

**Notice of Change for Creation of a College of Education and Professional Studies**  
**Date: November 9, 2015**

**A. PROGRAM INFORMATION**

**1. Name of institution**

University of Rhode Island

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

Formation of the College of Education and Professional Studies with the  
School of Education and College of Continuing Education  
Closure of the Alan Shawn Feinstein College of Continuing Education

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

Implementation date: Fall 2016  
First degree date: December 2016

**4. Intended location of the program**

Kingston and Providence, RI

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

To capitalize on the strengths within each of four currently separate units, we propose that the URI School of Education (in Kingston), the URI College of Continuing Education (in Providence), Office of Special Programs, and the Center for Human Services (in Kingston and Providence) be grouped into a unit (see Appendix A for the full proposal) proposed as **the College of Education and Professional Studies (CEPS)**, a two-campus college (Kingston and Providence) guided by the following vision and mission:

**VISION:** The URI College of Education and Professional Studies (CEPS) will be a flexible, accessible, scholarly, and experiential learning environment for students across the lifespan that will prepare teachers, adult learners, and professionals to be leaders in their careers and communities.

**MISSION:** To advance and support learning for the continuous development and empowerment of all children, youth, and adults.

The proposed structure of CEPS (see Appendix B) will integrate efforts across two schools (the School of Education and the School of Professional and Continuing Studies), and an Office of Strategic Initiatives. To create a centralized and pervasive support system, the College will be overseen by a Dean, an Associate Dean, an Assistant Dean, and supported by a Shared Services

Office. Together, these will provide collaborative synergy toward the mission of CEPS. Each entity's primary function within CEPS is summarized below.

**School of Education (SOE)** will continue to be responsible for preparing future professionals to be exemplary practitioners and scholars. SOE will continue to work as the integrative unit (as recommended by URI Faculty Senate) responsible for developing, administering, evaluating and revising all professional PK-12 teacher education programs within the University, regardless of where they are based on campus (i.e., School Psychology, School Library/Media Specialist, and Music Education programs are housed in the College of Arts and Sciences, while Health and Physical Education, Early Childhood Education<sup>1</sup>, and Speech/Language Pathology are housed in the College of Health Sciences). SOE will continue to offer initial certification at both the undergraduate and graduate levels through programs nationally recognized by their Specialized Program Associations and NCATE/CAEP (National Council for Accreditation of Teachers/Council for the Accreditation of Educator Preparation).

Located in the Feinstein Providence Campus, the **School of Professional and Continuing Studies (SPCS)** will provide adult and non-traditional students with a world-class education in a convenient, adult-focused environment. Students select from a variety of programs including the Bachelor of Interdisciplinary Studies (BIS) and undergraduate degree offerings in Communication Studies, English, Film Studies, History, Human Development and Family Studies, and Psychology. The BIS program will continue its focus in the areas of business, health, and communication, while also increasing opportunities for students to obtain an interdisciplinary academic major by expanding/aligning degrees more closely with local, state, and national goals for development in a knowledge and service based economy. Through integrated academic and support services, SPCS will provide students with a high-quality holistic experience that will increase their opportunity for retention and completion. SPCS students will have access to flexible course schedules, academic advising, tutoring, library services, writing assistance, financial aid, career advising, and even opportunities for childcare in the child development center located right on campus with scholarships available for children of students. These unique opportunities will enable SPCS to increase enrollment in degree and non-degree programs. SPCS will be the primary entry point and academic destination of choice for adults and non-traditional students in the state and surrounding region who are seeking flexible programs that fit their busy lives, offering a seamless academic experience that combines accessible course schedules with integrated support services all available in one convenient urban location. Through increased partnerships, SPCS will help develop students' opportunity to engage in urban-focused studies, internships, and research.

The **Office of Strategic Initiatives** will expand the current work of the Office of Special Programs and the Center for Human Services by providing a coordination of effort and growth for URI educational partnerships through our undergraduate and graduate programs and professional development certificate programs that enhance outreach and educational relationships at the university and state levels. The Office of Special Programs offers a wide

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<sup>1</sup> Early Childhood Education is a shared program between Human Development and Family Studies and the School of Education.

variety of certificate programs, credit programs, and non-credit seminars and institutes that provide essential skills and knowledge needed for participants to feel more confident in their professions and advance career opportunities. The Center for Human Services is a professional development, evaluation and outreach center based within the College of Human Science and Services. The Center provides innovative, comprehensive and current workforce solutions and evaluation services to a diverse clientele including business, human service and educational institutions. The current successful efforts of both of these offices will bring to bear a more comprehensive and targeted opportunity to provide managerial and student/customer support for integrated educational programs, research, services, outreach, and entrepreneurial activities.

**A Shared Services Office** will include college-wide services such as marketing, experiential learning, fundraising and development, and finance (i.e., budgets, payroll, contracts, and purchasing), while maintaining information technology, library services, student services, and support staff with the same reporting structures that currently exist in CCE and SOE (although SOE will need a dedicated IT person). A college-wide alignment of finance services will allow for greater communication and collaboration and more centralized information processing and decision-making. To better promote CEPS's mission and vision to the internal and external communities, a marketing manager will be hired to improve marketing, communication, and social media presence across all individual entities. A development officer dedicated to CEPS will focus on fundraising and other alumni related events.

By merging the College of Continuing Education with the School of Education, Special Programs, and the Center for Human Services, with a commitment to collaborative effort, necessary resources, and meaningful function and structure to support current and future initiatives, the University of Rhode Island can create a unique College of Education and Professional Studies to provide many advantages to our students, faculty, staff, community, and state. As a result of these strategic efforts and new opportunities, the College of Education and Professional Studies will be an engine for innovation and economic growth in Rhode Island and beyond. Appendices C and D demonstrate faculty and staff support, respectively.

**6. Signature of the President**

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David M. Dooley

## Appendix A

Proposal for the College of Education and Professional Studies

# Proposal for the College of Education and Professional Studies

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Proposal of the Phase II  
College of Education and Professional Studies  
Planning Committee  
October 2015

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## *College of Education and Professional Studies*

### Committee Members

David Byrd, School of Education

Lori Ciccomascolo, Chair, College of Continuing Education and  
College of Human Science and Services

Julie Coiro, School of Education

Theresa Deeney, School of Education

Christine Dolan, Special Programs

Benjamin Hagen, College of Continuing Education

Deborah Mathews, Center for Human Services

Kathy Peno, School of Education

Kathryn Quina, College of Continuing Education

Tammy Vargas Warner, College of Continuing Education

# Proposal for the College of Education and Professional Studies

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## Preamble

The discussion to merge the College of Continuing Education and the School of Education (SOE) began over a year ago. After gaining endorsement of the initial vision for a new college from CCE and SOE faculty and staff, the Phase II Planning Committee began its work to review reports of nation-wide trends in teacher education and adult education and to create a proposed mission, vision, goals (Appendix D) and structure for a two-campus college (Appendix B). The committee created its first report in August 2015 that was intentionally more of a global report as the objective was not to be prescriptive; rather, the committee wanted to present a general concept of a new college that would be informed by thoughts and ideas from faculty and staff. To that end, after the release of the first report, and after meeting separately with each entity, we held a CCE-SOE forum on September 1, 2015 where the committee gleaned new perspectives and ideas through small and large group discussions.

