

UNIVERSITY OF RHODE ISLAND FACULTY SENATE

November 19, 2015

Faculty Senate Curricular Affairs Committee Five Hundred and Twenty-Seventh Report

At the October 19th, 2015 meeting of the Curricular Affairs Committee and by electronic communication, the following matters were considered and are now presented to the Faculty Senate.

SECTION I Informational Matters

TEMPORARY COURSES

A. COLLEGE OF THE ENVIRONMENT AND LIFE SCIENCES:

BIO 208X, The Invisible Living Ocean (3 crs.)

The goal of this course is to explore the major groups of marine organisms that are mostly invisible to the naked eye, which fuel food webs, drive global biogeochemical cycles and affect climate. (Lec. 3) Pre: BIO 101 and BIO 102.

BIO 210X, Bermuda Marine Biodiversity (2 crs.)

Based at the Bermuda Institute for Ocean Sciences, this course will provide students with experience in biodiversity assessment in the field, where we will blend fieldwork, lectures and laboratory manipulation. (Lab. 6) Pre: previous or concurrent enrollment in BIO 208X.

CMB 460X, Experimental Approaches in Molecular Biology (3 crs.)

This course addresses modern approaches to studying problems in advanced biochemistry, molecular and cell biology, including experimental design, genetics-based tools, fluorescence-based methodology, functional interactions, high-resolution microscopy and single molecule studies. (Lec. 3) Not for graduate credit. Pre: CMB (BCH) 311 or permission of instructor.

B. COLLEGE OF NURSING:

NUR 485X, NCLEX-RN Review (1 cr.)

Comprehensive review of essential nursing knowledge across content areas, according to the NCLEX-RN test plan, in preparation for taking the NCLEX-RN exam. (Lec. 1) Not for graduate credit. Pre: Graduate of an accredited RN nursing program, or permission of instructor.

COURSE CHANGES

A. Human Science and Services:

Change Prerequisite:

KIN 370, Kinesiology (3 crs.)

The study of human movement based on anatomical, physiological, and mechanical principles. Emphasis on application of these principles to fundamental movement and physical education activity. (Lec. 3) Pre: BIO 121 Open to kinesiology majors only.

KIN 381, Exercise Behavior and Psychosocial Outcomes (3 crs.)

Review of theories of how psychological factors and interventions can affect exercise behavior and examine the psychosocial outcomes that are influenced by engaging in exercise both acutely and chronically. (Lec. 3) Pre: PSY 113. Open to Kinesiology majors only.

KIN 425, Fitness and Wellness Program Development (3 crs.)

Development and administration of fitness and wellness programs. Includes program leadership and managerial skills for corporate, commercial, community, and clinical settings. (Lec. 3) Not of graduate credit. Pre: KIN 275 and junior standing. Open to Kinesiology majors only.

ONLINE COURSES

The CAC has approved the following courses for online offering:

BPS 333, Nursing Pharmacology (7-week accelerated).

NFS 207, General Nutrition (7-week accelerated).

OTHER REQUESTS

Proposal for Creation of New Student Academic Advising Program Affiliated with the Undergraduate Minor in International Development in CELS: The Peace Corps Preparatory Program. (See Appendix A)

SECTION II
Curricular Matters Which Require Confirmation by the
Faculty Senate

NEW COURSES

A. College of Nursing:

NUR 485, National Council Licensure Examination (NCLEX) RN Review (1 cr.)
Comprehensive review of essential nursing knowledge across content areas, according to the NCLEX-RN test plan, in preparation for taking the NCLEX-RN exam. (Lec. 1) Not for graduate credit. Pre: Graduate of an accredited RN nursing program, or permission of instructor.

COURSE CHANGES

A. College of the Environment and Life Sciences:

BIO 498, Teaching Practicum in Biological Sciences (1 cr.)
Teaching experience for undergraduates through planning and assisting in introductory laboratory courses. Can be repeated once for credit. Not for major credits in BS BIO, BA BIO, or BS MBIO. (Prac. 1). Not for graduate credit. Pre: Permission of instructor.

B. College of Human Science and Services:

KIN 325, Exercise Testing and Prescription (3 crs.)
Physical fitness assessments with focus on appropriate test selection and performance. Emphasis on exercise prescription and the practical skills of test administration. Preparation for ACSM-HFS certification. (Lec. 3) Pre: BIO 121, KIN 275, KIN 300. Open to Kinesiology majors only.

CURRICULAR CHANGES

A. College of the Environment and Life Sciences: (see Appendix B)

1) Change name of Degree for Biological Sciences:

When the Department of Biological Sciences moved from A&S to CELS in 2005, it maintained the A&S policy of not printing the name of the major on the diploma. Because other diplomas in CELS include the name of the major, we are requesting the following change of degree title:

FROM: Bachelor of Sciences with a major in Biological Sciences
TO: Bachelor of Science in Biological Sciences

2) Change name of Degree for Marine Biology:

When the Department of Biological Sciences moved from A&S to CELS in 2005, it maintained the A&S policy of not printing the name of the major on the diploma. Because other diplomas in CELS include the name of the major, we are requesting the following change of degree title:

FROM: Bachelor of Sciences with a major in Marine Biology

TO: Bachelor of Science in Marine Biology

Appendix A:

Proposal for Creation of New Student Academic Advising Program: The Peace Corps Preparatory Program

Submitted by: Michael A. Rice (FAVS), David Abedon (NRS & Cooperative Extension), and Nancy Stricklin (Provost's office)

Fall, 2015

Summary

Permission of the Faculty Senate is sought to create a new undergraduate advising program to assist students in selection of courses offered at URI that would be recognized by the US Peace Corps as supportive of students in their post-graduation application for service abroad in the Peace Corps. The Peace Corps Preparatory Advising Program would be listed in the URI Catalog along with other existing pre-professional advising programs (e.g. pre-med, pre-dental, pre-law) and the program would be housed within the College of the Environment and Life Sciences. The program would be approximately two years in length and students would have to complete coursework and other activities in four competency areas that Peace Corps is looking for: 1) Training and experience in a work sector; 2) Foreign language skills; 3) Intercultural competence, and 4) Professional and leadership development. Students from a variety of majors undertaking Peace Corps Prep would follow advising protocols and select already existing URI courses based upon their interests but from a specified set of program options. Upon completion, the students would be issued a letter of completion from the Peace Corps Preparatory Program Coordinator, celebrated in a small ceremony hosted by the Provost's office, and their completion would be noted in a required annual report to Peace Corps in Washington, DC.

