

Serial Number #19-20-20B

TO: President David Dooley

FROM: Bahram Nassersharif, Chairperson of the Faculty Senate

1. The attached BILL titled, the Curriculum and Standards Committee Report #2019-20-8: Curricular Proposals, is forwarded for your consideration.
2. This BILL was adopted by vote of the Faculty Senate on February 20, 2020.
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 March 12, 2020 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

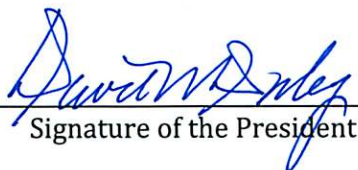
February 20, 2020

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

2-28-20
(date)

UNIVERSITY OF RHODE ISLAND FACULTY SENATE February 20, 2020

Faculty Senate Curriculum and Standards Committee Report 2019-2020-8

At the January 20, 2020 meeting of the Curriculum and Standards Committee the following matters were considered and are now presented to the Faculty Senate.

SECTION II Curricular Matters Which Require Confirmation by the Faculty Senate

PROGRAM CHANGES: (5)

COLLEGE OF ENGINEERING:

Environmental Engineering Minor: (contact Jared Abdirkin)

Modification of the existing minor in environmental engineering, adding several course options.

(See Appendix A)

COLLEGE OF ARTS AND SCIENCES:

CRIMINOLOGY AND CRIMINAL JUSTICE (CCJ):

(contact: Jill Doerner)

BA - CCJ major:

(See Appendix B)

We are making some changes to the CCJ program to allow us more control over the courses in the major, to ensure students are ready for advanced course work by changing the prerequisites for our upper level courses, and to more effectively limit the number of internal transfers into the major by requiring students have at least a 2.5 GPA.

With the approval of the Department of Sociology and Anthropology (see email from Chair Kris Bovy included in this package), we are moving a number of courses out of Sociology and into CCJ. In some cases, these courses are only listed as SOC courses and will now be listed as CCJ courses; in other cases, we are removing the cross-listing with Sociology. All of those course changes are included in this package.

In addition, we propose to add the prerequisite to all of our upper-level courses of a C or better in each of our introductory courses, CCJ/SOC 230 and CCJ/PSC 274(H). We believe this is important for students to be successful in upper level courses, as well as the major overall.

We are also proposing to remove SOC 300, Topics in Sociology from our electives to reflect that we have been approved to offer a CCJ 200 and CCJ 400 topics course and SOC 300 is no longer necessary to offer CCJ topics.

ENGLISH DEPARTMENT:

(contact: Travis Williams)

BA - English major; Create 2 tracks:

(See Appendix C)

This proposal accomplishes three goals:

1. Replacement of the current, single track in the English Major with two tracks: Literature and Creative Writing.
2. Elimination of the Creative Writing Option in the English Major.
3. Redefinition of the requirements of the English Major.

CHEMISTRY DEPARTMENT: (contact: James Smith)

Forensic Science Minor:

(See Appendix D)

Adding catalog language to the minor in Forensic Science that provides guidance for students and advisors as to course selection.

POLITICAL SCIENCE DEPARTMENT:

(contact: Marc Hutchison)

International Studies and Diplomacy Program:

(See Appendix E)

This minor change is intended to incorporate the new Global Language and Area Studies major which was approved in the Faculty Senate during the 2018-2019 academic year.

NEW COURSE CODE: (1)

UNIVERSITY LIBRARY:

(contact: Mary McDonald)

Creation of New Course Code - LTI (Library Technology and Innovation)

(See Appendix F)

We are requesting a new course code of LTI (Library Technology and Innovation). The purpose of this course code is for the development and creation of courses with a focus on emerging technologies such as artificial intelligence, big data, open access, data trends and the challenges that new technology brings. Many courses will be geared to Grand Challenge as well as across disciplines.

NOTICE OF CHANGE FORM

Notice of Change for: Minor in Environmental Engineering

Date: 12/9/19

A. PROGRAM INFORMATION

1. Name of institution

University of Rhode Island

2. Name of department, division, school or college

Department: Civil and Environmental Engineering

College: Engineering

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

Initiation date: ~~July 1, 2020~~ Fall 2020

First degree date: ~~NA~~ December 2020

4. Intended location of the program

Kingston

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

Modification of the existing minor in environmental engineering, adding several course options.

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

Environmental Engineering Minor

The environmental engineering minor comprises a minimum of 18 credit hours, at least half of which must be earned at URI, including two “**Fundamental Science**” courses, two “**Environmental Engineering Fundamentals**” courses (for non CVE majors), and up to four “**Environmental Engineering Design**” courses from an approved list. Students may also select one course from a list of approved “**Supporting Courses**”.

Only engineering students may pursue this minor. Students declaring this minor must earn a minimum cumulative grade point average of 2.50 in courses counted toward

the minor. Students will need to complete the environmental engineering minor form and have it signed by the environmental engineering minor coordinator, Dr. Vinka Craver, and the civil and environmental engineering department chair. Students are responsible for meeting the prerequisite requirements for individual courses, as applicable.

The course requirements for the undergraduate environmental engineering minor are as follows:

Fundamental Science: Select 2 courses

MCE 341*, CHE 212*, CHM112, CHM 227

~~*CHE 212 cannot be applied toward minor for CHE majors, and MCE 341 cannot be applied toward minor for MCE majors~~

Environmental Engineering Fundamentals (Required for non-CVE students)

CVE 370* ~~or CVE 470~~ *(choose one), CVE 374*

* cannot be counted toward minor for CVE majors

Environmental Engineering Design: Select up to 4 courses

CVE323G, CVE 325G, CVE 470, CVE 471, CVE 474, CVE 475, CVE 477, CVE 482, CVE 484, CVE 491, 492, ~~CHE 491, 492~~

Supporting Courses: May select 1 course

~~CHE 364, CHE 574~~, CPL/LAR 434, CPL 485, EEC 430, GEO 305, GEO 462, GEO 483, ISE 460, NRS 409, NRS 410, NRS 412, NRS 415, NRS 461, OCG 480

7. Signature of the President

David M. Dooley

Notice of Change form

Notice of Change for: Criminology & Criminal Justice

Date: November 22, 2019

A. PROGRAM INFORMATION

1. Name of institution

University of Rhode Island

2. Name of department, division, school or college

Department: Criminology & Criminal Justice

College: Arts & Sciences

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

Initiation date: Fall 2020

First degree date: N/A

4. Intended location of the program

Kingston Campus

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

We are making some changes to the CCJ program to allow us more control over the courses in the major, to ensure students are ready for advanced course work by changing the prerequisites for our upper level courses, and to more effectively limit the number of internal transfers into the major by requiring students have at least a 2.5 GPA.

With the approval of the Department of Sociology and Anthropology (see email from Chair Kris Bovy included in this package), we are moving a number of courses out of Sociology and into CCJ. In some cases, these courses are only listed as SOC courses and will now be listed as CCJ courses; in other cases, we are removing the cross-listing with Sociology. All of those course changes are included in this package.

In addition, we propose to add the prerequisite to all of our upper-level courses of a C or better in each of our introductory courses, CCJ/SOC 230 and CCJ/PSC 274(H). We believe this is important for students to be successful in upper level courses, as well as the major overall.

We are also proposing to remove SOC 300, Topics in Sociology from our electives to reflect that we have been approved to offer a CCJ 200 and CCJ 400 topics course and SOC 300 is no longer necessary to offer CCJ topics.

