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The Five Hundred and Forty-sixth Report of the Curricular Affairs Committee: Creation of International Studies and Diplomacy major

University of Rhode Island Faculty Senate

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THE
UNIVERSITY
OF RHODE ISLAND
FACULTY SENATE OFFICE

Green Hall, 35 Campus Avenue, Kingston, RI 02881 USA p: 401.874.2616

THINK BIG WE DO⁻

Serial Number #17-18-26C

TO: President David Dooley

FROM: Mark Conley, Chairperson of the Faculty Senate

1. The attached BILL titled, the Five Hundred and Forty-sixth Report of the Curricular Affairs Committee: Creation of International Studies and Diplomacy major, is forwarded for your consideration.

2. This BILL was adopted by vote of the Faculty Senate on <u>February 22, 2018.</u>

3. After considering this bill, will you please indicate your approval or disapproval. Return the original, completing the appropriate endorsement below.

4. In accordance with Section 10, paragraph 4 of the Senate's By-Laws, this bill will become effective March 15, 2018 three weeks after Senate approval, unless: (1) specific dates for implementation are written into the bill; (2) you return it disapproved; or (3) the University Faculty petitions for a referendum.
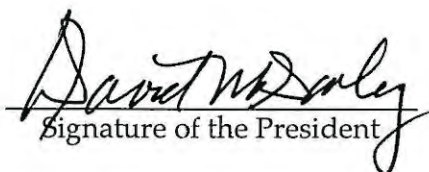
Mark Conley
Chairperson of the Faculty Senate

February 22, 2018

ENDORSEMENT

TO: Chairperson of the Faculty Senate

FROM: President of the University

a. Approved _____.

b. <mark>Approved subject to Notice of the Council on Postsecondary Education</mark> _____.

c. Disapproved _____.

Signature of the President

2.28.18
(date)

UNIVERSITY OF RHODE ISLAND FACULTY SENATE
February 22, 2018

Faculty Senate Curricular Affairs Committee
Five Hundred and Forty-sixth Report

At the January 29, 2018 meeting of the Curricular Affairs Committee and by electronic communication, the following matters were considered and are now presented to the Faculty Senate.

SECTION II
Curricular Matters Which Require Confirmation by the
Faculty Senate

PROGRAM PROPOSALS

COLLEGE OF ARTS AND SCIENCES:

Creation of an International Studies and Diplomacy major in the BA degree: (see Appendix A)
The International Studies & Diplomacy (ISD) Program
The International Studies and Diplomacy program is a dual, interdependent major program. It is directed by three Arts & Sciences departments -- Languages, Political Science and Economics. Students in the program complete two majors: one in International Studies (33 credits) and another in a related language (30 credits). By the end of this program students gain essential knowledge and skills in international politics, economics, cultures and language. Students choose from one of two tracks, both of which can be combined with a Five-Year program leading to a Master's degree in International Relations. Upon graduation, students are ready for careers in foreign service, diplomacy, international non-governmental organizations and other international careers.

International Studies & Diplomacy Program Tracks
- Standard (International Studies Major & Language Major & Semester Study Abroad)
- Intensive (International Studies Major & Language Major & Year Study Abroad)
- Five-Year (International Studies Major & Language Major & Semester/Year Study Abroad & MA International Relations)

Academic Program Proposal Cover Page

1. Name/Contact Information:

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

    (Department)   (School/College)   (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:

    Title/name of proposed Program:

    Title/name of proposed Major:

    Classification of instruction program (CIP) code: CIP Index

    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.):

6. Intended initiation date: Term   Year

7. Anticipated date of granting first degree:

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

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

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

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

A Proposal for: Creation of the 'International Studies and Diplomacy' Dual Major Program

Date: 9/20/17

A.   PROGRAM INFORMATION

A1. Name of institution University of Rhode Island

A2. Name of department, division, school or college
   Department: Political Science
   College: Arts and Sciences

A3. Title of proposed program and Classification of Instructional Programs (CIP) code
   Program title: International Studies and Diplomacy
   Classification code (CIP) 45

A4. Intended initiation date of program change. Include anticipated date for granting first degrees or certificates, if appropriate.
   Initiation date Fall 2018
   First degree date Spring 2021

A5. Intended location of the program. Primarily Kingston Campus

A6. Description of institutional review and approval process

		Approval Date
JCAP		12/15/16
Departments		
PSC		12/2/16
ECN		12/2/16
LAN		12/2/16
APG/SOC		8/2/17
HIS		7/31/17
AAF		11/11/17
RLS		7/31/17
GWS		7/27/17
FLM		7/30/17
ENG		8/1/17
COM		7/26/17
College		10/3/17

CAC/Graduate Council
Faculty Senate
President of the University

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

The International Studies & Diplomacy (ISD) Program
The International Studies and Diplomacy program is a dual, interdependent major program. It is directed by three Arts & Sciences departments -- Languages, Political Science and Economics. Students in the program complete two majors: one in International Studies (33 credits) and another in a related language (30 credits). By the end of this program students gain essential knowledge and skills in international politics, economics, cultures and language. Students choose from one of two tracks, both of which can be combined with a Five-Year program leading to a Master's degree in International Relations. Upon graduation, students are ready for careers in foreign service, diplomacy, international non-governmental organizations and other international careers.

International Studies & Diplomacy Program Tracks
- **Standard** (International Studies Major & Language Major & Semester Study Abroad)
- **Intensive** (International Studies Major & Language Major & Year Study Abroad)
- **Five-Year** (International Studies Major & Language Major & Semester/Year Study Abroad & MA International Relations)

Language Major Required
Students in the ISD program must major in an approved Language from the following existing majors: French, Chinese, Spanish, German, and Italian. Adding additional languages, especially critical languages, would be desirable at some point in the future should resources become available. Each of the approved languages attached to the ISD program requires 30 credit hours. ISD students are expected to achieve B2-level (CEFR) or Advanced-Low (ACTFL) language proficiency, in their target language. These are the minimum required language proficiency levels for graduate or professional work in that language.

New Major in International Studies Required
ISD program participants also will be required to major in International Studies. International Studies is a new, dual, interdisciplinary major; International Studies majors must also have a major in an approved language. The major draws upon existing courses, mostly in political science, economics, anthropology and history, requires 33 credits, and has three core areas: international politics and international relations; international economics; history, culture, and society. No more than 50% of credits can come from any one course code. Students must take at least one approved 400-level course.

Study Abroad Required
Study abroad at an approved international institutional setting is a key program requirement for the ISD program. ISD students in the 'standard' program will study abroad for one semester. ISD students in the 'intensive' program will study abroad for an academic year. Prior to departing,

during, and after the study abroad experience, ISD students will participate in several assignments and courses designed to encourage cultural understanding and personal growth.

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

Benefits to URI: Raise the National and International Profile of the University of Rhode Island
- URI would lead the region in International Studies & Diplomacy program quality and student preparedness
- Excellence of the program will attract high caliber students who will qualify for prestigious national fellowships (Boren, Fulbright, Truman, etc.)
- The program will be a draw for international students
- Market analysis of similar programs suggests high growth potential
- Increase diversity across a variety of dimensions

A8.   Signature of the President

David M. Dooley

A9. Person to contact during the proposal review
 International Studies Representative
 Name: Marc Hutchison
 Title: Associate Professor, Department of Political Science
 Phone: 874-4054
 Email: mlhutch@uri.edu

 Languages Representative
 Name: Karen DeBruin
 Title: Associate Professor and Chair, Department of Languages
 Phone: 874-4697
 Email: debruin@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.
Graduates from the International Studies and Diplomacy will draw on their language skills, intercultural understanding, and knowledge of foreign affairs to conduct diplomacy and facilitate interactions within international contexts.

Goal 1: **Students will understand how the international political system operates.**
 Outcome 1.1: Demonstrate knowledge of international political system as it applies to major actors (nation states, international organizations, non-governmental organizations).
 Outcome 1.2: Demonstrate knowledge of international processes such as globalization, political violence, global poverty and income inequality, environmental cooperation, and global norms.

Goal 2: **Students will understand how the international economic system operates.**
Outcome 2.1: Examine the functioning of different economic systems and their interaction with the world economy through trade, aid, financial flows, migration, technology transfer, and the operation of international organizations.
Outcome 2.2: Demonstrate critical understanding of pressing economic issues in global political economy such as growth and development, poverty, social exclusion, inequality, insecurity, and globalization.

Goal 3: **Students will understand and be able to navigate cross-culturally and linguistically across the international system.**
Outcome 3.1: Demonstrate proficiency in a spoken language other than English at the Advanced-Low level or higher (according to the ACTFL guidelines)

Outcome 3.2: Demonstrate an advanced-level of international intercultural competence

Outcome 3.3: Demonstrate intermediate-level skills in the analysis of cultures, societies, languages and/or cultural products.

Goal 4: **Students will understand historical and cultural influences on contemporary political and economic challenges and global issues.**

Outcome 4.1: Integrate and explain a contemporary global challenge utilizing knowledge from each of the three core areas.

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?

    Overall, the trends across the country and within the local region suggest that colleges and universities are increasingly gravitating toward more specialized programs focused in the area of international studies and diplomacy. The main reason for this trend is to help students better compete in a job market which increasingly demands skills in foreign language proficiency and intercultural communication as well as greater expertise in a globalized international political and economic system. The ISD program will provide first-rate training for students in developing transferable skills sought by businesses, government agencies, non-governmental organizations, nonprofits, and consulting firms. Furthermore, according to a 2015 report on the economic values of college majors published by the Center on Education and the Workforce at Georgetown University[1], the median annual salary of college-educated workers with an international relations/studies degree outperform both the median social science major as well as the average BA degree holder.

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

    Generally, there is increasing demand for employees with the skills and knowledge provided within the ISD program across a number of different sectors. Government agencies such as the Departments of State and Defense, intelligence organizations (CIA & NSA), Agency for International Development (USAID), Export-Import Bank, Office of the Special Trade Representative, and congressional staffs consistently demand employees with a wide range of skills and expertise, particularly in foreign language and international politics. Additionally, international NGOs continue to increase and expand every year while private industry looks for policy analysts with international expertise and language skills, particularly to conduct international risk assessment. All of these employers are demanding increasing levels of language proficiency and training in social sciences.

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[1] https://cew.georgetown.edu/wp-content/uploads/The-Economic-Value-of-College-Majors-Full-Report-web-FINAL.pdf

While students with the skills and expertise acquired within the ISD program will be broadly appealing, here are a few examples of specific jobs and salary information for which our students will be highly competitive.

Agency	Job Title	Average Salary or Range
Agency for Intenational Development (USAID)	Junior Foreign Service Officer	$71,331
	Foreign Service Officer	$89,142
	Program Analyst	$81,296
	Program Assistant	$50,889
	Program Officer	$96,936
Department of State	Foreign Service Officer	$52,000-134,000
	Foreign Service Specialist	$45,000-81,000
Private	Risk Analyst	$71,964
	Political Risk Management	$66,000

For additional information on current employment opportunities in this field, visit https://www.globaljobs.org/

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 ISD program contributes to three major goals in URI's **Academic Plan 2016-2021**: 1) Grow a Global Presence, 2) Enhance Student Success, and 3) Embrace Diversity and Social Justice.

With regard to "Grow a Global Presence," the very nature of the ISD program aims to develop students as "engaged global citizens." Students in the ISD program will gain essential knowledge in international politics, economics, cultures and language. Students will put this knowledge to work through study abroad. During their study abroad, students will engage in the simultaneous study of language and international studies. This practice will take the form of professional study, an internship or volunteer community experience in the target language organized by our international partner institutions, thereby solidifying "meaningful international strategic partnerships" and demonstrating our commitment to "Enhancing Student Success" through experiential

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learning. Additionally, since the goal of our program is to develop engaged citizens, we are structuring the program so that students are guided through the type of personal growth that leads to meaningful and deep commitment to understanding the international and global problems that we face in a culturally sensitive manner. Students will take a Grand Challenge course in Political Science and an introductory course in Language (LAN 220) their first year that will help students situate themselves culturally, linguistically and geopolitically. To prepare students for their study abroad -- a semester or year during which transformative learning can happen -- students will take a pre-departure study abroad module (online training sessions) that will build upon the foundation laid during the first year of students' studies. While abroad, all students in the ISD program will take an online International Economics class (ECN 358) that has two goals: 1) bring students together from around the world to share their understanding and experience of economics in their target country; 2) provide students with faculty support from URI while they are abroad and negotiating new and difficult situations. When students return from their semester or year abroad, they will take a capstone course and do public presentations for local communities that, ideally, will demonstrate the degree to which they have evolved with regard to understanding of "cultural diversity," "embrace of difference," and "rejection of prejudice and intolerance" during the course of their four-year study. This cooperative approach between departments to deliver a rigorous international curriculum that fosters understanding of how students situate themselves internationally, culturally, linguistically and interpersonally contributes specifically to Strategy 3 of "Enhance Student Success," Strategy 3 of "Embrace Diversity and Social Justice," and Strategies 3 and 5 of "Grow a Global Presence."

Additionally, the ISD program will contribute to the goal of embracing diversity in two distinct manners: 1) by attracting international students to URI and 2) by attracting students in demographics that are historically underrepresented in the Foreign Service and international affairs, for example, women, African Americans, Latinos, Native Americans and those with financial need. By preparing incoming students to apply successfully for fellowships, the URI ISD program will gain the reputation of being seriously committed to the promotion of diversity and gender equality.

C2. Explain the relationship of the program to other programs offered by the institution.
The ISD program is deeply interconnected with current URI degree and educational programs. The ISD program uses the robust international offerings of existing URI programs to create the new International Studies B.A. -most prominently Political Science and Economics, as well as some offerings from Anthropology, History, Communication Studies, Film, and Gender & Women Studies. These existing programs, on their own, do not offer a full international focus, but important parts of these programs are internationally focused and are ideal for an international studies degree. The Language majors are largely taken as they currently exist, but some new classes will be developed across the partner departments. For example, Languages has developed a new introductory course for new majors (LAN 220), Economics has created an online class that will serve as a study abroad companion course (ECN 358), and Political Science will use their special topics course (PSC 312) for a class on

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Diplomacy tailored to the particular expertise of the visiting Diplomat-in-residence or a part-time faculty with extensive diplomatic or foreign policy experience.

