

THE
UNIVERSITY
OF RHODE ISLAND
FACULTY SENATE OFFICE

Green Hall, 35 Campus Avenue, Kingston, RI 02881 USA p: 401.874.2616



Serial Number #18-19-29

TO: President David Dooley
FROM: Hillary Leonard, Chairperson of the Faculty Senate

1. The attached BILL titled, Curricular Report No. 2018-19-14 from the Graduate Council to the Faculty Senate: Online Masters in Education-Adult Education Track, is forwarded for your consideration.
2. This BILL was adopted by vote of the Faculty Senate on May 2, 2019.
3. After considering this bill, will you please indicate your approval or disapproval. Return the original, completing the appropriate endorsement below.
4. In accordance with Section 10, paragraph 4 of the Senate's By-Laws, this bill will become effective May 23, 2019, three weeks after Senate approval, unless: (1) specific dates for implementation are written into the bill; (2) you return it disapproved; or (3) the University Faculty petitions for a referendum.

Hillary Leonard
Chairperson of the Faculty Senate

May 2, 2019

ENDORSEMENT

TO: Chairperson of the Faculty Senate

FROM: President of the University

a. Approved ☒.

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

c. Disapproved ____.

Signature of the President

5.13.19
(date)

THE GRADUATE SCHOOL - UNIVERSITY OF RHODE ISLAND
NEW PROGRAM REPORT FROM THE GRADUATE COUNCIL TO THE
FACULTY SENATE
CURRICULAR REPORT 2018-19-14; 29 April 2019

At Meeting No. 523 held on 29 April 2019, the Graduate Council approved the attached proposal that is now submitted to the Faculty Senate.

SECTION I
ABSTRACT AND BACKGROUND INFORMATION

ABSTRACT (modified from proposal)

This proposal serves as a request to change the Masters in Education-Adult Education track from a hybrid program (FTF and Synchronous online instruction) to a fully online program (Synchronous and Asynchronous sessions using Zoom and Sakai). The program currently serves students primarily in the military (mainly the Navy as we are one of three Adult Education programs in the US approved by the Navy to provide instruction to Naval officers who wish to receive the P-Code for Education Training and Management), healthcare fields, higher education, and business (for training and development).

BACKGROUND (modified from proposal)

A survey was sent to all students in the program to ascertain their feelings about, and their comfort level with, the proposed changes. The results were overwhelmingly positive with comments that helped shape program delivery. After much research on best practices in online education and taking the voices of our students into account, a fully online program is proposed with both synchronous and asynchronous sessions. Additionally, opportunities for socialization among the students in the program, to the degree they can and wish to, participate are provided.

SECTION II
RECOMMENDATION

The Graduate Council approved the proposal to create an online **MASTERS IN EDUCATION-ADULT EDUCATION TRACK** at its Meeting No. 523 held on 29 April 2019, and forwards it to the Faculty Senate with a recommendation for approval.

Abbreviated Proposal form
For All Programs including Certificates
No New Funding

A Proposal for:

Date: 10/12/18

A. PROGRAM INFORMATION

A1. Name of institution - *University of Rhode Island*

A2. Name of department, division, school or college

Department- *Education*

College- *Alan Shawn Feinstein College of Education and Professional Studies*

A3. Title of proposed program and Classification of Instructional Programs [\(CIP\) code](#)

Program title- *Adult Education*

Classification code (CIP)- *13.1201*

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

Initiation date- *Sept. 2019*

First degree date- *May, 2020*

A5. Intended location of the program- Online

Courses will be offered both synchronously and asynchronously online. We will use Zoom for our Synchronous platform and Sakai for our asynchronous platform.

A6. Description of institutional review and approval process

Approval Date

Department

College

CAC/Graduate Council

Faculty Senate

President of the University

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

*This proposal serves as a request to change the Masters in Education-Adult Education track from a hybrid program (FTF and Synchronous online instruction) to a fully online program (Synchronous and Asynchronous sessions using Zoom and Sakai). The program currently serves students primarily in the **military** (mainly the Navy as we are one of three Adult Education programs in the US approved by the Navy to provide instruction to Naval officers who wish to receive the P-Code for Education Training and Management), **healthcare fields**, **higher education**, and **business** (for training and development).*

Four years ago, upon the retirement of Dr. John Boulmetis, Dr. Peno moved the program from totally FTF to hybrid (FTF and synchronous online) in order to better manage course delivery. Prior to the change, Dr. Peno sent a survey to all students in the program to ascertain their feelings about, and their comfort level with, the proposed changes. The results were overwhelmingly positive with comments that helped shape program delivery. During the past four years, enrollment has continued to grow and comments from many students indicate they would not have been able to matriculate as a Graduate student if not for the flexibility the online component offered them. During the past one and one-half years, many students have indicated they would prefer to eliminate the FTF meetings altogether but they enjoy the collaboration provided by the synchronous sessions. However, more and more students are asking for opportunities for asynchronous sessions as well to help them overcome their barriers of time.