Signatures

_____ Michael A. Rice, FAVS

_____ David Abedon, NRS

_____ Nancy Stricklin, Provost's Office

_____ Catherine English, CELS Curriculum Committee

_____ Anne Veeger, CELS Dean's Office

Acknowledgement

_____ Susan Brand, CAC Chairperson

_____ Joelle Rollo-Koster Senate Chairperson

Narrative

In recent months in response to an invitation to URI from the United States Peace Corps, we submitted a proposal to partner with Peace Corps to deliver a Peace Corps Preparatory Program that would be recognized by Peace Corps as a training program for students contemplating Peace Corps service upon graduation. As part of the request for proposal from Peace Corps, they specified the types of university courses that would be useful for prospective Peace Corps Volunteers to take and many of these courses are already part of the URI Curriculum as part of the undergraduate International Development Minor administered by CELS. We applied for the program and our proposal (**Appendix 1**) was accepted by Peace Corps. On July 6, 2015 the Memorandum of Cooperation (MOC) was signed by Laura M. Chambers, Acting Director, on behalf of Peace Corps, and later on July 23, President Dooly signed on behalf of URI (**Appendix 2**). We aim to begin accepting students into the program beginning Spring term of 2016.

This MOC provides a good opportunity to URI in recruiting students from around the Northeast interested in Peace Corps service because there are only two other universities in New England to have a similar MOC with Peace Corps, the University of Bridgeport, and the University of Vermont at Montpelier. Additionally, this MOC rekindles a long-standing old relationship between URI and Peace Corps going back to the 1960s through Rhode Island Cooperative Extension and later through the International Center for Marine Resource Development (ICMRD) in the old College of Resource Development (now CELS) in which pre-service trainings were conducted for Peace Corps Volunteers on campus and abroad up until the disbanding of ICMRD in 1994.

The Peace Corps Preparatory Program is envisioned as a student academic advising program similar to the Pre-Professional (pre-medical, pre-dental and pre-veterinary) advising program housed in the Honors Program. Students from a variety of majors at URI would be welcome to apply to the Peace Corps Prep Program, but it is **not** a formal minor program *per se*. However, they would have the option, if they so choose, to undertake the existing minor in International Development as a pathway to fulfill most of the Peace Corps Prep requirements. The intent is to set up a Peace Corps Prep website and to register Peace Corps Prep as a "Student Group" within Peoplesoft to aid in advising purposes.

The Peace Corps Preparatory Program would be along with the other pre-professional advising programs on the Pre-Professional Preparation Page of the Catalog (<http://web.uri.edu/catalog/preprofessional-preparation/>)

Peace Corps Preparatory Program. For students who plan international service as a United States Peace Corps Volunteer, guidance and program advice are provided by the Peace Corps Preparatory Advising Coordinator and by other program advisors. Students should contact the Peace Corps Advising

Coordinator no later than the end of their sophomore year of classes to provide the greatest opportunity for selection of courses and activities appropriate for your intended area of concentration. For more information and application form, visit the Peace Corps Preparatory Program website at: uri.edu/cels/peacecorps.html.

Student advising for the Peace Corps Preparatory Program would follow the points in the Student Application template attached to the proposal document (Appendix 1).

There are four areas of competencies that Peace Corps is looking for:

1. Training and experience in a work sector,
2. Foreign language skills,
3. Intercultural competence, and
4. Professional and leadership development.

Each of these competencies will be met by advising students to register and take courses listed in the student advising sheet as they are currently being offered at URI. Each Department Chair responsible for the offering of courses on the recommended course list has been notified of the proposed Peace Corps Preparatory program.

Most of the Work Sector Competency area courses would be chosen by the student from his or her major or area of interest in consultation with the Peace Corps Prep advisor. Given the broad topic areas in the Work Sector Competency Area, a large number of potential courses are offered at URI that may be used to fulfill this competency requirement. Courses Fulfilling the Language Skills Competency Area would be selected by the student and drawn from the list of courses offered by the Modern Languages Department. Recommended languages include ARB, CHN, FRN, SPN, and POR. Courses in colleges other than CELS supporting the Intercultural Competency Area include a set of courses listed in the application and guide for students document (Appendix 1) that fall under the following course codes: AAF, APG, ARH, BUS, COM, ECN, ENG, GWS, HDF, APR, NVP, PHL, PHP, PSC, PSY, and SOC.

The following department chairs or program directors were contacted and have agreed to the inclusion of their course codes and classes into the program: Vanessa Quainoo (AAF), Jill Doerner and Leo Carroll (APG/SOC), Shaw Chen (Bus), Richard McIntyre (ECN), Ryan Trim (ENG), Rosaria Pisa, (GWS), Karen McCurdy (HDF), Norbert Hedderich (Languages), Charles Collyer (NVP), Brian Krueger (PSC).

Upon successful completion of the program, students will be provided a letter from the URI Peace Corps Preparatory Program Coordinator stating that they had completed the requirements, and they will be invited to a small ceremony hosted by the Provost's Office. The names of students successfully completing all the Peace Corps Preparatory requirements will be reported to Peace Corps in the required annual report, and Peace Corps will be responsible for any further recognition.

APPENDIX 1



PROPOSAL FOR A PEACE CORPS PREPARATORY PROGRAM At The University of Rhode Island

Implementing Provisions for a Memorandum of Cooperation (MOC) Between the Peace Corps
and The University of Rhode Island

Submitted by:

Nancy Stricklin
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February 27, 2015

PROPOSAL NARRATIVE

I. RATIONALE

The University of Rhode Island has an institutional commitment to prepare students to function as responsible global citizens. Stated goals of globalizing the curriculum, expanding international experiential opportunities and developing foreign language competencies among greater numbers of students are specifically articulated in URI's Academic Plan and Transformational Goals. Establishing a Peace Corps Prep (PC-Prep) program on campus as a component of the undergraduate curriculum solidly supports this global agenda. The establishment of a PC-Prep program would be easily attainable as URI has a diverse selection of over 80 undergraduate majors and has hundreds of individual courses that fit into the identified six sectors of Education, Health, Environment, Agriculture, Youth in Development and Community Economic Development. URI's programs reflect its status as Rhode Island's Land, Sea and Urban Grant public research institution, preparing graduates to have the skills needed to work in the specified areas targeted by the Peace Corps. URI students already have opportunities to study abroad, to gain leadership experience, to perform community service, to study one of the 12 languages offered, and to gain professional experience in internships. Bringing the Peace Corps Prep program to campus would give students the opportunity to get the guidance to develop a focused plan and integrate each of these existing components into an articulated goal. When the Peace Corps started, URI was the designated state office for recruitment. URI is proud of the 11 alumni now serving as PCV's, as well as its history with 403 RPCV's. URI would welcome the formal partnership with the Peace Corps and would be proud to highlight this as a key part of its global vision

