ABBREVIATED PROPOSAL FORM
For All Programs Including Certificates
No New Funding

A Proposal for: Transferring the College Student Personnel Program to the School of Education

Date: 10/3/2019

A. PROGRAM INFORMATION

A1. Name of institution
   University of Rhode Island

A2. Name of department, division, school or college
   Department of Human Development and Family Studies (College Student Personnel Program)
   College of Health Sciences

A3. Title of proposed program and Classification of Instructional Programs (CIP) code
   Program title: College Student Personnel
   Classification code (CIP) 13.0406

A4. Intended initiation date of program change. Include anticipated date for granting first degrees or certificates, if appropriate.
   Initiation date 9/1/2020
   First degree date May 2021

A5. Intended location of the program
   School of Education; Alan Shawn Feinstein College of Education and Professional Studies

A6. Description of institutional review and approval process

		Approval Date
Department	Human Development & Family Studies	4/19/2019
	School of Education	9/20/2019
College	College of Health Sciences	
	College of Education and Professional Studies	

   CAC/Graduate Council
   Faculty Senate
   President of the University

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

   The College of Health Sciences (CHS) and the Alan Shawn Feinstein College of Education and Professional Studies (CEPS) propose that the College Student Personnel (CSP) program, which is currently located in CHS/Department of Human Development and Family Studies (HDF), be relocated to CEPS, specifically to the School of Education (SOE). The mission of the College Student Personnel program is better aligned with CEPS/SOE and there is more opportunity for creative curriculum

opportunities and program efficiencies if the program is housed with other education-based programs. Moreover, the collegiate home for many CSP programs across the nation is Education. Seminal CSP writings have evolved from describing individuals with this degree as college student personnel practitioners to more recent works that contend that student affairs work is "education" and graduates should aptly be referred to as student affairs *educators*. Even the most recent competency guidelines for the field are titled: "Professional Competency Areas for Student Affairs *Educators*" (ACPA/NASPA, 2015). As such, the College of Education and Professional Studies, and specifically SOE, is a better fit for the program than the College of Health Sciences.

Students in the College Student Personnel program currently earn a M.S. degree in HDF from CHS. If relocated to CEPS/SOE, CSP will become a major and students will earn a M.S. in College Student personnel. CSP will change from a program (or track) in HDF to a major in SOE to better align with the structure of SOE. There are no substantive changes to the CSP program being requested with this proposal. One faculty position/line (Dr. Annmarie Vaccaro) will move from CHS/HDF to CEPS/SOE while the second faculty line currently in HDF/CSP (Dr. Katie Branch) will remain in HDF. Part time instructors or a second faculty member (i.e., clinical faculty, lecturer) will be needed to deliver the curriculum.

To summarize:
- This is not technically a new program. The CSP program has been in existence since the 1960's and has a strong reputation regionally and nationally.
- The current CSP program is a track in HDF. Students completing this program earn a MS degree in HDF.
- It is proposed that the CSP program be relocated to CEPS/SOE. Moving forward, new cohorts of students completing the program will earn a MS degree in CSP. If this proposal is approved, students currently in the CSP program will have the choice to earn a MS in HDF or change departments and earn a MS in CSP.
- There are minimal curriculum changes (changing the prefix of some courses from HDF to EDC; addition of internship and seminar courses with the EDC prefix).
- One faculty line, currently occupied by Dr. Annemarie Vaccaro, will move from CHS/HDF to CEPS/SOE

A8. Signature of the President

David M. Dooley

A9. Person to contact during the proposal review
   Name: Deborah Riebe
   Title: Associate Dean, College of Health Sciences
   Phone: 874-5444
   Email: debriebe@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.

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

B1. Explain and quantify the needs addressed by this program, and present evidence that the program fulfills these needs.

A degree in CSP leads to careers in student affairs in institutions of higher education. People with CSP degrees are higher educators who work in a variety of departments to provide education, services and support to college students. Student affairs professionals seek to foster holistic student learning outside of the classroom at institutions of higher education. Department and program areas typically associated with student affairs include residence life, commuter services, graduate student services, admissions, new student orientation, financial aid, counseling centers, advising centers, leadership development, Greek affairs, student activities, student unions, leadership development, community service, service learning, career planning, judicial affairs, alumni relations, disability services, multicultural services, and a variety of other support programs (e.g., for students of color, lesbian, bisexual, gay, and transgender students, veterans, women, international students, adults). Student affairs professionals work in every type of institution including private liberal arts colleges, community colleges, public colleges and universities, research universities, women's colleges, historically Black colleges and universities, tribal colleges, urban institutions, and for-profit institutions.

The CSP program is well-respected nationally and is highly selective, receiving far more applicants annually than it accepts for the 12-16 student incoming cohort. The curriculum meets guidelines for Graduate Preparation Programs per The Council for the Advancement of Standards (CAS). The CSP program also successfully prepares students to develop foundational competencies as defined by two major professional associations and outlined in the ACPA/NASPA (2015) *Professional Competency Areas for Student Affairs Educators* document. In short, the current CSP prepares students to successfully enter any student affairs position at any type of higher education institution. The CSP program has an excellent reputation. Local and national employers regularly seek CSP students for practica, internships, summer positions, and full-time post-graduate employment. Typically, 90- 100% are hired within six months of graduation.

B2. What is the economic need and workforce data related to the program?

At many institutions, a master's degree in student affairs continues to be the minimum required credential for entry-level positions. In terms of size, academic affairs, student affairs, and IT are the three largest employment areas in higher education, making up approximately half of all higher education positions (Higher Ed jobs.com). Evidence also suggests that the rapidly diversifying generation of traditional-aged (18-22) college students are no longer selecting college based solely on available majors. Instead, they compare universities by amenities including extra-curricular programs, services, and specialized supports—most of which fall within the realm of student affairs. As such, colleges and universities are constantly in need of Master's-level CSP graduates to take on entry-level positions in these areas. The CSP fully prepares students for these roles.

B3. Provide information on jobs available as a result of successfully completing the certificate or degree: job titles, job outlook/growth, and salaries.

On July 1, 2019, there were 2,542 available in student affairs and services listed on Indeed.com., 1,288 jobs listed on HigherEdJobs.com, and 1965 listed on Chronicle.com, most of which required either a four year or advanced degree.
According to the bureau of labor statistics, postsecondary administrators with a Master's degree are expected to grow 10% from 2016 to 2026. The national average salary for a student affairs professionals is $43,280 (https://www.glassdoor.com/Salaries/student-affairs-salary-SRCH_KO0,15.htm).

The URI CSP program has nearly 100% job placement over the past four years, with the few exceptions being students who have a very specific job goals (e.g., multicultural coordinator, career counselor) and very narrow geographic target areas (e.g., rural Ohio, northern New Jersey, Western Virginia).

While too many types of positions to include, HigherEdJobs.com reports the following salaries (average of all types of institutions):

Head, Minority/Multicultural Student Affairs $60,205
Head, Women's Center $61,000
Student Admissions Counselor $35,773
Student Financial Aid Counselor $38,500
Deputy Head, Student Financial Aid Counselor $$54,631
Student Housing, Residential Life Officer $44,750
Deputy Head, Student Activities $43,812
Student Career Counselor $43,672
Student Advisor $48,398

For a more detailed list, please see
https://www.higheredjobs.com/salary/salaryDisplay.cfm?SurveyID=23

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 University of Rhode Island's Academic Plan prioritizes the need to embrace diversity and social justice, one of the cornerstones of the CSP program. The CSP program is among the most diverse graduate programs at URI—with students who self-identify as a variety of races, ethnicities, genders, sexualities, and abilities. Moreover, the curriculum contains not only an intensive 3-credit diversity course, but diversity and social justice are woven throughout the curriculum. This focus puts CSP students on track to not only meet, but exceed foundational "Social Justice and Inclusion" Competencies as defined in the ACPA/NASPA (2015) *Professional Competency Areas for Student Affairs Educators*.

CSP is also committed to student success, particularly through the use of experiential learning as CAS standards require "**Supervised practice must include practicums and/or internships consisting of supervised work involving at least two distinct experiences.**" 100% of students complete at least one credit-bearing internship and most students

complete two. The CSP program also requires admitted students to have (and assists them in securing) a form of supervised work to be admitted to the program—such as a graduate assistantship or paid student affairs job. Many CSP students also gain valuable field experience through compensated summer opportunities offered by professional student affairs organizations. For example, the ACUHO-I Housing Internship Program and NODA Internship Program are prestigious summer experiential learning opportunities that a large portion (50-75%) of CSP students are selected for annually.

CSP aligns with the University's mission, particularly in providing knowledge that enriches the lives our students and the citizens that they will serve in myriad capacities. CSP graduates will impact the lives of college students across the country as they serve in various professional roles.

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. Estimate the projected impact of this 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.

As the CSP program already exists, this organizational change will not have an impact on the other public higher education institutions in Rhode Island. There is no CSP program (or anything similar) in the other two public colleges in Rhode Island. As such, schools in the state rely on the CSP program when hiring interns and employees.

D2. 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 (see _Procedure for Strengthening the Articulation/Transfer Component of the Review Process for New Programs_).

Because this is a graduate degree and there is no other Master's Degree in Student Affairs (CSP) at a public institution in Rhode Island, there is no specific plan for transfer students. The Joint Admissions Agreement transition plan is not applicable.

D3. 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.)

N/A

D4. How does this program align to academic programs at other institutions?

The University of Rhode Island offers the only master's degree in CSP in Rhode Island. There are 18 master's programs in CSP or a related field (ie., Higher

Education Administration; Higher Education…) in New England. The number of required credits range from 36-42. All programs should require experiential learning and a minimum of 42 credits to meet CAS standards.

D5. Are recipients of this credential accepted into programs at the next degree level without issue?

Yes. Many CSP graduates go on to earn a Ph.D. or Ed.D. in Higher Education. A Master's Degree, like CSP, that meets CAS standards and requires independent research is a typical credential for a terminal degree. We do not have data on the exact numbers of students who go on for a terminal degree (since that sometimes happens later in a career and the URI alumni office has a difficult time tracking alumni multiple years past a degree.) However, the current Director is in touch with many graduates. Those who have applied for PhD programs typically get accepted.

D6. How does this program of study interface with degree programs at the level below them?

There is no specific undergraduate preparation required for most CSP graduate degree programs. However, applicants with undergraduate degrees in education and social sciences tend to have a stronger academic foundation for learning CSP curricular concepts.