*After much research on best practices in online education and taking the voices of our students into account, we propose a fully online program with both synchronous and asynchronous sessions. **We are unable to change to a fully asynchronous program as we are bound by our MOU with the Navy to provide at least 50% of our program synchronously.** Additionally, we are committed to providing opportunities for socialization among the students in the program, to the degree they can and wish to, participate. To this end, we currently offer a student/alumni golf tournament and dinner in September, a scholarship fundraiser in December with dinner, and a social event in the spring with a speaker from the field of adult learning and development highlighted.*

A8. Signature of the President

David M. Dooley

A9. Person to contact during the proposal review

Name: Kathy Peno
Title: Professor
Phone: 401-523-1477
Email: kgugs@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 Adult Education Masters Program has been a viable program at URI for over 40 years. This proposal seeks approval to move the program from a hybrid (FTF and synchronous sessions) to a fully online program. The newly conceived platform will provide students the opportunity to participate in both synchronous (using ZOOM) and asynchronous (using Sakai) class sessions.

Our students are adult learners, ranging in age from the upper 20's through the late 70's. As such, they present with a host of barriers that can prevent them from enrolling in higher education, or, if they do enroll, these barriers often lead them to stop out or drop out. These barriers include financial issues, child care, elder care, job related issues (travel, etc.), transportation, and time, to name a few. A fully online program would address many of these barriers and increase opportunities for students to enroll and remain through completion.

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

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

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

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

*Goal #1 of President Dooley's Transformational Goals for the 21st Century is to **Create a 21st Century 24/7 Learning Environment**. Moving this program fully online will provide students who might not have been able to access graduate education to do so in a manner that fits their needs as adult learners.*

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.

The Master's Program in Education-Adult Education, is the only one of its kind in Rhode Island. The closest program in proximity is located at the University of Southern Maine. There is a program at the University of Connecticut which offers a PhD only. As a result, this program does not currently negatively impact other institution's programs. However, as the program in Southern Maine does not contain an online component, there may be interest in our program from students located throughout New England who are unable to attend a face-to-face program.

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](#)). N/A

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? *See D1*

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

We currently have 4 students matriculating in the URI/RIC PhD in Education program that are recent graduates of the Adult Education Program. There are 2-3 more applying during the next entrance cycle. The URI/RIC PhD in Education program contains a specialization in Adult and Higher Education that meets the needs of graduates of the Adult Education Masters Program.

D6. How does this program of study interface with degree programs at the level below them? *There is no undergraduate program currently that provides an interface with this program.*

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

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

Yes. Three years ago, we petitioned (with the help of the Graduate School) NEBHE to add our program to the list so that 2 students from western Massachusetts could benefit from the reduced tuition structure.

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

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

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

Fall	Spring	Summer 1	Summer 2
*EDC 583-Planning, Design, and Development of Adult Learning Systems	*EDC 505-Leadership Development for Adult Programs		EDC 581-Administering Adult Programs Administration, personnel management, resource management, recruitment, development, and supervision within

			programs dealing with adults as learners.
EDC 539-Evaluation and Monitoring of Occupational Training Programs	EDC 582-Instructional Systems Development for Adult Programs		
EDC 522-Using Technology to Teach Adults	*EDC 584-The Adult and the Learning Process		
*EDC 575- Supervised Field Study/Practicum and Seminar in Education	*EDC 529-Foundations of Educational Research		

*-Denotes core course required of all students

- 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.**

In addition to the 5 core courses that all students must take, participants choose six (6) courses across four (4) areas of specialization to meet individual needs and interests. Areas include Program Administration, Training and Development, Adult and Higher Education, and Training and Management Specialist (ETMS-U.S. Navy P-Code). Courses outside of Education (EDC), as listed below, are allowed as specialization courses. Agreements are in place with the MBA, LRS, HDF, and PSC programs to allow AE students to take these courses only.

