

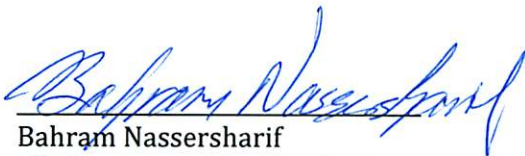
Green Hall, 35 Campus Avenue, Kingston, RI 02881 USA p: 401.874.2616

Serial Number #19-20-11C

TO: President David Dooley

FROM: Bahram Nassersharif, Chairperson of the Faculty Senate

1. The attached BILL titled, the Curricular and Standards Committee Report #2019-20-4: Creation of a Bachelor of Science, Non-Profit Administration major, is forwarded for your consideration.
2. This BILL was adopted by vote of the Faculty Senate on November 21, 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 December 12, 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.


Bahram Nassersharif

Chairperson of the Faculty Senate

November 22, 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

11/22/19
(date)

UNIVERSITY OF RHODE ISLAND FACULTY SENATE November 21, 2019

Faculty Senate Curriculum and Standards Committee Report 2019-2020-4

At the November 7, 2019 (originally scheduled for October 24, 2019) meeting of the Curriculum and Standards Committee and by electronic communication, the following matters were considered and are now presented to the Faculty Senate.

SECTION II Curricular Matters Which Require Confirmation by the Faculty Senate

NEW PROGRAMS

ALAN SHAWN FEINSTEIN COLLEGE OF EDUCATION AND PROFESSIONAL STUDIES:

School of Professional and Continuing Studies: (See Appendix F)

Creation of a Bachelor of Science, Non-Profit Administration major:

The BS in Non-Profit Administration is designed to be an interdependent major that combines historical and theoretical understandings of non-profit and not-for-profit organizations' structural underpinnings; and applied understandings of their impacts on interrelationships between organizational behaviors; individual attitudes of multiple constituents (e.g., external partners and internal stakeholders). And, importantly, this unique major – addressing the gap in focus on non-profit, not-for-profit, and quasi-market organizations – provides students opportunities to apply foundational and theoretical knowledge to applied internship experiences where clients will receive a research-based deliverable.

Academic Program Proposal Cover Page

1. Name/Contact Information:

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

(Department)

(School/College)

(Division)

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

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

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

Title/name of proposed Department:

Title/name of proposed Degree:

Title/name of proposed Program:

Title/name of proposed Major:

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

Title/name of proposed Sub plan:

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

Other:

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

6. Intended initiation date: Term Year

7. Anticipated date of granting first degree:

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

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

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

Office Use Only:

College Curriculum Committee _____ Curricular Affairs Committee _____ Graduate Council _____

Faculty Senate _____ President _____ RIBGHE _____ Enrollment Services _____

A Proposal for: Bachelor of the Science, Non-Profit Administration major

Date: September 2019

A. PROGRAM INFORMATION

A1. Name of Institution University of Rhode Island

A2. Name of department, division, school or college

Department: School of Professional and Continuing Studies

College: Alan Shawn Feinstein College of Education and Professional Studies

A3. Title of proposed program and Classification of Instructional Programs

Program title: Non-Profit Administration

Classification code (CIP) 52.0206

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

Initiation date: September 2019 2020 or when fully approved

First degree date: May 2023 2024

A5. Intended location of the program: Feinstein Providence Campus

A6. Description of institutional review and approval process

	<u>Approval Date</u>
Department: School of Professional and Continuing Studies	10.23.2018
College: Alan Shawn Feinstein College of Education and Professional Studies	11.20.2018
Curriculum and Standards Committee	11-7-19
Faculty Senate	11-21-19
President of the University	

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

The BS in Non-Profit Administration is designed to be an interdependent major that combines historical and theoretical understandings of non-profit and not-for-profit organizations' structural underpinnings; and, applied understandings of their impacts on interrelationships between organizational behaviors; individual attitudes of multiple constituents (e.g., external partners and internal stakeholders). And, importantly, this unique major – addressing the gap in focus on non-profit, not-for-profit, and quasi-market organizations – provides students opportunities to apply foundational and theoretical knowledge to applied internship experiences where clients will receive a research-based deliverable.

Learning outcomes in the Non-Profit Administration program include the ability to:

- Apply concepts, principles, and processes related to nonprofit organizations in domestic and global settings.
- Develop principled reasoning skills that are grounded in ethical concepts, standards, codes of conduct, accountability, and values.
- Apply concepts, principles, and processes related to budgeting, finance, resource development, philanthropy, and strategic planning to nonprofit organizations.
- Create integrated marketing strategies related to public relations and communication for nonprofit organizations.
- Become central and effective written and oral communicators, clearly identifying and interpreting key issues, missions to volunteers, employees, clients, funders, and other stakeholders within the nonprofit sector.

The core academic program consists of eight (8) courses from within the School of Professional & Continuing Studies that include: History of Organizational Development Theory; Non-Profit Governance; Non-Profit Administration; Finance & Budgeting Policy for Nonprofit Organizations; Non-Profit Marketing; Non-Profit Fundraising, Social Innovation in the Non-Profit Sector; Negotiating Difference: Struggles of Diversity and Inclusion in America's Narrative and a six (6) credit internship. This 6-credit internship ensures students have opportunities to design professional experiences in their own contexts.

With these foundational non-major and major courses, students will gain critical insights and skills in essential areas that include critical thinking, analysis, assessment, research methods, conflict resolution and crisis management, ethics, budget and finance, internal and external relations, as well as multiple communication skills.

Moreover, this purposeful integration – and addition – of subject knowledge, theoretical concepts, modern issues, and analytical skills, graduates will be well equipped to pursue careers in consulting, human resources, entrepreneurship, training, talent acquisition, facilitation, coaching, mediation, and change management. Graduates of this program, through the learning outcomes and opportunities for real-world application, will be ready to contribute 21st century-oriented expertise in non-profit, not-for-profit, and quasi-market organizational settings that are seeking to grow, learn, change, and increase organizational effectiveness, efficiency, and productivity.