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?
Within Rhode Island, the most similar programs are at Brown University and Roger Williams University in International Relations and at Rhode Island College, Bryant University, Johnson & Wales University, Providence College, and Salve Regina in Global Studies. In terms of substance, the proposed ISD program is simply URI catching up to the broad trends in education as this type of program has become common in colleges and universities across the region and country. However, closer examination of these similar programs reveals a wide variation in terms of content and, especially, rigor. Of all of these programs within Rhode Island, only Brown and Salve Regina have any language requirements whatsoever and only Salve Regina requires at least one semester abroad.

The ISD program will be distinct from these other programs because it will be by far the most rigorous and comprehensive program by comparison. Furthermore, Languages is including language benchmarking throughout all language programs as well as substantial curricular revision to support students in their quest to achieved Advanced-level proficiency. No other program requires the extensive language requirements and the required study abroad which will provide our students with a distinct competitive advantage.[2] The Global Studies program at Salve Regina is the closest competitor to what we are proposing here but we will still have the more rigorous program in terms of language benchmarking and outcomes (Intermediate proficiency at Salve vs. Advanced proficiency at URI). We anticipate that the proposed program will attract more students from out-of-state given the quality of our proposed program.

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?

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[2] For further information on the increasing importance of language skills in 21st Century, please see: https://www.amacad.org/content/Research/researchproject.aspx?i=21896 and http://www.newamericaneconomy.org/research/not-lost-in-translation-the-growing-importance-of-foreign-language-skills-in-the-u-s-job-market/

Rhode Island College has a similar program, a BA Degree in Global Studies. We do not anticipate that the proposed program will have any negative impact on their program. First, our proposed program is a dual major program requiring students to major in a language in addition to the International Studies major. The Global Studies program at Rhode Island College does not have any language requirements. Secondly, our proposed International Studies major has a stronger social science-based focus on International Relations, International Economics, and Diplomacy than the program at Rhode Island College.

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 is an existing articulation agreement that provides easy transition for students who complete coursework at CCRI and then transfer to URI. Currently, there are program transfer plans for French, Spanish, Italian, and Political Science (http://www.ritransfers.org/program-transfer-plans/).

Students taking courses at CCRI would be able to transfer in credit for some of the core courses in the International Studies major of ISD Program (ECN 201, ECN 202, PSC 116G). The program transfer plans for the language majors would remain unchanged in the new program. We would foresee that CCRI would develop a program transfer plan for the ISD Program once approved and implemented.

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?**
   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).**
This program will not be available to students under the NEBHE RSP.

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.**

    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.**

    c. **Course distribution requirements, if any, within program.**

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

    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.**

INTERNATIONAL STUDIES AND DIPLOMACY (ISD), ACADEMIC MAP

College of Arts and Sciences

The International Studies and Diplomacy program is a dual, interdependent major program. It is directed by three Arts & Sciences departments -- Languages, Political Science and Economics. Students in the program complete two majors: one in International Studies (33 credits) and another in a related language (30 credits). By the end of this program students gain essential knowledge and skills in international politics, economics, cultures and language. Students choose from one of two tracks, both of which can be integrated with the Five-Year Program leading to a Master's degree in International Relations. Upon graduation, students are ready for careers in foreign service, diplomacy, multilateral and non-governmental organizations and other international careers.

ACADEMIC MAP: STANDARD*

(*Please note that the academic maps presented below are based on a French language major. The academic maps will be substantively equivalent for the other four language major options – German, Spanish, Italian, and Chinese)

Year 1 – Semester 1

LAN 220 (3): Languages in Cultural Context (LAN major)
FRN 103 (3): Intermediate French I (LAN major; Gen Ed – A3)
GEO 103 (4): Understanding the Earth (Gen Ed – A1, B4)
Elective (3)
Elective (3)
16 total credits

Year 1 – Semester 2
PSC 116G (4): Introduction to International Politics (International Studies major;
Gen Ed – A2, G)
FRN 104 (3): Intermediate French II (LAN major; Gen Ed – C2)
COM 100 (3): Communication Fundamentals (Gen Ed – B2)
Elective (3)
Elective (3)
16 total credits

Year 2 – Semester 1
PSC 211 (4): Theories and Applications in World Politics (International Studies
major)
ECN 201 (3): Microeconomics (International Studies major; Gen Ed - Elective)
FRN 207 (3): French Oral Expression I (LAN major)
FRN 204 (3): French Composition I (LAN major)
Elective (3)
16 total credits

Year 2 – Semester 2
APG 203 (3): Cultural Anthropology (International Studies major; Gen Ed -
Elective)
ECN 202 (3): Macroeconomics (International Studies major; Gen Ed – C1)
FRN 307 (3): French Oral Expression II (LAN major)
STA 220 (3): Statistics in Modern Society (Gen Ed – B3)
Elective (3)
15 total credits

Year 3 – Semester 1
FRN 304 (3): French Composition II (LAN major; Gen Ed – C3)
ECN 338 (3): International Economics (International Studies major)
HIS 374 (3): History of Modern China (International Studies major; Gen Ed – B1)
Elective (3)
Elective: 300-level or above (3)
15 total credits

Year 3 – Semester 2 (Study Abroad)
FRN 3XX (6): Study Abroad – Language (LAN major)
ECN 358 (3): Globalization and National Economies (International Studies major;
online course)

Elective (3)
Elective (3)
15 total credits

Year 4 – Semester 1
FRN 412 (3): Topics in French Culture and Literature (LAN major)
PSC 431 (4): International Relations (International Studies major; Gen Ed – D1)
Elective (4)
Elective: 300-level or above (3)
14 total credits

Year 4 – Semester 2
FLM 451 (4): Advanced Topics in International Film Media (International Studies major; Gen Ed – A4)
FRN 474 (3): African Literature in French (LAN major)
Elective (3)
Elective: 300-level or above (3)
13 total credits

Total Credits: 120
- Language Major Credits: **33**
- International Studies Major Credits: **34**
- Free Elective Credits: **43**
- 300-level or above Credits (A&S requirement): **44**

ACADEMIC MAP: INTENSIVE*

(*Please note that the academic maps presented below are based on a French language major. The academic maps will be substantively equivalent for the other four language major options – German, Spanish, Italian, and Chinese)

Year 1 – Semester 1
LAN 220 (3): Languages in Cultural Context (LAN major)
FRN 103 (3): Intermediate French I (LAN major; Gen Ed – A3)
GEO 103 (4): Understanding the Earth (Gen Ed – A1, B4)
Elective (3)
Elective (3)
16 total credits

Year 1 – Semester 2
PSC 116G (4): Introduction to International Politics (International Studies major; Gen Ed – A2, G)
FRN 104 (3): Intermediate French II (LAN major; Gen Ed – C2)
COM 100 (3): Communication Fundamentals (Gen Ed – B2)
ECN 201 (3): Microeconomics (International Studies major; Gen Ed - Elective)
Elective (3)

16 total credits

Year 2 – Semester 1
PSC 211 (4): Theories and Applications in World Politics (International Studies major)
ECN 202 (3): Macroeconomics (International Studies major; Gen Ed – C1)
FRN 207 (3): French Oral Expression I (LAN major)
FRN 204 (3): French Composition I (LAN major)
Elective (3)
16 total credits

Year 2 – Semester 2
APG 203 (3): Cultural Anthropology (International Studies major; Gen Ed - Elective)
ECN 338 (3): International Economics (International Studies major)
FRN 307 (3): French Oral Expression II (LAN major)
STA 220 (3): Statistics in Modern Society (Gen Ed – B3)
Elective (3)
15 total credits

Year 3 – Semester 1 (Study Abroad)
FRN 3XX (6): Study Abroad – Language (LAN major)
ECN 358 (3): Globalization and National Economies (International Studies major; online course)
Elective (3)
Elective (3)
15 total credits

Year 3 – Semester 2 (Study Abroad)
FRN 3XX (6): Study Abroad – Language (LAN major)
Elective (3)
Elective (3)
12 total credits

Year 4 – Semester 1
FRN 304 (3): French Composition II (LAN major; Gen Ed – C3)
FRN 412 (3): Topics in French Culture and Literature (LAN major)
PSC 431 (4): International Relations (International Studies major; Gen Ed – D1)
Elective: 300-level or above (3)
Elective (4)
17 total credits

Year 4 – Semester 2
FLM 451 (4): Advanced Topics in International Film Media (International Studies major; Gen Ed – A4)
FRN 474 (3): African Literature in French (LAN major)

HIS 374 (3): History of Modern China (International Studies major; Gen Ed – B1)
Elective (3)
13 total credits

Total Credits: 120
- Language Major Credits: **39**
- International Studies Major Credits: **34**
- Free Elective Credits: **37**
- 300-level or above Credits (A&S requirement): **44**

ACADEMIC MAP: FIVE-YEAR PROGRAM*
(*Please note that the academic maps presented below are based on a French language major. The academic maps will be substantively equivalent for the other four language major options – German, Spanish, Italian, and Chinese)

Year 1 – Semester 1
LAN 220 (3): Languages in Cultural Context (LAN major)
FRN 103 (3): Intermediate French I (LAN major; Gen Ed – A3)
GEO 103 (4): Understanding the Earth (Gen Ed – A1, B4)
COM 100 (3): Communication Fundamentals (Gen Ed – B2)
Elective (3)
16 total credits

Year 1 – Semester 2
PSC 116G (4): Introduction to International Politics (International Studies major; Gen Ed – A2, G)
FRN 104 (3): Intermediate French II (LAN major; Gen Ed – C2)
WRT 106 (3): Introduction to Research Writing (Gen Ed – B1)
Elective (3)
Elective (3)
16 total credits

Year 2 – Semester 1
PSC 211 (4): Theories and Applications in World Politics (International Studies major)
ECN 201 (3): Microeconomics (International Studies major; Gen Ed - Elective)
FRN 207 (3): French Oral Expression I (LAN major)
FRN 204 (3): French Composition I (LAN major)
Elective (3)
16 total credits

Year 2 – Semester 2
APG 203 (3): Cultural Anthropology (International Studies major; Gen Ed - Elective)

ECN 202 (3): Macroeconomics (International Studies major; Gen Ed – C1)
FRN 307 (3): French Oral Expression II (LAN major)
STA 220 (3): Statistics in Modern Society (Gen Ed – B3)
Elective (3)
Elective (3)
18 total credits

Year 3 – Semester 1
FRN 304 (3): French Composition II (LAN major; Gen Ed – C3)
ECN 338 (3): International Economics (International Studies major)
HIS 384 (3): The Modern Caribbean (International Studies major)
Elective: 300-level or above (3)
Elective (4)
16 total credits

Year 3 – Semester 2 (Study Abroad)
FRN 3XX (6): Study Abroad – Language (LAN major)
ECN 358 (3): Globalization and National Economies (International Studies major;
online course)
Elective (3)
Elective (3)
Elective (3)
18 total credits

Year 4 – Semester 1
FRN 412 (3): Topics in French Culture and Literature (LAN major)
PSC 431 (4): International Relations (International Studies major; Gen Ed – D1)
NVP 500 (3): Nonviolence and Peace Studies (Graduate: IR MA)
GWS 430 (3): Women and Human Rights Policy (Graduate: IR MA)
Elective: 300-level or above (3)
16 total credits

Year 4 – Semester 2
FLM 451 (4): Advanced Topics in International Film Media (International Studies
major; Gen Ed – A4)
FRN 474 (3): African Literature in French (LAN major)
PSC 584 (3): Comparative International Development (Graduate: IR MA)
APG 415 (3): Migration in the Americas (Graduate: IR MA)
Elective: 300-level or above (3)
16 total credits

Year 5 (Graduate) – Semester 1
PSC 580 (3): Seminar in International Relations Theory
PSC 577 (3): International Ocean Law
PSC 555 (3): Directed Study – Naval War College Internship

9 total credits

Year 5 (Graduate) – Semester 2
PSC 585 (3): Diplomacy and Statecraft
PSC 521 (3): Global Politics of Work and Social Welfare
PSC 581 (3): Special Topics: Politics of China
9 total credits

Total Overall Credits: 150
- Language Major Credits: **33**
- International Studies Major Credits: **34**
- Free Elective Credits: **40**
- 300-level or above Credits (A&S requirement): **44**

Undergraduate Credits sub-total: 120
- Graduate Credits (taken as an undergraduate – Advanced Standing): **12**
- Graduate Credits (taken as a graduate student): **18**

Graduate Credits sub-total: 30

Please note that the credits used to complete the MA in International Relations during the fifth year in the Five-Year Program will be as a matriculated student in the graduate program.

*If a student were to drop the International Studies major after their sophomore year, they would be able to complete a Political Science major with six additional courses or an Economics major with eight additional courses over the course of the student's last two years. If the student were to leave the ISD program or not meet the required language proficiency benchmark, they will still be able to continue with the Language major with no penalty.

  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_).**
One online course, ECN 358 – Globalization and National Economics, will be delivered via distance learning. This is a required course for all students in the ISD program to be taken during one of their study abroad semesters.

  g. **Is the program content guided by program-specific accreditation standards or other outside guidance?**
No

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.
No

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.
  The following section includes learning goals with specific outcomes designed for assessment of specific student learning outcomes. The first three goals are focused on the core proficiencies in International Studies and Diplomacy (International Relations Core, International Economics Core, History Culture & Society Core) with the fourth goal reflecting integration of the core areas, reflecting the interdisciplinary nature of the program. As individual language majors are already assessed within their majors, the current assessment plan will remain for that degree component (by section reflecting each course of language study, for example, French, German, Spanish, Chinese, etc including existing learning goals and outcomes). However, in order to obtain a comprehensive evaluation of students completing the dual degree program in languages and International Studies and Diplomacy, students enrolled in the ISD program will be viewed as a subset within languages as dual degree students rather than only reflected within individual section studies in assessment reporting.

  This assessment strategy was presented at the 2017 Showcase by the Office of Advancement of Teaching and Learning. The assessment plan presented here has incorporated a range of suggestions and insights including strategies for incorporating assessment of interdisciplinary elements into the assessment plan. It is worth noting that many of the electives are student specific in each concentration, and are guided by the language and regional specialization of each student in the dual degree program. However, the students enjoy a common set of requirements and foundation. These requirements reflect the assessment strategy so that an aggregate picture of program efficacy can be identified across each core emphasis and learning outcome.

  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 key gateway required courses within each emphasis ensures that student learning in each of the core areas is evaluated for all students completing the program. In addition, assessment of the integration of these core areas in a culminating programmatic requirement (final poster presentation) allows assessment of student integration in learning.