D7. If external affiliations are required, identify providing agencies. (Indicate the status of any arrangements made and append letters of agreement, if appropriate.)

N/A

D 8. Indicate whether the program will be available to students under the New England Board of Higher Education's (NEBHE) Regional Student Program (RSP).

This program is not eligible for the NEBHE RSP

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:

CSP is an existing program in HDF/CHS. It is proposed that the existing program in HDF become a major in SOE/CEPS with limited curricular changes. The prefix of current HDF courses directly related to the CSP program will be changed to an EDC prefix. CSP students will continue to take one courses (HDF 551) in the Human Development and Family Studies Department (letter of support included in the appendices). HDF570, HDF580/1, HDF583, HDF584 will also remain HDF course prefixes and the SOE/CEPS will provide appropriate prefixes for these CSP courses.

Currently, students earn a M.S. degree in HDF. Once the CSP program is relocated to SOE, students will earn a M.S. degree in CSP. If this proposal is approved, students currently in the CSP program will have the choice to earn a M.S. in HDF or

change departments and earn an M.S.in CSP. Future candidates will enroll in and graduate from SOE with a M.S. degree in CSP.

The curriculum is included in the appendices.

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

All of the following courses will be moved from HDF to EDC. The titles of some courses (indicated by parentheses below) will change slightly to remove the developmental focus and realign with an educational focus. The HDF prefix will be changed to EDC and the course will be assigned the same or other available course numbers:

HDF 555 to EDC 554   (Contemporary College Student I)
HDF 556 to EDC 556   (Contemporary College Student I)
HDF 560 to EDC 560   Group Procedures and Leadership
HDF 567 to EDC 561   Principles and Practices of College Student Personnel
HDF 572to EDC 572   Administrative Issues in Student Affairs
HDF 574 to EDC 573   Environmental Theory &Assessment in Higher Ed.
HDF 576 to EDC 576   Diversity and Cultural Competence in Student Affairs
HDF 553 to EDC 553   Higher Education Practicum

HDF will keep their professional seminar classes (HDF 580 and 581) and internship classes (HDF 583 and 584). Therefore, new seminar and internship courses and course numbers will be created in EDC.

EDC 580   Seminar in Student Affairs in Higher Education I (Fall semester) 3 cr
EDC 585   Seminar in Student Affairs in Higher Education II (Spring semester) 3 cr
EDC 577   Master's Internship in Student Affairs (Fall) 3 credits
EDC 578   Master's Internship in Student Affairs (Spring) 3 credits

EDC 529: Foundations of Educational Research will replace HDF 570 Research in Human Development and Family Studies in the curriculum to better align with the educational focus.

b. **Are there specializations and/or tracks/options/sub-plans/concentrations? If so, describe required courses in area of specialization or tracks/options/sub-plans/concentrations.**

There are no specializations and/or tracks/options/sub-plans/concentrations in CSP

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

N/A

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

All students take a core curriculum of 33 credits. There are 3-6 additional credits of electives that are selected in consultation with the faculty advisor. Electives are most commonly used for internship and practicum courses because the Council for the

Advancement of Standards (CAS) requires that graduate students have 300 hours of supervised practice.

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.

The total number of credits (42) required for this degree will not change with the relocation to CEPS/SOE. Full-time students complete the program in two years; part-time students finish in three to five years. CAS Standards require the following of student affairs graduate preparation programs:

"The equivalent of two years of full-time academic study must be required for the master's degree. Ordinarily, to accomplish the goals of the curriculum as outlined later in this document, a program should include a total of 42-48 semester credit hours."

f. Identify any courses that will be delivered or received by way of distance learning (refer to _Policy on Distance Learning, Council on Postsecondary Education, State of Rhode Island and Providence Plantations_).

Currently, no classes are delivered via distance learning.

g. Is the program content guided by program-specific accreditation standards or other outside guidance?

There is no accreditation program for CSP but practices are guided by the Council for the Advancement of Standards in Higher Education. Program content is also crafted so that students achieve at least foundational competencies as defined by the ACPA/NASPA (2015) _Professional Competency Areas for Student Affairs Educators._

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.

There are no certification or licensing requirements.

E3. Include the learning goals (what students are expected to gain, achieve, know, or demonstrate by completion of the program) and requirements for each program.

1. Demonstrates knowledge of information, practices and theories mandated by the Council for the Advancement of Standards in Higher Education for those seeking master's-level professional work in student affairs

2. Integrate perspectives of reflective, developmental, learning-centered student affairs practitioners

3. Demonstrate skills grounded in student affairs knowledge and perspectives.

E4. Demonstrate that student learning is assessed based on clear statements of learning outcomes and expectations.

1. Demonstrates knowledge of information, practices and theories mandated by the Council for the Advancement of Standards in Higher Education for those seeking master's-level professional work in student affairs

    1.1 Applies knowledge to the design of programs, services, practices or policies.

    1.2 Integrates knowledge to analyze the impact of programs, services, practices or policies.

    1.3 Applies research knowledge to assessment and evaluation practices.

2. Integrate perspectives of reflective, developmental, learning-centered student affairs practitioners

    2.1 Articulates a professional philosophy grounded in appropriate literature.

    2.2 Appraises realistically professional competencies in the context of practice.

    2.3 Demonstrates commitment to evidence-based practice grounded in research.

3. Demonstrate skills grounded in student affairs knowledge and perspectives.

    3.1 Demonstrates effective oral communication in both individually-based and group contexts.

    3.2 Demonstrates effective written communication, including appropriate use of APA Style®.

    3.3 Implements assessment and evaluation linked to practice in college student affairs or a closely-related setting.

E5. Provide an assessment plan detailing what a student should know and be able to do at the end of the program and how the skills and knowledge will be assessed. Consult with the Office of Student Learning, Outcomes Assessment, and Accreditation (SLOAA) to prepare a Learning Outcomes Assessment Plan for student learning assessment. Following consultation, submit a final draft of the plan to the Chair of the Learning Outcomes Oversight Committee (LOOC) for approval by the full Learning Outcomes Oversight Committee.

The learning outcome assessment plan, most recent report, and SLOAA feedback are included in the appendices. The 2018 CSP assessment report received a score of "*advanced*" and the CSP Program Director was recognized for excellent work in student learning outcomes assessment. The letter from SLOAA specifically noted: "You align your curriculum and student experiences with professional organizations (ACPA, NASPA), which frame knowledge and competencies developmentally, and provide clear learning criteria. This framework appears to provide a strong pathway for lifelong learning and continued growth through self-assessment practices. You collected and analyzed artifacts from all students in the targeted required courses, and provided thoughtful and actionable recommendations to enhance student progress towards achieving the stated learning outcomes, including revision of rubric language, and improving alignment of activities with the curriculum." (See attached letter)

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?

One faculty line and the corresponding compensation for Dr. Annemarie Vaccaro will be moved from HDF/CHS to SOE/CEPS. Until a second faculty member can be hired, there is a need for 8 courses to be taught by part time faculty each academic year for a maximum cost of $47,388 (11 courses X $4308 = $47,388).

A second full-time faculty member (i.e., tenure track, clinical faculty, lecturer) will be requested through the standard budget process to replace Dr. Katie Branch who has opted to remain in HDF/CHS. If this line is approved, the need for part time instructors will decrease. Preliminary discussions on streamlining and combining some CSP courses with current EDC courses have taken place which will also decrease the need for part time instructors. Further, with the addition of a second faculty member, SOE will gain two faculty members who can teach in the doctoral program (adult learning, professional development and higher education strand). Currently, there are no SOE faculty members with expertise in higher education.

A second full-time faculty member for the CSP program within 2-3 years of moving to SOE is ideal for the following reasons:

- CAS standards require: "Sufficient full-time core faculty members must be devoted to teaching and administering the program to graduate not only employable students but also students capable of designing, creating, and implementing learning opportunities" (CAS, p. 27).
- CAS Standards clarify: "Because individual supervision of students in practicums and internships is labor intensive for faculty with this instructional responsibility, supervision must be limited to a small group to enable close regular supervision. Students must be supervised closely by faculty individually, in groups, or both" (CAS, p. 24) This close supervision currently occurs in HDF 553, 583 and 584. These three courses comprise a significant load for full-time faculty and thus, the CSP program should have at least two faculty to deliver the 42-credit CSP curriculum—the second of whom is a tenure track or clinical faculty member.

F.2 Facilities and Capitol Investments

Dr. Vaccaro will continue to occupy one office in the Quinn Hall 220 space until May 2021, unless an office space becomes available sooner in SOE. At the end of AY2020-2021, the suite will revert solely to CHS. At this time, it is expected that SOE will identify office space for Dr. Vaccaro. SOE is currently working with Campus Planning to identify additional office space.

Dr. Vaccaro's current technology (laptops, printer, and scanner) will transfer to SOE/CEPS. Administrative assistance will be provided by CEPS to support the CSP faculty for admission and field experience processes. The photocopier in the Quinn Hall 220 space is paid for by HDF. CSP may continue to use is for small quality copies, but large quantity printing should be done in the SOE.

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.

   To apply to the CSP program, students must have a bachelor's degree; preference is given to applicants with experience in college student affairs. No specific undergraduate major is required, so students with varied educational backgrounds apply to this program. CSP students are demographically diverse by racial and ethnic background, gender, sexuality, and age. On average, 80% of CSP students are full-time and 20% are part-time. The two-year CSP has roughly 30-35 active students each year. CSP is a highly sought after degree. Data for the past four years is as follows:

Year	Number of Applicants	Number Matriculated	Number of Graduates
2016	86	14	17
2017	68	16	16
2018	67	14	12
2019	45	14	12

   The CSP draws students from URI and from colleges and universities across the U.S. The dip in applicants in 2019 was in alignment with peer institutions across the U.S. who also reported lower applicant numbers due to external political factors. Given the demand for student affairs professionals (and the cohort size of 12-16) these applicant numbers are still quite strong for URI.

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

   H1. 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 criteria for success include the following:

   Attracting high quality students as measured by undergraduate student records (grades, research and professional profiles of students admitted into the program).

   Graduating and placing students who become leaders in student affairs. Success will be measured according to the percentage of incoming students who complete the program within 150% of normal time to completion. Success will also be represented according to student job placement upon graduation.

Achievement of student learning outcomes as noted in E3 and E4 above.