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

The most recently proposed 2020-2021 catalog, reflecting changes that were approved by the Faculty Senate on 9/19/19, is:

Proposed (2020-2021 Catalog):

The program requires 30-49 credits in the major including CCJ/SOC 230 (with a grade of C or better), CCJ/SOC/PSC 274(H) (with a grade of C or better), and CCJ/PSC/SOC 476. Students must select one research methods course from the following: ECN 306, PSC 310, PSY 200, or SOC 440 (301). If students are double majors with ECN, PSC, PSY, or SOC, this course will be accepted for the CCJ major, but the credits will need to be made up with an additional elective. Students are required to take six elective courses selected from the following two areas: *criminology electives* – CCJ 200 (approved topics), 400 (approved topics); GWS 365, 370, 401; PSY 254, 466; SOC 300 (approved topics), 370, 403, 410, 420, 450; *criminal justice electives* – CCJ 200 (approved topics), 333, 400 (approved topics); CHM 391 (must be repeated for a total of 3 credits); PSC 334, 371, 388, 472; PSY 465; SOC 300 (approved topics), 330, 331, 332, 403, 410. At least two courses must be taken from each elective area and no more than four courses can be taken in either area. All electives must be a minimum of 3 credits.

When appropriate, and by permission of the Program Director, students may substitute Internship credit (SOC 477, PSC 375/376, PSY 305, or GWS 300) or Independent Study credit (CCJ 485; SOC 498/499, PSC 455/456, PSY 489, or GWS 450) for one of their elective courses listed above. No more than 3 credits may be used toward the major from Internship or Independent Study.

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

The newly proposed 2020-2021 Catalog is:

The program requires 30-49 credits in the major including CCJ/SOC 230 (with a grade of C or better), CCJ/~~SOC~~/PSC 274(H) (with a grade of C or better), and CCJ/PSC/~~SOC~~ 476. Students must select one research methods course from the following: ECN 306, PSC 310, PSY 200, or SOC 440 (301). If students are double majors with ECN, PSC, PSY, or SOC, this course will be accepted for the CCJ major, but the credits will need to be made up with an additional elective. Students are required to take six elective courses selected from the following two areas: *criminology electives* –

CCJ 200 (approved topics), [370](#), 400 (approved topics), [403](#), [410](#), [450](#); GWS 365, 370, 401; PSY 254, 466; ~~SOC 300 (approved topics)~~, [SOC 370](#), [403](#), [410](#), [420](#), [425](#)0; *criminal justice electives* – CCJ 200 (approved topics), [330](#), [331](#), [332](#), 333, 400 ([approved topics](#)), [403](#), [410](#) (~~approved topics~~); CHM 391 (must be repeated for a total of 3 credits); PSC 334, 371, 388, 472; PSY 465; ~~SOC 300 (approved topics)~~, ~~330~~, ~~331~~, ~~332~~, ~~403~~, ~~410~~. At least two courses must be taken from each elective area and no more than four courses can be taken in either area. All electives must be a minimum of 3 credits.

When appropriate, and by permission of the Program Director, students may substitute Internship credit (SOC 477, PSC 375/376, PSY 305, or GWS 300) or Independent Study credit (CCJ 485; SOC 498/499, PSC 455/456, PSY 489, or GWS 450) for one of their elective courses listed above. No more than 3 credits may be used toward the major from Internship or Independent Study.

[Internal transfers into the CCJ major from a different major, or students wishing to add the CCJ major to their current major, must have a minimum 2.5 GPA.](#)

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

7. Signature of the President

David M. Dooley



Mary Michelini <mmichelini@uri.edu>

Fwd: SOC/CCJ curriculum changes

Barbara Costello <costello@uri.edu>
To: Mary Bradizza <mmichelini@uri.edu>

Fri, Dec 6, 2019 at 12:27 PM

----- Forwarded message -----

From: **Kristine Bovy** <kbovy@uri.edu>
Date: Thu, Nov 21, 2019 at 9:03 PM
Subject: SOC/CCJ curriculum changes
To: Barbara Costello <costello@uri.edu>

Hi Barb-

The proposal to move the designated sociology courses to CCJ-only listings was approved at the October, 2019 meeting of the Sociology and Anthropology department. The courses in the proposal were:

SOC/PSC/CCJ 274: The Criminal Justice System
SOC 330: Police in Democratic Societies
SOC 331: Punishment and Corrections
SOC 332: Juvenile Justice
SOC 370: Theories of Crime and Delinquency
SOC 403: Gender, Crime, and Justice
SOC 410: Race, Crime, and Criminal Justice
SOC 450, White Collar Crime.
SOC/PSC/CCJ 476: Policy Issues in Criminal Justice

Courses that would remain as SOC courses include SOC/CCJ 230, Crime and Delinquency; and SOC 420, Family Violence.

Best,
Kris

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Kristine M. Bovy, PhD
Professor and Chair
Dept. of Sociology & Anthropology
University of Rhode Island
Chafee Bldg. 508
Kingston, RI 02881
401-874-4143

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Barbara J. Costello Associate Professor of Sociology University of Rhode Island Kingston, RI 02822 401-874-2877

*Modified Form
For New Interdisciplinary Minors, and New
Tracks/Options/Sub-plans/Concentrations*

A Proposal for: The Undergraduate Major in English

Date: 9/1/2019

This proposal is submitted concurrently with a proposal to create an Accelerated Bachelor of Arts to Master of Arts (ABM) Degree in English, and 7 new course creations and 2 course changes (listed below). The ABM in English is dependent on passage of the revised English Major; however, the revised Major may be approved without the ABM. The revised Major is dependent on the approval of the course creations and changes; however, the course creations and changes do not require approval of the revised Major to be viable.

New courses:

ENG 120 Poetry Out Loud (4 credits)
ENG 121 OUTRAGE! Literature of Protest and Dissent (4 credits)
ENG 122 Poplife: How Popular Culture Explains the World (4 credits)
ENG 210 Reading Sport, Seeing Life (4 credits)
ENG 211 The Young Adult Novel (4 credits)
ENG 333 The Sensuous Sentence: Grammar for Grammarphobes (4 credits)
ENG 410 Capstone Seminar in Literary and Cultural Studies (4 credits)

Course changes:

ENG 110 Introduction to Literature (now to be available for Major credit)
ENG 160 Literatures of the World (now to be available for Major credit)

Also submitted concurrently with this proposal is a proposal to change the Minor in English, but that proposal and this are not dependent on one another.

Appendices included with this proposal:

1. Letter from Dr. Diane Kern, Professor of Education.
2. Curriculum sheet for the current English Major; draft curriculum sheets for the two proposed tracks of the revised Major.
3. Learning Outcomes and Curriculum Map adopted for implementation in fall 2020.
4. Statement of No Financial Impact with worksheets, URI Budget and Financial Planning Office.

A. PROGRAM INFORMATION

A1. Name of institution University of Rhode Island

A2. Name of department, division, school or college
Department of English
College of Arts and Sciences

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

Program title: Major in English
Classification code (CIP): 23.0101 English Language and Literature, General

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

Initiation date: September 2020

First degree date: May 2022

A5. Intended location of the program: URI Kingston Campus

A6. Description of institutional review and approval process

Department
College
CAC/Graduate Council
Faculty Senate
President of the University

Approval Date
5/1/2019

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

This proposal accomplishes three goals:

1. Replacement of the current, single track in the English Major with two tracks: Literature and Creative Writing.
2. Elimination of the Creative Writing Option in the English Major.
3. Redefinition of the requirements of the English Major.

The current English Major is approximately 30 years old and has not maintained popularity with incoming students. Since 2008, English has lost approximately 50% of its majors. This proposal is designed to update the English Major to make it attractive to students and to reverse the downward trend in numbers.

