

GRADUATE COUNCIL CURRICULUM REPORT #2013-14-8 May 8, 2014

I. 500/600-level courses

II.

Changes:

- 1) College of Arts and Sciences
Department of Mathematics

MTH 575 (ELE 575): Approximation Theory and Applications to Signal Processing Course to be deleted.

- 2) College of Arts and Sciences
Harrington School of Communication and Media
Graduate School of Library and Information Sciences

LSC 502: Management of Library & Information Services

Title change to "Lead, Manage & Connect Library and Information Services."

Description change to "Apply professional values, ethics, principles, theories, and problem-solving to present and future library and information services (LIS). Plan, lead, manage and connect LIS with transformation leadership in diverse communities."

LSC 503: Collection Management

Description change to "Introduction to the process of collection building and management of resources including various formats and subjects for libraries or information centers.

Community assessment, formulation of policies, procedures, and evaluation methods."

LSC 504: Resources and Information Services

Title change to "Searching for Answers: Meeting Users' Information Needs."

LSC 510: History of Books and Printing

Title change to "Books to Bytes." Description change to "The historic and contemporary art and craft of book production, with emphasis on e-publishing and digital book creation."

LSC 518: International Librarianship

Title change to "Global Information Services." Description change to "Study, compare, and analyze information issues, practices, and organizations in a range of countries. Course may require travel to study information services."

Pre-requisite change to "Permission of instructor."

LSC 521: Public Library Service

Description change to “Planning, evaluation and programming in public libraries, with an emphasis on community analysis and responsive services for seniors, adults, young adults, and children.”

LSC 523: Special Library Services

Description change to “Survey of major categories of special libraries in academia, corporations, foundations, government agencies, and the military, including archives, rare book collections, museums, religious and legal institutions, businesses, and healthcare organizations.” Pre-requisite change to “LSC 502 or permission of instructor.”

LSC 524: Teaching About Information

Course to be deleted.

LSC 525: Multiculturalism in Libraries

Description change to “Determining information needs and planning library collections, services, and programs for diverse populations. Historical, philosophical, and comparative aspects of multiculturalism in libraries will also be considered.” Change in pre-requisites to “LSC 504 or permission of instructor.”

LSC 527: Information Literacy Instruction

Title change to “Digital Information Literacy Instruction.” Description change to “Design and teach digital and information literacy skills to diverse library users to promote effective and ethical use of digital and information resources in a variety of library settings.” Pre-requisite change to “LSC 504 or permission of instructor.”

LSC 528: Instructional Technology for Library and Information Services

Title change to “Digital Visual Information Literacy.” Description change to “Provides an introduction to the theory, practice, and critical analysis of print and digital designs through digital and visual literacy studies.”

LSC 529: Information Design

Course to be deleted

LSC 530: Library Resources for Children

Title change to “Texts & E-Tools for Tots to Teens.” Description change to “Select, evaluate and promote the use of print, media, and digital resources for diverse populations by ensuring and mediating access to library resources and e-resources beyond collections.”

LSC 531: Library Resources for Young Adults

Title change to "Information Resources & Competencies for Youth." Description change to "Understand the information needs of children and teens to promote reading, writing, and digital literacy and examine how children and youth make use of information resources for learning. Examine the design, structure, and dissemination of resources appropriate for children and youth."

LSC 535: Public Library Youth Services

Course to be deleted.

LSC 550: Organization of Digital and Nonbook Resources

Description change to "Using current international and national standards for organization of digital and nonbook resources, the course emphasizes bibliographic control for retrieval and subject analysis, standards, access, and other mark-up languages."

LSC 557: Research and Evaluation in LIS

Title change to "Document, Assess, Evaluate." Description change to "Exploration of nature and role of library and information organizations and how information and organizational problems are identified and creative solutions are developed, implemented and assessed in real-world settings."

LSC 562: Administration of Special Collections, Archives

Title change to "Digital Archives and Preservation." Description change to "Principles and techniques for administering digital manuscript and archival repositories, including acquisition policies, appraisal criteria, description and classification, and preservation practices." Pre-requisite change to None.

LSC 564: Introduction to Library Preservation

Course to be deleted.

LSC 565: Rare Book Librarianship.

Course to be deleted.

LSC 590: Introduction to Chinese Librarianship.

Title change to "Introduction to Chinese Information Services."

LSC 595: Professional Field Experience

Title change to "Apply and Reflect." Description change to "Directed field experience applying theory to practice in libraries, information centers, and related organizations. Jointly supervised by a member of the faculty and a professional in the cooperating institution."

LSC 596: School Library Media Practicum and Seminar

Pre-requisite change to “LSC 520 with a B or better and 21 hours of library science with a B average or permission of instructor.”

LSC 597: Selected Topics

Title change to “Current Trends.” Description change to “Selected topics of current and special interest in library and information studies not covered in existing course offerings. May be repeated with different topics.” Credit change from 1-3 to 3. Pre-requisite change to None.

- 3) College of the Environment and Life Sciences
Department of Biological Sciences

BIO 544 (ENT 544): Insect Ecology

Credit change from 2 to 3.

- 4) College of Human Science and Services
Human Development and Family Studies
College Student Personnel

HDF 553: Higher Education Practicum

Pre-requisite change to “HDF 567 and permission of instructor.”

HDF 560: Group Procedures and Leadership

Misinformation to be deleted from the catalog description: “(Lec. 2, Lab. 4) Service learning” is to be removed.

HDF 568: College Student Development and Learning

Course to be deleted (if the new sequence HDF 555, 556 is approved).

HDF 572: Administrative Practices in Human Development

Title change to “Administrative Issues in Student Affairs.” Credit change to 3. Description change to “Overview of administrative issues faced by student affairs practitioners including: resource management, supervision, budgeting, technology and legal issues.”

HDF 573: Legal Issues in Higher Education

Course to be deleted (replaced by the modified 3-credit HDF 572).

HDF 574: Environmental Theory & Assessment in Higher Education

Pre-requisite change to “HDF 555 and 556.”

HDF 575: Cultural Competence in Human Services

Course to be deleted (replaced by the modified 3-credit HDF 576).

HDF 576: Diversity in Higher Education

Title change to “Diversity and Cultural Competence in Student Affairs.” Credit change from 2 to 3. Description change to “Overview of the development of cultural competencies (awareness, knowledge, skills) needed by student affairs professionals and issues faced by diverse college students.

HDF 581: Professional Seminar

Pre-requisite change to “Permission of instructor,” which removes the concurrent enrollment requirement.

HDF 583: Master’s Internship

Pre-requisite change to “Advanced standing and permission of instructor.”

HDF 584: Master’s Internship

Pre-requisite change to “Advanced standing and permission of instructor.”

New Courses

- 1) College of Arts and Sciences
English Department
Writing and Rhetoric

WRT 646: Topics in Writing Studies (3 crs.)

Advanced study in special topics related to writing pedagogy. May include histories and theories of contemporary composition studies, interrogations of widespread practices, and/or relevant current topics in the field. May be repeated for credit.