I. IS THE PROGRAM FINANCIALLY VIABLE?

I1. ALL PROPOSALS: Complete the Rhode Island Office of Postsecondary Commissioner [Budget Form](#) demonstrating that existing funds are sufficient for carrying out the program. The completed proposal with Budget Form requires review by the URI Budget and Financial Planning Office. Proposers shall request a Statement of No Financial Impact from the URI Budget and Financial Planning Office.

The College Student Personnel (CSP) program is an existing program housed within the Department of Human Development and Family Studies (HDF) in the College of Health Sciences (CHS). The mission of this teacher education program is better aligned with the School of Education (SOE) in the College of Education and Professional Studies (CEPS)/SOE and there is more opportunity for creative curriculum opportunities and program efficiencies if the program is housed with other education-based programs. Therefore, we are proposing that the existing CSP program be relocated to SOE.

If the proposal is approved, CSP will change from a program (or track) in HDF to a major in SOE to better align with the structure of SOE. Because of the change in the status (changing from a program to a major), we are required to propose this as a "new" program. In reality and from a budgetary standpoint, we are taking an existing program and moving it to another unit with no requests for resources. However, because only one of two CPS faculty members are moving with the program, there will be an increase is the per course budget for SOE/CEPS but a concomitant decrease in per course budget for HDF/CHS. This is explained in the following paragraphs.

Currently, there are two tenure track professors teaching in the CSP program, Drs. Annemarie Vaccaro and Katie Branch. Dr. Branch has chosen to remain in HDF, therefore only one position/line (Dr. Annmarie Vaccaro) will move from CHS/HDF to CEPS/SOE. To make up for the loss of Dr. Branch, part time instructors will be needed to deliver the CSP curriculum. Dean Rolle is aware of the associated costs and has indicated his approval to assume these costs.

Dr. Branch will remain in CHS/HDF and will have no change in her workload. She will teach courses for HDF (that are outside of the CSP program) that now require part time instructors, decreasing the part time instructor budget for HDF. When considering both programs, the cost of part time instructors will not change, but the cost will shift from CHS/HDF to CEPS/SOE. . The HDF part time instructor budget will decrease. The CSP courses that Dr. Branch currently teaches will require new part time instructors once the program moves to SOE.

Appendices

Curriculum Display
SLOOA plan
SLOOA feedback if we have it
Budget Form

TYPICAL CSP CORE COURSE OFFERINGS

Fall Semesters
551/counseling
555/student development 1
567/intro to CSP
574/environments
576/diversity
580/pro seminar 1
583/internship

Spring Semesters
553/practicum
556/student development 2
560/group development & leadership
570/research
572/administrative practices
581/pro seminar 2
584/internship

CSP Curriculum Option 1: Internship & 3 Elective Credits [primarily for full-time students]

Fall		Spring	
551/counseling	3	556/student devo II	3
555/student devo I	3	560/group	3
567/intro	3	570/research	3
576/diversity	3	elective*(553/practicum?)	3
TOTAL	12	TOTAL	12

Fall		Spring	
574/environments	3	572/admin	3
580/pro seminar	3	581/pro seminar	3
583/internship	3	584/internship	3
TOTAL	9	TOTAL	9

CSP Curriculum Option 2: Practicum & 6 Elective Credits [primarily for part-time students†]

{See next page/reverse side for full-time student model.}

†The model below is over four academic years, which is the usual time-to-degree for part-time students. Variations may be possible or necessary; consult with your faculty advisor regarding possibilities & approvals.

Fall		Spring	
551/counseling	3	560/group	3
567/intro	3	elective*	3
TOTAL	6	TOTAL	6

Fall		Spring	
555/student devo I	3	556/student devo II	3
576/diversity	3	572 admin	3
TOTAL	6	TOTAL	6

Fall		Spring	
574/environments	3	570/research	3
elective*	3	553/practicum	3
TOTAL	6	TOTAL	6

Fall		Spring	
580/pro seminar	3	581/pro seminar	3
TOTAL			

*Electives may be taken during January or Summer terms.

CSP Curriculum Option 2: Practicum & 6 Elective Credits

While Option 2 was designed primarily for part-time students, it is possible for full-time students to pursue this option if they meet the CAS requirements** for field experiences while a master's student and have an academic rationale for pursuing two electives (e.g., preparing for doctoral work by taking additional research courses).

Below is when full-time students, whose faculty advisor/major professor has approved pursuing Option 2, would take courses.

Fall		Spring	
551/counseling	3	553/practicum	3
555/student devo I	3	556/student devo II	3
567/intro	3	560/group	3
576/diversity	3	570/research	3
TOTAL	12	TOTAL	12

Fall		Spring	
574/environments	3	572/admin	3
580/pro seminar	3	581/pro seminar	3
elective*	3	elective*	3
TOTAL	9	TOTAL	9

*Electives may be taken during January or Summer terms.

**The Council for the Advancement of Standards (CAS) in Higher Education requirements for master's-level student affairs professional preparation are that students engage in supervised practice involving at least two distinct experiences. Each experience = 150⁺ hours, as the CAS requires a minimum of 300 hours in supervised practice while a master's student.

THE
UNIVERSITY
OF RHODE ISLAND
GRADUATE SCHOOL

APPROVAL DATE: _____
LOOC

Graduate Program Student Learning Outcomes Assessment Plan
For Accredited and Non-Accredited Programs

The Graduate School requests that each program have clearly articulated program goals (Section I) and student learning outcomes statements linked to curriculum and course experiences/requirements (Section II). This assessment plan will help programs determine the extent to which these outcomes are successfully being met through courses and other program requirements. As part of the plan, each program will also create an assessment timeline (Section III) indicating when and how learning outcomes assessment will take place.[i][ii]

Program:	College Student Personnel
Academic year plan submitted:	Revised for 2016-18 period
Degree(s):	Master of Science in Human Development and Family Studies
Department Chair:	Dr. Karen McCurdy
Program Director:	Dr. Annemarie Vaccaro
Accredited Program:	☒ No ☐ Yes, next accreditation report due:
Published learning outcomes (provide URL):	https://web.uri.edu/human-development/csp-learning-outcomes/

I. Program Goals: Broad, general statements of what it means to be an effective program in terms of student learning outcomes; what the program wants students to know and be able to do upon completion of the program. Goals should relate to the mission of the department, college, and university in which the program resides. Success in achieving Goals is evaluated directly or indirectly by measuring specific outcomes (Section II) related to the goal

#1	Demonstrates knowledge of information, practices and theories mandated by the Council for the Advancement of Standards in Higher Education for those seeking master's-level professional work in student affairs.
#2	Integrates perspectives of reflective, developmental, learning-centered student affairs practitioners.
#3	Demonstrates skills grounded in student affairs knowledge and perspectives.

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II. Curriculum Mapping:

Across the top of the matrix, list courses and other requirements for the program. Order the requirements from right to left in rough chronological sequence, and append a standard description of your program requirements. Down the side, list programmatic student learning outcomes associated with goals. Using the map key below, indicate the degree to which an outcome will be taught and assessed in relevant courses and by other program requirements. [THIS VERSION OF THE CURRICULUM MAP REFLECTS CURRICULUM CHANGES EFFECTIVE IN FALL OF 2016. THEY ARE RELEVANT TO ASSESSMENT PERIOD #3. SEE EARLIER DOCUMENTS (e.g., May 2013 VERSION) FOR PRIOR MAPPING]

Map Key
I = Outcome Introduced
R = Outcome Reinforced
E = Outcome Emphasized

Student Learning Outcomes (Competencies) by Goal:
Statements of observable, measurable results of the educational experience, linked to program goals (Section I), that specify what a student is expected to know or be able to do throughout a program; these must be detailed and meaningful enough to guide decisions in program planning, improvement, pedagogy, and practice.

#1: Demonstrates knowledge of information, practices and theories mandated by the Council for the Advancement of Standards in Higher Education for those seeking master's-level professional work in student affairs.

Goal #1 KNOWLEDGE	572	555	556	551	560	567	570	574	576	553	583-584 Internship	580-581 pro seminar/capstone
1.1 Applies knowledge to the design of programs, services, practices or policies.	I	I/R	I/R	I/R	I/R	I		R	I/R	R	E	R
1.2 Integrates knowledge to analyze the impact of programs, services, practices or policies.	I	I	I	I/R	I/R	I/R	R	R/E	I/R	R/E	E	E
1.3 Applies research knowledge to assessment and evaluation practices.			I/R		I	I	R/E	R/E		R/E	R	R/E

#2: Integrates perspectives of reflective, developmental, learning-centered student affairs practitioners.

Goal #2 PERSPECTIVES	572	555	556	551	560	567	570	574	576	553	583-584 Internship	580-581 pro seminar/capstone
2.1 Articulates a professional philosophy grounded in appropriate literature.	I/R	R	R	I	I	I/R		R		R	R/E	R/E
2.2 Appraises realistically professional competencies in the context of practice.	I/R	R	R	I/R	I/R	I-E	I/R	I/R	I/R	R	R/E	E
2.3 Demonstrates commitment to evidence-based practice.		R	R	I	I	I	R	R/E	I/R	R	E	R/E

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grounded in research.

Map Key
I = Outcome Introduced
R = Outcome Reinforced
E = Outcome Emphasized

Student Learning Outcomes (Competencies) by Goal:
Statements of observable, measurable results of the educational experience, linked to program goals (Section I), that specify what a student is expected to know or be able to do throughout a program; these must be detailed and meaningful enough to guide decisions in program planning, improvement, pedagogy, and practice.

#3: Demonstrates skills grounded in student affairs knowledge and perspectives.

Goal #3 SKILLS		572	555	556	551	560	567	570	574	576	553	583-584 Internship	580-581
3.1	Demonstrates effective oral communication in both individually-based and group contexts.	I/R	I/R	R	I-E	I-E	I/R	R	R	R	R		E
3.2	Demonstrates effective written communication, including appropriate use of of APA Style®.		I		I/R	I/R	I/R	R	R	R	R	E	E
3.3	Implements assessment and evaluation linked to practice in college student affairs or a closely-related setting.		I	I/R	I/R	I/R	I	I/R	R	R/E	R	E	E

III. Assessment Timeline: Indicates when and how student learning will be assessed based on clear statements of learning outcomes and expectations. Refer to the curriculum map to draft a student learning outcomes assessment timeline. Specify a 6-year plan for assessment (3 two-year periods) in which you will assess all of your program's Goals with at least one student learning outcome representing each Goal.

