

Academic Program Proposal Cover Page

1. Name/Contact Information: R. Anthony Rolle

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

School of Professional and Continuing Studies

(Department)

Alan Shawn Feinstein College of Education and Professional Studies

(School/College)

Academic Affairs

(Division)

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

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

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

Title/name of proposed Department:

Title/name of proposed Degree: Bachelor of Science

Title/name of proposed Program:

Title/name of proposed Major: Nonprofit Administration

Classification of instruction program (CIP) code: [CIP Index](#) 52.0206

Title/name of proposed Sub plan:

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

Other:

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

6. Intended initiation date: Term Spring Year 2020

7. Anticipated date of granting first degree: 2023

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

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

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

Office Use Only:

College Curriculum Committee _____ Curricular Affairs Committee _____ Graduate Council _____

Faculty Senate _____ President _____ RIBGHE _____ Enrollment Services _____

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

Date: September 2019

A. PROGRAM INFORMATION

A1. Name of Institution University of Rhode Island

A2. Name of department, division, school or college

Department: School of Professional and Continuing Studies

College: Alan Shawn Feinstein College of Education and Professional Studies

A3. Title of proposed program and Classification of Instructional Programs

Program title: Non-Profit Administration

Classification code (CIP) 52.0206

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

Initiation date: September 2019 2020 or when fully approved

First degree date: May 2023 2024

A5. Intended location of the program: Feinstein Providence Campus

A6. Description of institutional review and approval process

Approval Date

Department: School of Professional and Continuing Studies 10.23.2018

College: Alan Shawn Feinstein College of Education and Professional Studies
11.20.2018

CAC/Graduate Council

Faculty Senate

President of the University

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

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

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

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

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

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

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

A8. Signature of the President

David M. Dooley

A9. Person to contact during the proposal review

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

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

None

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

B1. State the program objectives.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Job Title and Salaries

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

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

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

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

References

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

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

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

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

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

n/a

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

No arrangements or affiliations with other programs

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

n/a

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

n/a

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

n/a

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

n/a

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

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

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

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

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

Core Courses -

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

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

SPC 285: Nonprofit Governance (3 crs.)

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

SPC 320: Nonprofit Administration (3 crs.)

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

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

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

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

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

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

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

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

SPC 425: Nonprofit Fundraising (3 crs.)

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

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

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

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

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

- b. Are there specializations and/or tracks/options/sub-plans/concentrations?
If so, describe required courses in area of specialization or tracks/options/sub-plans/concentrations.**

No

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

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

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

8-28 credits

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

120 credits

ACADEMIC MAP: STANDARD

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

Year 1, Semester 1

URI 101 (1): Traditions and Transformations

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

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

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

Elective (3)

13 total credits

Year 1, Semester 2

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

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

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

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

Elective (3)

16 total credits

Year 2, Semester 1

HIS 160 (3) Technology (GE)

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

SOC 100 (3) General Soc (GE A2)

Elective (6)

15 total credits

Year 2, Semester 2

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

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

Natural Science of Choice (3) (N)

Elective (7)

16 total credits

Year 3, Semester 1

SPC 210 (3) History Org Theory Nonprofit

SPC 285 (3) Nonprofit Governance

SPC 320 (3) Nonprofit Administration

Elective (6)

15 total credits

Year 3, Semester 2

SPC 319 (3) Negotiating Difference (G)

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

Elective (9)

15 total credits

Year 4, Semester 1

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

Year 4, Semester 2

SPC 491 (6) Supervised Internship (D1)
Elective (9)
15 total credits

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

Not required

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

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

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

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

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

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

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

Table 2. Programmatic Learning Goals and Student Learning Outcomes

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

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

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

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

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

Assessment in SPC 210 & 285

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

Assessment in SPC 319G & 320

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

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

Assessment in SPC 383

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

Assessment in SPC 403 & 425

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

Assessment in SPC 479 & 491

c. Provide an assessment plan detailing what a student should know and be able to do at the end of the program and how the skills and knowledge will be assessed. Consult with the Office of Student Learning, Outcomes Assessment, and Accreditation (SLOAA) when preparing the Learning Outcomes Assessment Plan for student learning assessment. Following consultation, submit a final draft of the plan to the Chair of the Learning Outcomes Oversight Committee (LOOC) for approval by the full Learning Outcomes Oversight Committee.

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

Table 3. Assessment Timeline

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

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

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

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

F. FACULTY AND STAFF: The faculty and support staff for the program should be sufficient in number and demonstrate the knowledge, skills, and other attributes necessary to the success of the program.

F1. Describe the faculty who will be assigned to the program. Indicate total full-time equivalent (FTE) positions required for the program, the proportion of program faculty who will be in tenure-track positions, and whether faculty positions will be new positions or reassignment of existing positions. What are the minimal degree level and academic/technical field requirements and certifications required for teaching in this program?

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

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

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

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

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

Please refer to Academic Program Budget Form.

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

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

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

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

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

Please refer to Academic Program Budget Form

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

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

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

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

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

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

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

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

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

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

Associate Dean
Assistant Dean

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

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

Please refer to Academic Program Budget Form

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

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

The library currently has all materials needed for the course

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

Please refer to Budget Justification report

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

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

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

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

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

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

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

n/a

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

n/a

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

n/a

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

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

Please refer to the Budget Justification form

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

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

Please refer to the Budget Justification form

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

Please refer to the Budget Justification form

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

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

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

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

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

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

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

n/a

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

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



MEMORANDUM

December 10, 2018

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

From: Kris Bovy, LOOC Chair 

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

This memo and the attached SLOAA-LOOC Plan Review Feedback Form constitute approval of your Program Assessment Plan for the new Bachelor of Science in Nonprofit Administration. Also attached is the final draft of your Assessment Plan (with approval date added), which will replace any previous versions of this document. Please include this letter and the two attachments in your program proposal, and ensure that any language relating to learning outcomes, goals, etc. in your final proposal aligns with the final approved draft of the Assessment Plan.

Good luck and speed with your full proposal!

Cc: E. Finan

Attachments

Appendix A

New Program Proposal Student Learning Outcomes Assessment Plan

(Accredited, Non-Accredited and Certificate Programs)

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

Program Information:

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

Program Goals:

(Section B1 of
the proposal)

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

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

(Add lines as necessary.)

New Program Proposal

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

Curriculum Mapping:

(Section E3/E4a of
the proposal)

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

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

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

For assistance, contact: Office of Student Learning, Outcome Assessment, and Accreditation: 874-9517; 874-9379

Form update: 1/2015

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

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

(Add lines as necessary.)

New Program Proposal

Student Learning Outcomes Assessment Plan

(Accredited, Non-Accredited and Certificate Programs)

Assessment Timeline:

(Section E4b of the
proposal)

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

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

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

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

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

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



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BUDGET AND FINANCIAL PLANNING

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

DATE: April 4, 2019

TO: Margaret Benz
Coordinator, Faculty Senate

FROM: Linda Barrett
Director, Budget and Financial Planning

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

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

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

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

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

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

Please let us know if you require any further information.

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

Dean Libutti
Matthew Bodah
Anne Seitsinger
Colleen Robillard
John Humphrey

Office/BudgetImpactStatements/BSNonprofitadministration/BudgetImpactStatementLetter.Final

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

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

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

NEW PROGRAM ASSESSMENT PLAN REVIEW

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

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

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

| | |
|--------------------------------------|---|
| F E E D B A C K | Strengths: |
| | SLOAA: <ul style="list-style-type: none"> The Assessment Plan includes two overarching goals for the degree with 5 measurable student learning outcomes describing the specific skills, knowledge and abilities students will acquire as they earn this degree. The hallmark of this program consists of an internship, but extensive presentations and papers throughout the curriculum should reinforce the communication skills of these majors. Learning outcomes will be assessed using rubrics to provide measurable criteria for student success. The assessment timeline indicates use of signature assignments at all levels of coursework. |
| | LOOC: <ul style="list-style-type: none"> The LOOC committee agrees that the outcomes are clearly worded and measurable. The assessment timeline seems appropriate and well designed, with assessment based on multiple types of evidence (presentations, papers). |
| | Suggestions for improvement: |
| | SLOAA: N/A LOOC: N/A |
| | Issue(s) of note: |
| | SLOAA: <ul style="list-style-type: none"> Program was responsive to all suggestions during meetings and via correspondence about the Assessment Plan. The Department Chair currently noted is the Dean of the College. If a new Chair is identified, the assessment plan should be reviewed. |
| | LOOC: <ul style="list-style-type: none"> The LOOC committee agrees that the plan will need to be reviewed once the new director is hired, and rubrics developed before the programs are ready for implementation. |
| | Assessment Plan Designation: |

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

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

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

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

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

Program: BS in Non-profit Administration_____

Department, College: CEPS Providence_____

Faculty Member: Vanessa Lombardi/Anthony Rolle_____

Date returned to Faculty: 9/25/19_____

Librarian Completing Assessment: Joanna M. Burkhardt_____

Collection Management Officer: Joanna M. Burkhardt_____

Assessment of:

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

Please include:

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

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

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

There are no essential journals noted in the Faculty Questionnaire.

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

No new library resources are required to support this program.

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

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

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

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

rev 3-2-17

ACADEMIC PROGRAM BUDGET FORM

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

of 3

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

ACADEMIC PROGRAM BUDGET FORM

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

of 3

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

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

REVENUE ESTIMATES

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

| | | | | | | |
|-------|--------------|--------|----------------|--------|----------------|--------|
| TOTAL | \$462,560.00 | \$0.00 | \$1,233,856.00 | \$0.00 | \$2,277,888.00 | \$0.00 |
|-------|--------------|--------|----------------|--------|----------------|--------|

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

d part-time attendance. Page 1

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

| | |
|----------------|--------|
| \$3,606,656.00 | \$0.00 |
|----------------|--------|

possl.

ACADEMIC PROGRAM BUDGET FORM

Use this form for programs that can be pursued on a full-time basis, part-time basis, or through a combination of full-time
Page 2 of 3

EXPENDITURE ESTIMATES

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

ie and part-time attendance.

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

ACADEMIC PROGRAM BUDGET FORM

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

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

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

YR1

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

YR2-4

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

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

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

Joint Committee on Academic Planning Pre-Proposal for New Programs

Program Name: ____ Bachelor of Science in Organizational Development ____

Degree Type: ____ Undergraduate ____

Proposer: ____ R. Anthony Rolle ____

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

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

Part 1. Briefly describe program.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Part 3. Signatures

Proposer: _____ Date: _____

Chair(s): _____ Date: _____

Dean(s): _____ Date: _____

JCAP Review Committee Response:

Date: _____

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

____ We urge you to re-consider the proposed program

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

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

Appendix G

Full Proposal Form
For All Programs including Certificates
Requiring New Funding or Resources

A Proposal for: Undergraduate Interdisciplinary Neuroscience Major, BS

Date: 10/2/2019

A. PROGRAM INFORMATION

A1. Name of institution: University of Rhode Island

A2. Name of department, division, school or college

Departments: Courses included in this proposal are offered by the following
Departments: Biology, Biomedical and Pharmaceutical Sciences, Cell and Molecular
Biology, Chemistry, Computer Science and Statistics, Mathematics, Interdisciplinary
Graduate Program in Neuroscience, Pharmacy Practice, Psychology, Statistics, and
Engineering.

Colleges: Pharmacy, Health Sciences, and Environmental & Life Sciences

A3. Title of proposed program and Classification of Instructional Programs

Program title: Interdisciplinary Neuroscience – Bachelor of Science

Majors:

| | <u>(CIP) code</u> |
|--------------------------|--------------------------|
| • Clinical Neuroscience | 26.1501 |
| • Molecular Neuroscience | 26.1503 |
| • Neuropharmacology | 26.1003 |

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

Initiation date: Fall 2020

First degree date: Spring 2023

A5. Intended location of the program: Kingston Campus

A6. Description of institutional review and approval process

Program – Interdisciplinary Neuroscience Program
Colleges - CHS, CELS, and COP
Curriculum and Standards Committee
Faculty Senate
President of the University

Approval Date

9-20-19

9-4-19

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

This proposal is for the creation of an Interdisciplinary Neuroscience Program (INP) that will integrate new undergraduate interdisciplinary neuroscience majors affiliated with COP, CELS, and CHS with the existing INP graduate program. An undergraduate interdisciplinary neuroscience major will leverage; a) our existing academic graduate programs in neuroscience (masters, Ph.D., and certificate), b) expertise in neuroscience research across the campus and c) the George and Anne Ryan Institute for Neuroscience. The presence of a variety of research labs on campus across colleges and the state-of-the-art neuroscience research conducted at the George and Anne Ryan Institute for Neuroscience will be a benefit to undergraduates seeking laboratory experience. An additional benefit to undergraduate students is that INP affiliated faculty including those affiliated with the George and Anne Ryan Institute for Neuroscience, as well as postdoctoral researchers and graduate students can serve as mentors to undergraduate neuroscience majors. Curricular requirements for the major will include required core courses, and three specialized neuroscience majors designed to foster knowledge and experience in clinical neuroscience, molecular neuroscience, and neuropharmacology. It is recommended that the proposed undergraduate major be administered within the existing structure of the INP that includes representation across five colleges.