- 2) College of Arts and Sciences
Harrington School of Media
Graduate School of Library and Information Sciences

LSC 516: Information and Culture (3 crs.)

This course studies cultural architectures of information, exploring how cultural forms of information are understood and exchanged locally, nationally, and globally.

LSC 560: Human Information Behavior (3 crs.)

This course is designed to introduce students to human information behavior (IB), investigating characteristics of information users, IB theories and research methods, and IB in personal, social, and institutional contexts. Pre: LSC 504.

LSC 570: Leadership in Information Professions (3 crs.)

Introduction to the principles, practices, theories and ethics of leadership in the information professions. Focus on leading from any position within an organization or the larger LIS community. Pre: LSC 502.

- 3) College of Human Science and Services
Human Development and Family Studies
College Student Personnel

HDF 555: College Student Development and Learning I (3 crs.)

First course in sequence examining the human development and learning of students in higher education. Emphasis on development typologies and psychosocial development in a sociohistorical context. (Lec. 3) Pre: HDF 567.

HDF 556: College Student Development and Learning II (3 crs.)

Second course in sequence examining the human development and learning of students in higher education. Emphasis on cognitive-structural development and integrative dimensions in a sociohistorical context. (Lec. 3) Pre: HDF 555.

- 4) College of Business
MBA Program

MBA 558: Fixed Income Security Analysis (3 crs.)

To provide a working knowledge of the fixed-income markets; analyze portfolio of fixed income securities, strategies and performance; study mortgage backed securities. Pre: MBA 504, or equivalent.

MBA 570: Hedge Fund Management and Investment Banking (3 crs.)

Introduce performance of hedge fund strategies, performance, fees, and organization structure. Discuss the practice and issues related to investment banking. Pre: MBA 504, or equivalent.

Additional Curricular Matters

1) College of Arts and Sciences

English Department

English PhD Program Change:

We are requesting a small correction to our catalog listing. Under Requirements for the Doctor of Philosophy in English, the catalog currently states "effective Fall 2013, the GRE Literature in English test is required for applicants in literature." We in fact do not require the GRE Literature in English test. (The general GRE is required, however). We would like this language struck from the catalog.

For a very brief time we did have this requirement, but it prevented consistent requirements across our Literature and Writing specializations, so we decided to drop it. We made the change internally, but apparently the catalog language was never changed.

Writing and Rhetoric Department

Rhetoric and Composition Program Change:

In response to our 2011-2013 assessment of graduate student learning outcomes, the Writing & Rhetoric Department is proposing a new course with an emphasis on pedagogy in Writing Studies to be offered each fall, which will be required of doctoral students in our specialization.

New catalog language: "The specialization in rhetoric and composition studies requires ENG 514 and WRT 512, 524, 645, 646, 647 and 699."

Old catalog language: "The specialization in rhetoric and composition studies requires ENG 514 and WRT 512, 524, 645, and 699."

Department of Modern and Classical Languages and Literatures

Spanish M.A. Program Change:

The Language Department requests a change of the program requirement for the M.A. in Spanish from the current catalog language to the following:

Program requirements (30 credits):

Successful completion of ten courses (30 credits) as stipulated in an approved Program of Study, including Spanish 510, as well as the written and oral components of the MA Comprehensive Examinations. Thesis option may include up to six research credits in the total 30 credits. Two-semester Spanish language teaching requirement in the Department of Languages at the University of Rhode Island. Teaching requirement may be waived at the discretion of the Spanish section.

Description of Changes (M.A. Spanish)

We reworded the program requirements for clarity. We added two requirements: (1) one of the required ten courses for the M.A. must be SPA 510 Contemporary Spanish Workshop and (2) a two-semester Spanish language teaching requirement in the Language Department at URI, which may be waived at the discretion of the Spanish section, if the candidate already has language teaching experience.

Rationale for Changes

The vast majority of students in our M.A. Spanish program are future language teachers from the state of Rhode Island. We want to ensure they have practical guided classroom teaching experience as part of the M.A.

Library and Information Studies

A Proposal for Program Modification for the M.L.I.S. in Library and Information Studies

Date: January 13, 2014

A. PROGRAM INFORMATION

A1. Name of institution

University of Rhode Island

A2. Name of department, division, school or college

College of Arts and Sciences
Harrington School of Communication and Media
Graduate School of Library and Information Studies

A3. Title of proposed program and Classification of Instructional Programs (CIP) code

Classification code (CIP) = 25

Library Science

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

Initiation date: September 1, 2014

First degree date: December 30, 2015

A5. Intended location of the program

Kingston RI

A6. Description of institutional review and approval process

Approval Date

Department: 9/3/13

College

CAC/Graduate Council

Faculty Senate

President of the University

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

The MLIS degree will offer three tracks to support careers in information and library fields: (1) leadership and community transformation, (2) digital media, and (3) school library media.

A8. Signature of the President

David M. Dooley

A9. Person to contact during the proposal review

Name: Valerie Karno

Title: Interim Director, Graduate School of Library and Information Studies

Phone: 401-874-2947

Email: vkarno@gmail.com

A10. Signed agreements for any cooperative arrangements made with other institutions/agencies or private companies in support of the program: Please see Attached pdfs.

B. RATIONALE

The URI's Graduate Program in Library and Information Studies has educated New England library professionals for 50 years, since 1963. But today, libraries and information services are transforming rapidly as a result of dynamic technological and cultural changes brought about by the Internet and the rise of digital cultures. Librarians and information professionals now need a wider range of competencies in order to help address the information needs of the communities they serve.

This program modification is designed to update the existing MLIS curriculum to be both current with and forward-thinking towards library and information studies practice, as well as integrating library and information studies into a comprehensive program of communication and media studies through the Harrington School of Communication and Media. This program modification helps prepare students for careers in information industries, museums, school, public, academic, and special libraries today and in the future.

B1. State the program objectives.

In support of the University of Rhode Island's mission and the Harrington School of Communication and Media, the Graduate Program in Library and Information Studies prepares students for life, careers and citizenship in a rapidly-changing global economy. Working together, we use the power of communication and information to make a difference in the world. The program supports four learning outcomes for all graduates:

- **Foundations:** Graduates will understand the changing nature of knowledge and will know how to research, organize, and apply a broad range of interdisciplinary resources to meet the information needs of diverse users.
- **Lifelong Learning:** Graduates will understand how to assess and meet the needs of users and develop community partnerships in order to empower lifelong learners.
- **Digital Media:** Graduates will understand how changing media and technologies reshape information and society, applying digital competencies and critical thinking skills in order to contribute to innovation.
- **Leadership and Ethics:** Graduates will understand and apply ethical principles of global citizenship and will demonstrate leadership skills toward creating equitable access to and use of information.

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

Changing Nature of Knowledge Requires Information Management Competencies. The rise of the Internet and digital culture has changed many aspects of libraries and information professions. Information is no longer predominantly in fixed and tangible form. It is dynamic and rapidly changing in response to context and situation. The increased availability of electronic information is also expected to increase the demand for information professionals with expertise in digital media. Information professionals need to have outstanding communication skills, comfort in using digital media, be competent community leaders, and be skilled at creating learning environments for individuals across the lifespan.