Academic Years	Outcome(s)	Course(s) and Other Program Requirements	Assessment Evidence (direct/indirect)	Assessment Method
Assessment Period 1 2012-14	1.1	Comprehensive examination	Direct: written responses to Part 1	Modal faculty scores on "Theory & Knowledge Application" section of program's comp exam evaluation rubric

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	2.1	Comprehensive examination	Direct: written responses to Part 2	Modal faculty scores on "Professional Philosophy" section of program's comp exam evaluation rubric
	3.2	Comprehensive examination	Direct: written responses to Parts 1 and 2 as well as References pages	Modal faculty scores on "Writing Structure, APA Style & Grammar" section of program's comp exam evaluation rubric
Assessment Period 2 2014-16	1.2	Comprehensive examination	Direct: written responses to Parts 1 and 2	Modal faculty scores on "Philosophy Informing Practice" and "Integration" sections of program's comp exam evaluation rubric
	2.3	581/584 or 595 capstone projects	Direct: internship assessment project reports for 581/584 or Action Research reports for 595	Frequency of "pass" by major professor; "pass" is reflected in final grade of C or higher in 581 or a S (satisfactory) in 595; all students have same major professor for HDF 581 or 595
	3.3	581/584 or 595 capstone projects	Direct: internship assessment project reports for 581/584 or Action Research reports for 595	Frequency of "pass" by major professor; "pass" is reflected in final grade of C or higher in 581 or a S (satisfactory) in 595; all students have same major professor for HDF 581 or 595

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DETAILED REPORT FEEDBACK: ASSESSMENT OF STUDENT LEARNING OUTCOMES
UNDERGRADUATE/ FIRST PROFESSIONAL/GRADUATE DEGREE PROGRAM

Section One

Program: Human Development and Family Studies College Student Personnel MS   **Reporting Year: 2018**

Assessment Report - Section I: Assessment of Program Outcomes

1. Outcome(s) Assessed:

G1: Demonstrates knowledge of information, practices and theories mandated by the Council for the Advancement of Standards in Higher Education for those seeking master's-level professional work in student affairs:
  1.3 Applies research knowledge to assessment and evaluation practices.

G2: Integrates perspectives of reflective, developmental, learning-centered student affairs practitioners:
  2.2 Appraises realistically professional competencies in the context of practice.

G3: Demonstrates skills grounded in student affairs knowledge and perspectives:
  3.1 Demonstrates effective oral communication in both individually-based and group contexts.

	Advanced [A]	Satisfactory [S]	Developing [D]	Missing [M]	N/A	Score
Outcome Statement	The outcome statement is a clear, concise and measurable statement which uses action verbs to describe the knowledge, skills and attitudes students will be able to demonstrate upon successful completion of the program	The outcome statement uses action verbs (or is clear enough to infer student action) to describe the measurable knowledge, skills, and attitudes students will be able to demonstrate upon successful completion of the program (as in Blooms Taxonomy)	The outcome statement is unclear and lacks a verb which would make it a measurable statement which describes the knowledge, skills and attitudes students will be able to demonstrate upon successful completion of the program			1.3 A 2.2 S 3.1 A
					Achievement Level:	1.3 A 2.2 S 3.1 A

Comments: *All three outcomes are clear concise and measurable.*
Consider minor clarification to Goal 2:
Integrate reflective, developmental, learning-centered perspectives/practices as student affairs practitioners.
This clarifies which/who's perspectives (practices?).
Consider minor change to learning outcome 2.2: Appraises one's own professional competencies in the context of practice.
Thoughts about "realistically" was noted in the report, and suggestions were provided to reconsider clarification. Perhaps criteria that define the "realistic nature" of a student's self-assessment could be woven into the scoring tool/rubric.

2. Curriculum Map	Advanced [A]	Satisfactory [S]	Developing [D]	Missing [M]	N/A	Score
Outcome Links to Curriculum	The outcome links to three or more courses or curricular requirements	The outcome links to two courses or curricular requirements	The outcome links to one or no course(s) or curricular requirement			1.3 A 2.2 A 3.1 A
Outcome Impact on Program: Introduced, Reinforced, Emphasized	The outcome has an impact on the curriculum at all three levels: Introduced/Reinforced/Emphasized	The outcome has an impact on the curriculum on at least two levels: Introduced/Reinforced or Introduced/Emphasized or Reinforced/Emphasized	The outcome has an impact on the curriculum at only one level			1.3 A 2.2 A 3.1 A
					Achievement Level:	1.3 A 2.2 A 3.1 A

*Examples: Rubric, juried form, scoring sheet
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2. Curriculum Map	Advanced [A]	Satisfactory [S]	Developing [D]	Missing [M]	N/A	Score

Comments: Strong curriculum map; outcomes linked throughout the curriculum at all levels (I, R, E).

3. Data / Evidence	Advanced [A]	Satisfactory [S]	Developing [D]	Missing [M]	N/A	Score
Direct versus Indirect	A well-formulated collection of direct evidence OR a mixed methods approach with a combination of direct and indirect evidence was used	At least a single source of direct evidence was used	Only sources of indirect data/evidence (e.g., surveys, GPA, course grades) were used 1.3 – grades (Pass rate) on capstone			1.3 D 2.2 S 3.1 S
Sample	The student sample is justified as representative of the population/program resulting in meaningful and generalizable results for the population/program.	The student sample appears to be sufficient enough to produce results which are generalizable to the population/program.	The student sample appears to be insufficient to be representative (the population to which the results would be generalized was not provided or was not clear) and may not produce useful results. 2.2 – one cohort (2018); not available for 2017			1.3 A 2.2 D 3.1 S
Course and Time Sampling	Data/evidence reflected student work across multiple courses/sections/requirements and multiple semesters.	Data/evidence reflected student achievement from: a comprehensive course or requirement (e.g. capstone, portfolio, thesis, comprehensive exams) OR unrepresentative number of sections of a single course during a narrow timeframe OR at least one course over multiple semesters	Data/evidence reflected student achievement from a narrow course or time sample: student work examined from one course/one section/one semester 2.2 – one cohort (2018); data not available for 2017			1.3 A 2.2 D 3.1 A
					Achievement Level	1.3 S 2.2 D 3.1 S

Comments:
1.3 - Unclear how program uses pass rates to reflect on *patterns* of specific student strengths/weaknesses which cannot be derived from #'s of passing students. More information would have helped reviewers understand how the grades informed the program of specific learning issues surrounding the application of knowledge.

4. Evaluation Process	Advanced [A]	Satisfactory [S]	Developing [D]	Missing [M]	N/A	Score
What "Tool" Was Used to Evaluate the Student Work; Level of Student Achievement Expected (when using the tool)	The evaluation tool was provided with additional details (about the evaluation process, the development of the tool) which enhanced the report; the expected level of achievement was provided	The evaluation tool was described and provided; the expected level of achievement was provided	The evaluation tool _or_ the expected level of achievement was provided (one of these tools or expected level of achievement was not provided) 1.3 level of achievement provided, but no information about criteria for grades.			1.3 D 2.2 S 3.1 S
Who Conducted the Evaluation Process, and How Was it Conducted	Roles and responsibilities for the evaluation process were provided including how they used the evaluation tool; details of the evaluation process and/or additional documentation enhanced the report	Roles / responsibilities for the evaluation process were provided 2.2 - Not included in report, however reviewers assumed it was faculty member who taught course as in 1.3.	It is unclear who participated in the evaluation process or how it was conducted 1.3 Although "faculty member" is noted, information is missing: faculty member "applied" was noted, but it was also noted that no rubric was used.			1.3 D 2.2 S 3.1 S

*Examples: Rubric, juried form, scoring sheet
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Section One

4. Evaluation Process	Advanced [A]	Satisfactory [S]	Developing [D]	Missing [M]	N/A	Score
Who Interpreted the Evidence	Roles and responsibilities for the interpretation of assessment results were provided with additional information which enhanced the report (e.g. how participants were convened; process by which results were aggregated and reviewed)	Roles / responsibilities for the interpretation of results were noted 2.2 - Not included in report, however reviewers assumed it was faculty member who taught course as in 1.3.	It is unclear who interpreted the assessment results			1.3 S 2.2 S 3.1 S
					Achievement Level:	1.3 D 2.2 S 3.1 S

Comments:
- 1.3- No rubric was used, unclear what criteria were used for students to achieve score.
- 2.2—while program found results of student self-assessments fell below expectation, it appears at least some students are authentically evaluating themselves.
  - Unclear if results were examined for the 2 populations of students (new/graduating) which could have provided additional insight.
  - Program noted concern with scoring student's examples of learning experiences (for example: insufficient example provided, basic, developed, advanced examples, etc.) which would provide additional feedback to the student/program. It was very interesting to read the variety of examples and expressions of growth students chose to use to support their selection of areas of growth (for example: I was more aware of ways to advise diverse populations versus I was more aware of ways to advise diverse populations and my experiences included providing success strategies X, Y, Z which helped me grow/learn...and I saw how the students responded....)

5. Results & Reflection	Advanced [A]	Satisfactory [S]	Developing [D]	Missing [M]	N/A	Score
Comparison between Expected & Actual Results	A quantitative comparison between the expected and actual results was provided with additional details which enhance the meaning of the comparison	A quantitative comparison between the expected and actual results was provided	The actual results provided were unclear or incomplete			1.3 S 2.2 A 3.1 A
Analysis of Quantitative/Qualitative Results	The analysis was clear and complete, includes the identification of strengths and weaknesses, and was enhanced by supporting materials (graphs, charts, documents, etc.) which provided more depth to the report	The analysis was clear and complete and included the identification of patterns of strength and weakness	The analysis was unclear or incomplete			1.3 S 2.2 A 3.1 A
Reflection & Conclusions	Comprehensive reflection about the results supported detailed conclusions	Reflection about the results supported at least one conclusion	The reflection did not appear to support the conclusions			1.3 S 2.2 S 3.1 A
					Achievement Level	1.3 S 2.2 A 3.1 A

Comments: Re: 2.2, support for a rubric or criteria developed to assess the qualitative responses to understand how student reflections demonstrate student learning, although students incorporating competency/rubric language indicates their awareness of guidelines for professional standards.