A8. Signature of the President

David M. Dooley

A9. Person to contact during the proposal review

Name: Anne Seitsinger
Title: Associate Dean
Phone: 401.277.5468
Email: anneseitsinger@uri.edu

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

None

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

B1. State the program objectives.

The Non-Profit Administration undergraduate program, housed in the School of Professional & Continuing Studies, will attract new students with an interest in urban and professional roles. The focus will remain on the historical and theoretical understandings of non-profit, not-for-profit, and quasi-market organizations' structural underpinnings; and, applied understandings of their impacts on interrelationships between organizational behaviors; individual attitudes of multiple constituents (e.g., external partners and internal stakeholders). Specifically, the program will encompass the goal and student learning objectives listed below:

Goal 1: Graduates will possess the knowledge, skills, and abilities to be employed as ethical developers and leaders of nonprofit organizations.

Outcome 1.1: Students will apply concepts, principles, and processes related to nonprofit organizations in domestic and global settings.

Outcome 1.2: Students will develop principled reasoning skills that are grounded in ethical concepts, standards, codes of conduct, accountability, and values.

Goal 2: Graduates will apply leadership and management practices to promote successful resource planning and resource management within nonprofit organizations.

Outcome 2.1: Students will be able to apply concepts, principles, and processes related to budgeting, finance, resource development, philanthropy, and strategic planning to nonprofit organizations.

Outcome 2.2: Students will be able to create integrated marketing strategies related to public relations and communication for nonprofit organizations.

Outcome 2.3 Students will become central and effective written and oral communicators, clearly identifying and interpreting key issues, missions to volunteers, employees, clients, funders, and other stakeholders within the nonprofit sector.

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

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

In an increasingly global and fast-paced society where change is constant, Non-Profit Administration program students will focus on concepts and skills that will prepare them to effectively assess organizational environments, policies, and practices to design and implement interventions and other activities that can facilitate any change, growth, or transition initiative. This undergraduate program, which will be housed in the School of Professional & Continuing Studies, will attract new students with an interest in urban and professional roles that focus on organizational assessment, transition, and change. Findings in a national study suggest a 20% increase in permanent staff positions that focus on change management (ProSci, 2018). Additionally, more firms are prioritizing analysis and assessment around culture, productivity, and employee training needs with most continuing to outsource these projects to non-profit, not-for-profit, and quasi-market organizational consultants or consulting firms (Forbes, 2015). Job prospects are good for graduates with organizational knowledge combined with strong analytical, assessment, and communication skills. The BS in Non-Profit Administration proposed by the Alan Shawn Feinstein College of Education and Professional Studies will produce graduates with this unique blend of knowledge and skills.

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

According to the Rhode Island Department of Labor and Training's (2015) section on Occupations by Educational Requirement, jobs requiring college degrees (Associate, Bachelor's, Master's or Doctoral) represent more than a quarter (29.7%) of the current occupational distribution in Rhode Island, slightly higher than the national average of (27.9%). According to the Bureau of Labor Statistics, in 2012, there were over 11.4 million individuals employed nationally in the 501(c) 3's nonprofit private sector.

The economic impact of Rhode Island's Nonprofit sector is as followed:

- Employs 70,300 – over 18% of the state's workforce
- Generates over \$13 billion in annual revenues

- Holds assets of \$31.7 billion
- There are a total of 6,617 nonprofit organizations in Rhode Island

Job Title and Salaries

Communications Coordinator: Estimated \$35,000 to \$48,000 per year

Field Interviewer: Estimated \$49,000 to \$65,000 per year

Loss Control Representative: Estimated \$61,000 to \$78,000 per year

Director of Operations: Estimated \$69,000 to \$90,000 per year

References

ProSci - People. Change. Results. (2018). *ProSci Change Management Methodology Overview*. Retrieved from

<https://www.prosci.com/change-management/thought-leadership-library/change-management-methodology-overview>

Rhode Island Department of Labor and Training. (2015). *2024 Occupational Projections by Education*. Retrieved from

<http://www.dlt.ri.gov/lmi/pdf/projeduc.pdf>.

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

n/a

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

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

The BS in Non-Profit Administration is closely aligned with the strategic themes and goals of the Academic Plan 2016-2021, Goal 1: Enhance Student Success: Transform undergraduate and graduate student learning and academic support with a firm commitment to student success and the development of knowledgeable, skilled, and engaged graduates prepared for an ever-changing world. "The long-term competitiveness – if not survival – of organizations will increasingly depend on their ability to manage change" (Parry, 2015). Within Goal 1, Strategy 8 focuses on the development of interdependent learning opportunities for students. Job prospects are good for graduates with organizational knowledge combined with strong analytical,

assessment, and communication skills. The BS in Non-Profit Administration proposed by the Alan Shawn Feinstein College of Education and Professional Studies will produce graduates with this unique blend of knowledge and skills.

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

The structure of the BS in Non-Profit Administration provides students with a powerful learning experience blending theories, competencies, concepts, and strategies from economics, communications, statistics, organizational analysis, and philosophy. The integration of learning from diverse academic subjects promotes working with others across disciplines, with multiple perspectives, and harness differences in knowledge base to fuel innovation in strategies and practices. The BS in Non-Profit Administration will be open to all incoming students including transfer students and may be selected at the time of application. The Non-Profit Administration undergraduate program, housed in the School of Professional & Continuing Studies, will attract new students with an interest in urban and professional roles that focus on organizational assessment, transition, and change.

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

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

A scan of the region revealed only one program offered in New England: Southern New Hampshire University in Hooksett, NH.