Moving forward, the committee's goal was to listen to faculty and staff in meetings to identify, understand, and manage their thoughts and concerns in thinking about a fresh perspective for a new college. Some of the recurring themes at these meetings included the need for a more specific rationale, current and future resources, CCE and SOE related data, and more specific examples of current and potential CCE and SOE synergies and partnerships. The committee also heard the need for open and direct communication in a two-campus college as well as the importance of a student-centered focus that meets the needs of both traditional and non-traditional students. In the following report, the committee has evidenced how the faculty and staff's feedback was implemented. For example, the report includes more specifics on synergies and partnerships, CCE and SOE data, and the reiteration of a college-wide Shared Services Office.

The committee recognizes that this revised report proposal will not answer every question about a potential merger and should be viewed as a 'work in progress.' It is important to note that if the CCE and SOE faculty and staff respond in the affirmative for a new college, it will not mean the end of the discussion. A Phase III Implementation Committee, with equal representation from CCE and SOE, will be formed and faculty and staff led task forces will be created to address student needs, shared services, curriculum and programs, marketing and communication, etc. Students, faculty, staff, and administrators will "roll up their sleeves" and become fully engaged in managing and implementing changes that a new college will signal.

# Proposal for the College of Education and Professional Studies

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## **Introduction and Rationale**

Rapid changes associated with the new knowledge economy are both exciting and challenging. The planning committee for the proposed College of Education and Professional Studies (CEPS) has drafted a plan (see Appendix A) for varied opportunities for education to transition effectively to meet future demands and trends, with a focus on equity and social justice, academic excellence, active lifelong learning, flexibility, and financial sustainability.

Within the existent School of Education (SOE), the College of Continuing Education (CCE), Office of Special Programs (SP), and the Center for Human Services (CHS), we have award-winning scholars, teachers, and staff, motivated and engaged traditional nontraditional students, and innovative entrepreneurial programs and partnerships. However, our current situation as four separate entities does not allow us to harness the power of a collective unit to meet the education and professional needs of ALL our constituents, including Rhode Island residents and the more extended populations our innovative programs can reach.

We need focused and synergistic efforts across our Kingston and Providence campuses aimed directly at preparing teachers, adult learners, and professionals to be leaders in their careers and communities. The opportunity to merge the existing components and areas of expertise already in place at our University across the two campuses and coordinate our efforts under a potential College of Education and Professional Studies (CEPS) will enable us to create a thriving college that will provide greater benefits to our students, faculty, local community, and state. This collaborative college can offer our learners access to innovative, customized, developmentally appropriate, and flexible opportunities through which they gain both interdisciplinary knowledge and practical experience in real community settings. Merging efforts in Providence and Kingston will also provide explicit mechanisms and personnel dedicated to directly support the planning, marketing, design, and implementation of innovative credit bearing and/or entrepreneurial initiatives that celebrate lifelong learning, and encourage academic scholarship in ways that directly impact school and diverse community needs.

Integrating teacher education (School of Education) with continuous and varied opportunities for adult learning and continuing education (including the academic portion of the College of Continuing Education, Special Programs, and the Center for Human Services) would position the University well with regard to the education of teachers and continuing education of a broad population of adults, areas with potential to greatly impact RI's economic development.

As a result, the proposed College of Education and Professional Studies can develop into a major force for garnering new resources for the University of Rhode Island while providing scholarly and experiential learning opportunities for the array of diverse students served by our programs (e.g., traditional-aged learners, non-traditional aged adult learners, and learners who seek continuing workforce development and professional education).

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### **Proposal for The College of Education and Professional Studies (CEPS)**

To capitalize on the strengths within each of four currently separate units, we propose that the URI School of Education (in Kingston), the URI College of Continuing Education (in Providence), Office of Special Programs, and the Center for Human Services (in Kingston and Providence) be grouped into a unit proposed as the College of Education and Professional Studies (CEPS), a two-campus college (Kingston and Providence) guided by the following vision and mission:

#### **CEPS VISION**

The URI College of Education and Professional Studies (CEPS) will be a flexible, accessible, scholarly, and experiential learning environment for students across the lifespan that will prepare teachers, adult learners, and professionals to be leaders in their careers and communities.

#### **CEPS MISSION**

To advance and support learning for the continuous development and empowerment of all children, youth, and adults.

The proposed (draft) structure of CEPS (please see Appendix B) will integrate efforts across two schools (the School of Education and the School of Professional and Continuing Studies), and an Office of Strategic Initiatives. To create a centralized and pervasive support system, the College will be overseen by a Dean, an Associate Dean, an Assistant Dean, and supported by an Office of Shared Services. Together, these will provide collaborative synergy toward the mission of CEPS.

In the sections below, we first summarize each entity's primary function within CEPS. Then we outline the goals and strategies designed to address our collection vision. Finally, we offer examples of existing partnerships and future synergies between each of the three overlapping entities to highlight the benefits and opportunities of creating one college across two campuses. (See Appendix C for faculty, student and program data.)

#### **School of Education (SOE)**

The School of Education will continue to be responsible for preparing future professionals to be exemplary practitioners and scholars. To achieve this mission, faculty will seek to generate, use, and disseminate knowledge about teaching, learning, and human development and strive to establish and maintain partnerships for the purpose of addressing and resolving critical educational problems that impede and impact the learning of children and youth.

The School of Education will work as an integrative unit (as recommended by URI Faculty Senate) responsible for developing, administering, evaluating and revising all professional PK-12 education programs within the University, regardless of where they are based on campus (i.e. School Psychology, School Library/Media Specialist, and Music Education Programs are housed outside the College of Human Sciences and Services, while Health and Physical



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Education, Early Childhood Education<sup>1</sup>, and Speech/Language Pathology exist in separate departments within the College of HSS). The School of Education will offer initial certification at both the undergraduate and graduate levels through programs nationally recognized by their Specialized Program Associations (SPA) and by NCATE/CAEP (National Council for Accreditation of Teachers/Council for the Accreditation of Educator Preparation).

At the undergraduate level, students can pursue degrees in early childhood, elementary, and secondary education (English/Language Arts, Mathematics, Science, Social Studies/History, and Foreign Language), and music or physical/health education, as well as an extended certification for middle level education or English as a Second Language. At the graduate level, students can pursue initial certification in the above areas through a Master of Arts with Teacher Certification program (MA/TCP). Graduate students can also enter programs that lead to certification in school library media, speech/language pathology, or and school psychology (MS/MA/PhD), pursue a Master of Arts in adult, elementary, or secondary education, gain graduate certificates in Digital Literacy or Adult Education, or pursue a PhD in Education through the School of Education's Joint URI/RIC Ph.D. in Education program. Graduate students with initial certification can also enter programs for advanced certification in reading, or initial certification in special education.

SOE faculty will continue regular conversations to blend our individualized research, teaching, and scholarship efforts with collaborative initiatives directed toward four overlapping areas of collective expertise, including 1) innovation in education, 2) learning and teaching across the lifespan, 3) social justice, and 4) assessment, evaluation, and educational policy. Recent efforts around the social justice strand focused on increasing cultural competence among URI students and faculty, for example, has resulted in the development of Grand Challenge course proposals on topics including Education for Citizenship and Education and Social Justice. Cross-departmental collaborations will continue to grow as SOE faculty work with faculty in other URI departments such as History, Science, Math, and Writing, to create courses that integrate high quality content with effective pedagogies to meet the changing needs of today's learners.