One strength of this assessment design is that it utilizes both required courses and program requirements to assess student learning. For example, ECN 358 will be taught online while students complete their study abroad program requirement allowing reflection and assessment of the cultural component of the program in real time. The final integrative poster presentation requires students to combine insights from their required 400-level course in the International Studies major as well as use their experience abroad to inform academic inquiry on an individual research project. The poster proposals will be approved by one of the program's faculty coordinator in the relevant subject area of the project. The core elements of the poster presentation include a clear international topic or problem and reflection of its cultural, historical, political, and economic influences. The poster presentations will be evaluated by the faculty coordinators. Finally, the program requirements are closely aligned with each student learning outcome, reflecting not just course based content but formulating critical competencies that reflect the design of the dual degree program.

The attached curriculum map details course offerings in the International Studies and Diplomacy Program and key assessable moments within each specialization.

Academic Program: International Studies & Diplomacy Program (Note Required Courses & Program Requirements are listed in Bold)

Program Student Learning Outcomes:

Map Key
I = Outcome Introduced
R = Outcome Reinforced
E = Outcome Emphasized for Mastery

Program Student Learning Outcomes:	Required Courses & Program Requirements									Electives based on focus of study			
	PSC 116	PSC 211	ECN 201	ECN 202	ECN 358	APG 203	Lang. Major	Final Poster	Study Abroad	PSC Elective	ECN Elective	Culture Elective	
1.1 Identify and describe the international political system as it applies to major actors	I/R	E		R	R					E	R	R	
1.2 Apply theories to explain international processes such as globalization, political violence, global poverty and income inequality, environmental cooperation, and global norms.	I	E		R	E					E	R	R	
2.1 Identify and describe different economic systems and their interaction with the world economy (including trade, aid, financial flows, migration, technology transfer, and the operation of international organizations)	I	R	E	E	E					R	E	I	
2.2 Critically evaluate contemporary economic issues in global political economy (for example growth and development, poverty, social exclusion, inequality, insecurity, and globalization).	I	I		E	E					R	E	R	
3.1 Demonstrate proficiency in a spoken language other than English at the Advanced-Low level or higher (according to the ACTFL guidelines) (Note dual degree component)						R	E	E	E				
3.2 Demonstrate an advanced-level of international intercultural competence	I	I		I	E	E	E	E	E	R	R	R	
3.3 Demonstrate intermediate-level skills in the analysis of cultures, societies, languages and/or cultural products.	I	I		I	E	E	R	E	E	R	R	R	
4.1 Integrate and evaluate a contemporary global challenge utilizing knowledge from each of the three core areas.	R	R	R	R	R	R	I	E	E	R	R	R	

Learning Outcomes listed by Goal Area and Assessment Location

GOAL 1: Students will understand major theories, concepts, and political processes in the international political system. International Relations Core

> *Outcome 1.1*: Identify and describe the international political system as it applies to major actors.
> **Assessment in PSC 116G & PSC 211**
> *Outcome 1.2*: Apply theories to explain international processes such as globalization, political violence, global poverty and income inequality, environmental cooperation, and global norms.
> **Assessment in PSC 211**

GOAL 2: Students will understand how the international economic system operates. International Economics Core

> *Outcome 2.1:* Identify and describe different economic systems and their interaction with the world economy (including trade, aid, financial flows, migration, technology transfer, and the operation of international organizations)
> **Assessment in ECN 202**
> *Outcome 2.2:* Critically evaluate contemporary economic issues in global political economy (for example growth and development, poverty, social exclusion, inequality, insecurity, and globalization).
> **Assessment in ECN 202 & ECN 358**

GOAL 3: Students will understand and be able to navigate cross-culturally and linguistically across the international system. Languages dual degree reflection – required for program progression/culture society core

> *Outcome 3.1:* Demonstrate proficiency in a spoken language other than English at the Advanced-Low level or higher (according to the ACTFL guidelines)
> **Assessment in Languages**
> *Outcome 3.2:* Demonstrate an advanced-level of international intercultural competence
> **Assessment in Languages/ECN 358**
> *Outcome 3.3:* Demonstrate intermediate-level skills in the analysis of cultures, societies, languages and/or cultural products.
> **Assessment in ECN 358**

GOAL 4: Students will understand historical and cultural influences on contemporary political and economic challenges and global issues. Integrative/all 3 core areas

> *Outcome 4.1*: Integrate and explain a contemporary global challenge utilizing knowledge from each of the three core areas.
> **Assessment in Poster Presentation Program Requirement, Completion of 400 level course**

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) to prepare a 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.**

The preceding curriculum map identifies where student learning is introduced, reinforced, and emphasized within the curriculum. However, without a comprehensive timeline and strategy for the evaluation of student learning, this

process is incomplete. The table below indicates the assessment timeline for 2 year reporting cycles and assessment by outcome.

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. Several "assessable moments" emphasize program requirements requiring multiple faculty participate in the assessment program and process. The 6 year assessment plan outlined below reflects a scaffolded strategy that allows for the development of rubrics across ISD program requirements and facilitates the creating of an advising protocol to ensure the completion of program requirements and identify appropriate embedded assignments for assessing student learning. As this is a new program, the assessment strategy is also designed to follow students through their course progression and program completion allowing adaptations or improvements where students are not demonstrating attainment of learning across student cohorts.

Academic Reporting Year(s) and Assessment Timeline	Learning Outcomes and Program Focus	Course(s) and Other Program Requirements	Assessment Evidence and Method
Years 1 and 2 (First Assessment Report) May 2020	Outcomes 1.1 & 1.2 Focus: International Relations Core	PSC 116, 211	Embedded assignments with program approved rubrics
Years 3 and 4 (Second Assessment Report) May 2022	Outcomes 1.1, 1.2,	PSC 116, 211	Embedded assignments with program approved rubrics (PSC 116, 211)
	2.1, 2.2	ECN 201, 202, ECN 358	Embedded assignments with program approved rubrics (ECN 201, 202) Online interactive assignment (ECN 358)
	3.1, 3.2 Focus: International Relations Core, International Economics Core, History Culture & Society Core	ECN 358 Program Requirements: Language Proficiency/Study Abroad	Identification of cultural competency tool (apply in ECN 358), embedded assignment with program approved rubric (ECN 358), appropriate progress in language proficiency (TBD by languages)
Years 5 & 6 (Third Assessment Report) May 2024	Outcomes 1.1, 1.2,	PSC 116, 211	Embedded assignments with program approved rubrics (PSC 116, 211)
	2.1, 2.2,	ECN 201, 202, ECN 358	Embedded assignments with program approved rubrics (ECN 201, 202) Online interactive assignment (ECN 358)
	3.1, 3.2, 3.3,	ECN 358 Program Requirements: Language Proficiency/Study Abroad	Identification of cultural competency tool (apply in ECN 358), embedded assignment with program approved rubric (ECN 358), (appropriate progress in language proficiency (TBD by languages)
	4.1 Focus: International Relations Core, International Economics Core, History Culture & Society Core, Integrative Outcomes	Capstone Research Project/ISD poster presentation (Program Requirement)	Program approved rubric to be used across capstone courses and IDS poster presentation by faculty teaching in the program (Rubric will be applied by core faculty committee and those teaching courses approved for the capstone requirement) To be coordinated by the ISD Program Director

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?

As further detailed in the Budget Justification report, the contribution of existing faculty to the ISD program will increase modestly over time. In Year 1 of the program, the course needs of anticipated initial class will be absorbed within the existing course capacity. Starting in Year 2, the ISD program will require modest commitment from existing faculty as student enrollment grows including 0.75 current FTE in Political Science, 0.75 current FTE in Economics, and 1.5 current FTE across the Languages department for an overall total of 3 FTE. In Years 3 & 4, commitment from existing faculty will increase as the anticipated enrollment continues to grow. Implementation of the program in Years 3 & 4 will require 1.5 current FTE in Political Science, 1.5 current FTE in Economics, and 3 current FTE across the Languages department for an overall total of 6 FTE from existing faculty.

The Program Coordinator will be a half-time staff position who will allot his/her time to the overall coordination of the ISD program. This could either be a new position or reassignment of a current position. Additionally, the ISD program will require a faculty coordinator from each of the principal departments in the program (PSC, ECN, LAN). The faculty coordinators will be full-time faculty members who allot 25% of his/her time to the coordination of the ISD program for their respective departments.

Four additional full-time tenure-track faculty positions (2 in Languages, 1 in Political Science, and 1 in Economics), would be created to contribute to the ISD program in the first two years of the program. If we meet our enrollment expectations, we anticipate a final hire in Languages will be needed by Year 4 of the program. The new faculty will not only contribute 50% of their time to the program but also offset workloads for existing faculty to devote a portion of their time to the program.

In terms of minimal degree level and academic/technical field requirement and certification required for teaching in this program, it will vary by the disciplines contributing to the program. For the Political Science department, instructors must hold at least a master's degree in political science, international relations, or another related field to teach within the program. Exceptions to this requirement can be made only in special cases in which the instructor holds extensive real-world experience in the areas of diplomacy and foreign policy. For the Economics department, instructors must hold a doctorate in international economics, economic development, comparative economic systems, political economy, or a closely related field, or a similar Master's degree with significant practical experience in the areas of diplomacy, foreign policy, or international development. For the Languages department, instructors must hold at least a master's degree in foreign language and a working understanding of the ACTFL and CEFR language proficiency scales.

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.

Please refer to the Budget Justification Report

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 (select _Academic Program Change Form_ and see also _Budget Form Instructions_).**
Please refer to the Budget Justification Report

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.**
Every year, we field inquiries from high school students inquiring about URI's options on international studies. As we point out elsewhere in this proposal, we are one of the only schools in the state and region that does not have a stand-alone international/global studies program. While many of these students can pursue the International Relations track within the Political Science major, it does not provide students the full immersive experience that this proposed program will offer.

The rigor and design will attract new students serious about language and studies in foreign policy and international diplomacy with an eye toward international career. Currently, this combination does not exist at URI. We expect that the rigor of this proposed program will make us more attractive to potential international and out-of-state students. Upon implementation, URI will immediately have one of the most unique and rigorous International Studies programs in the country. Therefore, the caliber of many of the students that will be attracted to this program will be similar to our current Honors students.

We already have many students who currently major in languages who want to work in international organizations and non-governmental groups but may intimidated by the prospect of double or triple-majoring in Political Science and Economics. This program will allow our students to pursue these interests in a more manageable and purposeful way. Furthermore, because our program takes a more holistic approach to International Studies and Diplomacy, it will be more attractive to our current students because our interdependent program distinguishes itself from others with its focus on diplomacy skills attained through high levels of language proficiency coupled with intercultural competence and the capacity for sophisticated socio-cultural analysis.

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 (select *Academic Program Change Form* and see also *Budget Form Instructions*).

Please refer to the Budget Justification Report

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

Students will receive advising assistance at University College, via the professional advisor for the ISD program, until they earned 30 credits and have a 3.0 cumulative overall GPA. Once they have met those requirements, they will be transferred into the College of Arts & Sciences and will be advised by one of the three faculty coordinators (one from Political Science - who also serves as MA director, one from Economics, and one from Languages). The faculty coordinators will also advise students in the program about career and graduate/professional school opportunities.

Students in the ISD program will also benefit from extensive services related to their language major, including peer-to-peer course coaches, conversation buddies, and program ambassadors. ISD students will also work with the Language Lab in Swan Hall to improve their oral language proficiency and the Office of International Education for socio-cultural understanding. Other resources and programs available to ISD students include the workshops, summer institutes, and speakers at the Center of Nonviolence and Peace Studies and the Naval War College internship program administered by the Political Science department.

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.

We believe that one of the attractions of the ISD program will be its high quality and rigor. As such, we will have more stringent admission requirements for prospective students and stronger retention criteria for students within the program. Below we break down the admission requirements for each of the tracks within the proposed ISD program (Standard, Intensive, and Five-Year) as well as the retention requirements for students within the program.[3]

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[3] All referenced language proficiency levels are based on that ratings established by the Common European Framework of Reference for Language (CEFR). All language proficiency testing will be assessed and administered by certified CEFR and ACTFL proficiency testers within the Languages department.

<u>**ADMISSION**</u>
Standard Program
- High School
    - Cumulative GPA 3.3 or above
- Existing URI students
    - Must apply first semester of 2nd year
    - Overall GPA 3.0 or above
    - Earned a C+ or above in PSC 116G
    - Formal consultation and approval from Section Head of target language or Department Chair of Languages to ensure that the student is at the appropriate proficiency benchmark in order to achieve Advanced low (B2) language proficiency upon completion of the program.

Intensive Program
- Existing URI students
    - Must apply first semester of 2nd year
    - Overall GPA 3.4 or above
    - Earned a B+ or above in PSC 116G

Five-Year Program (BA/MA)
- High School
    - None, only existing ISD students may apply
- Existing ISD students (both Standard and Intensive)
    - Must apply second semester of 3rd year
    - Overall GPA 3.0 or above
    - International Studies Major GPA 3.3 or above

<u>**RETENTION**</u>
All
- Maintain an overall GPA 2.5 or above
- Minimum language proficiency at the Intermediate mid (B1.1) level or above to study abroad

Standard Program
- Minimum language proficiency at the Intermediate high (B1.2) level or above upon return from study abroad

Intensive Program
- Minimum language proficiency at the Intermediate high (B1.2) level or above upon return from study abroad

<u>**GRADUATION**</u>
Standard Program
- Minimum language proficiency at the Advanced low (B2) level or above upon completion of the program

Intensive Program

- Minimum language proficiency at the Advanced low (B2) level or above upon completion of the program

G5. Indicate available funds for assistantships, scholarships and fellowships. (Include this information on the budget form (select *Academic Program Change Form* and see also *Budget Form Instructions*).
Please refer to the Budget Justification Report

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 ISD program will be administered as an interdisciplinary program within the College of Arts & Sciences with the home department in Political Science.

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.