Southern New Hampshire University offers a B.S. in Business Administration and Non-Profit Management online. The website states that the program develops the skills and knowledge needed in an individual to help a nonprofit organization fulfill its mission. Southern New Hampshire University's nonprofit management concentration delves into the nature of nonprofit organizations. How does the day-to-day differ from for-profits? In the BS in Business Administration – Nonprofit Management degree online, students can choose from more than 200 business courses – in disciplines such as marketing, organizational leadership and accounting – to either broaden knowledge or gain additional expertise in a specific area. Concentration courses introduce students to management, accounting and fundraising issues unique to nonprofits.

Although there are some similarities, no other public institution offers this Bachelor's degree in this area.

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

Although there are some similarities, no other public institution offers this Bachelor's degree in the area.

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

Rhode Island College (RIC), the University of Rhode Island (URI), the Community College of Rhode Island (CCRI) and the Office of Higher Education (RIOHE) have developed the Joint Admissions Agreement (JAA) to improve the transition of students from CCRI to either RIC or URI. The link below introduces the JAA, describes the advantages of participating, and explains how to maximize benefits from the program.

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

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

No arrangements or affiliations with other programs

- a. How does this program align to academic programs at other institutions?**

n/a

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

n/a

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

n/a

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

n/a

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

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

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

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

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

Core Courses -

SPC 210: History of Organizational Theory for Nonprofit Institutions (3 crs.)

Planning and evaluation of organizational changes are explored, with emphasis on behavioral practices, contemporary concepts, terminology, models, methods and interventions of organizational development for nonprofit institutions.

SPC 285: Nonprofit Governance (3 crs.)

Exploration of the principles and practices of non-profit boards. Emphasis on the contemporary concepts, terminology, and models of not for profit boards. Pre: SPC 210 or permission of instructor.

SPC 320: Nonprofit Administration (3 crs.)

Non-profit administration as a field of study is explored. Emphasis on history and aspects of governing boards, executive leadership, strategic planning, accountability, monitoring

performance, managing staff, and social entrepreneurship. Pre: SPC 210 or permission of instructor.

SPC 319G: Negotiating Difference: Struggles of Diversity and Inclusion in America's Narrative (3 crs.)

Examination of past and contemporary differences of culture, race, gender, class, and ideology of diverse groups in America who struggled for inclusion, equality, and social justice. (B1) (C3) (GC). Pre: SPC 210 or permission of instructor.

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

Introduction to language, purposes, and uses of nonprofit finance and budgeting research; framing and designing research studies; procedures for generating, analyzing, interpreting issues related to nonprofit finance and budgeting practices (3 crs.) Pre: SPC 201 or SPC 210 or permission of instructor

SPC 403: Mission-based Marketing: Positioning Nonprofit Institutions for Community Success (3 crs.)

Theoretical and practical applications that show novices how to lead not-for-profit organizations to successes in a competitive world. Pre: SPC 210 or permission of instructor.

SPC 425: Nonprofit Fundraising (3 crs.)

Introduction to theory, practical knowledge, principles, concepts and techniques in non-profit fundraising. Pre: SPC 210 or permission of instructor.

SPC 479: Social Innovation in the Nonprofit Sector (3 crs.)

Analysis of comparative case studies of innovative non-profit organizations. Emphasis on social entrepreneur practices and long-standing social problems in both the US and abroad. Pre: SPC 210 or permission of instructor.

SPC 491: Supervised Internship Non-Profit Organization (6 crs.)

Supervised internship in an approved public agency or nonprofit organization, providing students the opportunity to integrate and extend classroom learning with practice. Not for graduate credit. For students with full-time professional positions, a Prior Learning Assessment (PLA) option may be developed. Not for graduate credit. S/U only. Pre: SPC 210 or permission of instructor; senior standing. (PRA 6). (D1)

- 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.

No

Table 1. Distribution of Courses within the BS in Nonprofit Administration

Bachelor of Science, Nonprofit Administration	
<p>General education (GE) is 40 credits. Each of the 12 outcomes (A1-D1) must be met by at least 3 credits. . A single course may meet more than one general education outcome, but cannot be double counted towards the 40-credit total. At least one course must be a Grand Challenge (G). No more than 12 credits can have the same course code (note- HPR courses may have more than 12 credits). General education courses may also be used to meet requirements of the major or minor when appropriate.</p>	
Major in Nonprofit Administration Core Courses (30 credits)	
<p>SPC 210: History of Organizational Theory for Nonprofit Institutions (3 crs.) SPC 285: Nonprofit Governance (3 crs.) SPC 319G: Negotiating Difference: Struggles of Diversity and Inclusion in America's Narrative (3 crs.) (B1, C3, GC) SPC 320: Nonprofit Administration (3 crs.) SPC 383: Finance and Budgeting Policy for Nonprofit Organizations (3 crs.)</p>	<p>SPC 403: Mission-based Marketing: Positioning Nonprofit Institutions for Community Success (3 crs.) SPC 425: Nonprofit Fundraising (3 crs.) SPC 479: Social Innovation in the Nonprofit Sector (3 crs.) SPC 491: Supervised Internship Nonprofit Organizations (6 crs.) (D1)</p>
Professional Electives or minor (18 credits)	
Free Electives (8-10 credits)	

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

8-28 credits

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

120 credits

ACADEMIC MAP: STANDARD

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

Year 1, Semester 1

URI 101 (1): Traditions and Transformations

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

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

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

Elective (3)

13 total credits

Year 1, Semester 2

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

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

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

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

Elective (3)

16 total credits

Year 2, Semester 1

HIS 160 (3) Technology (GE)

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

SOC 100 (3) General Soc (GE A2)

Elective (6)

15 total credits

Year 2, Semester 2

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

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

Natural Science of Choice (3) (N)