Knowledge Workers of the Future. Most library positions require the Master's of Library and Information Studies (MLIS), but more and more businesses and companies also face the growing challenge of managing, organizing and retrieving large volumes of information in digital form. The MLIS degree also prepares graduates for a variety of fields beyond librarianship, such as archives, museums, information technology, publishing, etc. The Occupational Outlook Handbook identifies that people with the MLIS degree have "research and analytical skills [that] are valuable for jobs in a variety of other fields, such as market researchers or computer and

information systems managers.” This flexibility in careers is important in a state like Rhode Island where the unemployment rate is just under 9%.

Variety of Contexts In and Beyond the Library. Information professionals and librarians manage, organize and support the information needs of people in a democracy, working in schools, museums, public libraries, university and college libraries, and in corporations and business (especially legal firms and health care facilities) where the ability to access and organize information is important. There will continue to be a need for librarians to manage libraries and staff and help patrons find and use information and make leisure use of promotional non-print media. Librarians will need to be familiar with creating informal learning environments for learners of all ages. Outside of libraries, employment of information managers and specialists is expected to grow 21 percent from 2010 to 2020, faster than the average for all occupations. The trends affecting information managers will require people who can plan and direct information flows using social media, digital media and digital publishing and content creation tools. The Bureau of Labor Statistics reports that there are about 500,000 librarians working in the United States. Salaries average \$54,000 annually with about 156,100 jobs in 2010 and expected growth of 7% between 2010 and 2020. Related careers include audiovisual multimedia collections specialists, which are expected to grow at 13% between 2010 and 2020.

Unique and Competitive Market Position. Only a few schools in New England are preparing librarians and information professionals. The University of Rhode Island’s MLIS program is one of three programs in the New England region, which has over 4,500 libraries, yet there are only three higher education institutions in New England offering the MLIS degree: URI, Southern Connecticut State University, and Simmons College. URI is the only institution in Rhode Island offering this degree and one of only two public institutions in New England.¹

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.

In January 2013, an invitational conference entitled “Convergence and Community” was held at URI and more than 50 library information professionals and journalists, along with URI Harrington School faculty and students, gathered to identify the core competencies that library and information professionals now require. Participants included:

- Karen Meillor, Rhode Island OLIS
- Sarah Bordac, Brown University Librarian
- Howard Boksenbaum, Rhode Island Library Director
- Leigh Montgomery, Librarian, Christian Science Monitor
- Kara Andrade, journalist, CNN
- Graf Moen, Librarian, ABC News
- Mike Fancher, Editor, Seattle Times

¹ In August 2013, Southern Connecticut State received notice their accreditation would be revoked by the American Library Association Committee on Accreditation. While they are appealing the decision, it is likely that URI GSLIS will be the only public library school in New England by fall 2014.

C. INSTITUTIONAL ROLE:

C1. Example 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 Harrington School of Communication and Media was created by a generous gift from Dick Harrington, former CEO of Thomson/Reuters and a URI alum. Over a 12-month period, the Harrington School engaged in a strategic planning process to identify its vision and mission: Working together, we use the power of information and communication to make a difference in the world. Aligned with the President's and Provost's transformational goals, the University of Rhode Island's GSLIS program will be a first-choice destination for students and faculty. The emphasis is on innovation, interdisciplinary learning, and leadership. All Harrington School programs aim towards these characteristics:

- Curriculum that is cutting-edge and responsive to rapid changes in society
- Instructional practices that connect knowledge, skills and competencies to the real world
- Top-caliber students and nationally and internationally-recognized faculty who are engaged in meaningful learning, research & creative projects that add value to society
- Facilities, including access to technology, studios, labs & classrooms, that support student learning and create a sense of identity and shared purpose
- Visionary leadership and solid organization and management of fiscal, personnel and other resources to maximize efficiencies

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

Currently the Harrington School consists of six academic departments and programs and a Founding Director who reports to the Dean of Arts and Sciences. Undergraduate programs include: Communication Studies, Journalism, Writing & Rhetoric, Film/Media, and Public Relations. Graduate programs include Library & Information Studies (MLIS), Communication Studies (MA) and Writing and Rhetoric (PhD). All together, there are 1,350 undergraduate students and 250 graduate students, for a total of 1600 students. We see many points of synergy between the three graduate programs of the Harrington School. Over the next 2 years, we will develop a series of faculty development programs to promote cross-fertilization across disciplines. When we examine the core competencies, knowledge and skills that connect the academic programs of the Harrington School together, a key feature is *our focus on communication strategy*. Communication strategy focuses on a deep understanding of the communicator's purpose or goals, target audience, context, resources, and outcomes. Strategic use of information, storytelling, emotion and relationship management involves skillful manipulation of language, sound, images, non-verbal interaction and digital interactivity. Strategic communicators attract people's attention and interest, offer support to aid the meaning-making process, and use techniques that enlist trust based on appeal, expertise, information quality, significance, relevance, and creative style. *As a result, strategic communicators get things done*. In order to cultivate a distinctive identity, we will make communication strategy an essential component of the Harrington School curriculum.

D. INTERINSTITUTIONAL CONSIDERATIONS: The program should be consistent with all policies of the Board of Governors pertaining to the coordination and collaboration between

public institutions of higher education. (Consult the Board of Governors' *Coordination Plan for Academic Programs in Rhode Island Public Institutions of Higher Education* [www.ribghe.org/publicreg.htm] for guidelines and restrictions regarding the types and levels of programs the institutions are allowed to offer.)

D1. List similar programs offered in the state and region, and compare the objectives of similar programs.

There are two similar programs in the New England Region. There are no similar or equivalent programs in Rhode Island at either public or private institutions of higher education.

Southern Connecticut State University. This school offers a Master of Library Science degree, as well as School Media Certification. As noted previously, this program is in the process of having its accreditation revoked and it likely to be completely unaccredited by the American Library Association by fall 2014.

Simmons College (Boston). The Graduate School of Library and Information Science offers a Master of Science in Library and Information Science, with both an archives and a school library teacher certification. The specific objectives of the program are that graduates will be able to:

- Engage in critical thinking and problem solving;
- Understand the information profession, both historical and present day, with respect to professional, social, and ethical issues; professional values; information policies and resources; and potential challenges for the future;
- Understand the interrelationships between information and knowledge;
- Analyze the characteristics and information needs of user communities and individual users;
- Locate, retrieve, evaluate, and disseminate information - in all formats - from the full range of sources;
- Gather, organize, manage, and preserve knowledge and information resources;
- Understand, analyze, and apply the principles of management in information-related organizations, and;
- Recognize the value of and be able to practice effective communication and interpersonal skills.

The objectives of the revised academic program of the URI Harrington School MLIS program are designed to compete with other regional programs. Rather than focusing solely on library-specific learning outcomes, we will educate a broader range of information professionals. Focusing on four key areas in the learning outcomes (foundations, lifelong learning, digital media, and leadership) creates the opportunity for specialization. By exploiting our position within the Harrington School to enable students to use the power of communication and information to make a difference in the world, we will bridge the disciplines of communication, information and education in a way that the other regional programs cannot.