Dean of Arts & Sciences – 5%
Associate Dean of Arts & Sciences – 5%
ISD Program Coordinator – 50%
ISD Faculty Coordinator: Languages – 25%
ISD Faculty Coordinator: Economics – 25%
ISD Faculty Coordinator: Political Science – 25%

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 (select *Academic Program Change Form* and see also *Budget Form Instructions*).
Please refer to the Budget Justification Report

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.
None. All courses currently 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.
Please refer to the 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 budget form (select *Academic Program Change Form* and see also *Budget Form Instructions*).**
Please refer to the Budget Justification Report

I4. **Provide a Library Impact Statement.**
We have included the Library Impact Statement as an addendum to this proposal

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 statues.**
Given that the ISD program is integrated with existing majors, courses, and programs on campus, 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 as well as the Program Coordinator and fiscal clerk. We believe that the office space required is already available on campus (either vacant office space or the reassignment of some 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 budget form (select *Academic Program Change Form* and see also *Budget Form Instructions*).**
N/A

J3. **Estimate the annual additional expenditures for new program facilities and capital equipment. (Include this information on the budget form (select *Academic Program Change Form* and see also *Budget Form Instructions*).**
Please refer to the Budget Justification Report

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 Report

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 (select *[Academic Program Change Form](#)* and see also *[Budget Form Instructions](#)*) are self-calculating.**
Please refer to the Budget Justification Report

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 Report

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 its ability to attract new majors, improvement in learning outcome assessments that we reference in our assessment plan, the ability of graduates to obtain their desired employment within a wide-range of public and private agencies and firms with a global focus, and the number of graduates accepted for advanced study in graduate and professional schools. In addition, the program will complete course evaluations (using IDEA evaluations) and modifications will be made where necessary. This process will be directed and implemented by the ISD Program Coordinator.

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.

Fellowships, Scholarships, and Awards: The ISD program is designed to attract some of the best and brightest students to URI as a rigorous and intensive academic program. Given the expected high caliber of the student body, we expect that many of them will be competitive for national and regional awards, scholarships, and fellowships. The Program coordinator will work with Kathleen Maher to collect data on applications and bestowed fellowships, scholarships, and awards to enrolled ISD students.

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 ISD Program Coordinator will be responsible for putting together the Assessment Report, working with the Office of Student Learning Outcomes Assessment and Accreditation, and providing feedback and evaluation summary data to the ISD participating faculty. Individual faculty coordinators from the principal departments 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 ISD Program Coordinator.

Program Requirements:

33 credits; 8 required courses; 2 elective courses

No more than 50% of credits can come from any one discipline

Must take at least one 400-level course from any of the listed options

Three core areas: International Relations (PSC); International Economics (ECN); History, Culture, and Society (Misc.)

International Relations Core
3 required courses

Course Code	Course Title

Requirements

PSC 116	Introduction to International Politics
PSC 211	Theories and Applications in World Politics

Choice of one course:

PSC 300	Challenge of Nuclear Arms
PSC 320	Comparative European Politics
PSC 321	Politics and Problems of Israel
PSC 322	Politics of the Middle East
PSC 350	From Cold War to Cold Peace
PSC 377	Politics of China
PSC/ECN/AAF 415	Dynamics of Social Change in the Caribbean
PSC/RLS 421	Secularism and Islamism in the Modern World
PSC 408	African Government & Politics
PSC 416	Russian Politics and Society
PSC 417	Russian Foreign Policy
PSC 431	International Relations
PSC 434	American Foreign Policy
PSC 422*	International Political Economy
PSC 435*	Theories of International Conflict

Other electives

RLS/PSC 221	Islam and Its Civilization
ECN/PSC 344	Political Economy of Global Finance
AAF/PSC 410	Issues in African Development

*also requires an additional PSC 310 pre-requisite

International Economics Core
4 required courses

Course Code	Course Title

Requirements

ECN 201	Principles of Economics: Microeconomics
ECN 202	Principles of Economics: Macroeconomics
ECN 358	Globalization and National Economies (online) - study abroad

Choice of one course:

ECN 338	International Economics
ECN/PSC 344	Political Economy of Global Finance
ECN 363	Economic Growth and Development

Other electives

ECN 305	Competing Traditions in Economics
ECN 306	Introduction to Economic Research Methods
ECN 381	Radical Critiques of Contemporary Political Economy
ECN 390	Latin American Social Movements and Economics Development
ECN 445	Senior Research Seminar
ECN 4XX	New Courses

History, Culture, and Society Core
1 required course

Course Code	Course Title

Requirement

APG 203	Cultural Anthropology

Other electives

HIS 333	Twentieth Century Russia
HIS 374	History of Modern China
HIS 375	History of Modern Japan
HIS 376	Women in Muslim Societies
HIS 377	Revolution in Islam
HIS 379	The Jews of Islamic Lands
HIS 382	History of Modern Latin America
HIS 384	The Modern Carribbean
HIS 385	Revolution and Unrest in Central America and the Caribbean
HIS 388	History of Sub-Saharan Africa
APG 200	Language and Culture
APG 315	Cultures and Societies in Latin America
APG 329	Contemporary Mexican Society
APG/SOC 415	Migration in the Americas
APG 465	Seminar in Cultural Heritage
FLM 451	Advanced Topics in International Film Media
GWS 401	Human Trafficking and Contemporary Slavery
GWS 430	Women and Human Rights Policy
COM 361	Intercultural Communication

Standard Program

Freshman - Fall Semester

Course	Title	Credits	Gen Ed
LAN 220	Languages in Cultural Context	3	
FRN 103	Intermediate French I	3	A3
GEO 103	Understanding the Earth	4	A1, B4
	Free Elective	3	
	Free Elective	3	
Total		**16**	

Freshman - Spring Semester

Course	Title	Credits	Gen Ed
PSC 116G	Introduction to International Politics	4	A2, G
FRN 104	Intermediate French II	3	C2
COM 100	Communication Fundamentals	3	B2
	Free Elective	3	
	Free Elective	3	
Total		**16**	

General Education

Course	Credits	Objectives
GEO 103	4	A1. STEM
PSC 116G	4	A2. Social & Behavioral Sciences
FRN 103	3	A3. Humanities
FLM 451	4	A4. Arts & Design
HIS 374	3	B1. Write Effectively
COM 100	3	B2. Communicate Effectively
STA 220	3	B3. Mathematical, Statistical, & Computation
GEO 103		B4. Information Literacy
ECN 202	3	C1. Civic Responsibilities
FRN 104	3	C2. Global Responsibilities
FRN 304	3	C3. Diversity & Inclusion
PSC 431	4	D1. Integrative
PSC 116G		G. Grand Challenge
ECN 201	3	Elective
APG 203	3	Elective
Total	**43**	

Sophomore - Fall Semester

Course	Title	Credits	Gen Ed
PSC 211	Theories and Applications in World Politics	4	
ECN 201	Microeconomics	3	
FRN 207	French Oral Expression I	3	
FRN 204	French Composition I	3	
	Free Elective	3	
Total		**16**	

Sophomore - Spring Semester

Course	Title	Credits	Gen Ed
APG 203	Cultural Anthropology	3	
ECN 202	Macroeconomics	3	C1
FRN 307	Oral Expression II	3	
STA 220	Statistics in Modern Society	3	B3
	Free Elective	3	
Total		**15**	

Junior - Fall Semester

Course	Title	Credits	Gen Ed
FRN 304	French Composition II	3	C3
ECN 338	International Economics	3	
HIS 374	History of Modern China	3	B1
	Free Elective	3	
	Free Elective (300-level or above)	3	
Total		**15**	

Junior - Spring Semester (Study Abroad)

Course	Title	Credits	Gen Ed
FRN 3XX	Study Abroad - Language	6	
ECN 358	Globalization and National Economies (online)	3	
	Free Elective	3	
	Free Elective	3	
Total		**15**	

Senior - Fall Semester

Course	Title	Credits	Gen Ed
FRN 412	Topics in French Culture & Literature	3	
PSC 431	International Relations	4	D1
	Free Elective	4	
	Free Elective (300-level or above)	3	
Total		**14**	

Senior - Spring Semester

Course	Title	Credits	Gen Ed
FLM 451	Advanced Topics in International Film Media	4	A4
FRN 474	African Literature in French	3	
	Free Elective	3	
	Free Elective (300-level or above)	3	
Total		**13**	

Total Credits	**120**
Language Credits	33
International Studies Credits	34
Free Elective Credits	43
300-level or above Credits (A&S requirement)	44

Note: This curriculum map and credit total is an example of one of the many reasonable pathways to fulfill the requirements of this program.

Intensive Program

Freshman - Fall Semester

Course	Title	Credits	Gen Ed
LAN 220	Languages in Cultural Context	3	
FRN 103	Intermediate French I	3	A3
GEO 103	Understanding the Earth	4	A1, B4
	Free Elective	3	
	Free Elective	3	
Total		**16**	

Freshman - Spring Semester

Course	Title	Credits	Gen Ed
PSC 116G	Introduction to International Politics	4	A2, G
FRN 104	Intermediate French II	3	C2
COM 100	Communication Fundamentals	3	B2
ECN 201	Microeconomics	3	
	Free Elective	3	
Total		**16**	

Sophomore - Fall Semester

Course	Title	Credits	Gen Ed
PSC 211	Theories and Applications in World Politics	4	
ECN 202	Macroeconomics	3	C1
FRN 207	French Oral Expression I	3	
FRN 204	French Composition I	3	
	Free Elective	3	
Total		**16**	

Sophomore - Spring Semester

Course	Title	Credits	Gen Ed
APG 203	Cultural Anthropology	3	
ECN 338	International Economics	3	
FRN 307	Oral Expression II	3	
STA 220	Statistics in Modern Society	3	B3
	Free Elective	3	
Total		**15**	

Junior - Fall Semester (Study Abroad)

Course	Title	Credits	Gen Ed
FRN 3XX	Study Abroad - Language	6	
ECN 358	Globalization and National Economies (online)	3	
	Free Elective	3	
	Free Elective	3	
Total		**15**	

Junior - Spring Semester (Study Abroad)

Course	Title	Credits	Gen Ed
FRN 3XX	Study Abroad - Language	6	
	Free Elective	3	
	Free Elective	3	
Total		**12**	

Senior - Fall Semester

Course	Title	Credits	Gen Ed
FRN 304	French Composition II	3	C3
FRN 412	Topics in French Culture & Literature	3	
PSC 431	International Relations	4	D1
	Free Elective (300-level or above)	3	
	Free Elective	4	
Total		**17**	

Senior - Spring Semester

Course	Title	Credits	Gen Ed
FLM 451	Advanced Topics in International Film Media	4	A4
FRN 474	African Literature in French	3	
HIS 374	History of Modern China	3	B1
	Free Elective	3	
Total		**13**	

General Education

Course	Credits	Objectives
GEO 103	4	A1. STEM
PSC 116G	4	A2. Social & Behavioral Sciences
FRN 103	3	A3. Humanities
FLM 451	4	A4. Arts & Design
HIS 374	3	B1. Write Effectively
COM 100	3	B2. Communicate Effectively
STA 220	3	B3. Mathematical, Statistical, & Computation
GEO 103		B4. Information Literacy
ECN 202	3	C1. Civic Responsibilities
FRN 104	3	C2. Global Responsibilities
FRN 304	3	C3. Diversity & Inclusion
PSC 431	4	D1. Integrative
PSC 116G		G. Grand Challenge
ECN 201	3	Elective
APG 203	3	Elective
Total	**43**	

Total Credits	120
Language Credits	39
International Studies Credits	34
Free Elective Credits	37
300-level or above Credits (A&S requirement)	44

Note: This curriculum map and credit total is an example of one of the many reasonable pathways to fulfill the requirements of this program.

Five-Year Program

Freshman - Fall Semester

Course	Title	Credits	Gen Ed
LAN 220	Languages in Cultural Context	3	
FRN 103	Intermediate French I	3	A3
GEO 103	Understanding the Earth	4	A1, B4
COM 100	Communication Fundamentals	3	B2
	Free Elective	3	
Total		**16**	

Freshman - Spring Semester

Course	Title	Credits	Gen Ed
PSC 116G	Introduction to International Politics	4	A2, G
FRN 104	Intermediate French II	3	C2
WRT 106	Introduction to Research Writing	3	B1
	Free Elective	3	
	Free Elective	3	
Total		**16**	

General Education

Course	Credits	Objectives
GEO 103	4	A1. STEM
PSC 116G	4	A2. Social & Behavioral Sciences
FRN 103	3	A3. Humanities
FLM 451	4	A4. Arts & Design
WRT 106	3	B1. Write Effectively
COM 100	3	B2. Communicate Effectively
STA 220	3	B3. Mathematical, Statistical, & Computation
GEO 103		B4. Information Literacy
ECN 202	3	C1. Civic Responsibilities
FRN 104	3	C2. Global Responsibilities
FRN 304	3	C3. Diversity & Inclusion
PSC 431	4	D1. Integrative
PSC 116G		G. Grand Challenge
ECN 201	3	Elective
APG 203	3	Elective
Total	**43**	

Sophomore - Fall Semester

Course	Title	Credits	Gen Ed
PSC 211	Theories and Applications in World Politics	4	
ECN 201	Microeconomics	3	
FRN 207	French Oral Expression I	3	
FRN 204	French Composition I	3	
	Free Elective	3	
Total		**16**	

Sophomore - Spring Semester

Course	Title	Credits	Gen Ed
APG 203	Cultural Anthropology	3	
ECN 202	Macroeconomics	3	C1
FRN 307	Oral Expression II	3	
STA 220	Statistics in Modern Society	3	B3
	Free Elective	3	
	Free Elective	3	
Total		**18**	

Junior - Fall Semester

Course	Title	Credits	Gen Ed
FRN 304	French Composition II	3	C3
ECN 338	International Economics	3	
HIS 384	The Modern Carribbean	3	
	Free Elective (300-level or above)	3	
	Free Elective	4	
Total		**16**	

Junior - Spring Semester (Study Abroad)

Course	Title	Credits	Gen Ed
FRN 3XX	Study Abroad - Language	6	
ECN 358	Globalization and National Economies (online)	3	
	Free Elective	3	
	Free Elective	3	
	Free Elective	3	
Total		**18**	

Senior - Fall Semester

Course	Title	Credits	Gen Ed
FRN 412	Topics in French Culture & Literature	3	
PSC 431	International Relations	4	D1
NVP 500	Nonviolence and Peace Studies	3	
GWS 430	Women and Human Rights Policy	3	
	Free Elective (300-level or above)	3	
Total		**16**	

Senior - Spring Semester

Course	Title	Credits	Gen Ed
FLM 451	Advanced Topics in International Film Media	4	A4
FRN 474	African Literature in French	3	
PSC 584	Comparative International Development	3	
APG 415	Migration in the Americas	3	
	Free Elective (300-level or above)	3	
Total		**16**	

Graduate - Fall Semester

Course	Title	Credits	Gen Ed
PSC 580	Seminar in International Relations Theory	3	
PSC 577	International Ocean Law	3	
PSC 555	Directed Study: Naval War College Internship	3	
Total		**9**	

Graduate - Spring Semester

Course	Title	Credits	Gen Ed
PSC 585	Diplomacy and Statecraft	3	
PSC 521	Global Politics of Work and Social Welfare	3	
PSC 581	Special Topics: Politics of China	3	
Total		**9**	

Language Credits	33
International Studies Credits	34
Free Elective Credits	40
300-level or above Credits (A&S requirement)	44
Undergraduate Credits sub-total	**120**
Graduate Credits (taken as an undergraduate)	12
Graduate Credits (taken as a graduate student)	18
Graduate Credits sub-total	**30**
Total Overall Credits	**150**

Note: This curriculum map and credit total is an example of one of the many reasonable pathways to fulfill the requirements of this program.