Elective (7)

16 total credits

Year 3, Semester 1

SPC 210 (3) History Org Theory Nonprofit

SPC 285 (3) Nonprofit Governance

SPC 320 (3) Nonprofit Administration

Elective (6)

15 total credits

Year 3, Semester 2

SPC 319 (3) Negotiating Difference (G)

SPC 383 (3) Finance and Budgeting Policy for Nonprofit Organizations

Elective (9)

15 total credits

Year 4, Semester 1

SPC 403 (3) Mission-based Marketing
SPC 425 (3) Nonprofit Fundraising
SPC 479 (3) Social Innovation Nonprofit
Elective (6)

15 total credits

Year 4, Semester 2

SPC 491 (6) Supervised Internship (D1)
Elective (9)

15 total credits

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

Not required

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

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

In an increasingly global and fast-paced society where change is constant, URI's School of Professional and Continuing Studies is proposing a Non-Profit Administration program which will ensure students and professionals gain the necessary skills and experiences to be leaders in the nonprofit sector. Students of the Nonprofit Administration program will explore research, theory, business administration and management, and leadership within the nonprofit sector. Specifically, areas including the administration of human resources (both paid and volunteer), fundraising, program evaluation, fiscal management, the role of philanthropy, and governance in nonprofit organizations will be examined.

Graduates of this program will possess the necessary knowledge and skills necessary for careers in a variety of specialties within nonprofit organizations such as nonprofit organizational management, fundraising, program and policy development, volunteer management, and advocacy.

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

The following section outlines programmatic learning goals and student learning outcomes. The assessment of core areas in required courses within the program ensures that student learning is evaluated for all students completing the program. In the final semester, students will be required to complete an internship with an approved nonprofit agency of their choice that will allow assessment of student integration in learning.

The attached curriculum map details the core courses, as well as key assessable moments within the Nonprofit Administration Program. (See approved Assessment Plan in Appendix A.)

Table 2. Programmatic Learning Goals and Student Learning Outcomes

Program:														
MAP KEY I = Outcome Introduced R = Outcome Reinforced E = Outcome Emphasized Student Learning Outcomes (Competencies) by Goal¹: Statements of observable, measurable results of the educational experience that specify what a student is expected to know or be able to do throughout a program. Outcomes are linked to overarching broader program goals and must be detailed and meaningful enough to guide decisions in program planning, improvement, pedagogy, and practice.	Course Numbers/Program Requirements: In addition to specific course requirements, please include other requirements that may not be associated with a course number such as internships, service learning, portfolios, and thesis/dissertation proposals or defenses, and comprehensive exams for graduate programs.													
	SPC 210	SPC 285	SPC 319	SPC 320	SPC 383	SPC 403	SPC 425	SPC 479	SPC 491					
1.1 Students will apply concepts, principles, and processes related to nonprofit organizations in domestic and global settings.	I	R		R	R	R	R	E	E					
1.2 Students will develop principled reasoning skills that are grounded in ethical concepts, standards, codes of conduct, accountability, and values.	R	R	R	R	R	E	E	E	E					
2.1 Students will be able to apply concepts, principles, and processes related to budgeting, finance, resource development, philanthropy, and strategic planning to nonprofit organizations.		I		R	E	R	E	R	E					

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

<p>2.2 Students will be able to create integrated marketing strategies related to public relations and communication for nonprofit organizations.</p> <p>2.3 Students will become central and effective written and oral communicators, clearly identifying and interpreting key issues, missions to volunteers, employees, clients, funders, and other stakeholders within the nonprofit sector.</p>		I		R	R	E	E	R	E							
	I	R	E	R	E	R/E	E	E	E							

Goal 1: Graduates will possess the knowledge, skills, and abilities to be employed as ethical developers and leaders of nonprofit organizations.

Outcome 1.1: Students will apply concepts, principles, and processes related to nonprofit organizations in domestic and global settings.

Assessment in SPC 210 & 285

Outcome 1.2: Students will develop principled reasoning skills that are grounded in ethical concepts, standards, codes of conduct, accountability, and values.

Assessment in SPC 319G & 320

Goal 2: Graduates will apply leadership and management practices to promote successful resource planning and resource management within nonprofit organizations.

Outcome 2.1: Students will be able to apply concepts, principles, and processes related to budgeting, finance, resource development, philanthropy, and strategic planning to nonprofit organizations.

Assessment in SPC 383

Outcome 2.2: Students will be able to create integrated marketing strategies related to public relations and communication for nonprofit organizations.

Assessment in SPC 403 & 425

Outcome 2.3 Students will become central and effective written and oral communicators, clearly identifying and interpreting key issues, missions to volunteers, employees, clients, funders, and other stakeholders within the nonprofit sector.

Assessment in SPC 479 & 491

c. 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) when preparing the 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.

An assessment committee will be formed with core committee members creating program approved rubrics where appropriate for assessing student learning across program requirements and courses. Below is the Assessment Timeline (Table 3.), which is also located in the appendix in the full New Program Proposal Student Learning Outcomes Assessment Plan.