All undergraduate students will receive a Bachelor of Science (BOS) in one of three major options: students will graduate with a BOS degree with a major in Clinical Neuroscience from CHS, students will graduate with a BOS degree with a major in Molecular Neuroscience from CELS, and students will graduate with a BOS degree with a major in Neuropharmacology from COP. The INP graduate program, which involves faculty from several colleges, will move from the Graduate School to become part of the INP. Faculty affiliated with the INP will continue to mentor, advise, and interact with INP graduate students and efforts will be made to bring greater identity and opportunity to the program and the students. The INP will be led by a Director and will include other support as necessary and affordable and consistent with the growth of the program.

Administrative Structure

- The INP will be a program at the University of Rhode Island with administrative management by the Deans' Oversight Committee (DOC) comprising the Deans of the COP, CHS, and CELS. One Dean, to be selected by the Provost, will serve as Coordinating Dean on a 3-year rotating basis.
- The INP Director is a faculty member at the Associate or Full Professor level who has served on the INP Executive Committee and is elected by the INP core faculty with input from the DOC and concurrence of the INP Executive Committee. The Director will provide leadership for both the graduate and undergraduate programs. The INP Director will report to the DOC and will meet with that Committee no less than one time per semester and once over the summer for the purposes of reporting on the progress of the program, any challenges that emerge, and the overall direction of the program.
- The INP Director will have overall responsibilities for the INP program. The INP Director does not have annual review responsibilities for INP faculty but may provide input as to the teaching, research, and service contributions of INP faculty participating in the INP program if requested.
- The Provost will provide financial support for the INP Director and a full-time professional advisor who will be recruited specifically for the program. The advisor will report directly to the INP Program Director.

- The INP Director will receive compensation and a workload adjustment to allow time for administrative responsibilities. Compensation will be an appropriate salary adjustment and summer salary.
- The 0.5 FTE Associate Director and the funds to support this position will be transferred from the Graduate School. The Associate Director will report to the Director of the INP.
- Given the multi-college pathway of the program and the requirement for experiential learning opportunities for all students, the Provost's Office will fund a professional advisor position dedicated to the INP program.
- The INP will have its own unique operating budget (chartfield string) that resides within the Provost's office. However, as with all other academic programs at URI, any annual budget changes or requests must be proposed by the Director to the DOC and, if deemed appropriate and cost-effective, the priorities will be included in the budget requests from the three Deans to the Provost's Office
- All three colleges, as well as Art & Sciences and Engineering, will have representation on the INP committees that administer the INP program including:
 - Executive committee
 - Curriculum committee
 - Admissions and advising committee

Curriculum

The required core curriculum for the undergraduate neuroscience program includes preparation courses and core courses with a minimum of 15 credits in one of three majors. Preparation courses currently exist at URI in chemistry, biology, and math. Core courses are in molecular biology, pharmacy, statistics and neuroscience. Ten new courses specific to the undergraduate major in neuroscience will be added to meet the core competencies for undergraduate neuroscience majors outlined by the Society for Neuroscience (<https://www.sfn.org/Careers/Higher-Education-and-Training/Core-Competencies/Core-Competencies-for-Neuroscience-Undergraduates>, 2019). In addition to completing core and foundational courses, students will select 15 credits (or more) from courses organized into three majors designed to customize learning towards professional goals. Undergraduates will initially matriculate through University College for one to two years in an exploratory neuroscience major and through advising will choose the neuroscience major that best suits their career goals. The three majors include:

1. Clinical Neuroscience
2. Molecular Neuroscience
3. Neuropharmacology

A8. Signature of the President

David M. Dooley

A9. Person to contact during the proposal review

Name: Leslie Mahler, PhD

Title: Director, Interdisciplinary Neuroscience Program

Associate Professor, Communicative Disorders

Phone: 874-2490

Email: lmahler@uri.edu

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

There are no external agreements for this undergraduate program.

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

B1. State the program objectives.

The objective of the new undergraduate program in neuroscience is to prepare students for multiple future career options including; neuroscience research, clinical work, teaching in neuroscience, medical and graduate school, biotechnology and pharmaceutical industries, public health, and technical writing among others.

The learning outcome goals for the program include:

- Demonstrate knowledge of the development, structure, and function of the nervous system.
- Demonstrate knowledge of neuroscience research techniques and experimental design.
- Demonstrate appropriate ethical principles.

Establishing an undergraduate neuroscience program is consistent with national trends indicating that neuroscience is a current and growing focus of both research and employment. Neuroscience has also been a strategic focus at URI for seven years beginning with the formation of the INP in 2011 and strengthened by the creation of the Ryan Institute for Neuroscience in 2015. Creating an undergraduate neuroscience major at URI will make neuroscience accessible to URI undergraduates and leverage our existing expertise in basic and applied neuroscience with curricular innovations in data science and engineering. Feedback from the URI Office of Admissions indicates that students applying to URI are specifically interested in selecting a neuroscience major and that URI is losing applicants because this undergraduate major is not currently offered.

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

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

Neuroscience is a highly attractive major among undergraduate students where these programs are available. URI is lagging behind other universities in the region and a neuroscience undergraduate major would attract high performing high school and undergraduate students. Studies by Ramos et al., (2011 and 2016) identified the unprecedented growth of undergraduate neuroscience in the US and the number of institutions offering neuroscience majors has risen from <10 in 1986 to 157 in 2014. Their

data extend emerging literature demonstrating growth in undergraduate neuroscience education that prepares students for graduate and professional studies in basic science research and health care professions. Based on these findings, the creation of a new undergraduate neuroscience major will successfully attract additional, highly qualified students to URI.

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

As the landscape shifts in biomedical education and job markets, URI has a unique opportunity to design a forward-thinking and innovative major in neuroscience that produces graduates possessing skills valued by employers in a variety of sectors. Examples of future employment include the following growth jobs:

- Research/basic science/drug development at biotech and pharmaceutical companies
- University professor
- Physician
- Psychologist
- Speech-language pathologist
- Occupational therapist
- Physical therapist
- Research administrator/project manager/lab director
- Grant specialist
- Science writer
- Science education in K-12
- Big data analyses

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

The Neuroscience Task Force hosted Gary Dunbar, PhD, Director of Neuroscience at Central Michigan University at URI as an external consultant and advise us about creating an undergraduate major in Neuroscience.

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

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

The proposed undergraduate major in neuroscience is consistent with the mission of URI by offering our students the opportunity for learning and academic success in this growing area of study. The graduate program began admitting students in 2011 and has graduated thirteen master's degree students and nine doctoral students.

This undergraduate major is consistent with the goals of the University's academic strategic plan.

Goal 1: Enhance student success

- The neuroscience undergraduate curriculum incorporates interactive learning providing students the opportunity to actively engage in learning techniques.
- The interdisciplinary nature of the program provides the opportunity for students to expand their view of neuroscience across a broad representation of skills and professions available to students who study neuroscience.

Goal 2: Expand research, scholarship, and creative work

- Neuroscience research is at the cutting edge of some of the most significant innovative research that addresses global challenges to improve health and understand degenerative neurological conditions.
- Neuroscience research is not discipline-specific which will encourage students to foster collaborations with scientists in related fields.
- URI needs a neuroscience undergraduate major to be competitive with other universities and establish relationships with collaborators across the state.

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

The current graduate program in Interdisciplinary Neuroscience has collaborations with multiple departments across five colleges. The undergraduate major will also have strong relationships with other departments at URI particularly in the College of Pharmacy, College of Environmental Life Sciences, and the Health Sciences College. Neuroscience undergraduate majors will be taking existing courses in Biology, Chemistry, Physics, and Psychology as well as new neuroscience courses.

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

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

Brown University offers an undergraduate major in neuroscience and Salve Regina offers a minor in neuroscience. The URI neuroscience program will be distinct in its interdisciplinary nature offering three majors that cross multiple departments and five colleges including a major in clinical neuroscience that is not available at any other program in the state. There are also programs offered at University of Connecticut, University of Massachusetts, University of New Hampshire, and the University of Vermont. URI needs this major to be competitive for new undergraduate applicants.

D2. Estimate the projected impact of program on other public higher education institutions in Rhode Island (e.g. loss of students or revenues), provide a rationale for the assumptions made in the projections, and indicate the manner in which the other public institutions were consulted in developing the projections. Have you communicated with other institutions about the

development of this program and have any concerns been raised related to role, scope, and mission or duplication?

URI is the only state institution to offer a major in neuroscience at the graduate level and this will be true for the undergraduate major as well. We regularly collaborate with Brown University in teaching and research and clinical endeavors. We will continue these collaborations as the Neuroscience Program at URI grows with the creation of the undergraduate major. No concerns have been articulated about duplication of educational offerings or concerns related to its creation.

We contacted the Faculty for Undergraduate Neuroscience, the leading organization in defining quality undergraduate education, to identify an external consultant to advise us about the creation of a new neuroscience major at URI. Gary Dunbar, Director of the Program in Neuroscience at Central Michigan University recommended the creation of an undergraduate program to put URI on the national stage as a leading institution for neuroscience education and research given our interdisciplinary focus.

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

There will be coordination of courses with RIC and CCRI for students who wish to transfer to URI to major in neuroscience as undergraduates. Given the specialization of courses, it is anticipated that students from RIC or CCRI will need to transfer after one year.

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

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

There are neuroscience programs offered at Brown University, Salve Regina, University of Connecticut, University of Massachusetts, University of New Hampshire, and the University of Vermont. The distinction of the proposed neuroscience major is the breadth of opportunities for students to prepare for future employment provided by the interdisciplinary approach to training with three majors: Clinical Neuroscience, Molecular Neuroscience, and Neuropharmacology.

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

Students who graduate with a major in interdisciplinary neuroscience have an ever-growing choice of career options. These include; graduate school in

neuroscience, medical school, graduate programs in allied health professions, and technical writing. Students will be able to apply for a graduate degree during the final semester of their undergraduate program

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

This is an undergraduate program. The primary interface will be with graduate degree programs.

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

There are no external affiliations required. There is a Memorandum of Understanding to affirm the partnership and commitment of COP, CHS, and CELS to create an Interdisciplinary Neuroscience Program to include a new academic undergraduate major in Neuroscience with three majors and incorporating the existing graduate INP.

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

Not initially. We will re-evaluate this option after we have data about actual enrollment.

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

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

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

Please refer to the accompanying curriculum spreadsheet that includes the core curriculum requirements, requirements for the three majors and free electives. Separate tabs describe what a typical student's courses would be for each major.

b. Are there specializations and/or tracks/options/sub-plans/concentrations?

If so, describe required courses in area of specialization or tracks/options/sub-plans/concentrations.

No

d. Course distribution requirements, if any, within program.

None

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

There will be 80 credits available for general education requirements and free electives after the requirements for the major are met.

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

The total number of preparation course credits = 33

The total number of core course credits = 29

The total number of major course credits = 18

- f. Identify any courses that will be delivered or received by way of distance learning (refer to [Policy on Distance Learning, Council on Postsecondary Education, State of Rhode Island and Providence Plantations](#)).**

There are 10 new neuroscience courses that are being proposed to support the new undergraduate major. The include:

- NEU 101 Foundations of Neuroscience
- NEU 110 Neurosciences Seminar
- NEU 210 Neuroethics and Diversity
- NEU 262 Neuroscience Research methods
- NEU 230 Neuroscience Professional Development
- NEU 301 Cellular & Molecular Neuroscience
- NEU 310 Developmental Neurobiology
- NEU 320 Clinical Neuroscience
- NEU 410 Experiential Neuroscience
- NEU 460 Neurosciences Journal Club

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

This is not an accredited program.

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

NA

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

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

- Students will demonstrate knowledge of the fundamental constructs and experimental foundations of the discipline of neuroscience
 - Students will demonstrate understanding of the ethical problems and responsible conduct of research in neuroscience
 - Students will demonstrate an ability to reach, understand, and articulate current research/issues in various sub-disciplines of neuroscience
 - Students will identify the leading professional journals, conferences, and membership organizations in their field
 - Students will comprehend and apply principles of research design and statistical analysis to neuroscience research
 - Students will present research through oral presentations
 -
- b. **Demonstrate that student learning is assessed based on clear statements of learning outcomes and expectations.**
 - c. **Provide an assessment plan detailing what a student should know and be able to do at the end of the program and how the skills and knowledge will be assessed. Consult with the [Office of Student Learning, Outcomes Assessment, and Accreditation \(SLOAA\)](#) when preparing the [Learning Outcomes Assessment Plan](#) for student learning assessment. Following consultation, submit a final draft of the plan to the Chair of the [Learning Outcomes Oversight Committee](#) (LOOC) for approval by the full Learning Outcomes Oversight Committee.**

Please refer to attached Student Learning Outcomes plan.

F. FACULTY AND STAFF: The faculty and support staff for the program should be sufficient in number and demonstrate the knowledge, skills, and other attributes necessary to the success of the program.

F1. Describe the faculty who will be assigned to the program. Indicate total full-time equivalent (FTE) positions required for the program, the proportion of program faculty who will be in tenure-track positions, and whether faculty positions will be new positions or reassignment of existing positions. What are the minimal degree level and academic/technical field requirements and certifications required for teaching in this program?