II. DESCRIPTION OF THE SCHOOL AND STUDENT BODY

Research, scholarship and creative work are central to URI's mission as the state's flagship public research university. URI offers more than 80 undergraduate majors in our seven degree-granting colleges: Arts and Sciences, Business Administration (AACSB accredited), Engineering (with ABET accredited programs), Environment & Life Sciences, Human Science and Services, Nursing (Commission on Collegiate Nursing Education accreditation), and Pharmacy (Accreditation Council for Pharmacy Education). URI offers 33 Master's programs and 22 Doctoral programs. The 13,000 undergraduates and 3,000 graduate students come from across the United States and, currently, from 57 different countries around the world.

URI's safe, rural campus is only 10 minutes from the Atlantic Ocean, located on the northeast coast of the U.S. and easily accessible to such major cities as **Boston** (90 minutes north) **New York City** (less than 3 hours south) and **Washington DC** (under 2 hours flight). From campus, students can take public bus transportation to Kingston's Amtrak train station (5 minutes from campus) and to Rhode Island's T.F. Green International Airport (20 minutes north of campus).

III. PROGRAM IMPLEMENTATION

A. Marketing and Recruiting Plan

URI would market the Peace Corps Prep program as part of the undergraduate admission outreach, which would include adding it to the daily media and oral Information Sessions delivered to prospective students and parents, the URI and Undergraduate Admission website,

the annual admission publications, the fall Open House programs, the spring prospective student yield events and the new student orientation program. There would also be outreach to alumni, targeting the Peace Corps alumni (Returned Peace Corps Volunteers -RPCVs).

For current undergraduate URI students, marketing would include presenting the program in the URI 101 required course taken by all freshmen, advertising and writing articles for the daily campus newspaper, as well as having a booth at the fall International Education Fair and ensuring that the Office of International Education has up-to-date information to share with students. URI would create a specific PCP website that ties into the Global Opportunities existing website. Key personnel would give a presentation to all undergraduate advisors, create posters to display in campus buildings and residence halls, hold PCP Information Sessions monthly on campus which would be advertised in the campus newspaper, on websites and on posters, publicize Peace Corps week and hold a PCP event, organize a program about PCP during the International Education Week, and present information to the Career Center and the Office of Experiential Education to share with students. Pre-existing cohorts of globally-minded students within the International Engineering and International Business Program, and the Honors Program would also be targeted for recruitment.

URI has a very diverse student body, so all of the above efforts would be an outreach to all students. In addition, URI has a special Talent Development Program that serves RI high school graduates who come from disadvantaged backgrounds. Generally, about 300 Talent Development students enter URI each year as freshmen. Students receive academic and individual support from Talent Development advisors and mentors. They attend an intensive summer program prior to the freshmen year. To ensure that the Talent Development students became aware of the value of the PCP program and the benefits of considering the Peace Corps after graduation, a special presentation and information session would be developed.

A collaborative relationship between the PCP and the URI Office of National Fellowships & Academic Opportunities has already been determined. A special information session for PC-Prep participants will be held each semester to help them identify external funding sources to support study abroad, language learning and leadership experiences.

B. Application Process

Students would apply to the Peace Corps Prep program through an application process. As is mentioned in the Marketing and Recruitment Plan, there will be many opportunities for students to become aware of the program. Students will have two on campus Program Coordinators to contact who will provide guidance. With two coordinators, the students will have more opportunity to interact directly with someone who will answer questions and give feedback. The Coordinators will work together to review the applications to the PCP Program. A local volunteer RPCV and URI Alumni has offered to be available for consultation to the students interested in applying.

C. Program Enhancements

There have been 403 URI Peace Corps volunteers since the beginning of the program in 1961. URI recognizes that past and present Peace Corps Volunteers are the best experts on this worldwide program and will be a valued resource for the students. URI would put an announcement and article in the quarterly alumni magazine, Quad Angles, about the PCP program, with contact information to develop relationships. The URI Alumni Office could host

an event for URI alumni who are RPCV's and invite the current PC-Prep students to participate. Also, the URI Coordinator, Michael Rice (Philippines 1981-85), is a RPCV and continues to be involved in meetings and events with other RI RPCV's. Holding a meeting at URI could be a way to have the URI PC-Prep students collaborate. URI will also encourage PC-Prep students to study abroad in countries with existing Peace Corps programs, particularly the Dominican Republic, the Philippines and Indonesia, where our PC-Prep Program committee members have direct ties. In addition, there is a retired URI Sea Grant Extension educator, researcher and alumni, Neil Ross (Dominican Republic 1962-64), who as an RPCV is very interested in volunteering on a regular basis with the PC-Prep program on campus. He will do presentations and organize activities that would bring together the PC-Prep students at URI with RPCV's and former PC staff. Some of those activities include a monthly seminar series for URI PC-Prep students to discuss the Peace Corps experience, living and working in different countries of the world, with presentations by past faculty/staff/alumni who served in the Peace Corps.

IV. PROGRAM ADMINISTRATION

A. Program Home

The Peace Corps Prep Program would be housed in the URI College of Environment and Life Science (CELS). However, the Peace Corps Prep program would be marketed to and attract students from all of the Colleges at URI.

B. Program Coordinator

Program Coordinator, Dr. Michael Rice, Professor of Fisheries and Aquaculture

Department of Fisheries, Animal and Veterinary Sciences

URI College of Environment and Life Science

9 East Alumni Avenue

Kingston, RI 02881

401-874-2943

rice@uri.edu

Co-Coordinator, David Abedon, Professor and Cooperative Extension Specialist

Department of Natural Resources Science

URI College of Environment and Life Science

113 Coastal Institute in Kingston

1 Greenhouse Road, University of Rhode Island

Kingston, RI 02881

401-874-4655

davida@uri.edu

Alumni Volunteer, Neil Ross, (retired) Sea Grant Marine Advisory Service Extension Specialist

URI Graduate School of Oceanography

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Kingston, RI 02881

401-782-2116

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C. Program Coordinator's Time Commitment

10 hours per week would be needed to implement the program.