Table 3. Assessment Timeline

Academic Reporting Year(s)	Outcome(s)	Course(s) and Other Program Requirements	Assessment Evidence (direct/indirect)	Assessment Method
	<u>WHICH</u> outcome(s) will you examine in each period? (Use number(s) from curriculum map, e.g. 1.1)	<u>WHERE</u> will you look for evidence of student learning (i.e., what course(s)/program requirements)? (Designate for each outcome noted.)	<u>WHAT</u> student work or other evidence will you examine in order to generate conclusions and recommendations? (Designate for each requirement noted.)	<u>HOW</u> will you look at the evidence; what means will you use to quantify the evidence? (Designate for each source of evidence noted.)
Assessment Reporting Period 1: Years 1 and 2 Report due May 2021	Outcomes 1.1 Focus: Nonprofit Administration Core	SPC 210, 285	Final Papers (Interviews)	Embedded within assignments and program approved rubrics
Assessment Reporting Period 2: Years 3 and 4 Report due May 2023	Outcomes 1.2	SPC 319G, 320, 383	Group Presentations Case Study Reaction Paper Final Paper	Embedded within assignments and program approved rubrics. SPC 319G presentations will illustrate student's ability

Academic Reporting Year(s)	Outcome(s)	Course(s) and Other Program Requirements	Assessment Evidence (direct/indirect)	Assessment Method
				to utilize reasoning skills developed to represent various sides of conflict. Focus on nonprofit administration as a field of study and student's ability to analyze field experiences and interviews using theoretical perspectives (Specifically Case Study in SPC 320). Assessment of SPC 383 will focus on outcome 2.1, concentrating on the student's ability to develop and analyze an organization's finances.
Assessment Reporting Period 3: Years 5 & 6 Report due May 2025	Outcomes 2.2, 2.3	SPC 403, 425, 479, 491	Final Papers Supervised Internship Final Paper	Embedded within assignments and program approved rubrics. Final papers for SPC 403 and SPC 425 will assess student's integrated approach to

Academic Reporting Year(s)	Outcome(s)	Course(s) and Other Program Requirements	Assessment Evidence (direct/indirect)	Assessment Method
				marketing and fundraising within nonprofits. Final papers and supervised internship will determine the student's ability to synthesize material learned throughout the course of the program.

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

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?

Ultimately, two new, full-time, tenure-track faculty will be required to sustain the research, granting, and instructional objectives this program. These positions will be requested through future annual Strategic Request process in Year 4.

In support of this new program, Provost DeHayes already approved revenue for an interim Director of the School of Professional and Continuing Studies (in July 2018) to provide initial leadership for – and to teach in – the new programs in the School of Professional Studies. In addition, Provost DeHayes (in July 2018) allocated one new lecturer position for this program from the Strategic Reinvestment/New Faculty Initiative for 2019 academic year, who was hired Summer 2019. As the program continues to develop, high quality part-time faculty will teach in – and provide continuous development for – courses in the program.

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

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

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

Please refer to Academic Program Budget Form.

- i. 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 BS degree in Nonprofit Administration provides students with a mastery of core aspects of administration and leadership in the nonprofit sector. The course of study emphasizes essential aspects of nonprofit management, current policy and management issues, the development of analytical skills critical to effective work in the nonprofit sector and specialized coursework in several aspects of administration.

The program is geared towards individuals currently working in the nonprofit sector looking to advance as administrators at all levels in nonprofit organizations and students interested in working in or building their own nonprofit.

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

Please refer to Academic Program Budget Form

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

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

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

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

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

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

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

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

The BS in Nonprofit Administration program will be administered by a new director of the School of Professional and Continuing Studies in the Alan Shawn Feinstein College of Education and Professional Studies.

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

Associate Dean
Assistant Dean

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

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

Please refer to Academic Program Budget Form

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

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

The library currently has all materials needed for the course

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

Please refer to Budget Justification report

I3. Estimate annual expenditures for instructional resources. Distinguish between existing resources and new resources. The information should reflect the annual operation and maintenance of the instructional resources, recurrent costs and costs for necessary additions. Include this information on the Rhode Island Office of Postsecondary Commissioner [budget form](https://www.riopc.edu/page/academic_program/) (https://www.riopc.edu/page/academic_program/)

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

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

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

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

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

- J2. If new or renovated facilities are necessary, explain in detail (e.g., requirements, costs, sources of revenue, and expected date of completion). Include this information on the Rhode Island Office of Postsecondary Commissioner [budget form](https://www.riopc.edu/page/academic_program/budget_form) (https://www.riopc.edu/page/academic_program/)**

n/a

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

n/a

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

n/a

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

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

Please refer to the Budget Justification form

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

NOTE: Excel budget forms (Rhode Island Office of Postsecondary Commissioner https://www.riopc.edu/page/academic_program/) are self-calculating.

Please refer to the Budget Justification form

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

Please refer to the Budget Justification form

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

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

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

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

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

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

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

n/a

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

The Director of the BS in Nonprofit Administration program will be responsible for putting together the Assessment Report, working with the Office of Student Learning Outcomes Assessment and Accreditation, providing feedback and evaluation summary data to the Nonprofit Administration participating faculty. Individual faculty coordinators will be expected to coordinate with their respective faculty in making the necessary adjustments to their courses based on recommendations from the Assessment Report and the Nonprofit Administrations Program Director.



MEMORANDUM

December 10, 2018

To: Dr. R. Anthony Rolle and Ms. Vanessa Lombardi

From: Kris Bovy, LOOC Chair

KMB

Re: New Nonprofit Administration (BS) Assessment Plan Review and Approval

This memo and the attached SLOAA-LOOC Plan Review Feedback Form constitute approval of your Program Assessment Plan for the new Bachelor of Science in Nonprofit Administration. Also attached is the final draft of your Assessment Plan (with approval date added), which will replace any previous versions of this document. Please include 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

Attachments

Appendix A

New Program Proposal Student Learning Outcomes Assessment Plan

(Accredited, Non-Accredited and Certificate Programs)

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

Program Information:

Program:	Nonprofit Administration
Academic year proposal submitted:	Fall 2018
Degree(s):	Bachelor of Nonprofit Administration
Department Chair:	R. Anthony Rolle
Program Director:	R. Anthony Rolle
Accredited Program:	<input type="checkbox"/> No <input checked="" type="checkbox"/> Yes, next accreditation report due:

Program Goals:

(Section B1 of
the proposal)

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

#1. Develop and Lead	Graduates will possess the knowledge, skills, and abilities to be employed as ethical developers and leaders of nonprofit organizations.
#2. Manage	Graduates will apply leadership and management practices to promote successful resource planning and resource management within nonprofit organizations.