1. Program Administration

- EDC 539: Evaluation and Monitoring of Occupational Training Programs
- EDC 581: Administering Adult Programs
- LRS 579: Labor Relations and Collective Bargaining in Education
- MBA 502: Organizational Behavior
- HDF 562: Organizational Development in Human Services

2. Training and Development

- EDC 539: Evaluation and Monitoring of Occupational Training Programs
- EDC 581: Administering Adult Programs
- EDC 582: Instructional Systems Development for Adult Programs
- HDF 450: Introduction to Counseling
- HDF 562: Organization Development in Human Services:
- MBA 502: Organizational Behavior
- MBA 578: Human Resource Development

3. Adult and Higher Education

- EDC 581: Administering Adult Programs
- EDC 582: Instructional Systems Development for Adult Programs
- EDC 522: Using Technology to Teach Adults

4. ETMS Specialization

The University of Rhode Island and the United States Navy have a long-standing relationship to provide graduate study opportunity to naval officers. This specialization is offered in a format designed to complement the schedules of naval personnel and enable them to develop the competencies and skills needed in adult education over a range of career options. This particular specialization area leads to a Navy certified P-Code in Education, Training and Management Specialist (ETMS).

- EDC 539: Evaluation and Monitoring of Occupational Training Programs
- EDC 581: Organizing and Administering Adult Programs
- EDC 582: Instructional Systems Development for Adult Programs
- EDC 522: Using Technology to Teach Adults
- MBA 502: Organizational Behavior
- MBA 578: Human Resource Development
- PSC 506: Seminar in Politics

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

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

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 program consists of 33 credits (11 courses), which is appropriate for a Masters level program. The program at University of Southern Maine is 36 credits and includes 6 credits of Practicum where our program consists of 3 credits of Practicum.

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](#)).**

As previously stated, the purpose of this proposal is to seek approval to offer all of the courses in the Adult Education program online. In doing so, we will meet the spirit of the SARA agreement. The program will offer flexible class scheduling to meet the needs of busy adult students, it will provide additional modes of instruction to meet the various learning styles of adults, it will meet the quality standards as set forth by Quality Matters, and it will maintain its

collaborative nature by allowing students the option to take classes in other programs such as the MBA program.

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

The Adult Education Program, as part of the School of Education, is subject to NCAE/CAEP program approval. Additionally, our professional organization, the American Association for Adult and Continuing Education via its sub-unit, the Commission on Professors of Adult Education, provides standards for graduate programs in Adult Education that guide our program. Finally, due to our MOU with the Navy, our program is subject to a biennial review with a visit from our contact in Pensacola, Fl. who examines our course offerings and speaks with faculty and students.

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

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

#1-Graduates will apply knowledge of adult learning theories and scholarly research in order to ensure best practices as leaders of programs for adult learners.

#2-Graduates will develop and evaluate programming for adult learners

E4.

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

See attached

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.

See attached

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?

There are currently two full time faculty members and one adjunct faculty member who teach and advise in the program. There will be no changes as a result of moving the program to an online format.

Dr. Kathy Peno, Professor, has taught in the Adult Education Program full time for 18 years and part time for 3 years prior to that. Dr. Peno has completed all three Online Teaching Fellows programs offered by URI and has attended the Online Learning Consortium (previously known as Sloan) conference for three years to learn strategies for online teaching and learning.

Dr. Kayon Murray-Johnson, Assistant Professor, is beginning her third year of teaching full time in the program. Dr. Murray-Johnson has experience teaching asynchronous online courses at Texas State University.

Mr. David Fontaine-Adjunct faculty member who has been teaching for URI for 14 years, has a background in Instructional Technology and serves as a Digital/Media Literacy Instructional Librarian full time in the Middletown, RI School Department.

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

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

The Adult Education Program has approximately 30-40 matriculating students at any given time. Students come from URI (those working at the university seeking a Masters Degree to be promoted to higher levels in the field of higher education), CCRI (those who teach or aspire to teach and possess content area expertise but desire to learn the science of teaching, RI College (mainly those in administrative positions seeking to hone their leadership skills working with adult students), the US NAVY (those who apply to our program seeking the ETMS P-code to be promoted to Instructors in the military), healthcare (those seeking to work in the area of patient education and program administration), and from business and industry (those seeking skill in training and development and program administration).