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.

There are no other public higher education institutions in Rhode Island that offer a Master's in Library and Information Studies, or an equivalent degree. To date, there has been no competition in Rhode Island for students seeking the MLIS, nor is there anticipated to be any competition between Rhode Island higher education institutions for such students.

D3. Using the format provided by RIOHE, 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 institutions must also either submit a Joint Admission 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* which can be found at www.ribghe.org/publicreg.htm.)

No other public institution of higher education in Rhode Island offers graduate-level courses in library and information studies. Therefore, there is no procedure for transferring MLIS students among institutions. There are also no transfer agreements in place with independent institutions. In accordance with University policy, all students in the MLIS program at the Department of Information and Library Studies may transfer in a maximum of 6 credit hours of appropriate graduate-level work, subject to approval of the student's academic advisor.

D4. Describe any cooperative agreements with institutions offering similar programs. (Signed copies of any agreements pertaining to use of faculty, library, equipment, and facilities should be attached.)

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).

The program is currently available under the NEBHE RSP and will continue to be available under this program.

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

Learning Outcomes. Graduates will understand the changing nature of knowledge and will know how to research, organize, and apply a broad range of interdisciplinary resources to meet the information needs of diverse users. Graduates will understand how to assess and meet the needs of users and develop community partnerships in order to empower lifelong learners. Graduates will understand how changing media and technologies reshape information and

society, applying digital competencies and critical thinking skills in order to contribute to innovation. Graduates will understand and apply ethical principles of global citizenship and will demonstrate leadership skills toward creating equitable access to and use of information.

Tracks and Specializations. Core courses are being modified to include more systematic focus on experiential learning, the strategic integration of digital media and technology, and emphasis on the practice of collaboration, leadership and advocacy. Three tracks will enable students to specialize in digital media, library leadership and transforming communities, and school media. Students are not required to specialize, however. After taking the five core required courses, students can design their own program of study to meet their individualized learning goals.

Delivery. The URI-MLIS program currently uses a combination of face-to-face, blended and fully online courses. About 50% of courses are currently offered in a fully online format. Our goal is to develop a fully online program by 2017.

TRACK 1: **School Library Media**

Core

LSC 502 (3 credits) Lead, Manage, & Connect Lib & Info Services

LSC 504 (3 credits) Searching for Answers: Meeting Users' Information Needs

LSC 557 (3 credits) Document, Assess, Evaluate

LSC 596 (9 credits) School Library Media Practicum and Seminar: Apply and Reflect

Fundamentals

LSC 520 (3 credits) School Library Media Services

LSC 527 (3 credits) Digital Information Literacy Instruction

Focus on Children and Youth

Select 1 from the list

LSC 530 (3 credits) Texts & E-Tools for Tots to Teens

LSC 531 (3 credits) Information Resources and Competencies for Youth

Electives

9 credits free electives

Total= 36 Credits

TRACK 2

Organization of Digital Media

Core

LSC 502 (3 credits) Lead, Manage, & Connect Lib & Info Services

LSC 504 (3 credits) Searching for Answers: Meeting Users' Information Needs

LSC 505 (3 credits) Organization of Information

LSC 557 (3 credits) Document, Assess, Evaluate

LSC 595 (3 credits) Apply and Reflect

Fundamentals

LSC 528 (3 credits) Instructional Tech in Library & Info Services

Content Creation

Select 2 courses from this list:

LSC 527: (3 credits) Digital Information Literacy Instruction

LSC 529: (3 credits) Information Design

LSC 544 (3 credits) Visual Information Science

LSC 548 (3 credits) Information Architecture and Web Site Development

COM 520 (3 credits) Seminar in Media Studies

LSC 597: (3 credits) Digital Humanities

Content Management

Select 2 courses from this list

LSC 503 (3 credits) Collection Management

LSC 510: (3 credits) Books to Bytes

LSC 516: (3 credits) Information and Culture

LSC 518: (3 credits) Global Information Services

LSC 545 (3 credits) Indexing and Abstracting

LSC 547: (3 credits) Information Storage and Retrieval and Online Searching and Services

LSC 550 (3 credits) Organization of Digital and Non Book Resources

Ethics

Select 1 from this list

LSC 508 (3 credits) Information Science

LSC 515 (3 credits) Information Ethics and Policy

Electives

9 credits from any discipline

Total= 36 Credits

TRACK 3

Libraries, Leadership & Transforming Communities

Core

LSC 502 (3 credits) Lead, Manage, & Connect Lib & Info Services

LSC 504 (3 credits) Searching for Answers: Meeting Users' Information Needs

LSC 505 (3 credits) Organization of Information

LSC 557 (3 credits) Document, Assess, Evaluate

LSC 595 (3 credits) Apply and Reflect

Fundamentals

LSC 570 (3 credits) Leadership in Information Professions

Public Relations and Advocacy

Select 1 from the list

LSC 517: (3 credits) Community Relations for Libraries

Communication

Select 1 from the list

LSC 525 (3 credits) Multiculturalism in Libraries

LSC 527: (3 credits) Digital Information Literacy Instruction

COM 510: (3 credits) Seminar in Interpersonal Communication

COM 520: (3 credits) Seminar in Media Studies

COM 530: (3 credits) Seminar in Organizational Communication

Communities and Contexts

Select 1 from the list

LSC 503: (3 credits) Collection Management

LSC 515: (3 credits) Information Ethics and Policy

LSC 516: (3 credits) Information and Culture

LSC 521: (3 credits) Public Library Service

LSC 522: (3 credits) College and University Library Service

LSC 523: (3 credits) Special Library Service

LSC 560: (3 credits) Human Information Behavior

Electives

9 credits free electives

Total= 36 Credits

E1. Prepare a typical curriculum display for one program cycle for each sub-major, specialty or option.

Semester:	FA 14	SP 15	SU 15	FA 15	SP 16	SU 16
CORE CLASSES						
502 Lead, Manage, & Connect Lib. & Info Services	X		X	X		
504 Searching for Answers: Meeting Users' Information Needs		X	X		X	
505 Organization of Information	X			X		X
557 Document, Assess, Evaluate		X			X	X
595 Apply and Reflect	X	X	X	X	X	X
Leadership CORE						
570 Leadership in Information Professions		X	X		X	
Digital Media CORE						
528 Instructional Tech in Library & Info Services		X			X	X
School Library CORE						
520 School Library Media Services	X			X		
527 Digital Information Literacy Instruction	X		X	X		X
530 Texts & E-Tools for Tots to Teens	X		X	X		
531 Information Resources and Competencies for Youth		X			X	X
596 School Library Media Practicum & Seminar		X			X	
ELECTIVES						
503 Collection Management		X		X		
506 Technical Services		X			X	
508 Introduction to Information Science & Technology	X		X		X	
510 Books to Bytes				X		
515 Information Ethics and Policy		X		X		
516 Information and Culture	X				X	
517 Community Relations for Libraries		X			X	
518 Global Information Services	X			X		
521 Public Library Service	X				X	
522 College and University		X		X		