ISD Response Memo

Responses to JCAP Feedback from 12/16/2016

1. "Some concern was expressed for students who realize that the double major won't work for them and their degree progress could be delayed. They would be redirected to another major (economics, political science or one of their choice)."

> **Response:** To address this concern, we included language in the proposal on page 16 on the relative ease students would be able to use these credits toward either a political science or economics degree:
>
> > "If a student were to drop the International Studies major after their sophomore year, they would be able to complete a Political Science major with six additional courses or an Economics major with eight additional courses over the course of the student's last two years. If the student were to leave the ISD program or not meet the required language proficiency benchmark, they will still be able to continue with the Language major with no penalty."
>
> We want to maintain the rigor of the ISD program by not separating the International Studies major from the language major requirement. By separating these two components and allowing students to simply complete an independent International Studies major, we risk watering down the program, thereby, making it relatively indistinguishable from similar Global Studies or related majors throughout the country.

2. "To achieve a Masters within 5 years, they would need to enter by sophomore year, which could be somewhat limiting."

> **Response:** While somewhat more challenging, it is still achievable to earn a MA degree within five years if they entered the ISD program after their sophomore year. It would depend a great deal on the previous courses or majors undertaken by the student to that point and the viability of completing within a five-year time frame would be case-by-case. In these cases, the most important factor would be the hands-on advising by one of the faculty coordinators in the program. Furthermore, students would not be restricted from applying to the MA program despite their late start and may, in some cases, require an additional semester to complete.

3. "Consider whether it might be possible to get study abroad for under-represented students earlier in the process to help retain them in the program as well as involvement from University College for Student Success in advising them."

> **Response:** Increasing involvement from under-represented student populations early in this process has been one of the goals of this proposed program. The faculty program coordinators and advisers will work closely with students to prepare them for the study abroad experience. That said, the program is designed to maximize the students' educational

experience during the study abroad semester (or year) by requiring students to meet language thresholds allowing for a more immersive experience (the language requirements are outlined on pgs. 23-25 of the proposal). Although ultimately beneficial to the students' overall training and educational experience, it will prevent most students from study abroad earlier in the process until their language skills are ready.

To the broader point of involving and retaining under-represented students in the program, future plans for the program including raising money to establish scholarships to help offset study abroad costs for students with financial needs and from under-represented groups.

4. "The diplomacy label is exciting, but, could it be better emphasized or more visible in the degree name or transcript?"

Response: Our plan is to work with Enrollment Services to add a transcript notation "Completed the International Studies and Diplomacy Program" denoting that the students have completed all of the requirements for the International Studies and Diplomacy program under the Non-Course Milestones section of their transcript, similar to Honors program.

5. "Is there a diplomacy course or a particular experience guaranteed that reflects diplomacy (beyond international studies)?"

Response: The International Studies and Diplomacy program is an undergraduate program designed to facilitate the development of transferable skills necessary to effectively maneuver on the international stage. Although the term diplomacy can have very broad meaning and extend into different areas of life, our program more narrowly focuses on providing students with essential knowledge and skills to prepare them for educational and career opportunities related to international diplomacy. In this way, it is important to keep in mind that diplomacy is not something that can simply be taught in a class. Diplomacy is the practice of conducting foreign policy and cooperation across countries and other important international actors, such as Int'l Organizations, NGOs, and even multinational companies.[1] As the State Department points out, "[t]he great majority of diplomatic activity involves personal contact with officials and citizens of a host country, getting to know them and their perspectives." It further states that international diplomacy "involves meeting with members and institutions of the business community, NGO, and civil society as well as the media, academe and the artistic world to create links through common ideals and actions."[2] Thus, it is critical that students seeking further education or careers in diplomacy possess extensive language and intercultural communication skills as well as a broad range of knowledge of international politics, economics, and foreign policy.   We know advanced diplomatic skills have utility far beyond the United Nations or the U.S. State Department extending to careers in business or with NGOs. To help ensure our students acquire this broad range of knowledge and important skills, our program will offer the following core elements:

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[1] This definition comes from the American Foreign Service Association, please see: http://www.afsa.org/defining-diplomacy
[2] https://diplomacy.state.gov/discoverdiplomacy/diplomacy101/people/170305.htm

a. Coursework that provides the foundational knowledge of international relations and global economics that undergirds foreign policy and diplomatic efforts.

b. Advanced language and intercultural communication skills that will make our students more effective in the practice of diplomacy. It is important to note that the vast majority of diplomacy is not simply carried out in English and governed by American cultural norms and behaviors.

c. Direct international experience through the required study abroad component that will serve to deepen the knowledge and skills provided through the coursework in the program Although one academic year of study abroad is ideal for linguistic and cultural immersion, one semester of study at one of our direct-exchange partners will be sufficient for students to realistically attain the program's language proficiency goal of Advanced Low (ACTFL) or B2 (CEFR). This level of language proficiency is the most basic level expected of international graduate students and entry-level diplomats and international organization workers. With regard to cultural exposure and the development of intercultural competence, direct-exchange programs like ours require students to confront cultural difference from the outset in contrast to more commonly used provider and faculty-led programs. In direct-exchange programs, URI students will navigate university structures, social relations and infrastructures leading to a deeper level of engagement in the culture and language of the host country.

Finally, in terms of diplomacy-related coursework, we do mention on page 7-8 in the proposal about using PSC 312 (special topics) for a diplomacy class that will vary based on the particular expertise of a visiting diplomat-in-residence or a part-time faculty with extensive diplomatic or foreign policy experience. We consider these special topic courses on diplomacy as further opportunities for students to learn from practitioners in the field of international diplomacy. Although not a required course in the program, we expect this class will be popular for those students interested in traditional foreign service careers. The diplomat-in-residence program will recruit among the many former diplomats living in the area or teaching at the Naval War College.[3] Although substantive subject area of this special topics class will vary based on the particular expertise of the former diplomat, the faculty coordinator from Political Science will work with each instructor to ensure consistency in course format.

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[3] The diplomat-in-residence program is a key part of a proposed institute included in a phase II plan for the International Studies and Diplomacy program.

CAC Feedback, part I (per email from Prof. Michael Sullivan on 11/3/17)

1. "The majority of the courses have been routinely offered at the University with the following exceptions.

LAN 220   first time offered Spring 2018

PSC116G   the G version has only been offered since Spring 2017

PSC 211   2 sections per Fall terms only, have been routinely offered since 2010

ECN 338   1 section routinely offered each year

HIS 374   Sporadically offered and then only 1 section available

ECN 358   New course created in 2016 but not offered yet.

PSC 431   Last offered in Fall 2016

FLM 451   1 section offered each Fall since 2008

NVP 500   Offered only 3 times (1 Section) Spring 2013, 2014 and Fall 2017

GWS 430   was last offered as WMS 430 in Fall 2010

Given the sporadic nature of these offerings, as student interest grows in this new major, course enrollments will increase to the point where additional faculty will be needed to accommodate student needs."

   Response: Regarding course offerings related to the program, these courses were flagged as potential issues as student interest in the new ISD program grows over time and may require additional resources.

   HIS 374, FLM 451, WMS 430: These courses were highlighted as classes that may not be routinely offered. Each of these courses are one of the 46 potential electives courses available to students in the program. Thus, even if these course are not routinely offered every semester or year, we expect any increased student demand caused by the ISD program can easily be absorbed across the other 43 potential electives in the program.

   LAN 220: This is a brand new course developed by the Languages department specifically to accommodate the ISD program. Although it is only being offered in Spring 2018 for the first time, this course will be routinely offered by the new ISD related hires in the Languages department moving forward.

   ECN 358: This is a brand new course developed by the Economics department specifically to accommodate the ISD program. This course will first be offered during the 2019-2020

academic year as the ISD program comes online and begins sending students away for their Study Abroad semester. This course will then be routinely offered by the Economics department hires related to the ISD program moving forward.

ECN 338: Currently, this course is offered at least once a year. The new faculty position granted to Economics set to start in the next academic year will be used to offset the increased demand on resources which may include offering more sections of this class moving forward.

PSC 116G: The G version of this course was only approved last December and will be offered each semester moving forward with the two sections offered each spring semester able to accommodate at least 400 total students. This course, with its large max seat size, already has the capacity to absorb any increased demand due to the ISD program.

PSC 211: The new faculty position granted to Political Science set to start in the next academic year will be used to offset the increased demand on resources which will include offering more sections of this class moving forward.

PSC 431: The new faculty position granted to Political Science set to start in the next academic year will be used to offset the increased demand on resources which may include offering more sections of this class moving forward. This class is also one of the **17** potential 400 level courses in the program.so any increased student demand caused by the ISD program can easily be absorbed.

NVP 500: This course is now a requirement in the new MA in International Relations program and will be offered every fall semester moving forward, which will absorb any increased demand due to the ISD program.

2. "Also the proposal needs to identify the departmental owner of this multidisciplinary program, once that has been established the impact on ES will be no greater than the approval of any other new major. Resources will be needed to set-up coding and establishing the academic structure for conferring the major and degree which is standard for the ES Registrar area. The impact will be minimal once that initial set-up is completed."

Response: Although this program will be shared equally across the three core department of Languages, Political Science, and Economics, the departmental owner for the purposes of Enrollment Services will be Political Science. We have updated the Program Cover Form in the portfolio to reflect this status.

3. "There is also inconsistency in the total number of credits required for the Standard program. It is listed at 120 credits in the full proposal form and listed as 123 credits on the Curriculum map."

Response: This mismatch in credits between the proposal and the curriculum maps has been corrected. 120 credits is correct.

4. "The proposal is for a 3 + 2 BA/MA program, but students would not graduate with a Bachelor's Degree at the end of year 3 which makes this a 4 + 1 program."

> **Response:** The BA/MA option is now labeled as the 'Five-Year Program' in the proposal to reduce confusion. However, it will operate as a 4 + 1 program with the new Masters in International Relations.

5. "And finally, the proposal indicates that students in the BA/MA option would graduate with a MA in International Relations. My records show that the MA program is an MA in Political Science with a Concentration in International Development. The MA in Political Science with a Concentration in International Development does not currently have a BA/MA option listed, so that should be proposed as well.

If an MA in International Relations is to be awarded it will needs its own separate proposal.

For the current MA in Political Science, the Major is POLISCI-MA, Political Science – MA. The degree conferred is an MAPSC - MOA Political Science, description on diploma is: Master of Arts in Political Science

To do what is being proposed would mean that the POLISCI-MA and MAPSC coding would stay the same but the descriptions would be changed to International Relations – MA and MOA International Relations, description on diploma: Master of Arts in International Relations. If new Major and Degree codes is wanted, then a full proposal for a new major and degree is needed."

> **Response:** The program curriculum for the MA in International Relations was approved by the Faculty Senate on 12/8/16. Approval for the name change to the program (from MA in Political Science to MA in International Relations) was delayed to accommodate existing students this academic year; the change goes into effect starting during the 2018-2019 academic year (stemming from an email conversation with Jack Humphrey in Enrollment Services on 4/27/17).[4]

6. "Also since a 5 year BS/MS program is being proposed at the undergraduate level for the International Relations – MA, associated admission language allowing for qualified undergraduate students to apply in their Junior year needs to be added or proposed separately (see catalog description for Accelerated Bachelor's – Master's Degree in Speech-Language Pathology as an example)."

> **Response:** The 'Five-Year Program' option will not need approval by the Graduate Council until after the ISD program has been approved by the CAC and Faculty Senate. Once the ISD program is approved, we will then submit a Notice of Change to Graduate Council with language changes to the MA in IR program to accommodate the BA/MA option included

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[4] http://web.uri.edu/facsen/files/Grad_Council_Report_2017-18-2.pdf

within this proposal. We have included a letter from Associate Dean Andrea Rusnock regarding this issue in the Budget folder in this portfolio.

However, if the ISD program is approved, we would add the following language to the course catalog description:

International Studies and Diplomacy Five-Year Program leading to a B.A. in International Studies, B.A. in Language, and a M.A. in International Relations.

URI sixth-semester students enrolled in the International Studies & Diplomacy Program may apply for acceptance into the master's degree program in International Relations. Students accepted to this program must follow a specified sequence of 400-level and graduate-level course work during their senior year, and complete the master's degree with an additional one year of full-time study in International Relations graduate program. A cumulative grade point average of 3.00 overall and 3.30 in the International Studies major is required for consideration. Two letters of recommendation and official transcripts are also required for the application process. Students should indicate their intent to apply to the International Studies and Diplomacy Five-Year Program in the graduate application materials.

Students in the International Studies and Diplomacy Five-Year program are required to take a minimum of 18 credits in specified course work at the 400-500 level in the fifth year. Requirements for the M.A. in International Relations are outlined in the Graduate Programs section of this catalog.

CAC Feedback, part II (per email from Prof. Michael Sullivan on 11/16/17)

1. "Total number of credits needed is 122 credits for the BA – why 122 when goal for other majors is to get total credits needed to 120?"

> **Response:** The curriculum maps in the proposal have been corrected to reflect the 120 total credits required for graduation. The confusion in the original curriculum maps stem from the fact that they were designed to show proof of concept, not as the definitive course outline for the program.
>
> We would also like to clarify that students in the 'Five-Year Program' will be required complete 132 total credits as an undergraduate and 18 credits as a graduate student to earn the B.A. and M.A. degrees within five years. The undergraduate credits include the necessary 120 credit requirement for a B.A. as well as 12 'Advanced Standing Credits' taken at the University of Rhode Island by a student in one degree program before formally beginning another program. To be eligible, advanced standing credits cannot have been used to fulfill any requirement of another degree (i.e. the B.A.) and can then be applied toward the M.A. degree. Per the graduate manual, advanced standing credits may not total more than two-fifths of the M.A. degree requirements, which, in the case of the 30 credit M.A. in International Relations, would be 12 credits.[5]

2. "Feedback from JCAP was not addressed."