(Add lines as necessary.)

New Program Proposal

Student Learning Outcomes Assessment Plan

(Accredited, Non-Accredited and Certificate Programs)

Curriculum Mapping:

(Section E3/E4a of
the proposal)

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

Program:															
MAP KEY I = Outcome Introduced R = Outcome Reinforced E = Outcome Emphasized		Course Numbers/Program Requirements:													
		In addition to specific course requirements, please include other requirements that may not be associated with a course number such as internships, service learning, portfolios, and thesis/dissertation proposals or defenses, and comprehensive exams for graduate programs.													
Student Learning Outcomes (Competencies) by Goal¹: Statements of observable, measurable results of the educational experience that specify what a student is expected to know or be able to do throughout a program. Outcomes are linked to overarching broader program goals and must be detailed and meaningful enough to guide decisions in program planning, improvement, pedagogy, and practice.		SPC 210	SPC 285	SPC 319G	SPC 320	SPC 383	SPC 403	SPC 425	SPC 479	SPC 491					
		I	R		R	R	R	R	E	E					
		I	R	R	R	R	E	E	E	E					
			I		R	E	R	E	R	E					
	1.1 Students will apply concepts, principles, and processes related to nonprofit organizations in domestic and global settings.														
	1.2 Students will develop principled reasoning skills that are grounded in ethical concepts, standards, codes of conduct, accountability, and values.														
	2.1 Students will be able to apply concepts, principles, and processes related to budgeting, finance, resource development, philanthropy, and strategic planning to nonprofit organizations.														

¹ Goals were defined in Section B1 of the proposal, and can be referenced by number on pg. 2
 For assistance, contact: Office of Student Learning, Outcome Assessment, and Accreditation: 874-9517; 874-9379
 Form update: 1/2015

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

	2.2 Students will be able to create integrated marketing strategies related to public relations and communication for nonprofit organizations.		I		R	R	E	E	R	E						
	2.3 Students will become central and effective written and oral communicators, clearly identifying and interpreting key issues, missions to volunteers, employees, clients, funders, and other stakeholders within the nonprofit sector.	I	R	E	R	E	R/E	E	E	E						

(Add lines as necessary.)

New Program Proposal

Student Learning Outcomes Assessment Plan

(Accredited, Non-Accredited and Certificate Programs)

Assessment Timeline:

(Section E4b of the
proposal)

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

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

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

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

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

Academic Reporting Year(s)	Outcome(s)	Course(s) and Other Program Requirements	Assessment Evidence (direct/indirect)	Assessment Method
	<u>WHICH</u> outcome(s) will you examine in each period? (Use number(s) from curriculum map, e.g. 1.1)	<u>WHERE</u> will you look for evidence of student learning (i.e., what course(s)/program requirements)? (Designate for each outcome noted.)	<u>WHAT</u> student work or other evidence will you examine in order to generate conclusions and recommendations? (Designate for each requirement noted.)	<u>HOW</u> will you look at the evidence; what means will you use to quantify the evidence? (Designate for each source of evidence noted.)
Assessment Reporting Period 1: Years 1 and 2 Report due May 2021	Outcomes 1.1 Focus: Nonprofit Administration Core	SPC 210, 285	Final Papers Presentations	Program approved rubrics to be coordinated by the director of the program and faculty.
Assessment Reporting Period 2: Years 3 and 4 Report due May 2023	Outcomes 1.2, 2.1	SPC 319G, 320, 383	SPC 319G presentations will illustrate student's ability to utilize reasoning skills developed to represent various sides of conflict. Focus on nonprofit administration as a field of study and student's	Program approved rubrics to be coordinated by the director of the program and faculty.



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BUDGET AND FINANCIAL PLANNING

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

DATE: April 4, 2019

TO: Margaret Benz
Coordinator, Faculty Senate

FROM: Linda Barrett
Director, Budget and Financial Planning

SUBJECT: Proposal for a Bachelor of Science degree in Non-Profit Administration

As requested in an email from Anne Seitsinger, Associate Dean in the College of Education, Department of Education, dated March 12, 2019, the Budget and Financial Planning Office has reviewed the submitted documents related to the proposal for a Bachelor of Science degree in Non-Profit Administration.

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

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

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

The Budget and Financial Planning Office, including communication with Enrollment Services, concurs that the request for a Bachelor of Science degree in Non-Profit Administration, is expected to have a positive net revenue impact on the Fund 100 unrestricted budget as it has been presented.

Please let us know if you require any further information.

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

Dean Libutti
Matthew Bodah
Anne Seitsinger
Colleen Robillard
John Humphrey

Office/BudgetImpactStatements/BSNonprofitadministration/BudgetImpactStatementLetter.Final

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

			<p>ability to analyze field experiences and interviews using theoretical perspectives (Specifically Case Study in SPC 320). Assessment of SPC 383 will focus on outcome 2.1, concentrating on the student's ability to develop and analyze an organization's finances.</p> <ul style="list-style-type: none"> • Group Presentations • Case Study Reaction Paper • Final Paper 	
<p>Assessment Reporting Period 3: Years 5 & 6</p> <p>Report due May 2025</p>	Outcomes 2.2, 2.3	SPC 403, 425, 479, 491	<p>Final papers for SPC 403 and SPC 425 will assess student's integrated approach to marketing and fundraising within nonprofits. Final papers and supervised internship will determine the student's ability to synthesize material learned throughout the course of the program.</p> <ul style="list-style-type: none"> • Final Papers • Supervised Internship Final Paper 	<p>Program approved rubrics to be coordinated by the director of the program and faculty, as well as internship supervisor.</p>