INP faculty have their academic appointments in various academic departments across several colleges at URI. Those faculty who wish to contribute to the INP because of their academic interests and expertise in neuroscience may become affiliated with the program. Faculty seeking membership in the INP are required to send a CV to the Executive Committee along with a brief statement describing their teaching and/or research. The INP Executive Committee will evaluate the qualifications of the applicants then submit the list to the core INP faculty for a vote. Faculty who are approved and their respective Dean will receive a letter of confirmation and their participation in the INP will be reviewed every three years. Faculty approved by the INP Executive committee become core faculty when they are actively engaged in the INP

through teaching, mentoring, or service. Core faculty are eligible to serve on the INP Executive Committee and all standing committees of the INP.

The Deans of each college with core INP faculty nominate members to the Executive Committee for a term of three years. Nominees must have been Core members of the INP for a minimum of one year. No more than two members from any one college may serve on the Executive Committee at any given time. A representative of the Graduate School will also serve on the Executive Committee to represent the graduate programs.

Appropriate departmental and college support will be provided for faculty to teach courses in the INP at the graduate and undergraduate levels. It is understood that faculty who teach neuroscience courses will incorporate those courses into their expected workload and these teaching commitments will count toward promotion and tenure expectations. Credit hours generated will be attributed to the faculty and their home department and colleges. The expectation is that INP undergraduate courses will be given equal weight with existing college programs and departments.

Increased demand for teaching assistants to support curricular demands created by new undergraduate neuroscience students will likely occur as the number of students and courses in the program increase. INP graduate students who are awarded a teaching assistantship will be given priority consideration for large enrollment and/or lab undergraduate courses related to the neuroscience major.

Department chairs, in consultation with the Dean of the College, will determine how to cover existing departmental courses when faculty teach in the INP undergraduate and/or graduate neuroscience program a process that is consistent with current practice at URI. This process may include strategic reassignment of some teaching responsibilities within departments as appropriate and/or requests by Deans for resources to cover courses when no alternative viable options exist.

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

- The 0.5 FTE Associate Director and the funds to support this position will be transferred from the Graduate School. The Associate Director will report to the Director of the INP.
- Given the multi-college pathway of the program and the requirement for experiential learning opportunities for all students, the Provost's Office will fund a professional advisor position dedicated to the INP program.

F3. Summarize the annual costs for faculty and support staff by indicating salaries and fringe benefits (adjusted for the proportion of time devoted to the program). Distinguish between existing resources and new resources. Specify in the narrative if resources are to be provided by more than one department. Include the salary and benefits information on the Rhode Island Office of Postsecondary Commissioner [budget form](https://www.riopc.edu/page/academic_program/) (https://www.riopc.edu/page/academic_program/)

See attached budget form.

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

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

It is expected that there will be a combination of students who transfer into neuroscience from existing programs at URI and new students entering the major.

The office of enrollment management has information that there are students interested in neuroscience who do not currently apply to URI since the major does not exist.

- G2. Estimate the proposed program size and provide projected annual full-time, part-time, and FTE enrollments for one complete cycle of the program. Provide a specific rationale for the assumptions made in the projections. Depending on the nature of the program, use the FTE or part-time estimates of enrollment on the Rhode Island Office of Postsecondary Commissioner [budget form](https://www.riopc.edu/page/academic_program/) (https://www.riopc.edu/page/academic_program/)**

We are planning for a controlled enrollment that will increase over four years in the following manner: Year 1 = 35 students; Year 2 = 55; Year 3 = 100; Year 4 = 140

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

The new program will use existing resources available through University College for Academic Success for support and retention of students.

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

Initially, there will not be any program admission requirements. Students must maintain a GPA of 2.0 to remain in the major. One of the responsibilities of the program advisor is to monitor student progress and intervene as needed.

- G5. Indicate available funds for assistantships, scholarships and fellowships. Include this information on the Rhode Island Office of Postsecondary Commissioner [budget form](https://www.riopc.edu/page/academic_program/) (https://www.riopc.edu/page/academic_program/)**

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

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

- The INP will be a program at the University of Rhode Island with administrative by the Deans' Oversight Committee (DOC) comprising the Deans of the COP, CHS, and CELS. One Dean, to be selected by the Provost, will serve as Coordinating Dean on a 3-year rotating basis.
- The INP Director is a faculty member at the Associate or Full Professor level who has served on the INP Executive Committee and is elected by the INP core faculty with input from the DOC and concurrence of the INP Executive Committee. The Director will provide leadership for both the graduate and undergraduate programs. The INP Director will report to the DOC and will meet with that Committee no fewer than one time per semester and once over the summer for the purposes of reporting on progress of the program, any challenges that emerge, and the overall direction of the program.
- The INP Director will have overall responsibilities for the INP program. The INP Director does not have annual review responsibilities for INP faculty but may provide input as to the teaching, research, and service contributions of INP faculty participating in the INP program if requested.
- This is a new administrative structure at URI as an interdisciplinary program.

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

Director = 0.5 who will be a faculty member elected for a 3-year term.

Associate Director = 0.5 who will be a permanent position.

Advisor = 1.0 who will be a permanent position.

H3. Indicate additional annual administrative salaries and related costs to be associated with the program. Distinguish between existing resources and new resources. Include this information on the Rhode Island Office of Postsecondary Commissioner [budget form](https://www.riopc.edu/page/academic_program/) (https://www.riopc.edu/page/academic_program/

Please refer to the budget form

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

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

The library resources needed to support the program already exist.

I2. Identify and evaluate other instructional resources and instructional support equipment (such as computers, laboratory equipment, supplies, clinical space, internships, proctors) in terms of overall capability to satisfy the needs of the program. If these instructional resources are considered insufficient or if

upgrading is necessary for the development of the program, the additional needs should be detailed and their cost estimated.

Instructional resources to support students in labs for experiential learning will be needed. These are included in the budget.

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

Please refer to budget form.

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

Please refer to attached LIS.

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

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

This is an interdisciplinary program in which faculty in existing departments will use their current office space and facilities. These areas are already in compliance with the ADA rules and regulations. Increased class sizes in the future may necessitate additional sections of course courses such as CHEM 101/102 or BIO 101/103. The program currently has one office in Tyler that is supported by the university. We will be requesting an additional office student space as the enrollment increases

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

NA

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

NA

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

NA

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

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

Please refer to attached budget form for revenue and expenditures.

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

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

Please refer to attached budget form.

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

Department chairs, in consultation with the Dean of the College, will determine how to cover existing departmental courses when faculty teach in the INP undergraduate and/or graduate neuroscience program a process that is consistent with current practice at URI. This process may include strategic reassignment of some teaching responsibilities within departments as appropriate and/or requests by Deans for resources to cover courses when no alternative viable options exist.

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

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

There are no plans for external review of the program at the current time. The program will be reviewed by the Executive Committee of the INP every three years.

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

The criteria for success include recruitment and retention of students in line with existing programs at URI. We will also assess graduation rates, time-to-degree, job placements, and graduate school acceptance rates for those who choose to apply.

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

NA

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

The Executive Committee of the INP will report to the Deans of CELS, CHS, and COP who will be monitoring the program's success. The Executive Committee will maintain a close relationship with the office of enrollment management to monitor demand and enrollment of students.

CIP Code Descriptions for Interdisciplinary Neuroscience Program Degrees at URI 10-2-19

26.1501 Neuroscience

A program that focuses on the interdisciplinary scientific study of the molecular, structural, physiologic, cognitive, and behavioral aspects of the brain and nervous system. Includes instruction in molecular and cellular neuroscience, brain science, anatomy and physiology of the central nervous system, molecular and biochemical bases of information processing, behavioral neuroscience, biology of neuropsychiatric disorders, and applications to the clinical sciences and biomedical engineering. Examples: [Behavioral Neuroscience], [Cognitive Neuroscience], [Computational Neuroscience], [Developmental Neuroscience].

26.1503 Neurobiology and Anatomy

A program that focuses on the scientific study of the structure and function of the central and peripheral nervous system in vertebrates and invertebrates. Includes instruction in molecular and cellular studies of neuronal and glial cells and circuits, neural transmitters and receptors, neuronal signaling processes, membrane and synapse structure and communication, autonomic function, nervous system circuitry and mapping, and anatomical and functional basis of central nervous system diseases and disorders. Examples: [Neurobiology and Neurophysiology]

26.1003 Neuropharmacology

A program that focuses on the scientific study of drugs that modify the function of the brain and central nervous system, the effects of such drugs on health, disease, perception, motor action, and behavior; and the development of countermeasures and treatment therapies. Includes instruction in neuroanatomy, neurophysiology, behavioral neuroscience, neurobiochemistry, neuropathology, the mechanisms of brain function, medicinal chemistry, pharmaceuticals, and studies of specific drugs and drug therapies.

Process: Students will enter URI through University College then move into one of three degrees in one of three colleges.

| Academic Program | Plan | Description | CIP | Subplan | Description | CIP |
|------------------|------------|------------------------|---------|------------|------------------------|---------|
| UC_UN | UC_NEUR_BS | Exploring Neuroscience | 26.1501 | CHSCLIN | Clinical Neuroscience | 26.1501 |
| | | | | ELSCIMOLEC | Molecular Neuroscience | 26.1503 |
| | | | | COPPHARM | Neuropharmacology | 26.1003 |

| Academic Program | Plan | Description | Degree | CIP |
|------------------|-----------|------------------------|---------------------|---------|
| CHS | HS_CLI_BS | Clinical Neuroscience | Bachelor of Science | 26.1501 |
| ELSCI | EL_MOL_BS | Molecular Neuroscience | Bachelor of Science | 26.1503 |
| PHARM | PH_NEU_BS | Neuropharmacology | Bachelor of Science | 26.1003 |

By-Laws of the Interdisciplinary Neuroscience Program at the University of Rhode Island

Article I Program Governance

Section 1.1. Structure

1.1.1 The INP Executive Committee will govern the undergraduate and graduate neuroscience programs

1.1.2 Membership of the INP will consist of URI Faculty who participate in teaching, mentoring and/or research in Neurosciences, and otherwise contribute to the operation of the INP.

1.1.3 A subset of faculty members of the INP will be designated as Core Faculty (as per 1.2.1)

Section 1.2. Program Faculty Membership

1.2.1 Core Faculty

1.2.11 Core Faculty status requires satisfaction of at least one of three criteria:

- o Meaningful contribution to teaching in NEU courses (more than one lecture per year)
- o Mentoring a student for one semester per year in NEU 591 Special Projects in Neuroscience (Independent Study) or NEU 410, Experiential Neuroscience
- o Service on an INP standing committee for a minimum of one year.

1.2.12 Core Faculty are also expected to:

- o Give at least one seminar/colloquium on a neuroscience-related topic
- o Attend annual INP Faculty meetings and other program-sponsored events
- o Attend at least two colloquium talks per year
- o Invite and host colloquium speakers

1.2.13 Core Faculty are eligible to serve on the INP Executive Committee and all Standing Committees of the Program.

1.2.14 Core Faculty with Graduate Faculty status may serve as Major Professors to graduate students in the program and as members of masters and doctoral committees.

1.2.15 INP Faculty who do not meet the requirements for Core Faculty status may not serve on the Executive Committee, and they do not have voting rights.

1.2.16 Adjunct faculty members with Graduate Faculty Status, as defined in section 7.11.23 of the University Manual, may also be members of the INP.

1.2.2 Membership in the INP

1.2.21 Faculty seeking membership in the INP must provide a CV to the Executive Committee, along with a brief statement describing their teaching and/or research activities in neuroscience, how they intend to serve the INP, and whether they intend to initially join as a Core or Affiliate member.

1.2.22 New faculty hires associated with neuroscience will automatically become affiliated members of the INP for a limited term not to exceed three years.

1.2.23 The Executive Committee will review information provided by the applicants for involvement in neuroscience activities outlined in the bylaws and submit a final list to the Core INP Faculty for a vote that will take place within two weeks. If there is a majority vote for approval by the Core Faculty, then the application will be approved by the Executive Committee.

1.2.24 Membership in the INP is for a three-year term and is renewable based on a review on neuroscience activities outlined in these bylaws.

1.2.25 Membership renewal requires a one-page statement describing teaching/mentoring and/or neuroscience research and/or contributions to the INP over the prior three years.

Section 1.3. Executive Committee

1.3.1 The Deans of each college with core INP faculty nominate one member to serve on the Executive Committee for a term of three years. Nominees must have been Core members of the INP for a minimum of one year. Terms will be for three years, staggered and renewable. No more than two members from any one college serving on the Executive Committee may serve at any given time. A representative of the Graduate School will also serve on this committee to represent the graduate programs.

1.3.12 The Executive Committee will nominate the Director of the INP, as well as the Chairs of the Curriculum and Admissions and Advising committees.

1.3.14 The George and Anne Ryan Institute will have equivalent representation to the Executive Committee as the colleges

1.3.15 The George and Anne Ryan Institute Director will nominate a representative to the Executive Committee

1.3.16 If necessary, the Executive Committee may nominate an at-large member to maintain balance in representation among the colleges and institutes. The term will be for one year.

1.3.17 The Director of the INP will report to the Deans from three colleges, College of Pharmacy (COP), Health Sciences College (HSC), and the College of Environment and Life Sciences (CELS) through the coordinating Dean on a 3-year rotating basis.