D. Program's Initial Point of Contact

Point person is Dr. Michael Rice, Program Coordinator.

E. Intra-Campus Coordination

Nancy Stricklin, Assistant to the Provost for Global Strategies and Academic Partnerships, will serve as the liaison between the PCP Program Coordinators and the Provost's Office, the Global Steering Committee, the Office of International Education and RPCV's.

F. Succession Planning and Sustainability

Nancy Stricklin chairs the URI Global Steering Committee, which was appointed by the Provost. The Committee has reviewed the proposed partnership with the Peace Corps and has given its support to move forward with the proposal. Members of the Committee are interested in assisting with the process. The goal is to utilize existing academic resources at URI and advise students interested in pursuing service in Peace Corps on how to find and enroll in courses most germane to Peace Corps service. The Vice Provost for Faculty Affairs, who oversees much of the curriculum, sits on this Committee as well. Therefore, this is not the project of one faculty member; it is a program that has been evaluated and approved by a URI-wide Committee, which will continue beyond the tenure of any single faculty advisor. The PC-Prep Program will be presented to the Faculty Senate for endorsement and will be listed in the URI Catalog as an advising Program parallel to existing pre-professional (e.g. pre-medical and pre-law) advising programs.

G. Acknowledgement of Graduates

Although PC-Prep will not be acknowledged on the student's transcript, URI would also host a special ceremony, hosted by the Provost's Office, to formally recognize the students who receive the Peace Corps Certificate of Completion, and their names would be forwarded to Peace Corps office in Washington, DC for further recognition.

V. PROGRAM GOALS AND EVALUATION

URI's mission will be to have the Peace Corps Prep program become part of the culture of URI. It would become a well-recognized aspect of the undergraduate curriculum. The following criteria will be used to measure the program's success:

- i. Enrolling at least 10 new students in the Peace Corps Prep Program each year.
- ii. Having a total of at least 25 students in the program after the first three years.
- iii. 80% of PC-Prep students successfully complete the requirements of the PCP program and receive the Certificate of Completion.
- iv. 50-75 % of PC-Prep graduates who apply to the Peace Corps are selected for service.

VI. APPENDICES TO THE ORIGINAL PROPOSAL TO PEACE CORPS

- A. Roster of Key Personnel
- B. Student Application/Advising Form & Advising Sheet

APPENDIX A

Key Personnel

Dr. Michael Rice, Professor
Dept. of Fisheries, Animal and Veterinary Science, College of Environment and Life Science
RPCV Philippines 1981-85

Coordinator of URI Peace Corps Prep Program

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David Abedon, Professor and Cooperative Extension Specialist
Department of Natural Resources Science, College of Environment and Life Science

Co-Coordinator of URI Peace Corps Prep Program

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Liaison between Coordinators of Peace Corps Prep Program and Provost's Office
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Kathleen Maher
Director, Office of National Fellowships and Academic Opportunities
Director, Pre-Health Professions Advising Program
Advisor to students about Peace Corps opportunities
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Neil Ross, (retired) Sea Grant Marine Advisory Service Extension Specialist
RPCV, Dominican Republic 1962-64

Alumni Volunteer for URI Peace Corps Prep Program

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APPENDIX B

THE
UNIVERSITY
OF RHODE ISLAND



Peace
Corps **PREP**

STUDENT APPLICATION

Name: _____ Student ID: _____ Date: _____

Phone: _____ Email: _____

Major(s): _____ Minors(s): _____

Expected Graduation (month and year): _____ Cumulative GPA: _____

1. Training and experience in a specific work sector

Please check the box of the sector in which you would like to serve:

- [Education](#) [Environment](#) [Youth in Development](#)
 [Health](#) [Agriculture](#) [Community Economic Development](#)

Note: Actual Peace Corps assignments are based on local needs, and thus may or may not align seamlessly with your qualifications. Flexibility is key to the Peace Corps experience!

(1) Coursework. List the number and name of 3 courses in this same sector that you plan to take, and the semester in which you plan to take them (it is fine if you've already taken them).

Note: The courses you include on this application may change, but it's good to have a plan.

1. Course: _____ Semester and year: _____

2. Course: _____ Semester and year: _____

3. Course: _____ Semester and year: _____

**(2) Hands-on experience in that same sector (must total at least 50 hours).
Describe what you plan to do:**

2. Foreign language skills

Requirements depend upon desired Peace Corps volunteer placement site. (1) *Spanish-speaking countries* → two intermediate level courses. (2) *French-speaking countries* → one intermediate course in any Romance Language. (3) *Everywhere else* → no explicit requirements, but language skills are a plus.

If you intend to learn a foreign language, please list which one: _____

List the top 2 foreign language courses you plan to take:

Course 1: _____ Semester and year: _____

Course 2: _____ Semester and year: _____

Or describe your alternative learning process (e.g., native speaker):

3. Intercultural competence

List the core course and two approved electives you plan to take:

Core course: _____ Semester and year: _____

Elective 1: _____ Semester and year: _____

Elective 2: _____ Semester and year: _____

4. Professional and leadership development

1. **Professional resume feedback:** When do you plan to meet with URI's *Center for Career and Experiential Education* (<http://web.uri.edu/career/>) for a one-on-one resume review? Month and year: _____

2. **Professional interview prep:** When do you plan to meet with URI's *Center for Career and Experiential Education* (<http://web.uri.edu/career/>) for an interview workshop? Month and year: _____

3. **Describe a leadership experience that you intend to pursue:**

For example, leading a work or volunteer project, serving on the executive board of a student organization, or organizing a big campus event. For more examples, visit the URI Service and Volunteering website at <http://web.uri.edu/experience/volunteer/>.