Additionally, we have received word from our Navy contacts that, in the event the program is offered fully online, we will receive Naval officers as students who want the ETMS distinction. These students will not be part of the program currently in place who are sponsored by the Navy and move to RI for two years. These students will remain with their billet and pay for the program out of pocket with assistance from their Navy benefits. We have no idea as of this writing how many new students we can expect from the Navy. We can comfortably handle an influx of 15-20 students with current faculty. We also hope to market to students out of state who are interested in an online program.

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.

Metric	Data/Schedule	Person Responsible
Number of students who apply on an annual basis due to online offering.	Intake Interview/annually	Program Coordinator
Number of students who apply who were referred by students in the online program	Intake Interview/annually	Program Coordinator
Student satisfaction with online delivery method.	Student survey/annually	Program Coordinator
Student report of ease of use of technology.	Student survey/annually	Program Coordinator
Number of students retained throughout the 33 credit program.	Retention data/annually	Program Coordinator

I. IS THE PROGRAM FINANCIALLY VIABLE?

- II. 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.



BUDGET AND FINANCIAL PLANNING

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

DATE: February 7, 2019

Corrected Version

TO: Nasser Zawia
Dean, Graduate School

FROM: Linda Barrett
Director, Budget and Financial Planning

SUBJECT: Proposal for an MA in Education – Alan Shawn Feinstein College of Education and Professional Studies

As requested in an email from Anne Seitsinger, Associate Dean in the College of Education, Department of Education, dated January 15, 2019, the Budget and Financial Planning Office has reviewed the submitted documents related to the proposal for an MA in Education – Alan Shawn Feinstein College of Education and Professional Studies.

Per the proposal, the MA in Education - **Alan Shawn Feinstein College of Education and Professional Studies, will require that all funding for new resources** must be requested from the Dean through the annual college budget hearings with the Provost.

The Budget and Financial Planning Office, including communication with Enrollment Services, concurs that the request for an MA in Education – Alan Shawn Feinstein College of Education and Professional Studies, is expected to have an impact requiring resources on the Fund 100 unrestricted budget as it has been presented.

Please let us know if you require any further information.

cc: Donald DeHayes
Laura Beauvais
Anthony Rolle
Cheryl Hinkson
Joanne Lawrence
Kathy Peno

Dean Libutti
Matthew Bodah
Anne Seitsinger
Colleen Robillard
John Humphrey

Office/BudgetImpactStatements/MAineducation-alanshawnfeinsteincollegeofeducationandstudies/BudgetImpactStatementLetter.draft

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: ☐ Full-time ☐ Part-time ☐ Combination of full- and part-time

REVENUE ESTIMATES

	Year 1 2019-2020		Year 2 2020-2021		Year 3 2021-2022		Year 4 2022-2023	
Tuition: In-State	\$10,086		\$10,455		\$10,455		\$10,455	
Tuition: Out-State	\$10,086		\$10,455		\$10,455		\$10,455	
Tuition: Regional								
Mandatory fees per student	\$595.00		\$430		\$430		\$430	
FTE # of New Students: In-State	10		12		14		16	
FTE # of New Students: Out-State	5		10		14		16	
# of In-State FTE students transferring in from the institution's existing programs	0		0		0		0	
# of Out-State FTE students transferring in from the institution's existing programs	0		0		0		0	
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	\$100,860.00	\$0.00	\$125,460.00	\$0.00	\$146,370.00	\$0.00	\$167,280.00	\$0.00
Out-of-State tuition	\$50,430.00	\$0.00	\$104,550.00	\$0.00	\$146,370.00	\$0.00	\$167,280.00	\$0.00
Regional tuition								
Mandatory fees	\$8,925.00	\$0.00	\$13,090.00	\$0.00	\$16,660.00	\$0.00	\$19,040.00	\$0.00
Second Year Students								
In-State tuition			\$104,550.00	\$0.00	\$125,460.00	\$0.00	\$146,370.00	\$0.00
Out-of-State tuition			\$52,275.00	\$0.00	\$104,550.00	\$0.00	\$146,370.00	\$0.00
Regional tuition								
Mandatory fees			\$6,450.00	\$0.00	\$9,460.00	\$0.00	\$12,040.00	\$0.00
Third Year Students								
In-State tuition								
Out-of-State tuition								
Regional tuition								
Mandatory fees								
Fourth Year Students								
In-State tuition								
Out-of-State tuition								
Regional tuition								
Mandatory fees								
Total Tuition and Fees	\$160,215.00	\$0.00	\$406,375.00	\$0.00	\$548,870.00	\$0.00	\$658,380.00	\$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	\$160,215.00	\$0.00	\$406,375.00	\$0.00	\$548,870.00	\$0.00	\$658,380.00	\$0.00