> **Response:** Although we did incorporate the JCAP feedback throughout the drafting of the proposal, we now include a point-by-point response to their feedback in the first section of this memo.

3. "There is no diplomacy in any of the courses – how can the program name reflect diplomacy where there are no required courses in diplomacy?"

> **Response:** Please see our response to point #5 in the JCAP feedback response section that addresses this point.

4. "Program was approved by previous dean – will new dean give the new faculty needs the same priority - A brief conversation with her as we both were walking on campus indicated yes...but I'd appreciate some written affirmation so I'm not only representative of her support."

> **Response:** We have included a letter of support for this program from the new Dean of Arts & Sciences, Jen Riley, in this portfolio.

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[5] For more information regarding advanced standing credits, please refer to the Graduate Manual: https://web.uri.edu/graduate-manual/admission/#section333.

5. "Needs clarification of poster session (pages 17 and 19 of proposal) is it associated with a specific class? Needs clarification."

> **Response:** Each student will be required to give a poster presentation that will combine insights from their required 400-level course in the International Studies major and their study abroad experience. The poster proposals will be approved by one of the program's faculty coordinator in the relevant subject area of the project. The poster projects are intended to reflect a synthesis of their international experience and academic study. The core elements of the poster presentation include a clear international topic or problem and reflection of its cultural, historical, political, and economic influences. The poster presentations will be evaluated by the faculty coordinators. Similar to the annual Honor Conference Program, the poster presentations will be held annually and attended by core faculty members and other students in the program. We updated the language on pg. 18 in the proposal to provide more information on this element of the program.

6. "Also, I observed that other u/g programs with a Five-Year accelerated option, like the College of Engineering, have the requirement of the 5th year included in the u/g curriculum sheets."

> **Response:** This is a good suggestion. Please see the updated curriculum maps in the proposal and as a standalone document in this portfolio. These maps now outline a full graduate curriculum for the 'Five-Year Program'.

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11 January 2018

TO: Marc Hutchison, Associate Professor, Political Science

FROM: Jeannette E. Riley, Dean, College of Arts & Sciences

RE: College of Arts & Sciences Support for the International Studies
          & Diplomacy Dual Major Program

Please include this memo as part of your new program proposal for the International Studies and Diplomacy Dual Major Program.

This is to express my full support of the International Studies and Diplomacy Dual Major Program. This new program will surely benefit students at the University of Rhode Island by offering a new high-quality program and attract new high-caliber students who may otherwise not select URI. There is a need nationally for such a program, as so many aspects of society expand beyond national borders. I have thoroughly reviewed the proposal and considered all of the resource implications, including new faculty and staff lines. The college has three in progress searches for faculty positions that will contribute to this program (Assistant Professor in Political Science; Assistant Professor in Economics; Assistant Professor in Modern and Classical Languages and Literatures) to start in Fall 2018. Additionally, the college is committed to supporting the other necessary resources as well, including an additional Assistant Professor line in Modern and Classical Languages and Literatures, administrative support for the program, and operating budget funding.

I look forward to the approval of this program by all bodies and ultimately by the RI Council on Postsecondary Education.

Cc: B. Kruger
       K. de Bruin
       R. McIntyre
       N. Eaton

THE
UNIVERSITY
OF RHODE ISLAND

COLLEGE OF
ARTS AND SCIENCES

THINK BIG WE DO™

DEPARTMENT OF ART AND ART HISTORY
F205 Fine Arts Center, 105 Upper College Road, Kingston, RI 02881 USA   p: 401.874.5821   f: 401.874.2729   uri.edu/artsci/art

Dear Curricular Committees:

The Africana Studies Program supports inclusion of, AAF/PSC 410 Issues in African Development and PSC/ECN/AAF 415 Dynamics of Social Change in the Caribbean, as requirements for the proposed dual major BA program in International Studies and Diplomacy.

Sincerely,

Robert Dilworth

Bob Dilworth,
Interim Director, Africana Studies
Prof., Department of Art and Art History
Coordinator, URI Main Art Gallery
dilworth.bob@gmail.com
401-8745821

Kevin Mcclure <krmcclure@uri.edu>

to me

Dear Curricular Committees:

The Department of Communication Studies supports inclusion of Com 361 (Intercultural Communication) as a requirement for the proposed dual major BA program in International Studies and Diplomacy.

Sincerely,
Kevin

--
Kevin R. McClure, Ph. D.
Professor & Chair
Dept. of Communication Studies
Harrington School of Communication
   and Media
202 Davis Hall
10 Lippitt Road
University of Rhode Island
Kingston, RI 02881

Summer 2017 Office Hours: 10:00-2:00 MTWTh
   and by appointment
Office Phone: (401) 874-4726
Fax: (401) 874-4722
Email: krmcclure@uri.edu

Travis Williams <tdwilliams@uri.edu>

to me, Rebecca, Jean

Dear Curricular Committees:

The Department of English supports inclusion of ENG/CLS/FLM 451 Advanced Topics in International Film Media as a requirement for the proposed dual major BA program in International Studies and Diplomacy.