### **The School of Professional and Continuing Studies (SPCS)**

Located in the Feinstein Providence Campus, the School of Professional and Continuing Studies (SPCS) will provide adult and non-traditional students with a world-class education in a convenient, adult-focused environment. Students can select from a variety of programs including the Bachelor of Interdisciplinary studies (BIS) and undergraduate degree offerings in Human Development, Psychology, Communication Studies, English, Film Studies, and History. The BIS program will continue its focus in the areas of business, health, and communication, while also increasing opportunities for students to obtain an interdisciplinary academic major by expanding/aligning degrees more closely with local, state, and national goals for development in a knowledge and service based economy.

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<sup>1</sup> Early Childhood Education is a shared program between Human Development and Family Studies and the School of Education.

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Through integrated academic and support services SPCS will provide students with a high-quality holistic experience that will increase their opportunity for retention and completion. SPCS students will have access to flexible course schedules, academic advising, tutoring, library services, writing assistance, financial aid, career advising, and even opportunities for childcare in the child development center located right on campus with scholarships available for children of students. These unique opportunities will enable SPCS to increase enrollment in degree and non-degree programs.

SPCS will be the primary entry point and academic destination of choice for adults and non-traditional students in the state and surrounding region who are seeking flexible programs that fit their busy lives, offering a seamless academic experience that combines accessible course schedules with integrated support services all available in one convenient urban location. In addition, through increased partnerships, SPCS will help develop students' opportunity to engage in urban-focused studies, internships and research.

### **The Office of Strategic Initiatives (OSI)**

The Office of Strategic Initiatives will expand the current work of the Office of Special Programs and the Center for Human Services by providing a coordination of effort and growth for URI educational partnerships through our undergraduate and graduate programs and professional development certificate programs. The Office of Special Programs offers a wide variety of certificate programs, credit programs, and non-credit seminars and institutes that provide essential skills and knowledge needed for participants to feel more confident in their professions and advance career opportunities. Programs include a certificate in digital literacy, a graduate certificate and an online master's degree in cybersecurity as well as credit programs in biotechnology and cytotechnology. The Center for Human Services is a professional development, evaluation and outreach center based within the College of Human Science and Services. The Center provides innovative, comprehensive and current workforce solutions and evaluation services to a diverse clientele including business, human service and educational institutions. Some current projects include the Providence Public Library, Neighborhood Health Plan of RI, National Science Foundation, RI Department of Labor and Training Real Jobs RI program and the RI Department of Human Services. The current successful efforts of both of these offices will bring to bear a more comprehensive and targeted opportunity to provide managerial and student/customer support for integrated educational programs, research, services, outreach, and entrepreneurial activities. As part of CEPS, this office will coordinate its efforts both within the new college structure and throughout URI to help increase inter-department, inter-collegiate synergies that may not currently exist. The proposed new college will be well poised to increase its outreach and educational relationships since the efforts of this office are focused on providing a responsive and streamlined path to meet the immediate and current needs of all Rhode constituencies. These efforts will help to generate revenue, provide pathways to increase our enrollments and support the focus of the new college vision in its commitment to equity, academic excellence, active lifelong learning, flexibility and financial stability.

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### **Shared Services**

The initial proposal called for a Shared Services Office which would serve as an entity that would centralize enrollment management, experiential learning, student services, technology, the Library, finance (i.e., budgets, purchasing, etc.), and marketing for both the SPCS and the SOE. However, after considering feedback from faculty and staff that the practical reality of a two-campus model of Shared Services would not be feasible, the committee proposed a different model for a Shared Services Office. As a result, the concept of a Shared Services Office would include college-wide services such as marketing, experiential learning, fundraising and development, and finance (i.e., budgets, payroll, contracts, and purchasing) but will keep Information Technology, Library services, Student Services, and support staff with the same reporting structures that currently exist in CCE and SOE (although SOE will need a dedicated IT person). Discussions with the appropriate staff will be held in the near future to address Enrollment Services and Admissions processes from a college-wide perspective. In addition, a college-wide alignment of finance services will allow for greater communication and collaboration and more centralized information processing and decision-making. Further, in order to better promote CEP's mission and vision to the internal and external communities, a marketing manager will be hired in the next few months to improve marketing, communication, and social media presence across all individual entities. In addition, the committee will request a development officer who is dedicated to CEPS to focus on fundraising and other alumni related events. Finally, it will be necessary for CEPS to benefit from an Experiential Learning coordinator to recruit experiential learning sites/internships and to maintain communication with the contacts at the internship sites.

The current Student Services model in CCE will remain, with encouragement to enhance connections between career and related services in Providence and Kingston and state-wide employment opportunities. A bridged college-wide Student Services approach provides greater access and better interface with the types of information and assistance students need. Providing a depth of information in the physical location of the Feinstein Providence campus will vastly improve the ability of non-traditional and adult students to navigate the college environment.

In this time of intense competition for students, both nontraditional and traditional, comprehensive support and user-friendly access are crucial to program success. A shared approach to fulfilling students' needs would enhance our ability to deliver a comprehensive support system to more seamlessly meet the complex needs of our students. More effective data collection and analysis will improve efficiency of recruitment and permit ongoing evaluations of operational strategies. Proactive, engaged interactions with students will improve student retention and have a positive impact on growing enrollments. Effective advising and student supports across all programs, from entry to completion, will reduce the time and cost of a degree and help produce more successful graduates.