Signature of Student

Date

Signature of Peace Corps Prep Coordinator

Date

PEACE CORPS PREP STUDENT GUIDE

The Peace Corps Prep program will prepare you for international development fieldwork and potential Peace Corps service. To accomplish this, you'll build four core competencies through interrelated coursework, hands-on experience, and professional development support. These four competencies, or "learning objectives," are the following:

1. Training and experience in a work sector
2. Foreign language skills
3. Intercultural competence
4. Professional and leadership development

This document explains each of these requirements in detail. **Use this guide to map out your Peace Corps Prep course of study.** In particular, refer to this when completing your PC Prep application, where you'll need to document how you plan to fulfill each requirement. **This guide aligns point-by-point with each section of the application!**

1. Training and experience in a specific work sector

3 courses + 50 hours related experience

Leveraging concrete knowledge and skills is central to on-the-ground international development work. Through this PC Prep program, you will begin to build a professional specialty, which should serve your career well whether or not you become a Peace Corps Volunteer.

For PC Prep, you need to complete at least **3 courses** that align with a specific work sector (they can but do not need to come from your academic major or minor). You also must accumulate a **minimum of 50 hours of volunteer or work experience in that same sector**, preferably in a teaching or outreach capacity.

**Peace
Corps
Tip!**

If you intend to apply to the Peace Corps, the best way to assure that you will be a strong candidate is to identify the type of assignments in which you'd like to serve through this [interactive tool](http://www.peacecorps.gov/openings) (www.peacecorps.gov/openings), then review the positions' desired qualifications and build them up accordingly. In the process, you should fulfill these PC Prep experiential requirements!

There are six sectors in which Peace Corps Volunteers serve—detailed below. **Choose one sector to focus on** then complete at least 3 courses + 50 hours of related experience in that sector.

Note: Actual Peace Corps assignments are based on local needs, and thus may or may not align seamlessly with your qualifications. Flexibility is central to the Peace Corps experience!

NOTE: For any of the six sectors below, check out the *URI Clearinghouse for Volunteers* for a list of over 80 locations that offer opportunities for students to get experience. <http://web.uri.edu/experience/volunteer/serve/>

Or look at the specific list of internship opportunities listed under your major of interest.

<http://web.uri.edu/experience/internship-credit-by-major/>

#1 **EDUCATION** (www.peacecorps.gov/volunteer/learn/whatvol/edu_youth/assignments/)



Teach lessons that last a lifetime. Education is the Peace Corp's largest program area. Volunteers play an important role in creating links among schools, parents, and communities by working in elementary, secondary, and postsecondary schools as math, science, conversational English, and resource teachers or as early grade reading and literacy teacher trainers. Volunteers also develop libraries and technology resource centers.

If you choose Education, take 3 courses from one of the following areas:

- Elementary, Secondary or Special Education
- English or Linguistics
- TESOL
- Math
- Computer Science
- Engineering
- Any Physical or Biological Science

*And build 50 hours of **related** field experience through an activity such as:*

Teaching in one of these or a similar form: in a classroom, with a community outreach organization, or in a formal tutoring capacity.

The subject of the teaching may be English as a Foreign/Second Language, special education, drama, or a STEM subject.

Tutoring opportunities are available in the ACE English Language Institute on the campus.

URI

The URI Child Development Center on campus offers opportunities for URI students to work with pre-kindergarten aged children.

students

The URI Mentor-Tutor Internship Program has placements as ESL tutors.

#2 **HEALTH** (www.peacecorps.gov/volunteer/learn/whatvol/health/assignments/)



Serve on the front lines of global health. Health Volunteers work within their communities to promote important topics such as nutrition, maternal and child health, basic hygiene, and water sanitation. Volunteers also work in HIV/AIDS education and prevention programs to train youth as peer educators, develop appropriate education strategies, provide support to children orphaned by the pandemic, and create programs that provide emotional and financial support to families and communities affected by the disease.

If you choose Health, take three courses from one of the following areas:

- | | | |
|--|--|---|
| <input type="radio"/> Nursing | <input type="radio"/> Health Studies | <input type="radio"/> Environmental |
| <input type="radio"/> Nutrition or | <input type="radio"/> Pharmacy | <input type="radio"/> or Biomedical |
| <input type="radio"/> Dietetics | <input type="radio"/> Biology | <input type="radio"/> Engineering |

And build 50 hours of **related** field experience through an activity such as:

- Volunteer or work experience in such areas as HIV/AIDS outreach, hospice, family planning counseling, emergency medical technician (EMT) or CPR teaching/certification, maternal health, and hands-on caregiving in a hospital, clinic, or lab technician setting
- Counseling or teaching in health subjects
- Working as a resident advisor in a dormitory, as a peer nutritionist, or as a sexually transmitted infections counselor
- Significant experience in mechanical repairs, construction, carpentry, masonry, plumbing, hydrology, or set design

#3 [ENVIRONMENT](#) (www.peacecorps.gov/volunteer/learn/whatvol/env/assignments/)



Help forge a global movement to protect our planet. Volunteers lead grassroots efforts in their communities to protect the environment and strengthen understanding of environmental issues. They teach environmental awareness in elementary and secondary schools and to youth groups and community organizations, empowering communities to make their own decisions about how to protect and conserve the local environment. Volunteers also address environmental degradation by promoting sustainable use of natural resources.

If you choose Environment, take three courses from one of the following areas:

- | | | |
|--|--|---|
| <input type="radio"/> Environmental Science or related field | <input type="radio"/> Natural Resources or Wildlife Management | <input type="radio"/> Geology |
| <input type="radio"/> Natural Resources Conservation | <input type="radio"/> Forestry | <input type="radio"/> Oceanography or Marine Sciences |
| <input type="radio"/> Wildlife Biology | <input type="radio"/> Biology, Botany, or Ecology | |

And build 50 hours of **related** field experience through an activity such as:

- Educating the public on environmental or conservation issues, or working on environmental campaigns
- Conducting biological surveys of plants or animals
- Gardening, farming, nursery management, organic or low-input vegetable production, or landscaping
- Providing technical assistance and training in natural resource management
- URI's *Coastal Fellowship Program* provides undergraduates opportunities to get involved in research and applied outreach efforts focusing on solving current coastal problems.

#4 [AGRICULTURE](#) (www.peacecorps.gov/volunteer/learn/whatvol/agr/assignments/)



Lead grassroots efforts to fight hunger in a changing world. Agricultural Volunteers work with small-scale farmers and families to increase food security and production and adapt to climate change while promoting environmental conservation practices. They introduce farmers to techniques that prevent soil erosion, reduce

the use of harmful pesticides, and replenish the soil. They work alongside farmers on integrated projects that often combine vegetable gardening, livestock management, agroforestry, and nutrition education.