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

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 (see note below)		\$185,923.00		\$190,571.08		\$195,335.35		\$200,218.74
Support Staff								
Others								
Fringe Benefits 40%		\$74,369.20		\$76,228.43		\$78,134.14		\$80,087.49
Total Personnel	\$0.00	\$260,292.20	\$0.00	\$266,799.51	\$0.00	\$273,469.49	\$0.00	\$280,306.23
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	\$260,292.20	\$0.00	\$266,799.51	\$0.00	\$273,469.49	\$0.00	\$280,306.23

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

* The current two fulltime tenured and tenure-track faculty will teach these courses as the current program moves from face-to-face to online delivery of the program

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	\$160,215.00	\$406,375.00	\$548,870.00	\$658,380.00
Total Expenses	\$260,292.20	\$266,799.51	\$273,469.49	\$280,306.23
Excess/Deficiency	-\$100,077.20	\$139,575.50	\$275,400.51	\$378,073.77
BUDGET SUMMARY OF EXISTING PROGRAM ONLY				
Total Revenue	\$0.00	\$0.00	\$0.00	\$0.00
Total Expenses	\$260,292.20	\$266,799.51	\$273,469.49	\$280,306.23
Excess/Deficiency	-\$260,292.20	-\$266,799.51	-\$273,469.49	-\$280,306.23
BUDGET SUMMARY OF NEW PROGRAM ONLY				
Total of Newly Generated Revenue	\$160,215.00	\$406,375.00	\$548,870.00	\$658,380.00
Total of Additional Resources Required for	\$0.00	\$0.00	\$0.00	\$0.00
Excess/Deficiency	\$160,215.00	\$406,375.00	\$548,870.00	\$658,380.00

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

All students being charged in-state tuition at part-time rate

Year 1 \$763/credit

Program is 12 credits/yr \$ 9,156.00 per year

3 credits in summer at \$310/credit \$ 930.00

Total cost yr 1 per student \$ 10,086.00

Tuition Years 2-4 \$792/credit \$ 9,504.00

3 credits in summer at \$317/credit \$ 951.00

Total cost yr 2-4 per student \$ 10,455.00

Students are attending part-time for two years

Fees based on Nutrition's MS Dietetics Online Program

Fall **Fall _YR 1 ONLY**

Reg Fee	30
Tech Fee	180 \$12x15credits
Grad Tax	5
Transcript Fee	50 (Yr 1 only)
Document Fee	115 (diploma Yr 1 only)

Total Fees 380

Spring

30
180
5
0
0

215

Fall Yr2

30
180
5
0

215

Annual
New students

Annual
returning students

595
Yr 1

430
Yr2



MEMORANDUM

March 11, 2019

To: Kathy Peno

From: Kris Bovy, LOOC Chair

KMB

Re: MA in Adult Education (Online) Assessment Plan Review and Approval

This memo and the attached SLOAA-LOOC Plan Review Feedback Form constitute approval of your Program Assessment Plan for the proposed Master of Arts in Adult Education (online).

The new version of the plan (also attached) has the approval date on the first page, and should replace any previous versions of this document. Please include this letter and the two attachments in your program proposal, and **ensure that any language relating to learning outcomes, goals, etc. in your final proposal aligns with the final approved draft** of the Assessment Plan.

Good luck and speed with your full proposal!

Cc: E. Finan, David Byrd

Attachments

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

Identified programs must have clearly articulated program goals (Section I) and student learning outcomes statements linked to curriculum and course experiences/requirements (Section II). This Assessment Plan will help programs determine the extent to which these outcomes are aligned with courses and other program requirements providing students with opportunities to develop and master the learning outcomes by graduation. As part of the Plan, each program will also create an assessment timeline (Section III) indicating when and how learning outcomes assessment will take place.¹

DATE of SLOAA Review:
3.7.19

DATE of LOOC Review:
3.11.19

¹ If you have questions or need assistance, please contact: Office of Student Learning, Outcome Assessment, and Accreditation at assess@uri.edu.