### **The Results of Synergy: Benefits and Opportunities of Creating One College Across Two Campuses**

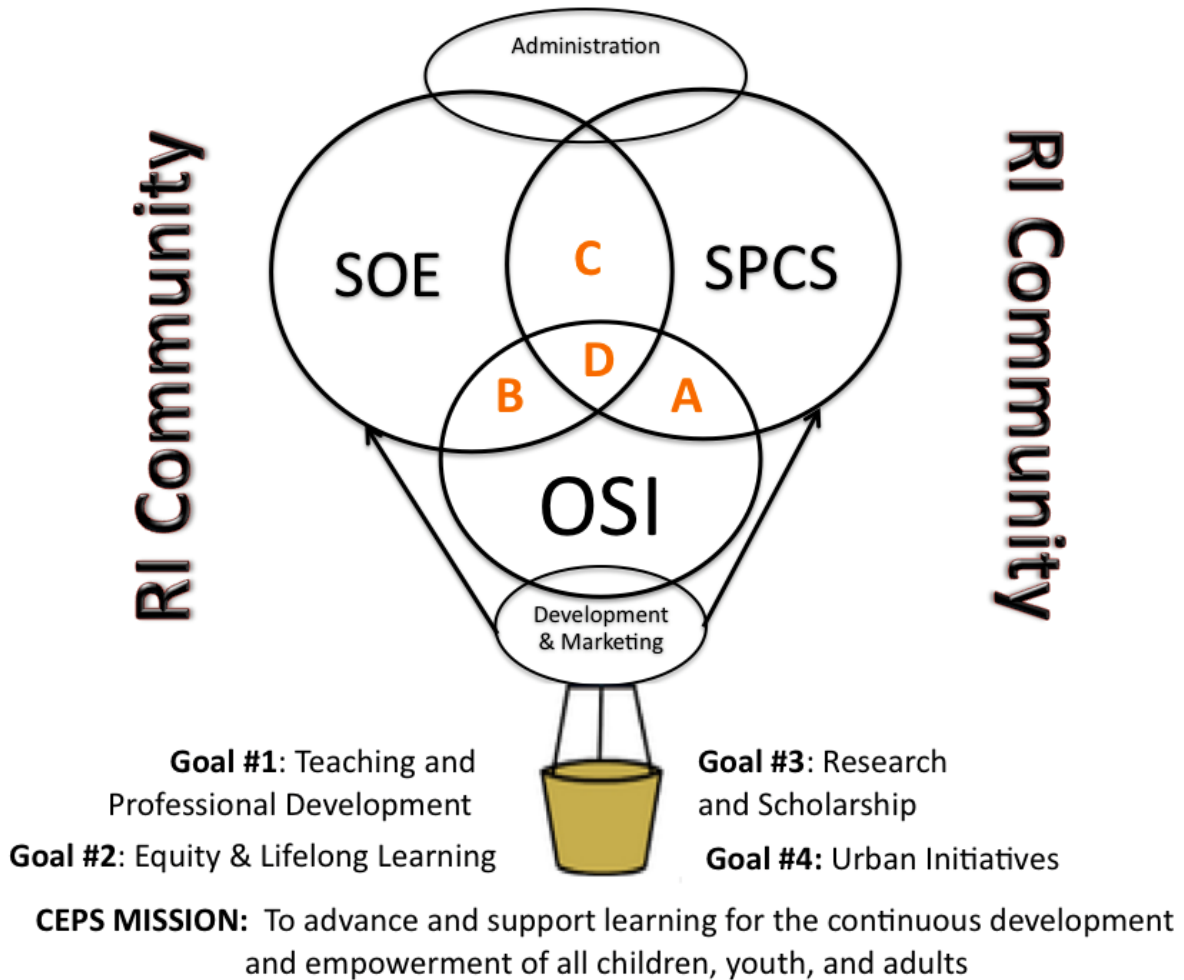
As separate entities, CCE and SOE each have proven track records of engaging collaboratively to meet market demands and community needs with innovative ideas that grow into productive programs. The opportunity to merge and coordinate our efforts under one college will enable us to place a direct spotlight on our priorities and more efficiently design and implement strategies to accomplish our mission. Moreover, the Office of Strategic Initiatives will help systematically collect feedback from stakeholders in order to strategically reassess our offerings and ensure that programs are innovative and responsive to current needs and trends.

As a result of the merger, the College's programs, faculty, and staff will collaboratively serve traditional-aged learners, non-traditional and adult learners, and learners who seek continuing workforce development and professional education. These students may include students in teacher and adult education, graduate students, Finish What You Started students, transfer students (particularly Community College of Rhode Island students), student veterans, individuals who seek a career change or career advancement, and individuals from schools, businesses and corporations who seek professional development through credit or non-credit experiences.

Figure 1 proposes a conceptual representation of how the three entities will continue to strengthen their individual efforts while also focusing on strategic ways to partner with each other to address our mission (as represented by the overlapping sections labeled A, B, C, and D and described in the sections below). To develop our collective vision, individuals working in the CCE and SOE met several times to discuss models of existing partnerships and a vision for future synergies, and we plan to continue to advance these ideas in the next phase of the merger process. The Office of Strategic Initiatives (OSI) will enable SOE and SPCS to more closely partner with each other while also expanding our educational initiatives beyond the Kingston and Providence campuses to work with individuals in the greater Rhode Island community and beyond. OSI will continue to provide quality customer support to help maintain the success of these unique initiatives. The Center for Human Services, as part of OSI, will provide organizational consultation, evaluation, program development and professional development services to a diverse clientele including business, governmental agencies and educational institutions. A proposed development officer and marketing manager will help customize supports within and across the three separate entities. Pictured at the base of the figure are the four goals and mission that will underlie all of our efforts.

In the next section, we provide just a few examples of existing and future collaborative synergies that correspond to the overlapping efforts represented in sections A, B, C, and D of Figure 1.

### **Figure 1. Conceptual Vision of Synergies and Partnerships Within The College of Education and Professional Studies (CEPS)**



### Synergies: Existing and Future

#### A. Between SOE and Academic Aspect of CCE (future SPCS)

CEPS will work diligently to actively build, participate in, and celebrate partnerships across the Kingston and Providence campuses that enhance teaching, research, and scholarship while supporting the needs and interests of our diverse student population. Together, URI students (graduate and undergraduate) and an array of outstanding URI faculty with proven track records of success, will partner in focused research-based efforts to address and impact school and community needs. In addition, students at both campuses will benefit from a dedicated team of individuals who provide support and career services to build skills and confidence for a successful university experience.

#### Existing Synergies Between SOE and CCE (future SPCS)

- **Urban Initiative and Research:** Each year, CCE receives a special legislative grant for the Urban Initiative, which has allowed CCE to fund curriculum development, research

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programs, public forums, guest lecturers, and arts and culture events, all with policy, social justice, and economic/ workforce development at the forefront. The urgent issues of education in urban settings fits well within the purview of this funding and future programs can focus more clearly on educational policies and practices to benefit urban centers of Rhode Island.

### Future Synergies Between SOE and SPCS

- **Supporting Non-Traditional Students In Teacher Education Programs.** The College of Continuing Education is forging a partnership with the Community College of Rhode Island's (CCRI) Liston (Providence) campus for their students to complete their bachelor's degree in the BIS program and will work with the SOE to support students in becoming teacher educators who will potentially teach in Providence where there is currently a shortage of teachers, especially those from diverse backgrounds or those who speak a language other than English. In addition, the BIS and Finish What You Started programs will be able to incorporate more elective courses from the education program into Human Studies and other Bachelor of Interdisciplinary Studies majors offered at the Providence campus.
- **Research Apprenticeships for Doctoral Students.** Future program initiatives can tap into the expertise of Support Services personnel working at CCE to provide experiential learning opportunities for doctoral candidates who may shadow, intern, engage in service learning projects, and even collect data as part of elective coursework in specialization strands related to equity and social justice or student support services. This unique collaboration would provide flexible opportunities for our candidates to work with diverse adults in urban communities outside traditional K-12 settings and, therefore, enrich their learning in how to create and support positive change in diverse educational settings.