Sincerely,
Travis Williams

~~~~~~~~~~~~~~~~~~~~

Travis D. Williams
Associate Professor and Chair
Department of English
University of Rhode Island

Rebecca Romanow <rromanow@uri.edu>

to me

Dear Curricular Committees:

The Film/Media Program supports inclusion of FLM 451: Advanced Topics in International Film Media as a requirement for the proposed dual major BA program in International Studies and Diplomacy.

Sincerely,

Rebecca Fine Romanow, PhD
Director, Film/Media Program
Harrington School of Communication and Media
University of Rhode Island

151 Swan Hall
Kingston, RI 02881
Office: +1.401.874.9474
rromanow@uri.edu

Film/Media at the University of Rhode Island
Film/Media Program on Facebook
URI Film/Media Alumni

Twitter: @URIFilm
Instagram: urifilm

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THINK BIG WE DO

GENDER AND WOMEN'S STUDIES
315 Roosevelt Hall, Kingston, RI 02881 USA   p: 401.874.5150   f: 401.874.4527   uri.edu/artsci/gws

July 27, 2017

RE: BA program in International Studies and Diplomacy

Dear Curricular Committees:

The GWS supports inclusion of:

GWS 401 Human Trafficking and Contemporary Slavery
GWS 430 Women and Human Rights Policy
GWS 325 International Women's Issues

as a requirement for the proposed dual major BA program in International Studies and Diplomacy.

Sincerely,

Rosaria Pisa

Digitally signed by Rosaria Pisa
DN: cn=Rosaria Pisa, o=URI,
ou=Sociology,
email=rpisa@uri.edu, c=US
Date: 2017.07.28 11:14:50
-04'00'

Director
Gender and Women's Studies

Rod Mather <rodmather@uri.edu>

to me

Dear Curricular Committees:

The Department of History supports inclusion of:

HIS 333 Twentieth Century Russia
HIS 374 History of Modern China
HIS 375 History of Modern Japan
HIS 376 Women in Muslim Societies
HIS 377 Revolution in Islam
HIS 379 The Jews of Islamic Lands
HIS 382 History of Modern Latin America
HIS 384 The Modern Carribbean
HIS 385 Revolution and Unrest in Central America and the Caribbean
HIS 388 History of Sub-Saharan Africa

as a requirement for the proposed dual major BA program in International Studies and Diplomacy.

Sincerely

William Bartels <bbartels@uri.edu>

to me

Hi Brian. Here you go. Good luck with the program.

B

Dear Curricular Committees:

The Philosophy Department supports the inclusion of PSC/RLS 421 Secularism and Islamism in the Modern World, and RLS/PSC 221 Islam and Its Civilization, as a requirement for the proposed dual major BA program in International Studies and Diplomacy.

Sincerely,

Bill Bartels

Bill Bartels
Teaching Professor and Chair
Philosophy Department
University of Rhode Island
Kingston, RI 02881

Office: 228 Chafee Social Science Center
Phone: 401 874-4493

Dunsworth <holly_dunsworth@uri.edu>
to me

Dear Brian,

On behalf of the anthropology and sociology faculty, I am honored and excited to join in this endeavor. Thank you! Please pass along my gratitude to the rest of your team. Here is my official letter of support/cooperation, below. I'm very much looking forward to this.

Holly

Dear Curricular Committees:

The Sociology and Anthropology Programs support inclusion of

APG 203 Cultural Anthropology (required for everyone)
APG 200 Language and Culture (optional elective)
APG 315 Cultures and Societies in Latin America (optional elective)
APG 329 Contemporary Mexican Society (optional elective)
APG/SOC 415 Migration in the Americas (optional elective)
APG 465 Seminar in Cultural Heritage (optional elective)

as a requirement for the proposed dual major BA program in International Studies and Diplomacy.

Sincerely,
Holly Dunsworth, Associate Professor of Anthropology, Chair of the Department of Sociology and Anthropology

Dr. H. Dunsworth | Associate Professor of Anthropology | Chair, Dept of Sociology and Anthropology | Chafee 508 | **Summer 2017** office hours: I'm around, but if you can't find me, just leave your forms for me to sign.

THE UNIVERSITY OF RHODE ISLAND

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:	International Studies & Diplomacy
Academic year proposal submitted:	2017
Degree(s):	BA
Department Chair:	Interdisciplinary: Karen DeBruin (LAN), Brian Krueger (PSC), Ric McIntyre (ECN)
Program Director:	N/A
Accredited Program:	X No ☐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.

Graduates from the International Studies and Diplomacy will draw on their language skills, intercultural understanding, and knowledge of foreign affairs to conduct diplomacy and facilitate interactions within international contexts.

#1	**Students will understand major theories, concepts, and political processes in the international political system. (International Relations Core)**
#2	**Students will understand how the international economic system operates. (International Economics Core)**
#3	**Students will understand and be able to navigate cross-culturally and linguistically across the international system. (Languages/Dual Degree Core)**
#4	**Students will understand historical and cultural influences on contemporary political and economic challenges and global issues. (Integrative – all 3 core areas)**

(Add lines as necessary.)

For assistance, contact: Office of Student Learning, Outcome Assessment, and Accreditation: 874-9517; 874-9379
Form update: 1/2015

1

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.

Academic Program: International Studies & Diplomacy Program (Note Required Courses & Program Requirements are listed in Bold)

Program Student Learning Outcomes:

Map Key
I = Outcome Introduced
R = Outcome Reinforced
E = Outcome Emphasized for Mastery

	Program Student Learning Outcomes:	PSC 116	PSC 211	ECN 201	ECN 202	ECN 358	APG 203	Lang. Major	Final Poster	Study Abroad	PSC Elective	ECN Elective	Culture Elective							
								Required Courses & Program Requirements			*Electives based on focus of study*									
1.1	Identify and describe the international political system as it applies to major actors	I/R	E		R	R					E	R	R							
1.2	Apply theories to explain international processes such as globalization, political violence, global poverty and income inequality, environmental cooperation, and global norms.	I	E		R	E					E	R	R							
2.1	Identify and describe different economic systems and their interaction with the world economy (including trade, aid, financial flows, migration, technology transfer, and the operation of international organizations)	I	R	E	E	E					R	E	I							
2.2	Critically evaluate contemporary economic issues in global political economy (for example growth and development, poverty, social exclusion, inequality, insecurity, and globalization).	I	I		E	E					R	E	R							

For assistance, contact: Office of Student Learning, Outcome Assessment, and Accreditation: 874-9517; 874-9379
Form update: 1/2015

2

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

#	Outcome												
3.1	Demonstrate proficiency in a spoken language other than English at the Advanced-Low level or higher (according to the ACTFL guidelines) **(Note dual degree component)**							R	E	E	E		
3.2	Demonstrate an advanced-level of international intercultural competence	I	I		I	E	E	E	E	E	R	R	R
3.3	Demonstrate intermediate-level skills in the analysis of cultures, societies, languages and/or cultural products.	I	I		I	E	E	R	E	E	R	R	R
4.1	Integrate and evaluate a contemporary global challenge utilizing knowledge from each of the three core areas.	R	R	R	R	R	R	I	E	E	R	R	R

For assistance, contact: Office of Student Learning, Outcome Assessment, and Accreditation: 874-9517; 874-9379
Form update: 1/2015

3

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) and Assessment Timeline	Learning Outcomes and Program Focus	Course(s) and Other Program Requirements	Assessment Evidence and Method
Years 1 and 2 (First Assessment Report) May 2020	Outcomes 1.1 & 1.2 Focus: International Relations Core	PSC 116, 211	Embedded assignments with program approved rubrics
Years 3 and 4 (Second Assessment Report) May 2022	Outcomes 1.1, 1.2,	PSC 116, 211	Embedded assignments with program approved rubrics (PSC 116, 211)
	2.1, 2.2	ECN 201, 202, ECN 358	Embedded assignments with program approved rubrics (ECN 201, 202) Online interactive assignment (ECN 358)
	3.1, 3.2 Focus: International Relations Core, International Economics Core, History Culture & Society Core	ECN 358 Program Requirements: Language Proficiency/Study Abroad	Identification of cultural competency tool (apply in ECN 358), embedded assignment with program approved rubric (ECN 358), appropriate progress in language proficiency (TBD by languages)
Years 5 & 6	Outcomes 1.1, 1.2,	PSC 116, 211	Embedded assignments with

For assistance, contact: Office of Student Learning, Outcome Assessment, and Accreditation: 874-9517; 874-9379
Form update: 1/2015

4

(Third Assessment Report) May 2024			program approved rubrics (PSC 116, 211)
	2.1, 2.2,	ECN 201, 202, ECN 358	Embedded assignments with program approved rubrics (ECN 201, 202) Online interactive assignment (ECN 358)
	3.1, 3.2, 3.3,	ECN 358 Program Requirements: Language Proficiency/Study Abroad	Identification of cultural competency tool (apply in ECN 358), embedded assignment with program approved rubric (ECN 358), (appropriate progress in language proficiency (TBD by languages)
	4.1 Focus: International Relations Core, International Economics Core, History Culture & Society Core, Integrative Outcomes	Capstone Research Project/ISD poster presentation (Program Requirement)	Program approved rubric to be used across capstone courses and IDS poster presentation by faculty teaching in the program (Rubric will be applied by core faculty committee and those teaching courses approved for the capstone requirement) To be coordinated by the ISD Program Director

NEW PROGRAM ASSESSMENT PLAN REVIEW

Academic Program/Degree: International Studies and Diplomacy (ISD)
College: College of Arts and Sciences (interdisciplinary program; home department: Political Science)
Date New Program Assessment Plan Submitted for review: October 2, 2017
Faculty Member(s) Submitting Plan Proposal: Kristin Johnson, Marc Hutchison

	Strengths:
	SLOAA comments: • The program included the section of the application proposal providing additional details which enhanced the Plan and strengthened the explanation of the curriculum. • The ISD Assessment Plan is guided by four overarching program goals with a total of 8 strong student learning outcomes which describe what graduates will know and be able to do upon completion of the program. • The curriculum is intentional in its developmental sequencing of courses and the scaffolded learning experiences students which support the ISD major integrating the dual language major requirements in addition to the 40 general education requirements. • The curriculum map presents a clear path for students through required courses and electives, noting 3 critical program requirements which are the hallmark of the student's interdisciplinary and integrative experience and provide students the opportunity to demonstrate their interdisciplinary learning. • The timeline follows the guidelines for assessment for three consecutive reporting rounds, and goes beyond by repeating assessment for several outcomes in multiple reporting years. • The program intends to use both local and national assessment tools to determine student success. **LOOC comments:** Concur with SLOAA comments: this is a very well done Plan; assessments also include a range of courses.
	Suggestions for improvement:

F
E
E
D
B
A
C
K
	SLOAA comments:
	Program Goals: The student learning outcomes are well defined, but the phrasing of the programs goals does not strongly convey overarching aspirational goals for majors, rather describes what students *will understand* as graduates. The purpose of goals for new programs is to provide an organizer for developing learning outcomes, but is often uniquely helpful to a program as they consider claims they want to make about their uniqueness – the "why" students would want to be in this major. Additionally, goals are sometimes best created by thinking about what program faculty would want to say about a graduate in a letter of recommendation, and can become effective summary marketing points for recruitment materials. Consider revising goals using language that conveys a stronger description of the broad knowledge/skills/abilities the program intends graduates to possess:
	For example: ISD graduates will demonstrate knowledge and skills and abilities in four key areas. Graduates will be:
	   1. Immersed in international relations with knowledge of major theories, concepts, and political processes in the international political system.
	   (International Relations Core)
	   2. Grounded in international economic system operations.
	   (International Economics Core)
	   3. Able to employ knowledge of the influences of historical and cultural influences on contemporary political and economic challenges and global issues.
	   (Integrative – all 3 core areas)
	   4. Able to navigate cross-culturally and linguistically in an international political and economic system.
	   (Languages/Duel Degree Core)
	LOOC comments:
	1) Concur with SLOAA about goals areas being more dynamic whether as suggested or using other language that is stronger than the "understand" in the proposal.
	2) No mention of "*diplomacy*" in goals, outcomes, or the plan. Given the title of the program, this suggests an omission or disconnect that needs review.
	SLOAA follow-up: Agree with LOOC observations especially since the title of the program is what the public and prospective students will see. Audiences, in addition to those reviewing the entire proposal who may not have this disciplinary background, should be able to link the program name to goals and outcomes.

	Issue(s) of note:
	SLOAA: Program has done excellent work in creating a model for an interdisciplinary program by coordinating key, threshold learning and assessment points across 3 programs, requiring a dual degree, while preserving some curricular flexibility for student-driven interests. The curriculum was designed with a basis in the assessment of student learning using a variety of assessment tools which will necessitate coordination and engagement of faculty throughout the process, in both course and program assessment, and in the assessment of the capstone research program and ISD poster presentation. Program representation met with SLOAA twice to discuss the Plan, and was available to both phone and email discussion. **Re: Resubmit**: Proposing program received interim feedback and followed-up noting the integration of suggestions into the proposal and Plan as is appropriate to the discipline and goals of the program. Additionally, a prompt was inserted before the goal areas to clarify the intentional link of international studies to diplomacy. The approved Plan includes the prompt (in bold). **LOOC comments:** Concur with SLOAA comments.

		Program Information					Reviewer Ratings & Comments	
			Information box complete	☒ Yes ☐ Incomplete		*Suggestions:*		
		Criteria	*Efficacy of Plan Description & Content*				*Suggestions for improvement*	
			Less Developed	**Developing**	**Well Developed**	**Not addressed**		
P A R T I		**1. Program goals**						
	a.	Broad statements of program learning goals	☐	☒	☐	☐	SLOAA and LOOC suggestions noted in comments.	
	b.	Limited in number (ideally 2-5)	☐	☐	☒	☐		
P A R T II		**2. Learning outcomes/competencies**						
	a.	Linked to goals (numbered 1.1 etc.)	☐	☐	☒	☐		
	b.	Each goal is represented by at least one outcome	☐	☐	☒	☐		
	c.	Statements are observable/measurable	☐	☐	☒	☐		
	d.	Directed at what students will know or be able to do	☐	☐	☒	☐		
	e.	Reasonable number (ideally 1-3 per goal)	☐	☐	☒	☐		
		3. Curriculum Map						
	a.	Program requirements are listed, developmentally when possible	☐	☐	☒	☐		
	b.	Outcomes are linked to appropriate requirements	☐	☐	☒	☐		

	Criteria	Reviewer Ratings & Comments				
		Efficacy of Plan Description & Content				Suggestions for improvement
		Less Developed	Developing	Well Developed	Not addressed	
P A R T III	**4. Assessment Timeline (3-year plan)**					
	a. Assessment Reporting Period 1 is thoroughly presented	☐	☐	☒	☐	
	b. Assessment Reporting Periods 2 and 3 are presented	☐	☐	☒	☐	
	c. All goals are represented by at least one outcome somewhere in the 3 reporting periods	☐	☐	☒	☐	
	d. Requirements are clearly stated and connected to outcomes (from Curriculum Map)	☐	☐	☒	☐	
	e. Evidence is stated for each designated outcome	☐	☐	☒	☐	
	f. Selection of evidence takes advantage of existing indicators	☐	☐	☒	☐	
	g. Evidence is stated in enough detail to guide assessment activities	☐	☐	☒	☐	
	h. Evidence is feasible for collection within the timeline	☐	☐	☒	☐	
	i. Methods for quantifying evidence are stated for each designated outcome	☐	☐	☒	☐	Rubrics and assessment tools to be developed or selected for broad faculty application across disciplines
	j. Methods are appropriate for evidence	☐	☐	☒	☐	

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: International Studies and Diplomacy_____

Department, College: Interdisciplinary, Arts and Sciences_____

Faculty Member: _Marc Hutchison_____

Date returned to Faculty: _9/20/2017_____

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?

   This program will be drawing on courses that already exist in Languages, Political Science and Economics. There are relevant library holdings in all three areas. The allocations for the three named areas are sufficient to support the program: Languages $6,000, Political Science $4,000 and Economics $5,000 allocated for the purchase of monographs. The journal budget is not separated out by department.

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

   The URI Libraries have the essential journals as 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 resources are required to support this program.

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

Information Mastery sessions are available on request.

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

   There are no new library costs associated with this program.

rev 3-2-17

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

DATE: November 10, 2017

TO: Nancy F. Neff
             Coordinator, Faculty Senate

FROM: Linda Barrett
             Director, Budget and Financial Planning

SUBJECT: Proposal for a new Major in International Studies and Diplomacy Dual Major Program

As requested in an email from Marc Hutchison, Associate Professor of Political Science, dated October 20, 2017, the Budget and Financial Planning Office has reviewed the submitted documents related to the Proposal for a new International Studies and Diplomacy Dual Major Program (ISD).

The Budget and Financial Planning Office review of the Proposal indicates that five new faculty will be needed in years 1-4 for the new program. The new faculty would contribute 50% of their time to the ISD curriculum and 50% to their home department's curriculum. In addition, two new staff positions, funds for training and course release, operating, and computer expenses are also required.

The projected revenue estimate for the first year relative to new students is estimated at $225K and first year expenses at $176K.

Please let us know if you require any further information.

cc: Donald DeHayes   Laura Beauvais
       Dean Libutti   Matt Bodah
       Jeannette Riley   Marc Hutchison
       Cheryl Hinkson   Colleen Robillard
       Nancy Eaton

Office/BudgetImpactStatements/Undergraduatemajorininternationalstudiesanddiplomacyprogram/10.20.17/IDS BudgetImpactStatementfinal

Budget Justification

BA Degree in International Studies and Diplomacy (ISD)

Program Description: The International Studies and Diplomacy program is a dual, interdependent major program. It is directed by three Arts & Sciences departments -- Languages, Political Science and Economics – and administered by the Department of Political Science. The plan is that it will eventually be housed within the Institute for International Studies & Diplomacy. Students in the program complete two majors: one in International Studies (33 credits) and another in a related language (30 credits). By the end of this program, students will gain essential knowledge and skills in international politics, economics, cultures and language. Upon graduation, students will be ready for careers in Foreign Service, diplomacy, multilateral and non-governmental organizations, and other international careers. The program would require 63 credits to complete both majors, 40 credits to meet the University's General Education requirements, and the 120 credits required for graduation from the College of Arts & Sciences.

Enrollment Estimates: Enrollment estimates were calculated based on the growth patterns and projections observed in a similar program housed at Northern Arizona University. The breakdown between in-state and out-of-state students were derived from the Fall 2017 statistics found on the URI Admissions home page. While we expect that transfers within URI will hold relatively steady from year-to-year, we do expect steady growth in new student recruitment over time similar to the growth patterns observed at Northern Arizona that were presented at the 2016 Global Learning and the College Curriculum conference attended by ISD committee members Karen DeBruin, Marc Hutchison, and Nancy Stricklin.