Whereas the current English Major is structured around a sequence of five historical period requirements—an outdated and narrow approach to literary study—the proposed revised Major instead requires courses that emphasize skills, methodologies, aesthetics, ethics, diversity, history, and vocation. As in the current Major, the revised Major provides students with significant latitude to choose from among a large menu of courses to satisfy each requirement. “Big Questions, Big Ideas” is a gateway requirement, presenting compelling topics and approaches to attract students to the study of literature. We hope that these courses will encourage more students who had not previously considered English as a major, or second major, or minor, and who are taking 100-level courses for General Education reasons, to consider including more English in their schedules. “Pleasures of Reading” is a requirement that combines introduction and development of aesthetic appreciation of literature with the invaluable methodology and techniques of “close reading,” which requires active reading through minute attention to the local texture of literary text as the sole legitimate foundation of further critical work. “Ways of Thinking” presents a variety of options to learn methodological approaches, including ethics and ideology. “Representation Matters” explicitly places diversity at the center of the Major for the first time. Two requirements on literary history maintain the importance of historical understanding as a core skill in the Major, and support a traditional strength of the English Department. Students pursuing the revised Major will now have to complete an “English Capstone,” a course that requires demonstration of sophisticated skills of research and intellectual synthesis. Two electives round out the required 36 credits in the Major. One

of these electives is for the first time explicitly oriented toward an internship experience, to emphasize the importance of experiential learning to later vocational success.

General Education is seeded throughout the revised Major, with particular emphasis on the A3 Humanities, B1 Write Effectively, C3 Diversity and Inclusion, and D1 Integrate and Apply outcomes and the Grand Challenge overlay. These opportunities will increase as more courses are created and revised to include these and other outcomes.

While the explicit requirements of the revised Major attend to the importance of aesthetics, ethics, history, and diversity, the Major as a whole supports sophisticated development of perennially valued skills such as critical thinking, problem solving, analysis of complex data, and advanced competency in written and spoken communication. These benefits are consistent with the University's goals in the areas of student success, research and creative work, and social justice and diversity.

Creative Writing has always been a popular specialty within the English Major, and a notable strength of the English Department. The revised Major acknowledges this by instituting two tracks: students interested in a traditional English major can select the Literature track, while those who want to emphasize an interest in Creative Writing can select that track. The Creative Writing track provides the same rigor and intellectual breadth as the Literature track while also requiring a coherently stepped sequence of increasingly sophisticated Creative Writing workshops. Students who attempt the Creative Writing track but find they cannot complete it before graduation will be able to complete the Literature track without prejudice. In other words, the Creative Writing track is a highly specialized version of the Literature track.

This proposal constitutes a substantial reorganization of the existing English curriculum, with the addition of a handful of new and revised courses (listed above). The revised Major neither needs nor seeks new or increased resources of any kind to be successful.

A8. Signature of the President

David M. Dooley

A9. Person to contact during the proposal review

Name: Travis D. Williams

Title: Associate Professor and Chair of English

Phone: campus: 4-9501 / cell: 401-323-0497

Email: tdwilliams@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. Why is the new program being developed?

The current English Major is approximately 30 years old and has ceased to be attractive to high school students. English has lost approximately 50% of its undergraduate majors since 2008. This proposal is designed to revitalize the English Major as an intellectual endeavor consistent with early 21st-century norms, as a foundation for ethical citizenship in a democracy, and as a center for dynamic preparation for a wide variety of career paths after graduation. The revised Major will continue to prepare the most gifted students for graduate study of literature and related fields.

B2. What is the economic need and workforce data related to the program?**a. Provide information on jobs available as a result of successfully completing the certificate or degree: job titles, job outlook/growth, and salaries.**

The revised English Major will provide the same job availability and outlook that the current Major offers, including a flexible array of careers in elementary, secondary, and higher education, freelance writing, editing, publishing, creative writing, advertising, law, government, the non-profit sector, and a wide range of corporate positions, all of which industries seek and prize accuracy, sophistication, innovation, and creativity in rhetoric, written and spoken communication, critical thinking, problem solving, and analysis of complex data.

Because of the flexibility of English literary study in relationship to eventual career placement, specific numbers on job placement can be difficult to access. We anticipate that the revised Major will better communicate to prospective students the broad and deep preparation for life and work after university that an English major can provide, and that it has always provided.

English is a popular double major for students preparing to teach secondary school. The revised Major will continue to support and prepare this valued group of students. Though the English Major and the Secondary Education Major are not technically related, the English Department values its long-standing and successful cooperation with the School of Education, in recognition of which a letter from Professor of Education Diane Kern, coordinator of secondary education in language arts, in support of the revised English Major is included as Appendix 1 to this proposal.

B3. What entities are advocating for this program? Was an advisory board used to develop the curriculum?

The revision of the English Major has been sought by the full-time faculty of the Department of English. The design of this proposal has been undertaken and approved by the full-time faculty operating as a committee of the whole. No advisory board was used to develop the curriculum. In developing the proposal, the Department faculty consulted many examples of recently revised English majors at institutions across the United States, spoke to colleagues employed at those institutions, and consulted data and reports issued by the Modern Language Association and the Association of Departments of English, most notably *A Changing Major: The Report of the 2016-17 ADE Ad Hoc Committee in the English Major* (July 2018).

C. INSTITUTIONAL ROLE: The program should be clearly related to the published role, scope, 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, scope, and mission of the institution and how it is related to the institution's Academic Plan.**

The revised English Major supports and values the goals stated in URI's mission statement and

cornerstones, including emphases on creativity, curiosity, scholarship, diversity, ethics, and life-long learning.

The revised English Major receives inspiration from and reciprocally supports *The University of Rhode Island Academic Strategic Plan 2016-2021* in these areas:

Goal 1: Enhance Student Success: The requirements of the revised English Major redefine the work of literary scholarship away from a chronological sequence and towards advanced competence in aesthetics, ethics, history, and vocation, all in dialogue with each student's individual interests and self-selected path through the Major. The new requirements also heavily emphasize the importance of experiential learning, particularly through internships, as an essential way to translate the skills acquired as an English major into the experience sought by employers.

Goal 2: Expand Research, Scholarship, and Creative Work: The revised English Major institutes a new capstone requirement, which will require students to pursue sophisticated independent research as they synthesize their experiences of several years in the Major. Students in the Creative Writing track will, for the first time, receive a BA degree with creative writing as the center of a rigorous intellectual experience enhanced by all the normal experiences and skills provided by the English Major.

Goal 4: Embrace Diversity and Social Justice: The revised English Major includes two requirements that explicitly place diversity and social problems/controversies at the center of the Major experience. "Big Questions, Big Ideas" is a requirement satisfied by courses designed to engage students with issues and controversies, both current and historical, and to demonstrate the relevance of language, literature, and creativity to their consideration. "Representation Matters" for the first time makes diversity a primary goal of the Major, whereas it is secondary and even accidental in the current Major.

D. INTER-INSTITUTIONAL CONSIDERATIONS:

D1. What are the similar programs in the state and region?

a. If similar programs exist, how is this program different or why is duplication necessary?

Among peer and regional institutions, several offer distinct tracks or concentrations in their English majors, separating Literature from Creative Writing: Rhode Island College, Providence College, Roger Williams University, Boston College, UMass Boston, UMass Amherst, UMass Lowell, Smith College, University of Connecticut, University of Maine, and Salem State College. Distinct Literature and Creative Writing tracks in the English major have a similar frequency across the United States, which reflects the popularity of Creative Writing and its power as a draw among new and transferring students. Changing the English Major to reflect these realities will make URI more competitive in the state and region.

b. 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?