### B. Between CCE and Special Programs

#### Existing:

- **The Providence Biotechnology Center**, an existing joint venture between CCE and the College of the Environment and Life Sciences (CELS), offers undergraduate, graduate, K-12, and industry-training programs that can serve as a model for additional programs at CEPS that can be responsive to current needs and trends. Elements of this joint venture include the following:
  - **Response To Societal Trend:** The Biotechnology Program responds to the call for more experts in health care and related biomedical fields, two of the fastest growing industries in the country.
  - **Academic Offerings:** Faculty in the CELS program work with CCE staff to provide students with several academic options (e.g., Biotechnology Manufacturing Certificate Program) that can culminate in industry-based employment as well as a B.S. degree in Medical Laboratory Science with a specialty in Biotechnology. The program is offered on a full and part-time basis to accommodate the working professional and also involves a clinical internship, in which students work closely with researchers in Biotechnology companies and organizations. Another program



offered is the M.S. degree in Medical Laboratory Science, with specializations in Biotechnology, Cytopathology (accredited with clinical internships), Medical Laboratory Specialties, and Public Health Laboratory Sciences. Several adult education electives in this program are developed and offered by the faculty in the School of Education, leading to a Certificate in Adult Education.

- **K-12 Offerings:** BioTech Program Faculty have also developed good relationships with the science departments in at least 13 Rhode Island high schools to help recruit new Providence BioTech students each fall. Moreover, several graduates from the program are high school science teachers who integrate effective science practices back into the Rhode Island science curriculum. Funding from additional sources helps to provide training and high-end research equipment to teachers in these ventures, and has helped establish seven sustainable Biosciences Academies in high schools in under-resourced Rhode Island communities.
- **Industry Training Programs:** The Biotechnology Professional Development and Advancement Program (BPDA) extends work beyond higher education and K-12 offerings to provide professional development for biomanufacturing industries in New England, and the RI BioScience Leaders group engages over 25 Rhode Island companies who meet regularly at the Providence campus to exchange ideas.

### Future Synergies Between SPCS and OSI

- **Additional Collaborative Initiatives.** Joint ventures between SPCS and OSI like the Providence Biotechnology Center will be designed with elements that serve URI students, K-12 teachers, and/or industry-training programs to increase enrollment while positively impacting URI and the larger Rhode Island community.
- **TALENT Project:** In this pilot project, a team comprised of the Center for Human Services, Special Programs, and two outside consultants, are developing partnerships with Rhode Island businesses. They utilize a concierge, customer centric focus in their engagement with internal and external partners and work closely with the URI Business Engagement Center to help provide resources to meet client needs.
- **Increase in Blended and Online Courses:** As the continuing and professional education landscape evolves, the ability to serve students with complex work and life schedules becomes a great source of opportunity. Collaborative efforts within the SPCS and OSI will focus on ways to increase our capacity to serve potential new students by implementing more blended, on-site, and online course offerings in its adult programs.

### C. Synergies Between SOE and OSI

URI's impact on RI through its schools and economy provides us with numerous possibilities to engage more deeply in partnership collaborations. OSI could support and manage a much greater capacity for this relationship building than the individual faculty member can. The efficiency of having a one-place point of contact serves our off-campus partnerships well and provides a direct connection for adult students engaged in this type of educational opportunity. In addition, OSI could help SOE faculty envision and implement credit and non-credit bearing learning opportunities outside traditional structures, such as those that combine summer institute models,

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online programming, and efforts to collaborate with individuals, businesses, and/or organizations outside the walls of URI. CEPS will provide a more direct and strategic pathway to developing, marketing, and sustaining these exciting educational partnerships.

### **Existing Synergies Between SOE and Special Programs (future OSI)**

- **Embedded Educational Training:** The School of Education has partnered with the Providence Public School District (PPSD) to offer an embedded MA in Reading Education program to Providence teachers, providing an after school literacy program serving students who struggle, and increasing teachers' expertise in reading assessment and instruction. Graduates of the Providence MA/Reading program now have key positions in PPSD administration focused on reading curriculum and instruction. This model can be expanded to provide embedded training in an urban setting for students enrolled for undergraduate and other MA degree programs.
- **Urban, School-Based Partnerships:** The School of Education has partnered with the Providence School District to engage in the collaboration of an embedded principal preparation program that specifically aligned to the district's vision of higher achievement for all students. Sixty-one graduates of this program are either in key leadership administrative roles within Providence or teacher leaders within their schools.
- **Specialized Certificate Programs:** In a collaborative partnership between the SOE and Special Programs, a single week-long Summer Institute in Digital Literacy, first offered in 2013 to 50 participants at the URI Feinstein Providence Campus, has grown and evolved into a fully approved Graduate Certificate in Digital Literacy consisting of two Summer Institutes and two fully online courses that run during the fall/spring semesters. In July 2015, 160 participants from the United States and 8 countries attended the Summer Institute; 34 students enrolled for graduate credit (drawing in students from URI's undergraduate, Master's, and PhD programs as well as students outside the state and country); and the first cohort of nine students completed the four-course graduate certificate. Two students have continued on at URI to pursue their Master's Degree in Education, and one of these students is pondering the possibility of enrolling in the PhD in Education program to deepen her expertise in digital literacy.
- **Collaboration on Externally Funded Educational Grant Projects:** The NSF Computing (STEM +C) Project includes SOE faculty and Evaluators from the Center for Human Services. This partnership, which also includes Computer Science and the Graduate School of Oceanography, is designed to build the teaching and computing capacity in STEM disciplines in middle and high school.

### **Future Synergies between SOE and OSI**

- **Additional Specialized Certificate Programs.** Certificate programs like the Graduate Certificate in Digital Literacy that combine alternative formats of face-to-face and online components can be offered in additional areas (e.g., Adult Education, TESOL Education, Special Education) to increase enrollment in graduate programs while positively impacting URI and the larger Rhode Island community.



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- **Multi-Disciplinary Coursework:** SOE faculty can partner with faculty in other URI departments (Math, Science, History, and Writing) to expand offerings that capitalize on the collective expertise of faculty in both content and effective pedagogical practices to meet the diverse needs of URI students. OSI would work with RI school districts to collect data and provide feedback to inform course content for URI students as well as professional learning opportunities for classroom teachers.
- **Collaboration on Grants and Contracts:** The Center for Human Services has expertise in evaluation, grant writing, training and assessment. These services will be used in partnership with SOE on future grants and contracts.

### D. Among SOE, SPCS, and OSI

OSI will increase opportunities for SOE and SPCS to partner with each other as well as with public and private schools, local businesses, communities, and the Community College of Rhode Island to determine specific market and district needs that will benefit our partners and our students. The College will link with public schools and other educational, business and community entities to strengthen the family-child-school triad. It will also develop interdisciplinary programs and certifications for adult learners who need to build and upgrade skills to enhance and change careers throughout their professional lives.

### Existing Synergies

- **Amgen Biotech Experience (RI)** is an internationally acclaimed program that provides training for teachers to incorporate a biotechnology module into their curriculum, utilizing free, mobile, and sophisticated lab equipment. Its innovative program provides teachers professional development, teaching materials, research-grade equipment and supplies to middle and high schools. SOE's science pre-service teachers have engaged in this experience in order to expand their knowledge while engaging with 50 ABE educators who teach in twenty RI schools, four MA schools and one CT school.