If you choose Agriculture, take three courses from one of the following areas:

- Agronomy
- Aquaculture
- Horticulture
- Botany
- Entomology
- Agricultural Science
- Business or economics
- Biology
- Fisheries

*And build 50 hours of **related** field experience through an activity such as:*

- Working with a large-scale or family-run business involving vegetable gardening, farming, nursery work, tree planting or care, urban forestry, livestock care and management, or fish cultivation and production
- Teaching or tutoring the public in environmental or agricultural issues/activities
- Working on the business management or marketing side of a commercial farm

#5 YOUTH IN DEVELOPMENT

(www.peacecorps.gov/volunteer/learn/whatvol/youth/assignments/)



|| **Empower the next generation of change makers.** Volunteers work with youth in communities on projects that promote engagement and active citizenship, including gender awareness, employability, health and HIV/AIDS education, environmental awareness, sporting programs, and info technology.

If you choose Youth in Development, take three courses from one of the following areas:

- International Development (in addition to NRS 300)
- Developmental Psychology
- Health Studies
- Human Development
- Family Studies

*And build 50 hours of **related** field experience through an activity such as:*

- Teaching or counseling in at-risk youth programs
- Activities that involve planning, organizing, assessing community needs, counseling, and leadership, in areas such as education, youth development, health and HIV/AIDS, the environment, and/or business

#6 COMMUNITY ECONOMIC DEVELOPMENT

(www.peacecorps.gov/volunteer/learn/whatvol/busdev_01/assignments/)



|| **Harness 21st-century tools to help communities lift themselves.** Volunteers work with development banks, nongovernmental organizations, and municipalities to strengthen infrastructure and encourage economic opportunities in communities. They frequently teach in classroom settings and work with entrepreneurs and business owners to develop and market their products. Some Volunteers also teach basic computer skills and help communities take advantage of technologies such as e-commerce, distance learning, and more.

If you choose Community Economic Dev., take three courses from one of the following areas:

- Business or Public Administration

- Entrepreneurial or
Global Business
Management
- Accounting, Banking or
Finance
- Computer Science and
related majors
- Graphic Design
- Mass Communications
- International Business

And build 50 hours of **related** field experience through an activity such as:

- Working with businesses, organizations, or cooperatives in accounting, finance, microfinance, management, project management, budgeting, or marketing
- Starting and running your own business or other entrepreneurial activity
- Training others in computer literacy, maintenance, and repair
- Website design or online marketing
- Founding or leading a community- or school-based organization

**Peace
Corps
Tip!**

Nearly two-thirds of Peace Corps Volunteers serve in Education or Health. Coursework and meaningful experience in one of these areas—especially teaching English as a second/foreign language—produce some of the strongest candidates.

2. Foreign language skills

Requirements vary by language

Working across cultures often entails verbal and nonverbal languages distinct from your own. Building foreign language skills is thus a second key component of the PC Prep curriculum.

Where would you like to serve? PC Prep minimum course requirements align with those needed by applicants to the Peace Corps itself, which vary by linguistic region.

- Latin America: Individuals wanting to serve in Spanish-speaking countries must apply with strong intermediate proficiency. This typically means completing **two intermediate level courses**.
- West Africa: Individuals wanting to serve in *French-speaking* African countries should be proficient in French (or, in some cases, any Romance Language), usually through **one intermediate-level course**.
- Everywhere else: The Peace Corps has **no explicit language requirements** for individuals applying to serve in most other countries. However, you will still likely learn and utilize another language during service, so it is only helpful to have taken at least one foreign language class.

Note: If you are a strong native speaker and want to serve in a country that speaks your same language, you can skip this requirement!

List of Recommended Language Courses

Spanish

SPA 101 Beginning Spanish I

SPA 102 Beginning Spanish II

SPA 103 Intermediate Spanish I

SPA 104 Intermediate Spanish II

SPA 205 Spanish Language and Style I

SPA 206 Spanish Language and Style II

SPA 207 Oral Expression in Spanish

French

FRN 101 Beginning French I
FRN 102 Beginning French II
FRN 103 Intermediate French I
FRN 104 Intermediate French II
FRN 207 French Oral Expression I

Arabic

ARB 111 Intensive Beginning Arabic I
ARB 112 Intensive Beginning Arabic II
ARB 211 Intensive Intermediate Arabic I
ARB 212 Intensive Intermediate Arabic II

Portuguese

POR 101 Beginning Portuguese I
POR 102 Beginning Portuguese II
POR 103 Intermediate Portuguese I
POR 104 Intermediate Portuguese II
POR 205 Portuguese Language and Style I

Chinese

CHN 101 Beginning Chinese I
CHN 102 Beginning Chinese II
CHN 103 Intermediate Chinese I
CHN 104 Intermediate Chinese II
CHN 205 Composition and Conversations

Note: Chinese also offers an intensive track CHN 111, 112, 113, 114, 215, 216.

Any student with prior knowledge who is not sure at what level to begin their language study should contact the Modern Language department (874-5911, hedderich@uri.edu).

3. Intercultural competence

3 approved courses

Engaging thoughtfully and fluidly across cultures begins with one's own self-awareness. With this learning objective, you will deepen your cultural agility through **a mix of three introspective courses** in which you learn about others while reflecting upon your own self in relation to others. The goal is for you to build your capacity to shift perspective and behavior around relevant cultural differences.

