-of-State tuition						
Regional tuition						
Mandatory fees						
Total Tuition and Fees	\$462,560.00	\$0.00	\$1,233,856.00	\$0.00	\$2,277,888.00	\$0.00
GRANTS	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
CONTRACTS	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
OTHER (Specify)	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Total Grants, Contracts, Other	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
TOTAL	\$462,560.00	\$0.00	\$1,233,856.00	\$0.00	\$2,277,888.00	\$0.00

NOTE: All of the above figures are estimates based on projections made by the institution submitting the program

d part-time attendance. Page 1

Year 4 2023	
\$12,948	
\$30,468	
\$0	
\$2,020	
25	
25	
3	
3	
Newly Generated Revenue	Revenue from existing programs
\$362,544.00	\$0.00
\$853,104.00	\$0.00
\$113,120.00	
\$284,856.00	\$0.00
\$670,296.00	\$0.00
\$88,880.00	\$0.00
\$207,168.00	\$0.00
\$487,488.00	\$0.00
\$64,640.00	\$0.00
\$129,480.00	\$0.00
\$304,680.00	\$0.00
\$40,400.00	\$0.00
\$3,606,656.00	\$0.00
\$0.00	\$0.00
\$0.00	\$0.00
\$0.00	\$0.00
\$0.00	\$0.00
\$3,606,656.00	\$0.00

positional.

ACADEMIC PROGRAM BUDGET FORM

Use this form for programs that can be pursued on a full-time basis, part-time basis, or through a combination of full-time
Page 2 of 3

EXPENDITURE ESTIMATES

	Year 1 2020		Year 2 2021		Year 3 2022	
	Additional resources required for program	Expenditures from current resources	Additional resources required for program	Expenditures from current resources	Additional resources required for program	Expenditures from current resources
PERSONNEL SERVICES						
Administrators	\$0.00	\$31,250.00		\$31,875.00		\$32,512.50
Faculty		\$50,000.00	\$0.00	\$51,000.00	\$0.00	\$52,020.00
Support Staff						
Others						
Fringe Benefits@ 25%	\$0.00	\$20,312.50	\$0.00	\$20,718.75	\$0.00	\$21,133.13
Total Personnel	\$0.00	\$101,562.50	\$0.00	\$103,593.75	\$0.00	\$105,665.63
OPERATING EXPENSES						
Instructional Resources						
Other (Start Up)						
Other (Moving)						
Total Operating Expenses		\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
CAPITAL						
Facilities						
Equipment						
Other (Software)						
Total Capital	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
NET STUDENT ASSISTANCE						
Assistantships						
Fellowships						
Stipends/Scholarships						
Total Student Assistance	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
TOTAL EXPENDITURES	\$125,000.00	\$101,562.50	\$0.00	\$103,593.75	\$0.00	\$105,665.63

re and part-time attendance.

Year 4 2023	
Additional resources required for program	Expenditures from current resources
	\$33,162.75
\$160,000.00	\$53,060.40
\$40,000.00	\$21,555.79
\$200,000.00	\$107,778.94
\$75,000.00	
\$50,000.00	
\$125,000.00	\$0.00
\$25,000.00	
\$25,000.00	
\$50,000.00	\$0.00
\$0.00	\$0.00
\$375,000.00	\$107,778.94

ACADEMIC PROGRAM BUDGET FORM

Use this form for programs that can be pursued on a full-time basis, part-time basis, or through a combination of full-time and part-time attendance. Page 3 of 3

	Year 1 2020	Year 2 2021	Year 3 2022	Year 4 2023
BUDGET SUMMARY OF COMBINED EXISTING AND NEW PROGRAM				
Total Revenue	\$462,560.00	\$1,233,856.00	\$2,277,888.00	\$3,606,656.00
Total Expenses	\$0.00	\$0.00	\$0.00	\$0.00
Excess/Defeciency	\$462,560.00	\$1,233,856.00	\$2,277,888.00	\$3,606,656.00
BUDGET SUMMARY OF EXISTING PROGRAM ONLY				
Total Revenue	\$0.00	\$0.00	\$0.00	\$0.00
Total Expenses	\$0.00	\$0.00	\$0.00	\$0.00
Excess/Defeciency	\$0.00	\$0.00	\$0.00	\$0.00
BUDGET SUMMARY OF NEW PROGRAM ONLY				
Total of Newly Generated Revenue	\$462,560.00	\$1,233,856.00	\$2,277,888.00	\$3,606,656.00
Resources Required for Program	\$0.00	\$0.00	\$0.00	\$0.00
Excess/Deficiency	\$462,560.00	\$1,233,856.00	\$2,277,888.00	\$3,606,656.00

NOTE: All of the above figures are estimates based on projections made by the institution submitting the proposal.