### Future Synergies

- **Step Up Initiatives:** Responding to the needs of non-traditional students not yet confident enough to begin formal coursework in the BIS program in Providence, free two-day modules focusing on study skills and customized support services could be held at the Providence Library, for example, to attract individuals who may not have considered college to be an option or who may need additional strategies before enrolling in offline or online coursework. SOE faculty and CCE instructors/support services personnel would collaboratively teach these short modules and OSI would organize the community connection. Once students experience success, interested learners would be offered additional support services to help them transition into the Learning Enhancement for Adults Program (LEAP), the BIS program and/or other degree granting programs housed at the Kingston campus.
- **Interdisciplinary Programs.** Building on the success of existing programs in Special Programs and partnerships created by the Center for Human Services, proactively creating

## Proposal for the College of Education and Professional Studies

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new programs with the input of business and community partners will create more opportunity for interdisciplinary degree programs or certificates with other colleges. Further, research and scholarship in education, particularly that in which undergraduate and graduate students engage in scholarly endeavors, will enhance our coordinated efforts, while setting URI apart from its peer institutions. Creating this new synergy will strengthen education fields at URI through, but not limited to, an increase in partnerships, growth in enrollment, enhancement of faculty and student scholarship, and increased revenue.

### **Conclusion**

By merging the College of Continuing Education with the School of Education, Special Programs, and the Center for Human Services, with a commitment to collaborative effort, necessary resources, and meaningful function and structure to support current and future initiatives, the University of Rhode Island can create a unique College of Education and Professional Studies to provide many advantages to our students, faculty, staff, community, and state. As a result of these strategic efforts and new opportunities, the College of Education and Professional Studies will be an engine for innovation and economic growth in Rhode Island and beyond.

## Appendix A

### Phase I HSS SOE/CCE Merger Committee

#### Committee Charge

The College of Human Science and Services and College of Continuing Education Phase I Merger Committee was formed in May 2014 and charged with developing a new organizational entity that has a shared and innovative vision and mission. More specifically, the committee was asked to propose an entity to “strengthen and bring greater visibility and interconnectedness to the University’s future endeavors in all areas of, but not limited to, teacher education, continuing education, and online learning.”

To that end, the HSS/CCE Committee was charged with carefully considering and articulating prospects relative to three topics including 1) Describe a new identity and shared vision for a new organizational entity; 2) Determine synergies and vital endeavors in several areas of education; and 3) Consider resources and structures.

#### 1) A new identity and shared vision for a new organizational entity

- Identify the opportunities in blending existing organizational cultures and on which the newly merged entity will respond and focus
- What initiatives will be importance to its vitality that will respond to emerging trends?
- Which populations will be served and how will they best be served in a new synergistic approach?
- Consider the vital future role of emerging systems and technological impacts and how the University might leverage these opportunities to best serve its vision for education and continuing education
- Determine how data will be used to keep pace with providing services and programs that meet evolving needs

#### 2) Determine synergies and vital endeavors in:

- Teacher preparation
- Adult education
- Workforce/professional development
- Urban education
- Online education
- Interdisciplinary education

TESOL – training with adults given the relatively high proportion of ESOL students in Providence

#### 3) Consider resources and structures

- Depict a synergistic and integrated organizational and management structure
- Determine a new mission and vision of a new organization and maximize mutual goals and outcomes

## Proposal for the College of Education and Professional Studies

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- Determine how revenue generation can be maximized
- Identify curricular and program efficiencies
- Clarify questions and provide ideas relative to resource support, organizational structure, and revenue generation

The Phase I Merger Committee met weekly throughout the summer of 2014 and during the Fall 2014 semester to create a “vision” document. In December 2014, the Committee vetted the ‘vision’ document through meetings with the College of Continuing Education and the School of Education faculty and staff in order to gain their endorsement for further exploring the function and structure of a proposed new college.

After gaining the support from both entities, the merger committee became a Phase II Planning Committee in January 2015 and added two more individuals to the committee (one faculty member each from the College of Continuing Education and the School of Education). The Planning Committee met regularly throughout the Spring 2015 semester and weekly during the summer of 2015 to discuss and create a proposed mission, more detailed vision, values, goals, strategies, and organizational structure, as they relate to a potential new College of Education and Professional Studies at URI.

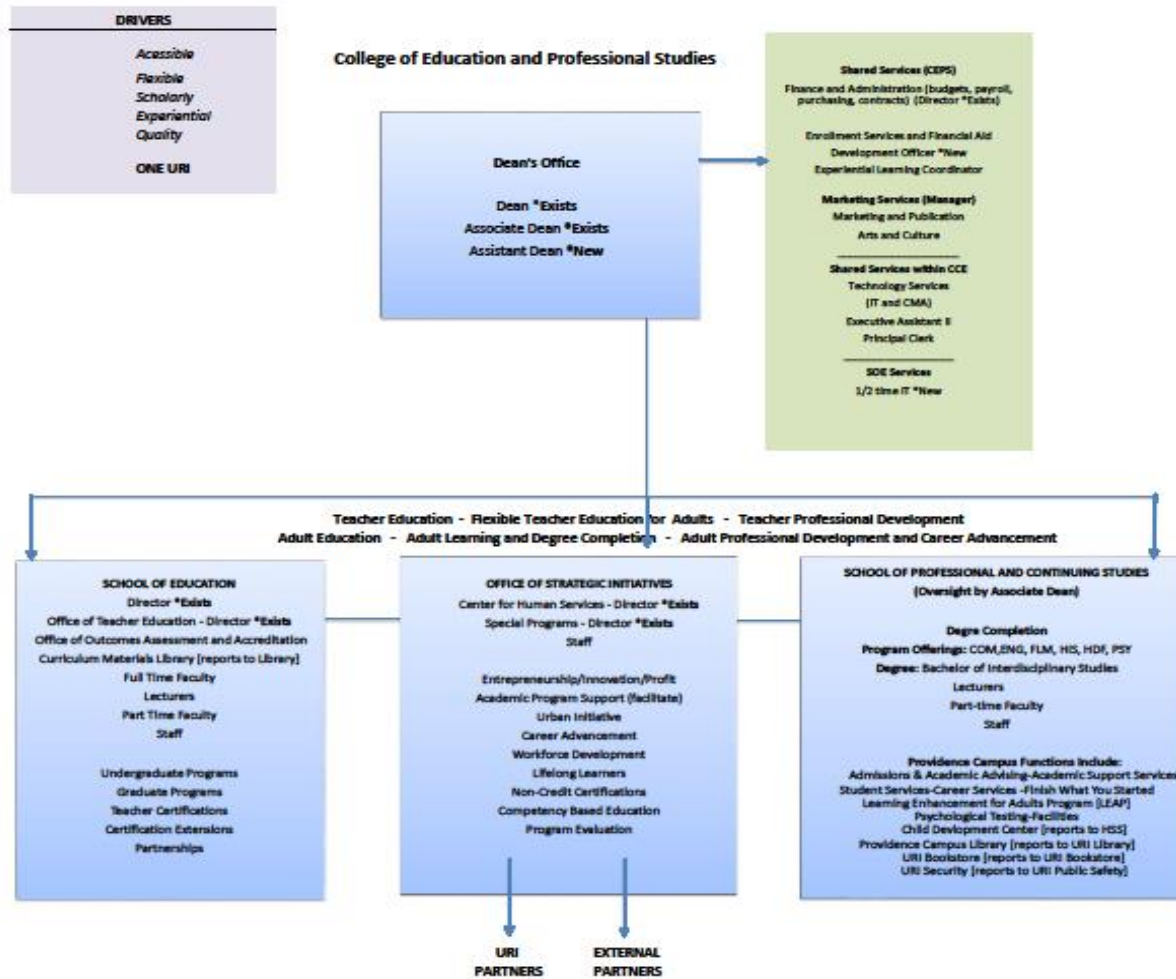
Further, the Center for Human Services held focus groups in the Spring 2015 semester with education, industry, and academic leaders to share the vision for aligning the URI Providence campus with the needs of Providence and RI and to provide feedback, ideas and support for this potential new College. Overall, these external constituents were very supportive of a new college and the opportunities that it could bring to education, industry, partnerships, and to Rhode Island.