You'll take this core course:

- NRS 300 Introduction to Global Issues in Sustainable Development

And choose 2 additional electives from these below:

- AAF 399: Introduction to Multicultural Psychology
- AAF 336: Social Inequality
- AAF 410: Issues in African Development

- AAF 408: African Governments and Politics
- APG 200: Language and Culture
- APG 203: Cultural Anthropology
- APG 220: Introduction to the Study of Language
- APG 301: The Anthropology of Nutrition
- APG 320: Sociolinguistics
- APG/SOC 329: Contemporary Mexican Society
- APG 413: Peoples of the Sea
- APG/SOC 415: Migration in the Americas
- ARH 565: Seminar in Cultural Heritage
- AVS 132: Animal Agriculture, Food Policy, and Society
- AVS 390: Wildlife and Human Disease
- BUS 428: Multinational Finance
- BUS 429: Global Investment Management
- BUS 441: Leadership Skills Development
- BUS 448: International Dimensions of Business
- BUS 468: Global Marketing
- COM 322: Gender and Communication
- COM 361: Intercultural Communication
- COM 402: Leadership and Motivation
- COM 461: Managing Cultural Differences in Organizations
- COM 462: Communication and Global Society
- ECN 338: International Economics
- ECN 344: Political Economy of Global Finance
- ECN 363: Economic Growth and Development
- ECN 386: The Economics of Race, Gender, and Class
- ENG 160: Literatures of the World
- ENG 247: Introduction to Literature of the African Diaspora
- ENG 360: Africana Folk Life
- ENG 364: Contemporary African Literature
- GEO 305: Global Climate Change
- GWS 150: Introduction to Gender and Women's Studies
- GWS 305: Current Issues in Women's Studies
- GWS 310: Race, Class, and Sexuality in Women's Lives
- GWS 325: International Women's Issues
- GWS 386: The Economics of Race, Gender, and Class
- GWS 430: Women and Human Rights Policy
- HDF 203: Introduction to Work with Children
- HDF 357: Family and Community Health
- HDF 412: Historical, Multi-Ethnic, and Alternative Leadership
- HDF 414: Leadership for Activism and Social Change
- HDF 416: Personal and Organizational Leadership
- HDF 434: Children and Families in Poverty

- HPR XXX: Honors Programs courses (list updated each semester, many with global themes)
- NVP 200: Nonviolence and Peace Studies Colloquium
- NVP 500: Theory and Research on Nonviolence and Peace
- NVP 425: Peace Psychology
- PHL 210: Women and Moral Rights
- PHL 217: Social Philosophy
- PHL 346: Existential Problems in Human Life
- PHP 143: Sustainable Solutions for Global Health Problems
- PSC 116: Introduction to International Politics
- PSC 403: Global Ecopolitics
- PSC 410: Issues in African Development
- PSC 422: International Political Economy
- PSC 435: Theories of International Conflict
- PSC 431: International Relations
- PSY 103: Towards Self-Understanding
- PSY 384: Cognitive Psychology
- PSY 480: Psychology of Women
- SOC 100: General Sociology
- SOC 212: Families in Society
- SOC 240: Race and Ethnic Relations
- SOC 242: Sex and Gender
- SOC 336: Social Inequality
- SOC 413: Gender Inequality

Is there another course in the catalog that you feel meets this requirement? Please discuss it with your PC Prep Coordinator.

Peace Corps Tip!

Prolonged intercultural experiences—such as studying or volunteering abroad, supporting new immigrants or refugees acculturate to the United States, or volunteering in diverse schools— would also strengthen your Peace Corps candidacy significantly.

URI provides you with the opportunity to study in more than **200 affiliated study abroad programs in over 60 different countries** that include exchange opportunities with other universities in the USA and its territories. Short-term, semester and year-long programs provide you with a range of exciting options. And you can take classes in almost any area of study for your major, your minor or your general education electives, with offerings in English OR in a foreign language. URI also has over **30 faculty-led programs** during spring,

summer and the J-term , (January 2 week class), which provide opportunities to immerse yourself in a different culture and get credit towards your degree.

URI students have won prestigious external scholarships and fellowships to support their study abroad experiences. Deadlines are often a full year or more before your departure, so be sure to connect with the URI Office of National Fellowships, located in Lippitt Hall, early in your planning.

4. Professional and leadership development

Resume and interview support + Leadership experience

International development is a highly professional sector. It is difficult to break into and demands great initiative and leadership to advance professionally within the field. PC Prep requires **three specific activities** that will strengthen your candidacy for the Peace Corps (or any other professional endeavor):

1. Have your **resume** critiqued by someone in URI's *Center for Career and Experiential Education*. (<http://web.uri.edu/career/>)
2. Attend a workshop or class on **interview skills** at URI's *Center for Career and Experiential Education*. (<http://web.uri.edu/career/>)
3. Develop at least one significant **leadership experience** and be prepared to discuss it thoughtfully. For example, organizing a campus event, leading a work or volunteer project, or serving on the executive board of a student organization. URI's *Center for Student Leadership Development* provides guidance about opportunities. A Leadership Studies minor is also offered.

RELEASE OF INFORMATION FORM

With your approval, the University of Rhode Island Peace Corps Preparatory (PC Prep) program will release information on a regular basis to the Peace Corps, including details about the participants in this program and other relevant data that help the Peace Corps evaluate the effectiveness of PC Prep. These educational records are subject to the Family Educational Rights and Privacy Act (FERPA), a Federal law designed to protect the privacy of a student's educational records. This Act prohibits college officials from disclosing any records, including grade reports, academic standings, transcripts of records, or any other records, which contain information directly related to the student and from which the student can be individually identified without the student's consent. Consistent with FERPA guidelines, the University of Rhode Island will not release records related to your performance in the PC Prep program, other than those enumerated in this disclosure agreement.

I hereby permit University of Rhode Island to disclose personally identifiable information to Peace Corps regarding my participation in the Peace Corps Preparatory program for the purposes of evaluating PC Prep. This information will be limited to my name, date of admission to PC Prep, the coursework and other activities I pursued to satisfy PC Prep requirements, date of graduation, and whether I successfully completed the PC Prep upon graduation. If I do not ultimately enter the Peace Corps, the University of Rhode Island may report post-graduation career information to the extent that the University of Rhode Island has that information.

Student Name (printed) _____

Student Signature _____

Date _____

APPENDIX 2



Since 1961.

MEMORANDUM OF COOPERATION REGARDING THE PEACE CORPS PREP PROGRAM WITH THE UNIVERSITY OF RHODE ISLAND

This Memorandum of Cooperation (this "MOC") sets forth the understanding of the Peace Corps, an independent agency of the federal government, and The University of Rhode Island (the "Institution"), for the establishment of a Peace Corps Prep Program (the "Program"). The Program will serve to advance the goals of the Peace Corps: to help the people of interested countries in meeting their need for trained men and women; to help promote a better understanding of Americans on the part of the peoples served; and to help promote a better understanding of other peoples on the part of Americans. The Program will also advance the goals of the Institution: to provide an opportunity for students to combine academic course work with practical field experience and to enhance ongoing international activities at the University. The Program will contribute to more effective Volunteer service; improved benefits for host countries; and to the long-term professional and career development of participants.