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

NEW PROGRAM ASSESSMENT PLAN REVIEW

Date SLOAA review:
11.28.18
**Date LOOC* review
submitted to program:**
12.10.18

*(LOOC Chair and review
subcommittee)

Academic Program/Degree: Nonprofit Administration, BS
College: Alan Shawn Feinstein College of Education and Professional Studies
Date New Program Assessment Plan Submitted: November 2018
Faculty Member(s) Submitting Plan Proposal: J. Anthony Rolle

F
E
E
D
B
A
C
K

Strengths:

SLOAA:

- The Assessment Plan includes two overarching goals for the degree with 5 measurable student learning outcomes describing the specific skills, knowledge and abilities students will acquire as they earn this degree.
- The hallmark of this program consists of an internship, but extensive presentations and papers throughout the curriculum should reinforce the communication skills of these majors.
- Learning outcomes will be assessed using rubrics to provide measurable criteria for student success.
- The assessment timeline indicates use of signature assignments at all levels of coursework.

LOOC:

- The LOOC committee agrees that the outcomes are clearly worded and measurable.
- The assessment timeline seems appropriate and well designed, with assessment based on multiple types of evidence (presentations, papers).

Suggestions for improvement:

SLOAA: N/A

LOOC: N/A

Issue(s) of note:

SLOAA:

- Program was responsive to all suggestions during meetings and via correspondence about the Assessment Plan.
- The Department Chair currently noted is the Dean of the College. If a new Chair is identified, the assessment plan should be reviewed.

LOOC:

- The LOOC committee agrees that the plan will need to be reviewed once the new director is hired, and rubrics developed before the programs are ready for implementation.

Assessment Plan Designation:

1	<input checked="" type="checkbox"/>	2		3	
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>				
		Less Developed	Developing	Well Developed	Not addressed	<i>Suggestions for improvement</i>
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
PART 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"/>
	j. Methods are appropriate for evidence	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		Rubrics will need to be developed, optimally by engaging department faculty in defining criteria to score student work.			

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

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

Program: _BS in Non-profit Administration_____

Department, College: CEPS Providence_____

Faculty Member: Vanessa Lombardi/Anthony Rolle_____

Date returned to Faculty: 9/25/19_____

Librarian Completing Assessment: Joanna M. Burkhardt_____

Collection Management Officer: Joanna M. Burkhardt_____

Assessment of:

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

Please include:

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

The library has current holdings in monographs and journals in related subject categories. All the library requirements for individual courses have been addressed.

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

There are no essential journals noted in the Faculty Questionnaire.

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

No new library resources are required to support this program.

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

Individual course instructors may request library instruction in information at any time.

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

There are no new costs to the library for the support of this program.

rev 3-2-17

ACADEMIC PROGRAM BUDGET FORM

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

of 3

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

ACADEMIC PROGRAM BUDGET FORM

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

of 3

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

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

REVENUE ESTIMATES

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

TOTAL	\$462,560.00	\$0.00	\$1,233,856.00	\$0.00	\$2,277,888.00	\$0.00
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NOTE: All of the above figures are estimates based on projections made by the institution submitting the proj

d part-time attendance. **Page 1**

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

\$3,606,656.00	\$0.00
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posal.

ACADEMIC PROGRAM BUDGET FORM

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

Page 2 of 3

EXPENDITURE ESTIMATES

	Year 1 2020		Year 2 2021		Year 3 2022	
	Additional resources required for program	Expenditures from current resources	Additional resources required for program	Expenditures from current resources	Additional resources required for program	Expenditures from current resources
PERSONNEL SERVICES						
Administrators	\$0.00	\$31,250.00		\$31,875.00		\$32,512.50
Faculty	\$80,000.00	\$50,000.00	\$81,600.00	\$51,000.00	\$83,232.00	\$52,020.00
Support Staff						
Others						
Fringe Benefits@ 25%	\$20,000.00	\$20,312.50	\$20,400.00	\$20,718.75	\$20,808.00	\$21,133.13
Total Personnel	\$100,000.00	\$101,562.50	\$102,000.00	\$103,593.75	\$104,040.00	\$105,665.63
OPERATING EXPENSES						
Instructional Resources						
Other (Start Up)	\$37,500.00					
Other (Moving)	\$25,000.00					
Total Operating Expenses	\$62,500.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
CAPITAL						
Facilities						
Equipment	\$12,500.00					
Other (Software)	\$12,500.00					
Total Capital	\$25,000.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
NET STUDENT ASSISTANCE						
Assistantships						
Fellowships						
Stipends/Scholarships						
Total Student Assistance	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
TOTAL EXPENDITURES	\$187,500.00	\$101,562.50	\$102,000.00	\$103,593.75	\$104,040.00	\$105,665.63

ie and part-time attendance.

Year 4 2023	
Additional resources required for program	Expenditures from current resources
	\$33,162.75
\$84,896.64	\$53,060.40
\$21,224.16	\$21,555.79
\$106,120.80	\$107,778.94
\$0.00	\$0.00
\$0.00	\$0.00
\$0.00	\$0.00
\$106,120.80	\$107,778.94

ACADEMIC PROGRAM BUDGET FORM

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

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

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

YR1

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

YR2-4

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

Personnel**Annual Sal****Actual**

Administrator	Director, SPCS	\$ 125,000.00	25%	\$ 31,250.00
Lecturer	Nonprofit Administration	\$ 50,000.00	100%	\$ 50,000.00
New Faculty Member	Asst Prof/Clinical	\$ 80,000.00	100%	\$ 80,000.00

Joint Committee on Academic Planning Pre-Proposal for New Programs

Program Name: ____ Bachelor of Science in Organizational Development ____

Degree Type: ____ Undergraduate ____

Proposer: ____ R. Anthony Rolle ____

Department(s): ____ School of Professional & Continuing Studies ____

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

Part 1. Briefly describe program.