Various members of the English faculty have corresponded with colleagues at other institutions around the United States about the challenges they have faced in their English programs, and the solutions they have attempted. The nature of English as a mature and traditional Humanities discipline that develops foundational skills rather than provides specific vocational training obviates concern about role, scope, mission, or duplication relative to other institutions.

D2. How do courses in this program transfer to other schools?

Courses offered by the Department of English will continue to transfer to other institutions. The

division of the English Major into Literature and Creative Writing tracks will not affect this.

D3. How does this program align to academic programs at other institutions?

As stated above (D1a), the presence of distinct Literature and Creative Writing tracks is consistent with widespread practice in US universities. Though URI's requirements are different from those at other schools, many course already transfer and will continue to do so. Students transferring into or out of URI will not be unduly delayed in completing their degrees.

D4. Are recipients of this credential accepted into programs at the next degree level without issue?

Yes. The best students in both tracks will continue to seek and acquire admission to excellent graduate and professional programs.

D5. How does this program of study interface with degree programs at the level below them?

Not applicable. The BA in English is a first degree.

D6. Are cooperative agreements or affiliations established? If so, what?

No, aside from existing articulation agreements with the Community College of Rhode Island and Rhode Island College, which undergo constant revision.

E. PROGRAM:

E1. Are there pre-requisite courses? If so, please explain/list?

There are no prerequisites to declare a Major in English.

E2. Curriculum

a. How many credit hours are required to graduate (include all general education and pre-requisites)?

120 credits.

b. What courses are required for the program?

See section E2c, below, for a full listing of the courses that may be used to fulfill the requirements of the revised English Major. The curriculum sheet for the current Major and drafts of curriculum sheets for the two tracks of the revised Major are included as Appendix 2.

Courses that may satisfy the Elective requirement (and that are not mentioned elsewhere among the Major requirements) are not individually listed in the Catalog language. At the time of this proposal, those courses are: ENG 201, 245, 300B, 302, 303, 304, 339, 355, 356, 357G, 396, 394, 395, 399, 432, 451. A course that is mentioned for use in one of the requirements may function as an elective as long as the rule "No course may be used to fulfill more than one requirement" is adhered to.

c. What are the new courses and descriptions that will go into the course catalog?

The Major. Students majoring in this field must complete a minimum of 36 credits (maximum 52), 20 of which must be at the 300 level or above. Students may select from two tracks: *Literature* and *Creative Writing*. No course may be used to fulfill more than one requirement.

Literature Track requirements:

1. Big Questions, Big Ideas: One course chosen from ENG 105, 110, 120, 121, 122, 160
2. Pleasures of Reading: One course chosen from ENG 205A, 205B, 205C, 205D, 210, 211, 243, 263, 264, 265
3. Ways of Thinking: One course chosen from ENG 333, 350, 446, 447, 469
4. Representation Matters: One course chosen from ENG 242, 247, 248, 252, 260, 338, 345, 362, 363, 364, 385, 387, 450G, 482
5. Earlier Literary Histories: One course chosen from ENG 241, 251, 280, 345, 347, 367, 368, 374, 377, 381, 382, 472, 478, 479, 480, 482
6. Later Literary Histories: One course chosen from ENG 242, 248, 252, 305A, 305B, 305C, 305D, 348, 376, 377, 378, 379, 383, 485, 486, 489
7. English Capstone: One course chosen from ENG 405, 410, 450G
8. ENG 477 Internship in English (a maximum of 4 credits of ENG 477 may be counted for the English major), or an elective from ENG courses not used elsewhere in the major
9. Elective: One ENG course not used elsewhere in the major

Creative Writing Track requirements:

1. Big Questions, Big Ideas: One course chosen from ENG 105, 110, 120, 121, 122, 160
2. Pleasures of Reading: ENG 205 Creative Writing, one course chosen from ENG 205A, 205B, 205C, 205D
3. Ways of Thinking: One course chosen from ENG 333, 350, 446, 447, 469
4. Representation Matters: One course chosen from ENG 242, 247, 248, 252, 260, 338, 345, 362, 363, 364, 385, 387, 450G, 482
5. Earlier Literary Histories: One course chosen from ENG 241, 251, 280, 345, 347, 367, 368, 374, 377, 381, 382, 472, 478, 479, 480, 482
6. Later Literary Histories: ENG 305 Advanced Creative Writing, one course chosen from ENG 305A, 305B, 305C, 305D
7. English Capstone: ENG 405 Creative Writing Capstone
8. ENG 477 Internship in English (a maximum of 4 credits of ENG 477 may be counted for the English major), or an elective from ENG courses not used elsewhere in the major
9. Elective: One ENG course not used elsewhere in the major

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

d. Are there specializations and options? If so, please describe.

Yes. As described above, students must select from among two tracks: Literature and Creative Writing. Aside from the two tracks there are no specializations or options in the revised English Major. This proposal deletes the Creative Writing Option in the English Major, since the new track in Creative Writing renders it superfluous.

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

No.

f. What are the learning goals (what students are expected to gain, achieve, know, or demonstrate by completion of the program)?

See section H, below, for details of the Learning Outcomes and Outcomes Assessment associated with the revised English Major.

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. What are the number of each needed?

The current strength of the Department of English is: 19 full-time faculty, 23 full-time GTAs (who teach as instructors of record), a small and varying number of part-time faculty (tending to zero in recent years), and 2 administrative assistants. These numbers are sufficient for the successful implementation of the revised English Major. This proposal seeks no increase in resources.

F2. Are these new positions or reassignments?

Not applicable.

F3. What are the minimal degree level and academic/technical field requirements and certifications required for teaching in this program?

The minimum degree requirement to teach in the English Department is an MA in English or an MFA in an appropriate creative writing discipline. Graduate students teaching as GTAs may teach if they are in the process of completing an MA or PhD in English.

G. STUDENTS:

G1. How are students selected for the program?

Students are self-selecting at the time of matriculation to URI with a high school diploma or GED, or as transfer students, or as current students changing a major or adding a major.

G2. Are there admission requirements?

No. Students must declare the Major using the existing forms through the University College for Academic Success or the College of Arts and Sciences.

G3. What is the primary source of students?

a. New students or drawn from other programs?

We anticipate that students declaring the revised English Major will be new students, drawn from the current intake from high schools and among transfer students, and current students who seek to add English as a second major.

b. Industry sponsored students/ employees? Describe.

None.

G4. What is the estimated number of students in the program?

The initial intake should be approximately 50 students, roughly one-fourth of the typical recent population of English majors. Over time, as a result of the interest created by the revised Major, we hope to return to a population of at least 350 majors, a figure consistent with numbers that prevailed before the downturn in 2008.

G5. What is the estimated number of annual graduates?

Since transfer students will be among the first to complete the revised Major, approximately 2 years after it launches in fall 2020, we expect a small number, perhaps 10, to graduate in May 2022. Approximately 4 years after launch, the Major should produce at least 50 graduates per year, and we

hope that figure will rise to 90 or more per year in later years.

H. EVALUATION:

H1. How will the program be evaluated?

a. Performance measures to evaluate the program.

English has a mature and successful culture of Outcomes Assessment based on a regularly revised set of Learning Outcomes and associated Curriculum Map. A list of learning outcomes has been adopted by the English Department in anticipation of the launch of the revised English Major. Appendix 3 to this proposal presents the Learning Outcomes and a Curriculum Map of courses associated with those outcomes. English will continue to present Outcomes Assessment reports devoted to the undergraduate English Major in the usual fashion. The current schedule anticipates reports to be submitted in May 2021, May 2023, May 2025, and so forth. Intervening years are devoted to Outcomes Assessment of the English graduate programs.

b. Will the program be accredited? If so, when? How?