YR1

Tuition	\$ 12,590.00	based on fulltime undergrad, instate tuition for year 1
Tuition	\$ 29,710.00	out-of-state tuition
Mandatory Fees	\$ 1,978.00	

YR2-4

Tuition	\$ 12,948.00	based on fulltime undergrad, instate tuition for year 1
Tuition	\$ 30,468.00	out-of-state tuition
Mandatory Fees	\$ 2,020.00	

Personnel		Annual Sal		Actual
Administrator	Director, SPCS	\$ 125,000.00	25%	\$ 31,250.00
Lecturer	Prof Leadership	\$ 50,000.00	100%	\$ 50,000.00
YR4				
Two New Faculty Members	Asst Professor	\$ 80,000.00	100%	\$ 160,000.00

LIBRARY IMPACT STATEMENT (New Program Proposal)
LIBRARIAN'S ASSESSMENT

The Collection Management Officer will complete this form as requested, assessing library materials and collections as detailed below, returning. Subject selectors who receive requests for Library Impact Statements for new programs should forward those requests to the CMO.

Program: _BS in Professional Leadership Studies_____

Department, College: AFS CEPS_____

Faculty Member: _Anne Seitsinger_____

Date returned to Faculty: May 30, 2018_____

Librarian Completing Assessment: _Joanna M. Burkhardt_____

Collection Management Officer: _Joanna M. Burkhardt_____

Assessment of:

- Suitability of existing library resources;
- New library resources required to support the program;
- Information skills education required by the students; and
- Funds needed for library materials and services.

Please include:

1. What library holdings already exist in relevant subject categories? How much money is now allocated in the program subject area?

The URI Libraries hold substantial materials in relevant subject areas such as Business, Economics, Human Resources, and Leadership Development. We have access to hundreds of academic journals in these areas as well as current monographs.

2. Does URI have the essential journals as noted in the Faculty Questionnaire?

There are no essential journals noted in the Faculty Questionnaire.

3. What new resources are required to support the program (including media, electronic, or other non-print materials)?

Existing resources are sufficient to support this course. No new library materials are required.

4. What information mastery sessions will be required for the students?

No information mastery classes are required for students in this program. The library is ready and willing to provide instruction relevant to this class, especially in the area of information literacy in current business practices.

5. What is the approximate cost to acquire the materials necessary? Which of these will be continuing costs?

There are no new costs for library materials associated with this program.

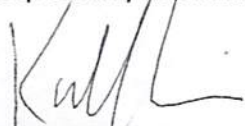


This memo is written in support of the School of Professional and Continuing Studies on the Feinstein Providence Campus in their pursuit to provide a Professional Leadership Studies major. I strongly support this request as it will provide educational opportunities to a new segment of the population and not compete with the Leadership Studies minor offered via the Division of Student Affairs.

I look forward to the opportunities for collaboration between the existing minor in Leadership Studies and the major in Professional Leadership Studies. Ideas for collaboration include but will not be limited to a cross-listing of courses to support and clarify the academic advising needs of our community.

There is a strong need for research focused universities such as the University of Rhode Island to deliver courses in areas such as leadership to lifelong learners to help solve the problems facing our world. In that light, I strongly support Dean Rolle and his team in offering a major in Professional Leadership.

Respectfully submitted,



Kathy Collins, Ph.D.

Vice President for Student Affairs
University of Rhode Island

Joint Committee on Academic Planning Pre-Proposal for New Programs

Program Name: Bachelor of Science in Professional Leadership Studies

Degree Type: Undergraduate

Proposer: R. Anthony Rolle

Department(s): School of Professional and Continuing Studies

College(s): Alan Shawn Feinstein College of Education and Professional Studies

Part 1. Briefly describe program.

The BS in Professional Leadership Studies is a bachelor's degree program designed for adults and working professionals aspiring to transition into leadership positions or advance in their current leadership roles. The courses that comprise this thirty (30) credit major have been designed with current workplace needs in mind focusing on the top gaps reported by employers which include: data analysis and technology, critical thinking and problem solving, decision making and leadership, and, communication and interpersonal skills (Strauss, 2016; Pew Research Center, 2016).

The Major in Professional Leadership Studies prepares students to lead effectively and efficiently in the workplace regardless of their sector or industry. Students earning a BS in Professional Leadership Studies will:

- Demonstrate foundational skills in written and oral communication, critical-thinking and problem-solving skills, planning and evaluation, project management, fiscal and human resources, and leadership.
- Be equipped to succeed in leadership positions regardless of title or industry.
- Gain flexibility with the option of choosing a concentration area designed to equip them with advanced knowledge and skills, or prepare them for graduate work, in a particular discipline or topic.
- Attain a necessary education credential that can increase their ability to advance in their current organization, change industry or sector, and/or re-tool and prepare for entry or re-entry into the workforce.