Organizational Development is designed to be an interdependent major that combines historical and theoretical understandings of non-profit, not-for-profit, and quasi-market organizations' structural underpinnings; and, applied understandings of their impacts on interrelationships between organizational behaviors; individual attitudes of multiple constituents (e.g., external partners and internal stakeholders). And, importantly, this unique major – addressing the gap in focus on non-profit, not-for-profit, and quasi-market organizations – provides students opportunities to apply foundational and theoretical knowledge to applied internship experiences where clients will receive a research-based deliverable.

Learning outcomes in the Organizational Development program include the ability to:

- Analyze the effects of behavior at the organizational, department, team, and individual levels in theoretical and professional settings.
- Apply database management, statistical analysis, and data visualization techniques to organizational development processes to decision making in complex theoretical environments and client-based scenarios.
- Apply organization theory, concepts, and methodologies that frame organizational assessment, organizational planning, implementing, and change management initiatives that focus on professional and ethical behaviors.
- Communicate effectively through multiple media environments (e.g., digital narrative, oral, and traditional written narratives).
- Demonstrate mastery crisis intervention and conflict resolution skills applicable to multiple organizational settings with diverse ethnic, gender, special needs, wealth, and visible minority populations.
- Recognize organizational culture, understand cultural perspectives, and organizational development policy in order to assess their implications on organizational initiatives and strategies.

The core academic program consists of eight (8) courses from within the School of Professional & Continuing Studies that include: History of Organizational Development Theory 1 and 2; Finance & Budgeting for Non-Profit Organizations; Organizational Development Behavior (i.e., internal processes); Organizational Development & Community Relations (i.e., external relations); Organizational & Management for Non-Profit Organizations;

Current Issues in Organization Development Practices; and, a six (6) credit internship (or grand challenge thesis) option. This six credit option ensures students have opportunities to design professional experiences in their own contexts; or propose and produce a scholarly project in preparation to pursue graduate study; or, both.

In addition, eight courses (8) from outside of the School of Professional & Continuing Studies enhances this interdependent core by providing necessary multiple theoretical and conceptual perspectives. These non-major courses include: Microeconomics; Macroeconomics; Human Resource Management; Public Communications; Conflict Intervention Techniques; Ethics; Political Science, and Applied Statistics.

With these foundational non-major and major courses, students will gain critical insights and skills in essential areas that include critical thinking, analysis, assessment, research methods, conflict resolution and crisis management, ethics, budget and finance, internal and external relations, as well as multiple communication skills.

Moreover, this purposeful integration – and addition – of subject knowledge, theoretical concepts, modern issues, and analytical skills, graduates will be well-equipped to pursue careers in consulting, human resources, entrepreneurship, training, talent acquisition, facilitation, coaching, mediation, and change management. Graduates of this program, through the learning outcomes and opportunities for real-world application, will be ready to contribute 21st century-oriented expertise in non-profit, not-for-profit, and quasi-market organizational settings that are seeking to grow, learn, change, and increase organizational effectiveness, efficiency, and productivity.

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

The BS in Organizational Development is closely aligned with the strategic themes and goals of the Academic Plan 2016-2021, Goal 1: Enhance Student Success: Transform undergraduate and graduate student learning and academic support with a firm commitment to student success and the development of knowledgeable, skilled, and engaged graduates prepared for an ever-changing world. “The long-term competitiveness – if not survival – of organizations will increasingly depend on their ability to manage change” (Parry, 2015).

In an increasingly global and fast-paced society where change is constant, Organizational Development program students will focus on concepts and skills that will prepare them to effectively assess organizational environments, policies, and practices to design and implement interventions and other activities that can facilitate any change, growth, or transition initiative.

Within Goal 1, Strategy 8 focuses on the development of interdependent learning opportunities for students. The interdisciplinary structure of the BS in Organizational Development provides students with a powerful learning experience blending theories, competencies, concepts, and strategies from economics, communications, statistics, organizational analysis, and philosophy. The integration of learning from diverse academic subjects promotes working with others across disciplines, with multiple perspectives, and harness differences in knowledge base to fuel innovation in strategies and practices.

The BS in Organizational Development will be open to all incoming students including transfer students and may be selected at the time of application. The Organizational Development undergraduate program, housed in the School of Professional & Continuing Studies, will attract new students with an interest in urban and professional roles that focus on organizational assessment, transition, and change. Findings in a national study suggest a 20% increase in permanent staff positions that focus on change management (ProSci, 2013).

Additionally, more firms are prioritizing analysis and assessment around culture, productivity, and employee training needs with most continuing to outsource these projects to non-profit, not-for-profit, and quasi-market organizational consultants or consulting firms (Forbes, 2015). Job prospects are good

for graduates with organizational knowledge combined with strong analytical, assessment, and communication skills. The BS in Organizational Development proposed by the Alan Shawn Feinstein College of Education and Professional Studies will produce graduates with this unique blend of knowledge and skills.

Part 3. Signatures

Proposer: _____ Date: _____

Chair(s): _____ Date: _____

Dean(s): _____ Date: _____

JCAP Review Committee Response:

Date: _____

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

____ We urge you to re-consider the proposed program

Comments: JCAP committee members had reservations about the proposal as written, but recommend that the proposed program move forward (5 move forward, 5 reconsider) with careful attention to the following concerns:

- Consider including “non-profit” in the program title.
- Coordinate with and obtain letters of support from the other colleges, to ensure there is no overlap of the same student pool.
- Rollout the new programs in a sequential pattern, rather than trying to implement them all at once – stage in alignment with budget availability.
- Do additional analysis of your market, to be sure that non-profit management is a niche for adult learners that we are not addressing.
- Secure resources to offer required General Education courses on the Providence campus before making the commitment to offer this program.