THE
UNIVERSITY
OF RHODE ISLAND

Appendix A

Notice of Change form

Notice of Change for: B.S. Electrical Engineering

Date: August 22, 2019

A.   PROGRAM INFORMATION

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

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

   Department: Electrical, Computer, and Biomedical Engineering
   College: Engineering

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

   Initiation date: Fall 2020
   First degree date: Spring 2024

4. **Intended location of the program:**   Kingston Campus

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

Changes in our faculty has resulted in some prior courses being created, modified, or deleted; hence, we are updating the language on what constitutes an appropriate selection of professional electives.

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

The electrical engineering major:

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

Second semester: 15 credits
CSC 200 (4); EGR 106 (2); ELE 101 (1); MTH 142 (4); and PHY 203 (3), 273 (1).

Sophomore Year First semester: 17 credits
ELE 201 (3), 202 (1); MTH 244; PHY 204 (3), 274 (1); and general education outcome(s)[1] (6).

Second semester: 15 credits
ELE 205 (2), 206 (1), 212 (4), 215 (1); MTH 243 (3); and PHY 205 (3), 275 (1).

Junior Year First semester: 16 credits
ELE 313 (3), 338 (3), 339 (1); MTH 215 (3), 451 (3) **or** ISE 311 (3); and general education outcome(s)[1] (3).

Second semester: 15 credits
ELE 301 (3), 302 (1), 314 (3), 322 (4), 343 (3), 344 (1).

Senior Year First semester: 14–16 credits
ELE 400 (1), 480 (3) **[capstone] – (see note)**

Second semester: 15–16 credits
ELE 481 (3) **[capstone] – (see note)**

Note: Senior Year total credits for two (2) semesters: 29–32. See your advisor for help in preparing a suitable program. **Required courses:** ~~professional elective[2] (4);~~ professional electives[2] (**13–16** ~~9–12~~); general education outcome(s)[1](9).

[1]General Education Outcomes (A1-D1): if all outcomes are satisfied in fewer spaces than provided, you must take a course(s) of your choice (Free Elective) to ensure that you have earned at least 120 credits to earn a BS degree. A complete detailing of these requirements is listed in the college's curriculum requirements section of this catalog.

[2]Professional Elective Requirements: Four (4) courses that satisfy **both** of the following:

(a) Three (3) courses from: ELE 423**/424**, 425, ~~432,~~ 435/436, ~~444/445,~~ 447/448, 456, 457, 458/459, ~~and at least one (1) must be from: 401/402, 423, 432, 444/445, 447/448; and~~ **of which** at least one (1) must include a lab component (~~401/402,~~ **423/424,** 435/436, ~~444/445,~~ 447/448, 458/459).

(b) The fourth course must be from: an additional course **from (a) above;** ~~BME/ELE 461;~~ ELE 405/406, 408/409, 437, 438, 470; **with prior approval** of the electrical, computer, and biomedical engineering department chairperson, any other 300-, or 400-level College of Engineering course not required by the ELE major.

7. Signature of the President

_____
David M. Dooley

THE
UNIVERSITY
OF RHODE ISLAND

Appendix B

Revised 8/2016

Notice of Change form

Notice of Change for: College of Engineering and the International Engineering Program (IEP)

Date: October 11th, 2019

A.   PROGRAM INFORMATION

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

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

     Department: Biomedical Computer and Electrical Engineering, Chemical Engineering, Civil Engineering, Industrial & Systems and Mechanical Engineering, and Ocean Engineering in coordination with the International Engineering Program (IEP)

     College: College of Engineering

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

     Initiation date: Fall 2020
     First degree date: December 2020

4.   **Intended location of the program**

     Kingston Campus

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

     To permit flexibility in notating an International Engineering Program (IEP) "subplan" on a student's transcript, and maintain that notation upon Engineering Bachelor of Science degree conferral, we propose to alter the definition of IEP pursuit and completion.

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

     The defining language for IEP in the original legislation (passed in Spring 2017 and enacted for academic year 2017/2018) does not specifically allow the COE flexibility to retain the IEP subplan on the student's record and reflect it as "completed" if the

Language B.A. is not being earned at the same time. The current catalog language (below), reflected in both the overview of the COE and within each of our 8 B.S. degree plans should be expanded with the additional text in red.

The ideal, and in almost every instance, is that participating students complete a year abroad (one semester in a partner institution followed by a 6 -month professional internship) and finish both the B.S. and B.A. degrees at the same time. However, in a limited number of circumstances students have needed an extra term (summer) or potentially another semester or two post B.S. completion to finish the B.A. as well. As long as the student has a confirmed plan with the appropriate IEP Language Director to finish the corresponding Language B.A., we would like to keep the IEP subplan notation on their record and reflect them as completing the International Engineering Program at the time of BS degree conferral. The COE works closely with the IEP to first notate the subplan and update and remove it from student records each semester as appropriate. We also work closely with the College of Arts and Sciences to make sure the B.A. degree plan is reflected or removed accordingly.

"**International Engineering Program (IEP).** In conjunction with the College of Arts and Sciences, the COE offers a five-year program in which students earn two degrees: a Bachelor of Science (B.S.) in engineering and a Bachelor of Arts (B.A.) in a foreign language. The foreign languages currently offered by the IEP are Chinese, German, French, Italian, and Spanish. The five-year program includes a year studying abroad. The first semester abroad is spent at the IEP's partner university taking engineering, language, and culture courses in the host language. The second six months abroad are spent in a paid professional internship working at an international engineering company or engaged in a research institute in Europe, Latin America, the Caribbean, or Asia. While it is expected that students will complete both the Bachelor of Science and Bachelor of Arts degrees as part of the 5 year IEP program, students completing the first semester abroad and the second six months in their international internship have completed the minimum requirements for the IEP option and are eligible to have it noted on their transcript at the time they complete the BS in Engineering. Upon graduation, students are well prepared to compete in the global marketplace and are highly sought after by employers both in the U.S. and abroad. Interested students should contact the IEP director at the Texas Instruments (TI) House on Upper College Road. The IEP has received several awards for excellence in international engineering education."

7. **Signature of the President**

_____
David M. Dooley

Appendix C

A Proposal for: Transferring the Early Childhood Education Program to the School of Education

Date: 9/27/2019

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 of Health Sciences

A3. Title of proposed program and Classification of Instructional Programs (CIP) code
Program title: Early Childhood Education
Classification code (CIP): 31.1210

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: 5/2021

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	
College	College of Health Sciences	10/25/2019
	College of Education and Professional Studies	9/20/2019

Curriculum and Standards
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 Early Childhood Education (ECE) program, which is currently located in the Department of Human Development and Family Studies (HDF), be relocated to CEPS, specifically to the School of Education (SOE). The mission and vision of the ECE 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. Housing all teacher education programs that require state licensure from the Rhode Island Department of Education in the same college/school is practical and efficient, and makes it easier for students to understand and navigate the system.

Students in the ECE program currently earn a B.S. degree in HDF from CHS. When relocated to CEPS/SOE, ECE will become a major where the students will earn a B.S. with a major in Early Childhood Education. ECE 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 ECE program being requested with this proposal and there are no costs associated with this change. One faculty position/line (Dr. Hyunjin Kim) will move from CHS/HDF to CEPS/SOE.

To summarize:
- This is not technically a new program but a relocation of an existing program.
- The current ECE program is a track in HDF. Students completing this program earn a BS degree.
- It is proposed that the ECE program be relocated to CEPS/SOE. Moving forward, new cohorts of students completing the program will earn a B.S. with a major in Early Childhood Education.
- There are minimal curriculum changes (changing the prefix of some courses from HDF to EDC).
- No new resources are being requested.
- One faculty line, currently occupied by Dr. Hyunjin Kim, 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.

N/A

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.

The state (Rhode Island Department of Education; RIDE) and nationally (National Association for the Education of Young Children [NAEYC] and Council for the Accreditation of Educator Preparation [CAPE: Formally NCATE-National Council for Accreditation of Teacher Education]) accredited program in ECE leads to a career as early childhood educator for Birth through Age of Eight. Successful completion of the program results in RI state licensure in PreK- 2nd Grade teaching certification. Individuals with this credential are competitive for teaching positions in Rhode Island and beyond.

The URI ECE program uses best practices, scientifically based approaches and experiential learning integrated across the curriculum to produce highly qualified teachers. ECE is a branch of education theory which relates to the teaching of children from birth up to the age of eight years with the aim of improving cognitive and social development of young children.

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

The U.S. bureau of labor statistics reports that the 2018 median salary for kindergarten and elementary school teachers is $57,980. A kindergarten through grade 2 teacher's salary is similar to other elementary teacher salaries; the exact salary varies depending on many factors such as the location of the school, and the teacher's education and experience. Job growth for teachers is expected to be positive, with a projected job growth rate of 7% through 2026. The US bureau of labor statistics reports that the 2018 median salary for preschool teachers is $29,780 with a projected job growth of 10% over the next 7 years.

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

There is demand for quality early childhood teachers, especially in the public prek-K programs. Most of the current teachers in public preschools are holding no or elementary education certificate with lack of knowledge and field experience in early childhood. Quality teachers who are developmentally and culturally responsive teachers with a high level of content and pedagogical knowledge in child development and early learning will promise desirable early educational experience for later success in school and life. On July 16, 2019 there were 326 K-2 positions and 29,197 preschool teaching positions listed on Indeed.com.

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 student success, particularly through the use of experiential learning. Students in the ECE program have external placements in a variety of settings throughout the curriculum and 100% of students complete a full semester of student teaching.

ECE 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. ECE graduates will impact the lives of children across the country as they serve in teaching roles that promote healthy social and cognitive development.

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 ECE program already exists, the impact of this organizational change will not have an impact on the other public higher education institutions in Rhode Island.

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*).

Qualified transfer students are accepted into the ECE program through the School of Education admissions office. A JAA agreement between HDF/ECE is already in place.

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?

Overall, the content in ECE is driven by national accreditation standards. In Rhode Island, curriculum is also guides curriculum by Rhode Island Department of Education state standards.

The Early Childhood Education (ECE) is a fully accredited teacher certification program that prepares candidates to teach children in preschool through grade 2. The ECE program, a comprehensive program through which the candidates develop professional dispositions to meet the National Associate for the Education of Young Children (NAEYC)'s professional standards, the Rhode Island Professional Teaching Standards (RIPTS), the Rhode Island Early Learning and Development Standards (RIELDS), Workforce Knowledge and Competences (WKC). Through the program, the candidates enable to demonstrate their proficiency in the knowledge, skills, and professional dispositions and demonstrate the importance of basing curriculum decisions on three critical factors: age appropriateness, individual appropriateness, and social and cultural appropriateness.

In addition to building strong content knowledge, the ECE provides rich field experience opportunities for candidates to make their knowledge and skills more meaningful and effective for young children. The ECE program requires the candidates to take multiple field experiences across the subject matters and developmental domains in the RIELDS, which enable the candidates to extend their skills in preschool and primary 1-2 teaching.

5. **Are recipients of this credential accepted into programs at the next degree level without issue?**
Yes, students routinely continue on for a master's degree in various education programs (ex., education, educational leadership).

D6. **How does this program of study interface with degree programs at the level below them?**
There are no URI programs at the level below the ECE program (BS in HDF). There is a JAA agreement with CCRI for students who have earned their associate's degree to transfer seamlessly into the ECE program at URI.

D7. **If external affiliations are required, identify providing agencies. (Indicate the status of any arrangements made and append letters of agreement, if appropriate.)**
All students in the ECE program complete preprofessional field experiences throughout the program. Students also student teach in at the elementary level (K-2) during their last semester at URI. Placements and affiliation agreements are already managed by the SOE in consultation with ECE faculty.

D8. **Indicate whether the program will be available to students under the New England Board of Higher Education's (NEBHE) Regional Student Program (RSP).**

The ECE program will not be available under 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:

ECE is an existing program in HDF/CHS. It is proposed that the existing program in ECE become a major in SOE/CEPS with limited curricular changes. In general, the prefix of post-acceptance ECE courses directly related to the ECE program will be changed to an EDC prefix. Pre-acceptance courses will remain in HDF. ECE students will continue to take some HDF courses (HDF 203, 208, 305). A letter of support is included in the appendices.

Currently, students earn a B.S. degree in HDF. Once the ECE program is relocated to SOE, students will earn a B.S. degree with a major in Early Childhood Education If this proposal is approved, students currently in the ECE program will have the choice to earn a B.S. in HDF or change departments and earn a B.S. in ECE. Future candidates with earn a B.S. degree in ECE from SOE.

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.

There are no new courses associated with this program; one course has a minor name change (indicated by parentheses below). The post-acceptance courses will change from an HDF prefix to an EDC prefix. Pre-acceptance courses will remain in HDF.

HDF 301 to EDC 301 Early Childhood Curriculum I:Introduction to Curriculum
HDF 303 to EDC 303 Early Childhood Curriculum II: Math & Science
HDF 455 to EDC 461 (Assessment in Early Childhood Education)

HDF 200, 201, 202, 208, 230, 305 and 420 will remain in HDF. Although HDF 203 will remain in HDF, Dr. Kim may continue to offer an EDC specific section of the course for ECE students as it's a field experience required ECE foundation course. There is also a verbal commitment by the ECE program to continue to place HDF 301 students in the URI Child Development Centers for practicum placements.

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 within the ECE program.

c. Course distribution requirements, if any, within program.
N/A

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

   17-31

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 ECE program requires 120 credits which is similar to most programs in the region. The program conforms to standards and is currently state-approved by the Rhode Island Department of Education (RIDE), nationally recognized by the National Association for the Education of Young Children (NAEYC), and is currently accredited by the Council for the Accreditation of Educator Preparation (CAEP: Formal NCATE-National Council for Accreditation of Teacher Education).

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*).**

   N/A

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

   Yes, the ECE program is currently accredited by the Council for the Accreditation of Educator Preparation (CAEP: Formally NCATE-National Council for Accreditation of Teacher Education). The program is fully approved by the Rhode Island Department of Education (RIDE), the nationally recognized by National Association for the Education of Young Children (NAEYC).

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.

   Upon completion of the ECE program, students are eligible for a Rhode Island license to teach early childhood education. Completing a Rhode Island approved program allows candidates to apply for license through reciprocity with 46 other states (https://www.teaching-certification.com/teaching/rhode-island-teacher-reciprocity.html); students are eligible to teach with minor state-specific requirements or without further action.

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.

Upon successful completion of a URI teacher certification program, candidates will:

- Have a firm understanding of the content and pedagogical knowledge, skills and dispositions for teachers.
- Be successful in lesson planning for active learning.
- Complete multiple practicum experiences culminating with a final practicum/internship that prepares candidates to be the teacher of record in their own classroom.
- Understand and assess their impact on student learning.

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

Student learning is assessed by the RIDE professional standards and NAEYC/NCATE standards in content knowledge at the end of each semester in the program and by the Praxis tests in early childhood education (#5025) and Education of Young Children (#5024) aligned with all three aforementioned standards. These required Early Childhood Tests completely align with all 7 of the NAEYC Standards (#5024) which include Language and Literacy, Mathematics, Social Studies, Science, Health and Physical Education and Creative and Performing Arts.

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 assessment/curriculum map can be found at https://web.uri.edu/human-development/files/ECE-Learning-Outcomes.pdf and is included in the appendices

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 FTE is required for this program. Dr. Hyunjin Kim will be reassigned from HDF/CHS to SOE/CEPS. Dr. Kim is a tenured associate professor.

F2. Facilities and Capitol Investments

It is requested that SOE identify office space in Chaffee Hall or a nearby building for Dr. Kim starting in fall 2020. If needed, Dr. Kim can continue to occupy one office in the Transition Center until May 2021. Dr. Kim's current technology (computer/laptops) will transfer to SOE/CEPS.

SOE already manages early experience and student teaching placements and already acts as the liaison between the ECE program and RIDE. Therefore, no additional resources are requested.

Assessment tools for the ECE program (RIDE funded and ECE associated course fee) in particular will move along with the program.

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.**
>
> There are currently 34 students in the ECE program. This is not a new program and no change in the number of ECE students is expected. High school seniors interested in teacher education are the primary source of students. However, there will be a national shortage of certified teachers for the next 5-10 years as baby boomers continue to retire at record rates. We will need to meet that job demand by producing more teachers.

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.**
>
> - Job placement upon graduation
> - 4 years and 6 years completion rates
> - Successful state accreditation by the Rhode Island Department of Education (RIDE), the National Association for the Education of Young Children (NAEYC), and Council for the Accreditation of Educator Preparation (CAPE: Formal NCATE-National Council for Accreditation of Teacher Education).

The Unit Assessment System for the School of Education, the Professional Education Unit at the University of Rhode Island, is set up to provide for the collection and analyses of data relative to candidate performance and unit operations. The purpose of this data collection is twofold, to evaluate the progress of program candidates and to improve programs at both the initial and advanced levels. Through the Unit Assessment System we collect data within and across programs for analyses. The unit assessment analyzes data on unit operations and the aggregated data on candidate performance. These data are used to measure unit effectiveness and promote program improvement.

Unit Assessment System Processes

Data from candidate assessments and unit operations are examined by Program Assessment Committees and the Unit Assessment Committee (made up of a representative from each program). The School of Education's Unit Assessment System is outlined in Figure 1 at the end of this document. These committees review aggregated data on candidate performance and data on unit operations. These data are used to make judgments about program and unit effectiveness. Each Program Committee approves a Program Assessment Plan that specifies assessments for examining individual performance at various transition points across each program to make judgments about candidate progress through programs.

The program level and unit level assessments are linked to provide a consistent and rich level of data for review. The program level critical performance assessments and follow-up data from programs (e.g., graduate surveys, employer surveys) serve as data for unit level assessments. The program level assessments are moving toward common formats to provide common data for aggregation:

1. Licensure assessment, or other content-based assessment

2. Content-based assessment

3. Assessment of candidate ability to plan instruction

4. Assessment of internship, practicum, or other clinical experience

5. Assessment of candidate effect on student learning

6. Additional assessment SPA or program based

7. Additional assessment SPA or program based (optional)

8. Additional assessment SPA or program based (optional)

A report at the program and unit level is written analyzing the data from assessments above (1-8). The report represents how the data are used to improve both candidate performance and program quality. This description, while based on individual assessments (1-8), is a summary of findings, the faculty's interpretations, and changes made at the program and unit levels. Each report describes the steps program faculty

have taken to use information from assessments to improve both candidate performance and the program outcomes. This information should be organized around (1) content knowledge, (2) pedagogical and professional knowledge, skill, and dispositions, and (3) effects on student learning and on creating environments that support learning.

It is the responsibility of the NCATE/CAEP Coordinator and the Unit Assessment Committee to coordinate follow-up surveys for candidates and employers, common critical performance tasks, training and technical studies to ensure reliable and valid data.

Central to this process is the collection of data from program and unit assessments, a data management system, unit and program assessment committees, the council of teacher education, an assessment coordinator, and the unit head.

Unit Operations and Program Assessments are intended to systematically collect data central to the operation of units and programs. For the unit this includes data on:

1. Advisement – e.g., program, career

2. Instruction – e.g., teaching, evaluation, clinical experiences, course logistics

3. Records – e.g., programs of study, check sheets, licensure

4. Resources – e.g., facilities, personnel, equipment/technology, funding

5. Faculty Matters—e.g., workload, evaluation/performance reviews, diversity, development, voice

6. Candidate Matters – e.g., diversity, complaints, student groups, communications

7. Staff Matters – e.g., diversity, workload, evaluation/performance reviews, development, and voice

8. Organization– e.g., governance, management, climate

 Individual programs also collect data to help in the assessment of candidates and of programs themselves. Data include:

1.   Learning Products– based on institutional, state and professional society standards, professional knowledge/skills/dispositions and impact on student learning, and specified proficiencies (e.g. candidates' portfolio tasks).

2.   Transition Points – Individual candidate records on pre-specified program transition points (e.g., program admission or exit)

3.   Program Components – learning products aggregated by courses, field experiences, and other such curricular elements (e.g. aggregated performances in a capstone course).

4. Post-Program Assessments – follow-up surveys of program completers and their employers as well as results from state licensure tests and external reviews (e.g., Rhode Island state program reviews).

The Data Management System is the system by which information is collected for data analyses and report writing. Presently the core of this system is a School of Education designed electronic portfolio system (efolio) that is presently utilized by the elementary, secondary, early childhood, physical and health education, music education, reading education, and special education programs. Since the internal development of the e-folio system, a number of vendors have developed electronic portfolio systems. We are presently under contract with TaskStream and have standardized and moved all critical performance tasks, evaluation instruments, and follow-up instruments to this system.

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 Early Childhood Education (ECE) 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 and vision 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. Housing all teacher education programs that require state licensure from the Rhode Island Department of Education in the same college/school is practical and efficient, and makes it easier for students to understand and navigate the system. Therefore, we are proposing that the existing ECE program be relocated to SOE.

Students in the ECE program currently earn a B.S. degree in HDF from CHS. If relocated to CEPS/SOE, ECE will become a major and students will earn a B.S. with a major in Early Childhood Education. ECE 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.

There are no substantive changes to the HDF program being requested with this proposal and there are no costs associated with this change. One current faculty position/line (Dr. Hyunjin Kim, the current ECE program coordinator and advisor) will be redeployed from CHS/HDF to CEPS/SOE. Dr. Kim will require some

administrative support, particularly around accreditation issues and may need advising support. SOE already manages early experience and student teaching placements and already acts as the liaison between the ECE program and RIDE. Current SOE staff (ex., Jihan Minikon, advisor; Josh Smith, Accreditation Specialist) can assist Dr. Kim as needed Therefore, no additional clerical resources are requested. It is conservatively estimated that the ECE program will attract 9 new students per year.

Appendix

Curriculum Sheet
Letter of support from HDF
Budget
Student Learning Outcomes Map

THE UNIVERSITY OF RHODE ISLAND
HDF/EARLY CHILDHOOD EDUCATION (ECE) CURRICULUM SHEET

FALL 2018-

120 Total Credits Required

Name: _____   ID Number: _____

Advisor Signature (Attached with Intent to Graduate Form) _____   Date: _____

Note to all students: This 2-sided worksheet is a snapshot of your entire curriculum. You must work with your advisor each term to discuss requirements to keep you on course for timely progress to complete this major. Official requirements for graduation are listed in the University Catalog.

GENERAL EDUCATION GUIDELINES: General education is 40 credits. Each of the 12 outcomes (A1-D1) must be met by at least 3 credits. A single course may meet more than one outcome, but cannot be double counted towards the 40 credit total. One course must be a Grand Challenge (G). No more than 12 credits can have the same course code (note- HPR courses may have more than 12 credits). General education courses may also be used to meet requirements of the major or minor when appropriate. **Courses meeting the following outcomes must be taken prior to admittance in to the HDF major: A2 Social & Behavioral Science; B1 Writing Effectively; & B3 Mathematical, statistical or computational strategies.**

General Education Credit Count

At least 40 credits; no more than 12 credits with the same course code

Course	Cr.	Course	Cr.
		Total General Education credits	

General Education Outcome Audit

At least 3 credits in each outcome	Course
KNOWLEDGE	
A1. STEM	
A2. Social & Behavioral Sciences	
A3. Humanities	
A4. Arts & Design	
COMPETENCIES	
B1. Write effectively	
B2. Communicate effectively	
B3. Mathematical, statistical, or computational strategies	
B4. Information literacy	
RESPONSIBILITIES	
C1. Civic knowledge & responsibilities	
C2. Global responsibilities	
C3. Diversity and inclusion	
INTEGRATE & APPLY	
D1. Ability to synthesize	
GRAND CHALLENGE	
G. Check that at least one course of your 40 credits is an approved "G" course	

Note. General Education courses that also count toward Early Childhood Education program include HDF 208 (A2), EDC 102 (B4, C3), 312 (A2, B4), 485 (D1).

OVER - FOR SPECIFIC PROGRAM REQUIREMENTS.

16

THE UNIVERSITY OF RHODE ISLAND

HDF/EARLY CHILDHOOD EDUCATION (ECE) CURRICULUM SHEET

FALL 2018-

120 Total Credits Required

ABOUT HDF BS DEGREE WITH EARLY CHILHOOD EDUCATION (ECE) TEACHER CERTIFICATION:

Students seeking admission to the bachelor's degree program in HDF must complete the following courses with an overall GPA of 2.0 prior to acceptance into the major: HDF 200 or 201, AND general education courses described on the previous page. An overall 2.0 GPA is needed to transfer from University College to the College of Health Sciences. At admission to the ECE Program, students must hold and maintain a 2.75 GPA overall, and in ECE required courses. HDF majors apply for admission to the ECE certificate program in their sophomore year (see below).

Program Requirements

Course	Title	Sem	Credit	Course	Title	Sem	Credit
Core Requirements for HDF				**Professional Content for ECE**			
~HDF 200	Life Span Development I		3	~HDF 203*	Introduction to Work with Children (See below)		4
HDF 201	Life Span Development II		3	~HDF 208	Health and Wellness of Young Child		3
HDF 202	Research Perspectives in HDF		3	~HDF 305	Family Engagement in Early Childhood Settings		3
HDF 205	Family Financial Issues Across the Life Span		3	~EDC 102	Introduction to American Education		3
~HDF 230	Marriage and Family Relationships		3	~EDC 250	Supervised Preprofessional Field Experience		1
				~EDC 312	The Psychology of Learning		3

HDF 203* must be completed or be enrolled in at time of application to the ECE Certificate Program

EARLY CHILDHOOD EDUCATION TEACHER CERTIFICATE PROGRAM

Acceptance into the certificate program requires a separate application available from the Office of Teacher Education online at http://web.uri.edu/education/office-of-teacher-education/. An interview, portfolio, and admittance test are part of the admission process. Students must be at the sophomore level to apply. The following requirements must be completed for this state-approved teacher certification program. These courses must be taken prior to Student Teaching.

AFTER ACCEPTANCE	Semester Taken
~HDF 301 (4) Early Childhood Curriculum I: Introduction to Curriculum (Fall 1)	_____
~HDF 420 (3) Early Language and Literacy Development (Fall 1)	_____
~HDF 303 (4) Early Childhood Curriculum II: Math & Science (Spring 1)	_____
~HDF 455 (3) Assessment in Early Childhood (Spring 1)	_____
~EDC 402 (3) The Education of Special Needs Students (Spring 1)	_____
~EDC 424 (3) Teaching Literacy in the Primary Grades (Spring 1)	_____
~EDC 426 (3) Early Childhood Curriculum III: Integrated Language Arts & Social Studies (Fall 2)	_____
~EDC 350 (1) Primary School Practicum (Fall 2, concurrent with EDC 426)	_____
~EDC 484 (12) Supervised Student Teaching (Spring 2, concurrent with EDC 485)	_____
~EDC 485 (3) Seminar in Teaching (Spring 2)	_____

Note. ~ Courses required for ECE teacher licensure, PK-2.

Free Electives: Use free electives as needed to total 120 credits											
Course	Cr	Sem	Course	Cr	Sem	Course	Cr	Sem	Course	Cr	Sem

THE
UNIVERSITY
OF RHODE ISLAND

HDF/ECE courses
1 message

Sue Adams <suekadams@uri.edu>   Fri, Oct 11, 2019 at 7:58 PM
To: "debriebe@URI.EDU" <debriebe@uri.edu>

To whom it may concern;

The Department of Human Development and Family Studies is pleased to continue to include Early Childhood Education Students in the following required courses: HDF 200, HDF 201, HDF 202, HDF 208, HDF 230, and HDF 305.

Sincerely,

Sue Adams

--
Sue K. Adams, Ph.D.
Professor and Chair
Dept. of Human Development and Family Studies
Transition Center 112
2 Lower College Road
Kingston, RI 02881
Phone: 401.874.5958
Fax: 401.874.4020
Email: suekadams@uri.edu

THE UNIVERSITY OF RHODE ISLAND

Joanne Lawrence <jlawrence@uri.edu>

KIN and HDF Program Moves to SOE
2 messages

Danielle Dennis <danielle_dennis@uri.edu>   Mon, Dec 9, 2019 at 1:00 PM
To: jlawrence@uri.edu
Cc: Deborah Riebe <debriebe@uri.edu>, Anne Seitsinger <anneseitsinger@uri.edu>

Dear Joanne,

The School of Education faculty voted on 9.20.19 to approve the Early Childhood Education and Healthy and Physical
Education programs to the SOE. The proposals the faculty voted on included the associated KIN and HDF courses.

Please do not hesitate to contact me if you have any questions.