Section 1.4. Officers

1.4.1 Director of the INP

1.4.11 The Director of the INP will lead the Interdisciplinary Neuroscience Program (INP) and he/she is required to hold Faculty status at URI. The Director will report directly to one of three Deans from the College of Pharmacy (COP), Health Sciences College (HSC), and the College of Environment and Life Sciences (CELS) on a 3-year rotating basis. The Director will be a 0.5 FTE appointment who will be assisted in her/his duties by the Associate Director of the INP. The Director will work closely with College Deans, Department Chairs, Center Directors, INP faculty, and key internal and external stakeholders to determine the needs of the INP relative to neuroscience growth and sustainability. The Director will serve as the chair of the INP Executive Committee and work collaboratively with members to effectively integrate objectives of the INP with available resources to advance neuroscience at URI. The director is responsible for the INP budget that will be allocated directly to the program and will have its own chart field string. The Director will work with the Associate Director on admissions and advising, curricular affairs, program assessment, and student recruitment and retention.

1.4.12 The Director of the INP is nominated by the Executive Committee and elected by a majority vote of the INP Core Faculty including the Associate Director.

1.4.13 The Director of the INP must be a current or previous member of the Executive Committee

1.4.14 The Director of the INP serves a three-year term, and will not serve more than two consecutive three-year terms.

1.4.15 Members of the Executive Committee interested in becoming Director of the INP will be identified in January of semester in which the current Director's term expires. A vote will be held by February 15th to allow the current Director to mentor the incoming Director in administration of the program.

Section 1.4.2 Deans Overseeing the INP

1.4.21 The Deans of COP, HSC, and CELS will work to advance the University's investment in neuroscience research by helping to grow the graduate INP program. They will help to develop new neuroscience endeavors with existing and newly recruited faculty from various URI colleges and centers. The Deans will also identify and pursue opportunities for research collaboration and educational relationships with national and regional partners including but not limited to the George & Anne Ryan Institute for Neuroscience, Brown University, Norman Prince Neuroscience Institute, Brown Institute for Brain Sciences, and other stakeholders in the state of Rhode Island.

Section 1.4.3 Associate Director

1.4.31 The Associate Director of the INP is selected for this position by the Deans of COP, HSC, and CELS in consultation with the INP Director. A minimum of a doctoral degree in a STEM discipline and one year of administrative experience is required for this position..

1.4.32 The Associate Director is a permanent position and will serve as the liaison between the Graduate School, the colleges, and the Executive Committee. The Associate Director oversees the day-to-day operations of the program, including coordination of the activities amongst the INP committees and participating Departments and Colleges within the University, program assessment, student advising, curricular affairs, admissions and recruitment, leading INP faculty meetings, supervising the Academic Advisor and Support Person, hiring and supervising graduate student program assistants, and managing graduate student financial support.

1.4.33 The Associate Director will track faculty membership by reviewing activity related to the INP and provide information annually to the Executive Committee annually for review.

Section 1.4.4 Academic Advisor

1.4.41 The full-time Academic Advisor is responsible for providing educational guidance and assistance for students in the INP. The goal of the Academic Advisor is to ensure that each student reaches their education potential. Their responsibilities will include managing student progress regarding course work, appropriate track selection and the advancement of students through the curriculum including whether students meet the requirements for graduation. The Academic Advisor will also help to identify at-risk students and provide assistance and information regarding support services available on campus as appropriate. A minimum of a Master's degree or five years of advising experience is required for this position.

1.4.42 The Academic Advisor is required to work closely with academic advisors from all colleges affiliated with the INP to ensure accurate, high-quality advising.

Article II INP Faculty Meetings

Section 2.1. Call to Order

2.1.1 The Associate Director shall call meetings of the INP faculty to consider questions of governance and educational policy at such times as the Executive Committee may deem necessary.

Section 2.2. Time of Meetings

2.2.1 A general meeting of INP faculty members is called at least once per year. Other meetings may be held as needs arise.

Section 2.3. Quorum

2.3.1 A quorum for Faculty meetings shall consist of a majority of the Core Faculty members.

Section 2.4. Agenda and Voting

2.4.1 Agenda

2.4.11 An agenda for all general meetings shall be delivered to all INP Faculty members at least two days before such a meeting.

2.4.12 Members of the faculty who wish to include items on the agenda of a general meeting shall submit items to the Associate Director at least one week before the scheduled meeting.

2.4.2 Voting

2.4.21 Only Core Faculty have full voting rights.

2.4.22 Online voting will be provided for elections of the Director of the INP, at-large members, and changes to bylaws.

Article III Program Committees

Section 3.1. Standing Committees

3.1.0 In addition to the Executive Committee, three standing committees carry important responsibilities for the operation and welfare of the INP. The Executive Committee is responsible for appointing committee members and selecting the chair of the committees. Committee members will serve for a minimum of one year with the option to renew.

3.1.1 Admissions and Advising Committee

3.1.11 The Admissions and Advising Committee will evaluate applicants and recommend admission and shall be responsible for dealing with issues relating to student progress.

3.1.2 Curriculum Committee

3.1.21 The Curriculum Committee lists and helps faculty develop the required and elective courses taken by INP students.

3.1.3 Grants and Research Committee

3.1.31 The Grants and Research Committee will focus on developing proposals that support the INP

3.1.4 Standing Committee Chairs

3.1.41 Standing committee chairs must be members of the INP Core Faculty, but need not be members of the Executive Committee and will be selected by committee members.

3.1.42 Standing committee chairs may attend Executive Committee meetings as non-voting ex officio members

Section 3.2 Ad Hoc Committees

3.2.1 The Executive Committee shall appoint ad hoc committees as needed.

Article IV: Student Representatives

Section 4.1. Student Liaison Committee

4.1.1 A Student Liaison Committee will participate in the governance of the program

4.1.12 Six students will be elected by the INP undergraduate, MS and PhD students (two from each student group) to serve a one-year term.

4.1.13 The Student Liaison Committee will meet with the Associate Director at least twice each semester to provide input and share concerns about INP programs and policies

Article V: Ratification and Amendments

Section 5.1 Changes to these bylaws

5.1.1 Changes to the bylaws of the INP may be proposed to the Executive Committee by Core Faculty members. Changes to the bylaws require approval by a majority of the Core Faculty of the INP.



THE
UNIVERSITY
OF RHODE ISLAND



BUDGET AND FINANCIAL PLANNING

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

DATE: September 30, 2019

TO: Margaret Benz
Coordinator, Faculty Senate

FROM: Linda Barrett
Director, Budget and Financial Planning

SUBJECT: Proposal for an Undergraduate Interdisciplinary Neuroscience Major, BS

As requested in an email from Leslie Mahler, Associate Professor in the Department of Communicative Disorders, dated September 23, 2019, the Budget and Financial Planning Office has reviewed the proposal for an Undergraduate Interdisciplinary Neuroscience Major, BS.

The Budget and Financial Planning Office concurs that the proposal for an Undergraduate Interdisciplinary Neuroscience Major, BS is anticipated to have a positive impact on the Fund 100 unrestricted budget as it has been presented.

There is no major impact to the process in Enrollment Services relative to this proposal.

Please let us know if you require any further information.

| | | |
|-----|-----------------|-------------------|
| cc: | Donald DeHayes | Dean Libutti |
| | Matthew Bodah | Carnell Jones |
| | Anne Veeger | Leslie Mahler |
| | Cheryl Hinkson | Colleen Robillard |
| | Joanne Lawrence | John Humphrey |
| | Paul Larrat | Gary Liguori |
| | John Kirby | |

Office/BudgetImpactStatements/undergraduate interdisciplinary neurosciencemajor,BS/BudgetImpactStatementLetter.final

ACADEMIC PROGRAM BUDGET FORM

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

Page 1 of 3

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

REVENUE ESTIMATES

| | Year 1 2021 | Year 2 2022 | Year 3 2023 | Year 4 2024 |
|--|-------------------------|--------------------------------|-------------------------|--------------------------------|
| Tuition: In-State | \$12,590 | \$12,590 | \$12,590 | \$12,590 |
| Tuition: Out-State | \$29,710 | \$29,710 | \$29,710 | \$29,710 |
| Tuition: Regional | \$22,032 | \$22,032 | \$22,032 | \$22,032 |
| Mandatory fees per student | \$1,976 | \$1,976 | \$1,976 | \$1,976 |
| FTE # of New Students: In-State | 20 | 35 | 60 | 90 |
| FTE # of New Students: Out-State | 15 | 20 | 40 | 50 |
| # of In-State FTE students transferring in from the institution's existing programs | | | | |
| # of Out-State FTE students transferring in from the institution's existing programs | | | | |
| TUITION AND FEES | Newly Generated Revenue | Revenue from existing programs | Newly Generated Revenue | Revenue from existing programs |
| First Year Students | | | | |
| In-State tuition | \$251,800.00 | \$0.00 | \$440,650.00 | \$0.00 |
| Out-of-State tuition | \$445,650.00 | \$0.00 | \$594,200.00 | \$0.00 |
| Regional tuition | | | | |
| Mandatory fees | \$69,160.00 | \$0.00 | \$108,680.00 | \$0.00 |
| Second Year Students | | | | |
| In-State tuition | | \$251,800.00 | \$440,650.00 | \$0.00 |
| Out-of-State tuition | | \$445,650.00 | \$594,200.00 | \$0.00 |
| Regional tuition | | | | |
| Mandatory fees | | \$69,160.00 | \$108,680.00 | \$0.00 |
| Third Year Students | | | | |
| In-State tuition | | | \$251,800.00 | \$440,650.00 |
| Out-of-State tuition | | | \$445,650.00 | \$594,200.00 |
| Regional tuition | | | | |
| Mandatory fees | | | \$69,160.00 | \$108,680.00 |
| Fourth Year Students | | | | |
| In-State tuition | | | | \$251,800.00 |
| Out-of-State tuition | | | | \$445,650.00 |
| Regional tuition | | | | |
| Mandatory fees | | | | \$69,160.00 |
| Total Tuition and Fees | \$766,610.00 | \$0.00 | \$1,910,140.00 | \$0.00 |
| GRANTS | \$0.00 | \$0.00 | \$0.00 | \$0.00 |
| CONTRACTS | \$0.00 | \$0.00 | \$0.00 | \$0.00 |
| OTHER (Specify) | \$0.00 | \$0.00 | \$0.00 | \$0.00 |
| Total Grants, Contracts, Other | \$0.00 | \$0.00 | \$0.00 | \$0.00 |
| TOTAL | \$766,610.00 | \$0.00 | \$1,910,140.00 | \$0.00 |

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

ACADEMIC PROGRAM BUDGET FORM

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

Page 2 of 3

EXPENDITURE ESTIMATES

| | Year 1 2021 | | Year 2 2022 | | Year 3 2023 | | Year 4 2024 | |
|---------------------------------|---|---|---|---|---|---|---|---|
| | Additional resources required for program | Expenditures from current resources | Additional resources required for program | Expenditures from current resources | Additional resources required for program | Expenditures from current resources | Additional resources required for program | Expenditures from current resources |
| PERSONNEL SERVICES | | | | | | | | |
| Director | \$45,000.00 | | \$46,350.00 | | \$47,740.00 | | \$49,172.00 | |
| Associate Director | \$50,000.00 | \$50,000.00 | \$51,500.00 | | \$106,090.00 | | \$109,272.00 | |
| Faculty | | | | | | | | |
| Support Staff | | | | | | | | |
| Advisor | \$55,000.00 | | \$56,500.00 | | \$58,000.00 | | \$60,000.00 | |
| Fringe Benefits % | \$32,249.00 | | \$32,249.00 | | \$32,249.00 | | \$32,249.00 | |
| Total Personnel | \$182,249.00 | \$50,000.00 | \$186,599.00 | \$0.00 | \$244,079.00 | \$0.00 | \$250,693.00 | \$0.00 |
| OPERATING EXPENSES | | | | | | | | |
| Instructional Resources | \$20,000.00 | | \$20,000.00 | | \$20,000.00 | | \$20,000.00 | |
| Other (office supplies) | \$14,050.00 | | \$14,050.00 | | \$14,050.00 | | \$14,050.00 | |
| Total Operating Expenses | \$34,050.00 | \$0.00 | \$34,050.00 | \$0.00 | \$34,050.00 | \$0.00 | \$34,050.00 | \$0.00 |
| CAPITAL | | | | | | | | |
| Facilities | | | | | | | | |
| Equipment | \$5,000.00 | | \$5,000.00 | | \$6,000.00 | | \$7,000.00 | |
| Other | | | | | | | | |
| Total Capital | \$5,000.00 | \$0.00 | \$5,000.00 | \$0.00 | \$6,000.00 | \$0.00 | \$7,000.00 | \$0.00 |
| NET STUDENT ASSISTANCE | | | | | | | | |
| Assistantships | | | | | | | | |
| Fellowships | | | | | | | | |
| Stipends/Scholarships | | | | | | | | |
| Total Student Assistance | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 |
| TOTAL EXPENDITURES | \$221,299.00 | \$50,000.00 | \$225,649.00 | \$0.00 | \$284,129.00 | \$0.00 | \$291,743.00 | \$0.00 |