6. Recommendations & Planning	Advanced [A]	Satisfactory [S]	Developing [D]	Missing [M]	N/A	Score
Recommendations	Reflections and conclusions were transformed into actions to be taken with details about the process and goals	Reflections and conclusions were transformed into at least one proposed action(s) to be taken.	Reflections and conclusions were not translated into actions to be taken OR the actions were not clearly connected to the reflections and conclusions		1.3	2.2 A 3.1 A

*Examples: Rubric, juried form, scoring sheet
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Section One

6. Recommendations & Planning	Advanced [A]	Satisfactory [S]	Developing [D]	Missing [M]	N/A	Score
Planning	A detailed plan and timeline for implementing recommendations and for re-evaluation was provided	A basic plan and timeline for implementing the recommendations and for re-evaluation was provided.	Plans to implement recommendations were unclear, OR a timeline for re-evaluation was unclear		1.3	2.2 A 3.1 A
Achievement Level: _____						1.3 N/A 2.2 A 3.1 A

Comments:

Overall Achievement Level for Section I	1.3 S 2.2 A 3.1 A

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Section Two

Program: _____ Reporting Year: 2018

Assessment Report - Section II: Follow-up on Recommendations to Assess the Impact of Change

1. Follow-up on prior recommendations	Advanced [A]	Satisfactory [S]	Developing [D]	Missing [M]	N/A	Score
Outcome(s) Re-assessed: 1. *Insert outcome statement here.* 2. etc.						
Recommendations from prior reports	A description of the recommendation was provided, noting whether the change was implemented and when	A description of the recommendation was provided, noting if the change was implemented	A description of the recommendation was provided only		N/A N/A N/A	1. 2. etc.

Achievement Level: 1. 2. etc.

Comments:

2. Data/Evidence	Advanced [A]	Satisfactory [S]	Developing [D]	Missing [M]	N/A	Score
Direct versus Indirect	A well-formulated collection of direct evidence OR a mixed methods approach with a combination of direct and indirect evidence was used	At least a single source of direct evidence was used	Only sources of indirect data/evidence (e.g., surveys, GPA, course grades) were used		N/A N/A N/A	
Sample Size	The student sample is justified as representative of the population/program resulting in meaningful and generalizable results for the population/program.	The student sample appears to be sufficient and should be generalizable to the population/program and produce useful results.	The student sample appears to be insufficient to be representative and may not produce useful results.		N/A N/A N/A	
Course and Time Sampling	Data/evidence reflected student work across multiple semesters and multiple courses/sections/requirements	Data/evidence reflected student achievement from: a comprehensive course or requirement (e.g. capstone, portfolio, thesis, comprehensive exams) OR multiple sections of a single course OR at least one course over multiple semesters OR multiple courses during one or more semesters	Data/evidence reflected student achievement from a narrow course or time sample: student work examined from one course/one section/one semester		N/A N/A N/A	

Achievement Level: _____

Comments:

3. Evaluation Process	Advanced [A]	Satisfactory [S]	Developing [D]	Missing [M]	N/A	Score
What "Tool" Was Used to Evaluate the Student Work; Level of Student Achievement Expected (when using the tool)	The evaluation tool was provided with additional details (about the evaluation process, the development of the tool) which enhanced the report; the expected level of achievement was provided	The evaluation tool was described and provided; the expected level of achievement was provided	The evaluation tool or the expected level of achievement was provided (one was *not* provided)		N/A N/A N/A	
Who Conducted the Evaluation Process, and How Was it Conducted	Roles and responsibilities for the evaluation process were provided including how they used the evaluation tool; details of the evaluation process and/or additional documentation enhanced the report	Roles / responsibilities for the evaluation process were provided	It is unclear who participated in the evaluation process or how it was conducted		N/A N/A N/A	

*Examples: Rubric, juried form, scoring sheet
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Section Two

3. Evaluation Process	Advanced [A]	Satisfactory [S]	Developing [D]	Missing [M]	N/A	Score
Who Interpreted the Evidence	Roles and responsibilities for the interpretation of assessment results were provided with additional information which enhanced the report (e.g. how participants were convened; process by which results were aggregated and reviewed)	Roles / responsibilities for the interpretation of results were noted	It is unclear who interpreted the assessment results		N/A N/A N/A	

Achievement Level: _____

Comments:

4. Results & Reflection	Advanced [A]	Satisfactory [S]	Developing [D]	Missing [M]	N/A	Score
Comparison between Expected & Actual Results	A quantitative comparison between the expected and actual results was provided with additional details which enhance the meaning of the comparison	A quantitative comparison between the expected and actual results was provided	The actual results provided were unclear or incomplete		N/A N/A N/A	
Analysis of Quantitative/Qualitative Results	The analysis was clear and complete, includes the identification of strengths and weaknesses, and was enhanced by supporting materials (graphs, charts, documents, etc.) which provided more depth to the report	The analysis was clear and complete and included the identification of patterns of strength and weakness	The analysis was unclear or incomplete		N/A N/A N/A	
Reflection & Conclusions	Comprehensive reflection about the results supported detailed conclusions	Reflection about the results supported at least one conclusion	The reflection did not appear to support the conclusions		N/A N/A N/A	

Achievement Level: _____

Comments:

5. Recommendations & Planning	Advanced [A]	Satisfactory [S]	Developing [D]	Missing [M]	N/A	Score
Recommendations & Planning	Indicated if the changes were effective and included detailed follow-up information, including any future recommendations and/or a timeline as appropriate	Indicated if the changes were effective and included follow-up information, including any additional recommendations and/or a timeline as appropriate	Indicated if the changes were effective, but did not indicate if follow-up was planned OR did not make recommendations that appeared consistent with results and reflection		N/A N/A N/A	

Achievement Level: _____

Comments:

Overall Achievement Level for Section II

*Examples: Rubric, juried form, scoring sheet
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SUMMARY REPORT FEEDBACK: ASSESSMENT OF STUDENT LEARNING OUTCOMES
UNDERGRADUATE/ FIRST PROFESSIONAL/GRADUATE DEGREE PROGRAM

		Reporting Year:	2018
Program/Degree	College Student Personnel, MS	**Oversight Review:**	Nov 2018
Department/College	Human Development and Family Studies		

Section I	Section II

Strengths:
 Overall:
 • Program aligns curriculum and student experiences with professional organizations (ACPA, NASPA) which frames knowledge and competencies developmentally, and provides criteria for learning using rubrics as guidelines for industry standards.
 • Program framework appears to create a strong pathway for lifelong learning and continued growth through self-assessment practices.
 Student Learning:
 F • Program uncovered student need for additional information/explanation to
 e   accurately assess one's own knowledge; noted areas where students least often
 e   provided examples could be linked to curriculum whereby not all competencies
 d   emphasized equally within the curriculum which means students would appraise
     themselves less strongly. (e.g., Values, philosophy, history)
 b • Program considering adopting a pre-post framework for student self-assessment
 a   to track development in specific areas.
 c • Program noted opportunity to create standards/criteria for scoring open-ended
     responses in student self-assessment for consistency.
 k • Efficient use of detailed scoring rubrics for group and individual projects for
     grading as well.
 • Reflected on disconnect between group and individual scores and provided suggestions including changes to rubric criteria, number of criteria, time constraints and providing more practice in delivering effective summary information.
	Strengths:
	 N/A

Suggestions: • 1.3 - Unclear what the results confirm because note enough details provided for scoring; as noted in the report, "results suggest" patterns, but reviewers were not provided with information that supports conclusions although the nature of the year-long capstone would indicate an informative assessment process was employed. • 2.2 - Overarching goal indicates integration of diverse perspectives, but the outcome indicates one's own perspectives – is there a disconnect between the goal/outcome? • More specific details/explanation on the assessment process would have enhanced the report if possible (e.g., reasons for faculty involved/not involved; how information/results of assessment were shared for feedback and analysis, etc.) Engagement of more faculty, when possible, in the interpretation of data or results improves the usefulness of the work within the program.	**Suggestions:** N/A

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Issues of Note:

The feedback rubric scores details within the reported information, therefore in some cases a "D" is scored because even within a great report, the rubric language forces the actual score based on what information is provided.

- Report documentation was very strong, enhanced by the inclusion of appendices.
- Efficient assessment using one course over time to effectively assess more than one outcome
- *Looking ahead:* re: Outcome 2.3: Without more information, this outcome is a little vague. It is unclear how a student demonstrates a *"commitment"* to evidence-based practice grounded in research. Does this mean a certain level of information literacy skill must be evident in student work throughout the curriculum? Consider reviewing.

Issues of Note:

- Program addressed prior report; noted comprehensive exams used as evidence in 2016 are no longer required. Assessment Plan and opportunities identified for assessment of significant student learning experiences may need to be revisited (to fill in the assessment gap resulting by removing the comps).

Score for assessment report by Section:

		Missing (section was expected)	Not Available or Not Applicable (at this time)
The report Section is ADVANCED. The assessment process was effective and exceeded reporting standards by providing additional information that enhanced the comprehensiveness of the report.	The report Section is Satisfactory. The assessment process meets expectations in reporting standards by summarizing assessment activities, results and future planning.	The report Section is DEVELOPING and does not yet meet reporting standards. The assessment process needs improvement because there are limitations that yield an ineffective or incomplete report.		
Sec I: ☒	☐	☐	☐	☐
Sec II: ☐	☐	☐	☐	☒

Form updated: 4/2016 Office of Student Learning, Outcomes Assessment and Accreditation

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SUMMARY REPORT FEEDBACK: ASSESSMENT OF STUDENT LEARNING OUTCOMES
UNDERGRADUATE/ FIRST PROFESSIONAL/GRADUATE DEGREE PROGRAM

Program: **HDF: CSP, MS**

Reporting Year: **2018**

Assessment Report - Section I: Assessment of Program Outcomes

Summary of Achievement Level Scores for Section I

Outcome(s) Assessed: *Must report on at least one outcome. Add lines as needed.*	Outcome Statement	Curriculum Map	Data/ Evidence	Evaluation Process	Results & Reflection	Recomm & Planning	Level of Achievement for each Outcome
1.3 Applies research knowledge to assessment and evaluation practices.	A	A	S	D	S	N/A	S
2.2 Appraises realistically professional competencies in the context of practice.	S	A	D	S	A	A	A
3.1 Demonstrates effective oral communication in both individually-based and group contexts.	A	A	S	S	A	A	A
			OVERALL ACHIEVEMENT SCORE FOR SECTION I:				**Advanced**

Summary of Achievement Level Scores for Section II

Outcome(s) Re-assessed: *Refers to recommendations for change associated with an outcome but made in a prior assessment report(s).*	Prior Recomm	Data/ Evidence	Evaluation Process	Results & Reflection	Recomm & Planning	Level of Achievement for each Outcome
1. Integrates knowledge to analyze the impact of programs, services, practices or policies.	N/A	N/A	N/A	N/A	N/A	N/A
2. Demonstrates commitment to evidence-based practice grounded in research.	N/A	N/A	N/A	N/A	N/A	N/A
3. Implements assessment and evaluation linked to practice in college student affairs or a closely related setting.	N/A	N/A	N/A	N/A	N/A	N/A
		OVERALL ACHIEVEMENT SCORE FOR SECTION II:				**N/A**

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LEARNING OUTCOMES
OVERSIGHT COMMITTEE

THINK BIG | WE DO

Edwards Hall, 64 Upper College Road, Kingston, RI 02881   p: 401.874.4274   www.uri.edu/assessment

June 3, 2019

Dr. Annemarie Vaccaro
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University of Rhode Island
Kingston, RI 02881

Dear Annemarie,

On behalf of the Learning Outcomes Oversight Committee (LOOC) and the Office of Student Learning, Outcomes Assessment and Accreditation (SLOAA), I am pleased to inform you that you are being recognized for your excellent work in student learning outcomes assessment for the MS degree in Human Development and Family Studies– College Student Personnel. This recognition will be published in the June 2019 LOOC report to the Faculty Senate, which will be archived in their committee documentation and posted on the SLOAA website.