Thank you,
Danielle

--
Danielle V. Dennis
Director, School of Education
Professor, Literacy Teacher Education and Policy
University of Rhode Island
Alan Shawn Feinstein College of Education and Professional Studies
401-874-4200
danielle_dennis@uri.edu

Joanne Lawrence <jlawrence@uri.edu>   Mon, Dec 9, 2019 at 1:11 PM
To: Danielle Dennis <danielle_dennis@uri.edu>
Cc: Deborah Riebe <debriebe@uri.edu>, Anne Seitsinger <anneseitsinger@uri.edu>

Thank you Danielle!

joanne

Joanne Lawrence
Specialist, Faculty Senate Office
301 Green Hall
401-874-2616

[Quoted text hidden]

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 ESTIMATES

	Year 1 2021		Year 2 2022		Year 3 2023		Year 4 2024	
Tuition: In-State	$12,590		$12,590		$12,590		$12,590	
Tuition: Out-State	$29,710		$29,710		$29,710		$29,710	
Tuition: Regional								
Mandatory fees per student	$1,976		$1,976		$1,976		$1,976	
FTE # of New Students: In-State	6		6		6		6	
FTE # of New Students: Out-State	3		3		3		3	
# of In-State FTE students transferring in from the institution's existing programs								
# of Out-State FTE students transferring 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	$75,540.00	$0.00	$75,540.00	$0.00	$75,540.00	$0.00	$75,540.00	$0.00
Out-of-State tuition	$89,130.00	$0.00	$89,130.00	$0.00	$89,130.00	$0.00	$89,130.00	$0.00
Regional tuition								
Mandatory fees	$17,784.00	$0.00	$17,784.00	$0.00	$17,784.00	$0.00	$17,784.00	$0.00
Second Year Students								
In-State tuition			$75,540.00	$0.00	$75,540.00	$0.00	$75,540.00	$0.00
Out-of-State tuition			$89,130.00	$0.00	$89,130.00	$0.00	$89,130.00	$0.00
Regional tuition								
Mandatory fees			$17,784.00	$0.00	$17,784.00	$0.00	$17,784.00	$0.00
Third Year Students								
In-State tuition					$75,540.00	$0.00	$75,540.00	$0.00
Out-of-State tuition					$89,130.00	$0.00	$89,130.00	$0.00
Regional tuition								
Mandatory fees					$17,784.00	$0.00	$17,784.00	$0.00
Fourth Year Students								
In-State tuition							$75,540.00	$0.00
Out-of-State tuition							$89,130.00	$0.00
Regional tuition								
Mandatory fees							$17,784.00	$0.00
Total Tuition and Fees	$182,454.00	$0.00	$364,908.00	$0.00	$547,362.00	$0.00	$729,816.00	$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	$182,454.00	$0.00	$364,908.00	$0.00	$547,362.00	$0.00	$729,816.00	$0.00

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

Note: Early Childhood Education is an existing program with 34 students; there is a conservative estimate for maintaining ~34 students.

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 50%								
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 Expenses	$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.

* Current budget is $5,700; requestion increase of $4,300

ACADEMIC PROGRAM BUDGET FORM

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

	Year 1 2020	Year 2 2021	Year 3 2022	Year 4 2023
BUDGET SUMMARY OF COMBINED EXISTING AND NEW PROGRAM				
Total Revenue	$182,454.00	$364,908.00	$547,362.00	$729,816.00
Total Expenses	$0.00	$0.00	$0.00	$0.00
Excess/Defeciency	**$182,454.00**	**$364,908.00**	**$547,362.00**	**$729,816.00**
BUDGET SUMMARY OF EXISTING PROGRAM ONLY				
Total Revenue	$0.00	$0.00	$0.00	$0.00
Total Expenses	$0.00	$0.00	$0.00	$0.00
Excess/Defeciency	**$0.00**	**$0.00**	**$0.00**	**$0.00**
BUDGET SUMMARY OF NEW PROGRAM ONLY				
Total of Newly Generated Revenue	$182,454.00	$364,908.00	$547,362.00	$729,816.00
Total of Additional Resources Required for	$0.00	$0.00	$0.00	$0.00
Excess/Deficiency	**$182,454.00**	**$364,908.00**	**$547,362.00**	**$729,816.00**

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

THE
UNIVERSITY
OF RHODE ISLAND

THINK BIG

BUDGET AND FINANCIAL PLANNING
Adams House, 85 Upper College Road, Kingston, RI 02881 USA   p: 401.874.2509   f: 401.874.5824   uri.edu/budget

DATE: November 7, 2019

TO: Margaret Benz
             Coordinator, Faculty Senate

FROM: Linda Barrett
             Director, Budget and Financial Planning

SUBJECT: Proposal to Transfer the Early Childhood Education Program to School of Education

As originally requested from Deborah Riebe, Associate Dean in the College of Health Sciences, on 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 Early Childhood Education Program to the School of Education.

The Budget and Financial Planning Office, including communications with Enrollment Services, concurs that the request to transfer the Early Childhood Education 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 Liguori
       Deb Riebe   R. Anthony Rolle
       Joanne Lawrence   John Humphrey
       Anne Veeger   Anne Seitsinger
       Danielle Dennis

Standards	Rhode Island Professional Teaching Standards/Outcomes			NAEYC PROGRAM STANDARDS/OUTCOMES						
Course # and Name	Instruction Cluster *Standard 1. General Knowledge Standard 2. Content Knowledge Standard 5. Critical Thinking Standard 9. Assessment*	Environmental Cluster *Standard 3. Learning and Development Standard 4. Diversity of Learners Standard 6. Learning Environment*	Professionalism Cluster *Standard 7. Collaboration Standard 8. Communication Standard 10. Professional Development Standard 11. Professional and Ethical Standards*	S1 Promoting child development and learning	S2 Building family and community relationship	S3 Observing, documenting, and assessing to support young children and families	S4 Using developmentally effective approaches	S5 Using content knowledge to build meaningful curriculum	S6 Becoming a professional	S7 Early childhood field experiences
EDC 102: Introduction to Education	I	I	I	I	I	I	I	I	I	
EDC 250: Supervised Pre Professional Field Experiences	I	I	I	1			I	I		I
EDC 312: Psychology of Learning			I	1	I	I	I	I	I	
HDF 203: Introduction to Work with Children	I	I	I	1	I	R	I	I	I	R
HDF 301: Early Childhood Curriculum I: Introduction to Curriculum	R	R	R	R	R	R	R	E	R	E
HDF 303: Early Childhood Curriculum II: Integrated Math and Science	R	R	R	R	R	R	R	E	R	E
HDF 305: Family Engagement in Early Childhood Settings	R	R	R	R	E		I	I	I	
HDF 357: Family and Community Health	R		R					I	R	
HDF 420: Early Language and Literacy Development	R	R	R	I	R	I	R	R	R	R
HDF 455: Assessment of Young Children	R	R	R	R	R	E		R	R	R
EDC 350: Primary School Practicum	R	R	R		R	R	R		R	E
EDC 402: Educating Students with Special Needs in Inclusive Settings	R	R		R			R	R		
EDC 424: Teaching Literacy in the Primary Grades	R	R	R	R			R	R	R	
EDC 426: Early Childhood Curriculum III: Integrated Language Arts and Social Studies	R	R	R	R	R	R	R	E	R	E
EDC 484: Supervised Student Teaching	E	E	E	E	E	E	E	E	E	E
EDC 485: Seminar in Teaching	E	E	E	E	E	E	E	E	E	E

RI PROFESSIONAL TEACHING STANDARDS AND CONTENT STANDARDS (NAEYC)

Student Learning Outcomes
Program Assessment Curriculum Map

PK-12 STUDENT STANDARDS AND RIDE PROGRAM APPROVAL OUTCOMES

Course # and Name	1.3 Standards Driven Instruction: PK-12 Student Standards *Identify the PK-12 Student Standards that are required for the certification area (Teachers only). Describe how candidates learn about and how to use the particular set of PK-12 standards in each course. (The Student Learning Standards are available on the RIDE website under PREP-RI Resources.)*				1.4 Data-Driven Instruction Map Key **I** = Outcome Introduced **R** = Outcome Reinforced **E** = Outcome Emphasized for Mastery	1.5 Technology Map Key **I** = Outcome Introduced **R** = Outcome Reinforced **E** = Outcome Emphasized for Mastery	1.6 Equity Map Key **I** = Outcome Introduced **R** = Outcome Reinforced **E** = Outcome Emphasized for Mastery	1.7 RI Educational Expectations Map Key **I** = Outcome Introduced **R** = Outcome Reinforced **E** = Outcome Emphasized for Mastery
Standards	**PK-12 Student Standards Set 1 CCSS ELA & Literacy**	**PK-12 Student Standards Set 2 CCSS Mathematics**	**PK-12 Student Standards Set 3 NGSS**	**PK-12 Student Standards Set 4 GSEs**				
EDC 102: Introduction to Education	I	I	I	I		I	I	I
EDC 250: Supervised Pre Professional Field Experiences								I
EDC 312: Psychology of Learning					I		I	I
HDF 203: Introduction to Work with Children	I	I	I	I	I	I	I	I
HDF 301: Early Childhood Curriculum I: Introduction to Curriculum	I	I		I	R	R	R	R
HDF 303: Early Childhood Curriculum II: Integrated Math and Science		R	R		R	R	R	R
HDF 305: Family Engagement in Early Childhood Settings				I	R		I	I
HDF 357: Family and Community Health				R	I	I	R	R
HDF 420: Early Language and Literacy Development	R				I	I	R	R
HDF 455: Assessment of Young Children	I	I	I	I	E	R	R	R
EDC 350: Primary School Practicum	R			R				R
EDC 402: Educating Students with Special Needs in Inclusive Settings							R	R
EDC 424: Teaching Literacy in the Primary Grades	E							R
EDC 426: Early Childhood Curriculum III: Integrated Language Arts and Social Studies	R			R	R	R	R	R
EDC 484: Supervised Student Teaching	E	E	E	E	E	E	E	E
EDC 485: Seminar in Teaching	E	E	E	E	E	E	E	E

<div align="center">

ABBREVIATED PROPOSAL FORM
For All Programs Including Certificates
No New Funding

</div>

A Proposal for: Transferring the Health and Physical Education Program to the School of Education

Date: 9/27/2019

A. PROGRAM INFORMATION

A1. Name of institution
   University of Rhode Island

A2. Name of department, division, school or college
   Department of Kinesiology (Health and Physical Education Program)
   College of Health Sciences

A3. Title of proposed program and Classification of Instructional Programs (CIP) code
   Program title: Health and Physical Education
   Classification code (CIP): 31.0501

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: 5/2021

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	Kinesiology	2/27/2019
	School of Education	9/20/2019
College	College of Health Sciences	

   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 Health and Physical Education (HPE) program, which is currently located in CHS/Department of Kinesiology (KIN), be relocated to CEPS, specifically to the School of Education (SOE). The mission and

vision of the HPE 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. Housing all teacher education programs that require state licensure from the Rhode Island Department of Education in the same college/school is practical and efficient, and makes it easier for students to understand and navigate the system.

Students in the HPE program currently earn a B.S. degree in KIN from CHS. When relocated to CEPS/SOE, HPE will become a major where students will earn a B.S. with a major in Health and Physical Education. HPE will change from a sub-plan (or track) in KIN to a major in SOE to better align with the structure of SOE. There are no substantive changes to the KIN program being requested with this proposal and there are no costs associated with this change. Two faculty positions/lines (Drs. Emily Clapham and Furong Xu) will move from CHS/KIN to CEPS/SOE.

To summarize:
- This is not technically a new program but a relocation of an existing program.
- The current HPE program is a sub-plan in KIN. Students completing this program earn a BS degree.
- It is proposed that the HPE program be relocated to CEPS/SOE. Moving forward, new cohorts of students completing the program will earn a B.S. with a major in Health and Physical Education.
- There are minimal curriculum changes (changing the prefix of some courses from KIN to EDC).
- No new resources are being requested.
- Two faculty lines, currently occupied by Drs. Emily Clapham and Furong Xu, will move from CHS/KIN 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:

2

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

N/A

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.

The state (Rhode Island Department of Education; RIDE) and nationally (National Council for Accreditation of Teacher Education; NCATE) accredited program in HPE leads to a career as a K-12 health and physical education teacher. Successful completion of the program results in RI state licensure in health education and physical education and certification in adapted physical education. Individuals with these three credentials are more competitive for teaching positions in Rhode Island and beyond.

The URI HPE program uses best practices, scientifically based approaches and experiential learning integrated across the curriculum to produce highly qualified teachers. The health education portion of the curriculum focuses on preparing preservice teachers to teach their students essential skills to adopt and support health enhancing behaviors. The physical education portion of the curriculum prepares preservice teachers to teach physical competence and knowledge of movement to set students on a path to a healthy and physically active lifestyle throughout their lives. Adapted physical education teaches preservice teachers how to perform a comprehensive assessment to modify physical activity so that it is as appropriate for the person with a disability, giving them the skills necessary for a lifetime rich in leisure, recreation, and experiences that enhance physical fitness.

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

The US bureau of labor statistics reports that the 2018 median salary for high school teachers is $60,320. A HPE teacher's salary is similar to other teacher salaries; the exact salary varies depending on many factors such as the level of the school (such as elementary, middle, high school or college), the location of the school, and the teacher's education and experience. Job growth for teachers is expected to be positive, with a projected job growth rate of 8% through 2026.

B3. Provide information on jobs available as a result of successfully completing the certificate or degree: job titles, job outlook/growth, and salaries.
There is demand for suitable physical education teachers who have exceptional ability in physical education and knowledge of health and nutrition. On July 8, 2019 there were 17,027 HPE teaching positions listed on Indeed.com.

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 student success, particularly through the use of experiential learning. Students in the HPE program have external placements in both elementary and secondary schools throughout the curriculum and 100% of students complete a full semester of student teaching.

  HPE 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. HPE graduates will impact the lives of children students across the country as they serve in teaching roles that promote healthy, physically active lifestyles.

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 HPE program already exists, the impact of this organizational change will not have an impact on the other public higher education institutions in Rhode Island.

  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*).**

  Qualified transfer students are accepted into the HPE program through the admissions office. There is no JAA program for HPE due to the nature of the program; particularly the very limited number of free electives (3), the lack of major-applicable courses at CCRI, the timing of application to SOE (typically third semester), and the sequencing and frequency of offering these courses. It would be

difficult for a student to earn 60 credits at CCRI and meet the Associates Degree requirements, and then transfer into URI and complete the HPE program in two years (and with 60 credits). CCRI students interested in pursuing HPE are encouraged to meet with their advisor and consider transferring early. Similar programs at RIC, Health Education and Physical Education (two separate majors), do not offer JAA agreements with CCRI.

Any approved general education course can transfer directly from CCRI to URI. Only 22 required credits required by the major currently transfer from CCRI:
BIOL 1002 as BIO 101 and 103
BIOL 1250 as KIN 123
BIOL 2040 as NUR 150
ENGL 1010 as WRT 104
HMNS 108 as HDF 357
HMNS 2070 as EDC 402
PSYC 2010 as PSY 113

Once moved into CEPS/SOE, HPE faculty (Dr. Emily Clapham and Dr. Furong Xu) will further examine potential opportunities for transfer agreements.

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?
Overall, the content in both Health Education and Physical Education programs is dictated by national accreditation standards. In Rhode Island, curriculum is also guides curriculum by Rhode Island Department of Education state standards.

Institutions of higher education approach HPE in a number of different ways:
- Some schools offer only physical education or health education programs
- Some schools offer separate physical education and health education programs
- Some schools, including URI, offer integrated Health and Physical Education programs that result in dual licensure

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

Yes, many students continue on for a master's degree in various education programs (e.g., education, physical education, educational leadership).

D6. How does this program of study interface with degree programs at the level below them?
There are no URI programs at the level below the HPE program (BS in Kinesiology).

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

All students in the HPE program complete preprofessional field experiences in health education and physical education throughout the HPE program. Students also student teach in Health Education and Physical Education at both the elementary and secondary levels during their last semester at URI. Placements and affiliation agreements are already managed by the SOE in consultation with HPE faculty.

D8. Indicate whether the program will be available to students under the New England Board of Higher Education's (NEBHE) Regional Student Program (RSP).

The HPE program will not be available under 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:

HPE is an existing program in KIN/CHS. It is proposed that the existing program in KIN become a major in SOE/CEPS with limited curricular changes. The prefix of current KIN courses directly related to the HPE program will be changed to an EDC prefix. HPE students will continue to take some courses (KIN 121, 123, 300, 370) in the Kinesiology (letter of support included in the appendices).

Currently, students earn a B.S. degree in KIN. Once the HPE program is relocated to SOE, students will earn a B.S. degree with a major in Health and Physical Education. If this proposal is approved, students currently in the HPE program will have the choice to earn a BS in KIN or change departments and earn a B.S. in HPE. Future candidates will earn a B.S. degree in HPE from SOE.

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.

There are no new courses associated with this program. Some of the current courses will change from a KIN prefix to an EDC prefix, two courses will be cross listed and six courses have minor name changes (indicated with parentheses below):

KIN 116 to EDC 116 Teaching Individual Sports Activities
KIN 117 to EDC 117 Teaching Team Sport Activities
KIN 118 to EDC 118 Teaching Lifetime Physical Activities
KIN 270 to EDC 270 Introduction to Teaching Physical Education and Health
KIN 304 to EDC 301 Methods of Teaching Physical Education in Elementary Schools
KIN 305 to EDC 302 Supervised Experience-Physical Education In the Elementary School

KIN 307 to EDC 307 Methods of School Health Instruction
KIN 309 to EDC 308 Supervised Experience in Health Education
KIN 310 to EDC 301 (Motor Development for Physical Education)
KIN 314 to EDC 314 Methods of Teaching Physical Education in Secondary Schools
KIN 315 to EDC 315 Supervised Experience-Physical Education in the Secondary
        School
KIN 322 to EDC 322 Outdoor Leisure Pursuits
KIN 324 to EDC 324 Rhythms and Dance
KIN 368 to EDC 368 Assessment in Physical Education and Health
KIN 401 to EDC/HLT 401 (cross list) Current Issues in Health Education
KIN 407 to EDC/KIN 407 (cross list) Physical Activity as Therapy
KIN 410 to EDC 410 Adapted Physical Education
KIN 411 to EDC 411 (Assessment for Adapted Physical Education)
KIN 430 to EDC 440 Adapted Aquatics

* The proposal to move one graduate level course, KIN 585 Disability Sports, to SOE with an EDC prefix is being submitted to the graduate school curriculum committee.

KIN/EDC courses are currently taught on a rotating basis so that each HPE course is offered every other year. This allows the HPE curriculum to be delivered by two faculty members. Once the HPE program has moved to SOE, the HPE faculty will work with the SOE curriculum committee to streamline the curriculum and create a feasible cohort model that is similar to other programs in SOE.

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.

The proposed HPE program contains two tracks: PK-12 Teacher Certification and Youth Health and Physical Activity Studies (currently referred to as Youth Movement Science in Kinesiology). Youth Health and Physical Activity Studies serves as an exit strategy for students who are unable to attain the required 2.5 GPA or are unable to meet RI standards for Praxis exam scores. The curriculum is identical to PK-12 Teacher Certification with the exception that students in Youth Health and Physical Activity Studies complete an internship (ex., YMCA, Boys and Girls Club…) rather than student teaching. The Youth Health and Physical Activity Studies track provides career and graduate study options for students. First, some students will be eligible for the MA-TCP program and will achieve a teaching certificate. Further, working in setting such as the YMCA and in before/after school programs is a viable career options for these students.

c. Course distribution requirements, if any, within program.
  N/A

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

Currently there are 3 credits of free electives, however this can vary when the student chooses to use specialization requirements as general education credits (ex., KIN 123, BIO 101, PSY 113). The low number of free electives are the result of the triple credentials of health education licensure, physical education licensure and adapted physical education certification earned by our students. Multiple credentials are required for many professional teaching positions, putting URI students at an advantage during job searches.

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 HPE program requires 124 credits. The program conforms to standards and is currently state-approved by The Rhode Island Department of Education (RIDE) and accredited by the National Council for Accreditation of Teacher Education (National Association for Sport and Physical Education [NASPE]; American Association for Health Education Effectiveness [AAHE]). Please note that NCATE recently changed their name to the Council for the Accreditation of Educator Preparation. Certification in adapted physical education is required by the Rhode Island Department of Health, making this program slightly longer than the majority of URI programs and other HPE programs that require the standard 120 credits.

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*).**

KIN 123, EDC 312 and NUR 150 are offered as an on-line as well as a face-to-face course.

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

Yes, the HPE program is currently accredited by RIDE and NCATE (NASPE and AAHE).

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.**

Upon completion of the HPE program, students are eligible for a Rhode Island license to teach physical education and health education and are eligible for certification in adapted physical education. Completing a Rhode Island approved program allows candidates to apply for license through reciprocity with 46 other states (https://www.teaching-certification.com/teaching/rhode-island-teacher-reciprocity.html); students are eligible to teach with minor state-specific requirements or without further action.

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.**

Upon successful completion of a URI teacher certification program, candidates will:

- Have a firm understanding of the content and pedagogical knowledge, skills and dispositions for teachers.
- Be successful in lesson planning for active learning.
- Complete multiple practicum experiences culminating with a final practicum/internship that prepares candidates to be the teacher of record in their own classroom.
- Understand and assess their impact on student learning.

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

We assess on three-transition points admission, prior to student teaching and program completion. We track critical benchmark tasks on Taskstream. These tasks must be completed successfully to move through transition points and be recommended for licensure. Taskstream data is available upon request.

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 and accreditation reports which include detailed information on learning outcomes from NCATE (NASPE and AHEE) are included in the appendices.

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?**

Two FTEs are required for this program. Drs. Emily Clapham and Furong Xu will be reassigned from KIN/CHS to SOE/CEPS. Dr. Clapham is a tenured associate professor and Dr. Xu is a tenured full professor.

F2. Facilities and Capitol Investments

It is requested that SOE identify office space in Chaffee Hall or a nearby space for Drs. Clapham and Xu starting in fall 2020. If needed, Drs. Claphan and Xu can continue to occupy two offices in Independence Square until May 2021. The HPE program will continue to use the Tootell Physical Education Center for equipment storage and to teach activity/methods courses. We are working with the Campus Planning Department in requesting the allocation of space.

Dr. Clapham's and Dr. Xu's current technology (computer/laptops) and all equipment related to HPE (e.g., sports equipment) will transfer to SOE/CEPS.

SOE already manages early experience and student teaching placements and already acts as the liaison between the HPE program and RIDE. Therefore, no additional resources are requested.

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.**

There are currently 16 HPE students and an additional 16 in the Youth Movement Science (YMS) program which is the precursor to HPE (and an exit strategy for students unable to meet teacher education benchmarks). This is not a new program and no change in the number of HPE students is expected, as it has been stable over the past five years. High school seniors interested in teacher education are the primary source of students. However, there will be a national shortage of certified teachers for the next 5-10 years as baby boomers continue to retire at record rates. We will need to meet that job demand by producing more teachers.

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.**

- Job placement upon graduation
- 4 years and 6 years completion rates
- Successful state accreditation by the Rhode Island Department of Education. HPE is currently accredited through Spring, 2021

- Successful national accreditation by NCATE through Spring, 2022

The Unit Assessment System for the School of Education, the Professional Education Unit at the University of Rhode Island, is set up to provide for the collection and analyses of data relative to candidate performance and unit operations. The purpose of this data collection is twofold, to evaluate the progress of program candidates and to improve programs at both the initial and advanced levels. Through the Unit Assessment System we collect data within and across programs for analyses. The unit assessment analyzes data on unit operations and the aggregated data on candidate performance. These data are used to measure unit effectiveness and promote program improvement.

Unit Assessment System Processes

Data from candidate assessments and unit operations are examined by Program Assessment Committees and the Unit Assessment Committee (made up of a representative from each program). The School of Education's Unit Assessment System is outlined in Figure 1 at the end of this document. These committees review aggregated data on candidate performance and data on unit operations. These data are used to make judgments about program and unit effectiveness. Each Program Committee approves a Program Assessment Plan that specifies assessments for examining individual performance at various transition points across each program to make judgments about candidate progress through programs.

The program level and unit level assessments are linked to provide a consistent and rich level of data for review. The program level critical performance assessments and follow-up data from programs (e.g., graduate surveys, employer surveys) serve as data for unit level assessments. The program level assessments are moving toward common formats to provide common data for aggregation:

1. Licensure assessment, or other content-based assessment

2. Content-based assessment

3. Assessment of candidate ability to plan instruction

4. Assessment of internship, practicum, or other clinical experience

5. Assessment of candidate effect on student learning

6. Additional assessment SPA or program based

7. Additional assessment SPA or program based (optional)

8. Additional assessment SPA or program based (optional)

A report at the program and unit level is written analyzing the data from assessments above (1-8). The report represents how the data are used to improve both candidate performance and program quality. This description, while based on individual

assessments (1-8), is a summary of findings, the faculty's interpretations, and changes made at the program and unit levels. Each report describes the steps program faculty have taken to use information from assessments to improve both candidate performance and the program outcomes. This information should be organized around (1) content knowledge, (2) pedagogical and professional knowledge, skill, and dispositions, and (3) effects on student learning and on creating environments that support learning.

It is the responsibility of the NCATE/CAEP Coordinator and the Unit Assessment Committee to coordinate follow-up surveys for candidates and employers, common critical performance tasks, training and technical studies to ensure reliable and valid data.

Central to this process is the collection of data from program and unit assessments, a data management system, unit and program assessment committees, the council of teacher education, an assessment coordinator, and the unit head.

Unit Operations and Program Assessments are intended to systematically collect data central to the operation of units and programs. For the unit this includes data on:

1. Advisement – e.g., program, career

2. Instruction – e.g., teaching, evaluation, clinical experiences, course logistics

3. Records – e.g., programs of study, check sheets, licensure

4. Resources – e.g., facilities, personnel, equipment/technology, funding

5. Faculty Matters—e.g., workload, evaluation/performance reviews, diversity, development, voice

6. Candidate Matters – e.g., diversity, complaints, student groups, communications

7. Staff Matters – e.g., diversity, workload, evaluation/performance reviews, development, and voice

8. Organization– e.g., governance, management, climate

Individual programs also collect data to help in the assessment of candidates and of programs themselves. Data include:

1. Learning Products– based on institutional, state and professional society standards, professional knowledge/skills/dispositions and impact on student learning, and specified proficiencies (e.g. candidates' portfolio tasks).

2. Transition Points – Individual candidate records on pre-specified program transition points (e.g., program admission or exit)

3. Program Components – learning products aggregated by courses, field experiences, and other such curricular elements (e.g. aggregated performances in a capstone course).

4. Post-Program Assessments – follow-up surveys of program completers and their employers as well as results from state licensure tests and external reviews (e.g., Rhode Island state program reviews).

The Data Management System is the system by which information is collected for data analyses and report writing. Presently the core of this system is a School of Education designed electronic portfolio system (efolio) that is presently utilized by the elementary, secondary, early childhood, physical and health education, music education, reading education, and special education programs. Since the internal development of the e-folio system, a number of vendors have developed electronic portfolio systems. We are presently under contract with TaskStream and have standardized and moved all critical performance tasks, evaluation instruments, and follow-up instruments to this system.

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 Health and Physical Education (HPE) program is an existing program housed within the Department of Kinesiology (KIN) in the College of Health Sciences (CHS). The mission and vision 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. Housing all teacher education programs that require state licensure from the Rhode Island Department of Education in the same college/school is practical and efficient, and makes it easier for students to understand and navigate the system. Therefore, we are proposing that the existing HPE program be relocated to SOE.

Students in the HPE program currently earn a B.S. degree in KIN from CHS. If relocated to CEPS/SOE, HPE will become a major and students will earn a B.S. with a major in Health and Physical Education. HPE will change from a program (or track) in KIN 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.

There are no substantive changes to the KIN program being requested with this proposal and there are no costs associated with this change. Two current faculty positions/lines (Drs. Emily Clapham and Furong Xu) will be redeployed from CHS/KIN to CEPS/SOE. SOE already manages early experience and student teaching placements and already acts as the liaison between the HPE program and RIDE. Therefore, no additional clerical resources are requested. It is conservatively estimated that the HPE program will attract 8 new students per year.