Graduate Program Student Learning Outcomes Assessment Plan

GRADUATE SCHOOL

For Accredited and Non-Accredited Programs

Program Information:

Program:	Online-Education, MA-Adult Education
Academic year plan submitted:	2018
Degree(s):	MA, Education
Department Chair:	Dr. David Byrd
Program Director:	Dr. Kathy Peno
Accredited Program:	<input checked="" type="checkbox"/> No Yes, next accreditation report due:
Published learning outcomes (provide URL):	NOTE: The URL for program goals and outcomes will be provided to the Assessment Office when the program is approved.

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

#1	Graduates will apply knowledge of adult learning theories and scholarly research in order to ensure best practices as leaders of programs for adult learners.
#2	Graduates will develop and evaluate programming for adult learners.

*Add lines as necessary

II. Curriculum Mapping: Across the top of the matrix, list courses and other requirements for the program. Order the requirements from left to right in rough chronological sequence, and append a standard description of your program requirements. Down the side, list programmatic student learning outcomes associated with goals. Using the map key below, indicate the degree to which an outcome will be taught and assessed in relevant courses and by other program requirements.

Student Learning Outcomes (Competencies) by Goal: Statements of observable, measurable results of the educational experience, linked to program goals (Section I), that specify what a student is expected to know or be able to do throughout a program; these must be detailed and meaningful enough to guide decisions in program planning, improvement, pedagogy, and practice. *Red course numbers indicate those core courses which all students are required to take.		EDC 505	EDC 584	EDC 583	EDC 582	EDC 539	EDC 525	EDC 581	EDC 529	EDC 575 - Practicum
Goal #1	1.1: Students will apply their knowledge of adult learning and developmental theories to practice as adult educators. 1.2: Students will critically analyze and evaluate relevance of existing empirical information 1.3: Students will utilize scientific method to design and complete research. 1.4: Students will apply leadership strategies to address organizational issues.	I/E	I/E		R		E/R		I/E I/E	R R R
Goal #2	2.1: Students will develop programs to meet the needs of adult learners and organizations. 2.2: Students will use program evaluation methods in order to assess program effectiveness and respond to results.			I/E		I/E		R R		R E

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

Academic Years	Outcome(s)	Course(s) and Other Program Requirements	Assessment Evidence (direct/indirect)	Assessment Method
	WHICH outcome(s) will you examine in each period (by number, i.e. 1.1 etc.)?	WHERE will you look for evidence of student learning (i.e., what course(s)/program requirements)? Designate for each outcome.	WHAT student work or other evidence will you examine in order to generate conclusions and recommendations? Designate for each requirement.	HOW will you look at the evidence; what means will you use to quantify the evidence? Designate for each source of evidence.
Assessment Reporting Period 1 2021	1.1 1.2	EDC 584 for 1.1 EDC 529 for 1.2 -	Research Paper and Presentation for 1.1 Research Proposal for 1.2	Instructor scored rubric rating for all
Assessment Reporting Period 2 2023	1.3 1.4	EDC 575 for 1.3 EDC 505 for 1.4	Final Report for 1.3 Case Study and Presentation for 1.4	Instructor scored rubric rating for all
Assessment Reporting Period 3 2025	2.1 2.2	EDC 583 for 2.1 EDC 539 for 2.2	Program Plan for 2.1 Evaluation Plan for 2.2	Instructor scored rubric rating for all

NEW PROGRAM ASSESSMENT PLAN REVIEW

Date SLOAA review:
3.7.19
**Date LOOC* review
submitted to program:**
3.11.19

***(LOOC Chair and
review subcommittee)**

Academic Program/Degree: MA, Adult Education (Online)