No.

I. WHAT SPECIAL EQUIPMENT OR RESOURCES ARE NEEDED?

I1. Special instructional resources and services needed? (Clinical space, internships, proctors)

None, aside from internship placements acquired in the usual fashion through the existing resources of the Center for Career and Experiential Education. No new library resources are required for the successful initiation and maintenance of the revised English Major.

I2. Facilities and capital equipment?

None.

J. IS THE PROGRAM FINANCIALLY VIABLE?

Yes. No new resources are required for the successful initiation and maintenance of the revised English Major. See Appendix 4.

J1. ALL PROPOSALS: Complete the Rhode Island Office of Postsecondary Commissioner [Budget Form](#) demonstrating either

a. the need for additional resources or

b. 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. If no new funds are requested, proposers shall request a Statement of No Financial Impact from the URI Budget and Financial Planning Office.

See Appendix 4.



SCHOOL OF EDUCATION

705 Chafee Hall, 142 Flagg Road, Kingston, RI 02881 USA

September 13, 2019

To Whom It May Concern:

I am writing to share my enthusiastic support for the University of Rhode Island English Department revised undergraduate English major proposal (9.1.19). As stated in the proposal, the English Major and Secondary Education Major at URI are distinctly separate yet related majors. URI students preparing to become certified middle and high school English language arts teachers are required by the Rhode Island Department of Education to complete coursework to demonstrate content knowledge. This curriculum proposal strengthens the discipline-specific content knowledge required of our future secondary teachers of English.

Approximately a year ago, several colleagues in the English Department invited me to discuss ideas on ways to revise the English major that would be mutually beneficial for our students. We had a positive and productive meeting. As a result, the proposed revisions closely align with the National Council of Teachers of English standards (e.g., literary study, close reading, diversity, early and later literary histories, capstone), which I am required to use to maintain national recognition and accreditation of the Secondary Education with a specialization in English Language Arts program here at URI. In addition, the proposed new courses specifically address suggestions I shared at this meeting. For example, ENG 120 Poetry Out Loud, ENG 211 The Young Adult Novel, and ENG 333 The Sensuous Sentence: Grammar for Grammarphobes are courses Education and English double majors need for success in secondary schools today.

The proposed revision to the undergraduate English major offers an exciting opportunity for the School of Education and the English Department to not only collaboratively grow our programs but also to prepare future English language arts educators who demonstrate the knowledge, skills, and dispositions required of their discipline and the education profession. I appreciate the English Department faculty request for my feedback on this major curriculum revision.

Sincerely yours,

A handwritten signature in black ink that reads 'Diane E. Kern'. The signature is fluid and cursive, with the first name 'Diane' being more prominent.

Diane Kern, PhD

Professor of Secondary English Language Arts Education

English-BA**THE UNIVERSITY OF RHODE ISLAND** FALL 2019-SPRING 2020

120 Credits Total

36-52 Credits in Major

ABOUT THE ENGLISH DEGREE:

Through a rich array of course offerings in literary, film, cultural studies and creative writing, students are rigorously trained in critical reading, thinking and writing skills, to ensure their preparation in a broad range of canonical and non-canonical texts.

STEP 1:**Major Requirements:**

Course	Semester	Credits	Grade
ENG 201		4	
Pre-1500: ENG 251, 367, 368*, 381*, 478			
ENG ____		4	
1500-1660: ENG 251, 280*, 345, 382, 472, 479			
ENG ____		4	
1660-1800: ENG 241, 251, 345, 374, 377, 480, 482			
ENG ____		4	
19th Century: ENG 241, 242*, 252*, 347, 348, 376, 377, 448, 486			
ENG ____		4	
20th Century: ENG 242*, 252*, 317, 348, 378, 379, 383, 387*, 485, ENG/AAF 248*, 362, 363, 364			
ENG ____		4	
12 credits of ENG electives†			
ENG ____		4	
ENG ____		4	
ENG ____		4	
Optional Major Electives (do not exceed 52 ENG credits)			
At least 20 major credits must be at the 300-level or higher.			

*Course approved for general education credit

42 credits at the 300-level or higher
(major and general education courses may fulfill this requirement)

Course	Credits	Course	Credits

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

Course	Credits	Course	Credits

†Students may choose to pursue the Creative Writing Option:

Complete ENG 405 and two courses from ENG 205A, B, C, D, ENG 305A, B, C, D (at least one course must be ENG 305; if two ENG 305 courses are selected, they must be from different genres).

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

English-BA

120 Credits Total

36-52 Credits in Major

THE UNIVERSITY OF RHODE ISLAND FALL 2019-SPRING 2020

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

STEP 2:

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

STEP 3:

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

SEE OPPOSITE SIDE FOR PROGRAM REQUIREMENTS.

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

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

English-BA**THE UNIVERSITY OF RHODE ISLAND** FALL 2020-SPRING 2021

120 Credits Total

36-52 Credits in Major

CREATIVE WRITING TRACK**ABOUT THE ENGLISH DEGREE:**

Through a rich array of course offerings in literary, film, cultural studies and creative writing, students are rigorously trained in critical reading, thinking and writing skills, to ensure their preparation in a broad range of canonical and non-canonical texts.

STEP 1:

No course may be used to satisfy more than one requirement.

Major Requirements: Creative Writing Track

Course	Semester	Credits	Grade
Big Questions, Big Ideas: ENG 105*, 110*, 120*, 121*, 122*, 160*			
ENG ____		4	
Pleasures of Reading: ENG 205A, 205B, 205C, 205D			
ENG 205__		4	
Ways of Thinking: ENG 333*, 350, 446, 447, 469			
ENG ____		4	
Representation Matters: ENG 242*, 247*, 248*, 252*, 260*, 338, 345, 362, 363, 364, 385*, 387*, 450G*, 482			
ENG ____		4	
Earlier Literary Histories: ENG 241, 251, 280*, 345, 347, 367, 368*, 374, 377, 381*, 382, 472, 478, 479, 480, 482			
ENG ____		4	
Later Literary Histories: ENG 305A, 305B, 305C, 305D			
ENG 305__		4	
English Capstone: ENG 405			
ENG 405		4	
Internship or Elective: ENG 477 (max 4 credits) or 4-credit elective			
ENG ____		4	
Elective			
ENG ____		4	
<i>Optional Major Electives (do not exceed 52 total ENG credits)</i>			
At least 20 major credits must be at the 300 level or higher.			

42 credits at the 300-level or higher

(major and general education courses may fulfill this requirement)

Course	Credits	Course	Credits

Free elective credits

(to meet the 120 credits required for graduation):

Course	Credits	Course	Credits

*Course approved for general education credit

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

English-BA**THE UNIVERSITY OF RHODE ISLAND**FALL 2020-SPRING 2021

120 Credits Total

36-52 Credits in Major

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

STEP 2:

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

STEP 3:

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

SEE OPPOSITE SIDE FOR PROGRAM REQUIREMENTS.

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

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

English-BA**THE UNIVERSITY OF RHODE ISLAND** FALL 2020-SPRING 2021

120 Credits Total

36-52 Credits in Major

LITERATURE TRACK**ABOUT THE ENGLISH DEGREE:**

Through a rich array of course offerings in literary, film, cultural studies and creative writing, students are rigorously trained in critical reading, thinking and writing skills, to ensure their preparation in a broad range of canonical and non-canonical texts.