Appendix

Curriculum Plan for HPE PK-12 Teacher Certification Sub-plan
Curriculum Plan for Youth Health and Physical Activity Studies
Letter of Support from Dr. Hatfield, Kinesiology Chair
URI Assessment/learning outcome materials
Budget Forms and Approval Letter
Accreditation Reports (full reports can be provided upon request)

DEPARTMENT OF KINESIOLOGY   HPE - CURRICULUM SHEET 2019-2020   124 Total Credits Required

Name _____   ID Number _____

Advisor Signature (Intent to Graduate Form) _____   Date _____

General Education - Take at least 1course in each category; courses may count for 2 categories. Minimum of 40 credits.

Course	Credit	Grand Chal G	STEM A1	Social Sci A2	Human A3	Arts A4	Writing B1	Comm B2	Math B3	Info Lit B4	Civic C1	Global C2	Diversity C3	Integrate D1
Total Credits														

Requirements that may be used as gen eds: BIO 101, COM 100, KIN 123, NFS 207, PSY 113, WRT 106.

BASIC AND SOCIAL SCIENCE COGNATE

Courses	Credit	Prerequisites	Courses	Credit	Prerequisites
URI 101 (1)			KIN 278 PA Culture (3)*		
BIO 101 Biology (3)**			KIN 300 Ex Physiol (3)		BIO 121
BIO 103 Biology Lab (1)			KIN 370 Kinesiology (3)		BIO 121
BIO 220/221 A&P I/Lab (4)			PSY 113 Psychology (3)**		
BIO 222/223 A&P I/Lab (4)		BIO 220/221	KIN 381 Behavior (3)		PSY 113
Total Credits					

STUDENT TEACHING

Courses	Credit	Prerequisites
EDC 485 Seminar (3)		Completion of all course work and meeting RI state requirements for teacher education programs
EDC 486 Elem Teach (6)		
EDC 487 Second Teach (6)		
Total Credits		

TEACHING COGNATE					
Courses	Credit	Prerequisites	Courses	Credit	Prerequisites
COM 100 Comm. (3)**			KIN 270 Intro Teach (3)		
EDC 280 Career Sem (1)			KIN 368 Assessment (3)		Math gen ed requirement
EDC 312 Psych Learn (3)		PSY 113	WRT 104 or 106 Writing (3)**		
Total Credits					

PHYSICAL EDUCATION COGNATE					
Courses	Credit	Prerequisites	Courses	Credit	Prerequisites
KIN 116 Indiv Sports (1)			KIN 304 Elem Methods (3)		Concurrent enrollment in 305
KIN 117 Team Sports (1)			KIN 305 Elem Exper (1)		Concurrent enrollment in 304
KIN 118 Lifetime Act (1)			KIN 310 Motor Devel (3)		
KIN 121 Youth Fitness (1)			KIN 314 Secon Method (3)		Concurrent enrollment in 315
KIN 322 Outdoor Activ (1)			KIN 315 Secon Exper (1)		Concurrent enrollment in 314
KIN 324 Rhythm Dance (1)					
Total Credits					

HEALTH COGNATE					
Courses	Credit	Prerequisites	Courses	Credit	Prerequisites
KIN 123 Health (3)**			KIN 307 Health Methods (3)		Concurrent enrollment in 309
HDF 357 Comm Health (3)		Jr. Standing	KIN 309 Health Exper (1)		Concurrent enrollment in 307
KIN 401 Current Issues (3)			PSY 460 Subs. Trouble (3) **OR** PSY/BPS 436 Psych Drug (3)		BIO 101 or 113 or 121 or PSY 381
NFS 207 Nutrition (3)**					
NUR 150 Sexuality (3)					
Total Credits					

ADAPTED PHYSICAL AND HEALTH EDUCATION COGNATE					
Courses	Credit	Prerequisites	Courses	Credit	Prerequisites
KIN 410 Adapted PE (3)		KIN 304 or 314	EDC 402 Special Needs (3) **OR** KIN 585 Disability Sport (3)		
KIN 430 Adapted Aqua (3)		KIN 410			
Total Credits					

*Course will not be offered 2019-2020 academic year. See your advisor for replacement credits if necessary.

** May be used as a general education course. Mark GE if used as a gen ed (credits cannot count twice).

FREE ELECTIVES - Use free electives as needed to total 124 credits.
Total Credits

RI state requirements for teacher education programs. These are subject to change at any time.
Students must pass all 3 sections of the Praxis I: Praxis Core Academic Skills for Educators (core) tests or have a composition reading and math SAT score of 1150 to be eligible to apply for the Health and Physical Education program (HPE)
Students in the HPE program must take and pass the Praxis II: PLT Test, the P-12 Physical Education Content Knowledge test, and the P-12 Health Education Content Knowledge Test to be eligible to student teach. Students who do not pass these exams can complete their degree (Youth Movement Science Internship) but will not be eligible for teacher certification.
For more info on application and test scores go to http://www.uri.edu/hss/education/applicants/index.html and http://web.uri.edu/kinesiology

Name _____   ID Number _____

Advisor Signature (Intent to Graduate Form) _____   Date _____

General Education - Take at least 1course in each category; courses may count for 2 categories. Minimum of 40 credits.

Course	Credit	Grand Chal G	STEM A1	Social Sci A2	Human A3	Arts A4	Writing B1	Comm B2	Math B3	Info Lit B4	Civic C1	Global C2	Diversity C3	Integrate D1
Total Credits														

Requirements that may be used as gen eds: BIO 101, COM 100, KIN 123, NFS 207, PSY 113, WRT 106.

BASIC AND SOCIAL SCIENCE COGNATE

Courses	Credit	Prerequisites	Courses	Credit	Prerequisites
URI 101 (1)			KIN 278 PA Culture (3)		
BIO 101 Biology (3)*			KIN 300 Ex Physiol (3)		BIO 121
BIO 103 Biology Lab (1)			KIN 370 Kinesiology (3)		BIO 121
BIO 220/221 A&P I/Lab (4)			PSY 113 Psychology (3)*		
BIO 222/223 A&P I/Lab (4)		BIO 220/221	KIN 381 Behavior (3)		PSY 113
Total Credits					

Internship

Courses	Credit	Prerequisites
EDC 485 Seminar (3)		Completion of all course work and meeting RI state requirements for teacher education programs
KIN 484 Internship (12)		
Total Credits		

TEACHING COGNATE					
Courses	Credit	Prerequisites	Courses	Credit	Prerequisites
COM 100 Comm. (3)*			KIN 270 Intro Teach (3)		
EDC 280 Career Sem (1)			KIN 368 Assessment (3)		Math gen ed requirement
EDC 312 Psych Learn (3)		PSY 113	WRT 104 or 106 Writing (3)*		
Total Credits					

PHYSICAL EDUCATION COGNATE					
Courses	Credit	Prerequisites	Courses	Credit	Prerequisites
KIN 116 Indiv Sports (1)			KIN 304 Elem Methods (3)		Concurrent enrollment in 305
KIN 117 Team Sports (1)			KIN 305 Elem Exper (1)		Concurrent enrollment in 304
KIN 118 Lifetime Act (1)			KIN 310 Motor Devel (3)		
KIN 121 Youth Fitness (1)			KIN 314 Secon Method (3)		Concurrent enrollment in 315
KIN 322 Outdoor Activ (1)			KIN 315 Secon Exper (1)		Concurrent enrollment in 314
KIN 324 Rhythm Dance (1)					
Total Credits					

HEALTH COGNATE					
Courses	Credit	Prerequisites	Courses	Credit	Prerequisites
KIN 123 Health (3)*			KIN 307 Health Methods (3)		Concurrent enrollment in 309
HDF 357 Comm Health (3)		Jr. Standing	KIN 309 Health Exper (1)		Concurrent enrollment in 307
KIN 401 Current Issues (3)			PSY 460 Subs. Trouble (3) **OR** PSY/BPS 436 Psych Drug (3)		BIO 101 or 113 or 121 or PSY 381
NFS 207 Nutrition (3)*					
NUR 150 Sexuality (3)					
Total Credits					

ADAPTED PHYSICAL AND HEALTH EDUCATION COGNATE					
Courses	Credit	Prerequisites	Courses	Credit	Prerequisites
KIN 410 Adapted PE (3)		KIN 304 or 314	EDC 402 Special Needs (3) **OR**		
KIN 430 Adapted Aqua (3)		KIN 410	KIN 585 Disability Sport (3)		
Total Credits					

* May be used as a general education course. Mark GE if used as a gen ed (credits cannot count twice).

FREE ELECTIVES - Use free electives as needed to total 124 credits.
Total Credits

RI state requirements for teacher education programs. These are subject to change at any time.
Students must pass all 3 sections of the Praxis I: Praxis Core Academic Skills for Educators (core) tests or have a compositon reading and math SAT score of 1150 to be eligible to apply for the Health and Physical Education program (HPE)
Students in the HPE program must take and pass the Praxis II: PLT Test, the P-12 Physical Education Content Knowledge test, and the P-12 Health Education Content Knowledge Test to be eligible to student teach. Students who do not pass these exams can complete their degree (Youth Movement Science Internship) but will not be eligible for teacher certification.
For more info on application and test scores go to http://www.uri.edu/hss/education/applicants/index.html and http://web.uri.edu/kinesiology

KIN courses for HPE students

1 message

doch@uri.edu <doch@uri.edu>   Fri, Sep 27, 2019 at 10:53 AM
To: Deborah Riebe <debriebe@uri.edu>

To whom it may concern;

The Department of Kinesiology is pleased to continue to include Health and Physical Education Students in the following required courses: KIN 121, KIN 123, KIN 300 and KIN 370.

Sincerely,

Disa Hatfield

Disa Hatfield, Ph.D., M.A., CSCS*D

Chair, Department of Kinesiology

University of Rhode Island

25 West Independence Way, Suite P

Kingston, RI 02881

Work (401) 874-5183

Fax (401) 874-4215

doch@uri.edu

THE
UNIVERSITY
OF RHODE ISLAND

Joanne Lawrence <jlawrence@uri.edu>

KIN and HDF Program Moves to SOE

2 messages

Danielle Dennis <danielle_dennis@uri.edu>   Mon, Dec 9, 2019 at 1:00 PM
To: jlawrence@uri.edu
Cc: Deborah Riebe <debriebe@uri.edu>, Anne Seitsinger <anneseitsinger@uri.edu>

Dear Joanne,

The School of Education faculty voted on 9.20.19 to approve the Early Childhood Education and Healthy and Physical
Education programs to the SOE. The proposals the faculty voted on included the associated KIN and HDF courses.

Please do not hesitate to contact me if you have any questions.

Thank you,
Danielle

--
Danielle V. Dennis
Director, School of Education
Professor, Literacy Teacher Education and Policy
University of Rhode Island
Alan Shawn Feinstein College of Education and Professional Studies
401-874-4200
danielle_dennis@uri.edu

Joanne Lawrence <jlawrence@uri.edu>   Mon, Dec 9, 2019 at 1:11 PM
To: Danielle Dennis <danielle_dennis@uri.edu>
Cc: Deborah Riebe <debriebe@uri.edu>, Anne Seitsinger <anneseitsinger@uri.edu>

Thank you Danielle!

joanne

Joanne Lawrence
Specialist, Faculty Senate Office
301 Green Hall
401-874-2616

[Quoted text hidden]

THE
UNIVERSITY
OF RHODE ISLAND

UNDERGRADUATE/ FIRST PROFESSIONAL DEGREE/GRADUATE PROGRAM ASSESSMENT OF STUDENT LEARNING OUTCOMES - INVENTORY OF SPECIALIZED AND PROGRAM ACCREDITATION

E1-B

Program and degree(s) offered: Health and Physical Education, Kinesiology	**Curriculum map attached:**
Program assessed in *this* report: Health Physical Education Teacher Certification	_____Yes; please note any changes in outcomes since the last report:
Department Chair: Dr Disa Hatfield	
Form completed by: Disa Hatfield	xNo; please explain: The HPE program follows outcome assessment requirements as dictated by their accreditation organizations.
Academic Reporting Year: May 2019	
URL for published learning outcomes (please complete URL): web.uri.edu/	

Professional, Specialized, State, or programmatic accreditations currently held by the institution (by agency or program name)	Date of most recent accreditation action by each listed agency	List key issues for continuing accreditation identified in accreditation action letter or report	Key performance indicators as required by agency or selected by program (licensure, board, or bar pass rates; employment rates, etc.)*	Date and nature of next scheduled review
RIDE	Spring 2017	RIDE Recommendations for HPE: 1. Continue efforts to strengthen candidate proficiency in health education. Through additional hiring or professional learning, augment faculty's current capacity to provide high quality preparation in the area of health preparation. 2. Work with clinical partners to identify best practices for working with English learners and students with disabilities in music, physical education/health, and world languages. Identify authentic experiences for working with parents that the program should integrate into candidates' courses of study. 3. For physical education and health, develop systems to track and ensure that all candidates meet clinical experience	State licensure exams pass rate 100%	Spring 2021

UNDERGRADUATE/ FIRST PROFESSIONAL DEGREE/GRADUATE PROGRAM ASSESSMENT OF STUDENT LEARNING OUTCOMES - INVENTORY OF SPECIALIZED AND PROGRAM ACCREDITATION

		requirements for all three certifications.		
NCATE	Spring 2015	All Standards met, continue making progress towards Assessment System and Unit Evaluation. Three Areas for Improvement were continued from 2008. 1. Candidates have limited opportunities to interact with faculty from diverse populations. 2. Candidates have limited opportunities to interact with peers from diverse racial and ethnic groups. 3. The unit does not have sufficient administrative support staff to ensure the effective and efficient operation of the unit for the preparation of educators.	State licensure exams pass rate 100%	Spring 2022
NASPE	02/01/2016	Standards met, no concerns	State licensure exams pass rate 100%	Fall 2019
AAHE	08/01/2016	Standards met, no concerns	State licensure exams pass rate 100%	Fall 2019

*Record results of key performance indicators on page 2

URI Assessment Reporting Form is in compliance with NEASC and campus reporting requirements.

2

UNDERGRADUATE/ FIRST PROFESSIONAL DEGREE/GRADUATE PROGRAM ASSESSMENT OF STUDENT LEARNING OUTCOMES - INVENTORY OF SPECIALIZED AND PROGRAM ACCREDITATION

S-Series

LICENSURE PASSAGE AND JOB PLACEMENT RATES					
	2 Years Prior Fa16-Sp17	1 Year Prior Fa17-Sp18	Most Recent Year Fa18-Sp19	Goal Next Year Fa19-Sp20	Goal 2 Years Forward Fa20-Sp21
State Licensure Passage Rates *					
1 Physical Education Content Exam	17/17 (100%)	16/16 (100%)	16/16 (100%)	12/12 (100%)	16/16 (100%)
2 Health Education Content Exam	17/17 (100%)	16/16 (100%)	16/16 (100%)	12/12 (100%)	16/16 (100%)
3 Principles of Learning and Teaching (PLT)	17/17 (100%)	16/16 (100%)	16/16 (100%)	12/12 (100%)	16/16 (100%)
4					
5					
National Licensure Passage Rates *					
1					
2					
3					
4					
5					
Job Placement Rates **					
1					
2					
3					
4					
5					
6					
7					

* For each licensure exam, give the name of the exam above along with the number of students for whom scores are available and the total number of students eligible to take the examination (e.g. National Podiatric Examination, 12/14). In following columns, report the passage rates for students for whom scores are available, along with the institution's goals for succeeding years.

** For each major for which the institution tracks job placement rates, list the degree and major, and the time period following graduation for which the institution is reporting placement success (e.g., Mechanical Engineer, B.S., six months). In the following columns, report the percent of graduates who have jobs in their fields within the specified time.

Institutional Notes of Explanation	
a	
b	
c	
d	

UNDERGRADUATE/ FIRST PROFESSIONAL DEGREE/GRADUATE PROGRAM ASSESSMENT OF STUDENT LEARNING OUTCOMES - INVENTORY OF SPECIALIZED AND PROGRAM ACCREDITATION

e	

Please share a summary update and/or highlights about recent assessment activity which has impacted student learning in your program:

Follow up surveys are administered to initial program completers at the end of their student teaching experience using our electronic portfolio assessment system, TaskStream, which has been gradually implemented into the SOE since the fall of 2012 and is now fully operational in all initial licensure programs. Program completer surveys are completed as a pass/fail assignment during the student teaching seminar, which has led to very high response rates. Prior to 2012, the exit survey was administered through SurveyMonkey and response rates were adequate around 50-60%. TaskStream allowed the assessment office to make it a seminar requirement, while keeping it anonymous to faculty, which resulted in response rate above 95%.

In addition to immediate program completer surveys, the assessment office also sends out a 2-year out survey to completers. We have sent this survey out to the program completers from 2010 through 2015. The response rates were as follows: 2010 (30%), 2011 (30%), 2012 (30%), 2013 (21%, 2014 (27%). In an effort to raise response rates the assessment office has adapted the survey to better align with the new RIDE standards, while also truncating it to be more reasonable to complete on a hand-held or tablet device. The original 2-year out survey consisted of 44 questions on 4 separate pages. The new survey consists of 29 likert-scale questions on one page. The latest edition of this survey went out in February of 2017 for the 2015 completers. Reminders will go out every three months through the summer of 2017. Response rates are optimistically high at this point in the data collection.

As with other education programs in SOE, program completers in HPE are asked to complete opened ended questions as part of their end of semester exit survey on Taskstream during EDC 485 (Student Teaching Seminar). Answers are compiled and reviewed by the HPE faculty who then makes curriculum decisions based on their responses accordingly.

The HPE program has used all survey data to work toward improving the program in several other ways to improve the program including:

• More emphasis on actual teaching and reflection during the early practicum experience (KIN 270).
• More time spent on realistic teaching situations and expectations (KIN305, KIN309, KIN315, etc.).
• More time spent on writing objectives and SLO's (KIN305, KIN309, KIN315, etc.)
• Improved communication with cooperating teachers

Completers also commented on the following strengths of the HPE program including:

• Excellent faculty with great enthusiasm and motivation.
• Variety of placements throughout the program including health, physical education and adapted physical education
• Excellent adapted physical education experiences with the APE labs
• Helps students develop a strong sense of team-teaching with several group assignments and projects throughout the program.

THE UNIVERSITY OF RHODE ISLAND

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

Program/Degree	Health and Physical Education (HPE) Teacher Cert, Kinesiology, BS	Academic Year of Submission	2020
Department/College	Kinesiology	Date Review Submitted	2020

Reporting Form	Criteria	Score	
E1-B	**Submitted:**	☒ Yes	☐ No
Listed professional, specialized, state or programmatic accreditations currently held by the institution (by agency or program name)		☒ Yes	☐ No
Listed date of most recent accreditation action by each listed agency		☒ Yes	☐ No
Identified key issues for continuing accreditation identified in accreditation action letter or report		☒ Yes	☐ No
Listed key performance indicators as required by agency or selected by program (licensure, board, or bar pass rates, employment rates, etc.)		☒ Yes	☐ No
Listed date and nature of next schedule review for each accrediting body		☒ Yes	☐ No
Series S	**Submitted:**	☒ Yes	☐ No
State licensure passage rates		☒ Yes	☐ N/A
National licensure passage rates		☐ Yes	☒ N/A
Job placement rates		☐ Yes	☒ N/A
Institutional notes of explanation		☐ Yes	☒ N/A
Assessment			
Provided additional updates, highlights or comments on recent assessment efforts		☒ Yes	☐ No

Comments about highlights on assessment efforts as appropriate:
- Information shared about tracking student success:
    - Excellent feedback from graduating student exit surveys and follow-up surveys 2-years post grad.
    - Taskstream continues to be critically useful technology for tracking student success.
- Survey data is reported as key/critical to course-level improvements in curriculum and feedback on what is going well for students in the program.

*No information was shared about program improvement/changes based on the assessment of actual student work, and strengths or weaknesses in student performance uncovered by faculty. Accreditation reports likely capture more of those details in reporting how the program is using assessment results to inform change in addition to important use of student self -report and/or survey data.

Rank-level Designation

Meets expectations	Information Missing	No report submitted
☒	☐	☐

THE UNIVERSITY OF RHODE ISLAND

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

Program/Degree	Kinesiology BS	Academic Year of Submission	2019
Department/College	College of Health Sciences	Date Review Submitted	2019

Reporting Form	Criteria	Score	
E1-B	**Submitted:**	☒ Yes	☐ No
Listed professional, specialized, state or programmatic accreditations currently held by the institution (by agency or program name)		☒ Yes	☐ No
Listed date of most recent accreditation action by each listed agency		☒ Yes	☐ No
Identified key issues for continuing accreditation identified in accreditation action letter or report		☒ Yes	☐ No
Listed key performance indicators as required by agency or selected by program (licensure, board, or bar pass rates, employment rates, etc.)		☒ Yes	☐ No
Listed date and nature of next schedule review for each accrediting body		☒ Yes	☐ No
Series S	**Submitted:**	☒ Yes	☐ No
State licensure passage rates		☐ Yes	☒ N/A
National licensure passage rates		☐ Yes	☒ N/A
Job placement rates		☒ Yes	☐ N/A
Institutional notes of explanation		☒ Yes	☐ N/A
Assessment			
Provided additional updates, highlights or comments on recent assessment efforts		☒ Yes	☐ No

Comments about highlights on assessment efforts as appropriate:

This report is well organized and, except for the URL that is not provided, comprehensive and thorough in its coverage. It is commendable that the program is providing more checkpoints in laboratory classes that will enable students to receive additional feedback regarding their progress on targeted outcomes. Also, the table provided for addressing the COAES (accreditation body) indicators is comprehensive and well organized and has added additional categories not required by the accreditation body. A clear explanation of key issues is provided, as are related goals and a strategic plan for the next two years. A well written, well organized history of the challenges involved in the formation of an upcoming Advisory Board in 2019-2010, as recommended by the accreditation body, is provided.

The program report states that it is highly successful in meeting its goals for post-graduation employment of its students. It is recommended, however, that actual follow up data be collected and analyzed, on a systematic and regular basis, in order to validate this claim with actual evidence, thereby attracting new students to the program and showcasing program effectiveness and marketability to the university, the general public, and the accreditation body.

Rank-level Designation		
Meets expectations	Information Missing	No report submitted
☒	☐	☐

DATE: November 7, 2019

TO: Margaret Benz
           Coordinator, Faculty Senate

FROM: Linda Barrett
           Director, Budget and Financial Planning

SUBJECT: Proposal to Transfer the Health and Physical Education 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 Health and Physical Education Program to the School of Education.

The Budget and Financial Planning Office, including communications with Enrollment Services, concurs that the request to transfer the Health and Physical Education 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 Liguori
      Deb Riebe   R. Anthony Rolle
      Joanne Lawrence   John Humphrey
      Anne Veeger   Anne Seitsinger
      Danielle Dennis

Office/BudgetImpactStttements/transferkinesiolgytoSOE/BudgetImpactStatementLetter

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 ESTIMATES

	Year 1		Year 2		Year 3		Year 4	
	2021		2022		2023		2024	
Tuition: In-State	$12,590		$12,590		$12,590		$12,590	
Tuition: Out-State	$29,710		$29,710		$29,710		$29,710	
Tuition: Regional								
Mandatory fees per student	$1,976		$1,976		$1,976		$1,976	
FTE # of New Students: In-State	6		6		6		6	
FTE # of New Students: Out-State	2		2		2		2	
# of In-State FTE students transferring in from the institution's existing programs								
# of Out-State FTE students transferring 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	$75,540.00	$0.00	$75,540.00	$0.00	$75,540.00	$0.00	$75,540.00	$0.00
Out-of-State tuition	$59,420.00	$0.00	$59,420.00	$0.00	$59,420.00	$0.00	$59,420.00	$0.00
Regional tuition								
Mandatory fees	$15,808.00	$0.00	$15,808.00	$0.00	$15,808.00	$0.00	$15,808.00	$0.00
Second Year Students								
In-State tuition			$75,540.00	$0.00	$75,540.00	$0.00	$75,540.00	$0.00
Out-of-State tuition			$59,420.00	$0.00	$59,420.00	$0.00	$59,420.00	$0.00
Regional tuition								
Mandatory fees			$15,808.00	$0.00	$15,808.00	$0.00	$15,808.00	$0.00
Third Year Students								
In-State tuition					$75,540.00	$0.00	$75,540.00	$0.00
Out-of-State tuition					$59,420.00	$0.00	$59,420.00	$0.00
Regional tuition								
Mandatory fees					$15,808.00	$0.00	$15,808.00	$0.00
Fourth Year Students								
In-State tuition							$75,540.00	$0.00
Out-of-State tuition							$59,420.00	$0.00
Regional tuition								
Mandatory fees							$15,808.00	$0.00
Total Tuition and Fees	$150,768.00	$0.00	$301,536.00	$0.00	$452,304.00	$0.00	$603,072.00	$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	$150,768.00	$0.00	$301,536.00	$0.00	$452,304.00	$0.00	$603,072.00	$0.00

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

Note: Health and Physical Education is an existing program with 40 students; there is a conservative estimate for maintaining 40 students.

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 50%								
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 Expenses	$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.

* Current budget is $5,700; requestion increase of $4,300

ACADEMIC PROGRAM BUDGET FORM

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

	Year 1 2020	Year 2 2021	Year 3 2022	Year 4 2023
BUDGET SUMMARY OF COMBINED EXISTING AND NEW PROGRAM				
Total Revenue	$150,768.00	$301,536.00	$452,304.00	$603,072.00
Total Expenses	$0.00	$0.00	$0.00	$0.00
Excess/Defeciency	**$150,768.00**	**$301,536.00**	**$452,304.00**	**$603,072.00**
BUDGET SUMMARY OF EXISTING PROGRAM ONLY				
Total Revenue	$0.00	$0.00	$0.00	$0.00
Total Expenses	$0.00	$0.00	$0.00	$0.00
Excess/Defeciency	**$0.00**	**$0.00**	**$0.00**	**$0.00**
BUDGET SUMMARY OF NEW PROGRAM ONLY				
Total of Newly Generated Revenue	$150,768.00	$301,536.00	$452,304.00	$603,072.00
Total of Additional Resources Required for	$0.00	$0.00	$0.00	$0.00
Excess/Deficiency	**$150,768.00**	**$301,536.00**	**$452,304.00**	**$603,072.00**

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

NATIONAL RECOGNITION REPORT
Initial Preparation of Physical Education Teachers
(2008 Standards)

NCATE recognition of this program is dependent on the review of the program by representatives of the National Association for Sport and Physical Education (NASPE).

COVER PAGE

Name of Institution

University of Rhode Island

Date of Review

MM   DD   YYYY

02 / 01 / 2016

This report is in response to a(n):

○ Initial Review

○ Revised Report

◉ Response to Conditions

Program(s) Covered by this Review

Physical Education

Grade Level[1]

K-12

_____

(1) e.g. Early Childhood; Elementary K-6

Program Type

First Teaching License

Award or Degree Level(s)

◉ Baccalaureate

○ Post Baccalaureate

○ Master's (Initial licensure)

PART A - RECOGNITION DECISION

SPA Decision on NCATE recognition of the program(s):

◉ Nationally recognized

○

Nationally recognized with conditions

○ Further development required **OR** Nationally recognized with probation **OR** Not nationally recognized [See Part G]

Test Results (from information supplied in Assessment #1, if applicable)
The program meets or exceeds an 80% pass rate on state licensure exams:
◉ Yes
○ No
○ Not applicable
○ Not able to determine

Comments, if necessary, concerning Test Results:
The program supplied two years of Praxis II 0091 results. Sub-scores were provided within this review.

Summary of Strengths:
Early and often field experiences.

Adapted class projects.

PART B - STATUS OF MEETING SPA STANDARDS

Standard 1: Scientific and Theoretical Knowledge
Physical education teacher candidates know and apply discipline-specific scientific and theoretical concepts critical to the development of physically educated individuals.

Element 1.1 Describe and apply physiological and biomechanical concepts related to skillful movement, physical activity and fitness.

Met	Met with Conditions	Not Met
◉	○	○

Element 1.2 Describe and apply motor learning and psychological/behavioral theory related to skillful movement, physical activity, and fitness.

Met	Met with Conditions	Not Met
◉	○	○

Element 1.3 Describe and apply motor development theory and principles related to skillful movement, physical activity, and fitness.

Met	Met with Conditions	Not Met
◉	○	○

Element 1.4 Identify historical, philosophical, and social perspectives of physical education issues and legislation.

Met	Met with Conditions	Not Met
◉	○	○

Element 1.5 Analyze and correct critical elements of motor skills and performance concepts.