College: Alan Shawn Feinstein College of Education and Professional Studies

Date New Program Assessment Plan Submitted: Fall 2018

Faculty Member(s) Submitting Plan Proposal: Kathy Peno

F E E D B A C K	Strengths:
	<p>SLOAA:</p> <ul style="list-style-type: none"> Proposal materials describe the background and context for the move to a wholly online program. This includes carefully crafted courses in both synchronous and asynchronous environments for the targeted student populations, which in turn drive the goals and learning outcomes for the program. The hallmark of the program is to be application based using a “teach and model” framework adapted from the current structure which includes both face-to-face and online modalities. The program is structured to weave skills and abilities as practitioners. The program is framework includes 2 overarching goal areas with 6 measurable student learning outcomes which capture the critical foci of the program. <p>LOOC:</p> <ul style="list-style-type: none"> The program has two clear, high-level goals, which are appropriate for a MA degree. The learning outcomes under each goal are well defined and measureable; student learning outcomes 1.1-1.4 build well off of each other. The assessment timeline seems reasonable and should provide appropriate feedback, assuming the rubrics are well developed.
	Suggestions for improvement:
	<p>SLOAA: N/A</p> <p>LOOC:</p> <ul style="list-style-type: none"> The only reinforcement for student learning outcome 1.4 is EDC 581, which is not required. Are there other elective courses where this might be reinforced or can it be reinforced in one of the other courses? It seems like an important outcome for the degree, which should be addressed in multiple courses for all students. Outcome 2.2 is introduced in a course that is not required (EDC 539). If a student doesn’t take EDC 539, can the outcome be reinforced and emphasized effectively with that student? Also, according to the assessment timeline, 2.2 will be evaluated in EDC 539. Could that outcome be assessed in the required Practicum (EDC 575) instead?
	Issue(s) of note:

SLOAA:

- The program collaborated extensively with SLOAA to refine the Assessment Plan.
- NOTE on mapping: The use of I/R/E is acceptable as it relates to the program interpretation of courses/learning activities and opportunities focused on building essential knowledge (E) followed by courses/learning activities and opportunities designed to develop, through practice and reinforcement, those skills to mastery of outcomes.

LOOC:

- We know the program has worked extensively with SLOAA to finalize the plan, so we are approving it now in order to prevent further delay. However, we do suggest the program strongly consider our concerns addressed in “Suggestions for Improvement” above.
- It would be beneficial to have rubrics for student learning outcomes 1.1 and 1.2 ready by Fall 2019, so that data can be collected for the whole two-year period (report due May of 2021). If the rubrics are not ready to go, you may only have data from one semester for the first report, which will make generalizability to the program difficult.
- Please be sure that the language from the program proposal matches the language in the Assessment Plan – with special attention to Section E3.

Assessment Plan Designation:

1 <input checked="" type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
The Assessment Plan is ready for implementation	The Assessment Plan can be implemented after minor revisions, as indicated, and does not require further review	The Assessment Plan requires revisions, and should be submitted for further review after revisions, by date: _____

Program Information		Reviewer Ratings & Comments				
Information box complete		<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> Incomplete	<i>Suggestions:</i>		
Criteria		<i>Efficacy of Plan Description & Content</i>				<i>Suggestions for improvement</i>
		Less Developed	Developing	Well Developed	Not addressed	
PART I	1. Program goals					
	a. Broad statements of program learning goals	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
	b. Limited in number (ideally 2-5)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
PART II	2. Learning outcomes/competencies					
	a. Linked to goals (numbered 1.1 etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
	b. Each goal is represented by at least one outcome	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
	c. Statements are observable/measurable	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
	d. Directed at what students will know or be able to do	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
	e. Reasonable number (ideally 1-3 per goal)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
	3. Curriculum Map					
	a. Program requirements are listed, developmentally when possible	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
b. Outcomes are linked to appropriate requirements	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>		

		Reviewer Ratings & Comments				
Criteria		<i>Efficacy of Plan Description & Content</i>				<i>Suggestions for improvement</i>
		Less Developed	Developing	Well Developed	Not addressed	
P A R T III	4. Assessment Timeline (3-year plan)					
	a. Assessment Reporting Period 1 is thoroughly presented	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
	b. Assessment Reporting Periods 2 and 3 are presented	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
	c. All goals are represented by at least one outcome somewhere in the 3 reporting periods	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
	d. Requirements are clearly stated and connected to outcomes (from Curriculum Map)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
	e. Evidence is stated for each designated outcome	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
	f. Selection of evidence takes advantage of existing indicators	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
	g. Evidence is stated in enough detail to guide assessment activities	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
	h. Evidence is feasible for collection within the timeline	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
	i. Methods for quantifying evidence are stated for each designated outcome	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Rubrics to be developed or adapted from currently used tools.
	j. Methods are appropriate for evidence	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	