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

ACADEMIC PROGRAM BUDGET FORM

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

| | Year 1 2021 | Year 2 2022 | Year 3 2023 | Year 4 2024 |
|--|----------------|----------------|----------------|----------------|
| BUDGET SUMMARY OF COMBINED EXISTING AND NEW PROGRAM | | | | |
| Total Revenue | \$766,610.00 | \$1,910,140.00 | \$4,051,540.00 | \$6,946,780.00 |
| Total Expenses | \$271,299.00 | \$225,649.00 | \$284,129.00 | \$291,743.00 |
| Excess/Deficiency | \$495,311.00 | \$1,684,491.00 | \$3,767,411.00 | \$6,655,037.00 |
| BUDGET SUMMARY OF EXISTING PROGRAM ONLY | | | | |
| Total Revenue | \$0.00 | \$0.00 | \$0.00 | \$0.00 |
| Total Expenses | \$50,000.00 | \$0.00 | \$0.00 | \$0.00 |
| Excess/Deficiency | -\$50,000.00 | \$0.00 | \$0.00 | \$0.00 |
| BUDGET SUMMARY OF NEW PROGRAM ONLY | | | | |
| Total of Newly Generated Revenue | \$766,610.00 | \$1,910,140.00 | \$4,051,540.00 | \$6,946,780.00 |
| Total of Additional Resources Required for | \$221,299.00 | \$225,649.00 | \$284,129.00 | \$291,743.00 |
| Excess/Deficiency | \$545,311.00 | \$1,684,491.00 | \$3,767,411.00 | \$6,655,037.00 |

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

Interdisciplinary Neuroscience Program - Combined graduate and undergraduate expenses
Fund 100

Year 1

0.5 FTE for Director, also include summer stipend and work load adjustment to allow time for administration of the INP

0.5 Associate Director

1.0 Advisor; Grade 10 with a master's degree or 5 years of advising experience

Expenditures from current resources in year one is the transfer of Associate Director funds from the Graduate School

Instructional resources include \$5,000 for a lab course, \$10,000 for experiential learning (25 students/yearX\$400), and \$5,000 for lab supplies

Other operating expenses include office supplies \$5000 since the program has no department infrastructure for a copier, paper, etc. . .

Other operating expenses also include: SfN institutional membership \$550; Out-of State travel to meetings \$4000, Grad Student Asst \$1500, Speaker honoraria \$1500, Special services for catering and attending events \$1500

Year 2

0.5 FTE for Director, also include summer stipend and work load adjustment to allow time for administration of the INP

0.5 Associate Director

1.0 Advisor; Grade 10 with a master's degree or 5 years of advising experience

Instructional resources include \$5,000 for a lab course, \$10,000 for experiential learning (25 students/yearX\$400), and \$5,000 for lab supplies

Refer to Year 1 for operating expenses explanation

Year 3

0.5 FTE for Director, also include summer stipend and work load adjustment to allow time for administration of the INP

1.0 Associate Director - Increase based on expected increase in enrollment that will necessitate greater administrative responsibilities

1.0 Advisor; Grade 10 with a master's degree or 5 years of advising experience

Instructional resources include \$5,000 for a lab course, \$10,000 for experiential learning (25 students/yearX\$400), and \$5,000 for lab supplies

Refer to Year 1 for operating expenses explanation

Year 4

0.5 FTE for Director, also include summer stipend and work load adjustment to allow time for administration of the INP

1.0 Associate Director

1.0 Advisor; Grade 10 with a master's degree or 5 years of advising experience

Instructional resources include \$5,000 for a lab course, \$10,000 for experiential learning (25 students/yearX\$400), and \$5,000 for lab supplies

Refer to Year 1 for operating expenses explanation

Instructional Resources include materials for the classroom and laboratory fees to support required experiential learning (NEU 410)

Fringe benefits were calculated for the Associate Director and Advisor with the assumption that the Director fringe will continue to be paid by the home department.

Fringe assumptions:

Nonclassified

Union - not known

Individual health plan

TIAA retirement

26 pay periods

(Associate Director is half-time)

Advisor = \$18,571

Associate Director = \$13,678

Student Learning Outcomes Program Assessment Curriculum Map

Curriculum maps illustrate the link between the courses and requirements in a program, to the program learning outcomes. Maps represent where students are given the opportunity to achieve the outcomes, from introduction to mastery, as they proceed through the curriculum.

To complete the matrix:

- Across the top: List all the courses and other program requirements (e.g., internships, service-learning, portfolios), developmentally/sequentially when possible.
- Down the side: List your Program Student Learning Outcomes.
- Use the Map Key below: Indicate the degree to which an outcome will be taught and practiced by students (I-R-E); consider the goal of **key** assignments and activities before assigning a code. (Courses often scaffold several outcomes, but may focus assignments on specific areas.)

(Form expands to accommodate program outcomes; add lines as necessary.)

| Academic Program: Interdisciplinary Neuroscience Undergraduate Program | | | | | | | | | | | | | Reporting Year: 2022 | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|--|---|--|--|--|--|--|--|--|--|--|--|--|---|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|-------------|-------------|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|
| <p>Program Student Learning Outcomes: Explicit statements of observable, measurable results that specify what a student is expected to know or be able to do as a result of their participation in an academic program. Statements should be detailed and meaningful enough to guide decisions in program planning, improvement, pedagogy, and practice.</p> <div><p>Map Key I = Outcome Introduced for Mastery R = Outcome Reinforced for Mastery E = Outcome Emphasized for Mastery</p></div> | | | | | | | | | | | | | <p>Course Numbers/Program Requirements Program requirements can include internships, service learning, portfolios, comprehensive exams, seminars, and requirements that may not be associated with a course number.</p> <p>Course Numbers/Program Requirements:</p> | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | NEU 101 | NEU 110 | NEU 210 | NEU 262 | NEU 230 | NEU 301 | NEU 310 | NEU 320 | NEU 410 | NEU 460 | STA 307 | BIO 220/221 | CHM 101/102 | | | | | | | | | | | | | | | | |
| #1 | 1.1 Demonstrate knowledge of the development, structure, and function of the human nervous system. | | | | | | | | | | | | I | I, R | | | | E | E | E | | | | | | | | | | | | | | | | | | | | | |
| | 1.2 Integrate knowledge of neuroscience principles and practice with fields that intersect with neuroscience. | | | | | | | | | | | | | | | | | | | E, R | | | | | | | | | | | | | | | | | | | | | |
| #2 | 2.1 Critically evaluate evidence-based literature related to data analysis. | | | | | | | | | | | | | | | I, R | | | | | | E | I, R | | | | | | | | | | | | | | | | | | |
| #3 | 3.1 Identify responsible and ethical behavior related to neuroscience research and practice. | | | | | | | | | | | | | | I, R | | E | | | | E | | | | | | | | | | | | | | | | | | | | |

Student Learning Outcomes
Program Assessment Curriculum Map

Academic Program Proposal Cover Page

1. Name/Contact Information: R. Anthony Rolle

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

School of Professional and Continuing Studies
(Department)

Alan Shawn Feinstein College of Education and Professional Studies
(School/College)

Academic Affairs
(Division)

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

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

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

Title/name of proposed Department:

Title/name of proposed Degree: Bachelor of Science

Title/name of proposed Program:

Title/name of proposed Major: Nonprofit Administration

Classification of instruction program (CIP) code: [CIP Index](#) 52.0206

Title/name of proposed Sub plan:

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

Other:

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

6. Intended initiation date: Term Spring Year 2020

7. Anticipated date of granting first degree: 2023

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

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

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

Office Use Only:

College Curriculum Committee _____ Curricular Affairs Committee _____ Graduate Council _____
Faculty Senate _____ President _____ RIBGHE _____ Enrollment Services _____

**Joint Committee on Academic Planning Pre-Proposal for New Programs
12-7-18**

Program Name: Undergraduate Neuroscience

Degree Type: Bachelor of Science

Proposer: Neuroscience Implementation Task Force

Courses included in this proposal are offered by the following Departments: Biology, Biomedical and Pharmaceutical Sciences, Cell and Molecular Biology, Chemistry, Computer Science and Statistics, Mathematics, Interdisciplinary Graduate Program in Neuroscience, Pharmacy Practice, Psychology, Statistics, and Engineering.

College(s): Recommendation included below

Part 1. Briefly describe program

This proposal is for the creation of an undergraduate neuroscience major at URI that will be integrated with the existing graduate Interdisciplinary Neuroscience Program (INP). An undergraduate neuroscience program will leverage our existing academic graduate programs in neuroscience (masters and Ph.D.), and expertise in neuroscience research across the campus and via the George and Anne Ryan Institute for Neuroscience. The presence of a variety of research labs on campus and state-of-the-art neuroscience research conducted at the George and Anne Ryan Institute for Neuroscience is a benefit to undergraduates seeking laboratory experience. An additional benefit to undergraduate students is that INP affiliated faculty, postdoctoral researchers and graduate students can serve as mentors to undergraduate neuroscience majors. Curricular requirements for the major will include a core of general neuroscience courses and two specialized tracks designed to foster knowledge and experience in molecular and clinical neuroscience. It is recommended that the proposed undergraduate program be integrated with the existing administrative structure of the INP that includes representation across five colleges.

Administrative Structure

The Neuroscience Implementation Task Force unanimously recommends housing undergraduate and graduate neuroscience programs within the same organizational structure for several important reasons:

- To promote retention of the top undergraduate students who decide to pursue graduate studies at URI
- To enable efficient coordination of teaching responsibilities across undergraduate and graduate curriculum

- To maximize economic efficiency: faculty and administrative resources will serve dual purposes for undergraduate and graduate students
- To allow seamless administrative coordination for teaching, research, and advising
- To offer an accelerated Bachelor's to Master's program for select undergraduate students
- To provide students with a sense of belonging and community identity
- To provide opportunities for INP graduate students to teach neuroscience courses
- To increase communication and interactions between students at different levels of training

It is recommended that the INP Director, who is elected by the INP faculty, continue to provide leadership for both programs. The director will report to Deans from three colleges: College of Pharmacy, College of Health Sciences and the College of Environment and Life Sciences. These colleges will be impacted the most by students pursuing an undergraduate neuroscience major, hence each college should contribute to the administration of the undergraduate and graduate programs. The INP Director will report to one of the three Deans on a two-year rotating basis. The INP Executive Committee will continue to function as the program's decision-making body and the INP Curriculum Committee will be comprised of six members with faculty representing the three colleges overseeing the program and will continue to make curriculum decisions for the program. This curriculum committee will make decisions for the graduate and undergraduate programs and obtain approval from the INP Executive Committee before submitting to graduate council for graduate curriculum decisions and the Curriculum and Standards Committee for undergraduate matters.

Although oversight of the undergraduate and graduate programs will come from three Deans, the administrative home of the graduate and undergraduate programs will need to be in one of the degree granting colleges. The administrative structure of the neuroscience programs will consist of a single Director, Associate Director, and a professional advisor. The task force recommends housing the administrative component of the undergraduate and graduate program within the College of Pharmacy for several reasons:

- To maximize economic efficiency: existing faculty and administrative resources within the College of Pharmacy can serve the neuroscience program more efficiently than recreating these structures anew
- To capitalize on the expertise of the faculty of the Ryan Institute, the majority of whom have appointments in the College of Pharmacy
- To ensure that undergraduate neuroscience students are given ample opportunities to gain experience in neuroscience research already taking place in the COP
- To promote interactions between neuroscience faculty whose primary appointments are in the COP and are research-focused, and currently involve graduate neuroscience students
- To maintain the interdisciplinary nature of neuroscience: the COP has demonstrated enthusiasm and flexibility in working with administration and faculty from different colleges across campus to help build the neuroscience program that exists at URI today.

Curriculum

The required core curriculum for all neuroscience majors includes preparation courses and core courses with a minimum of 15 credits in one of three tracks. Preparation courses currently exist at URI in chemistry and biology, as well as computer programming and math. Core courses are in molecular biology, pharmacy, statistics and neuroscience. In addition to completing core and foundational courses, students will select 15 credits (or more) from courses organized into three tracks designed to customize learning towards professional goals. Undergraduates will initially matriculate through University College for one to two years and through advising will choose the neuroscience track that best suits their career goals. The three tracks include:

1. General Neuroscience
2. Molecular Neuroscience
3. Clinical Neuroscience

All undergraduate students will receive a BS in neuroscience with a sub-program designation in one of the three tracks. The College of Pharmacy will grant the undergraduate degree to students in the general neuroscience track. The College of Environmental Life Sciences will grant the undergraduate degree to students in the molecular neuroscience track and the College of Health Sciences will grant the undergraduate degree to students in the clinical neuroscience track. (Please refer to the attached curriculum sheet for details.)

Benefits to Undergraduate Students

Establishing an undergraduate neuroscience program is consistent with national trends indicating that neuroscience is a current and growing focus of both research and employment. Neuroscience has also been a strategic focus at URI for seven years beginning with the formation of the INP in 2011 and strengthened by the creation of the Ryan Institute for Neuroscience in 2015. Creating an undergraduate neuroscience major at URI will make neuroscience accessible to our undergraduates and leverage our existing expertise in basic and applied neuroscience with curricular innovations in data science and engineering. The proposed undergraduate major will prepare students for multiple future career options including; neuroscience research, clinical work, teaching in neuroscience, medical and graduate school, biotechnology and pharmaceutical industries, public health, and technical writing among others. Feedback from the URI Office of Admissions indicates that students applying to URI are specifically interested in selecting a neuroscience major, and that URI is losing applicants because this undergraduate major is not currently offered.