Met	Met with Conditions	Not Met
⦿	○	○

Decision for Standard 1:

Met	Met with Conditions	Not Met
⦿	○	○

Comments:

The program offered Assessments 1, 2, and 4 as addressing this standard.

Assessment I: Praxis II (0091). This paper and pencil test provides partial evidence for Elements 1.1 - 1.3 addressing the "describe" portion. Praxis II (0091) provides full evidence for addressing Element 1.4, and no evidence of Element 1.5. Condition #4 - providing sub scores was met.

Assessment 2: Research in Adapted PE Project. On the revised tool, part of the project was group while a portion was individual. This tool addresses the describe portion of Standard 1, requiring the Teacher Candidate to share research articles with Cooperating Teachers and classmates. The program suggests that there is an application required by these elements; however, reviewers could not find the "application" portion. Element 1.4 would also be met with this tool.

Assessment 4: Student Teaching Final Summative. The items on this tool minimally address the "apply" portions of Elements 1.1- 1.3. Reviewers were unable to find any descriptions revealing the "criterion score" established by the program. Without this criterion being revealed, as currently written, this tool will not address Elements 1.1- 1.3. The descriptors for Element 1.5 were clear and provided distinct levels of performance. Data supported candidates accomplishing this element. Reviewers noted the use of the 2008 NASPE Initial Standards Rubric verbatim. While this is an acceptable practice, programs are encouraged to revise the rubric descriptions to better represent the inherent intricacies contained within the program. Condition #1 is minimally met.

Elements 1.1 - 1.5 are met.

Standard 1 is Met.

Standard 2: Skill and Fitness Based Competence

Physical education teacher candidates are physically educated individuals with the knowledge and skills necessary to demonstrate competent movement performance and health enhancing fitness as delineated in the NASPE K – 12 Standards.

Element 2.1 Demonstrate personal competence in motor skill performance for a variety of physical activities and movement patterns.

Met	Met with Conditions	Not Met
⦿	○	○

Element 2.2 Achieve and maintain a health-enhancing level of fitness throughout the program.

Met	Met with Conditions	Not Met
⦿	○	○

Element 2.3 Demonstrate performance concepts related to skillful movement in a variety of physical

activities.

Met   Met with Conditions   Not Met

(●)   ( )   ( )

Decision for Standard 2:

Met   Met with Conditions   Not Met

(●)   ( )   ( )

Comments:

The program provided Assessment 7 as addressing this standard.

Assessment 7: Course Grades. This assessment, correctly submitted, provides evidence of addressing Elements 2.1-2.3. The program offers that Element 2.2 is addressed three times during the program in KIN 270, 368, and EDC 485 (culmination of student teaching). Data support findings.

Standard 2 is Met.

Standard 3: Planning and Implementation
Physical education teacher candidates plan and implement developmentally appropriate learning experiences aligned with local, state, and national standards to address the diverse needs of all students.
Element 3.1 Design and implement short and long term plans that are linked to program and instructional goals as well as a variety of student needs.

Met   Met with Conditions   Not Met

(●)   ( )   ( )

Element 3.2 Develop and implement appropriate (e.g., measurable, developmentally appropriate, performance based) goals and objectives aligned with local, state, and /or national standards.

Met   Met with Conditions   Not Met

(●)   ( )   ( )

Element 3.3 Design and implement content that is aligned with lesson objectives.

Met   Met with Conditions   Not Met

(●)   ( )   ( )

Element 3.4 Plan for and manage resources to provide active, fair, and equitable learning experiences.

Met   Met with Conditions   Not Met

(●)   ( )   ( )

Element 3.5 Plan and adapt instruction for diverse student needs, adding specific accommodations and/or modifications for student exceptionalities.

Met   Met with Conditions   Not Met

(●)   ( )   ( )

Element 3.6 Plan and implement progressive and sequential instruction that addresses the diverse needs of all students.

Met   Met with Conditions   Not Met

(●)   ( )   ( )

experiences that require students to appropriately use technology to meet lesson objectives.

Met   Met with Conditions   Not Met
◉   ○   ○

Decision for Standard 3:

Met   Met with Conditions   Not Met
◉   ○   ○

Comments:

The program provided Assessments 3, 4, 6, and 8 as addressing this standard.

Assessment 3: Unit Planning. The program offers that this tool is implemented in an authentic and diverse group of learners. As submitted, this tool does address Elements 3.1-3.6. Previous conditions are met. Data are provided by descriptor; however, review team was able to use descriptors to backtrack and connect to the specific element. Review team recommends that elements be placed on data table also to ensure connections are being made.

Assessment 4: Student Teaching Final Summative. This tool does effectively address 3.1-3.3 and 3.6-3.7. The descriptor used for Element 3.4 Acceptable and Target, lack clearly defined levels of performance. Element 3.5 contains similar issues between Acceptable and Target.

Assessment 6: IEP report. This report does address Element 3.5, the Element 3.2 descriptor does not meet the intent of the element "Factors for IEP Team Consideration." Element 3.3 is only partially addressed, lacking identified alignment with content.

Assessment 8: RIPTS. This is a generic Education Unit tool that lacks alignment with NASPE standards. The program also attempts to address multiple elements with one descriptor, making it impossible to disaggregate data by element. This tool does not address any NASPE elements.

On the strength of Assessment 3 and 4, Standard 3 is Met.

Standard 4: Instructional Delivery and Management
Physical education teacher candidates use effective communication and pedagogical skills and strategies to enhance student engagement and learning.

Element 4.1 Demonstrate effective verbal and non-verbal communication skills across a variety of instructional formats.

Met   Met with Conditions   Not Met
◉   ○   ○

Element 4.2 Implement effective demonstrations, explanations, and instructional cues and prompts to link physical activity concepts to appropriate learning experiences.

Met   Met with Conditions   Not Met
◉   ○   ○

Element 4.3 Provide effective instructional feedback for skill acquisition, student learning, and motivation.

Met	Met with Conditions	Not Met
⦿	○	○

Element 4.4 Recognize the changing dynamics of the environment and adjust instructional tasks based on student responses.

Met	Met with Conditions	Not Met
⦿	○	○

Element 4.5 Utilize managerial rules, routines, and transitions to create and maintain a safe and effective learning environment.

Met	Met with Conditions	Not Met
⦿	○	○

Element 4.6 Implement strategies to help students demonstrate responsible personal and social behaviors in a productive learning environment.

Met	Met with Conditions	Not Met
⦿	○	○

Decision for Standard 4:

Met	Met with Conditions	Not Met
⦿	○	○

Comments:

The program offers Assessments 3, 4, and 8 as addressing this standard.

Assessment 3: Unit Planning. This tool does address Elements 4.1, 4.2, and 4.6. Data are provided.

Assessment 4: Student Teaching Final Summative. This tool does address Elements 4.1-4.5. The descriptor for Element 4.6 does not fully reflect the intent of the element, talking about instructional approaches and giving student choices.

Assessment 8: RIPTS. This is a generic Education tool that lacks alignment with NASPE standards. See previous comments.

On the combined strengths of Assessments 3 and 4, Standard 4 is met.

Standard 5: Impact on Student Learning
Physical education teacher candidates utilize assessments and reflection to foster student learning and inform instructional decisions.

Element 5.1 Select or create appropriate assessments that will measure student achievement of goals and objectives.

Met	Met with Conditions	Not Met
⦿	○	○

Element 5.2 Use appropriate assessments to evaluate student learning before, during, and after instruction.

Met	Met with Conditions	Not Met

| ⦿ | ○ | | ○ |

Element 5.3 Utilize the reflective cycle to implement change in teacher performance, student learning, and/or instructional goals and decisions.

Met	Met with Conditions	Not Met
⦿	○	○

Decision for Standard 5:

Met	Met with Conditions	Not Met
⦿	○	○

Comments:

The program offers Assessments 3, 4, 5, 6, and 8 as addressing this standard.

Assessment 3: Unit Planning. This tool does address all elements in this standard. Data are provided

Assessment 4: Student Teaching Final Summative. This tool does address all elements in this standard. Data are provided.

Assessment 5: Assessing Student Learning. Scoring guide is provided. While some of the descriptors are only loosely tied to the intended element, sufficient evidence is provided by stronger descriptors. Data needs to be clearly linked to specific element, not just the descriptor.

Assessment 6: IEP report. This tool does address Elements 5.1 and 5.2.

Assessment 8: RIPTS. This is a generic Education Unit tool that lacks alignment with NASPE standards. See previous comments.

Standard 5 is Met.

Standard 6: Professionalism
Physical education teacher candidates demonstrate dispositions essential to becoming effective professionals.

Element 6.1 Demonstrate behaviors that are consistent with the belief that all students can become physically educated individuals.

Met	Met with Conditions	Not Met
⦿	○	○

Element 6.2 Participate in activities that enhance collaboration and lead to professional growth and development.

Met	Met with Conditions	Not Met
⦿	○	○

Element 6.3 Demonstrate behaviors that are consistent with the professional ethics of highly qualified teachers.

Met	Met with Conditions	Not Met
⦿	○	○

Met	Met with Conditions		Not Met
◉	○		○

Decision for Standard 6:

Met	Met with Conditions		Not Met
◉	○		○

Comments:

The program provided Assessments 2, 4, 6, and 8 as addressing this standard.

Assessment 2: Research in Adapted PE Project. As presented, this project only addresses Standard 6 in a group grade format. As discussed in previous conditions, group grades will not provide evidence of individual candidates success.

Assessment 4: Student Teaching Final Summative. This tool does address all elements in Standard 6.

Assessment 6: IEP report. This tool offers to address Elements 6.3 and 6.4. Neither descriptor addresses the full intent of the assigned element.

Assessment 8: RIPTS. This is a generic Education Unit tool that lacks alignment with NASPE standards. See previous comments.

Standard 6 is Met.

PART C - EVALUATION OF PROGRAM REPORT EVIDENCE

C.1. Candidates' knowledge of content

Praxis II with subscores provide strong evidence of candidates knowledge of content.

C.2. Candidates' ability to understand and apply pedagogical and professional content knowledge, skills, and dispositions

The redesigned Assessments 3 and 4 provide evidence that candidates do understand and apply pedagogical and content knowledge along with professional dispositions.

C.3. Candidate effects on P-12 student learning

Assessment 5 is a strong tool, with its redesign, provides great evidence of student learning.

PART D - EVALUATION OF THE USE OF ASSESSMENT RESULTS

Evidence that assessment results are evaluated and applied to the improvement of candidate performance and strengthening of the program (as discussed in Section V of the program report)

See previous report.

PART E - AREAS FOR CONSIDERATION

None at this time.

PART F - ADDITIONAL COMMENTS

F.1. Comments on Section I (Context) and other topics not covered in Parts B-E:

None at this time.

F.2. Concerns for possible follow-up by the Board of Examiners:

None at this time.

Part G: DECISION

Decision:

National Recognition. The program is recognized through the semester and year of the institution's next NCATE accreditation decision in 5-7 years. **To retain recognition, another program report must be submitted mid-cycle (2 years in advance for a 5-year cycle and 3 years in advance for a 7-year cycle) before the next scheduled accreditation visit.** The program will be listed as nationally recognized through the semester of the next NCATE accreditation decision on websites and/or other publications of the SPA and NCATE. The institution may designate its program as nationally recognized by NCATE, through the semester of the next NCATE accreditation decision, in its published materials. National recognition is dependent upon NCATE accreditation. *Please note that once a program has been nationally recognized, it may not submit another report addressing any unmet standards or other concerns cited in the recognition report.*

Please click "Next"

This is the end of the report. Please click "Next" to proceed.

NCATE

National Council for Accreditation of Teacher Education

BOARD OF EXAMINERS

★★★★★★★★★★★★★★★★★★★★★★★★★ *Report*

NCATE Board of Examiners Team:
Dr. John R. Ward
Dr. Paula Summers Calderon
Dr. Stacy K. Duffield
Dr. Yuma I. Tomes
Dr. Dennis W. Ohrtman

State Team:
N/A

State Consultant:
N/A

NEA or AFT Representative:
N/A

Continuous Improvement Visit to:

UNIVERSITY OF RHODE ISLAND

School of Education
10 Chafee Road
Kingston, RI 02881
March 29-31, 2015

Type of Visit:
Continuing visit - Initial Teacher Preparation
Continuing visit - Advanced Preparation

BOE Report for Continuous Improvement Pathway (Updated May 2013)

Summary for Professional Education Unit

Institution Name:

University of Rhode Island

Team Recommendations on Meeting Standards:

Standards	Initial	Advanced
Standard 1: Candidate Knowledge, Skills, and Professional Dispositions	Standard Met	Standard Met
Standard 2: Assessment System and Unit Evaluation	Standard Met	Standard Met
Standard 3: Field Experiences and Clinical Practice	Standard Met	Standard Met
Standard 4: Diversity	Standard Met	Standard Met
Standard 5: Faculty Qualifications, Performance, and Development	Standard Met	Standard Met
Standard 6: Unit Governance and Resources	Standard Met	Standard Met

Not Applicable = Unit not reviewed for this standard and/or level

Team Recommendations on Movement Toward Target:

Standards	Initial	Advanced
Standard 1: Candidate Knowledge, Skills, and Professional Dispositions	Not Applicable	Not Applicable
Standard 2: Assessment System and Unit Evaluation	Movement Toward Target (developing or emerging)	Movement Toward Target (developing or emerging)
Standard 3: Field Experiences and Clinical Practice	Not Applicable	Not Applicable
Standard 4: Diversity	Not Applicable	Not Applicable
Standard 5: Faculty Qualifications, Performance, and Development	Not Applicable	Not Applicable
Standard 6: Unit Governance and Resources	Not Applicable	Not Applicable

Not Applicable = Unit did not select this as a target standard

I. Introduction

I.1 Brief Overview of the institution and the unit.

The University of Rhode Island is classified in the Carnegie system as RU/H: Research Universities (high research activity). It is located in a beautiful area surrounded by rolling hills and forests and is located close to the coast. It is approximately 30 miles from Providence, Rhode Island. The university enrolls about 13,000 undergraduate students and approximately 3,000 graduate students.

The mission of the University of Rhode Island's professional education unit is to prepare future professionals to be exemplary practitioners and scholars with an overall commitment to diversity and social justice. Its approach is shaped by its fundamental commitment to diversity and social justice. There is an emphasis on developing both practitioners and scholars. Initial programs develop candidates with the potential to be master teachers who are decision-makers and facilitators of learning, and

advanced programs seek to actualize that potential.

All programs in the unit are recognized by the Rhode Island Department of Education. The unit identified 22 programs across three levels: initial licensure, advanced programs for teachers, and programs for other school professionals. All initial programs have SPA recognition. There are three areas in which candidates are prepared for initial teacher licensure: early childhood education, elementary education, health, physical education, and music, and secondary education. The secondary education program includes the following content areas: English/language arts, mathematics, science, social studies and history, and foreign language. Candidates can earn certification at the initial level through BSE programs or through a Masters of Arts with Teacher Certification (MA/TCP) program.

There are advanced teacher programs in Music , M.Ed. in Special Education (requires initial certification before entry), as well as a P.HD. program in Curriculum and Instruction. All programs have SPA or other accepted accreditation. The other school personnel programs include masters and doctoral programs in School Psychology (American Psychological Association approved), Speech and Language Pathology (American Speech–Language–Hearing Association), Library Media Specialist, and Reading.

The School of Education is located administratively in the College of Human Science and Services. The director of the School of Education is the leader of the professional education unit regardless of the organizational home of the department.

I.2 Summary of state partnership that guided this visit (i.e., joint visit, concurrent visit, or an NCATE-only visit). Were there any deviations from the state protocol?

This was an NCATE-only visit. There were no deviations from state protocol.

I.3 Indicate the programs offered at a branch campus, at an off-campus site, or via distance learning? Describe how the team collected information about those programs (e.g., visited selected sites, talked to faculty and candidates via two-way video, etc.).

There are no distance learning or off-campus cohorts.

I.4 Describe any unusual circumstances (e.g., weather conditions, readiness of the unit for the visit, other extenuating circumstances) that affected the visit.

Several weeks prior to the visit pipes from the fire suppression system burst due to cold weather flooding the Director of Teacher Education Office and other offices in the Chaffee building causing well over $100,000 in damage and ruining technology needed to prepare for the visit. Despite this challenge, the unit was able to fully prepare for the visit.

II. Conceptual Framework

The conceptual framework establishes the shared vision for a unit's efforts in preparing educators to work effectively in P–12 schools. It provides direction for programs, courses, teaching, candidate performance, scholarship, service, and unit accountability. The conceptual framework is knowledge based, articulated, shared, coherent, consistent with the unit and institutional mission, and continuously evaluated.

II.1 Provide a brief overview of the unit's conceptual framework and how it is integrated across the unit.

The conceptual framework has a rich research and scholarly basis, as well as a basis in national

standards such as the Interstate New Teacher Assessment and Support Consortium's (INTASC) Model Standards Beginning Teacher Licensure and Development (1992). Common values include creativity and scholarship, diversity, fairness, and respect, engaged learning and civic involvement, intellectual and ethical leadership.

There are six themes to the conceptual framework for advanced programs: 1) Develop deeper understanding of content (depth and breadth); assume a greater leadership role in the educational community and become agents of educational change; actively participate in a variety of diverse learning communities with commitment to all students; develop scholarly research skills and contribute to new knowledge through scholarly research and interpretation; engage in professional development; and adapt and expand instructional/leadership repertoire and model reflective practice.

The conceptual framework values are aligned to program assessments and national standards. Interviews with faculty and candidates reflected the values described in the conceptual framework.

III. Unit Standards

The following pages contain a summary of the findings for each of the six NCATE unit standards.

Standard 1

Standard 1. Candidate Knowledge, Skills, and Professional Dispositions

Candidates preparing to work in schools as teachers or other school professionals know and demonstrate the content knowledge, pedagogical content knowledge and skills, pedagogical and professional knowledge and skills, and professional dispositions necessary to help all students learn. Assessments indicate that candidates meet professional, state, and institutional standards.

1.1 Overall Findings

What did the evidence reveal about the unit continuing to meet this standard?

The unit identified 22 programs across three levels: initial licensure, advanced programs for teachers, and programs for other school professionals. There are three areas in which candidates are prepared for initial teacher licensure: early childhood education, elementary education, health, physical education, and music, and secondary education. The secondary education program includes the following content areas: English/language arts, mathematics, science, social studies and history, and foreign language. The unit's addendum explained that there is not a program in industrial/technology education; there was an oversight that caused this program to be listed on the alumni survey. Additionally, in 2014 health education was separated from physical education and is now a stand-alone program. The unit has advanced programs for teachers in the following areas: music education, elementary special education, secondary special education, elementary education, and secondary education, as well as a Ph.D. program in education. The unit also prepares other school professionals in the following areas: M.S. in school psychology; Ph.D. in school psychology, speech and language pathology, library media specialist, and reading. The programs for physical education, early childhood education and speech/language pathology exist in separate departments within the college of Human Sciences and Services (HSS); all other programs are within the School of Education (SOE).

Programs are required to undergo state program review. The last state review was in 2012, and all programs were approved. Additionally, 18 of the programs report to SPAs and are nationally recognized. Elementary education, initial and advanced; physical education; and health education are

recognized with conditions. The addendum provided information on the status of these programs, explaining that in January 2015 elementary education received national recognition with conditions at both the undergraduate and master's with teacher certification option (MA/TCP) level through February 1, 2017. Program changes have been made in the health and physical education programs, and additional data are being collected for resubmission to the SPAs, planned for later in 2015. The unit has until August 1, 2016, to resubmit the SPA reports in these areas. Programs that do not submit to a SPA follow the same assessment practices as the other programs and include music education, Ph.D. in education, and the M.A. in elementary and secondary education. The music department is accredited by NASM, and the addendum clarified that the speech language pathology program is reviewed by ASHA. The ASHA review from the onsite team dated November 2014 was presented with the addendum. The review appears positive, and the final decision from ASHA is pending. The unit identified nine program areas with low enrollment that prevent sharing of assessment results, including early childhood education-advanced level, elementary education-advanced level, reading-advanced level, secondary education foreign language-advanced level, secondary education mathematics-advanced level, secondary education science-advanced level, secondary education social studies-advanced level, secondary education English-advanced level, and special education secondary. Interviews with faculty and program chairs confirmed that a standards-aligned assessment process is in place and data are collected systematically using TaskStream. Candidates from several of these programs were present in interviews and provided examples consistent with faculty responses.

The unit uses exit surveys, alumni surveys, and surveys of employers to gather feedback about the preparation of unit graduates. It was clarified in the addendum that there are additional resources to help with increasing response rates. The Department of Education has initiated the Rhode Island Education Index, specific job placement data that has become available to the unit. The outcomes assessment office will target districts that have hired unit program graduates.

During interviews, candidates and alumni from initial programs, advanced programs, and programs for other school professionals identified multiple assessments that are used by the various programs to measure their knowledge, skills and dispositions. For example, lesson plans are commonly required across programs. Additionally, current candidates explained that a technology component is required for all lesson plans. Faculty described using the professional standards, including state and national teacher preparation standards and K-12 learning standards, to guide candidates in writing lesson plans and in their instructional practices. Candidates spoke knowledgeably about the standards during interviews and reported using the Common Core and other state standards in their university coursework and during field and clinical experiences.

To measure content and pedagogical knowledge and skills, the unit uses both nationally benchmarked assessments, including the Praxis content and Principles of Learning and Teaching exams, and local assessments, including course-level assignments, student teaching observation data, and a capstone portfolio. GPA at admission is used for advanced programs; the addendum clarified that data were not provided in the IR related to advanced program GPA because of low program enrollment. Surveys are administered for both alumni and employers; the addendum explained that all alumni take the survey. Response rates were provided for all surveys since 2010: 14 percent for the Employer Survey, 25-55 percent for the Exit Survey, and 19-28 percent for the Alumni Survey. Interviews with candidates and school employers revealed that candidates are well prepared with both content and pedagogical knowledge. During interviews, candidates and alumni identified multiple areas in which they felt highly prepared while in the field, including educational technology, inclusive education, reflective practice, and cultural competence. The candidates and alumni also identified areas where they felt under prepared: assessment at the secondary level, working with ESL students, communicating with parents, and acclimating to a school culture.

Candidates and alumni reported being well prepared (a) to engage in reflection, (b) to be knowledgeable

about contexts they are placed in, and (c) to locate and conduct research on best practices. Candidates and alumni from all programs talked about the extensive reflection required for their coursework. Additionally, candidates in the initial and advanced programs described case study assignments in which they created a demographic profile of a school and an in-depth profile of a student, extending beyond the student and studying not only the student's academic past, but also the academic future, to focus on all factors that can impact student learning. Finally, candidates and alumni described assignments in which they both explored existing research and did their own classroom research projects to extend their understandings about best practices.

During interviews, most candidates were able to explain how they assess impact on student learning. Ph.D. candidates design a project that connects their learning from university coursework and their dissertation research to the community to look at ways they can impact students. Some projects included creating a community garden with an elementary class, creating a curriculum for parents about social media, and preparing resources for international students in several different languages. Candidates in both initial and advanced programs and programs for other school professionals described classroom-based projects in which they collected student learning data, administered a pre-assessment, used progress monitoring, and then developed a summative assessment to determine student growth toward learning objectives.

Dispositions are identified by the unit as essential for initial and advanced candidates and other school professionals. The unit clearly articulates dispositions and their corresponding assessments at the initial level as supported by SPA reports, the institutional report, and accompanying evidence. Additionally, the addendum explained that the admission portfolio and interview rubrics for teacher candidates applying to initial programs ensure that both candidates and faculty share a clear understanding of how dispositions are assessed. Five-point rubrics are posted on the SOE website for both undergraduate and graduate applicants, and the Office of Teacher Education collects and summarizes these data.

The following dispositional categories are evaluated for both the portfolio and interview: Interpersonal and Communication Skills; Work Experience and Community Service with Children or Adolescents; and Multicultural Diversity Awareness. If a candidate's final admission score does not meet the standard (score of less than three), admission is denied. Portfolio and interview scores account for 50 percent of the final score. Additionally, faculty from initial programs described what happens when a candidate does not display expected dispositions. In most cases, the candidate self-selects out of the program. In cases where the candidate would like to continue with the program, a remediation plan is implemented; if the candidate is unsuccessful, the candidate is counseled out of the program to a program that is a better fit. Candidates in the initial programs stated that expectations are clear concerning dispositions. They listed professional presentation including dress and communication and respecting students as stressed by faculty.

At the advanced level, dispositions are embedded within the assessments used for each program. All programs have clearly articulated and formalized dispositions. The school psychology program identified four dispositional domains that are stated in the handbook and measured each semester through practicum. Candidates must meet proficiency in each of the domains in order to remain in good standing. The education doctoral program provided a document onsite that lists three dispositional domains broken into six indicators that are measured at set transition points during the program; the domains include: 1) transformational thinkers, 2) engaged scholars, and 3) thoughtful contributors to public discourse and policy. Data were provided at the onsite visit for admission ratings across multiple areas, including dispositions. Dispositions are rated based on applicant performance and the letter of recommendation on a three-point scale based on the following elements: team player; eager to learn, hard-working, passionate about something. An overall score was assigned by each rater for dispositions and included in the applicants' total score.

During interviews, faculty from the reading education program explained that their primary disposition is the belief that all students can learn. They have assignments with corresponding rubrics and practicum experiences that allow this disposition to be measured. Data were provided onsite for the coaching and leadership practicum experience; candidates averaged 3.0-3.88 on a five-point scale. A data table for disposition data was also provided onsite for the special education program at the advanced level. There were nine indicators on the table measuring dispositions. Candidate performance across these indicators ranged from an average of 2.0 to 2.88 on a three-point scale (1 Approaches the Standard, 2 Meets the Standard, and 3 Target), providing evidence that candidates consistently meet dispositional expectations. The IR and addendum spoke of additional assessments, including the two letters of recommendation required at admission, which are to present information related to ability for advanced study and current teaching abilities. Advanced candidates and alumni said professionalism such as being on time, being prepared, and dressing appropriately is stressed by unit faculty.

1.2 Moving Toward Target or Continuous Improvement

Please respond to 1.2.a if this is the standard on which the unit is moving to the target level. If it is not the standard on which the unit is moving to the target level, respond to 1.2.b.

1.2.a Movement Toward Target.

Based on the criteria for Movement Toward Target, provide a summary of the unit's performance.

NA

1.2.b Continuous Improvement.

What activities and outcomes demonstrate that the unit has been engaged in continuous improvement?

The unit identified multiple ways it is focused on continuous improvement related to the music and Ph.D. in education programs. Some notable actions include the following. First, the unit is committed to a relevant and rigorous curriculum that prepares candidates to meet the needs of candidates in their current and future classrooms. For example, candidates and alumni across programs reported feeling highly prepared to use educational technology and even serve in a training capacity for veteran teachers who are learning the technology. Additionally, candidates complete coursework that is customized to meet state expectations, including a course in transitional assessments for special education candidates and coursework in Response to Intervention for initial program candidates. Second, four checkpoints have been built into the music education program to ensure candidate awareness of expectations and promote success in the program. Third, the music candidates must now earn at least a 167 on the PLT, the same as the other education programs. This has resulted in a stronger sense of professional practice and also has encouraged candidates to take the exam earlier in their program and to participate in preparation through the program. Fourth, the Ph.D. program's handbook was updated in 2012 to reflect the most current rules and forms in alignment with the university's Graduate School policies. The improvement has led to a more efficient system of review and processing of milestone documents. Fifth, using data from the GRE, it was determined that candidates should take a pre-program introductory statistics course to provide candidates with the quantitative skills needed to be successful in the program. Finally, faculty revised specialization courses in the Ph.D. program to support candidate needs and faculty expertise. The three specialization areas include: social justice, digital literacy, and adult/higher education.

Based on the results of exit surveys of graduates the student teaching seminar has been enriched in the several ways. A guest speaker from a local school district speaks with candidates regarding the interview process and the first year of teaching within the public school environment. It introduces the candidates

to the interview process, and informs them of what administrators are seeking in new teacher candidates.

A new course, HDF 420: Early Language and Literacy Development has been developed for the Early Childhood Program to provide candidates with the necessary early language development and literacy training, and to provide candidates with additional
experiences working with infants and toddlers in diverse linguistic settings.

Additional field placements have been added to the Physical and Health Education programs, giving the candidates' additional hours in the classroom to learn how to implement professional standards into their lesson planning. There are now several field experiences prior to student teaching for candidates to develop their skills in the understanding and application of AAHE standards in the classroom. Candidates are also provided an urban placement prior to student teaching.