Learning outcomes assessment is essential to ensuring that students learn what your program wants them to know, and be able to do, upon graduation from your program. Your 2018 assessment report received a score of advanced for the first section of the report. Faculty reviewers commended you for examining three learning outcomes in a single report. You align your curriculum and student experiences with professional organizations (ACPA, NASPA), which frame knowledge and competencies developmentally, and provide clear learning criteria. This framework appears to provide a strong pathway for lifelong learning and continued growth through *self-assessment* practices. You collected and analyzed artifacts from all students in the targeted required courses, and provided thoughtful and actionable recommendations to enhance student progress towards achieving the stated learning outcomes, including revision of rubric language, and improving alignment of activities with the curriculum.

As the faculty member completing the assessment report, we want to acknowledge your effort to engage with learning outcomes assessment, which is critical for bringing value to the process and enhancing the culture of assessment at the University. Your contributions are recognized and respected as time consuming professional achievements.

Sincerely,

Kris Bovy

Kris Bovy
Associate Professor, Department of Sociology & Anthropology
Chair, Learning Outcomes Oversight Committee

Cc:
Elaine Finan, Assistant Director, Office of Student Learning, Outcomes Assessment and Accreditation
Sue Adams, Chair, Human Development & Family Studies
Gary Liguori, Dean, College of Health Sciences
Donald DeHayes, Provost and Vice President Academic Affairs

LOOC is committed to promoting, supporting, and ensuring effective assessment as an integral part of the student learning experience at URI.

The University of Rhode Island is an equal opportunity employer committed to the principles of affirmative action.

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THINK BIG we D

DATE: November 7, 2019

TO: Margaret Benz
         Coordinator, Faculty Senate

FROM: Linda Barrett
         Director, Budget and Financial Planning

SUBJECT: Proposal to Transfer the College Student Personnel Program to School of Education

As originally requested from Deborah Riebe, Associate Dean in the College of Health Sciences, dated October 3, 2019, the Budget and Financial Planning Office requested an update to the proposal regarding new students for the program.   On October 18, 2019, we received the updated information.   The Budget and Financial Planning Office has reviewed the updated documents related to the proposal to transfer the College Student Personnel Program to the School of Education.

The Budget and Financial Planning Office, including communications with Enrollment Services, concurs that the request to transfer the College Student Personnel Program from the College of Health Sciences to the School of Education is not anticipated to have an 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   Matthew Bodah
     Dean Libutti   Cheryl Hinkson
     Colleen Robillard   Gary Uguori
     Deb Riebe   R. Anthony Rolle
     Joanne Lawrence   John Humphrey
     Anne Veeger   Anne Seitsinger
     Danielle Dennis

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 1 of 3

Choose one: X Full-time   □ Part-time   □ Combination of full- and part-time

REVENUE sources	Year 1 2021	Year 2 2022	Year 3 2023	Year 4 2024
Tuition: In-State	$12,724	$12,724	$12,724	$12,724
Tuition: Out-State	$26,512	$26,512	$26,512	$26,512
Tuition: Regional				
Mandatory fees, per student	$1,790	$1,976	$1,976	$1,976
FTE # of New Students, In-State	7	7	7	7
FTE # of New Students, Out-State	7	7	7	7
# of In-State FTE students				
Enrollment in from the institution's existing programs				
# of Out-State FTE students				
Enrollment in from the institution's existing programs				

TUITION AND FEES	Newly Generated Revenue	Revenue from existing programs	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	$96,130.00	$0.00	$96,130.00	$0.00	$96,130.00	$0.00	$96,130.00	$0.00
Out-of-State tuition	$185,584.00	$0.00	$185,584.00	$0.00	$185,584.00	$0.00	$185,584.00	$0.00
Regional tuition								
Mandatory fees	$24,900.00	$0.00	$27,664.00	$0.00	$27,664.00	$0.00	$27,664.00	$0.00
Second Year Students								
In-State tuition			$96,130.00		$96,130.00	$0.00	$96,130.00	$0.00
Out-of-State tuition			$185,584.00		$185,584.00	$0.00	$185,584.00	$0.00
Regional tuition								
Mandatory fees			$27,664.00		$27,664.00	$0.00	$27,664.00	$0.00
Third Year Students								
In-State tuition					$0.00	$0.00	$0.00	$0.00
Out-of-State tuition					$0.00	$0.00	$0.00	$0.00
Regional tuition								
Mandatory fees					$0.00	$0.00	$0.00	$0.00
Fourth Year Students								
In-State tuition							$0.00	$0.00
Out-of-State tuition							$0.00	$0.00
Regional tuition								
Mandatory fees							$0.00	$0.00
Total Tuition and Fees	$306,643.00	$0.00	$618,772.00	$0.00	$618,772.00	$0.00	$618,772.00	$0.00
GRANTS	$0.00	$0.00	$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	$0.00	$0.00
OTHER (Specify)	$0.00	$0.00	$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	$0.00	$0.00
TOTAL	$306,643.00	$0.00	$618,772.00	$0.00	$618,772.00	$0.00	$618,772.00	$0.00

Note: Early College Student Personnel Education is an existing program with 28 students; revenue figures are estimates based on projections made by the institution submitting the proposal. There is a conservative estimate for maintaining 28 students.

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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 2 of 3

EXPENDITURE ESTIMATES

	Year 1 2020		Year 2 2021		Year 3 2022		Year 4 2023	
	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	Additional resources required for program	Expenditures from current resources
PERSONNEL SERVICES								
Administrators								
Faculty								
Support Staff								
Others								
Fringe Benefits 30%								
Total Personnel	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
OPERATING EXPENSES								
Instructional Resources								
Other (specify)*								
Total Operating Expense	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
CAPITAL								
Facilities								
Equipment								
Other								
Total Capital	$0.00	$0.00	$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	$0.00	$0.00
TOTAL EXPENDITURES	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00

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

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Appendix B

Revised 8/2016

NOTICE OF CHANGE FORM

Notice of Change for: Master of Science Degree in Speech-Language Pathology

Date:

A.   **PROGRAM INFORMATION**

1.   **Name of institution**
University of Rhode Island

2.   **Name of department, division, school or college**

Department: Communicative Disorders (CMD)
College: Health Sciences

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

Initiation date: Spring, 2021
First degree date: N/A

4.   **Intended location of the program**

Kingston, RI

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

CMD is requesting the following changes in program entry criteria for its Masters' program in speech-language pathology:

Proposed curricular changes:

1)   In the accelerated Bachelors-Masters degree program in speech-language pathology, students currently apply for admission at the end of their junior year. Admission is awarded on a case-by-case, competitive basis. Based on performance data that have been collected over the past decade, students will be automatically admitted into the graduate program at the end of the junior year if they:

a)   Maintain a GPA of 3.5 or higher cumulatively and in the CMD major, and
b)   Submit two positive letters of recommendation from CMD faculty members

*Students who fall below a GPA of 3.5 may still be admitted to the program; however, their admission will not be automatic. Instead, offers of admission will be awarded on a competitive basis according to the evaluation of the departmental faculty graduate admissions committee.

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2) GREs and MATs will no longer be required of URI students with a cumulative GPA of 3.5 and a GPA of 3.5 or higher in their major. GREs and MATs will also no longer be required of students who already hold a graduate degree (Master's, PhD, Professional Doctorate) in another discipline.

Rationale:

We believe these proposed admissions standards more accurately reflect the standards and rigor of the program. The proposed changes will also reduce the stress level of applicants because if they meet the GPA academic bar, they will no longer be required to take the GREs and MATs. We hope that this change removes a potential obstacle for otherwise well-qualified students who may be reluctant to apply because of concerns about test-taking and/or the cost of the test and test preparation materials. We hope to attract more minority, disadvantaged and non-traditional students to our program and believe our present admissions requirements (particularly with respect to the GREs or MATs) may have been a barrier to their applying in the past. We are also aware of the lack of evidence that the GRE/MAT is an accurate predictor of success at the graduate level—something that our own data within the program also illustrate.

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

Admission requirements: Students who are interested in applying to the graduate program in speech-language pathology, and who have not taken the undergraduate requirements, may wish to enroll as post-baccalaureate (nonmatriculating) students to fulfill or begin to fulfill these requirements. The undergraduate requirements— prerequisite courses needed prior to taking graduate courses—include CMD 272, 273, 274, 276, 375, 377, 460, and 465. Completion of these courses does not, however, assure admission into the graduate program, nor is completion of all any of the the requirements essential for application to the program. However, Any any required undergraduate courses not completed prior to graduate admission will be added to the an admitted student's graduate program. There are a number of programs in the

2

country that provide "leveling" courses (undergraduate requirements) on line. Some students prefer to complete all of these requirements here at URI (or at other institutions) before applying, while other students elect to complete a lesser number (or none) of these requirements prior to applying. Individual prospective students may find that one or another choice best suits their needs.