Benefits to URI

Neuroscience is a highly attractive major among undergraduate students where these programs are available. URI is lagging behind and needs a neuroscience undergraduate major to attract high performing high school and undergraduate students. Studies by Ramos et al., (2011 and 2016) identified the unprecedented growth of undergraduate neuroscience in the US and the number of institutions offering neuroscience majors has risen from <10 in 1986 to 157 in 2014. Their data extend an emerging literature demonstrating growth in undergraduate neuroscience education that prepares students for

graduate and professional studies in basic science research and health care professions. Based on these findings, the creation of a new undergraduate neuroscience program will successfully attract additional, highly qualified students to URI.

As the landscape shifts in biomedical education and job markets, URI has a unique opportunity to design a forward-thinking and innovative major in neuroscience that produces graduates possessing skills valued by employers in a variety of sectors.

Part 3. Signatures:

Proposers: _____

Date: _____

Chair(s): _____

Date: _____

Dean(s): _____

Date: _____

Attachments:

Consultant Report; Gary Dunbar, PhD, Executive Summary
Proposed curriculum



Final

**Joint Committee on Academic Planning
December 7, 2018
MINUTES**

Committee Roster:

Donald DeHayes, Provost and VP for Academic Affairs, Chair
Bahram Nassersharif, Vice Chair, Faculty Senate
Marilyn Barbour, Chair, Academic Program Review Committee
Laura Beauvais, Vice Provost for Faculty Affairs
Audrey Cardany, Fac Sen, Curriculum & Standards Comm., Chair
Nick Constant, President, Graduate Students Association
Mayrai Gindy, Faculty Senate Executive Committee member
Dan Graney, Dean of Students

Michael Honhart, Faculty Senate Executive Committee member
Patricia Morokoff, Faculty Senate Executive Committee member
Ann Morrissey, Special Assistant for Academic Planning
Nedra Reynolds, Associate Dean, College of Arts and Sciences
Peter Snyder, Vice President, Research and Economic Development
Adriana Wilding, President, Student Senate
Nasser Zawia, Dean, Graduate School

Approval of Minutes

The minutes from the November 8, 2018, meeting were approved.

Pre-Proposal: Bachelor of Science in Neuroscience

Professors Leslie Mahler, Lisa Weyandt and Alycia Mosley Austin, Associate Director, INP, presented a pre-proposal for a Bachelor of Science in Neuroscience. They explained that they represent the existing structure of the current graduate program in Neuroscience, and they place a high value on the interdisciplinary nature that distinguishes our program at URI. They said that Neuroscience is growing as field of study and professional expertise – students are asking for an undergraduate program. The task force proposing this new degree has put a great deal of work and research into planning the new structure, including consulting with an external reviewer – they plan that the program director will report to the deans of Pharmacy, CELS and Health Sciences in rotation, and students will select one of three tracks: general neuroscience, molecular neuroscience or clinical neuroscience.

After discussion, the committee voted unanimously that the degree plan is encouraged to move forward, with the following important feedback:

- Consider the needs of students transferring into the program.
- Consider alternative reporting models to the rotating of the deans.
- Provide additional justification for the three separate tracks, especially the General Track.
- Consider letting students choose to declare a track or not.
- Highlight the market demand in materials, and be aware that the Pre-Med piece could prove to be very popular.
- Consider adding the Graduate School Dean to the coordinating committee.
- Consider cross-listing courses in the sophomore year.
- Consider naming the track in Pharmacy something other than “General.”

Pre-Proposal: Master of Science in Healthcare Management

Professor Kathryn Jervis, from the College of Business, described the proposed degree. She said that an interdisciplinary committee, working from two student surveys, have put together 12 courses to make two stackable certificates in Healthcare Management, and are now proposing a full degree (30 credits) and to move the program online in the 7-week module delivery system.

After discussion, the committee agreed that this degree will be ideal for online and voted unanimously that the degree plan is encouraged to move forward, with the following important feedback:

- Add a practicum element.
- Add more electives – flesh out the details in this area.
- Plan stackable certificates.
- Consider calling this a professional masters.
- Consider adding the health economics course.
- Consider that there may be an expanded opportunity depending on whether this program is coming out of the business school or the AHC.

The Role of the Committee

Provost and Chair Don DeHayes and the committee agreed that the discussion of this topic will continue at the next meeting. The committee will consider adding clear guidelines to the JCAP web page and agreed that each of the colleges' curricula committees need to be fluent in which courses need to come to JCAP and which do not.

The meeting adjourned at 1:35pm. The next JCAP meeting will be held on Thursday, January 10, 2019, 3pm-4:30pm.



**MEMORANDUM OF UNDERSTANDING
Interdisciplinary Neuroscience Program
Undergraduate and Graduate Majors**

The purpose of this Memorandum of Understanding (MOU) is to affirm a partnership and commitment of the parties involved in the creation of a freestanding Interdisciplinary Neuroscience Program to include a new academic undergraduate major in Neuroscience with degree granting tracks through three Colleges along with the existing graduate program in neuroscience (INP). The parties include the College of Pharmacy (COP), College of Health Sciences (CHS), and College of Environmental and Life Sciences (CELS), and the Office of the Provost.

The terms described in this MOU provide a broad base of support for administration of the program and to foster success of the students enrolled. This MOU is consistent with the University of Rhode Island's goal to facilitate interdisciplinary teaching and research, and provide supportive processes that will advance these important endeavors.

Current Model: The current Ph.D. and Master's programs in Interdisciplinary Neuroscience (INP) are housed within the Graduate School, not within a department, for the purpose of supporting the interdisciplinary nature of the program. This structure creates challenges in negotiating interdepartmental resources, workload expectations, co-teaching, and collaboration on research proposals.

Proposed Model: Create a freestanding Interdisciplinary Neuroscience Program (INP) to include a new undergraduate neuroscience major affiliated with COP, CELS, and CHS and the existing INP graduate program. All undergraduate students will receive a BS in Neuroscience in the major with a sub-plan designation in one of three tracks; students in

the clinical neuroscience track will graduate with a major in Neuroscience from CHS, students in the molecular neuroscience track will graduate with a major in Neuroscience from CELS, and students in the neuropharmacology neuroscience track will graduate with a major in Neuroscience from COP. Both the major and the track will be designated on student transcripts. The INP graduate program, which involves faculty from several colleges, will move from the Graduate School to become part of the freestanding INP program. Faculty affiliated with the INP will continue to mentor, advise, and interact with INP graduate students and efforts will be made to bring greater identity and opportunity to the program and the students. The INP program will be led by a Director and will include other support as necessary and affordable and consistent with the growth of the program.

The parties recognize and agree to the following:

Faculty and Teaching:

- INP faculty have their academic appointments in various academic departments across several colleges at URI. These faculty wish to contribute to the INP because of their academic interests and expertise in neuroscience. Faculty seeking membership in the INP are required to send a CV to the Executive Committee along with a brief statement describing their teaching and/or research. The INP Executive Committee will evaluate the qualifications of the applicants then submit the list to the core INP faculty for a vote. Faculty who are approved and their respective Dean will receive a letter of confirmation and their participation in the INP will be reviewed every three years. Faculty approved by the INP Executive committee become core faculty when they are actively engaged in the INP through teaching, mentoring, or service. Core faculty are eligible to serve on the INP Executive Committee and all standing committees of the INP.
- The Deans of each college with core INP faculty nominate members to the Executive Committee for a term of three years. Nominees must have been Core members of the INP for a minimum of one year. No more than two members from any one college may serve on the Executive Committee at any given time. A

representative of the Graduate School will also serve on the Executive Committee to represent the graduate programs.

- Appropriate departmental and college support is needed for faculty to teach courses in the INP at the graduate and undergraduate levels. It is understood that faculty who teach neuroscience courses will incorporate those courses into their expected workload and these teaching commitments will count toward promotion and tenure expectations. Credit hours generated will be attributed to the faculty and their home department and colleges. The expectation is that INP undergraduate courses will be given equal weight with existing college programs and departments.
- An increased demand for teaching assistants to support curricular demands created by new undergraduate neuroscience students will likely occur as the number of students and courses in the program increase. INP graduate students who are awarded a teaching assistantship will be given priority consideration for large enrollment and/or lab undergraduate courses related to the neuroscience major.
- Department chairs, in consultation with their Dean of the College, will determine how to cover existing departmental courses when faculty teach in the INP undergraduate and/or graduate neuroscience program a process that is consistent with current practice at URI. This process may include strategic reassignment of some teaching responsibilities within departments as appropriate and/or requests by Deans for resources to cover courses when no alternative viable options exist.

Experiential Learning:

One of the hallmarks of a thriving neuroscience program is offering students the opportunity to be involved in experiential learning opportunities, such as undergraduate or graduate student research, and internships in clinics, companies, or non-profits, etc. Internships may be identified by departments and/or in collaboration with the URI Center for Career and Experiential Education (CCEE). The academic internship program of the CCEE provides students with experiential learning opportunities throughout the year. The

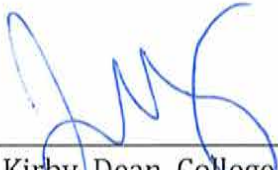
parties agree to:

- Support faculty who express an interest in mentoring undergraduate or graduate INP students, including the possibility of hosting students in a laboratory for a specified period of time.

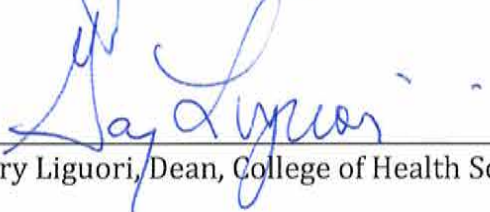
Administrative Structure and Budget:

- The INP will be a freestanding program at the University of Rhode Island that is administered by the Deans' Oversight Committee (DOC) comprising the Deans of the COP, CHS, and CELS. One Dean, to be selected by the Provost, will serve as Coordinating Dean on a 3-year rotating basis.
- The INP Director is a faculty member at the Associate or Full Professor level who has served on the INP Executive Committee and is elected by the INP core faculty with input from the DOC and concurrence of the INP Executive Committee. The Director will provide leadership for both the graduate and undergraduate programs. The INP Director will report to the DOC and will meet with that Committee no fewer than one time per semester and once over the summer for the purposes of reporting on progress of the program, any challenges that emerge, and the overall direction of the program.
- The INP Director will have overall responsibilities for the INP program. The INP Director does not have annual review responsibilities for INP faculty but may provide input as to the teaching, research, and service contributions of INP faculty participating in the INP program if requested.
- The Provost will provide financial support for the INP Director and a full-time professional advisor who will be recruited specifically for the program. The advisor will report directly to the INP Program Director.
- The INP Director will receive compensation and a workload adjustment to allow time for administrative responsibilities. Compensation will be an appropriate salary supplement and summer salary.


- The 0.5 FTE Associate Director and the funds to support this position will be transferred from the Graduate School. The Associate Director will report to the Director of the INP.
- Given the multi-college pathway of the program and the requirement for experiential learning opportunities for all students, the Provost's Office will fund a professional advisor position dedicated to the INP program.
- The INP will have its own unique operating budget (chartfield string) that resides within the Provost's office. However, as with all other academic programs at URI, any annual budget changes or requests must be proposed by the Director to the DOC and, if deemed appropriate and cost effective, the priorities will be included in the budget requests from the three Deans to the Provost's Office.
- All three colleges, as well as Art & Sciences and Engineering, will have representation on the INP committees that administer the INP program including:
 - Executive committee
 - Curriculum committee
 - Admissions and advising committee



John Kirby, Dean, College of Environmental and Life Sciences



Gary Liguori, Dean, College of Health Sciences



Paul Larrat, Dean, College of Pharmacy



Donald DeHayes, Provost

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

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

Program: BS in Neurosciences_____

Department, College: various/ COP, CELS, CHS_____

Faculty Member: Leslie Mahler_____

Date returned to Faculty: 9/17/19_____

Librarian Completing Assessment: Joanna M. Burkhardt_____

Collection Management Officer: Joanna M. Burkhardt_____

Assessment of:

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

Please include:

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

The University libraries have a current and robust collection in relevant subject categories. Money is allocated to subject areas for the purchase of monographs and other non-journal materials to support the program. There is plenty of funding for the purchase of monographic materials to support courses in the program, should the need arise. The cost of journal subscriptions is not broken out by department or college.

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

The Libraries subscribe to most of the journals noted on the Faculty Questionnaire. No specific title is listed as essential. The library subscribes to journal databases that provide access to journals in the relevant subject categories.

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

No new library materials are required to support this program.

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

Instructors for individual courses may request a library instruction session at any time.