STEP 1:

No course may be used to satisfy more than one requirement.

Major Requirements: Literature Track

Course	Semester	Credits	Grade
Big Questions, Big Ideas: ENG 105*, 110*, 120*, 121*, 122*, 160*			
ENG ____		4	
Pleasures of Reading: ENG 205A, 205B, 205C, 205D, 210*, 211*, 243*, 263*, 264*, 265*			
ENG ____		4	
Ways of Thinking: ENG 333*, 350, 446, 447, 469			
ENG ____		4	
Representation Matters: ENG 242*, 247*, 248*, 252*, 260*, 338, 345, 362, 363, 364, 385*, 387*, 450G*, 482			
ENG ____		4	
Earlier Literary Histories: ENG 241, 251, 280*, 345, 347, 367, 368*, 374, 377, 381*, 382, 472, 478, 479, 480, 482			
ENG ____		4	
Later Literary Histories: ENG 242*, 248*, 252*, 305A, 305B, 305C, 305D, 348, 376, 377, 378, 379, 485, 486, 489			
ENG ____		4	
English Capstone: ENG 405, 410*, 450G*			
ENG ____		4	
Internship or Elective: ENG 477 (max 4 credits) or 4-credit elective			
ENG ____		4	
Elective			
ENG ____		4	
<i>Optional Major Electives (do not exceed 52 total ENG credits)</i>			
At least 20 major credits must be at the 300 level or higher.			

42 credits at the 300-level or higher**(major and general education courses may fulfill this requirement)**

Course	Credits	Course	Credits

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

Course	Credits	Course	Credits

*Course approved for general education credit

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

APPENDIX 3

English Learning Outcomes and Curriculum Map

Adopted 3 September 2019, for use starting September 2020

Map Key: I=Outcome Introduced R=Outcome Reinforced E=Outcome Enhanced		Gateway Courses	Methods	Diversity	Literary History	Capstones
STUDENT LEARNING OUTCOMES <i>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.</i>		ENG 105	ENG 333	ENG 242	ENG 241	ENG 405
		ENG 110	ENG 350	ENG 247	ENG 242	ENG 410G
		ENG 120	ENG 446	ENG 248	ENG 248	ENG 450G
		ENG 121	ENG 447	ENG 252	ENG 251	
		ENG 160	ENG 469	ENG 260	ENG 252	
		ENG 201		ENG 338	ENG 280	
		ENG 205A		ENG 345	ENG 345	
		ENG 205B		ENG 362	ENG 347	
		ENG 205C		ENG 363	ENG 367	
		ENG 205D		ENG 364	ENG 368	
		ENG 210		ENG 385	ENG 305A	
		ENG 211		ENG 387	ENG 305B	
		ENG 243		ENG 450G	ENG 305C	
		ENG 245		ENG 482	ENG 305D	
		ENG 263			ENG 348	
		ENG 264			ENG 374	
		ENG 265			ENG 376	
					ENG 377	
					ENG 378	
					ENG 379	
					ENG 381	
					ENG 382	
					ENG 472	
					ENG 478	
					ENG 479	
					ENG 480	
					ENG 482	
					ENG 485	
					ENG 486	
					ENG 489	
Goal #1: Knowledge	1.1 Identification: Students identify modes, terms, forms, and genres of literary and visual culture.	I	R/E	I/R/E	I/R/E	E
	1.2 Range of Authors/Texts: Students acquire knowledge of a range of texts and authors exemplifying major periods in literary and visual culture.	I	R/E	I/R/E	I/R/E	E
	1.3 Range of Criticism/Theory: Students demonstrate knowledge of the history of English Studies, including the history of the discipline of English, of literary criticism, and of theories of literary and visual culture.	I	R/E	I/R/E	I/R/E	E
Goal #2: Skill	2.1 Reading Skill: Students read with critical acumen and insight.	I	R/E	I/R/E	I/R/E	E
	2.2 Writing Skill: Students write effectively and persuasively.	I	R/E	I/R/E	I/R/E	E
	2.3 Research Skill: Students identify and utilize scholarly research.	I	R/E	I/R/E	I/R/E	E
	2.4 Oral Skill: Students will be effective oral communicators.	I	R/E	I/R/E	I/R/E	E
Goal #3: Perspective	3.1 Synthesis: Students identify and synthesize texts from a range of historical periods and cultures, relating them to each other through form, theme, culture, history, politics, or ethics.	I	R/E	I/R/E	I/R/E	E
	3.2 Diversity of Perspective: Students will demonstrate the ability to recognize the diversity of cultural and/or ethnic perspectives.	I	R/E	I/R/E	I/R/E	E
	3.3 Power of Voice: Students develop an individualized critical voice, able to interpret, analyze, and evaluate with originality and persuasiveness.	I	R/E	I/R/E	I/R/E	E

Course groupings with multiple outcomes levels should be understood to apply in this fashion:

Introduce: 200 level
Reinforce: 300 level
Enhance: 400 level



THE
UNIVERSITY
OF RHODE ISLAND

APPENDIX 4

THINK BIG WE DO™



BUDGET AND FINANCIAL PLANNING

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

DATE: September 6, 2019

TO: Margaret Benz
Coordinator, Faculty Senate

FROM: Linda Barrett
Director, Budget and Financial Planning

SUBJECT: Proposal for Undergraduate Major in English

As requested in an email from Travis Williams, Associate Professor and Chair of the English Department in the College of Arts and Sciences, dated August 22, 2019, the Budget and Financial Planning Office has reviewed the submitted documents related to the proposal for an Undergraduate Major in English.

The Budget and Financial Planning Office, including communications with Enrollment Services, concurs that the request for an Undergraduate Major in English is not anticipated to have an impact on the Fund 100 unrestricted budget as it has been presented.

Please let us know if you require any further information.

cc: Donald DeHayes	Matthew Bodah
Dean Libutti	Cheryl Hinkson
Travis Williams	Anne Veeger
Colleen Robillard	Jeannette Riley
Rebecca Romanow	Nedra Reynolds
Joanne Lawrence	John Humphrey

Office/BudgetImpactStatements/UndergraduateMajorinEnglish/BudgetImpactStatementLetter

APPENDIX 4

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 2021		Year 2 2022		Year 3 2023		Year 4 2024	
Tuition: In-State	\$0		\$0		\$0		\$0	
Tuition: Out-State	\$0		\$0		\$0		\$0	
Tuition: Regional	\$0		\$0		\$0		\$0	
Mandatory fees per student	\$0		\$0		\$0		\$0	
FTE # of New Students: In-State	\$0		\$0		\$0		\$0	
FTE # of New Students: Out-State	\$0		\$0		\$0		\$0	
# 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: One Rate	\$0		\$0		\$0		\$0	
# of New Students	\$0		\$0		\$0		\$0	
	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	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Out-of-State tuition	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Regional tuition								
Mandatory fees	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
One-Rate Tuition	\$0.00		\$0.00		\$0.00		\$0.00	
Second Year Students								
In-State tuition			\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Out-of-State tuition			\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Regional tuition								
Mandatory fees			\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
One-Rate Tuition			\$0.00		\$0.00		\$0.00	
Third Year Students								
In-State tuition					\$0.00	\$0.00	\$0.00	\$0.00
Out-of-State tuition					\$0.00	\$0.00	\$0.00	\$0.00
Regional tuition								
Mandatory fees					\$0.00	\$0.00	\$0.00	\$0.00
One-Rate Tuition					\$0.00		\$0.00	
Fourth Year Students								
In-State tuition							\$0.00	\$0.00
Out-of-State tuition							\$0.00	\$0.00
Regional tuition								
Mandatory fees							\$0.00	\$0.00
One-Rate Tuition							\$0.00	
Total Tuition and Fees	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$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	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00