The Reading Program moved the videotape analysis and reflection to the second semester of the practicum, allowing more time for candidates to complete the work. They also increased the demands on candidates for the coaching portion of this task, requiring a more formal, written format that mirrors a coach's meeting with a classroom teacher.

1.2.b.i Strengths.

What areas of the standard are being addressed at the target level?

NA

Criteria for Movement Toward Target

NO EVIDENCE	MOVING TOWARD TARGET		AT TARGET
	EMERGING	DEVELOPING	ATTAINED
Clear, convincing and sufficient evidence was not presented to demonstrate that the unit is performing as described in any aspect of the target level rubric for this standard. *AND* There are no plans and timelines for attaining target level performance as described in the unit standard.	Clear, convincing and sufficient evidence demonstrates that the unit is performing as described in some aspect of the target level rubric for this standard. *OR* There are plans and timelines for attaining and/or sustaining target level performance as described in the unit standard. [BOE specifies which is present and which is not in their findings.]	Clear, convincing and sufficient evidence demonstrates that the unit is performing as described in some aspect of the target level of the rubric for this standard. *AND* There are plans and timelines for attaining and/or sustaining target level performance as described in the unit standard.	Clear, convincing and sufficient evidence demonstrates that the unit is performing as described in all aspects of the target level rubric for this standard. *AND* There are plans and timelines for sustaining target level performance as described in the unit standard.

1.3 Areas for Improvement and Rationales

1.3.a What AFIs have been removed?

AFI	AFI Rationale
NA	

1.3.b What AFIs are continued from last visit?

AFI	AFI Rationale
NA	

1.3.c What new AFIs are recommended?

AFI	AFI Rationale
NA	

1.4 Recommendations

For Standard 1

Level	Recommendation
Initial Teacher Preparation	Met
Advanced Preparation	Met

Target Level

Level	Recommendation
Initial Teacher Preparation	Not Applicable
Advanced Preparation	Not Applicable

Standard 2

Standard 2: Assessment System And Unit Evaluation

The unit has an assessment system that collects and analyzes data on applicant qualifications, candidate and graduate performance, and unit operations to evaluate and improve the performance of candidates, the unit, and its programs.

2.1 Overall Findings

What did the evidence reveal about the unit continuing to meet this standard?

The unit has a comprehensive assessment system that reflects the unit's conceptual framework, as well as national and state standards, and spans all programs at the initial and advanced levels. The assessment system is used systematically and reviewed periodically by the unit and its stakeholders.

The unit's assessment system provides information regarding applicants, candidate proficiencies, and competence of graduates. Thus, unit operations and program quality are assessed based on the results of these data. Faculty regularly use candidate data to monitor candidates through their programs. Candidate progress and feedback from faculty, supervisors, and cooperating teachers are standards-based and performance-based. These data are used for SPA reports, as well as for analysis and discussion of program effectiveness. Evidence of programmatic changes was confirmed in interviews with the Assessment Committee and program faculty. Success with SPA reporting is due, in part, to the cohesiveness of the technologies used to collect program data.

Candidate data are collected at multiple transition points: at admission, prior to the practicum, and at the

end of the program. Data on advanced candidates are collected upon admission, at the comprehensive examination, and at the end of the program. Follow-up surveys are administered to employers, as well as to graduates who are currently teaching. Assessments for the unit mirror the assessments required by the SPAs for program recognition. The assessments were developed and/or revised by the unit and reviewed for validity by the Council for Teacher Education. Bias is reduced through the use of multiple measures at multiple transition points, revision by faculty, and training in the use of the assessments. Admission interviews are recorded and scored by multiple faculty members to test for inter-rater reliability of assessing incoming teacher education candidates. In addition, faculty members with experience in the use of the assessments are paired with less experienced faculty members for mentoring and training.

Multiple electronic means are used by the unit, including FileMaker Pro, PeopleSoft, and TaskStream. The unit indicated the FileMaker Pro database has been completely revised to include reporting of field placement progression and any candidate complaints and resolutions. Interviews and the technology demonstration onsite confirmed the procedure and tracking of candidate complaints and resolutions as well as actions against candidates (e.g., suspicion of plagiarism) and subsequent resolutions. The onsite visit included a detailed demonstration of these technologies, thus confirming the detail to which the databases have been programmed. In addition, the database has been placed on an internal server for easy access by all programs. The university's system, PeopleSoft, provides information such as candidate GPA, advising, recruitment, and retention. TaskStream is used by the unit to collect candidate data on planning, instruction, assessment of student learning, and practicum evaluations.

2.2 Moving Toward Target or Continuous Improvement

Please respond to 2.2.a if this is the standard on which the unit is moving to the target level. If it is not the standard on which the unit is moving to the target level, respond to 2.2.b.

2.2.a Movement Toward Target.

Based on the criteria for Movement Toward Target, provide a summary of the unit's performance.

The unit has chosen Standard 2 as the target standard. The assessment system was developed by the unit in 2002, then reviewed and approved by the Council for Teacher Education in 2003 (CTE). The CTE consists of representatives from teacher education, as well as content faculty at the university, and meets monthly. Other representatives include a teacher education candidate, a principal, and a teacher. When changes to assessments, rubrics, or other programmatic changes are needed, cooperating teachers in the program area join program faculty for more in-depth conversation.

All teacher education programs are required to collect data based on the six-to-eight SPA assessments, regardless of whether the programs have a national recognition process (e.g., PhD in education). Data are aggregated for unit evaluation. In addition, the unit bases candidate admission and progress on multiple measures and multiple transition points to ensure fairness. The unit has seen success in using TaskStream to track candidate progress in relation to national standards. The system has enabled the unit to collect program data for successful SPA reports, as well as overall unit data on candidate performance and program effectiveness.

The unit has articulated steps taken to demonstrate movement toward the target level for this standard. The unit is able to track candidates through the transition points, as well as track the number of attempts each candidate has taken toward passing the licensure exam. The redesign of the unit's database has allowed the unit to collect and use these data in better preparing candidates for licensure exams, teaching practica, and success in the program. In addition to steps taken, the unit has also delineated a practical timeline and future steps for sustaining movement toward target.

The unit is moving toward target in the area of data collection, analysis, and evaluation. Through comprehensive use of TaskStream, the unit's strength is in providing comprehensive data on candidate performance, program quality, and unit operations. The unit was successful with their SPA reports, in part because of the data they collected and analyzed with TaskStream. The unit was the first school in the nation to add cooperating teachers as reviewers on TaskStream. This feat of training over 150 cooperating teachers was handled via video training and with the help of the student teachers who are used to using TaskStream.

Candidate complaints, actions against candidates (e.g., accusations of plagiarism, cheating; student concerns), and resolutions are logged into FileMaker Pro. This process provides seamless documentation of grievances and concerns from initial complaint to the end result.

2.2.b Continuous Improvement.

What activities and outcomes demonstrate that the unit has been engaged in continuous improvement?

NA

2.2.b.i Strengths.

What areas of the standard are being addressed at the target level?

NA

Criteria for Movement Toward Target

NO EVIDENCE	MOVING TOWARD TARGET		AT TARGET
	EMERGING	DEVELOPING	ATTAINED
Clear, convincing and sufficient evidence was not presented to demonstrate that the unit is performing as described in any aspect of the target level rubric for this standard. *AND* There are no plans and timelines for attaining target level performance as described in the unit standard.	Clear, convincing and sufficient evidence demonstrates that the unit is performing as described in some aspect of the target level rubric for this standard. *OR* There are plans and timelines for attaining and/or sustaining target level performance as described in the unit standard. [BOE specifies which is present and which is not in their findings.]	Clear, convincing and sufficient evidence demonstrates that the unit is performing as described in some aspect of the target level of the rubric for this standard. *AND* There are plans and timelines for attaining and/or sustaining target level performance as described in the unit standard.	Clear, convincing and sufficient evidence demonstrates that the unit is performing as described in all aspects of the target level rubric for this standard. *AND* There are plans and timelines for sustaining target level performance as described in the unit standard.

2.3 Areas for Improvement and Rationales

AFI	AFI Rationale
NA	

2.3.b What AFIs are continued from last visit?

AFI	AFI Rationale
NA	

2.3.c What new AFIs are recommended?

AFI	AFI Rationale
NA	

2.4 Recommendations

For Standard 2

Level	Recommendation
Initial Teacher Preparation	Met
Advanced Preparation	Met

Target Level

Level	Recommendation
Initial Teacher Preparation	Movement Toward Target (developing or emerging)
Advanced Preparation	Movement Toward Target (developing or emerging)

Standard 3

Standard 3: Field Experiences And Clinical Practice

The unit and its school partners design, implement, and evaluate field experiences and clinical practice so that teacher candidates and other school professionals develop and demonstrate the knowledge, skills, and professional dispositions necessary to help all students learn.

3.1 Overall Findings

What did the evidence reveal about the unit continuing to meet this standard?

There has been a sustained and focused unit effort in all programs to improve field and intern experiences at both the initial and advanced levels since the last NCATE visit. The efforts in technology development, course realignment, partnership development, training of cooperating teachers and supervisors, as well as the development of specific field experience programs and initiatives, surfaced repeatedly in the oncampus interviews. Several faculty members pointed out that a number of positive changes have been the result of faculty research and a unit-wide "buy-in to the importance of data-driven decision making."

Unit faculty and stakeholder members of the Teacher Advisory Committee sessions underscored that the decisions to make changes were a cooperative effort. There were a number of faculty members who wanted to respond to completer and graduate survey concerns. There was a clear understanding of the recommendations from the SPAs and the State Department. As an example, to meet the standards in the school psychology doctoral program that was designated "at risk for low performance" in 2010, decisive action was taken. State officials noted that this unit program needed: "clarification and expectations for

field placements and improved efforts to monitor field placements." In this program, the unit expended time and energy to address the concerns, resulting in the 2012 removal of the "at risk" designation because of significant progress in this and several other cited areas.

Completer and graduate surveys echoed similar concerns to those of the State Department for the initial programs. Even though responses to dozens of questions were good (70-100%) on the completer surveys, a number of the respondents noted agreement with the State Department assessment that there was a need for "additional opportunities for candidates to gain practical experiences in field experiences." According to unit leadership, the faculty met immediately after receiving this feedback to discuss the issue and to develop an action plan.

The action plan for practicum improvements included all the stakeholders in the planning. Faculty members noted that on several occasions an advisory group of the stakeholders was pulled together to discuss a specific issue. The exhibits included copies of invitations extended to stakeholder meetings. Sample information letters to the partnership schools reviewing specific changes in the program sequencing of courses, as well as new expectations for the field experiences, were among the exhibits. Specific annual training workshops each fall, as well as individual training for mentor teachers who couldn't attend the special events, topped the list of activities. Topics are current. Each of the parties is involved in discussions of topics like the Common Core and current state standards. One of the exhibits is an invitation to cooperating teachers to a colloquium on education, well attended by the cooperating teachers, candidates, and unit faculty. By working on the projects, unit supervisors, too, sharpened training and involvement in the field services development. Sharing expertise, cooperating teachers and supervisors are able to provide the framework for positive practicum placements. Supervisors were quick to give credit to cooperating teachers and candidates for the ideas they "bring to the table that are fresh and new."

The Office of Teacher Education is responsible for arranging placements and the development of effective partnerships. The office pays special attention to its partnership agreements with both local and regional schools. The unit characterizes its partnerships as "deep engagements." Exhibits and the IR narrative concentrated on the development of meaningful partnerships with districts, other universities, and community groups to strengthen the unit offerings to candidates. Placement documents for candidates in recent cohorts show that they had four field experiences associated with specific courses prior to student teaching at the initial level. Sample data show that those placements were in at least three different schools. Special attention was given to assure that candidates have a variety of experiences with diverse students, including urban placements early in the candidate field services. Several of the programs with PK-12 or K-12 licensure assure that candidates have experiences at multiple levels in two separate student-teaching experiences. The number of hours for internships in the graduate programs has increased. In the school psychologist doctoral program, internship hours meet the American Psychological Association standards.

Onsite interviews with cooperating teachers confirmed that collaborative efforts with the unit have resulted in increased training of both university supervisors and the cooperating teachers, while also enriching candidate learning experiences. Several commented that "everyone understands the expectations for the student teaching experience."

Cooperating teacher training provides opportunities for the mentors to view unit expectations for each of the partners. The documents shared clearly delineate the roles and responsibilities of the unit, the unit supervisors, the cooperating teachers, and the candidates during the student teaching experience. The same clarity is provided in the guidelines for the field experiences tied to specific courses. Candidates in the advanced programs in elementary education, reading, and psychology also have been given clear expectations relative to the internship placements. Reading candidates interviewed were impressed by their ability to work in the after-school tutoring program away from their work site with students who

were not from their own schools. The mentors at each level have been trained to use the assessment tools, providing both electronic and on-the-spot feedback to candidates.

Feedback to candidates in all programs is both regular and timely so that any necessary modifications in candidate teaching plans are efficient. Cooperating teachers are given opportunities to provide feedback to the unit. Sample responses to questions asked of the mentors include discussions of the new state standards, as well as some perceived needs for the unit. The unit provided a letter with the announcement from the unit about changes to EDC 250 assuring candidates get more classroom visits.

Candidates are given information in each of their sequential courses leading to successful teaching. Prior to entry into the program, each candidate has the program manual that is detailed and usable. A review notes that it is so thorough as to tell candidates how to react in the event of snow days. The unit ultimately expects to triangulate data from the candidates, mentors, and supervisors. Throughout the programs, steps are taken to have consistent expectations with matching documents.

The IR and the teacher education manual review each step of the practicum process. Candidates are assured that the qualifications of the instructional staff meet unit expectations and state requirements. The partnership agreements spell out those qualifications. Local districts and internship sites are included in the placement process to protect the integrity of their individual institutions while working in direct concert to train new teachers, library media specialists, and school psychologists in the best possible environment. This same careful process is used for field experiences and the student-teaching/internship clinical experience. Onsite, several principals noted that they insisted on interviewing the candidates before placement in their buildings as a preference, but the director noted that most of the placement work was done through the superintendent offices because of the difficult logistics to follow that practice universally.

In order to create a better environment for student teaching success, several responders to the graduate survey suggested a need for better training to achieve a greater integration of technology usage into the planning process. Across the programs, the integration of technology, a special focus on assessment of student learning, and intentional reflection on the part of the candidates have become key components of the candidate experience. Additionally, cooperating teachers characterized these three areas were strengths where candidates "added a new dimension to their classrooms" by exposing the mentoring teacher and the students to new trends, equipment, and learning strategies." Exit surveys point to technology integration as a strength in all the unit programs, showing a high level of confidence of the candidates leaving the programs in their ability to use technology, as well as good mentoring of technology. Both supervisors and cooperating teachers observe that usage and the impact it has on student learning.

Unit supervisory faculty members join mentors in the assessment of candidate proficiency with content. Cooperating teachers noted in the interviews that candidates have seen good assessment practices and that they are also willing to seek new way to show their impact on student learning by using multiple assessments and assessment technologies: "They try new things without fear."

The working relationship among candidates, their supervisors, and cooperating teachers is strong at the initial level.

The creation of effective internship placements is also key to success in the graduate programs. The OTE protects the integrity of the programs in the unit. For example, it helps assure that special education candidates are in inclusive settings at least 75 percent of the time. The IR also points to several special collaborative efforts. Those placements need to be able to provide targeted experiences. As an example, school psychologist candidates need to work with assessment, intervention, consultation, counseling, multiple disciplinary teams, early intervention, prevention, program development, and evaluation.

Exhibits include the criteria from field experience sites. The partnerships developed by the unit meet those expectations. Each site is chosen for its ability to have a direct impact on candidate career success. In turn, the unit works to provide candidates who will have a positive impact on student learning in those sites.

The unit has a long track record of educational and community collaborative efforts. The Guiding Education in Math and Science Network has been part of the unit for 17 years, being the longest standing National Science Foundation program in the nation, working with local districts to improve math and science education. The GEMS Network is another collaborative project with public school districts in the area for the improvement of math and science education. The unit is proud of having provided professional development opportunities to several thousands of practicing teachers, including some of their graduates. The unit participates in community projects, as well. In addition to the excitement expressed by the candidates for their involvement in the local after-school reading literacy project, other candidates pointed to their experiences working students in the Jumpstart program as part of the AmeriCorps. Candidates at both the initial and graduate levels work with placement site mentors to provide both service and parent-involvement projects. Cooperating teachers noted that candidates were well prepared to interact with parents and with students who need extra attention to succeed.

Exhibits and the IR point to a continual improvement process based on data from the stakeholders. There is evidence of a responsive attitude within the unit to the needs of the candidates, collaborative partners, and unit programs. Cooperating teachers who have had candidates for a number of years noted: "terrific and continual changes, especially responding to new initiatives and trends. They (the unit faculty) are on top of new teaching strategies." Several noted that unit supervisors were not "sitting in their offices," but rather coming to the schools to observe "what was working, and what was not." One unit faculty member noted that field experience changes have been the result of a "confluence of many factors." Interviews of various stakeholders point to that continual growth within the department "reaching clear from the university to the students in our classes."

3.2 Moving Toward Target or Continuous Improvement

Please respond to 3.2.a if this is the standard on which the unit is moving to the target level. If it is not the standard on which the unit is moving to the target level, respond to 3.2.b.

3.2.a Movement Toward Target.

Based on the criteria for Movement Toward Target, provide a summary of the unit's performance.

NA

3.2.b Continuous Improvement.

What activities and outcomes demonstrate that the unit has been engaged in continuous improvement?

The unit has been involved in multiple layers of field/internship activities, each demonstrating its commitment to continuous improvement. Each of those activities has helped lead to long-term recognition of the unit programs by SPAs and the State Department. Evidence provided prior to the onsite visit centers on classroom and field revisions, development of partnerships, collaborative efforts with those partners, and educational initiatives. Candidate exposure to classroom and intern experiences at both the initial and graduate levels has been progressive and continual, resulting in higher standardized scores and positive responses to questions on exit and graduate surveys.

Stakeholders have been involved in the development of changes with collected data informing their

decisions. The elementary curriculum model, including increased practicum, has proven to be beneficial to candidates and their performance, according to the cooperating teachers and unit supervisors. At the secondary level, a number of tangible field experience changes were made so every candidate is enrolled in a two-year sequence, with field experiences required each semester leading to student teaching. Previously there was only one semester of exposure to the classroom. The MA/TCP candidates all experience student teaching in a middle school setting and at the high school level. The high school experience now is in a classroom with ELL students and an ESL-certified clinical educator. The placement director noted that this "change came fast and we had to scramble to find appropriate placements for the candidates."

As a result of candidate comments on the EDC 331 Clinical Experiences for Secondary Education I surveys, the EDC 415 Adolescents & Classroom Management course was moved to be tied to the student teaching experience. This prompted rapid revisions to the subsequent EDC 332 Clinical Experiences for Secondary Education II course as student teaching moved to an experience at both middle school and high school levels. A major change was made in the delivery of EDC 250 Supervised Professional Field Experience class delivery as a result of comments from the unit's school-based faculty and the VIPs/Inspiring Minds cooperating experiences at the K-2 level. Additional required courses include HDF 455 Assessment of Young Children and HDF 305 Involving Families in Diverse Early Childhood Settings.

The library media program field experience hours were doubled in the pre-internship practicum. As in the other unit programs, TaskStream electronic input from CTs and the supervisors, as well as the candidates, has improved the quick response to questions and issues raised in the field experiences. Other programs responded to the requests for more classroom exposure. A health education practicum was added to the Health and Physical Education (HPE) program. An additional field experience was added for music candidates. To respond to ELL needs, a master's degree program in TESOL and dual language immersion was added as a unit offering.

The unit has purposefully engaged in a process to improve training for cooperating teachers since 2010. The 2012 training in how to use TaskStream has underscored the engagement of the mentors in candidate observation, sharing feedback regularly while actually filling out the TaskStream Cooperating Teacher Verification Form with candidates.

In addition to course and program modifications, the unit has worked to strengthen partnerships and partnership networking. In April 2014 at a Partnership Networking meeting, key standards of the unit and the state were reviewed and instructional strategies brainstormed. In June 2014, the partners involved in GEMS-Net gathered to share success stories. This partnership is designed to improve math and science teaching and learning K-8. Performance of students involved is higher in this program aligned with the Next Generation Science Standards (NGSS). Teachers involved in the project appear to be teaching with greater accuracy.

The unit is also involved in a five-year Technology Enhanced Science Project designed to improve math and science instruction. Local districts, Brown University, and the Concord Consortium are partners in this National Science Foundation endeavor. This project is designed to improve both middle and high school achievement. EDC 430 Science Teaching Methods at the unit is linked to this partnership, where technology is used to support inquiry-based learning. The unit also participates in the NOYCE Scholar Program of the National Science Foundation to develop teachers in STEM program, encouraging professionals in science, math, technology, and engineering to become teachers.

Partnerships with six districts in the American Sign Language Program (ASLP) provide opportunities for graduate reading program candidates to help provide after-school literacy programs as part of their clinical practicum experience. The unit has partnered with districts to provide ESL training as part of its

secondary practicum , EDC 332, as well as ELL training on English language acquisition. As a result of the So RI Early Language Learning Alliance goal to have all teachers bilingual by 2030, state-wide, the world language licensure has been moved from a 7-12 license to a PK-12 license. The unit has responded to the goals of that partnership by including an early elementary field experience.

Some of the unit's collaborative work is done with both the creation of and/or participation in learning opportunities for its candidates and other educational stakeholders such as conferences, workshops, and the Honors Colloquium. Involvement in the partnership programs and the unit initiatives is well received by the initial and advanced candidates, who believe they are given exposure to current topics and teaching strategies. SPA and state review of the unit programs acknowledge these activities as essential to continuous improvement.

3.2.b.i Strengths.

What areas of the standard are being addressed at the target level?

1. The integration of technology throughout the programs as an instructional and assessment tool is well defined and developed. Stakeholders at every level agree that this dimension of the candidate experience enhances both candidate performance and student learning.

2. Several initiatives have strengthened field experiences, including GEMS-Net, which now has had a positive affect on several thousand educators and students with increased math and science achievement and Jumpstart offering additional opportunities for candidates to work with under-served students.

Criteria for Movement Toward Target

NO EVIDENCE	MOVING TOWARD TARGET		AT TARGET
	EMERGING	DEVELOPING	ATTAINED
Clear, convincing and sufficient evidence was not presented to demonstrate that the unit is performing as described in any aspect of the target level rubric for this standard. *AND* There are no plans and timelines for attaining target level performance as described in the unit standard.	Clear, convincing and sufficient evidence demonstrates that the unit is performing as described in some aspect of the target level rubric for this standard. *OR* There are plans and timelines for attaining and/or sustaining target level performance as described in the unit standard. [BOE specifies which is present and which is not in their findings.]	Clear, convincing and sufficient evidence demonstrates that the unit is performing as described in some aspect of the target level of the rubric for this standard. *AND* There are plans and timelines for attaining and/or sustaining target level performance as described in the unit standard.	Clear, convincing and sufficient evidence demonstrates that the unit is performing as described in all aspects of the target level rubric for this standard. *AND* There are plans and timelines for sustaining target level performance as described in the unit standard.

3.3 Areas for Improvement and Rationales

3.3.a What AFIs have been removed?

AFI	AFI Rationale
NA	

3.3.b What AFIs are continued from last visit?

AFI	AFI Rationale
NA	

3.3.c What new AFIs are recommended?

AFI	AFI Rationale
NA	

3.4 Recommendations

For Standard 3

Level	Recommendation
Initial Teacher Preparation	Met
Advanced Preparation	Met

Target Level

Level	Recommendation
Initial Teacher Preparation	Not Applicable
Advanced Preparation	Not Applicable

Standard 4

Standard 4: Diversity

The unit designs, implements, and evaluates curriculum and provides experiences for candidates to acquire and demonstrate the knowledge, skills, and professional dispositions necessary to help all students learn. Assessments indicate that candidates can demonstrate and apply proficiencies related to diversity. Experiences provided for candidates include working with diverse populations, including higher education and P–12 school faculty, candidates, and students in P–12 schools.

4.1 Overall Findings

What did the evidence reveal about the unit continuing to meet this standard?

The unit's teacher education programs have adopted a set of nine core beliefs including respect for diversity. This core belief is elaborated in the Vision Statement that defines seven diversity disposition indicators, six diversity knowledge indicators, and five diversity skill indicators. Examples of disposition indicators are "A sense of equity characterized by equality of opportunity and achievement" and "Advocacy for empowerment of diverse students." Examples of skills include "Implement differentiated instruction" and "Support English language learners." An example of a knowledge indicator is "Informed knowledge of parents and primary caretakers of diverse students with emphasis on their strengths and commitment to children."

Curriculum maps for each initial program demonstrate alignment of courses and field experiences with these indicators. These curriculum maps also provide brief course descriptions, tasks specific to indicators, and alignment to Rhode Island Professional Teacher Standards associated with diversity.

Assessment instruments used to evaluate these indicators are also provided with diversity-related items highlighted. Instruments provided include a Classroom Observation Form, the Final Evaluation of Student Teaching, the Unit Planning assessment, and the Teaching Portfolio. Finally, data showing trends of candidate demonstration of competency on each of these assessments broken down by diversity component and key assessment are provided and disaggregated for all initial programs. In analyzing these key assessments, there is a clear emphasis in planning and performance related to meeting the needs of students with diverse needs and learning styles. Specific evaluation criteria related to students with special needs were apparent. Items related to English language learners were more limited and typically were combined together with the needs for other diverse learners.

Curriculum maps demonstrate a rich set of courses and field experiences with diversity components. While each program provides different coursework for candidates, all candidates in early childhood, elementary, and secondary candidates take two foundations courses with a significant focus on diversity - a social foundations course (EDC 102, 502, or 503) and a one-credit early field experience in a diverse placement (EDC 250). Syllabi for these courses demonstrate a significant focus on diversity outcomes. EDC 250 is focused entirely on teaching and learning in urban and multicultural settings and meeting the needs of diverse learners. All early childhood, elementary, music, and secondary candidates also take a psychological foundations course (EDC 312 or 512), which includes learning theory about students as diverse learners.

Candidates in elementary education specifically are required to take EDC 402 Teaching Students with Special Needs in Inclusive Classes. They also take EDC 453/454 Individual Differences with an Individual Differences Field Component. EDC 424 Teaching Literacy, EDC 423 Teaching Comprehension and two other courses are aligned with the supporting English language learning skill indicator. Syllabi for courses with English language learner indicators were provided in the addendum.

Early childhood and secondary candidates also complete a wide variety of courses and field experiences with diversity assessments and curriculum embedded. Candidates in both programs take EDC 402 Teaching Students with Special Needs in Inclusive Classes. Secondary education candidates take EDC 448 Literacy Practices for Content Subjects, which includes assignments specifically focused on English language learners.

The music curriculum map does not include a required course in special education. However, candidates did report that special education accommodations and planning were included in their methods course. Music candidates were also able to describe practices for integrating literacy into their teaching at the elementary level and for providing support for struggling readers and English language learning students.

The physical education program includes two courses with an explicit diversity focus: Kin 278 Physical Activity, Cultural Diversity, and Society and KIN 410 Adapted Physical Education. Physical education candidates reported multiple field experiences with opportunities to implement adapted physical education.

Syllabi for the reading and special education programs were provided onsite. These syllabi demonstrated significant integration of diversity curriculum. In special education, for example, EDS 511 incorporates strategies for working with English language learners who also have IEPs. EDS 501 Collaboration and Co-teaching emphasizes culturally responsive co-teaching. In the reading program, EDC 503 Literacy for Multicultural Populations is focused on diverse students and particularly English language learners.

There are also rich co-curricular and extra-curricular activities related to diversity. As a recent event, the Honors Colloquim will be described in continuous improvement. The university sponsors a diversity week twice a year. This is a well established program now in its 19th year. There are approximately 65

events that happen in this week, and recent combined attendance is approximately 3,500 students. Community building is part of these events. Approximately 100 elementary to high school students from diverse partner schools attend these events. Kappa Delta Pi, the education honors society, has won a recent university award for its service related to diversity and many of these events.

Candidates clearly have the opportunity to work with both male and female faculty. The opportunities to work with faculty from at least two ethnic groups is limited. Ethnic and racial diversity of faculty is lower than the university as a whole. Over 90 percent of faculty in the unit are identified as White. The percentage for the university as a whole is 82.4 percent.