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

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

| UNIVERSITY OF RHODE ISLAND NEUROSCIENCE IMPLEMENTATION TASK FORCE | | | | STUDENT: | |
|--|---|---------|---------------------------|--|---|
| NEUROSCIENCE B.S | | | | STUDENT ID: | |
| 2020-2021 | | | | ADVISOR: | |
| Revised 9-13-19 | | | | | |
| * Course approved for General Education | | | | | |
| (Medical school does not accept transfer credits from high school) | | | | | |
| Preparation Courses | | | | | |
| Course Code | Course Name | Credits | Semester | Grade | |
| CHM 101* | General Chem I | 3 | Freshman Fall | | |
| CHM 102* | General Chem I Lab | 1 | Freshman Fall | | |
| CHM 112 | General Chem II | 3 | Freshman Spring | | |
| CHM 114 | General Chem II Lab | 1 | Freshman Spring | | |
| CHM 124 OR CHM 227 | Organic Chemistry | 3 | Sophomore Fall | | |
| Math 103 and/or Math 131 | Applied PreCalculus and/or Applied Calculus I | 3 | | | MTH 103 is prerequisite for MTH 131; some students may have HS credit for MTH 103 |
| PSY 113 | General Psychology | 3 | Sophomore Year | | |
| BIO 101* | Biology I | 3 | Freshman Fall | | |
| BIO 103* | Biology I Lab | 1 | Freshman Fall | | |
| BIO 102* | Biology II | 3 | Freshman Spring | | |
| BIO 104* | Biology II Lab | 1 | Freshman Spring | | |
| BIO 220 | Fundamentals of Anatomy and Physiology I | 3 | Sophomore Fall | | |
| BIO 221 | Fundamentals of Anatomy and Physiology lab | 1 | Sophomore Fall | | |
| BIO 222 | Fundamentals of Anatomy and Physiology II | 3 | Sophomore Spring | | |
| BIO 223 | Fundamentals of Anatomy and Physiology lab | 1 | Sophomore Spring | | |
| Preparation Courses Subtotal | | 33 | | | |
| Core Courses | | | | | |
| Course Code | Course Name | Credits | Semester | Grade | |
| NEU 101 | Foundations of Neuroscience (NEW) | 3 | Freshman Spring | | |
| NEU 110 | Neurosciences Seminar (NEW) | 1 | Sophomore Fall or Spring | | |
| NEU 210 | Neuroethics and Diversity (NEW) | 3 | Sophomore Spring | | |
| NEU 262 | Neuroscience Research Methods (NEW) | 4 | Sophomore Spring | | |
| NEU 230 | Neuroscience Professional Development (NEW) | 1 | Sophomore Fall | | |
| NEU 301 | Cellular & Molecular Neuroscience (NEW) | 3 | Junior Fall | | |
| NEU 310 | Developmental Neurobiology (NEW) | 3 | Junior Spring | | |
| NEU 320 | Clinical Neurosciences (NEW) | 3 | Junior Fall | | |
| STA 307 | Biostatistics | 3 | Junior Spring | | |
| PHY 111/185 | General Physics | 4 | Sophomore Fall | | |
| NEU 410 | Experimental Neuroscience (NEW) | 1-6 | Senior Fall | | |
| NEU 460 | Neurosciences Journal Club (NEW) | 1 | Senior Spring | | |
| Core Courses Subtotal | | 29 | 23 credits of new courses | | |
| Molecular Neuroscience Major Requirements: Choose 15 credits from the following list. | | | | | |
| Course Code | Course Name | Credits | Semester | Grade | |
| CSC/DSP 310 | Programming for Data Science | 4 | | | |
| CMB 311 | Biochemistry | 3 | | | |
| CMB/BIO 352 | Genetics | 4 | | | |
| CMB/BIO 341 | Cell Biology | 3 | | | |
| BIO/CMB 437 | Fundamentals of Molecular Biology | 3 | | | |
| CMB 460 | Experimental Approaches in Molecular and Cell Biology | 3 | | | |
| PHY 112 | Physics II lecture | 3 | | | |
| PHY 186 | Physics II lab | 1 | | | |
| Track Subtotal | | | | | |
| Molecular Neuroscience Major Electives: Choose a minimum of 3 credits from the following list. | | | | | |
| Course Code | Course Name | Credits | Semester | Grade | |
| CMB 333 | Immunology and Serology | 3 | | | |
| CMB 312 or 412 | Advanced Biochemistry Lab | 2 | | | |
| CMB 320 | Computational Biology | 3 | | | |
| CMB 353 | Genetics Laboratory | 1 | | | |
| BIO/CMB 452 | Advanced Topics in Genetics | 3 | | | |
| CMB 435 | Introduction to the Biology and Genetics of Cancer | 3 | | | |
| CMB 462 | Proteins and Enzymes: Mechanisms of Disease | 3 | | | |
| Track Subtotal | | | | | |
| Clinical Neuroscience Major Requirements: Choose 15 credits from the following list. | | | | | |
| Course Code | Course Name | Credits | Semester | Grade | |
| CMD 280G | The Real Reason for Brains | 3 | | | |
| BPS/PSY 205G | The Challenged Brain | 3 | | | |
| BPS 321 | Principles of Pharmacology and Autonomic Pharmacology | 2 | | | |
| PSY 232* | Developmental Psychology | 3 | | | |
| PSY 254 | Behavior Problems and Personality Disorders | 3 | | | |
| PSY 301 | Research methods and Design in the Behavioral Sciences | 4 | | | |
| PSY 381 | Physiological Psychology | 3 | | | |
| PSY 384 | Cognitive Psychology | 3 | | | |
| PSY 385 | Perception | 3 | | | |
| PSY 434 | Psychological Testing | 3 | | | |
| HDF 357 | Family and Community Health | 3 | | | |
| KIN 300 | Physiology of Exercise | 3 | | | |
| Track Subtotal | | | | | |
| Clinical Neuroscience Major Electives: Choose a minimum of 3 credits from the following list. | | | | | |
| Course Code | Course Name | Credits | Semester | Grade | |
| CMB 210 | Biochemical Aspects of Nutrition and Physiology | 3 | | | |
| CMD 377 | Functional Neuroanatomy | 3 | | | |
| CMD 494 | Autism and Pervasive Developmental Disorders | 3 | | | |
| CMD 492 | Interprofessional Clinical Research of Neurological Disorders | 3 | | | |
| BPS 313 | Principles of Medicinal Chemistry | 2 | | | |
| BPS 401 | Pharmaceutical Pharmacology I | 3 | | | |
| PSY 281 | The Alcohol-Troubled Person: Introductory Concepts | 3 | | | |
| PSY 275 | Alcohol Use and Misuse | 3 | | | |
| PSY 460 | The Substance Troubled Person | 3 | | | |
| PHP 336G | Exploring Interdisciplinary Healthcare Solutions for Opioid Use Disorders | 3 | | | |
| PHP 405 | Epidemiology in Health Care | 4 | | | |
| Track Subtotal | | | | | |
| Neuropharmacology Major Requirements: Choose 15 credits from track requirements from the following list. | | | | | |
| Course Code | Course Name | Credits | Semester | Grade | |
| BPS 313 | Principles of Medicinal Chemistry | 2 | | | |
| BPS 321 | Principles of Pharmacology and Autonomic Pharmacology | 2 | | | |
| BPS 345 | Introduction to Pharmaceutical Research | 3 | | | |
| BPS 401 | Pharmaceutical Pharmacology I | 3 | | | |
| BPS 432 | CNS Drug Pharmacology and Medicinal Chemistry | 2 | | | |
| BPS 442 | Pharmacoeconomics and Pharmacogenetics | 3 | | | |
| BPS/CMB 450 | Practical Tools for Molecular Sequence Analysis | 3 | | | |
| CMB 311 | Biochemistry | 3 | | | |
| CMB 426 | Structural Biochemistry | 3 | | | |
| BIO/CMB 437 | Fundamentals of Molecular Biology | 3 | | | |
| CMB 460 | Experimental Approaches in Molecular and Cell Biology | 3 | | | |
| Neuropharmacology Major Electives: Choose a minimum of 3 credits from the following list. | | | | | |
| Course Code | Course Name | Credits | Semester | Grade | |
| BIO 482G | Evolutionary Medicine of Human Health and Disease | 3 | | | |
| BME 281 | Biomedical Engineering Seminar II | 1 | | | |
| BME 307 | Bioelectricity | 3 | | | |
| BME 360 | Biomeasurement | 3 | | | |
| BPS 201 | How Drugs Work | 3 | | | |
| BPS/PSY 205G | The Challenged Brain | 3 | | | |
| BPS 402 | Pharmaceutical Pharmacology II | 3 | | | |
| BPS/PSY 436 | Psychotropic Drugs and Therapies | 3 | | | |
| CMB 464 | Biochemistry of Metabolic Disease | 3 | | | |
| CMB 482 | Proteins and Enzymes: Mechanisms of Disease | 3 | | | |
| CMD 280G | The Real Reason for Brains | 3 | | | |
| NEU 502 | Introduction to Neurobiology | 4 | | | |
| NEU 503 | Introduction to the Neurosciences | 3 | | | |
| PSY/NEU 381 | Physiological Psychology | 3 | | | |
| PHP 336G | Exploring Interdisciplinary Healthcare Solutions for Opioid Use Disorders | 3 | | | |
| PHP 405 | Epidemiology in Health Care | 4 | | | |
| PHP 555 | Advanced Neuropsychiatric Pharmacotherapy | 3 | | | |
| Electives Subtotal | | | | | |
| The general education requirement is 40 | | | | | |
| No more than twelve credits can have the same course code. | | | | | |
| A single course may meet more than one | | | | | |
| General education courses may also be | | | | | |
| used to meet requirements of the major | | | | | |
| or minor when appropriate. | | | | | |
| General Education Courses and Outcomes (40 credits required) | | | | | |
| Course | Credits | Grade | Outcome | | |
| WRIT 104* | 3 | | B1, B4 | KNOWLEDGE | |
| COM 100* | 3 | | B2, C1 | A1. STEM | |
| CHM 101* | 3 | | A1 | A2. Social & Behavioral Sciences | |
| BIO 101* | 3 | | A1 | A3. Humanities | |
| BIO 103* | 1 | | A1 | A4. Arts & Design | |
| BIO 102* | 3 | | A1 | COMPETENCIES | |
| BIO 104* | 1 | | A1 | B1. Write effectively | |
| PHY 111* | 3 | | A1, B3 | B2. Communicate effectively | |
| | | | | B3. Mathematical, statistical, or computational strategies | |
| PHY 185* | 1 | | A1, B3 | | |
| CMD 280G* | 3 | | D1, G | | |
| CSC 201 | 4 | | B3 | B4. Information literacy | |
| PSY/BPS 205G* | 3 | | A1, B4, G | RESPONSIBILITIES | |
| BIO 482G* | 3 | | B1, D1, G | C1. Civic knowledge & responsibilities | |
| PHL 215* | 3 | | A1, B1 | C2. Global responsibilities | |
| PSY 232* | 3 | | A2 | C3. Diversity & Inclusion | |
| PHP 336G | 3 | | D1, C1 | | |
| PHP 405 | 3 | | D1, B4 | INTEGRATE & APPLY | |
| In selected tracks | | | | D1. Ability to Synthesize | |
| MTH 111* | 3 | | A1, B3 | GRAND CHALLENGE | |
| MTH 131* | 3 | | A1, B3 | G. Grand Challenge | |
| PHY 186* | 1 | | A1, B3 | | |
| PHY 112* | 3 | | A1, B3 | | |
| Total Gen Ed Credits | | 40 | | | |

| | | | | | |
|--------------------------|--|---------|-----|--|---------|
| Neuropharmacology Major: | | | | | |
| 23-Jul-19: | | | | | |
| | Freshman Fall | credits | | Freshman Spring | credits |
| | URI 101 INP Faculty | 1 | | BIO 102/104 (Lab) | 4 |
| | BIO 101/103 (Lab) | 4 | | CHM 112/114 (Lab) | 4 |
| | CHM 101/102 (Lab) | 4 | | MTH 131 (if needed) | 3 |
| | MTH 103 or 131 | 3 | NEW | NEU 101 Foundations of Neuroscience | 3 |
| | COM 100 | 3 | | WRT 104 or 106 | 3 |
| | | 15 | | | 17 |
| | | | | | |
| | Sophomore Fall | credits | | Sophomore Spring | credits |
| | PSY 113 | 3 | | BIO 222 & 223 Physiology (Lab) | 4 |
| | CHM 124 or 227 | 3 | NEW | NEU 210 Neuroethics & Diversity | 3 |
| | BIO 220/221 Anatomy (Lab) | 4 | NEW | NEU 262 Research Methods | 4 |
| | PHY 111/185 (Lab) | 4 | | Gen Ed/Track requirement (3 or 4 credits) | 4 |
| NEW | NEU 110 Neurosciences Seminar | 1 | | Gen Ed/Track requirement (3 or 4 credits) | 3 |
| NEW | NEU 230 Professional Development | 1 | | | |
| | | 16 | | | 15 |
| | | | | | |
| | Junior Fall | credits | | Junior Spring | credits |
| NEW | NEU 301 Cellular & Molecular Neuroscience | 3 | NEW | NEU 310 (Neural development) | 3 |
| NEW | NEU 320 Clinical Neurosciences | 3 | | Gen Ed/Track Requirement | 3 |
| | STA 307 Biostatistics or Track Course | 3 | | Gen Ed/Track Elective | 3 |
| | CMB 311 Biochemistry | 3 | | STA 307 Biostatistics or Track Course | 3 |
| | Gen Ed/Track Requirement or Elective | 3 | | Gen Ed / Track Course | 3 |
| | | 15 | | | 15 |
| | | | | | |
| | Senior Fall | credits | | Senior Spring | credits |
| NEW | NEU 410 Experiential Neuroscience | 1-6 | NEW | NEU 460 Journal Club | 1 |
| | Track Requirement or Elective | 3 | | Track Requirement or Elective | 3 |
| | Track Requirement or Elective | 3 | | Track Requirement or Elective | 3 |
| | Track Requirement or Elective | 3 | | Track Requirement or Elective | 3 |
| | (Experiential credits) | 3 | NEW | NEU 410 Experiential Neuroscience/Elective | 3 |
| | | 12 | | | 13 |
| | | | | | |
| | * Important for INP faculty to teach because there is no other neuroscience course in the first semester | | | | |