For those students applying for admission to the Master's program in speech-language pathology through the accelerated B.S./M.S. track, admission will be recommended if students have maintained a cumulative GPA (and a GPA inside the CMD major) of 3.5 or higher at the time of application in the junior year, and if there are two letters of recommendation for admission from CMD faculty stating (without reservation) that the applicant is capable of successfully completing the academic and clinical requirements needed to earn the graduate degree.

GRE and MAT scores will no longer be required for admission under the following 2 conditions: (1) a URI undergraduate student has maintained a GPA of 3.5 (or higher) cumulatively and inside her/his major at the time of application; or (2) the applicant has already earned a Post Baccalaureate degree.

Students who do not meet these GPA criteria, or have not earned a Post Baccalaureate degree in another discipline prior to application, will be required to provide GRE **or MAT** scores ~~are required for~~prior to admission. Strong consideration will be given to the cumulative GPA. In addition, performance within a communicative disorders major or prerequisite courses will be viewed as a particularly important criterion for admission. The completed application package must be received by October 15 for spring admission and ~~March 1~~February 15 for fall admission.

7. **Signature of the President**

_____
David M. Dooley

Notice of Change form

Notice of Change for: Master of Science, College of Nursing

Date: November 28, 2019

A.   PROGRAM INFORMATION

1. **Name of institution**
University of Rhode Island

2. **Name of department, division, school or college**

Department: Nursing
College: Nursing

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

Initiation date: September, 2020
First degree date: December, 2021

4. **Intended location of the program**
Rhode Island Nursing Education Center

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

The CON is proposing two changes to the MS program:
(1) We plan to suspend admissions to the nursing education and the adult-gerontology acute care nurse practitioner specialties/concentrations for the immediate future.

Admissions to the nursing education and adult-gerontology acute care nurse practitioner specialty will be suspended because of extremely low enrollments and because we no longer have enough faculty expertise to support these two specialties.

(2) We propose to revise the required core curriculum in the MS program that MS students in all specialties/concentrations must complete.

The College of Nursing is proposing a minor revision of the MS program curriculum in order to better meet the needs of clinical master's students in nursing, and to be consistent with current professional standards and program requirements as outlined in the AACN document, *Essentials of Master's Education in Nursing* (2011).   Students in the master's program and the doctorate of nursing practice program have been required to take 3 PhD-level courses (14 credits of course work) that are required courses in the PhD program. The CON graduate faculty feel this does not serve the needs of any of

the student groups. The needs of the clinically-focused MS (and DNP students) and the AACN curricular requirements for MS and DNP programs include neither philosophy of science nor the design and conduct of research. These are the foci of the 3 courses (NUR 660, 651, 652) that will be removed from the MS curriculum. The focus of the MS degree is advanced clinical nursing practice as a family nurse practitioner or an adult-gerontology nurse practitioner. The proposed new course (NUR 505) addresses the application of research findings to inform evidence-based practice. This is appropriate for nurse practitioners and part of the MS Essentials (AACN, 2011). Likewise, the proposed revised course (NUR 507) specifically address theories that underpin advanced practice. This is much more appropriate for clinically focused MS students than a philosophy of science course. The final new course being proposed (NUR 521) address the multi-level social determinants of health. As health care becomes more complex, it becomes increasingly important for nurses and especially primary care nurse practitioners to be able to examine the health of individuals, families, and populations using a social-ecological model. This social-ecological view has been touted as increasingly important for understanding and eradicating health disparities.

Please see attached Appendix A for a table summarizing the curricular changes.

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

Please see attached Appendix B for the proposed catalog changes .

7. **Signature of the President**

_____
David M. Dooley

Appendix A
Proposed Changes to CON MS in Nursing Program

- Proposed changes from the MS/DNP committee (approved November, 2019)
- Approved by CON Faculty Organization on December 4, 2019
- Approved new courses (NUR 505, 521) and revised course (NUR 507).

CURRENT Curriculum:	PROPOSED Curriculum:
ALL CONCENTRATIONS TAKE THE FOLLOWING CORE COURSES	ALL CONCENTRATIONS TAKE THE FOLLOWING CORE COURSES
NUR660 - Philosophy of Science & Theory (4 cr)	NUR 507 – Theoretical Basis of Advanced Nursing Practice (3 cr) (**REVISED COURSE TAUGHT IN PAST**)
HDF 527 – Health Care Policy (seminar) (3 cr)	HDF 527 – Health Care Policy (seminar) (3 cr)
NUR651 - Advanced Qual Research (3 cr)	NUR 521 – Evidence-Based Strategies to Improve Health (3 cr) **NEW COURSE**
NUR652 - Advanced Quant Research (3 cr)	NUR 505 – Translating Research Evidence Into Practice (3 cr) **NEW COURSE**
NUR 501 – Physical Assessment Across the Lifespan (PMHNP only) (3 cr)	NUR 501 – Physical Assessment Across the Lifespan (PMHNP only) (3 cr)
NUR 503 – Adult Physical Assessment (4 cr) (FNP, AGNP, AGACNP)	NUR 503 – Adult Physical Assessment (4 cr) (FNP, AGNP, AGACNP)
NUR 535 – Advanced Pathophysiology (3 cr)	NUR 535 – Advanced Pathophysiology (3 cr)
NUR 582 – Advanced Pharmacotherapeutics (3 cr)	NUR 582 – Advanced Pharmacotherapeutics (3 cr)
NUR 520 – Graduate Nursing Seminar (1 cr)	NUR 520 – Graduate Nursing Seminar (1 cr)
Family Nurse Practitioner (FNP)	**Family Nurse Practitioner (FNP)**
Nur 504 – Pediatric Physical Assessment (1 cr)	Nur 504 – Pediatric Physical Assessment (1 cr)
NUR 531 – Primary Health Care I (3 cr.)	NUR 531 – Primary Health Care I (3 cr.)
NUR 532 – Primary Health Care I, Practicum (3cr)	NUR 532 – Primary Health Care I, Practicum (3cr)
NUR 533 – Primary Health Care II (3 cr.)	NUR 533 – Primary Health Care II (3 cr.)
NUR 534 – Primary Health Care II, Practicum (6 cr.)	NUR 534 – Primary Health Care II, Practicum (6 cr.)
NUR 590 – Directed Advanced Clinical study (3 cr)	NUR 590 – Directed Advanced Clinical study (3 cr)
TOTAL: 43 credits	**TOTAL: 42 credits**
Adult-Gerontology Nurse Practitioner (AGNP)	**Adult-Gerontology Nurse Practitioner (AGNP)**
NUR 508 – Geriatric Assessment (1 cr)	NUR 508 – Geriatric Assessment (1 cr)
NUR 561 – AGNP I (3 cr)	NUR 561 – AGNP I (3 cr)
NUR 562 – AGNP I (practicum) (3 cr)	NUR 562 – AGNP I (practicum) (3 cr)
NUR 563 – AGNP II (3 cr)	NUR 563 – AGNP II (3 cr)
NUR 564 – AGNP II (practicum) (6 cr)	NUR 564 – AGNP II (practicum) (6 cr)
NUR 590 – (see FNP)	NUR 590 – (see FNP)
TOTAL: 43 credits	**TOTAL: 42 credits**
Adult-Gerontology Acute Care Nurse Practitioner (AGACNP)	**Adult-Gerontology Acute Care Nurse Practitioner (AGACNP)**
NUR 509 – Critical Care Assessment (2 cr)	NUR 509 – Critical Care Assessment (2 cr
NUR 565 – AGACNP I (3 cr)	NUR 565 – AGACNP I (3 cr)
NUR 566 – AGACNP I, Practicum (6 cr)	NUR 566 – AGACNP I, Practicum (6 cr)

NUR 567 – AGACNP II, (3 cr) NUR 568 – AGACNP II, (6 cr) **TOTAL: 44 credits**	NUR 567 – AGACNP II, (3 cr) NUR 568 – AGACNP II, (6 cr) **TOTAL: 43 credits**
Psychiatric Mental Health Nurse Practitioner (PMHNP) NUR 502 – Psychiatric Assessment & Differential Diagnosis (3 cr) NUR 518 - Psychopharmacotherapeutics NUR 513 – Integrated Treatment for Adults/ Older Adults (3 cr) NUR 514 – Practicum I (3 cr) NUR 545 – Integrated Treatment for Children, Adolescents, & Families (2 cr) NUR 546 – Practicum II (6 cr) NUR 547 – Practicum III (6 cr) **TOTAL: 49 credits**	**Psychiatric Mental Health Nurse Practitioner (PMHNP)** NUR 502 – Psychiatric Assessment & Differential Diagnosis (3 cr) NUR 518 - Psychopharmacotherapeutics NUR 513 – Integrated Treatment for Adults/ Older Adults (3 cr) NUR 514 – Practicum I (3 cr) NUR 545 – Integrated Treatment for Children, Adolescents, & Families (2 cr) NUR 546 – Practicum II (6 cr) NUR 547 – Practicum III (6 cr) **TOTAL: 48 credits**
TOTALS: 43 – 49 credits	**TOTALS: 42 – 48 credits**

SUMMARY OF CHANGES:

1. Remove NUR 660 as a requirement for the master's degree. This course will also be removed and replaced as part of a proposed PhD curriculum revision.
2. Replace NUR 660 (4 cr) with NUR 507 (3 cr.), a course still in the catalog. This course is being updated with content consistent with current theoretical underpinnings of practice.
3. Replace 2 PhD-level advanced research methods courses, NUR 651/ 652, with one applied research course, NUR 505; the course content is more appropriate for the advanced practice nurse and consistent with AACN Essentials for MS Education.
4. NUR 521 (3 cr) is a revised course that addresses the multi-level influences of health and wellness and their implications for advanced nursing practice.
5. Total change equates to removal of one 4 credit course and two 3 credit courses; replacement with three 3-credit courses (two new courses and one revised course).
6. Overall program credit requirements will be decreased by 1 credit (from 43 – 49 credits to 42 – 48 credits; specific credit requirements vary across specialties/concentrations).

Nursing

M.S.

401.874.2766, uri.edu/nursing

M.S. course work includes: core nursing courses in theory, translating research evidence into practice, strategies to improve health, and health policy ; advanced coursework in pathophysiology, health assessment/physical assessment and pharmacology; and advanced practice and clinical practicum courses in a chosen area of concentration. Practicum courses are designed to provide knowledge and experience specific to the student's concentration area.

Specializations

M.S. students choose to specialize in one of three concentration areas for advanced nursing practice; options include family nurse practitioner (FNP), adult/gerontology primary care nurse practitioner (AGPCNP) and psychiatric mental health nurse practitioner (PMHNP).