Based on this extensive work, the Phase II Planning Committee prepared a draft proposal to share with faculty and staff from the College of Continuing Education and the School of Education. Informed by feedback during several follow-up meetings at both CCE and SOE, the proposal was revised throughout September and October, 2015.

# Proposal for the College of Education and Professional Studies

## Appendix B

### CEPS - DRAFT STRUCTURE



Proposal for the College of Education and Professional Studies

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**Appendix C**

**College of Continuing Education and School of Education  
Faculty and Staff and Student Data**

Faculty and Students	SOE	CCE- BIS	Course Offerings at CCE
Full Time Faculty	14 (including Director)		0/1.5 (TT)
Full Time Staff	5		3/1
Lecturers	.75		0/2 (reporting line is to CCE)
Part Time Faculty	54		55.14 (reporting line is to other colleges*****)
Clinical	0		3 (in CCE Special Programs courses whose reporting line is to another college)
<b>Total Faculty</b>	<b>44.5</b>		<b>15</b>
TOTAL FULL TIME FACULTY EQUIVALENT (FTE)	19.9 SOE* 26 HSS/AS		64.2* FTE
Undergraduate Students	547** (Majors)	70	178 (students enrolled in major offerings and undeclared)
Graduate Students	258** (Majors)	0	0
TOTAL STUDENTS	805**	174***	3,545*****
Headcount of students (# of students within all courses; some students may count more than once)	-	-	4,524
Graduate Assistants	4	0	0

## Proposal for the College of Education and Professional Studies

CREDIT HOURS	SOE	CCE (BIS + 7 Major Offerings)
Total Credit Hours Generated	7,774	34,393
Hours Generated by Tenure Track Faculty/FTE	72%	4%
Hours Generated by Clinical Faculty	0	5%
Hours Generated by Lecturers	4%	4%
Part Time Faculty/Credit Hours	25%	87%*****

Sources:

\*Academic Affairs Unit Productivity 2013-14

\*\*Professional Educational Data Systems (PEDS & Title II) Fall 2014

\*\*\*IR Fall 2013 Headcount of Majors Data

\*\*\*\*Enrollment Services (This number includes undergraduate enrollment in BIS, 7 major offerings, Special Programs credit and non-credit courses, and dual enrollment courses for high school students earning college credit as of Fall 2015).

\*\*\*\*\* For the College of Continuing of Education, this number indicates part time faculty and full time faculty teaching overload.

### SOE Undergraduate Students

Program	Accepted or Waiting in College	University College
Early Childhood	42	19
Elementary	131	112
Secondary	118	81
Physical Education	35	9
Music	15	12
<b>Totals</b>	<b>341</b>	<b>233</b>

## Proposal for the College of Education and Professional Studies

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### SOE Graduate Students

Program	Accepted
ECE TCP	4
ELE MA/TCP	14
SEC MA/TCP	26
Adult Education	31
Reading	10
Special Education	22
ELE/SEC/STU Defined MA ONLY	8
<b><i>HSS Totals</i></b>	<b><i>115</i></b>
School Psychology (MS) (A&S)	9
School Library Media (A&S)	27
Speech Language Pathology (HSS)	50
<b><i>Affiliated Totals</i></b>	<b><i>86</i></b>
<b>PhD</b>	
Education	52
School Psychology (A&S)	5
<b><i>PhD Totals</i></b>	<b><i>57</i></b>
<b><i>Total Graduate Enrollment</i></b>	<b><i>258</i></b>

### College of Continuing Education enrollment is divided three ways:

1) CCE program student: A part-time or full-time undergraduate who has declared CCE as their primary program. These students may or may not take classes on the Providence campus.

2) CCE Fee-Paying Student: All part-time undergraduate students taking at least one CCE-sponsored course and all full-time undergraduate students taking a CCE course in Providence and not more than 7+ courses in Kingston.

3) CCE Class Student: A full or part-time undergraduate student enrolled in a course at the Providence campus but excludes CCE-sponsored courses offered elsewhere and special program courses.



## Proposal for the College of Education and Professional Studies

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### CCE Undergraduate Students

Program	Accepted
Bachelor of Interdisciplinary Studies (Applied Communication)	3
Bachelor of Interdisciplinary Studies (Business)	32
Bachelor of Interdisciplinary Studies (Health)	11
Bachelor of Interdisciplinary Studies (Human Studies)	19
Bachelor of Interdisciplinary Studies (Undeclared)	5
<b><i>Bachelor of Interdisciplinary TOTALS</i></b>	<b>70</b>
<b>Major Offerings at CCE</b>	<b>Accepted</b>
Communication Studies	17
English	9
Film Studies	2
History	13
Psychology	38
Human Development and Family Studies	56
Undecided	5
<b><i>Major Offerings Totals</i></b>	<b>140</b>

## Proposal for the College of Education and Professional Studies

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<b>Program</b>	<b>Accepted</b>
CCE Non-Matriculating	38
<b><i>CCE Non-Matriculating Totals</i></b>	<b>38</b>
<b><i>Total CCE Undergraduate Enrollment (as of Fall 2015)</i></b>	<b>248</b>

## Appendix D

### CEPS Vision, Mission, and Goals

#### CEPS VISION

The URI College of Education and Professional Studies (CEPS) will be a flexible, accessible, scholarly, and experiential learning environment for students across the lifespan that will prepare teachers, adult learners, and professionals to be leaders in their careers and communities.

#### CEPS MISSION

To advance and support learning for the continuous development and empowerment of all children, youth, and adults.

#### CEPS GOALS

Combining these entities allows us to address our collective vision and accomplish the goals listed below, which center on our core values of

- Financial Sustainability
- Access and Equity
- Academic Excellence
- Active Life-long Learning
- Relationship Building
- Flexibility and Responsiveness
- Employability

**Goal #1:** Positively impact the lives of RI children, adults, and families through teaching and professional development activities.

**Goal #2:** Create a community that celebrates diversity, equity, and lifelong learners

**Goal #3:** Promote and enhance quality research and scholarship to address and impact school & community needs

**Goal #4:** Capitalize on the urban location for expanding CCE, SOE, and URI program opportunities and help teachers and scholars gain the necessary knowledge and skills to affect positive change in urban setting.