Library Service						
523 Special Library Service		X				
Semester:	FA 14	SP 15	SU 15	FA 15	SP 16	SU 16
ELECTIVES, continued						
524 Teaching About Information: Philosophy and Methodology	X			X		
525 Multiculturalism in Libraries		X			X	
537 Health Sciences Librarianship				X		
538 Law Librarianship		X				
540 Humanities Information and Materials	X			X		
541 Social Science Information					X	
542 Library Materials in Science and Technology		X				
543 Government Publications				X		
544 Visual Information Science	X			X		
545 Indexing and Abstracting		X				
547 Information Storage and Retrieval and Online Searching and Services					X	
548 Information Architecture and Web Site Development		X			X	
550 Organization of Digital and Non Book Resources					X	
560 Human Information Behavior	X				X	
562 Digital Archives and Preservation				X		
590 Introduction to Chinese Information Services	X					
593 Independent Work	X	X	X	X	X	X
597 Current Trends	X	X		X	X	

E1a. Names of courses, departments, and catalog numbers for NEW courses, and brief course descriptions as they will appear in the catalog. Assessment plan detailing what each student should know and be able to do at the completion of the program and how the skills and knowledge will be assessed.

Three new courses are proposed, as follows:

Number	Title	Description
LSC 516	Information and Culture	(3 credits) This course studies cultural architectures of information, exploring how cultural forms of information are understood and exchanged locally, nationally, and globally
LSC 560	Human Information Behavior	(3 credits) This course is designed to introduce students to human information behavior (IB), investigating characteristics of information users, IB theories and research methods, and IB in personal, social, and institutional contexts.
LSC 570	Leadership in Information Professions	(3 credits) Introduction to the principles, practices, theories and ethics of leadership in the information professions. Focus on leading from any position within an organization or the larger LIS community

Assessment Plan. LEARNING OUTCOMES

1) Foundations: Graduates will understand the changing nature of knowledge and will know how to research, organize, and apply a broad range of interdisciplinary resources to meet the information needs of diverse users. This knowledge will be acquired through the required courses: LSC 504, 505, 557, and 595.

Students will:

- A. Create an interdisciplinary LIBGuide for young adults
- B. Write a grant proposal for a research project

2) Lifelong Learning: Graduates will understand how to assess and meet the needs of users and develop community partnerships in order to empower lifelong learners. This knowledge will be acquired through the required courses: LSC 502, 504, 557, and 595.

Students will:

- A. Create an interdisciplinary unit Using Common Core Standards and/or AASL & ACRL standards
- B. Develop a community needs assessment
- C. Conduct a reference interview

- 3) Digital Media: Graduates will understand how changing media and technologies reshape information and society, applying digital competencies and critical thinking skills in order to contribute to innovation. This knowledge will be acquired through the required courses: LSC 504, 505, and 595.

Students will:

- A. Create social media reports to evaluate different tools, at a minimum comparing databases and search engines
- B. Create screencasts to create new knowledge
- C. Create AV presentations

- 4) Leadership and Ethics: Graduates will understand ethical principles of global citizenship and will demonstrate leadership skills towards creating equitable access to and use of information. Knowledge, skills and habits of mind will be acquired through the required courses: LSC 502, 505, and 595.

Students will:

- A. Create a mode of information report to address how users are positioned in information flows
- B. Write a research paper
- C. Conduct a case study analysis on an online discussion board

E1c. Course distribution requirements, if any, within the program, and general education requirements.

There are five core courses in the MLIS degree program. Students in the School Library Track are encouraged but not required to take LSC 505: Information Organization, and will take LSC 596: School Library Media Practicum and Seminar in lieu of LSC 595: Apply and Reflect.

502 Lead, Manage, & Connect Lib & Info Services
504 Searching for Answers: Meeting Users' Information Needs
505 Information Organization
557 Document, Assess, Evaluate
595 Apply and Reflect

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.

There are no certification or licensing requirements for general MLIS graduates. To become certified in All Grades Library Media, SLM students must satisfy all of the following:

- Bachelor's degree from a regionally accredited institution

- Completion of an approved program for the preparation of All Grades Library Media Teacher
- Completion of a minimum of 12 weeks of Student Teaching in this area and a minimum of 60 hours Field Experience prior to Student Teaching
- Demonstration of meeting the Professional Competencies of the Rhode Island Professional Teaching Standards (RIPTS)
- Demonstration of meeting the Content Competencies as prescribed by the American Library Association (ALA)
- Other requirements:
 - Major or Equivalent in the content area or a closely related field
 - A passing score of 160 on the Praxis II Principles of Learning and Teaching - Grades K-6 (0622/5622) OR a passing score of 157 on the Praxis II Principles of Learning and Teaching - Grades 7-12 (0624/5624) AND a passing score of 162 on the Praxis II Library Media Specialist test (0311/5311).

○

E3. Include the learning goals (what students are expected to gain, achieve, know, or demonstrate by completion of the program) and requirements for each program.

Please see E1a for a comprehensive list of our Learning Outcomes.

E4. Demonstrate that student learning is assessed based on clear statements of outcomes and expectations.

Please see E1a for a comprehensive list of our Learning Outcomes. Our Comprehensive Exams are explicitly aligned with the Learning Outcomes and are graded based on demonstration of these outcomes.

E4a. Include the learning goals (what students are expected to gain, achieve, know, or demonstrate by completion of the program) and requirements for each program.

Please see E1a for a comprehensive list of our Learning Outcomes.

E4b. Demonstrate that student learning is assessed based on clear statements of outcomes and expectations.

Please see E1a for a comprehensive list of our Learning Outcomes. Our Comprehensive Exams are explicitly aligned with the Learning Outcomes and are graded based on demonstration of these outcomes.

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.

Valerie Karno – Interim Director, Associate Professor, GSLIS existing position, 90% FTE
Renee Hobbs – Professor, Harrington School existing position, 20% FTE
Cheryl McCarthy – Professor, GSLIS existing position, 100% FTE
Yan Ma – Professor, GSLIS existing position, 100% FTE
Donna Gilton – Professor, GSLIS existing position, 100% FTE
Lauren Mandel – Assistant Professor GSLIS existing position, 100% FTE
New Position – Professor or Professional in Residence, new position, 100% FTE

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.

Student Services Specialist. existing position, 100% FTE
Fiscal Clerk, existing position, 20% FTE

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 budget form that can be found at www.ribghe.org/publicreg.htm.)

Existing Administrative and Faculty Salary Yearly Costs for GSLIS are \$ 520,489.00
Existing Support Staff Annual Cost is \$3,500.00

Resources are provided solely by GSLIS as a member of the Harrington School of Media and Communication.

F4. Provide assurance that the institution's chief academic officer has worked with the director of human resources (or equivalent) in the development of the faculty and staff projections and estimates and that they agree on the adequacy of the estimates.

The proposal has been reviewed by Dean Winnie Brownell and Associate Dean Patricia Morokoff and they agree on the adequacy of the estimates.

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.