| | | | | | |
|-------------|--|---------|-----|--|---------|
| ence Major: | | | | | |
| | Freshman Fall | credits | | Freshman Spring | credits |
| | URI 101 INP Faculty | 1 | | BIO 102/104 (Lab) | 4 |
| | BIO 101/103 (Lab) | 4 | | CHM 112/114 (Lab) | 4 |
| | CHM 101/102 (Lab) | 4 | | MTH 131 | 3 |
| | MTH 103 | 3 | NEW | NEU 101 Foundations of Neuroscience | 3 |
| | COM 100 | 3 | | WRT 104 or 106 | 3 |
| | | 15 | | | 17 |
| | | | | | |
| | Sophomore Fall | credits | | Sophomore Spring | credits |
| | PSY 113 | 3 | | BIO 222 & 223 Physiology (Lab) | 4 |
| | CHM 124 or 227 | 3 | NEW | NEU 210 Neuroethics & Diversity | 3 |
| | BIO 220/221 Anatomy (Lab) | 4 | NEW | NEU 262 Research Methods | 4 |
| | PHY 111/185 (Lab) | 4 | | Gen Ed/Track requirement (3 or 4 credits) | 4 |
| NEW | NEU 110 Neurosciences Seminar | 1 | | Gen Ed/Track requirement (3 or 4 credits) | 3 |
| NEW | NEU 230 Professional Development | 1 | | | |
| | | 16 | | | 15 |
| | | | | | |
| | Junior Fall | credits | | Junior Spring | credits |
| NEW | NEU 301 Cellular & Molecular Neuroscience | 3 | NEW | NEU 310 (Neural development) | 3 |
| NEW | NEU 320 Clinical Neurosciences | 3 | | CMB/BIO 341 Cell Biology | 3 |
| | STA 307 Biostatistics | 3 | | CMB/BIO 352 Genetics | 4 |
| | CMB 311 Biochemistry | 3 | | STA 307 Biostatistics or Track Course | 3 |
| | PHY 112 & 186 Physics II Lecture and Lab | 4 | | Gen Ed / Track Elective | 3 |
| | | 16 | | | 16 |
| | | | | | |
| | Senior Fall | credits | | Senior Spring | credits |
| NEW | NEU 410 Experiential Neuroscience | 1-6 | NEW | NEU 460 Journal Club | 1 |
| | Track Requirement or Elective | 3 | | Track Requirement or Elective | 3 |
| | Track Requirement or Elective | 3 | | Track Requirement or Elective | 3 |
| | Track Requirement or Elective | 3 | | Track Requirement or Elective | 3 |
| | (Experiential Credits) | 3 | NEW | NEU 410 Experiential Neuroscience/Elective | 3 |
| | | 12 | | | 13 |
| | | | | | |
| | * Important for INP faculty to teach because there is no other neuroscience course in the first semester | | | | |

| | | | | | |
|------------------------------|--|---------|-----|--|---------|
| Clinical Neuroscience Major: | | | | | |
| 23-Jul-19: | | | | | |
| | Freshman Fall | credits | | Freshman Spring | credits |
| | URI 101 INP Faculty | 1 | | BIO 102/104 (Lab) | 4 |
| | BIO 101/103 (Lab) | 4 | | CHM 112/114 (Lab) | 4 |
| | CHM 101/102 (Lab) | 4 | | MTH 131 (if needed) | 3 |
| | MTH 103 or 131 | 3 | NEW | NEU 101 Foundations of Neuroscience | 3 |
| | COM 100 | 3 | | WRT 104 or 106 | 3 |
| | | 15 | | | 17 |
| | | | | | |
| | Sophomore Fall | credits | | Sophomore Spring | credits |
| | PSY 113 | 3 | | BIO 222 & 223 Physiology (Lab) | 4 |
| | CHM 124 or 227 | 3 | NEW | NEU 210 Neuroethics & Diversity | 3 |
| | BIO 220/221 Anatomy (Lab) | 4 | NEW | NEU 262 Research Methods | 4 |
| | PHY 111/185 (Lab) | 4 | | Gen Ed/Track requirement (3 or 4 credits) | 4 |
| NEW | NEU 110 Neurosciences Seminar | 1 | | Gen Ed/Track requirement (3 or 4 credits) | 3 |
| NEW | NEU 230 Professional Development | 1 | | | |
| | | 16 | | | 15 |
| | | | | | |
| | Junior Fall | credits | | Junior Spring | credits |
| NEW | NEU 301 Cellular & Molecular Neuroscience | 3 | NEW | NEU 310 (Neural development) | 3 |
| NEW | NEU 320 Clinical Neurosciences | 3 | | Gen Ed/Track Requirement | 3 |
| | STA 307 Biostatistics or Track Course | 3 | | Gen Ed/Track Elective | 3 |
| | Gen Ed/Track Requirement or Elective | 3 | | STA 307 Biostatistics or Track Course | 3 |
| | Gen Ed/Track Requirement or Elective | 3 | | Gen Ed / Track Course | 3 |
| | | 15 | | | 15 |
| | | | | | |
| | Senior Fall | credits | | Senior Spring | credits |
| NEW | NEU 410 Experiential Neuroscience | 1-6 | NEW | NEU 460 Journal Club | 1 |
| | Track Requirement or Elective | 3 | | Track Requirement or Elective | 3 |
| | Track Requirement or Elective | 3 | | Track Requirement or Elective | 3 |
| | Track Requirement or Elective | 3 | | Track Requirement or Elective | 3 |
| | (Experiential Credits) | 3 | NEW | NEU 410 Experiential Neuroscience/Elective | 3 |
| | | 12 | | | 13 |
| | | | | | |
| | * Important for INP faculty to teach because there is no other neuroscience course in the first semester | | | | |

| | | | | | | |
|-------------------|--|---------|--------|--|---------|--|
| Advanced BS=> MS | | | | | | |
| Non-Thesis Option | | | | | | |
| 23-Jul-19 | Freshman Fall | credits | | Freshman Spring | credits | |
| | URI 101 INP Faculty | 1 | | BIO 102/104 (Lab) | 4 | |
| | BIO 101/103 (Lab) | 4 | | CHM 112/114 (Lab) | 4 | |
| | CHM 101/102 (Lab) | 4 | | MTH 131 (if needed) | 3 | |
| | MTH 103 or 131 | 3 | NEW | NEU 101 Foundations of Neuroscience | 3 | |
| | COM 100 | 3 | | WRT 104 or 106 | 3 | |
| | | 15 | | | 17 | |
| | Sophomore Fall | credits | | Sophomore Spring | credits | |
| | PSY 113 | 3 | | BIO 222 & 223 Physiology (Lab) | 4 | |
| | CHM 124 or 227 | 3 | NEW | NEU 210 Neuroethics & Diversity | 3 | |
| | BIO 220/221 Anatomy (Lab) | 4 | NEW | NEU 262 Research Methods | 4 | |
| | PHY 111/185 (Lab) | 4 | | Gen Ed/Track requirement (3 or 4 credits) | 4 | |
| NEW | NEU 110 Neurosciences Seminar | 1 | | Gen Ed/Track requirement (3 or 4 credits) | 3 | |
| NEW | NEU 230 Professional Development | 1 | | | | |
| | | 16 | | | 15 | |
| | Junior Fall | credits | | Junior Spring | credits | |
| NEW | NEU 301 Cellular & Molecular Neuroscie | 3 | NEW | NEU 310 (Neural development) | 3 | |
| NEW | NEU 320 Clinical Neurosciences | 3 | | Gen Ed/Track Requirement | 3 | |
| | Gen Ed/Track Requirement or Elective | 3 | | Gen Ed/Track Elective | 3 | |
| | STA 307 Biostatistics or Track Course | 3 | | STA 307 Biostatistics or Track Course | 3 | |
| | Gen Ed / Track Elective | 3 | | Gen Ed / Track Course | 3 | |
| | | 15 | | | 15 | |
| | Senior Fall | credits | | Senior Spring | credits | |
| NEW | NEU 410 Experiential Neuroscience | 1-6 | NEW | NEU 460 Journal Club | 1 | |
| | Track Requirement or Elective | 3 | ## | NEU 503 Introduction to Neurosciences | 3 | |
| ## | NEU 502 Intro to Neurobiology | 4 | ## | NEU 582 Colloquium | 1 | |
| ## | NEU 581 Colloquium | 2 | | Track Requirement or Elective | 3 | |
| | (Experiential Credits) | 3 | NEW ## | NEU 410 Experiential Neuroscience/Elective | 3 | |
| | | 12 | | | 11 | |
| | Master's Summer | credits | | | | |
| | NEU 591 Laboratory Research Exp | 3 | | | | |
| | *Optional | 3 | | | | |
| | Master's Fall | credits | | Master's Spring | credits | |
| | NEU 511 Human Neuroscience | 5 | | NEU 504 Neuroethics | 1 | |
| | PSY 532 Experimental Design | 3 | | NEU 587 Journal Club | 1 | |
| | NEU 5XX Elective | 3 | | NEU 591 Laboratory Research Exp/Elective | 3 | |
| | NEU 591 Laboratory Research Exp | 3 | | NEU 5XX Elective | 3 | |
| | NEU 587 Journal Club | 1 | | NEU 5XX Elective | 3 | |
| | | 14 | | | 11 | |
| ## | Graduate courses taken senior year | | | | | |

Notice of Change form

Notice of Change for: Minor in English, Minor in Creative Writing

Date: 8/28/19

A. PROGRAM INFORMATION

1. Name of institution

University of Rhode Island

2. Name of department, division, school or college

Department: English

College: Arts and Sciences

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

Initiation date: September 2020

First degree date: May 2021

4. Intended location of the program: URI Kingston Campus

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

N.B. A distinct proposal, submitted concurrently with this proposal, alters the English major in several ways, including the deletion of the Creative Writing Option in the English major. However, passage of this proposal concerning the Minor in Creative Writing does not require the successful approval of the proposal concerning the English major.

The Department of English currently offers a Minor in English (20 credits). Aside from a requirement concerning the level of courses that may be used to build a minor (see Catalog language, below), there are no specifications about the type or subjects of courses that contribute to a minor. It is possible and common for students to achieve a Minor in English mostly or entirely built

on creative writing courses (currently, ENG 105, ENG 205A, B, C, D, ENG 305A, B, C, D, and ENG 405).

For several years, the Department of English has been aware that undergraduate students interested in creative writing are sometimes unaware that creative writing resides in the Department of English (rather than other departments, programs, or units), and that some of these students are reluctant to pursue a Minor in English because they think (incorrectly) that such a minor will require courses unrelated to creative writing. Sometimes, when these students realize their error, it is too late for them to pursue the courses necessary to acquire a Minor in English devoted to creative writing.

For these reasons, English proposes to change its current minor to create two parallel minors, once branded as “Minor in English,” with the same requirements as before, and another branded as “Minor in Creative Writing,” with more specific requirements as described in the proposed Catalog language, below.

No new courses are to be created to implement this change. No new discipline codes are required to implement this change. Once approved, the two minors will have different e-Campus codes, to be assigned by Enrollment Services as it thinks appropriate. No new financial resources are required to implement this change.

Students will pursue and declare their minors according to current procedures, with the petition form currently in use in the College of Arts and Sciences. Once a student has completed the necessary courses for either minor, or is in progress with the final courses necessary, one of the English Department Academic Advisors or the Chair of English will review the petition form and sign it. The form will then be delivered to the College of Arts and Sciences for review as part of the student’s degree audit, according to current practice. Academic advising of students interested in the Minor in English and the Minor in Creative Writing will be provided by the English Department Academic Advisors and the Chair of English. Students pursuing the Minor in Creative Writing will receive informal academic advising from the faculty and instructors of ENG creative writing courses.

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

The Minor [in English](#). In addition to fulfilling all the basic requirements for a minor (see Minor Fields of Study), students minoring in English are required to take 20 total English credits, which can be accomplished by taking five 4-credit classes, four of which must be at the 200 level or above.

[The Minor in Creative Writing.](#) [In addition to fulfilling all the basic requirements for a minor \(see Minor Fields of Study\), students minoring in Creative Writing are required to take 20 total English](#)

credits, including ENG 105, ENG 205 (A, B, C, or D), ENG 305 (A, B, C, or D), and 8 credits of ENG courses from the 200 level or above.

7. Signature of the President

David M. Dooley