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

APPENDIX 4

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 2021		Year 2 2022		Year 3 2023		Year 4 2024	
	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	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Faculty	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Support Staff	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Others	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Fringe Benefits %	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Total Personnel	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
OPERATING EXPENSES								
Instructional Resources	\$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 Operating Expenses	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
CAPITAL								
Facilities	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Equipment	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Other	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Total Capital	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
NET STUDENT ASSISTANCE								
Assistantships	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Fellowships	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Stipends/Scholarships	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Total Student Assistance	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
TOTAL EXPENDITURES	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00

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

APPENDIX 4

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 2021	Year 2 2022	Year 3 2023	Year 4 2024
BUDGET SUMMARY OF COMBINED EXISTING AND NEW PROGRAM				
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 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	\$0.00	\$0.00	\$0.00	\$0.00
Total of Additional Resources Required for	\$0.00	\$0.00	\$0.00	\$0.00
Excess/Deficiency	\$0.00	\$0.00	\$0.00	\$0.00

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

Notice of Change form

Notice of Change for:

Date: Sept. 9, 2019

A. PROGRAM INFORMATION

1. Name of institution

University of Rhode Island

2. Name of department, division, school or college

Department: Chemistry

College: Arts & Sciences

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

Initiation date: Fall 2020

First degree date: Spring 2021

4. Intended location of the program: Beupre 100

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

Adding catalog language to the minor in Forensic Science that provides guidance for students and advisors as to course selection.

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

7. Signature of the President

David M. Dooley

Forensic Science

General Description

The Forensic Science Minor is intended for students wishing to work in an active forensic laboratory. A forensic science minor requires 18 credits beyond a student's major.

In addition to fulfilling all the basic requirements for a minor (see [Minor Fields of Study](#)), students who declare a minor in forensic science must complete The 18 credits must include ing two credits of CHM 391, three credits of CHM 392 (Introduction to Criminalistics), and three credits of research or a practicum related to forensic science. The practicum can be in the form of participating in a [Forensic Science Partnership](#) research project or internship on or off campus. Once the student has an advisor for his/her major, contact Dr. Oxley for specific program approval (joxley@chm.uri.edu).

Science Track: Chemistry, Biology, Clinical Lab, Microbiology, Chemical Engineering majors must take 2 classes from list A and 1 class list B as long as these classes are not required for the major nor counted toward the major.

Non-Science: Nursing, Psychology, Textiles, Criminal Justice, Archeology majors must take CHM 105L* and CHM 126L*; General & Organic Chem labs and two class from list A, B, or C as long as these classes are not required for the major nor counted toward the major.

List A BCH 311 & 312L; BCH 342; BIO 242*&244L*; BIO 341*; BIO or BCH 352; BIO 454 or BCH 454*;

BIO or BCH 437*; BCH 481*; BCH 482*; BMS 530; BCH 403& 405L (4); MIC 403&405L; CHM 101 & 102L; CHM 112 &114L; CHM 191, CHM192; CHM 227& 229L; CHM 228& 230L; CHM 291; CHM 292; CHM 393 ; CHM 431; CHM 432; CHM 412; 414L; CHM 441; CHE 539; CHM 691; STA 308*; STA 409*; MIC 333*; MIC 432*; MIC 211*; STA 308*; STA 409*; MTC 483*; BMS 322; BMS 544.

List B

ENT 385/BIO 381; ENT 411; APG300*; TMD303; SOC 216; SOC 230; SOC 370; SOC 420*;PSY 254*

List C

STA 220; MIC APS or NUR 440*; BIO 121; BIO 242*& 244L*

NOTE for FACULTY: THE COURSES HAVE NOT CHANGED BUT THE ORGANIZATION REFLECTS OUR ORIGINAL INTENTION.

~~The remaining 13 credits may be selected from the following: APG 300*, 350*; APG/PSY 405*, APG 417; BCH/BIO/ASP/PLS 352*; BCH/MIC 403; BCH/BIO 437*, 451*; BCH 481*, 482*, 484*; BIO 242*, 244*; BIO 381/ENT 385*, BIO 382/ENT 386*; BMS 225*, 313, 322, 325, 326, 416, 525, 530*, 535*, 544, 546; CHE 332*, 333, 438*, 491, 539*, 576; CHM 226*, 228*, 412*, 414*, 425*; COM 215; DHY/CMD/PHT 440*; ENT 411 or 511*; GEO 103, 320*, 321*, 554*; PHP 316, 318, 324; PLS/ASP 355*; PLS 361*; PSC 472*; PSY 254*, 335*, 460, 466, 479; SOC 216, 230, 370, 420*; SOC/PSC 274*; TMD 303*, 313*~~

(asterisked courses have prerequisites not included in this program; students are responsible for completing these prior to enrolling in the course).

Courses required for a student's major cannot also be used to satisfy the minor requirements. It is suggested that no more than two courses in the minor be from any one department.

Forensic Science

General Description

The Forensic Science Minor is intended for students wishing to work in an active forensic laboratory. A forensic science minor requires 18 credits beyond a student's major.

The 18 credits must include two credits of CHM 391, three credits of CHM 392 (Introduction to Criminalistics), and three credits of research or a practicum related to forensic science. The practicum can be in the form of participating in a research project or internship on or off campus. Once the student has an advisor for his/her major, contact Dr. Oxley for specific program approval (joxley@chm.uri.edu).

Science Track: Chemistry, Biology, Clinical Lab, Microbiology, Chemical Engineering majors must take 2 classes from list A and 1 class list B **as long as these classes are not required for the major nor counted toward the major.**

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List A BCH 311 & 312L; BCH 342; BIO 242*&244L*; BIO 341*; BIO or BCH 352; BIO 454 or BCH 454*;

BIO or BCH 437*; BCH 481*; BCH 482*; BMS 530; BCH 403& 405L (4); MIC 403&405L; CHM 101 & 102L; CHM 112 &114L; CHM 191, CHM192; CHM 227& 229L; CHM 228& 230L; CHM 291; CHM 292; CHM 393 ; CHM 431; CHM 432; CHM 412; 414L; CHM 441; CHE 539; CHM 691; STA 308*; STA 409*; MIC 333*; MIC 432*; MIC 211*; STA 308*; STA 409*; MTC 483*; BMS 322; BMS 544.

List B

ENT 385/BIO 381; ENT 411; APG300*; TMD303; SOC 216; SOC 230; SOC 370; SOC 420*;PSY 254*

List C

STA 220; MIC APS or NUR 440*; BIO 121; BIO 242*& 244L*

NOTE for FACULTY: THE COURSES HAVE NOT CHANGED BUT THE ORGANIZATION REFLECTS OUR ORIGINAL INTENTION.

(asterisked courses have prerequisites not included in this program; students are responsible for completing these prior to enrolling in the course).

Courses required for a student's major cannot also be used to satisfy the minor requirements. It is suggested that no more than two courses in the minor be from any one department.

Notice of Change form

Notice of Change for: International Studies and Diplomacy Program

Date: 12/20/19

A. PROGRAM INFORMATION

1. Name of institution

University of Rhode Island

2. Name of department, division, school or college

Department: Political Science

College: Arts and Sciences

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

Initiation date: Fall 2020

First degree date: Spring 2021

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

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

The International Studies and Diplomacy program was created by an Act of the Faculty Senate on February 22, 2018 and signed by the president. This Notice of Change proposes a minor change to the curricular requirements for the International Studies and Diplomacy program – please see modified catalog language below for further details. This minor change is intended to incorporate the new Global Language and Area Studies major which was approved in the Faculty Senate during the 2018-2019 academic year.