There are plans and efforts to improve hiring of diverse faculty, but evidence of successful implementation of these plans is limited. Interviewees indicated that there have been concerted efforts to improve hiring of diverse faculty and also that there is still a long way to go. Concrete efforts specifically to hire diverse faculty include advertising in journals dedicated to diversity. Evidence of success from this strategy was not available. It was reported in interviews that the university holds workshops on campus for conducting effective searches and recently a new person has been hired at the university level to improve search strategies. This is a recent hire, and there was not evidence that new approaches have been implemented yet in unit searches.

Annual reports responding to the previous AFI in this area describe several plans for improvement. One strategy is to use networking and personal calls to institutions with diverse candidates during the hiring process were not verified during interviews. Faculty do normal recruiting at conferences, but specific conferences with diverse attendance or strategies for recruiting diverse candidates were not reported.

The university has a successful Multicultural Faculty Fellows program. This program recruits diverse faculty for the equivalent of a post-doctoral fellow for a year into what is essentially an apprenticeship program. The hope and experience so far is that these faculty will move into tenure-track positions at the end of the experience. While this is a promising program, there are a limited number of positions available across the university, and so far the unit has not been allotted one of these positions.

Annual reports indicate the desire to "home grow" diverse faculty through the PhD program. While the current entering class is diverse and holds potential several years from now, no evidence was provided of the diversity of previous cohorts or of diverse candidates moving into part-time or tenure-track positions through this method. Another strategy cited in annual reports is to recruit from partner school districts in urban schools where there are strong relationships with the university. This strategy has led to one diverse part-time faculty member who has taught in a limited number of semesters.

One success reported by faculty and candidates is the use of visiting scholars. Scholars have visited from Korea, China, Turkey, and Brazil. This effort does improve candidate access to diverse faculty, but it is not a funded program and is not systematic.

The IR lists many activities faculty are involved with that demonstrate they have experiences that would help them prepare candidates for working with diverse students. The first example provided is the Brown University Educational Alliance training. Other examples are the Faculty Disabilities Mentor Program, Safe Zone Training, Jumpstart RI, the GLBT Fellows Program, and extensive work by the Kappa Delta Pi organization. Other examples of scholarship and service by individual faculty related to diversity are provided in Appendix D and in the Summaries of Activities by Department document organized with Standard 5. Candidates verify that faculty do have strong diversity experiences that help prepare them to be culturally responsive teachers.

Candidates clearly have opportunities to interact with both male and female candidates. Information on the socio-economic background of candidates is not provided. Racial and ethnic diversity of candidates

is limited and lower than the university as a whole and as compared to the geographical region. For example, 4.4 percent of candidates at the initial level are Hispanic or Latino, whereas the numbers for the university as a whole are 7.6 percent, and for the region the percentage is 12.5 percent. Approximately 20 percent of the university student population are students of color whereas for the unit it is approximately 10 percent. Large percentage gains were reported from 2011 to 2012 for Hispanic Latino candidates. However these gains were large only in percentage terms (the unit went from six to 10 candidates in that year). In subsequent years, numbers overall remained relatively flat (40 candidates in 2012, 39 in 2013, and 40 in 2014). In percentage terms, this is a modest increase as overall enrollment during this time dipped from 437 to 388. Candidates in the unit have limited opportunities to interact with diverse peers in professional education opportunities.

The unit has several commendable efforts to increase candidate diversity. However, there is limited evidence for systematic efforts, especially in terms of outreach to potential candidates from the larger university student population. Because candidates primarily enter education at the initial level at the end of the sophomore year, recruitment from within the university is a natural path for improving unit diversity. The unit faculty attend a majors fair and send letters to all arts and science students inviting them to be double majors. While clearly useful for recruiting, these efforts do not have a specific diversity focus. The unit has not had close collaboration with the Talent Development Program, an impressive program for recruiting historically underrepresented candidates to the university. The Talent Development program provides full tuition to approximately 600 students for ten semesters to students who otherwise would not meet selectivity criteria, but who demonstrate readiness for success by completing 8-10 credits in the summer after their senior year with at least a 2.0 GPA. Interviews indicated that the unit does not have a list of these students to recruit from. In addition, interviews indicated that diverse university students sometimes receive inconsistent advisement about the requirements for entering professional education and may miss opportunities as a result.

The Praxis Core cutoff scores for the state are the highest in the nation, and this has been cited as a challenge for recruiting more diverse students. A highly commendable approach to this problem is the offering of a one-credit course, EDC 279, to prepare candidates to take the Praxis Core. This is a high expense course as it is staffed by three faculty with expertise in different aspects of the Praxis Core. Students in the Talent Development Program who want to go into education are often recommended for this course. This is a benefit not only for the preparation itself, but also because this preparation is paid for through tuition and is covered by financial aid and for Talent Development students is essentially free. This is a clear effort to remove a potential barrier to entry.

Candidates in all programs reported that they were prepared for working with diverse students. They reported that diverse field experiences including an urban field experience was a required part of their preparation. There was an especially strong commitment to inclusive education expressed by candidates across a broad range of programs.

At the initial level, there is evidence that candidates have field experiences working with diverse P-12 students. All elementary, early childhood, secondary, and music candidates take EDC 250, a 21-hour urban field experience with specific diversity objectives. It was clarified onsite that these field experiences all take place in one of five urban districts, all with significant diversity.

Elementary education candidates also have a diverse field experience in urban or "urban ring" schools as part of EDC 454 and EDC 459. Secondary education candidates have a field experience in EDC 332 in a placement with a significant ELL population.

There is also evidence related to diverse placements at the advanced level. Library media candidates have multiple placements. Although the diversity of these placements is not specified, candidates are asked to record and reflect with specific expectations on experiences working with diverse students. The

reading program requires a clinical practicum working with students with an IEP, a student with ADHD, males and females, and diversity of SES and geographic region. There are multiple other experiences working with male and female students of diverse socio-economic status. Candidates in the special education program have urban placements in one or more of EDS 505 and 506 or in EDS 518 or EDS 507/508. Candidates in this program also have extensive field experience in inclusive settings. Candidates in the school psychology program have two practicum for the MS program and three or four practicums for the PhD program. Candidates in both programs complete an internship. Candidates in the Masters of Special Education have at least one diverse practicum experience.

4.2 Moving Toward Target or Continuous Improvement

Please respond to 4.2.a if this is the standard on which the unit is moving to the target level. If it is not the standard on which the unit is moving to the target level, respond to 4.2.b.

4.2.a Movement Toward Target.

Based on the criteria for Movement Toward Target, provide a summary of the unit's performance.

NA

4.2.b Continuous Improvement.

What activities and outcomes demonstrate that the unit has been engaged in continuous improvement?

As noted above, an action plan for diversity was adopted after 2008. Goals 2 and 3 relate to recruitment of diverse candidates and faculty, and efforts in these areas were described above. Goal 1 was "to enhance culturally responsive instructional and assessment practices among candidates by embedding instruction in this area throughout the candidates' preparation programs in a systematic fashion." Numerous efforts have been made since the last visit to accomplish this goal. Significantly, a course in special education (EDC 402) was added to the elementary and early childhood programs. A significant change in placement of elementary candidates in the fall of 2011 has all candidates working for a year-long placement in urban or urban ring placements. The unit received a Noyce scholarship fully funding 25 STEM education candidates who commit to work in diverse schools after graduation. Goal 4 relates to field experiences. The IR reports that a concerted effort has been made to urban placements in EDC 250, inferring that this has received increased emphasis. It is also reported that improved documentation of diverse field experiences has been a new focus.

Each year the university sponsors an Honors Colloquium on a new theme. Last year the Director of the School of Education partnered with the Office of Multicultural affairs to sponsor a series titled "Great Public Schools: Everyone's Right? Everyone's Responsibility?" This series included 13 events in 13 weeks. These events were of a very high quality and very well financed with approximately $120,000 budget to bring in top speakers such as Richard Rothstein and Diane Ravitch. These events were highly attended and help raise awareness of diversity issues for the campus.

4.2.b.i Strengths.

What areas of the standard are being addressed at the target level?

Co-curricular and extra-curricular emphasis on diversity is significant. The School of Education helped lead a very successful university Honors Colloquium focused on equity in schools. Twice a year, the university sponsors Diversity Week with high involvement of the School of Education, including a recent award for the education honors society Kappa Delta Pi. Faculty have made strong efforts to bring

...

in visiting scholars from Korea, China, Turkey, and Brazil.

Criteria for Movement Toward Target

NO EVIDENCE	MOVING TOWARD TARGET		AT TARGET
	EMERGING	DEVELOPING	ATTAINED
Clear, convincing and sufficient evidence was not presented to demonstrate that the unit is performing as described in any aspect of the target level rubric for this standard. *AND* There are no plans and timelines for attaining target level performance as described in the unit standard.	Clear, convincing and sufficient evidence demonstrates that the unit is performing as described in some aspect of the target level rubric for this standard. *OR* There are plans and timelines for attaining and/or sustaining target level performance as described in the unit standard. [BOE specifies which is present and which is not in their findings.]	Clear, convincing and sufficient evidence demonstrates that the unit is performing as described in some aspect of the target level of the rubric for this standard. *AND* There are plans and timelines for attaining and/or sustaining target level performance as described in the unit standard.	Clear, convincing and sufficient evidence demonstrates that the unit is performing as described in all aspects of the target level rubric for this standard. *AND* There are plans and timelines for sustaining target level performance as described in the unit standard.

4.3 Areas for Improvement and Rationales

4.3.a What AFIs have been removed?

AFI	AFI Rationale
NA	

4.3.b What AFIs are continued from last visit?

AFI	AFI Rationale
Candidates have limited opportunities to interact with faculty from diverse populations.	There are plans and efforts to improve hiring of diverse faculty, but evidence of successful implementation of these plans is limited.
Candidates have limited opportunities to interact with peers from diverse racial and ethnic groups.	The unit has several commendable efforts to increase candidate diversity. However, there is limited evidence of systematic efforts, especially in terms of outreach to potential candidates from the larger university student population.

4.3.c What new AFIs are recommended?

AFI	AFI Rationale
NA	

4.4 Recommendations

For Standard 4

Level	Recommendation

Initial Teacher Preparation	Met
Advanced Preparation	Met

Target Level

Level	Recommendation
Initial Teacher Preparation	Not Applicable
Advanced Preparation	Not Applicable

Standard 5

Standard 5: Faculty Qualifications, Performance And Development

Faculty are qualified and model best professional practices in scholarship, service, and teaching, including the assessment of their own effectiveness as related to candidate performance; they also collaborate with colleagues in the disciplines and schools. The unit systematically evaluates faculty performance and facilitates professional development.

5.1 Overall Findings

What did the evidence reveal about the unit continuing to meet this standard?

The unit's mission is to prepare future professionals to become exemplary practitioners and scholars. The faculty members are qualified and model appropriate professional practices in several areas. The unit, which houses undergraduate and graduate programs focused on initial certification and other specialty program areas, employs skilled faculty. To this end, all full-time tenure/tenure-track faculty members hold a doctoral degree in his/her specialty area. In addition to faculty members possessing doctoral degrees, many faculty (and clinical faculty) members hold a variety of certifications as well. These certifications range from early childhood to English language learners.

The unit's conceptual framework seeks to prepare beginning professional teachers who have the potential to become master teachers and educators through reflective practice, life-learning, and content areas. Advanced programs enable educational professionals to actualize that potential. Master teachers function as decision makers and facilitators of learning as they work in the confluence of teacher, learner, and subject matter in a diverse environment. For advanced programs, the framework centered on six "themes" or threads woven throughout program design, coursework, and assessments. These themes are: develop deeper understanding of content, assume greater leadership roles, explore diverse learning, develop scholarly research skills, engage in professional development, and reflective practice. Translated into best practices, these six themes drive course syllabi and critical performance assessments and also provide the structure for program and unit assessment. Instructors use these themes to organize and deliver course content, depending on the specific nature of the course.

During onsite interviews, faculty revealed there is a significant amount of reflective practice integrated into syllabi and course assignments. Several syllabi support the use of reflective practice. Further, faculty reflective practices models best professional teaching practices. While faculty shared that the conceptual framework is heavily infused throughout the curriculum, the faculty were unable to articulate clearly how changes from the state department impact the conceptual framework.

The unit has adopted a clear structure for defining faculty scholarship, evaluation, and service. In order to demonstrate the functionality of this model, the unit examines: prescribed areas for scholarship, IDEA for evaluations, and a variety of service components. More specifically, the unit adopted additional

criteria to better clarify promotion, tenure, and rank. While there are no pre-established numbers for scholarship, the unit expects faculty members to contribute annually with some form of publication (i.e., peer-referred journals, book chapters, columns in a popular journal, critiques, etc.). Within a four year span (2010-2014) the following scholarship was completed: 28 books, 74 book chapters, 169 refereed articles, and 401 other scholarly publications. Additionally, the faculty have been able to secure over 17 million dollars in grants over a ten year time period.

For the evaluative component, faculty receive evaluations from peers and from candidates. The Department Faculty Evaluation Peer Evaluation acknowledges the departmental colleagues' review of the faculty member by offering narratives on teaching, research, professional outreach, and suggestion on continuing professional development. The evaluation also allows for the peer to support/not support/abstain from a vote of confidence. The unit conducts ongoing, formative and summative evaluations of faculty performances to enhance the learning process for initial and advanced-level candidates. The unit utilizes Individual Development and Educational Assessment (IDEA) for candidate evaluations of teacher performance. The primary areas assessed are candidate ratings of learning on relevant objectives and improving teaching effectiveness. More specifically, faculty are able to improve and/or change teaching based on some of the following areas: acquiring skills in working with others, problem solving, learning to analyze and critically evaluate ideas, demonstrating the importance and significance of the subject matter, making clear how each topic fits into the course, etc. The IDEA evaluation is placed in the faculty member's file and used for promotion and tenure. For full-time faculty, a detailed development plan is produced with a timeline for follow-up if a faculty member needs assistance prior to applying for promotion or tenure.

The faculty engage in professional development activities that include community outreach and services throughout urban and rural areas, conference attendance where faculty present on a variety of topics where they are deemed experts, and integration of technology into the learning process. The unit has a joint PhD program with another college in the area that allows them to share resources and opportunities to co-teach with different program faculty. Through the onsite interview, the content faculty partners were complimentary of the unit's faculty and how the unit has worked closely to support new program and faculty initiatives.

Part-time faculty are strongly connected to the unit and teach a variety of experiential learning courses. Part-time faculty remain engaged with the unit even if teaching for only one semester or on campus for one day a week. Adjunct and part-time faculty are evaluated through mixed methods. Depending on particular courses and practica, faculty may use IDEA or have meetings with the unit's administration. Multiple low scores on end-of-instruction evaluations may lead to a contract not being renewed.

The unit faculty members cover a range of educational topics and areas as evidenced by curriculum vitae. Faculty members remain committed to impacting their candidates' lives through finding appropriate placements where candidates will encounter diversity while student-teaching. Faculty advisors and program directors emphasized the diversity of educational settings throughout the region and how the unit attempts to expose all candidates to a variety of diverse learners. Faculty advisors intentionally examine the candidates' newly defined skilled sets and matches with a supportive, diverse environment. The unit has described diverse environments to include low SES, historically disadvantaged populations, rural areas, underserved, ethnic and linguistically-different backgrounds, etc.

The unit has increased its use of technology. Several faculty members have secured extramural funding such as The Nomad Grant, which supports the use of iPads in the classroom for student teachers in English and language arts, science, and mathematics. This also allows for faculty investigations of iPad use related to theories of technological pedagogical content knowledge and for authentic assessment of learning. Onsite interviews described several cutting edge research projects involving student teacher use of mobile technology. These pedagogically sound approaches are also used in methods classes.

Similarly, pedometers, Fitbits, and other advanced health monitoring devices connecting to mobile apps are used in health and physical education courses and student teaching, allowing K-12 students to set personal goals tailored to their fitness level.

5.2 Moving Toward Target or Continuous Improvement

Please respond to 5.2.a if this is the standard on which the unit is moving to the target level. If it is not the standard on which the unit is moving to the target level, respond to 5.2.b.

5.2.a Movement Toward Target.

Based on the criteria for Movement Toward Target, provide a summary of the unit's performance.

NA

5.2.b Continuous Improvement.

What activities and outcomes demonstrate that the unit has been engaged in continuous improvement?

The unit supports faculty professional development specifically in technology and also with pedagogy through a partnership with the library establishing a Curriculum Materials Library (CML) that serves faculty (as well as students). Faculty learn how to integrate a variety of technological advances into teaching and classroom preparation. The library and the unit faculty have partnered in publishing research articles on the use of technology and blended pedagogy.

The unit has grown in its support of part time faculty. The unit has an established cohort of experienced part time and clinical faculty members. The part time faculty maintains an integral connection with the unit and feels their concerns/issues are taken into consideration by the administration and responded to promptly. As part time faculty, they have significant outreach opportunities to help the unit's perception across the region and influence initial candidates.

5.2.b.i Strengths.

What areas of the standard are being addressed at the target level?

The unit faculty have worked diligently to include reflective practices throughout all syllabi. During onsite interviews, faculty shared their unique experiences of teaching initial and advanced candidates on good reflective practices which were embraced by candidates. The faculty positively explained how reflective journals were used to encourage candidates to think about how their lesson plans and activities could have been prepared better once the lesson plan was executed. The candidate would respond in a journal entry, and the faculty member would reply with concrete suggestions on the reflective practice and possible areas of improvement. Once suggestions had been offered, the candidates willingly responded by making appropriate changes (i.e., curriculum).

Criteria for Movement Toward Target

NO EVIDENCE	MOVING TOWARD TARGET		AT TARGET
	EMERGING	DEVELOPING	ATTAINED
Clear, convincing and sufficient evidence was not presented to	Clear, convincing and sufficient evidence demonstrates that the	Clear, convincing and sufficient evidence demonstrates that the	Clear, convincing and sufficient evidence demonstrates that the

demonstrate that the unit is performing as described in any aspect of the target level rubric for this standard. *AND* There are no plans and timelines for attaining target level performance as described in the unit standard.	unit is performing as described in some aspect of the target level rubric for this standard. *OR* There are plans and timelines for attaining and/or sustaining target level performance as described in the unit standard. [BOE specifies which is present and which is not in their findings.]	unit is performing as described in some aspect of the target level of the rubric for this standard. *AND* There are plans and timelines for attaining and/or sustaining target level performance as described in the unit standard.	unit is performing as described in all aspects of the target level rubric for this standard. *AND* There are plans and timelines for sustaining target level performance as described in the unit standard.

5.3 Areas for Improvement and Rationales

5.3.a What AFIs have been removed?

AFI	AFI Rationale
NA	

5.3.b What AFIs are continued from last visit?

AFI	AFI Rationale
NA	

5.3.c What new AFIs are recommended?

AFI	AFI Rationale
NA	

5.4 Recommendations

For Standard 5

Level	Recommendation
Initial Teacher Preparation	Met
Advanced Preparation	Met

Target Level

Level	Recommendation
Initial Teacher Preparation	Not Applicable
Advanced Preparation	Not Applicable

Standard 6

Standard 6: Unit Governance And Resources

The unit has the leadership, authority, budget, personnel, facilities, and resources, including information technology resources, for the preparation of candidates to meet professional, state, and institutional standards.

6.1 Overall Findings

What did the evidence reveal about the unit continuing to meet this standard?

An organizational chart shows that leadership of the unit comes through the director of the School of Education. The Council of Teacher Education is a representative advisory group. This council includes representatives from the full range of initial and advanced programs. The Council of Teacher Education was responsible for significant development of the assessment system, demonstrating faculty involvement in important decision-making. Other examples demonstrating faculty involvement include implementation of the Diversity Action Plan. Recruiting, admissions, and advising information is consistently communicated through the university website for candidates and potential candidates.

Every month there is a faculty meeting for the School of Education and then followed by a Council of Teacher Education meeting with program leaders representing all programs in the unit. This group aids unit-wide cohesion and communication. An example of this work is the development of a common initial admission procedure across all unit programs. This admission procedure includes questions about experiences with diversity and working with children and adolescents and an essay response to a diversity statement.

Collaboration and leadership of the unit is facilitated by a clear organizational structure and regular meetings. SThe School of Education Director, meets every other week with the dean meets every other week with the dean, the assistant dean, the associate dean of the College of Human Science and Services.

Onsite interviews demonstrated extensive collaboration between the unit and the College of Arts and Sciences and with the university library. A strong example is the Collaboration in Exploration in Mathematics, and Sciences. This group combines content professors in arts and sciences in STEM areas with pedagogical content faculty from the School of Education. This group came together from a recognition of need for better preparation of education and general education students in math and sciences.

Two documents are provided to support adequate budget to support effective programming. A unit budget delineating operational and personnel expenses for 2014 is provided, along with budgets for comparable programs in communicative disorders and physical therapy. These programs are clearly comparable as they are both professional programs with clinical components. Budget data were provided onsite comparing budgets across multiple programs, including programs with a clinical component. Data were presented for the most recent three years both in terms of total budget and in terms of student credit hour. These data demonstrate equitable funding across comparable programs. Equitabile funding is supported by transparent procedures, such as an annual open-meeting presentation of funding needs by each of the college deans.

The Collective Bargaining Agreement defines workload. Standard teaching load is nine credits per semester, with clinical faculty working with a maximum of 15 candidates. Reduction of this workload for new tenure-track faculty and for others in special circumstances is part of the workload policy, but in many cases these reductions have not been implemented during the last 10 years due to budget cutbacks. In any case, a review of workload of individual faculty indicate that workload is within guidelines of 12 credits per semester or 18 student teachers.

Replacement of computers is on a three-to-five year cycle. Unlimited online storage and online email is provided to all university faculty and students. Onsite interviews confirmed available quality professional development for faculty developing online courses through the Office of Online Learning.

The University of Rhode Island received a 5.6 million dollar New Order, Multi-Modal, Advanced-Design (NOMAD) grant for technology. This grant funded two laptop carts with 30 laptops each and two carts of 30 iPads. The Nomad grant also funded renovation of the classrooms. The grant also funded three Smartboards, 72 desktops and laptops, and seven iPads as part of the Curriculum and Materials Library. It also funded the purchase of assistive technology. Classrooms used for education courses have impressive technology capabilities also funded by this grant. In addition to standard features such as internet access and multimedia projection capabilities, classrooms also have three large TV monitors that connect through VGA to candidate computers. This allows groups of candidates to collaborate and also allows for presentations or stations to occur in multiple places within the same room. These rooms also have very expansive whiteboards covering all walls, so they easily facilitate group brainstorming and presentation. As explained in the addendum and through onsite usage and interview, wifi is available in all classrooms and offices.

The Curriculum Materials Library houses a variety of current teaching content material to assist initial/advanced candidates in lesson plan development, classroom activities, and student assessment. Additionally, the library has three dedicated rooms to train candidates on how to integrate technology into the P-12 classrooms. The CML has approximately 14,627 print materials, 72 desktops/laptops, three interactive boards, and seven iPads.

There is a full-time educational specialist with responsibility for the assessment system. Teacher candidates use TaskStream for the primary technology support for the assessment system. This system is extensively developed and well maintained.

A previous AFI states that there is not sufficient staff for efficient operation. This resource need has not yet been met. The growing requirements for reporting data to multiple accrediting bodies, with increasing emphasis on diversity, expanded field placements, and demonstration of impact of candidates and graduates on student learning makes it extremely difficult to sustain the high quality of operations that is the standard in the unit. The unit does not have administrative or secretarial support for the unit's work in assessment and field experiences.

Data from the workload chart indicate that there are approximately 63 part-time faculty and 26 full-time faculty. Enrollment decrease, combined with larger sections of two courses, means that the proportion of full-time faculty teaching courses has increased in recent years. In any case, part-time faculty are well integrated into the unit. Part-time faculty use this system and also participate in training for this system and other initiatives within the unit. Many part-time faculty have long-term experience with the unit, helping unit coherence. In addition to candidate evaluations, part-time faculty are now observed by department chairs at least once every two years.

6.2 Moving Toward Target or Continuous Improvement

Please respond to 6.2.a if this is the standard on which the unit is moving to the target level. If it is not the standard on which the unit is moving to the target level, respond to 6.2.b.

6.2.a Movement Toward Target.

Based on the criteria for Movement Toward Target, provide a summary of the unit's performance.

NA

6.2.b Continuous Improvement.

What activities and outcomes demonstrate that the unit has been engaged in continuous improvement?

An extensive Strategic Goals plan was established for the years 2008-2015. Many of the accomplishments listed elsewhere are directly related to this strategic plan. Among the goals and accomplishments are the hiring of specific faculty positions designed to meet well defined areas of need and the awarding of a Noyce grant to increase the number of STEM teachers. The provost has tasked a committee with investigating the possibility of establishing a College of Education and should be reporting in the near future. The unit has significantly expanded partnerships with seven school districts. There is also a goal to hire a partnership professional development coordinator.

6.2.b.i Strengths.

What areas of the standard are being addressed at the target level?

NA

Criteria for Movement Toward Target

NO EVIDENCE	MOVING TOWARD TARGET		AT TARGET
	EMERGING	DEVELOPING	ATTAINED
Clear, convincing and sufficient evidence was not presented to demonstrate that the unit is performing as described in any aspect of the target level rubric for this standard.

AND

There are no plans and timelines for attaining target level performance as described in the unit standard. | Clear, convincing and sufficient evidence demonstrates that the unit is performing as described in some aspect of the target level rubric for this standard.

OR

There are plans and timelines for attaining and/or sustaining target level performance as described in the unit standard.

[BOE specifies which is present and which is not in their findings.] | Clear, convincing and sufficient evidence demonstrates that the unit is performing as described in some aspect of the target level of the rubric for this standard.

AND

There are plans and timelines for attaining and/or sustaining target level performance as described in the unit standard. | Clear, convincing and sufficient evidence demonstrates that the unit is performing as described in all aspects of the target level rubric for this standard.

AND

There are plans and timelines for sustaining target level performance as described in the unit standard. |

6.3 Areas for Improvement and Rationales

6.3.a What AFIs have been removed?

AFI	AFI Rationale
NA	

AFI	AFI Rationale
The unit does not have sufficient administrative support staff to ensure the effective and efficient operation of the unit for the preparation of educators.	The growing requirements for reporting data to multiple accrediting bodies, with increasing emphasis on diversity, expanded field placements, and demonstration of impact of candidates and alumni on student learning makes it extremely difficult to sustain the high quality of operations which is the standard in the unit.

6.3.c What new AFIs are recommended?

AFI	AFI Rationale
NA	

6.4 Recommendations

For Standard 6

Level	Recommendation
Initial Teacher Preparation	Met
Advanced Preparation	Met

Target Level

Level	Recommendation
Initial Teacher Preparation	Not Applicable
Advanced Preparation	Not Applicable

IV. Sources of Evidence

Documents Reviewed

please see attached

Persons Interviewed

please see attached

Please upload sources of evidence and the list of persons interviewed.

Documents Provided to Team During Onsite Visit.docx
interview participants.xlsx

See **Attachment** panel below.

V. State Addendum (if applicable)

Please upload the state addendum (if applicable).

Please click "Next"

This is the end of the report. Please click "Next" to proceed.

NATIONAL RECOGNITION REPORT
Initial Preparation of Health Educators

NCATE recognition of this program is dependent on the review of the program by representatives of the American Association for Health Education (AAHE) based on the 2008 AAHE standards.

COVER PAGE

Name of Institution

University of Rhode Island

Date of Review

MM   DD   YYYY

08   /   01   /   2016

This report is in response to a(n):

○ Initial Review
○ Revised Report
◉ Response to Conditions Report

Program(s) Covered by this Review

Health Education

Grade Level[1]

PK-12

_____

(1) e.g. Early Childhood; Elementary K-6

Program Type

First Teaching License

Award or Degree Level(s)

◉ Baccalaureate
○ Post Baccalaureate
○ Master's

PART A - RECOGNITION DECISION

SPA Decision on NCATE recognition of the program(s):

◉ Nationally recognized
○ Nationally recognized with conditions
○ Further development required **OR** Nationally recognized with probation **OR** Not nationally recognized [See Part G]

The program meets or exceeds an 80% pass rate on state licensure exams:

- ⦿ Yes
- ○ No
- ○ Not applicable
- ○ Not able to determine

Comments, if necessary, concerning Test Results:

No comment necessary

Summary of Strengths:

PART B - STATUS OF MEETING SPA STANDARDS

Standard 1. Content Knowledge. Candidates demonstrate the knowledge and skills of a health literate educator.