We anticipate three types of students entering into this degree program: (1) Students of traditional graduate school aged 23 – 28, who are entering the program within 1 - 5 years of completing their undergraduate graduation. These students generally attend full-time and complete the program in 2 years; (2) Working professionals with 10 – 20 years of work experience who live in New England. These students generally attend part-time and complete

the program in 3 – 5 years; (3) When the program moves to become fully online, we anticipate attracting working professionals nationally and internationally.

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 budget form, which can be found at www.ribghe.org/publicreg.htm.)

We anticipate that the program will grow by 6 - 10% annually from 117 students in 2013 to 150 students by 2017.

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

Faculty advisors work with students to complete a program of study and the Student Services Coordinator assists with selecting courses, arranging community building events, and career counseling.

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.

The following are required for admission to the MLIS program. A Bachelor's degree from an accredited institution (two official transcripts from all colleges or universities attended are required). An undergraduate grade point average of 3.0 or better. Graduate Record Examination or Miller Analogies. Test scores at the 50th percentile or above. GRE or MAT waived for applicants with a Master's degree or who have achieved a 3.3 grade point average or above in their undergraduate degree. Two letters of recommendation, preferably from previous instructors or employers. A current resume. A statement of purpose. We follow the URI Graduate School requirements for retention. Students who fall below 3.0 GPA are placed on academic probation. They have one semester to bring their GPA up.

Required Technology Competencies. The Graduate School of Library and Information Studies (GSLIS) at the University of Rhode Island expects that incoming students possess a basic knowledge of information technologies. We gather survey data annually to track student competencies.

G5. Indicate available funds for assistantships, scholarships and fellowships. (Include this information on the budget form, which can be found at www.ribghe.org/publicreg.htm.)

Available funds for Scholarships total \$20,871.00. The money is allocated between :

Betty Fast Memorial Endowment

Elizabeth D. Futas Scholarship

GSLIS Scholarship

GSLIS Prism Scholarship

Mattoon-Kline Scholarship in GSLIS

RI Coalition of Library Advocates Scholarship

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 Harrington School of Communication and Media is the administrative home of the Graduate Program in Library and Information Studies, which has been part of the College of Arts and Sciences since its inception 50 years ago. The Founding Director is Renee Hobbs.

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.

New Position. Library Leadership. Director of the GSLIS Department. 100% FTE.

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 budget form, which can be found at www.ribghe.org/publicreg.htm.)

No additional administrative salaries are anticipated with the program.

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 standards of the Association of College and Research Libraries, and/or any other recognized measures of general library adequacy in terms of collections, staff, space and operations.

The program modification does not require access to new resources.

I2. Identify and evaluate other instructional resources and instructional support equipment (such as computers, laboratory equipment and supplies) 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.

The program modification does not require access to new resources.

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 budget form, which can be found at www.ribghe.org/publicreg.htm.)

The program modification does not require access to new resources.

I4. Provide assurance that the institution's chief academic officer has worked with appropriate library and other staff in the development of the assessments and estimates regarding instructional resources and they are in agreement on the adequacy of estimates.

Library staff have reviewed new course proposals and made estimates regarding instructional resources.

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.

Facilities and capital equipment are only barely adequate to meet current and future needs. When Ranger Hall renovation is completed, additional classroom, screening space and student collaboration spaces will address current needs. When new building is completed to bring all Harrington School programs under one roof, the program will be able to fully exploit synergies between programs and departments.

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 budget form, which can be found at www.ribghe.org/publicreg.htm.) [Note: the RIBGHE's Facilities Committee is responsible for approving lease, purchase or other agreements and ensuring that the facility meets all building, fire and health codes and ADA requirements.]

Facilities and capital equipment are only barely adequate to meet current and future needs. When Ranger Hall renovation is completed, additional classroom, screening space and student collaboration spaces will address current needs. When new building is completed to bring all Harrington School programs under one roof, the program will be able to fully exploit synergies between programs and departments.

J3. Estimate the annual additional expenditures for new program facilities and capital equipment. (Include this information on the budget form, which can be found at www.ribghe.org/publicreg.htm.)

Facilities and capital equipment are adequate.

J4. Indicate whether the needed facilities are included in the institution's master plan.
Facilities upgrades are part of the URI space planning master plan.

J5. Provide assurance that the institution's chief academic officer has worked with the facilities director (or equivalent) in the development of assessments and estimates regarding facilities and capital equipment and that they agree on the adequacy of estimates.

Renee Hobbs has worked with Ryan Carillo and Thomas Frisby-Fulton to complete a comprehensive space needs survey for the Harrington School.

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.

This program is currently budgeted at \$412,245 during the 2012-2013 academic year, with \$394,845 in salaries and \$16,806 in operating expenses. However, because the salaries of two faculty members came from other units in the University (Hobbs and Karno) and a key staff position is funded through revenues from CCE Special Programs, a more accurate budget would include lines for 2 faculty members and 1 staff member.

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).

We have eliminated per course teaching assignments where low enrollments were a chronic problem or where instructors were unwilling or unable to adapt their course to make contemporary use of digital tools or move towards teaching in a fully online environment.

K4. Provide assurance that the institution's chief academic officer has worked with budget director and controller in the development of the financial projections and that they agree on the adequacy of the estimates.

The budget director is currently reviewing the financial projections.

L. EVALUATION: Appropriate criteria for evaluating the success of a program should be development 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 internal and external evaluation, as appropriate.

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

We will measure the success of the program (annually) using the rubric. Threshold values are based on our initial expectations for the program.

METRIC	EXCEEDS EXPECTATIONS	MEETS EXPECTATIONS	LOWER THAN EXPECTED
Number of applicants per year	60	50	40
Number of matriculating	40	35	30

students			
Number of graduates annually	30	25	20
Student diversity – age, culture, stage of career.	Equitable distribution across all categories	Some representation across categories	No students from underrepresented categories
Percent of classes online	66%	50%	33%
Number of students retained in program	50%	40%	30%

An annual symposium will invite library and information professionals to meet with URI faculty and graduate students to reflect on changing needs of the profession. Faculty will engage in an annual process of curriculum review to ensure that courses and programs of study continue to be updated to ensure student success.

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

The MLIS program is accredited by the American Library Association, 50 East Huron Street, Chicago, IL 60611. The accreditation requirements are as follows:

1. Respond to COA's specific questions from past correspondence. Review all previous COA correspondence since the last comprehensive review. This includes responses to previous statistical and narrative reports, requests for special reports, and the decision document received after the last comprehensive review. The biennial narrative or special report must specifically address those issues flagged by the Committee by describing efforts the program has made and providing evidence that the program is meeting the relevant areas of the Standards. COA will indicate when reporting on a specific issue is no longer required. Please contact the Office if you need a copy of any correspondence from COA.
2. Address how the program is maintaining compliance with the Standards. The report should inform COA of ongoing self-assessment, planning, and evaluation processes occurring at the school and program. It should provide COA an update on the evolution of the program that occurs between comprehensive reviews. Thus, narrative reports should be developed with the next comprehensive review in mind. By continually building upon previous narrative reports, the amount of time needed to produce the next program presentation document should be reduced because documentation and evidence will have been developed and collected.
3. Describe the results of the broad-based, continuous program planning, development, outcomes assessment, and improvement processes for the ALA-accredited program(s).
4. Identify how and where the program publicly provides evidence of assessment and evaluation of student achievement.