## Appendix B

### Organizational Structure for the Proposed College of Education and Professional Studies

# CEPS - DRAFT STRUCTURE

**DRIVERS**

- Accessible*
- Flexible*
- Scholarly*
- Experiential*
- Quality*

**ONE URI**

## College of Education and Professional Studies

**Dean's Office**

- Dean \*Exists
- Associate Dean \*Exists
- Assistant Dean \*New

**Shared Services (CEPS)**

- Finance and Administration (budgets, payroll, purchasing, contracts) (Director \*Exists)
- Enrollment Services and Financial Aid Development Officer \*New
- Experiential Learning Coordinator

**Marketing Services (Manager)**

- Marketing and Publication Arts and Culture

**Shared Services within CCE**

- Technology Services (IT and CMA)
- Executive Assistant II
- Principal Clerk

**SOE Services**

- 1/2 time IT \*New

**Teacher Education - Flexible Teacher Education for Adults - Teacher Professional Development**  
**Adult Education - Adult Learning and Degree Completion - Adult Professional Development and Career Advancement**

**SCHOOL OF EDUCATION**

- Director \*Exists
- Office of Teacher Education - Director \*Exists
- Office of Outcomes Assessment and Accreditation
- Curriculum Materials Library [reports to Library]
- Full Time Faculty
- Lecturers
- Part Time Faculty
- Staff
- Undergraduate Programs
- Graduate Programs
- Teacher Certifications
- Certification Extensions
- Partnerships

**OFFICE OF STRATEGIC INITIATIVES**

- Center for Human Services - Director \*Exists
- Special Programs - Director \*Exists
- Staff
- Entrepreneurship/Innovation/Profit Academic Program Support (facilitate)
- Urban Initiative
- Career Advancement
- Workforce Development
- Lifelong Learners
- Non-Credit Certifications
- Competency Based Education
- Program Evaluation

**SCHOOL OF PROFESSIONAL AND CONTINUING STUDIES**  
(Oversight by Associate Dean)

- Degree Completion**
- Program Offerings:** COM, ENG, FLM, HIS, HDF, PSY
- Degree:** Bachelor of Interdisciplinary Studies
- Lecturers
- Part-time Faculty
- Staff
- Providence Campus Functions Include:**
- Admissions & Academic Advising-Academic Support Services
- Student Services-Career Services -Finish What You Started
- Learning Enhancement for Adults Program [LEAP]
- Psychological Testing-Facilities
- Child Development Center [reports to HSS]
- Providence Campus Library [reports to URI Library]
- URI Bookstore [reports to URI Bookstore]
- URI Security [reports to URI Public Safety]

**URI PARTNERS**

**EXTERNAL PARTNERS**

## Appendix C

### CEPS Voting Results

Department/College	YES	NO	ABSTAIN	Not present and did not vote
School of Education	13	1	0	14
College of Continuing Education*	3	0	0	0
College of Human Science and Services	34	1	0	38

*Note.* \*There are only 3 full-time lecturers in the College of Continuing Education (CCE). Since CCE staff members could not vote in the process, several of them created and signed a document demonstrating their endorsement of the proposal.

## Appendix D

Letter of Endorsement from Staff of URI College of Continuing Education

November 2, 2015

Dear URI Senior Leadership, CAC, and Faculty Senate,

We, the undersigned members of the URI College of Continuing Education, voluntarily submit this document of endorsement for the proposed merger between the College of Continuing Education and the School of Education toward the creation of a College of Education and Professional Studies. We believe that this proposed merger represents significant opportunity for the university and, more specifically, the units involved. Our reasons for supporting the proposed merger include our belief that it will:

- Provide the Providence campus with the tools and resources to better educate and serve its student population
- Improve the college's viability and work toward helping our students achieve their educational goals
- Create Change; change is a good thing
- Give the Providence campus a bigger footprint in the Urban area and increase its presence with schools and businesses who may not realize the educational choices that are offered here
- Form a stronger bridge between URI's Kingston and Providence campuses
- Allow us to reinvent ourselves into a more purposeful entity and increase our worth to the state and the university
- Be an opportunity for CCE to benefit from the strengths that exist within the faculty at the School of Education including innovative research, expanded professional development, and ESL teaching programs
- Empower staff and create a thriving, positive environment in which to work
- Enhance our ability to offer innovative programs and deliver a comprehensive support system

We look forward to continued conversations regarding this process and the opportunity to provide further input during the implementation phase.

Sincerely,

Joseph Albanese  
Donna Butler  
Edward Coppola  
Christine Dolan  
Amy Folz  
Gayla Gazerro  
Kathleen Jacquard

Allan Lewis  
Princess Metuge  
John O'Leary  
Andrew Wroble  
Tammy Vargas Warner  
Leisa Young  
Amanda Zelazo

*Edward Coppola*  
*Mary H. Stanley*  
*Steven Brunell*  
*Cesario Hernandez*

*Betty Anderson*  
*Zena Farnsworth*  
*Ken M. Goodell*  
*Catrina Gallagher*



**Notice of Change for College of Education and Professional Studies to certify and grant a) Bachelor of Interdisciplinary Studies, b) Bachelor of Arts degree with majors in Elementary and Secondary Education, and c) Bachelor of Science degree with majors in Elementary and Secondary Education**

**Date: November 16, 2015**

**A. PROGRAM INFORMATION**

**1. Name of institution**

University of Rhode Island

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

Department: School of Education; Interdisciplinary Studies

College: College of Education and Professional Studies

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

Initiation date: July 1, 2016

First degree date: December 2016

**4. Intended location of the program**

Kingston and Providence, RI

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

The School of Education (SOE) with majors in Elementary and Secondary Education is moving from the College of Human Science and Services, which is being dissolved June 30, 2016, to the College of Education and Professional Studies as July 1, 2016. In addition, the College of Continuing Education is moving to the College of Education and Professional Studies as July 1, 2016. The College of Continuing Education will be dissolved June 30, 2016. Therefore, the College of Education and Professional Studies needs to have the ability to certify and grant a) Bachelor of Interdisciplinary Studies, b) Bachelor of Arts degree with majors in Elementary and Secondary Education, and c) Bachelor of Science degree with majors in Elementary and Secondary Education to students who complete these programs of study.

In November 2015, the faculty of SOE, HSS and CCE voted to approve moving the School of Education and the College of Continuing Education into the new College of Education and Professional Studies. The proposed College of Education and Professional Studies is seeking approval by the Faculty Senate and President Dooley in December 2015. This Notice of Change is contingent upon their approvals and included here so degrees may be granted without jeopardizing students' transcripts.

## **6. Signature of the President**

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David M. Dooley

November 17, 2015

RE: Moving Degrees certification to College of Education and Professional Studies

Please accept this letter of support for the changes to degree certification as delineated in the *Notice of Change for College of Education and Professional Studies to certify and grant a) Bachelor of Interdisciplinary Studies, b) Bachelor of Arts degree with majors in Elementary and Secondary Education, and c) Bachelor of Science degree with majors in Elementary and Secondary Education*. I accept and support changing the purview to certify and grant the Bachelor of Interdisciplinary Studies from the College of Continuing Education to the College of Education and Professional Studies.

I also accept and support changing the purview to certify and grant the Bachelor of Arts degree with majors in Elementary and Secondary Education and the Bachelor of Science degree with majors in Elementary and Secondary Education from the College of Human Science and Services to the College of Education and Professional Studies.

Sincerely,



Dr. Lori E. Ciccomascolo  
Interim Dean  
College of Human Science and Services  
University of Rhode Island  
Quinn Hall  
Kingston, RI 02881  
401-874-7074

Dean  
Feinstein College of Continuing Education  
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