Met	Met with Conditions	Not Met
⦿	○	○

Comment:

Previously met.

Standard 2. Needs Assessment: Candidates assess needs to determine priorities for school health education.

Met	Met with Conditions	Not Met
⦿	○	○

Comment:

Previously met.

Standard 3. Planning: Candidates plan effective comprehensive school health education curricula and programs.

Met	Met with Conditions	Not Met
⦿	○	○

Comment:

PREVIOUS CONDITION: Provide opportunities for candidates to design strategies for involving key individuals and organizations in program planning for School Health Education (Key Element A).

Program identifies Assessments 3 and 4 as evidence of meeting the standard.

Assessment 3 - Unit plan (KIN307) instructions and rubric evidence AAHE standards 1, 2, 3 and 5; specifically, assessment 3 was revised to align more closely with AAHE 2.a and 2.b and 3.a; one application of the assessment (spring 2015), reported a mean score of 2.59 on a 3-point scale.

Assessment 4 has been revised to (1) reflect 2008 AAHE Standards and (2) corrected to reflect candidates' 5-week experience in an exclusively HE environment. Candidates' culminating student teaching evaluations (spring 2015 and fall 2015) (N15) reported a mean score of 2.67 on a point scale; program analyzed disaggregated scores by standard and element.

Standard 4. Implementation: Candidates implement health education instruction.

Met   Met with Conditions   Not Met

⦿   ◯   ◯

Comment:

Program identifies assessments 4 and 5 as evidence of meeting the standard.

Assessment 4 has been revised to (1) reflect 2008 AAHE Standards and (2) corrected to reflect candidates' 5-week experience in an exclusively HE environment. Candidates' culminating student teaching evaluations (spring 2015 and fall 2015) (N15) were a mean score of 2.67 on a 3-point scale.

Specific to Assessment 5, candidates create informal and formal assessments of the cooperating teachers' plan. Per the program, the assessment, candidate effect on P-12 learner, aligns with AAHE 4.a, b, and c and 5.a-e. While the description of the intended purpose and outcomes of the assessment align with AAHE standard 4 and 5, the instructions and rubric do not include these specific references.

Preponderance of evidence supports meeting the standard.

Standard 5. Assessment. Candidates assess student learning.

Met   Met with Conditions   Not Met

⦿   ◯   ◯

Comment:

Previously met.

Standard 6. Administration and Coordination. Candidates plan and coordinate a school health education program.

Met   Met with Conditions   Not Met

⦿   ◯   ◯

Comment:

Program identifies assessment 6 as evidence of meeting the standard. Per the program, KIN 401- the health fair/simulated health program is a required benchmark. The description of the revised assessment states it aligns with AAHE 6 (all key elements), 7 and 8. Although the rubric is not aligned to the AAHE standards and key elements, section 1d identifies how each component addresses the standards and key elements. Since the revised has not yet been implemented, the program reported data collected using the former assessment.

Based on the preponderance of evidence Standard 6 is met.

Standard 7. Being a Resource. Candidates serve as a resource person in health education.

Met   Met with Conditions   Not Met

○   ○   ○

Comment:

Program identifies assessment 2, 4, 6 and 7 as evidence of meeting the standard.

Program revised assessment 2 to align with AAHE Standard 1b, c, d, f and Standard 7.a, including the rubric. One application of data yielded a mean rating of 2.63 on a three point scale.

Assessment 4 has been revised to (1) reflect 2008 AAHE Standards and (2) corrected to reflect candidates' 5-week experience in an exclusively HE environment; mean score of 2.67 on 3-point scale.

The program identified assessment 6 as evidence of meeting the standard. Per the program, KIN 401-Health Fair/simulated health program is a required benchmark; while the description of the revised assessment is aligned with AAHE 6, 7 and 8, the rubric does not include this alignment for each sub-component.

For Assessment 7 - KIN 401 - Health Information and Research, the program reports alignment with AAHE Standard 7 a-c; the rubric does not include alignment with the standard and key elements;

Based on the key assessment provided and the revisions made, Standard 7 is met.

Standard 8. Communication and Advocacy. Candidates communicate and advocate for health and school health education.

Met   Met with Conditions   Not Met

◉   ○   ○

Comments:

Program identifies assessments 4, 6 and 7 as evidence of meeting the standard.

Preponderance of evidence for the Standard is met via Assessment 4.

Rubrics for Assessments 6 and 7, however, are not aligned with the standards and key elements.

Based on the evidence provided, Standard 8 has been met.

PART C - EVALUATION OF PROGRAM REPORT EVIDENCE

C.1. Candidates' knowledge of content

AAHE standards addressed in this entry could include (but are not limited to) Standards 1, 3, and 7. Information from Assessments #1 and #2 should provide primary evidence in this area. (Assessments #6-#8 may also focus on content knowledge.)

Met in previous report

C.2. Candidates' ability to understand and apply pedagogical and professional content knowledge, skills, and dispositions

AAHE standards that could be addressed in this entry include but are not limited to Standards 2-7. Information from Assessments #3 and #4 should provide primary evidence in this area. (Assessments #6-

#8 may also focus on pedagogical knowledge, skills, and dispositions.)

Met in previous report

C.3. Candidate effects on P-12 student learning

AAHE standards that could be addressed in this entry include but are not limited to Standards 3 and 4. Information from Assessment #5 should provide primary evidence in this area. (Assessments #6-#8 may also focus on student learning.)

Met in previous report

PART D - EVALUATION OF THE USE OF ASSESSMENT RESULTS

Evidence that assessment results are evaluated and applied to the improvement of candidate performance and strengthening of the program (as discussed in Section V of the program report)

Previously addressed

PART E - AREAS FOR CONSIDERATION

Areas for consideration

As the program continues to collect and analyze data on candidates knowledge and skills aligned with the HETE standards consider the following:

All rubrics should include alignment with one standard and key element. Assessment 6 and 7 rubrics are still not aligned with the standards and key elements although this is articulated in 1d Description of the assessment specifically aligns with the standards.

PART F - ADDITIONAL COMMENTS

F.1. Comments on Section I (Context) and other topics not covered in Parts B-E:

None

F.2. Concerns for possible follow-up by the Board of Examiners:

None

Part G. DECISION

Decision:

⦿

National Recognition. The program is recognized through the semester and year of the institution's next NCATE accreditation decision in 5-7 years. **To retain recognition, another program report must be submitted mid-cycle (2 years in advance for a 5-year cycle and 3 years in advance for a 7-year cycle) before the next scheduled accreditation visit.** The program will be listed as nationally recognized through the semester of the next NCATE accreditation decision on websites and/or other publications of the SPA and NCATE. The institution may designate its program as nationally recognized by NCATE, through the semester of the next NCATE accreditation decision, in its published materials. National recognition is dependent upon NCATE accreditation. *Please note that once a program has been nationally recognized, it may not submit another report*

addressing any unmet standards or other concerns cited in the recognition report.

○ **National Recognition with Conditions**. The program will be listed as nationally recognized on websites and/or other publications of the SPA and NCATE. The institution may designate its program as nationally recognized by NCATE, through the time period specified below, in its published materials. National recognition is dependent upon NCATE accreditation.

○ **Program does not currently satisfy SPA requirements for national recognition**. See below for details.

Please click "Next"

This is the end of the report. Please click "Next" to proceed.

THE
UNIVERSITY
OF RHODE ISLAND

Notice of Change form

Notice of Change for Department of Physics: Replace PHY510 with MTH400-level course for the graduation requirement for Physics and Physical Oceanography BS degree.

Date: 8/15/19

A.   PROGRAM INFORMATION

1. Name of institution
    University of Rhode Island

2. Name of department, division, school or college

    Department: Physics
    College:A&S

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

    Initiation date: 1/2020
    First degree date: 5/2020

4. Intended location of the program
    College of Arts and Sciences, URI, Kingston

5. Summary description of proposed program (not to exceed 2 pages).
    Replace PHY510 with MTH400-level course to satisfy the major requirement for the Physics and Physical Oceanography BS degree. Undergraduates are not prepared for the 500-level course.

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

Chair, Department of Physics: Leonard M. Kahn

Dean, College of Arts and Sciences:

7. Signature of the President

Rebecca Romanow

Nedra Reynolds

_____

David M. Dooley

B.	Physics and Physical Oceanography

The Department of Physics and the Graduate School of Oceanography offer a Bachelor of Science (B.S.) degree in physics and physical oceanography.

….

A total of 129 credits is required for graduation.

Freshman Year First semester: 17 credits
MTH 141 (4); OCG 110 (3); PHY 203, 273 (4), General Education requirements and electives (6).

Second semester: 16 credits
CHM 101, 102 (4); MTH 142 (4); OCG 123 (4); PHY 204, 274 (4).

Sophomore Year First semester: 17 credits
CSC 211 (4); MTH 243 (3); PHY 205, 275 (4), General Education requirements and electives (6).

Second semester: 17 credits
MTH 244 (3); PHY 306 (3); 410 (3), General Education requirements and electives (8).

Junior Year First semester: 17 credits
PHY 322 (3), 381 (3); MTH 215 (3), General Education requirements and electives (8).

Second semester: 17 credits
MCE 354 (3); PHY 331 (3), 382 (3), General Education requirements and electives (8).

Senior Year First semester: 16 credits
OCG 501 (3); PHY 401 (1), 420 (3), 451 (3), 483 (3), General Education requirements and electives (3).

Second semester: 12 credits
OCG 510 (3); PHY 425 (3), 484 (3), and ~~510 (3)~~MTH400-level course (3).

THE
UNIVERSITY
OF RHODE ISLAND

Mary Michelini <mmichelini@uri.edu>

Math Dept letter of support

1 message

Leonard ahn` <lenkahn@uri.edu>   Wed, Sep 18, 2019 at 11:33 AM
To: Mary Michelini <mmichelini@uri.edu>

Hi Mary,

This should do it.

Thanks again,

Len

-------- Forwarded Message --------
Subject: Re: Letter for Physics Change
   Date: Wed, 18 Sep 2019 10:08:02 -0400
   From: Jm es Baglama <þaglam a@uri.edu>
      To: Leonard Kahn <lenkahn@uri.edu>

Hi, Leonard.

Thank you for reaching out. The math department supports this change. Physics maþr s are among the strongest students in our math classes.

Best,
im

....   *
Jm es Baglama
Professor and Chair
Department of Mathematics
University of Rhode Island
þaglam a@uri.edu
http://www.math.uri.edu/~þaglam a
Phone: 401-874-2709
Fax: 401-874-4454
 *   *

On Sep 18, 2019, at 8:10 AM, Leonard Kahn <lenkahn@uri.edu> wrote:

Hi Jm es,

The Physics department currently requires PHY510, Mathematical Methods of Physics 1, for the BS degree in both Physics and Physics and Physical Oceanography. Few of our seniors are equipped or have the time for that intensive course; furthermore, it is only offered in alternate years. As a result, we have been signing waivers when students take a 400-level math course instead. To avoid this paper work and the occasional delay in clearing the audit, the department put forward a Ntice of Change to the college cur riculum committee stating that the graduation requirement should be changed to PHY510 or MTH4XThis request has been conditionally approved pending acknowledgement from you department that you have no obþctions. Of cour se, nothing in the change affects any math course pre-reqs. We have approximately 8-10 maþr s per year.

If you have no obþctions, would you please send m e a short note that I could forward to the committee.

I appreciate your time in this matter.

Best,

Leonard

Appendix F

Revised 8/2016

Notice of Change form

Notice of Change for Department of Physics: Replace PHY510 with MTH400-level course for the graduation requirement for Physics BS degree.

Date: 8/15/19

A.   PROGRAM INFORMATION

1. Name of institution
   University of Rhode Island

2. Name of department, division, school or college

   Department: Physics
   College:A&S

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

   Initiation date: 1/2020
   First degree date: 5/2020

4. Intended location of the program
   College of Arts and Sciences, URI, Kingston

5. Summary description of proposed program (not to exceed 2 pages).
   Replace PHY510 with MTH400-level course to satisfy the major requirement for the Physics BS degree. Undergraduates are not prepared for the 500-level course.

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

Chair, Department of Physics: Leonard M. Kahn

Dean, College of Arts and Sciences:

Rebecca Romanow   Digitally signed by Rebecca Romanow
Date: 2019.10.10 13:25:01 -04'00'

Nedra Reynolds   Digitally signed by Nedra Reynolds
Date: 2019.10.10 14:18:26 -04'00'

7. Signature of the President

David M. Dooley

Physics

....

BACHELOR OF SCIENCE

This curriculum provides a general background in both theoretical and experimental physics. It forms a foundation for further study at the graduate level toward an advanced degree, and also prepares the student for a career as a professional physicist in industry, education, or government. Initiative, independent solution of laboratory problems, and research are encouraged in the advanced laboratory courses.

.....

Freshman Year First semester: 14 credits
MTH 141 (4); PHY 203/273 (4), General Education requirements and electives (6).

Second semester: 16 credits
MTH 142 (4); PHY 204/274 (4), General Education requirements and electives (8).

Sophomore Year First semester: 17 credits
CSC 211 (4); MTH 243 (3); PHY 205/275 (4), General Education requirements and electives (6).

Second semester: 14 credits
MTH 244 (3); PHY 306 (3), 410 (3), General Education requirements and electives (5).

Junior Year First semester: 14 credits
PHY 322 (3), 381 (3); MTH 215 (3), General Education requirements and electives (5).

Second semester: 17 credits
Mathematics elective at the 300 or 400 level (3), PHY 331 (3), 382 (3), General Education requirements and electives (8).

Senior Year First semester: 13 credits
PHY 401 (1), 420 (3), 451 (3), 483 (3), General Education requirements and electives (3).

Second semester: 15 credits
PHY 452 (3), 455 (3), 484 (3), ~~510 (3)~~ MTH400-level course (3), General Education requirements and electives (3).

THE
UNIVERSITY
OF RHODE ISLAND   **Mary Michelini <mmichelini@uri.edu>**

Math Dept letter of support

1 message

Leonard ahn` <lenkahn@uri.edu>   Wed, Sep 18, 2019 at 11:33 AM
To: Mary Michelini <mmichelini@uri.edu>

Hi Mary,

This should do it.

Thanks again,

Len

-------- Forwarded Message --------
Subject: Re: Letter for Physics Change
   Date: Wed, 18 Sep 2019 10:08:02 -0400
   From: ćm es Baglama <þaglam a@uri.edu>
      To: Leonard Kahn <lenkahn@uri.edu>

Hi, Leonard.

Thank you for reaching out. The math department supports this change. Physics maþr s are among the strongest
students in our math classes.

Best,
iłm

*   *

ćm es Baglama
Professor and Chair
Department of Mathematics
University of Rhode Island
þaglam a@uri.edu
http://www.math.uri.edu/~þaglam a
Phone: 401-874-2709
Fax: 401-874-4454
*   *

On Sep 18, 2019, at 8:10 AM, Leonard Kahn <lenkahn@uri.edu> wrote:

Hi ćm es,

The Physics department currently requires PHY510, Mathematical Methods of Physics 1, for the BS degree
in both Physics and Physics and Physical Oceanography. Few of our seniors are equipped or have the time
for that intensive course; furthermore, it is only offered in alternate years. As a result, we have been signing
waivers when students take a 400-level math course instead. To avoid this paper work and the occasional
delay in clearing the audit, the department put forward a Ntice of Change to the college cur riculum
committee stating that the graduation requirement should be changed to PHY510 or MTH4XThis
request has been conditionally approved pending acknowledgement from you department that you have no
objections. Of cour se, nothing in the change affects any math course pre-reqs. We have approximately 8-10
maþr s per year.

If you have no objections, would you please send m e a short note that I could forward to the committee.

I appreciate your time in this matter.

Best,

Leonard

Appendix G

Revised 8/2016

Notice of Change form

Notice of Change for: Minor in Cyber Security

Date: 8/2/2019

A.   PROGRAM INFORMATION

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

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

   Department: Computer Science and Statistics
   College: Arts and Sciences

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

   Initiation date: Fall 2020
   First degree date: Spring 2021

4. **Intended location of the program**

   Kingston

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

   We are making two minor changes to the minor requirements:

   1) We are changing the minor to require CSF 202 instead of CSF 102. CSF 202 is a new course that we are proposing concurrently with this proposal. It will provide a more technically deep background in cyber security than CSF 102.
   2) We are adding CSC 477 to the list of courses students can choose as an option. CSC 477 is a Computer Science Internship, which can include work related to Cyber Security.

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

   Current Catalog Language:

   Minor in Cyber Security
   Students declaring a minor in cyber security must complete 19-20 credits by completing the following courses: CSC 201 (4) (non-Computer Science majors), CSF 102 (4), CSF 430 (4), CSF 432 (4), CSF 434 (4). Computer Science majors choose one or more courses from: CSF 410 (4), 462 (4), CSC 417 (4), 418 (4), 499 (4) or other faculty approved courses.

   Students intending to pursue a minor in Digital Forensics in addition to the minor in Cyber Security may take at most one course that will count towards both minors.

   Proposed Catalog Language with Track Changes:

   Minor in Cyber Security
   Students declaring a minor in cyber security must complete 19-20 credits by completing the following courses: CSC 201 (4) (non-Computer Science majors), CSF ~~102~~ 202 (4), CSF 430 (4), CSF 432 (4), CSF 434 (4). Computer Science majors choose one or more courses from: CSF 410 (4), 462 (4), CSC 417 (4), 418 (4), 477 (4), 499 (4) or other faculty approved courses.

   Students intending to pursue a minor in Digital Forensics in addition to the minor in Cyber Security may take at most one course that will count towards both minors.

7. Signature of the President

   _____
   David M. Dooley

THE
UNIVERSITY
OF RHODE ISLAND

Appendix H

Revised 8/2016

Notice of Change form

Notice of Change for: Minor in Digital Forensics

Date: 8/2/2019

A. PROGRAM INFORMATION

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

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

   Department: Computer Science and Statistics
   College: Arts and Sciences

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

   Initiation date: Fall 2020
   First degree date: Spring 2021

4. **Intended location of the program**

   Kingston

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

   We are making two minor changes to the minor requirements:

   1) We are changing the minor to require CSF 202 instead of CSF 102. CSF 202 is a new course that we are proposing concurrently with this proposal. It will provide a more technically deep background in cyber security than CSF 102.
   2) We are adding CSC 477 to the list of courses students can choose as an option. CSC 477 is a Computer Science Internship, which can include work related to Cyber Security.

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

Current Catalog Language:

Minor in Digital Forensics
Students declaring a minor in digital forensics must earn 19 credits by completing the following courses: CSC 201 (4) (non-Computer Science majors), CSF 102 (4), CSF 410 (4), 412 (4); Computer Science majors choose two more courses from the following, non-Computer Science majors choose one more course from the following: HPR 108 (3), CHM 392 (3), PSC 274/SOC 274 (3), PSC 388 (3), CSC 491 (1-3), CSC 499 (1-3), other faculty-approved courses.

Students intending to pursue a minor in Digital Forensics in addition to the minor in Cyber Security may take at most one course that will count towards both minors.

Proposed Catalog Language with Track Changes:

Minor in Digital Forensics
Students declaring a minor in digital forensics must earn 19 credits by completing the following courses: CSC 201 (4) (non-Computer Science majors), CSF ~~102~~ 202 (4), CSF 410 (4), 412 (4); Computer Science majors choose two more courses from the following, non-Computer Science majors choose one more course from the following: HPR 108 (3), CHM 392 (3), PSC 274/SOC 274 (3), PSC 388 (3), CSC 491 (1-3), CSC 477 (1-3), CSC 499 (1-3), other faculty-approved courses.

Students intending to pursue a minor in Digital Forensics in addition to the minor in Cyber Security may take at most one course that will count towards both minors.

7. Signature of the President

_____

David M. Dooley

THE

UNIVERSITY
OF RHODE ISLAND

Notice of Change form

Notice of Change for: BS in Computer Science

Date: 8/31/2019

A.   PROGRAM INFORMATION

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

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

   Department: Computer Science and Statistics
   College: Arts and Sciences

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

   Initiation date: Fall 2020
   First degree date: May 2020

4. **Intended location of the program**
   Kingston

5. **Summary description of proposed program (not to exceed 2 pages).**
   We are proposing several minor changes to the BS in Computer Science:

   1) Add lab components to BIO 101 and 102 to list of acceptable science courses.
   2) Add CSC 477 Computer Science Internship to list of required courses.
   3) Add CSC 477 as excluded course in CSC electives so that student cannot take this course as a 300-level or higher CSC elective.

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

7. Signature of the President

_____

David M. Dooley

BACHELOR OF SCIENCE

The B.S. curriculum is designed to provide a broad introduction to the fundamentals of computer science including software and systems, programming languages, machine architecture, and theoretical foundations of computing. The required mathematics preparation provides a basis for advanced work. Students will be well prepared for careers or graduate study in computer science.

In order to transfer from University College to Arts and Sciences as a B.S. computer science major (or to be coded as such in the College of Arts and Sciences), a student must have completed CSC 110 and CSC 211 and must have at least a 2.00 cumulative GPA in all CSC and MTH courses required in the B.S. program that have been completed at the time of the application for transfer.

Students in the B.S. curriculum must complete a minimum of 56 credits as follows: CSC 106 (4), 110 (4), 211 (4), 212 (4), 301 (4), 305 (4), 340 (4), 411 (4), 412 (4), 440 (4), one course from CSC ▮▮▮ and 499 (4); one course from CSC 402, 406, 415, 436, 450, 462, 481, and 493 (4); any two additional CSC or CSF courses at the 300-level or above, only one of the two courses may be a CSF course, CSC 392 and 491 may be used only with prior departmental approval. CSC 494, ▮▮▮ and 499 may not be used.

Students must also complete MTH 180 (3), 141 (4), 142 (4), and one course from MTH 215, 243, 244, 322, 362, 382, ISE 432, STA 307, 308, 409, 411, 412 (3 or 4); two science courses from PHY 203/273, 204/274, CHM 101/102, 112/114, BIO 101/▮▮▮ 102/▮▮▮ GEO 103, OCG 123 (8); and one course from WRT 104, 106, and HPR 112 (3); and WRT 201 or WRT 332 (3).

A total of 120 credits is required for graduation. A possible course of studies follows.

Freshman Year First semester: 14 credits
CSC 106 (4) B3; URI 101 (1); WRT 104 (3); MTH 180 (3); Gen Ed (3).
Second semester: 15 credits
CSC 110 (4); MTH 141 (4); Elective (3); Gen Ed (4).
Sophomore Year First semester: 15 credits
CSC 211 (4); MTH 142 (4); Science Requirement (4); Gen Ed (3).
Second semester: 16 credits
CSC 212 (4); MTH Req (3); WRT 332(3); Elective(6).
Junior Year First semester: 15 credits
CSC 301 (4), 305 (4); Gen Ed (3); Science Req (4).

Second semester: 15 credits
CSC 340 (4), 412 (4), CSC programming elective (4), Elective (3).
Senior Year First semester: 15 credits
CSC 411 (4), 440 (4), CSC 477 or 499(4); Gen Ed (3).
Second semester: 15credits
CSC elective (4), CSC/CSF elective (4); Gen Ed (4); Elective (3).

THE UNIVERSITY OF RHODE ISLAND

Mary Michelini <mmichelini@uri.edu>

Fwd: Computer Science science requirements

Lisa DiPippo <ldipippo@uri.edu>   Wed, Oct 16, 2019 at 2:28 PM
To: Mary Michelini <mmichelini@uri.edu>

Mary,

Here is an email from Alison Roberts, Chair of Biological Sciences stating her support for the change we have proposed to our BS CS science requirement.

Thanks,

Lisa

Dr. Lisa DiPippo, Chair
Department of Computer Science and Statistics
University of Rhode Island
Kingston, RI 02881
401-874-2701

Begin forwarded message:

From: Alison Roberts <aroberts@uri.edu>
Subject: Re: Computer Science science requirements
Date: October 16, 2019 at 11:02:08 AM EDT
To: Lisa DiPippo <ldipippo@uri.edu>

Hello Lisa,

I support this change.

Best,
Alison

On Wed, Oct 16, 2019 at 10:33 AM Lisa DiPippo <ldipippo@uri.edu> wrote:
> Hello Alison,
>
> I am the Chair of the Department of Computer Science and Statistics. We are proposing a small change to our BS degree in Computer Science that involves a couple of BIO courses. The existing curriculum requirement is stated as follows:
>
>> Students must also complete MTH 180 (3), 141 (4), 142 (4), and one course from MTH 215, 243, 244, 322, 362, 382, ISE 432, STA 307, 308, 409, 411, 412 (3 or 4); two science courses from PHY 203/273, 204/274, CHM 101/102, 112/114, **BIO 101, 102,** GEO 103, OCG 123 (8); and one course from WRT 104, 106, and HPR 112 (3); and WRT 201 or WRT 332 (3).
>
> We are proposing to change it to read as follows:
>
>> Students must also complete MTH 180 (3), 141 (4), 142 (4), and one course from MTH 215, 243, 244, 322, 362, 382, ISE 432, STA 307, 308, 409, 411, 412 (3 or 4); two science courses from PHY 203/273, 204/274, CHM 101/102, 112/114, **BIO 101/103, 102/104**, GEO 103, OCG 123 (8); and one course from WRT 104, 106, and HPR 112 (3); and WRT 201 or WRT 332 (3).

We are making this change to ensure that students take both the lecture and the lab courses in order to meet the science requirement.

Because this change involves BIO classes, I need a note from you as Chair indicating your support for this modification. If you agree that this change is appropriate, can you please provide me with an email stating your support for the change? If not, please let me know what questions I can answer for you.

Thank you very much,

Lisa

Dr. Lisa DiPippo, Chair
Department of Computer Science and Statistics
University of Rhode Island
Kingston, RI 02881
401-874-2701

--
Alison Roberts, Professor
Department of Biological Sciences
University of Rhode Island
120 Flagg Road
Kingston, RI 02881 USA

120 Credits Total
56 Credits in Major

ABOUT THE COMPUTER SCIENCE BS DEGREE:

The BS program in Computer Science is designed to provide a broad introduction to the fundamentals of computer science including software and systems, programming languages, machine architecture, and theoretical foundations of computing. The required mathematics preparation provides a basis for advanced work.

STEP 1:

Major Requirements:

Course	Semester	Credits	Grade
CSC 106*		4	
CSC 110		4	
CSC 211		4	
CSC 212		4	
CSC 301		4	
CSC 305*		4	
CSC 340		4	
CSC 411		4	
CSC 412		4	
CSC 440		4	
CSC 499 or 477		4	
Two CSC or CSF courses at the 300-level or above. CSC 392, 491 may only be used with departmental permission. CSC 494 and 499 may not be used. Only one 477, course may be CSF.			
		4	
		4	
One course from: CSC 402, 406, 415, 436, 450, 462, 481, 493			
CSC _____		4	

Additional Major Requirements

Course	Semester	Credits	Grade
MTH 180*		3	
MTH 141*		4	
MTH 142*		4	
One course from: MTH 215, 243*, 244, 322, 362, 382, ISE 332, STA 307, 308, 409, 411, 412			
		3 or 4	
Two courses from: PHY 203/273*, 204/274*, CHM 101/102*, 112/114, BIO 101*, 102*, GEO 103*, OCG BIO 101*/102, 102*/104 123G*			
		3 or 4	
		3 or 4	
One course chosen from the following: WRT 104*, 106*, HPR 112			
		3	
WRT 201* or 332*		3	

Free elective credits
(to meet the 120 credits required for graduation):

Course	Credits	Course	Credits

*Course approved for general education credit

Please note: Both major and cumulative GPA must be 2.00 or higher in order to graduate.

120 Credits Total
56 Credits in Major

GENERAL EDUCATION GUIDELINES: General education is 40 credits. Each of the twelve outcomes (A1-D1) must be met by at least 3 credits. A single course may meet more than one outcome, but cannot be double counted towards the 40 credit total. At least one course must be a Grand Challenge (G). No more than twelve credits can have the same course code (note- HPR courses may have more than 12 credits). General education courses may also be used to meet requirements of the major or minor when appropriate.

STEP 2:   **STEP 3:**

General Education Credit Count				
At least 40 credits, no more than 12 credits with the same course code.				
Course	**Cr.**		**Course**	**Cr.**
			Total Gen Ed credits	40

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

SEE OPPOSITE SIDE FOR PROGRAM REQUIREMENTS.