The core of the Professional Leadership Studies Program consist of seven lecture courses that include: Introduction to Professional Leadership; Planning and Analysis for Professional Leaders; Technology and; Social Media in the Workplace; Budgets and The Allocation of Resources; Policy Development Across Professional Sectors; Project Management and Evaluation; and Leading Through Change. These core courses focus on fusing theoretical and historical concepts with practical applications, case studies, and problem-solving. In addition, a six credit internship course allows students to gain real-world experience while providing a parallel seminar environment where timely conversations about placements further enhance the learning experience and allow opportunities for the integration of feedback loops. A final senior thesis or capstone project rounds out the program allowing students to give meaningful thought to the next steps in their academic/professional journey. This option will provide students with the space and mentorship to develop a scholarly project that can serve as a writing sample or research project in pursuing graduate level work or a capstone project that serves to synthesizes the learning experience across the program components and can be used as a resume builder. The strategically developed course sequence and large number of elective credits will be attractive to students who seek

a degree option that maximizes the use of previously earned credits while providing them with the skills, knowledge, and experience they need to compete in an ever-changing, global-oriented job market. This program will focus on recruiting students who are looking to complete a college degree. The program will seek to build partnerships with local employers who are ready to invest in the leadership potential among their employee base. Lastly, this degree program can also be attractive to internal students seeking a degree completion option. Students returning to the university through the Finish What You Started Program would also greatly benefit from this program.

Part 2. How does the program connect to the mission of the University and the strategic themes and goals of the [Academic Plan 2016-2021](#)?

The BS in Professional Leadership Studies Program connects to the Mission of the University by operationalizing "Our undergraduate, graduate, and professional education, research, and outreach to serve Rhode Island and beyond. Students, faculty, staff, and alumni are united in one common purpose: to learn and lead together." Graduates of this program will be prepared to lead and succeed in professional positions regardless of title, industry, or sector.

The BS in Professional Leadership Studies Program is closely aligned with the strategic themes and goals of the Academic Plan 2016-2021, particularly with Goal 1: Enhance Student Success: Transform undergraduate and graduate student learning and academic support with a firm commitment to student success and the development of knowledgeable, skilled, and engaged graduates prepared for an ever-changing world.

The Professional Leadership BS degree not only serves to provide working professionals and adult students with the necessary skills to succeed and thrive in a global workforce but also serves to narrow the growing credentials gap among job seekers without a bachelor's degree and job opportunities that increasingly require this academic credential (Pew Research Center, 2016). In Rhode Island, about 54% of adults age 25 and over have completed a high school credential but have not completed a bachelor's degree, accounting for almost four hundred thousand people in the state. We know that some people among this group have completed at least some college credits. Nationally more than 36 million adults have completed some college credits but have not completed a degree (Adult Completion Network, 2012). In Rhode Island, just over 11,000 people have completed at least two years of college level credits without completing a certificate or degree (Shapiro et. al, 2014). These figures provide an additional source of potential new adult college students or college completers that may benefit from pursuing a degree in Professional Leadership Studies at URI and increase their opportunity for employment or career advancement.

In terms of job prospects, the RI Department of Labor and Training (2015) workforce needs projections indicate that between now and the year 2024 there will be over 42,000 job openings (new positions and vacancies) that require a bachelor's degree or higher credential. The BS degree in Professional Leadership Studies can be used by those in need of an undergraduate credential but it can also be used as a stepping stone to access a path toward graduate education.

Part 3. Signatures

Proposer: R. Anthony Rolle Digitally signed by R. Anthony Rolle
Date: 2017.10.05 12:08:28 -04'00' Date: _____

Chair(s): _____ Date: _____

Dean(s): R. Anthony Rolle Digitally signed by R. Anthony Rolle
Date: 2017.10.05 12:08:42 -04'00' Date: _____

JCAP Review Committee Response:

Date: 10/23/17

☒ We urge you to move the proposal forward for further development

☐ We urge you to re-consider the proposed program

Comments:

JCAP RESPONSE:

BS in Professional Leadership Studies

After discussion, the JCAP committee members had some strong reservations about the proposal as written, but recommend that the proposed program move forward (2 nay votes recorded) with careful attention to the following concerns:

- Is the emphasis truly on Non-profit, not-for-profit and etc.? Will most prospective students be interested only in non-profit? Carefully consider this issue. May not want to make it that narrow? Are you potentially excluding some interest?
- How do you define professional studies? The title may be too general. We want to ensure that it is not a watered-down business program.
- Consider the reinvigorated prior learning assessment as part of this program to help capture the potential 'adult learners.'
- Consider a required minor that would have particular emphasis and content, but not such as to increase credits.
- Note that Student Affairs offers a student leadership minor.
- Finances are a huge concern – with additional positions comes a hefty price tag – please consider University collaborations to explore potential other faculty resources to support the program.
- The internship component could be a deterrent for working families – or perhaps consider prior learning credit for those whose titles may not have changed, but still may have learned new skills over time.
- Have existing faculty been involved in building the proposal? If not, please consider greater collaboration with faculty on the proposal - perhaps from within CEPS and beyond.