Admission requirements

A bachelor's degree from a CCNE or NLN-accredited program with an upper-division major in nursing; an undergraduate course in statistics; minimum GPA of 3.0; eligibility for R.N. licensure in Rhode Island. Clinical nursing experience prior to enrollment is preferred. Completed application package with all transcripts, three letters of reference (academic and professional, at least one from an M.S.-prepared nurse), a curriculum vitae/resume, and a statement of purpose must be received by October 15 for spring admission and

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Deleted: research

Deleted: methods (qualitative and quantitative), leadership in the h

Deleted: process

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Deleted: nursing practice and study of problems and nursing strategies in client and client-nurse systems

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Deleted: The program culminates with comprehensive examinations....

Deleted: Advanced practice nursing

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Deleted: and adult/gerontology acute care nurse practitioner concentrations,

Deleted: For specialization in nurse practitioner concentrations, students are required to have one year of professional nursing practice prior to enrolling in the nurse practitioner clinical courses

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Deleted: MAT or GRE test scores

February 15 for fall admission. Acceptance is based on a full review of the applicant's record and not on any one single component.

Program requirements

Program requirements and minimum number of required credits vary across the three advance practice specialties offered in the M.S. program. The FNP and AGPCNP specialties require 42 credits; the PMHNP specialty requires 48 credits.

Required core courses for all M.S. students (13 credits) include NUR 520, 505, 507, 521 and HDF 527. Clinical specialty courses and practica vary by specialty. Required courses for the family nurse practitioner concentration (29 credits) include NUR 503, 504, 531, 532, 533, 534, 535, 582, and 590; Required courses for the adult gerontology primary care nurse practitioner concentration (29 credits) include NUR 503, 508, 535, 561, 562, 563, 564, 582, and 590; Required courses for the psychiatric mental health nurse practitioner concentration (35 credits) include NUR 501, 502, 518, 513, 514, 545, 546, and 547. The program culminates with written comprehensive examinations.

NOTICE OF CHANGE FORM

Notice of Change for: Revision of the PhD curriculum in the College of Nursing

Date: 11/30/19

A.   **PROGRAM INFORMATION**

1. **Name of institution**
   University of Rhode Island

2. **Name of department, division, school or college**

   Department: Nursing - Graduate Program
   College: College of Nursing

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

   Initiation date: August 1, 2020
   First degree date: May, 2023

4. **Intended location of the program**
   Nursing Education Center (NEC)
   350 Eddy St.
   Providence, RI   02903

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

   Graduate faculty in the CON have been considering curricular changes to the PhD program for several years. In AY 2018-2019, the PhD program committee began benchmarking the CON PhD curriculum against the American Association of Colleges of Nursing (AACN) standards and recommendations for research intensive doctoral programs in nursing (2001, 2010). Surveys were conducted in the late spring – early summer of 2019, with current CON PhD students and PhD alumni who graduated between 2010 – 2019. The survey findings raised questions regarding program outcomes as did an audit of PhD student files conducted during the Summer, 2019. Comparisons between the CON PhD curriculum and the curricula of leading nursing PhD programs (e.g., Yale, Penn, NYU, UCSF, Michigan, Johns Hopkins) and AACN recommendations and standards, identified areas for improvement within the existing PhD program and curriculum.

   In response to these findings and, in order to be consistent with AACN recommendations and university standards, Associate Dean Hutchinson and the PhD program committee are proposing a revision to the PhD curriculum that will: (a) meet current university standards and AACN standards and recommendations for research-intensive doctoral

education in nursing; (b) be comparable to the curricula offered at leading PhD programs in nursing; (c) assist students to qualify for pre-doctoral fellowships and F31 NIH grant funding; (d) provide students with the rigorous research methods courses and experiential training necessary to conduct and disseminate research; and (e) graduate new PhDs with the training, skills and experience in research and scholarship to launch independent research trajectories and to be competitive for post-doctoral fellowships and tenure track faculty positions at research universities. The proposed changes have been reviewed and approved by the CON PhD program committee (October, 2019), the CON curriculum committee (November, 2019), and the CON faculty organization (CONFO) (December, 2019).

The proposed changes include updating the theoretical components of the curriculum, updating and strengthening the research methods and statistics training in the program and including elements necessary to qualify for pre-doctoral fellowship funding- namely a course in the responsible conduct of research that includes all of the elements and meets the requirements set out in NOT-OD-10-019. As is shown in Appendix A, one theory course (NUR 611) will be eliminated and one other course (NUR 660) will be trimmed from 4 credits to 3 credits, updated and better focused. A 1-credit course in the responsible conduct of research (NUR 649) will be added as will a first overview course in research roles, design and methods (NUR 650). The addition of this course is necessary because most master's degree programs in nursing are advanced practice (nurse practitioner) programs that do not focus on or include research. NUR 649 and NUR 650 will replace and strengthen the content that was previously included in NUR 671 (which will be eliminated). By providing a more thorough introduction to qualitative and quantitative methods, NUR 650 will also allow the existing advanced methods courses (NUR 651 and NUR 652) to focus on advanced qualitative and quantitative methods as intended. A second semester of statistics will be required rather than being an elective option. This is consistent with university standards as well as the standards of leading nursing PhD programs across the U.S. The number of elective credits available for cognates, electives and/or additional advanced methods or statistics will increase to 9; the total number of credits in the PhD program will remain the same (53 credits post-MS). The total number of post-MS credits remains higher than many other URI PhD programs because research core theoretical and research content is not usually taught at the MS level in nursing; most MS programs in nursing are clinically focused nurse practitioner programs.

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

As is shown in Appendix B, the URI catalog language related to the PhD program has been edited extensively to reflect the proposed program changes and to be consistent with the formatting used by other colleges and departments within the university.

7. **Signature of the President**

David M. Dooley

Appendix A: Proposed Revisions to CON PhD Curriculum

Current Courses	Credits		Proposed Courses	Credits
Theory/Philosophy (14 credits):			**Theory/Philosophy (10 credits):**	
NUR660 – Philosophy of Science & Theory	4		NUR600 – Philosophy of Science & Intro to Theory (Major Revision)	3
NUR602 – Inductive Theory	4		NUR602 – Inductive Theory (update content)	4
NUR603 – Deductive Theory	3		NUR603 – Deductive Theory (update content)	3
NUR611 – Theory & Research in Domains	3		(Eliminate requirement)	0
Methods & Stats (18 credits):			**Methods & Stats (16 credits):**	
NUR671 – Roles in Research (redistribute content to 650 Into to Research and 649 RCR)	3		NUR650 – Intro to Research Roles & Design (NEW)	3
NUR651 – Advanced Qual Research	3		NUR651 – Advanced Qual Research (upgrade content)	3
NUR652 – Advanced Quant Research	3		NUR652 – Advanced Quant Research (upgrade content)	3
XXXXXX – Advanced Stats I	3		XXXXXX – Advanced Stats I	3
XXXXXX – Methods/Stats Electives	6		XXXXXX – Advanced Stats II (Required not elective)	3
			NUR649 – Responsible Conduct Research (NEW)	1
Free Electives (3 credits):			**Cognates & Electives (9 credits):**	
XXXXXX – Free Elective	3		XXXXXX – Methods / Stats electives, Cognates / Focused electives, Independent Studies, Policy, etc.	9
Dissertation (18 credits):			**Dissertation (18 credits):**	
NUR699 – Dissertation	18		NUR699 – Dissertation	18
PhD Comprehensive Exam	0		PhD Comprehensive Exam	0
			Research Residency (recommended)	0
			Teaching Residency (optional)	0
53 TOTAL CREDITS			**53 TOTAL CREDITS**	

Appendix B: Proposed Revisions to the Graduate Catalog

Nursing

Ph.D., M.S., Post-M.S. certificate, D.N.P

401.874.2766, uri.edu/nursing

The College of Nursing (CON) offers a research-focused doctorate (Ph.D.) as well as a clinical practice doctorate (D.N.P.). In addition, the CON offers clinically-focused M.S. and Post-M.S. certificate programs in advanced nursing practice; students may choose one of the three nurse practitioner specializations offered. Nurse practitioner specialties include family, adult/gerontology primary care and psychiatric/mental health.

Faculty: Professors Burbank, Dufault, Ferszt, Hutchinson, Martins, Rambur, Schwartz-Barcotte, Sullivan, Wolfe (Dean); Associate Professors Coppa, Erickson-Owens; Assistant Professors Corey, D'Agata, DiTomasso, Jennings, Lee, and Mammen; Clinical Professors Carley, Ellis, and Lavin.

Ph.D.

The Ph.D. is the research-focused doctoral degree in nursing. The program includes required course work in the philosophy of science, generation of knowledge, theory, and the conduct of qualitative, quantitative and mixed methods research. The program also includes mentored experiential research training, comprehensive examinations and the completion of dissertation research.

Admission requirements
Admission requirements include: a bachelor's degree in nursing from a CCNE- or NLN-accredited program; a master's degree or its equivalent in

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Deleted: course work includes courses in nursing science, research methods (qualitative and quantitative), theory development (inductive and deductive approaches), and role development in nursing research. The program culminates with written and oral comprehensive exams and ...

Deleted: **Specializations**
Clinical nursing research in the domains of client, client-nurse interactions, and nursing practice.¶

Deleted: or its equivalent in nursing and

nursing or a related field; cumulative grade point averages of 3.00 and 3.30 for undergraduate and graduate programs, respectively; and completion of an undergraduate course in statistics. GRE scores are preferred but not required. Complete applications are due by January 15 for fall admission. Applications should include: all post-secondary transcripts; three letters of recommendation (academic and professional; one from a Phd-prepared nurse); a writing sample (e.g., thesis, scholarly paper, publication); (curriculum vitae / resume; and a statement of purpose indicating professional goals and research area of interest that are congruent with those of the program and institution. Acceptance is based on a full review of the applicant's record and not any single component.

Program requirements

Program requirements include a minimum of 53 credits. Requirements for the PhD degree include: (10 credits in philosophy and theory core courses (NUR 600, 602, and 603); 10 credits in research methods core courses (NUR 649, 650, 651, and 652); 6 credits in graduate statistics; 9 credits in advanced methods, cognates or focused elective courses; and 18 credits in dissertation research.   The program culminates with comprehensive examinations (written and oral) and the successful conduct and defense of the student's dissertation research.