NOTE: This worksheet sheet is a snapshot of your entire curriculum. You must work with your advisor each term to discuss requirements to keep you on course for timely progress to complete this major. Official requirements for graduation are listed in the University Catalog.

Please note: Both major and cumulative GPA must be 2.00 or higher in order to graduate.

Computer Science BS (2019-2020 Catalog)

Requirements by Year

The below is a sample plan showing how a student may graduate with this major in 4 years. It is not intended to be prescriptive. Credits in transfer, as well as summer or j-term coursework, may result in deviations from the above recommendations. Students should consult with an advisor to ensure they are on track each semester. For course titles and pre-requisite information, please visit: uri.edu/catalog

Fall	Spring	Milestones
Year One		
CSC 106 (B3)	CSC 110	Major and Overall GPA 2.00
WRT 104 or 106 (B1, B4)	MTH prerequisite or free elective	Take math placement exam
MTH 180 (A1, B3)	Science Elective	Prepare to take MTH 141 in year 2, ensure
A2 gen ed	A4 gen ed	prerequisites are met
A3 gen ed	B2 gen ed	
URI 101		
(17 credits)	(16 credits)	Complete 30 credits

Fall	Spring	Milestones
Year Two		
CSC 211	CSC 212	Major and Overall GPA 2.00
MTH 141 (A1, B3)	MTH 142 (A1, B3)	Complete CSC 211 & CSC 212; earn at least a C- in CSC 211
C1 gen ed	WRT 201 or 332	Earn at least a C- in MTH 141 to take MTH 142
C2 gen ed	C3 gen ed	Eligible to move to the College of Arts & Sciences
Free elective		
(17 credits)	(14 credits)	Complete 60 credits

Fall	Spring	Milestones
Year Three		
CSC 301	CSC 340	Major and Overall GPA 2.00
CSC 305	CSC 412	Consider internship
MTH Elective	D1 gen ed (if needed)	Declare minor (optional)
Science Elective	Free Elective	Complete 90 credits
(14 credits)	(14 credits)	

Fall	Spring	Milestones
Year Four		
CSC 411	CSC 499 or 477	Major and Overall GPA 2.00
CSC 440	CSC/CSF 300+ Elective	Complete Intent to Graduate Form by Oct 1st
CSC/CSF 300+ Elective	CSC 402, 406, 415, 436, 450, 462, 481, or 493	Complete 120 credits
G gen ed (if needed)	Free Elective (if needed)	
(15 credits)	(15 credits)	

THE

UNIVERSITY
OF RHODE ISLAND

Appendix J

Notice of Change form

Revised 8/2016

Notice of Change for: Music Minor: Music Studies

Date: 9/18/19

A.   PROGRAM INFORMATION

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

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

    Department: Music, Audrey Cardany
    College: A&S

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

    Initiation date: Fall 2020
    First degree date: Spring 2024

4. **Intended location of the program**
    Kingston Campus

5. **Summary description of proposed program (not to exceed 2 pages).**
    Changes to the music minor include addressing the requirement from the institution that minors have a minimum of the credits earned at the 200-level. Additional flexibility was added with students able to select additional credits in applied or ensemble, as well as more flexibility in academic music courses they can take to fulfill the minor.

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

    [The changes to music theory, musicianship and music history shown on the track changes are addressed in a separate NOC for BM, BA, and Minor study of music.]

Minors in Music

Jazz Studies. Students who wish to declare a minor in music using the jazz studies option must complete ~~19~~ 20 credits in musicianship, performance, and electives as follows: Musicianship: MUS 106 (3) or 220(3), ~~120 (2), 121 (2), 122 (2),~~ 115, 116, 117, 118 (8), 171 (1), ~~221 (World Music Unit) (1), 322 (Jazz and Popular Music Units) (2),~~ and MUS 300 for a minimum of two semesters (0). Music Performance: a minimum of four credits in the principal applied music area (MUS ~~110W~~, 210W, at one or two credits per semester) (4), and two semesters of MUS 391, 396, or 398J (2). Applied study in MUS ~~110W and~~ 210W for the minor in jazz option is limited to the following instruments: saxophone, trumpet, trombone, piano, bass, guitar, and drum set. *Electives:* ~~The department strongly suggests that 3 credits be taken in MUS 101.~~ Participation in other major ensembles is also encouraged. Major ensembles include MUS 291, 292, 293, 394, 395, 397, and 398G, pending audition. Students can be admitted to the Minor degree program only after a successful audition in the principal applied music area and should contact the Department of Music for specific requirements. Transfer credits in music theory, music history, and performance must be validated by placement examination. Placement exams for theory and piano proficiency are administered during audition.

Music Studies. This option gives students a ~~broad-based~~ background in the study of music. Course work in this option is similar to that taken by students starting work toward a B.A. or B.M. degree in music. Students who wish to declare a minor in music using the music studies minor option must earn credit for ~~MUS 111 (3) or~~ MUS 115(1), 116(3), 117(1), 118(3), ~~120 (2), 171 (1), 121 and 122 (4)~~ 220 (3), and an addition 3 credits from the following: 101, 301, 311, 322, 407 or 408 (3). MUS 300 for a minimum of two semesters (0); ~~, and two 3-credit music history and literature courses selected from MUS 221, 322, 408, 430, 431, 433, 434 (or 222, if the student has the additional pre-requisites~~) (6). ~~Additionally, students must earn~~ a minimum of two semesters ~~four credits~~ in their principal applied music area (MUS ~~110-410~~ 210 A-U, at one credit ~~or two credits~~ per semester) (2); and ~~four~~ a minimum of two credits in major ensembles* appropriate to the principal applied music area (4 ~~8~~). An additional 3 credits in music studies electives are required selected from the following: additional applied music (MUS 210), additional major ensembles (MUS 291, 292, 293, 394, 395, 397), MUS 398 or MUS 235. A minimum of 12 credits must be at the 200-level; students may select from the approved music electives to reach this requirement. The minimum number of credits required for

this option is 21. ~~22.~~ Students can be admitted to the Minor degree program only after a successful audition in the principal applied music area and should contact the Department of Music for specific requirements. Transfer credits in music theory, music history, and performance must be validated by placement examination.

Music Performance. This option gives students the opportunity for a more concentrated study in voice or on an instrument. Students who wish to declare a minor in music using the music performance minor option must earn credit for MUS 220 (3), and MUS 111 (3) or MUS 115 and 116 (4). ~~or 120 (2); MUS 121 and 122 or a music history course selected from MUS 101, 106, 221,~~ 220, ~~322, 408, 430, 431, 433, 434 (3-4);~~ MUS 300 for a minimum of two semesters (0). Additionally, students must earn a minimum of eight credits in their principal applied music area (MUS ~~110-410~~ 210 A-U at one or two credits per semester) and six credits in major ensembles~~*~~ appropriate to the principal applied music area Major ensembles include: 292, 293, 394, 395, 397; MUS 398 for up to two semesters; and MUS 291 for up to two semesters. Those with an applied area in guitar can count MUS 398G as a major ensemble. Those with an applied area in piano can count additional applied music credits (MUS 210) and/or accompanying (MUS 371) in lieu of the major ensemble requirements. (14). The minimum number of credits required for this option is ~~19~~20-21. A minimum of 12 credits must be at the 200-level. Students can be admitted to the Minor degree program only after a successful audition in the principal applied music area and should contact the Department of Music for specific requirements. Transfer credits in music theory, music history, and performance must be validated by placement examination.

Music Voice Performance for Theatre Majors. The purpose of this option is to give students who are theatre majors the opportunity for more concentrated and focused study in voice and other areas of music. Theatre students who wish to declare this minor must earn credit for MUS 220 (3), and MUS 111 (3) or 115 and 116 (4); ~~120 (2) and 121 (2); a music history course selected from MUS 101, 106, 221, 322, 408, 430, 431, 433, 434 (3);~~ and MUS 108, 117, or MUS 300 for one semester (1). Additionally, students must earn a minimum of eight credits in voice over four semesters (MUS ~~110A (2), 110A (2),~~ 210A (2-8), ~~210A (2)),~~ and three semesters of an ensemble selected from: ~~in~~ MUS 395, ~~(audition required),~~ MUS 293, ~~(1),~~ MUS 485, ~~(1),~~ MUS 398V and 398Z (3); Up to two semesters of MUS 485, MUS 398V and 398Z can count toward the ensemble requirement. ~~with MUS 485 being~~

limited to one semester. Students can be admitted to the Minor degree program only after a successful audition in the principal applied music area and should contact the Department of Music for specific requirements. Transfer credits in music theory, music history, and performance must be validated by placement examination. The minimum number of credits required for this option is 18.

Individual Music. This option gives students more flexibility. These students design and develop their music minor program under the advisement and sponsorship of a full-time music faculty member. Petitions outlining and justifying the desired music minor program must be presented by the faculty sponsor to the music faculty for approval. A minimum of 18 credits is required. Petitions should be submitted as **early as possible in a student's undergraduate program.**

*~~Music~~ *Major* ensembles *in music* include MUS 291, 292, 293, 394, 395, 396, and 397. Up to one semester of MUS 291 can count toward the major ensemble requirement in the music *studies* minor option; ~~up to two semesters of MUS 291 can count toward the major ensemble requirement in the music performance option. Those with a major applied area in guitar can count MUS 398G for guitar ensemble as a major ensemble. Those with a major applied area in piano can count additional applied music credits (MUS 110-410~~ *210*~~) and/or accompanying (MUS 371) in lieu of the major ensemble requirements.~~*

7. Signature of the President

_____
David M. Dooley

THE

UNIVERSITY
OF RHODE ISLAND

Appendix K

Revised 8/2016

Notice of Change form

Notice of Change for: BM, BA and Minors in Music: Applied Music

Date: 9/25/19

A. PROGRAM INFORMATION

1. Name of institution
    University of Rhode Island

2. Name of department, division, school or college

    Department: Music, Audrey Cardany
    College: A&S

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

    Initiation date: Fall 2020
    First degree date: Spring 2024

4. Intended location of the program – Kingston Campus

5. Summary description of proposed program (not to exceed 2 pages).
    The music department is revising the sequence of studio instruction to address the needs of all students who seek to study music. MUS 110 will be the course available for students who wish to take individual lessons, but who are not majors or minors in music. The course will no longer be available for music majors and/or minors and cannot be used for credit toward B.A. or B.M. degrees in music or toward a minor in music. The credits change will reflect the shift in expectations, allowing only 1 or 2 credit options; auditions and juries will still be required. MUS 110 will no longer be used for students accepted into a degree or certificate program in music.
    MUS 210 will be the first level of studio instruction for students who have been accepted into a music degree program at URI. The credits change will reflect the shift in expectations and better streamline the curriculum for students. First year applied music students and

students enrolled as minors, may perform on convocation with applied instructor's approval. MUS 210 will be available for variable credit at 1 to 2 credits to address specific needs of the various degrees and sub-plans.

Students enrolled as majors in music must perform on MUS 300 Music Convocation. All students are required to perform a jury to continue study. Students must successfully pass an Advancement Jury to progress to the upper level of studio instruction (MUS 410). Advancement jurors are comprised of four to five faculty from a mix of disciplines. At least one of these faculty members should be from the student's area of specialization. Advancement Juries will be held the first Saturday following reading day(s). The Department Chair will distribute all permission numbers at the 410 level.

MUS 310 will be deleted beginning fall 2020. Instead MUS 210 must be taken for 4 semesters at 2 credits before BM students can advance through their Advancement Jury to MUS 410. BA students complete four semesters of 210 for their degree requirements. Advancement juries will be implemented during the 2022-2023 academic year. Any subsequent students who may need MUS 310 after 2022, will be given permission numbers to take MUS 410 to complete their degree requirements.

MUS 410 will be the studio course for all students who major in music seeking a BM and who pass an Advancement Jury after a minimum of four semesters of MUS 210 at 2 credits per semester. MUS 410 is only available for students enrolled in a BM degree; this upper-level instruction will not include minors or BA degree plans. The credits change will reflect that the shift in expectations and better streamline the curriculum for students. No 1-credit option will be available for MUS 410; all upper-level students must enroll in a weekly hour lesson at 2 credits.

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

Music

BACHELOR OF ARTS

Students selecting music as a major have three options: jazz studies, music, or music history and literature.

Students can be admitted to the B.A. degree program only after a successful audition in the principal applied music area and should contact the Department of Music for specific requirements. Transfer credits in music theory, music history, and performance must be validated by placement examination.

Jazz Studies. Students selecting this option must complete 43 credits in musicianship and music performance as follows: *Musicianship:* MUS 119 (1) (fulfills URI 101 requirement), 120 (2), 121 (2), 122 (2), 225 (2), 226 (2), 424 (3), 106 (3), 221 (World Music Unit) (1), 222 (3), 322 (Jazz and Popular Music Units) (2), 280 (0), 480 (1). *Music Performance:* **A:** Six semesters of applied music study in the student's principal area of jazz instrumental performance, (MUS ~~110W,~~ 210W, ~~and 310W)~~ at 2 credits per semester (12).

Music. Students selecting this option must complete 36 credits in musicianship and performance as follows: *Musicianship:* MUS 119 (1); 120, 121, 122, 225, 226, 227, 228 (14); 221, 222 (6); 322 or upper-division music history course (3); 280 (0) and 480 **[capstone]** (1). Students who are deficient in keyboard skills must take MUS 171 (1). *Performance:* four semesters of the principal applied music area (MUS 210), at two credits per semester (8); three semesters of ensembles appropriate to the principal applied music area, MUS 291, 292, 293, 394, 395, 396, 397, or 398G (3); seven semesters of MUS 300 (0).

Music History and Literature. Students choosing this option must complete 43 credits in musicianship and performance, as follows: *Musicianship:* MUS 119 (1); 120, 121, 122, 225, 226, 227, 228 (14); 221, 222, 322 (9); three upper-division music history courses (9); 280 (0) and 480 **[capstone]** (1). Students who are deficient in keyboard skills must take MUS 171 (1). *Performance:* four semesters of the principal applied music area (MUS 210), at two credits for two semesters and one credit for two semesters (6); three semesters of major ensembles appropriate to the principal applied music area MUS 291, 292, 293, 394, 395, 396, 397, or 398G (3); seven semesters of MUS 300 (0).

BACHELOR OF MUSIC

Students selecting the Bachelor of Music degree program have three options: music composition, music education, or music performance.

In addition, students select one of the following options:

Music Composition. Students selecting the music composition option must complete eight semesters of applied composition (MUS ~~110V,~~ 210V, ~~310V,~~ 410V), two credits per semester (16); eight semesters of MUS 300 (0); and four semesters of secondary applied music areas (MUS 210), one credit per semester (4);

Music Education. Visit the Office of Teacher Education and refer to the School of Education section of this catalog for for admission requirements for teacher education programs. Completing all requirements in the music education option leads to an initial teaching certificate for music in grades K-12. Students selecting this option must complete 89 credits in *Studies in Music* and *Professional Education,* as follows:

Studies in Music (64 credits): seven semesters of the principal applied music area (instrument or voice must be selected from ~~MUS 110-410~~ MUS 210 and 410 A-U, W only; two credits per semester (14). Seven semesters of MUS 300 (0); senior recital MUS 450 **[capstone]** (0). Students must pass an Advancement Jury after four semesters to progress to the 410 level.

Music Performance. All students in the music performance option must take the following music courses: eight semesters of MUS 300 (0); MUS 350 (0) and 450 **[capstone]** (0); MUS 119 (1); 120, 121, 122, 225, 226, 227, 228, 416 (17); 221, 222, 322 (9). MUS 235 (2) and 442 (2); 311 or 312 (2); 280 (0); 480 **[capstone]** (2). Students in the jazz option must take MUS 424 in place of MUS 416. Jazz option students must also take MUS 106 (3).

A minimum of 124 credits is required for graduation. In addition, students must select one of the following five sub-options:

Classical Guitar: eight semesters of the principal applied music area: MUS 210 and 410 only at 2 credits each semester. ~~Two semesters of MUS 110T at two credits in the first semester and three credits in the second (5); two semesters of MUS 210T at three credits each (6); two semesters of 310T and 410T at four credits each~~ (16). Students must pass an Advancement Jury after four semesters to progress to the 410 level.

Jazz (limited to saxophone, trumpet, trombone, piano, guitar, string bass, and drum set): eight semesters of the principal jazz applied music area. Eight semesters of applied music of the principal applied jazz music area; MUS 210 and 410 at 2 credits each semester ~~Two semesters of MUS 110W at two credits in the first semester and three credits in the second (5); two semesters of MUS 210W at 3 credits each (6); two semesters of 310W and 410W at four credits each~~ (16). Students must pass an Advancement Jury after four semesters to progress to the 410 level.

Orchestral Instrument: eight semesters of the principal applied music area; MUS 210 and 410 at 2 credits each semester. ~~Two semesters of MUS 110 at two credits in the first semester and three credits in the second (5); two semesters of MUS 210 at three credits each (6); two semesters of 310 and 410 at four credits each~~ (16). Students must pass an Advancement Jury after four semesters to progress to the 410 level.

Piano or Organ: eight semesters of the principal applied music area~~-~~; MUS 210 and 410 at two credits per semester ~~Two semesters of MUS 110B or C and 210B or C at three credits each (12); two semesters of 310B or C and 410B or C at four credits each~~ (16). Students must pass an Advancement Jury after four semesters to progress to the 410 level.

Voice: eight semesters of the principal applied music area~~-~~; MUS 210 and 410 at two credits per semester ~~Two semesters of MUS 110A at two credits in the first semester and three credits in the second (5); two semesters of MUS 210A at three credits each (6); two semesters of 310A and 410A at four credits each~~ (16). Students must pass an Advancement Jury after four semesters to progress to the 410 level.

Minors in Music

Jazz Studies. Students who wish to declare a minor in music using the jazz studies option must complete ~~19~~ 20 credits in musicianship, performance, and electives as follows: Musicianship: MUS 106 (3) or 220(3), ~~120 (2), 121 (2), 122 (2),~~ 115, 116, 117, 118 (8), 171 (1), ~~221 (World Music Unit) (1), 322 (Jazz and Popular Music Units) (2),~~ and MUS 300 for a minimum of two semesters (0). Music Performance: a minimum of four credits in the principal applied music area (MUS ~~110W,~~ 210W~~,~~ at one or two credits per semester) (4), and two semesters of MUS 391, 396, or 398J (2). Applied study in MUS ~~110W and~~ 210W for the minor in jazz option is limited to the following instruments: saxophone, trumpet, trombone, piano, bass, guitar, and drum set. *Electives:* ~~The department strongly suggests that 3 credits be taken in MUS 101.~~ Participation in other major ensembles is also encouraged. Major ensembles include MUS 291, 292, 293, 394, 395, 397, and 398G, pending audition. Students can be admitted to the Minor degree program only after a successful audition in the principal applied music area and should contact the Department of Music for specific requirements. Transfer credits in music theory, music history, and performance must be validated by placement examination. Placement exams for theory and piano proficiency are administered during audition.

Music Studies. This option gives students a ~~broad-based~~ background in the study of music. Course work in this option is similar to that taken by students starting work toward a B.A. or B.M. degree in music. Students who wish to declare a minor in music using the music studies minor option must earn credit for ~~MUS 111 (3) or~~ MUS 115(1), 116(3), 117(1), 118(3), ~~120 (2); 171 (1), 121 and 122 (4)~~ 220 (3), and an addition 3 credits from the following: 101, 301, 311, 322, 407 or 408 (3). MUS 300 for a minimum of two semesters (0); ~~, and two 3-credit music history and literature courses selected from MUS 221, 322, 408, 430, 431, 433, 434 (or 222, if the student has the additional pre-requisites)~~ (6). ~~Additionally, students must earn~~ a minimum of two semesters ~~four credits~~ in their principal applied music area (MUS ~~110-410~~ 210 A-U, at one credit ~~or two credits~~ per semester) (2); and ~~four~~ a minimum of two credits in major ensembles* appropriate to the principal applied music area (4 ~~8~~). An additional 3 credits in music studies electives are required selected from the following: additional applied music (MUS 210), additional major ensembles (MUS 291, 292, 293, 394, 395, 397), MUS 398 or MUS 235. A minimum of 12 credits must be at the 200-level; students may select from the approved music electives to reach this requirement. The minimum number of credits required for this option is 21. ~~22.~~ Students can be admitted to the Minor degree program only after a successful audition in the principal applied music area and should contact the Department of Music for specific requirements. Transfer credits in music theory, music history, and performance must be validated by placement examination.

Music Performance. This option gives students the opportunity for a more concentrated study in voice or on an instrument. Students who wish to declare a minor in music using the music performance minor option must earn credit for MUS 220 (3), and MUS 111 (3) or MUS 115 and 116 (4). ~~or 120 (2); MUS 121 and 122 or a music history course selected from MUS 101, 106, 221, 220, 322, 408, 430, 431, 433, 434 (3-4);~~ MUS 300 for a minimum of two semesters (0). Additionally, students must earn a minimum of eight credits in their principal applied music area (MUS ~~110-410~~ 210 A-U at one or two credits per semester) and six credits in major ensembles* appropriate to the principal applied music area Major ensembles include: 292, 293, 394, 395, 397; MUS 398 for up to two semesters; and MUS 291 for up to two semesters. Those with an applied area in guitar can count MUS 398G as a major ensemble. Those with an applied area in piano can count additional applied music credits (MUS 210) and/or accompanying (MUS 371) in lieu of the major ensemble requirements. (14). The minimum number of credits required for this option is ~~19~~20-21. A minimum of 12 credits must be at the 200-level. Students can be admitted to the Minor degree program only after a successful audition in the principal applied music area and should contact the Department of Music for specific requirements. Transfer credits in music theory, music history, and performance must be validated by placement examination.

Music Voice Performance for Theatre Majors. The purpose of this option is to give students who are theatre majors the opportunity for more concentrated and focused study in voice and other areas of music. Theatre students who wish to declare this minor must earn credit for MUS 220 (3), and MUS 111 (3) or 115 and 116 (4); ~~120 (2) and 121 (2); a music history course selected from MUS 101, 106, 221, 322, 408, 430, 431, 433, 434 (3);~~ and MUS 108, 117, or MUS 300 for one semester (1). Additionally, students must earn a minimum of eight credits in voice over four semesters (MUS ~~110A (2), 110A (2),~~ 210A (2 8), ~~210A (2)),~~ and three semesters of an ensemble selected from: ~~in~~ MUS 395, ~~(audition required),~~ MUS 293, ~~(1),~~ MUS 485, ~~(1),~~ and MUS 398Z (3); Up to two semesters of MUS 485 and MUS 398Z can count toward the ensemble requirement. ~~with MUS 485 being limited to one semester.~~ Students can be admitted to the Minor degree program only after a successful audition in the principal applied music area and should contact the Department of Music for specific requirements. Transfer

credits in music theory, music history, and performance must be validated by placement examination. The minimum number of credits required for this option is 18.

Individual Music. This option gives students more flexibility. These students design and develop their music minor program under the advisement and sponsorship of a full-time music faculty member. Petitions outlining and justifying the desired music minor program must be presented by the faculty sponsor to the music faculty for approval. A minimum of 18 credits is required. Petitions should be submitted as early as possible in a student's undergraduate program.

*~~Music~~ Major ensembles in music include MUS 291, 292, 293, 394, 395, 396, and 397. Up to one semester of MUS 291 can count toward the major ensemble requirement in the music studies minor option; ~~up to two semesters of MUS 291 can count toward the major ensemble requirement in the music performance option. Those with a major applied area in guitar can count MUS 398G for guitar ensemble as a major ensemble. Those with a major applied area in piano can count additional applied music credits (MUS 110-410 210) and/or accompanying (MUS 371) in lieu of the major ensemble requirements.~~

7. **Signature of the President**

_____
David M. Dooley

Notice of Change for: BM in Music Education
Date: 9/17/19

A.   PROGRAM INFORMATION

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

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

   Department: Music, Audrey Cardany
   College: A&S

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

   Initiation date: Fall 2020
   First degree date: Spring 2024

4. **Intended location of the program**
   Kingston Campus

5. **Summary description of proposed program (not to exceed 2 pages).**
   The changes proposed here were prompted by three main rationales: a) addressing the deficiencies of the program outlined by RIDE accreditation, b) aiming to meet the Institution's recommendation of 120 credits for professional majors, and c) providing a curriculum that results in flexible musician-teachers for success in the ever-changing music education profession.
   The music department is responding to the most recent Rhode Island Department of Education accreditation visit. RIDE identified needed changes in practice, specifically laboratories for secondary instruments and conducting ensembles. The department responded with two course changes (MUS 311 & 312), shifting from lecture to laboratory, allowing for repeated credit, and ensuring that students have choral and instrumental conducting experiences. Both conducting labs will focus on students gaining rehearsal and repertoire knowledge for use in classrooms in elementary and secondary settings. The content from MUS 339 Choral Methods will be covered in the choral lab, and MUS 340 will be revised to address, more broadly, methods for directing and administrating ensembles;

Instrumental Methods will become Ensemble Methods and Materials. The new course MUS 239 Music, Gesture, and Sound will be added to the requirements of the program as a pre-requisite for the other conducting labs.

The music department is proposing deleting the requirement for BM students in music education to take an additional 4 credits of individual instruction in a secondary instrument. Music Education students already take method courses in all instruments for a total of 6 credits and some will take 10 credits if their placement exam in piano requires them to take all four piano classes at 1 credit each. Furthermore, the current catalog description allows for piano classes to count as a secondary instrument, making it punitive financially on those students who place higher on the placement exam.

Students in music education will be given some flexibility in choosing a psychology-related course; making PSY 113 one of the options rather than the only required course addressing educational psychology, human development, or other areas of music learning and teaching.

These changes reduce the credits from 131 to 122. Many of the approved elective options also fulfill general education requirements for the students in fields outside their major, thus bringing the program to the target of a minimum of 120 credits.

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

BACHELOR OF MUSIC

Music Education. Visit the Office of Teacher Education and refer to the School of Education section of this catalog for ~~for~~ admission requirements for teacher education programs. Completing all requirements in the music education option leads to an initial teaching certificate for music in grades PK-12. Students selecting this option must complete 89 credits in *Studies in Music* and *Professional Education,* as follows:

Studies in Music (64 credits): seven semesters of the principal applied music area (instrument or voice must be selected from MUS 210 and ~~110~~ 410 A-U, W only; two credits per semester (14). Seven semesters of MUS 300 (0); senior recital MUS 450 [capstone] (0). ~~Four semesters of secondary applied music areas, one credit per semester (4); MUS 171 and 172 are required as secondary applied music areas if students select piano proficiency option II. Students who have not passed the piano proficiency exam by the end of MUS 172 will be expected to take MUS 271~~

~~and 272, which can count as secondary applied music areas. Other secondary applied credits as needed must come from MUS 110-410 (in an applied area other than the principal applied music area).~~ Piano proficiency MUS 171, 172, 271 & 272 or-if placed at 272 level-pass all seven piano proficiencies by fall semester of their junior year before faculty examination committee (0-4); Seven semesters of major ensembles appropriate to the principal applied music area, at 0-1 credit per semester (6). Major ensembles include MUS 291, 292, 293, 394, 395, 396, and 397; no more than two semesters of MUS 291 and/or 396 can count toward the major ensemble requirement. MUS 119 (1); 115, 116, 117, 118, 215, 216, 217 and 218 (16), and 416 or 417 (3); 220, 222, 322 (9). MUS 169, 170, 173, 175, 177, 179 (6); 235 (2); 239, 311, 312 (~~5~~ 3).

Professional Education (~~28~~ 30 credits): Students pursuing the music education option must apply for admission to the Office of Teacher Education in the School of Education; see Education for admission requirements. MUS 238, ~~339,~~ 340, 376, 476 (~~11~~ 8); EDC 250 (1), 484 (12), 485 (3), ~~PSY 113 (3)~~; and six credits of professional electives with a minimum of three credits from EDC 102, 103G, 312, 402, PSY 113, 232, HDF 200, or 201(3-6); up to three credits may be selected from MUS 136, 256, 311, or 312(0-3). The piano proficiency examinations or MUS 171, 172, 271 & 272; the Praxis II: Principles of Learning and Praxis II: Music Content Knowledge, and all courses required for the music education option must be successfully completed before supervised student teaching (EDC 484) and student teaching seminar (EDC 485). Students may wish to enroll in EDC 312 (3) in order to prepare for the Praxis II: Principles of Learning.

A minimum of 120 ~~131~~ credits is required for graduation.

7. **Signature of the President**

3

David M. Dooley