The International Studies and Diplomacy program is a dual, interdependent major program. It is directed by three Arts & Sciences departments -- Languages, Political Science and Economics. Students in the program complete two majors: one in International Studies (33 credits) and another in a related language (30 credits). Students are required to study abroad for at least one semester at an approved international institutional setting. By the end of this program students gain essential knowledge and skills in international politics, economics, cultures and language. Students can also choose to enroll in the Five-Year program leading to a Master's degree in International Relations. Upon graduation, students are ready for careers

in foreign service, diplomacy, international non-governmental organizations and other international careers.

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

Below we include our minor changes to existing URI catalog language pertaining to the inclusion of Global Language and Area Studies as one of the language major choices.

7. Signature of the President

David M. Dooley

INTERNATIONAL STUDIES AND DIPLOMACY

The International Studies and Diplomacy (ISD) program is a dual, interdependent major program with courses across several disciplines. Three Arts & Sciences departments –Languages, Political Science, and Economics – deliver the program, with its administrative home in the Department of Political Science. Students in the program must complete two majors: one in International Studies (33 credits) and another in an approved language (30 credits). As outlined below in detail, to complete the ISD program, students must also study abroad at an approved setting for at least one semester, pass language proficiency benchmarks, and meet GPA requirements. By the end of this program, students will gain essential knowledge and skills in international politics, economics, cultures and language. Upon graduation, students will be ready for careers in Foreign Service, diplomacy, multilateral and non-governmental organizations, and other international careers.

International Studies (B.A.)

Faculty: Associate Professor Johnson, *coordinator Political Science*; Professor McIntyre, *coordinator Economics*

Political Science: Professors Hutchison and Petro; Associate Professor Xu; Assistant Professors Mark, Jomaa, and Rundlett;

Economics: Professor McCray; Assistant Professors Eichacker, Ramnarain, and Vechsuruck; *Anthropology* Associate Professor Garcia-Quijano

International Studies is a cross-disciplinary major that requires 33-48 credits. To become an International Studies major students must first become one of the approved ISD language majors. No student may have International Studies as a single major. No more than 50% of International Studies required credits can come from any one course code. To graduate with an International Studies major, students must remain in the ISD program, which requires students to successfully concurrently complete a major in an approved language, meet the ISD language proficiency benchmark, meet minimum GPA requirements and study abroad at an ISD approved setting for at least one semester.

International Studies has three Core areas with the following requirements:

- 1) In the International Relations Core, students must take PSC 116G and PSC 211 and at least one of the following: PSC 300, 320, 321, 322, 350, 377, 415, 421, 408, 416, 417, 422, 431, 434, 435.
- 2) In the International Economics Core, students must take ECN 201, 202, 358 (online study abroad course) and at least one of the following ECN 338, 344, 363.
- 3) In the History, Culture, and Society Core, students must take APG 203.

In addition to the above Core options, any of the following courses may be taken as major electives that count towards the 33 credits: AAF 410; APG 200, 315, 329, 415, 465; COM 361; ECN 305, 306, 381, 390, 445, FLM 451; GWS 401, 430; HIS 333, 374, 375, 376, 377, 379, 382, 384, 385, 388; RLS 221.

Students must take at least one 400-level course from any of the Core or major elective courses.

In order to transfer from University College for Academic Success to the College of Arts and Sciences, ISD students must have completed a minimum of 30 credits with a cumulative GPA of 2.5 or higher. Once they have met these requirements and been transferred to the College of Arts and Sciences, students will be advised by three faculty coordinators (one from Political Science- who also serves as MA director, one from Economics, and one from Languages).

A total of 120 credits and a cumulative GPA of 2.5 or higher is required for graduation. At least 42 of these credits must be in courses numbered 300 or above.

Language (B.A.)

Students in the ISD program must major in an approved Language from the following existing majors: French, Chinese, Spanish, German, ~~and Italian,~~ and Global Language and Area Studies. Each of the approved languages attached to the ISD

program requires 30 credit hours. ISD students must achieve B2-level (CEFR) or Advanced-Low (ACTFL) language proficiency in their target language to graduate from the ISD program. These are the minimum required language proficiency levels for graduate or professional work in that language. It is recommended that students take LAN 220 during their first or second year.

Study Abroad Required

Study abroad at an approved international institutional setting is a key requirement for the ISD program. ISD students are required to study abroad for at least one semester but a full academic year abroad is recommended. Students must meet the intermediate mid (B1.1) language proficiency level or above prior to study abroad. Upon return from study abroad students must meet the intermediate high (B1.2) language proficiency level or above to remain in the ISD Program.

Admission, Retention and Graduation Requirements

To obtain admission into the ISD Program from High School, students should have a Cumulative GPA of 3.2 or above. For existing URI students to obtain entry into the standard ISD program, they must apply by the end of the first semester of their second year, have an overall GPA 3.0 or above and have earned a C+ or above in PSC 116G. Students must also obtain formal consultation and approval from the Section Head of the target language or Department Chair of Languages to ensure that the student is at the appropriate proficiency benchmark in order to achieve advanced low (B2) language proficiency upon completion of the program.

Existing ISD students may apply for the accelerated B.A. and M.A. program in their second semester of their third year. To apply, students must have an overall GPA 3.0 or above and an International Studies Major GPA 3.3 or above.

To remain in the program ISD students must maintain an overall GPA 2.5 or above.

To graduate from the ISD program, the Languages Department will certify that students have met the advanced low (B2) language proficiency level or above [or Advanced-Low (ACTFL)]. A copy of the proficiency paperwork must be signed by the Chair of the Department of Modern and Classical Languages or the appropriate section head and presented to the Dean's Office prior to graduation.

Accelerated B.A. & M.A. Program

Graduate degrees are often a requirement for many Foreign Service jobs. ISD students may apply for the Accelerated MA Program in their junior year. Students in this Program will receive the BA in their language and International Studies as well as an M.A. in International Relations. M.A. concentrations include: Diplomacy, International Development, and Global Peace Studies.

Notice of Change form

Notice of Change for: Creating a course code for Library Technology and Innovation (LTI)

Date: March 26, 2018

A. PROGRAM INFORMATION

1. Name of institution

University of Rhode Island

2. Name of department, division, school or college

Department: Technical Services, Library

College: University Libraries

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

Initiation date: Spring 2020

4. Intended location of the program

Set of Courses offered by the Library Technical Services faculty with the intention of utilizing the expertise of the Library professors in research and data with the latest tools of the Artificial Intelligence Lab, the Makerspace, big data, and Distinctive Collections.

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

We are requesting a new course code of LTI (Library Technology and Innovation). The purpose of this course code is for the development and creation of courses with a focus on emerging technologies such as artificial intelligence, big data, open access, data trends and the challenges that new technology brings. Many courses will be geared to Grand Challenge as well as across disciplines.

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

N/A

7. Signature of the President

David M. Dooley

Potential Courses offered under LTI (Library Technology and Innovation) course code:

Title: Big Data, Information, Artificial Intelligence, and Society

Possible course code number: Undergrad 400

Description: This course examines the relationship between data, information, and knowledge and explores the challenges raised by the developments of the Internet, the Big Data trend, and the advances in Artificial Intelligence.

Title: Open Science for Everyone

Course code: 2xxG (grand challenge)

Description: An introduction to open science and its potential impact on the advancement of scientific knowledge. Topics covered will include reproducible research methods, open access publishing, FAIR data standards, and citizen science.