5. Discuss major changes that have occurred, are underway, or are being planned since the most recent biennial narrative report or comprehensive review.
6. Address major challenges the program and school may be facing. Examples of topics to include in the report:
 - New or revised mission, goals, and objectives
 - New or substantially revised curriculum
 - New degree programs
 - New distance education initiatives
 - Names and brief vitae for new full-time faculty members
 - Names and competencies of new adjunct faculty members
 - Substantial enrollment changes
 - Budgetary issues in the state/province or university affecting the program
 - Significant changes in physical facilities or resources
 - Plans for or completed alteration in governance and/or administrative structure
 - Major institutional changes that will potentially affect the program or school

The SLM program is also accredited by the National Council for Accreditation of Teacher Education (NCATE), 2010 Massachusetts Avenue NW, Suite 500, Washington, D.C. 20036. The NCATE accreditation system is a voluntary peer review process that involves a comprehensive evaluation of the professional education unit (the school, college, department, or other administrative body that is primarily responsible for the preparation of teachers and other professional school personnel). The review is based on the NCATE Unit Standards, a set of research-based national standards developed by all sectors of the teaching profession. Accreditation requires an on-site review of the unit and a review of the individual programs within the unit. Using NCATE unit standards, a group of examiners, known as the Board of Examiners (BOE), conducts an on-site visit and evaluates the unit's capacity to effectively deliver its programs. The review of individual programs is a review conducted by the state or electronically through NCATE and the specialized professional organizations, depending on the type of partnership NCATE has developed with the unit's state. The program review process entails the submission of no more than 8 assessments that provide evidence of candidate mastery of specialized professional associations (SPA) standards. Faculty can select the key assessments (required of all candidates) with the following constraints:

1. Faculty can select up to 8 assessments (there is no lower limit on the number of assessments).
2. One assessment must be the state licensure test if there is a state licensure test in the discipline area.
3. One assessment must focus on candidate impact on student learning, or, for non-teaching programs, an assessment of candidate impact on providing a supportive learning environment.
4. Assessments, taken as a whole, must demonstrate mastery of SPA standards.
5. Assessments must address the following key elements of NCATE Unit Standard 1: content, pedagogical content knowledge and skills, and impact on student learning.

The SLM program is also approved by the Rhode Island Department of Education (RIDE), 255 Westminster Street, Providence, RI 02903. All approved programs in Rhode Island are required, under the Rhode Island Program Approval Standards, to assess candidate performance to standards of the profession from point of admission through recommendation for certification. Approved programs are reviewed at least once every five (5) years by a team of educators assembled by the Department of Education. Title II of the Higher Education Opportunity Act requires institutions of higher education to submit annual reports to the RI Department of Education that provide basic information on the programs offered at the institution, how well students perform on initial state certification test requirements, and whether the institution has been classified as "low performing". The following six (6) standards provide the overall structure for the review of educator preparation programs in Rhode Island:

1. Prospective educators recommended for licensure by Rhode Island Educator Certification Programs are proficient in the Rhode Island Beginning Teacher Standards.¹
2. Prospective educators in Rhode Island Educator Certification Programs have the opportunity to acquire the knowledge, develop the dispositions, and practice the skills that are encompassed in the Rhode Island Beginning Teacher Standards.
3. Prospective educators have the opportunity to develop their learning in a variety of high quality field sites with professionals who model effective educational practice, assume responsibility for educating prospective colleagues, and are committed to ongoing professional development.
4. Rhode Island Educator Certification Programs and their institutions demonstrate a commitment to affirming the diversity of our state, our communities, and our public schools by preparing educators who can work effectively with students, families, community members, and colleagues from diverse backgrounds to create learning communities in which all students succeed.
5. Rhode Island Educator Certification Programs are supported by college and university structures that provide the resources necessary to ensure adequate resources for quality programs; a faculty that is engaged in scholarship, demonstrates exceptional expertise in its teaching fields, and is actively involved in PK-12 schools; and coherence within and across programs
6. Rhode Island Educator Preparation Programs engage in a process of regular evaluation to ensure program improvement.

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

The ALA COA and NCATE provide written feedback to the academic program directly and this data is used to make program modifications and improvements.

2) College of Human Science and Services

Human Development and Family Studies
College Student Personnel

Notice of Change for COLLEGE STUDENT PERSONNEL (CSP) SPECIALIZATION WITHIN THE
MASTER OF SCIENCE IN HUMAN DEVELOPMENT & FAMILY STUDIES (HDF)

Date: (to be filled in after final approval is received)

A. PROGRAM INFORMATION

1. Name of institution UNIVERSITY OF RHODE ISLAND

2. Name of department, division, school or college

Department: HUMAN DEVELOPMENT & FAMILY STUDIES

College: HUMAN SCIENCE & SERVICES

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

Initiation date: FALL SEMESTER 2015

First degree date: N/A

4. Intended location of the program REMAINS KINGSTON CAMPUS

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

If applicable, please include the existing URI catalog language and proposed catalog
language changes that relate to your request.

PROGRAM REQUIREMENTS

CURRENT CATALOG INFORMATION

Program requirements: 42-credit program consisting of 26 credits in core HDF courses: 551, 560, 562, 567, 568, 570, 572 [1], 573 [1], 574, 575 [1], 576 [2], six elective credits, a multi-part comprehensive examination, plus one of the following capstone options: nonthesis internship (HDF 580 [2], 581 [2], 583, 584), nonthesis action research project (HDF 595 [6], HDF 580 [1], HDF 553), or thesis (HDF 599 [6], HDF 580 [1], HDF 553).

PROPOSED CATALOG INFORMATION

Program requirements: 42-credit program consisting of 33 credits in core HDF courses (551, 555, 556, 560, 567, 570, 572, 574, 576, 580, 581), either 6 internship credits (583 & 584) and 3 elective credits or 3 practicum credits (553) and 6 elective credits, and a comprehensive examination.

6. Signature of the President

David M. Dooley

Proposed Changes to **COLLEGE STUDENT PERSONNEL (CSP)** Specialization within the Master of Science, Human Development & Family Studies (HDF) Degree

Following the external program review and graduate outcomes assessment processes, the two full-time, tenured HDF faculty responsible for the CSP specialization (i.e., Drs. Katherine Branch & Annemarie Vaccaro) are proposing the following changes to the program's requirements and curriculum. These changes also take into consideration that our human resources are expected to remain at two full-time faculty members (vs. three), with some courses taught by per-course instructors. Most of the proposed changes involve streamlining the requirements or making updates in the Catalog and, therefore, are considered "minor." With the changes constituting less than 25% of the Program of Study requirements, a *Notice of Program Change* form has been included in the curricular materials.