I. THE PROGRAM

A. ESTABLISHMENT

The Program is intended to be a component of an undergraduate curriculum, consisting of experiential-based community service and selected courses, which will help prepare students for volunteer service in international development, potentially with the Peace Corps.

B. PARTICIPANTS

To be eligible for the Program, students must be in good academic standing at the time of application. If selected for participation, they must maintain such standing throughout their enrollment in the Institution. Students wishing to participate in the Program will submit their applications in accordance with the Institution's requirements. Students who decide to apply into the Peace Corps shall be encouraged to do so in a timely manner. The Institution will encourage a diverse pool of students to apply.

C. CURRICULUM

A proposed curriculum for the Program is attached as Appendix A. The Institution reserves the right to modify course offerings and requirements from time to time as it deems necessary to maintain a competitive and current program of study. The Institution agrees to notify the Peace Corps of substantive changes in programming or academic requirements at least three (3) months prior to the beginning of the academic year when such changes would be implemented.

II. IMPLEMENTING PROVISIONS

A. THE INSTITUTION'S AGREEMENT

In order for an Institution to undertake and implement such a program, using the name "Peace Corps Prep", the Institution agrees:

1. To have the students participate for a duration of two or more years, commencing no later than the beginning of the junior academic year.
2. To designate an Institution Coordinator within a department of the Institution to coordinate with the Peace Corps in the implementation of the Program.
3. To develop and implement an appropriate curriculum for the Program in consultation with the Peace Corps.
4. To submit to the Peace Corps, for its review and approval, brochures, press and other materials provided to students and the public describing the Program prior to public distribution.
5. To publicize the Program to students, the community, and the general public.
6. To recruit, screen, and select candidates to the Program.
7. To establish and maintain a Program web page that provides a direct link to the Peace Corps' web site. The Institution Coordinator will conduct a semi-annual review of the Institution's Peace Corps Prep Program web page to ensure that Program information is accurate and current. The Institution Coordinator will inform the Peace Corps Coordinator of the Program (the "PC Coordinator") of any needed changes.
8. To provide the Peace Corps with an annual report on the program.
9. To offer a curriculum with academic requirements that student participants will be expected to meet, and which corresponds to the guidelines set forth in Appendix A.
10. To comply with all applicable laws.

B. MUTUAL AGREEMENTS

1. The Peace Corps reserves and retains the right to establish the terms and conditions of Peace Corps Volunteer service consistent with its rules, regulations, policies, and practices under the Peace Corps Act and related authorities.
2. The Institution shall have sole responsibility for determining whether an applicant meets its requirements for admission to the school and whether a participant has completed the requirements for a degree.

The Institution assumes no liability or responsibility to claims arising out of accidents, bodily injury, illness, breach of contract, or any other damages or loss, resulting solely from any acts or omissions of Peace Corps undertaken under this MOC, whether with respect to persons or property of Peace Corps or third parties.

F. OTHER PROVISIONS

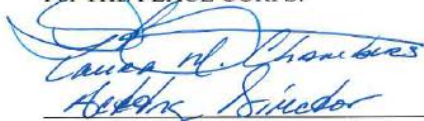
Each party to this MOC is a separate and independent organization. As such, each organization retains its own identity in fulfilling its obligations hereunder and each organization is responsible for establishing its own policies and financing its own activities. This MOC does not create any employment, partnership, agency, joint venture or other similar legal relationship between Peace Corps and the Institution, and neither Peace Corps nor the Institution has the authority to bind or act on behalf of the other. Unless otherwise indicated in writing, nothing in this MOC constitutes authority for, involvement in, or approval of, any fundraising activities for the Program engaged in by the Institution.

Under the Peace Corps Act, 22 U.S.C. § 2501, *et seq.*, the Peace Corps' name and logo are reserved exclusively to describe programs established pursuant to that Act. The use of the official seal, emblem or name of Peace Corps by the Institution shall be allowed only with the prior written permission of Peace Corps pursuant to collaborative efforts specified herein.

From time to time, the Institution, its employees or others associated with it may wish to express their respective views or take their own initiatives regarding the Program. Should the Institution or such individuals do so, third parties will be clearly advised that such views or initiatives are completely independent of, and not on behalf of, the Peace Corps or otherwise in the Peace Corps' name.

IN WITNESS WHEREOF, the parties have executed this Memorandum of Cooperation as of the date and year set forth below:

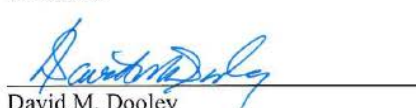
For THE PEACE CORPS:



Carrie Hessler-Radelet
Director

7/6/15
Date

For THE UNIVERSITY OF RHODE ISLAND:



David M. Dooley
President

7.23.15
Date

Notice of Change for CHANGE OF DEGREE TITLE
Date: 4/13/15

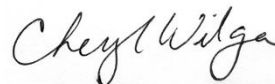
A. PROGRAM INFORMATION

1. Name of institution

University of Rhode Island

2. Name of department, division, school or college

Department: Biological Sciences
College: CELS



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

Initiation date: Spring 2016
First degree date: Spring 2016

4. Intended location of the program

n/a

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

When the Department of Biological Sciences moved from A&S to CELS in 2005, it maintained the A&S policy of not printing the name of the major on the diploma. Because other diplomas in CELS include the name of the major, we are requesting the following change of degree title:

FROM: Bachelor of Sciences with a major in Biological Sciences
TO: Bachelor of Science in Biological Sciences

6. Signature of the President

David M. Dooley

Notice of Change for CHANGE OF DEGREE TITLE
Date: 4/13/15

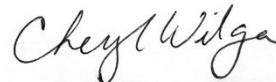
B. PROGRAM INFORMATION

1. Name of institution

University of Rhode Island

2. Name of department, division, school or college

Department: Biological Sciences
College: CELS



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

Initiation date: Spring 2016
First degree date: Spring 2016

4. Intended location of the program

n/a

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

When the Department of Biological Sciences moved from A&S to CELS in 2005, it maintained the A&S policy of not printing the name of the major on the diploma. Because other diplomas in CELS include the name of the major, we are requesting the following change of degree title:

FROM: Bachelor of Sciences with a major in Marine Biology
TO: Bachelor of Science in Marine Biology

6. Signature of the President

David M. Dooley