PROGRAM REQUIREMENTS

CURRENT

Program requirements: 42-credit program consisting of 26 credits in core HDF courses: 551, 560, 562, 567, 568, 570, 572 [1], 573 [1], 574, 575 [1], 576 [2], six elective credits, a multi-part comprehensive examination, plus one of the following capstone options: nonthesis internship (HDF 580 [2], 581 [2], 583, 584), nonthesis action research project (HDF 595 [6], HDF 580 [1], HDF 553), or thesis (HDF 599 [6], HDF 580 [1], HDF 553).

PROPOSED {Changes are in bold font with a dotted underline.}

Program requirements: 42-credit program consisting of 33 credits in core HDF courses (551, 555, 556, 560, 567, 570, 572, 574, 576, 580, 581), either 6 internship credits (583 & 584) and 3 elective credits or 3 practicum credits (553) and 6 elective credits, and a comprehensive examination.

The proposed changes, which are explained in more detail in the following sections, would result in the program deleting the organization development course as a requirement, expanding adult development courses from one to two, combining and expanding two 1-credit administrative courses into one 3-credit course, combining 1-credit and 2-credit diversity courses into one 3-credit course covering the same content, requiring that all CSP students be in the same 6-credit professional seminar capstone course sequence for completing a practice-based assessment project grounded in research knowledge and skills (i.e., complete a substantial paper involving significant independent study), reducing the number of elective

credits from 6 to 3 for students who do an academic-year internship, and eliminating the action research and thesis capstone options. Since the emphasis in CSP master's programs is on assessment versus research, elimination of the thesis option makes the program's emphasis on assessment both consistent and clear; all students will complete nonthesis assessment projects and papers in the professional seminar course sequence.

CURRICULUM CHANGES

Add HDF 555 and HDF 556; thus, delete HDF 568: delete current course number, credits and description; replace with revised two-course sequence of HDF 555 (College Student Development and Learning I) AND HDF 556 (College Student Development and Learning II). With the CSP specialization's emphasis on human development as well as the expansion in the amount of material that needs to be covered with more depth, two sequential courses are needed instead of one. This course sequence aligns developmental content coverage with standards and expectations in our field, which emphasizes early and middle adulthood and the impact of college experiences on adult development. FYI: The course numbers on either side of 568 already are in use; thus, why the proposal is to use two new, yet sequential, course numbers that are not in use currently.

HDF 572: revise title to "Administrative Issues in Student Affairs" (from "Administrative Practices in Human Development"), increase credits to 3 (from 1), and revise course description. Course will be inclusive of legal issues content covered currently in HDF 573, and depth of content is expanded to include student affairs material from HDF 562.

HDF 573: delete current course because content is merged with revised HDF 572.

HDF 575: delete current course because content is merged with revised HDF 576.

HDF 576: revise title to "Diversity and Cultural Competence in Student Affairs" (from "Diversity in Higher Education"), increase credits to 3 (from 2), and revise course description. Course will be inclusive of material currently covered in HDF 575.

HDF 580 & 581: make no Catalog changes other than removing from HDF 581 prerequisites "concurrent enrollment in HDF 584;" retain "Permission of instructor" as the prerequisite for HDF 581. The Program of Study change is that each seminar now will be 3 credits (from 2) and taken by all CSP students. Students will complete a practice-based assessment project grounded in research knowledge and skills (i.e., complete a substantial paper involving significant independent study), and seminars no longer are linked to internship. Thus, all students will experience the same professional seminar capstone course sequence.

ADDITIONAL COURSE DESCRIPTION CATALOG CHANGES/UPDATES

HDF 553: remove “credit or concurrent enrollment in” for prerequisites because students are expected to have completed some academic preparation for supervised field experience. Thus, retain “HDF 567 and permission of instructor” as the prerequisite.

HDF 560: remove the notation “(Lec. 2, Lab 4) Service Learning” from the course description. Course does not have a laboratory, and is taught as a three-credit lecture with applied assignments that are not necessarily service learning.

HDF 574: revise prerequisites to “HDF 555, 556” to reflect replacement of HDF 568 with two-course developmental sequence and that students may take prior to completing HDF 570.

HDF 583: remove sentence after prerequisites that reads “College Student Personnel students must enroll concurrently in HDF 580” because this sentence no longer applies.

HDF 584: remove sentence after prerequisites that reads “College Student Personnel students must enroll concurrently in HDF 581” because this sentence no longer applies.

ACADEMIC CREDIT COMPARISON

CURRENT PROGRAM

HDF 551

HDF 553

HDF 560

HDF 562

HDF 567

HDF 568

HDF 570

HDF 572 & 573

HDF 574

HDF 575 & 576

➤ Internship Option

[primarily for full-time students]

HDF 580

HDF 581

HDF 583

HDF 584

6 elective credits 3 elective credits **(-3 credits)**

TOTAL CREDIT CHANGE FOR STUDENTS = 0, since includes +1 for HDF 572 above

PROPOSED PROGRAM

no change

no change

no change

no longer required course for CSP students* **(-3 credits)**

no change

replace with HDF 555, 556 sequence **(+3 credits)**

no change

merge and expand into revised HDF 572 **(+1 credit)**

no change

merge HDF 575 into HDF 576 (0 credit change)

Option 1: Internship & 3 Elective Credits

[primarily for full-time students]

no change in Catalog **(+1 credit** in Program of Study)

no change in Catalog **(+1 credit** in Program of Study)

no change

no change

➤ Action Research/Thesis

[primarily for part-time students]

Option 2: Practicum & 6 Elective Credits

[primarily for part-time students]

HDF 553	no change
HDF 580	no change in Catalog (+2 credits of HDF 580 & +3 credits of HDF 581 in Program of Study)
HDF 595/599	delete (-6 credits)
6 elective credits	no change
TOTAL CREDIT CHANGE FOR STUDENTS = 0 , since includes +1 for HDF 572 above	

{*With CSP no longer requiring HDF 562 (Organization Development in Human Services), the department will need to decide if it will continue to staff this course. Ann Morrissey, special assistant to the provost for academic planning, is willing to teach HDF 562 as a per-course instructor.}

STAFFING & BUDGETING

Currently, the full-time CSP faculty's instructional load includes all required course credits in the CSP curriculum except 8, which typically are taught by four different per-course instructors who are supervised by the full-time faculty. In the proposed program, the full-time CSP faculty's instructional load includes all required course credits in the CSP curriculum except 9, with three per-course instructors needed. This would reduce the number of per-course instructors by one, and thus the additional supervision required of the full-time CSP faculty from four to three. Proposed course releases for the full-time faculty have been provided to the department chair.

The financial cost of the proposed curriculum is an increase of ~\$1,180, for the addition of 1 credit to HDF 572. This change enhances continuity of course coverage, which was expressed as a concern in the program review, and keeps the increased cost as low as possible since a per-course instructor is used for HDF 572.

FYI: When asked previously to consolidate courses/credits to enhance fiscal savings, CSP reduced the number of practicum sections (HDF 553) from twice per year to once per year, with all students enrolling in the same seminar course in the spring. The proposed program retains this arrangement.

LIBRARY IMPACT

No new critical journals, monographs or electronic resources are needed to implement the proposed curriculum changes. A Library Impact Statement from HDF subject librarian Mimi Keefe is included with the proposals for HDF 555 and HDF 556.