	New Students		Students Transferring within URI	
	In-State	*Out-of-State*	*In-State*	*Out-of-State*
Year 1	7	5	4	4
Year 2	13	11	3	3
Year 3	16	12	4	3
Year 4	18	14	4	4

Tuition Revenue Estimates: The cost of in-state tuition per student is currently $12,002, while out-of-state tuition is $28,252. Tuition estimates for subsequent years are based the tuition estimates provided by the URI Budget office: http://web.uri.edu/budget/files/URI-FY17-Alloc-FY18Req-FY19-Prelim-Req-with-changes-11.10.16.pdf

Fees: The cost for mandatory fees per student is currently $1,790 and the fee estimates for subsequent years are based on a freeze for the first two years followed by 2% increases in Years 3 & 4.

Personnel Costs (new dollars):
- A rate of 40% was used to calculate fringe benefits. In addition, a 2% increase in salary/benefits was calculated for each subsequent year for all new positions.

- Program coordinator (hired year 2) contributing 50% of their time to administer the program @ $29,845 (plus $11,940 in fringe benefits). In year 2, their primary duties will be to market the program, recruiting, advising students, coordinating with stakeholder departments, liaising with URI foundation, and working with our sister institutions on study abroad programs.
- Fiscal clerk (hired year 1) will contribute 50% of their time to assist the faculty and staff in the ISD program @$18,750 (plus $7,500 in fringe benefits).
- New Faculty: Five full-time, tenure-track Assistant Professors will be hired (3 new hires in year 1, 1 in year 2, and 1 in year 4) in Languages (Years 1, 2, & 4), Political Science (Year 1), and Economics (Year 1). The new faculty will contribute 50% of their time to the ISD curriculum @ $154,650 (plus $61,860 in fringe benefits) and 50% to their home departments' curriculum.

YEAR 1 (NEW FACULTY)
Languages (0.5 FTE)
Assistant Professor contributing 50% of time @ $28,575 (plus $11,430 in fringe benefits).

Political Science (0.5 FTE)
Assistant Professor contributing 50% of time @ $28,575 (plus $11,430 in fringe benefits).

Economics (0.5 FTE)
Assistant Professor contributing 50% of time @ $31,430 (plus $12,570 in fringe benefits).

YEARS 2-3 (NEW FACULTY)
Languages (1.0 FTE)
Two Assistant Professors contributing 50% of time @ $57,150 (plus $22,860 in fringe benefits).

Political Science (0.5 FTE)
Assistant Professor contributing 50% of time @ $28,575 (plus $11,430 in fringe benefits).

Economics (0.5 FTE)
Assistant Professor contributing 50% of time @ $31,430 (plus $12,570 in fringe benefits).

YEAR 4 (NEW FACULTY)
Languages (1.5 FTE)
Three Assistant Professors contributing 50% of time @ $85,725 (plus $34,290 in fringe benefits).

Political Science (0.5 FTE)
Assistant Professor contributing 50% of time @ $28,575 (plus $11,430 in fringe benefits).

Economics (0.5 FTE)
Assistant Professor contributing 50% of time @ $31,430 (plus $12,570 in fringe benefits).

Personnel Costs (existing dollars): The Departments of Languages, Political Science, and Economics will contribute the following *existing* faculty, providing a portion of their time to the ISD program. These numbers do not include the contributions of the new faculty hired in conjunction with this program which are calculated separately in the budget form.

YEAR 1 (EXISTING FACULTY)
No costs associated with existing faculty as the program begins and the small number of students is absorbed within the existing course capacity.

YEAR 2 (EXISTING FACULTY)
Languages (1.5 FTE)
Assistant Professor contributing 50% of time @ $28,575 (plus $11,430 in fringe benefits).
Associate Professor contributing 50% of time @ $38,100 (plus $15,240 in fringe benefits).

Full Professor contributing 50% of time @ $50,800 (plus $20,320 in fringe benefits).

Political Science (0.75 FTE)
Assistant Professor contributing 25% of time @ $14,287 (plus $5,715 in fringe benefits).
Associate Professor contributing 25% of time @ $19,050 (plus $7,620 in fringe benefits).
Full Professor contributing 25% of time @ $25,400 (plus $10,160 in fringe benefits).

Economics (0.75 FTE)
Assistant Professor contributing 25% of time @ $15,715 (plus $6,290 in fringe benefits).
Associate Professor contributing 25% of time @ $20,605 (plus $8,240 in fringe benefits).
Full Professor contributing 25% of time @ $27,760 (plus $11,105 in fringe benefits).

YEARS 3 & 4 (EXISTING FACULTY)
Languages (3.0 FTE)
Two Assistant Professors contributing 50% of time @ $57,150 (plus $22,860 in fringe benefits).
Two Associate Professors contributing 50% of time @ $76,200 (plus $30,480 in fringe benefits).
Two Full Professors contributing 50% of time @ $101,600 (plus $40,640 in fringe benefits).

Political Science (1.5 FTE)
Assistant Professor contributing 50% of time @ $28,575 (plus $11,430 in fringe benefits).
Associate Professor contributing 50% of time @ $38,100 (plus $15,240 in fringe benefits).
Full Professor contributing 50% of time @ $50,800 (plus $20,320 in fringe benefits).

Economics (1.5 FTE)
Assistant Professor contributing 50% of time @ $31,430 (plus $12,570 in fringe benefits).
Associate Professor contributing 50% of time @ $42,210 (plus $16,485 in fringe benefits).
Full Professor contributing 50% of time @ $55,530 (plus $22,210 in fringe benefits).

A rate of 40% was used to calculate fringe benefits and a 2% increase in salary/benefits was calculated for each subsequent year for all positions.

Operating Expenses: The ISD program will require instructional resources related to language proficiency testing required within the program. These instructional resources are split across several categories. First, the language proficiency testing comes with a fixed cost per student. In Years 1 & 2, the cost of the proficiency training will be approximately $200/student due to the fact that these tests will be administered through a computer. However, after hiring the language proficiency faculty member in Year 2, the cost of subsequent testing per student is reduced to $150/student (no more need for computer-based testing). Second, at least one faculty member from each of the six language majors will require language proficiency training in year 1 @ $2,000 per person. In year 2 when some students will begin study abroad programs within the program, the Languages Department will need to provide one course release per year @ $3,500 to one faculty member from each of the language majors (6 total) per year to conduct all of the proficiency testing. Finally, the faculty coordinator from each of the principal departments will require a course release each year to accommodate the increased administrative and advising duties starting in year 2 @ $3,500 per course for PSC and LAN and @ $4,000 per course for ECN.

Capital Expenses: These expenses include computer and printing equipment for the five new positions (see above) and total $13,500.
- Desktop Computer @ $1,600 each for a total cost of $8,000.
- Laptop Computers @ $600 each for a total cost of $3,000.
- Printers @ $500 each for a total cost of $2,500.

Year 1: 2017-2018 (expected)

Justification: In year one, we expect that our numbers will be low as we build the external and internal marketing and recruiting. We anticipate that a sizeable number of our initial ISD majors will be transfers into the new program, along with some students from other majors at URI (about 8 in total). That said, we do expect to have approximately 12 new students come into the ISD program in the first year resulting in an initial program size of 20 students. New personnel include three new faculty (@ 50%) and fiscal clerk (@ 50%). Although building a new program from the ground floor will be capital intensive at the start with new faculty members, we still expect that it will generate revenue for URI at the outset with an expected net income of $245,728 in the first year.

Enrollment

	New Students		Students Transferring within URI	
	In-State	*Out-of-State*	*In-State*	*Out-of-State*
Year 1	7	5	4	4

Total Revenue	**$422,090**
New Students	
Tuition	
In-State	$84,014
Out-of-State	$141,260
Fees	$21,480
Existing Students	
Tuition	
In-State	$48,008
Out-of-State	$113,008
Fees	$14,320
Total Costs	**$176,362**
Personnel	
Faculty	
12 Existing (50% each)	
3 New (50% each)	
Fiscal Clerk	
Operating Expenses	
Capital Expenses	
Net Income	**$245,728**

Year 2: 2018-2019 (expected)

Justification: In addition to the continuing students, we expect to have a steady increase in new students (24) entering the ISD program in the second year as the marketing and recruiting efforts produce higher dividends. We also expect to have a similar number of students (approximately 6) transfer into the program from other majors at URI. We anticipate that the total program size will be approximately 50 students by our second year. Existing personnel contributing to the program include the nine faculty from the Departments of Languages (@ 50%), Political Science (@ 25%), and Economics (@ 25%). New personnel include four new faculty (@ 50%), a fiscal clerk (@ 50%), and a program coordinator (@ 50%). With the continued influx of new students, we anticipate increasing revenue in year 2 with an expected net income of $476,793.

Enrollment

	New Students		Students Transferring within URI	
	In-State	*Out-of-State*	*In-State*	*Out-of-State*
Year 2	13	11	3	3

Total Revenue	**$1,095,758**
New Students	
Tuition	
In-State	$247,800
Out-of-State	$466,176
Fees	$65,592
Existing Students	
Tuition	
In-State	$86,730
Out-of-State	$203,952
Fees	$25,508
Total Costs	**$618,966**
Personnel	
Faculty	
12 Existing (50% each)	
4 New (50% each)	
Fiscal Clerk	
Program Coordinator (50%)	
Operating Expenses	
Capital Expenses	
Net Income	**$476,793**

Year 3: 2019-2020 (expected)

Justification: In addition to the continuing students, we expect to have approximately 28 new students enter the ISD program in the third year. We also expect to have about the same number of students (approximately 7) transfer into the program from other majors at URI as the reputation of the program begins to grow. We anticipate that the total program size will be approximately 85 students by our third year. Existing personnel contributing to the program include the twelve faculty from the Departments of Languages (@ 50%), Political Science (@ 50%), and Economics (@ 50%). New personnel include four new faculty (@ 50%), a fiscal clerk (@ 50%), and a program coordinator (@ 50%). A net income of $885,476 is expected.

Enrollment

	New Students		Students Transferring within URI	
	In-State	*Out-of-State*	*In-State*	*Out-of-State*
Year 3	16	12	4	3

Total Revenue	**$1,844,368**
New Students	
Tuition	
In-State	$446,040
Out-of-State	$815,808
Fees	$116,608
Existing Students	
Tuition	
In-State	$136,290
Out-of-State	$291,360
Fees	$38,262
Total Costs	**$958,892**
Personnel	
Faculty	
12 Existing (50% each)	
4 New (50% each)	
Fiscal Clerk	
Program Coordinator (50%)	
Operating Expenses	
Capital Expenses	
Net Income	**$885,476**

Year 4: 2020-2021 (expected)

Justification: In addition to the continuing students, we expect to have approximately 32 new students enter the ISD program in the fourth year. We also expect to have about the same number of students (approximately 8) transfer into the major from other majors at URI. We anticipate that the total program size will be approximately 125 students by our fourth year. Existing personnel contributing to the program include the twelve faculty from the Departments of Languages (@ 50%), Political Science (@ 50%), and Economics (@ 50%). New personnel include five new faculty (@ 50%), a fiscal clerk (@ 50%), and a program coordinator (@ 50%). A net income of $1,731,879 is expected.

Enrollment

	New Students		Students Transferring within URI	
	In-State	*Out-of-State*	*In-State*	*Out-of-State*
Year 4	18	14	4	4

Total Revenue $2,745,234

New Students

Tuition

   In-State $669,060

   Out-of-State $1,223,712

Fees $174,912

Existing Students

Tuition

   In-State $185,850

   Out-of-State $437,040

Fees $54,660

Total Costs $1,013,355

Personnel

   Faculty

      12 Existing (50% each)

      5 New (50% each)

   Fiscal Clerk

   Program Coordinator (50%)

Operating Expenses

Capital Expenses

Net Income   **$1,731,879**

Budget Justification Addendum

Based on feedback raised by Enrollment Services during the proposal review process, we offer some additional clarification for their concerns.

The BA/MA option is now labeled as the 'Five-Year Program' in the proposal to reduce confusion. However, it will technically operate as a 4 + 1 program with the new Masters in International Relations. The program curriculum for the MA in International Relations was approved by the Faculty Senate on 12/8/16. Approval for the name change to the program (from MA in Political Science to MA in International Relations) was delayed to accommodate existing students this academic year; the change should go into effect starting during the 2018-2019 academic year (stemming from an email conversation with Jack Humphrey in Enrollment Services on 4/27/17). The name change to the MA program was officially approved by the Graduate Council on 10/16/17 and by the Faculty Senate on 11/16/17 (see http://web.uri.edu/facsen/files/Grad_Council_Report_2017-18-2.pdf).

The Five-Year Program will not need approval by the Graduate Council until after the ISD program has been approved by the CAC and Faculty Senate. Once the ISD program is approved, we will then submit a Notice of Change to Graduate Council with language changes to the MA in IR program to accommodate the BA/MA option included within this proposal. We have included a letter from Associate Dean Andrea Rusnock regarding this issue in the Budget folder in this portfolio.

However, if the ISD program is approved, we would add the following language to the course catalog description:

> **International Studies and Diplomacy Five-Year Program leading to a B.A. in International Studies, B.A. in Language, and a M.A. in International Relations.**
>
> URI sixth-semester students enrolled in the International Studies & Diplomacy Program may apply for acceptance into the master's degree program in International Relations. Students accepted to this program must follow a specified sequence of 400-level and graduate-level course work during their senior year, and complete the master's degree with an additional one year of full-time study in International Relations graduate program. A cumulative grade point average of 3.00 overall and 3.30 in the International Studies major is required for consideration. Two letters of recommendation and official transcripts are also required for the application process. Students should indicate their intent to apply to the International Studies and Diplomacy Five-Year Program in the graduate application materials.
>
> Students in the International Studies and Diplomacy Five-Year program are required to take a minimum of 18 credits in specified course work at the 400-500 level in the fifth year. Requirements for the M.A. in International Relations are outlined in the Graduate Programs section of this catalog.

Regarding course offerings related to the program, these courses were flagged as potential issues as student interest in the new ISD program grows over time and may require additional resources.

HIS 374, FLM 451, WMS 430: These courses were highlighted as classes that may not be routinely offered. Each of these courses are one of the 46 potential electives courses available to students in the program. Thus, even if these course are not routinely offered every semester or year, we expect any increased student demand caused by the ISD program can easily be absorbed across the other 43 potential electives in the program.

LAN 220: This is a brand new course developed by the Languages department specifically to accommodate the ISD program. Although it is only being offered in Spring 2018 for the first time, this course will be routinely offered by the new ISD related hires in the Languages department moving forward.

ECN 358: This is a brand new course developed by the Economics department specifically to accommodate the ISD program. This course will first be offered during the 2019-2020 academic year as the ISD program comes online and begins sending students away for their Study Abroad semester. This course will then be routinely offered by the Economics department hires related to the ISD program moving forward.

ECN 338: Currently, this course is offered at least once a year. The new faculty position granted to Economics set to start in the next academic year will be used to offset the increased demand on resources which may include offering more sections of this class moving forward.

PSC 116G: The G version of this course was only approved last December and will be offered each semester moving forward with the two sections offered each spring semester able to accommodate at least 400 total students. This course, with its large max seat size, already has the capacity to absorb any increased demand due to the ISD program.

PSC 211: The new faculty position granted to Political Science set to start in the next academic year will be used to offset the increased demand on resources which will include offering more sections of this class moving forward.

PSC 431: The new faculty position granted to Political Science set to start in the next academic year will be used to offset the increased demand on resources which may include offering more sections of this class moving forward. This class is also one of the **17** potential 400 level courses in the program.so any increased student demand caused by the ISD program can easily be absorbed.

NVP 500: This course is now a requirement in the new MA in International Relations program and will be offered every fall semester moving forward, which will absorb any increased demand due to the ISD program.

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: X Full-time   □ Part-time   □ Combination of full- and part-time

REVENUE ESTIMATES

	Year 1 2018		Year 2 2019		Year 3 2020		Year 4 2021	
Tuition: In-State	$12,002		$12,390		$12,390		$12,390	
Tuition: Out-State	$28,252		$29,136		$29,136		$29,136	
Tuition: Regional	$21,004		$21,682		$21,682		$21,682	
Mandatory fees per student	$1,790		$1,822		$1,822		$1,822	
FTE # of New Students: In-State	7		13		16		18	
FTE # of New Students: Out-State	5		11		12		14	
# of In-State FTE students transferring in from the institution's existing programs	4		3		4		4	
# of Out-State FTE students transferring in from the institution's existing programs	4		3		3		4	
TUITION AND FEES	Newly Generated Revenue	Revenue from existing programs	Newly Generated Revenue	Revenue from existing programs	Newly Generated Revenue	Revenue from existing programs	Newly Generated Revenue	Revenue from existing programs
First Year Students								
In-State tuition	$84,014.00	$48,008.00	$161,070.00	$37,170.00	$198,240.00	$49,560.00	$223,020.00	$49,560.00
Out-of-State tuition	$141,260.00	$113,008.00	$320,496.00	$87,408.00	$349,632.00	$87,408.00	$407,904.00	$116,544.00
Regional tuition								
Mandatory fees	$21,480.00	$14,320.00	$43,728.00	$10,932.00	$51,016.00	$12,754.00	$58,304.00	$14,576.00
Second Year Students								
In-State tuition			$86,730.00	$49,560.00	$161,070.00	$37,170.00	$198,240.00	$49,560.00
Out-of-State tuition			$145,680.00	$116,544.00	$320,496.00	$87,408.00	$349,632.00	$116,544.00
Regional tuition								
Mandatory fees			$21,864.00	$14,576.00	$43,728.00	$10,932.00	$51,016.00	$14,576.00
Third Year Students								
In-State tuition					$86,730.00	$49,560.00	$161,070.00	$37,170.00
Out-of-State tuition					$145,680.00	$116,544.00	$320,496.00	$87,408.00
Regional tuition								
Mandatory fees					$21,864.00	$14,576.00	$43,728.00	$10,932.00
Fourth Year Students								
In-State tuition							$86,730.00	$49,560.00
Out-of-State tuition							$145,680.00	$116,544.00
Regional tuition								
Mandatory fees							$21,864.00	$14,576.00
Total Tuition and Fees	$246,754.00	$175,336.00	$779,568.00	$316,190.00	$1,378,456.00	$465,912.00	$2,067,684.00	$677,550.00
GRANTS	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
CONTRACTS	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
OTHER (Specify)	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
Total Grants, Contracts, Other	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
TOTAL	$246,754.00	$175,336.00	$779,568.00	$316,190.00	$1,378,456.00	$465,912.00	$2,067,684.00	$677,550.00

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 2018		Year 2 2019		Year 3 2020		Year 4 2021	
	Additional resources required for program	Expenditures from current resources	Additional resources required for program	Expenditures from current resources	Additional resources required for program	Expenditures from current resources	Additional resources required for program	Expenditures from current resources
PERSONNEL SERVICES								
Administrators			$29,845.00		$30,441.90		$31,050.74	
Faculty	$88,580.00	$0.00	$119,500.00	$240,292.50	$121,890.00	$480,585.00	$154,650.00	$480,585.00
Support Staff	$18,750.00		$19,125.00		$19,507.50		$19,897.65	
Others								
Fringe Benefits %	$42,932.00	$0.00	$67,386.00	$96,117.00	$68,734.00	$192,234.00	$82,238.00	$192,234.00
Total Personnel	**$150,262.00**	**$0.00**	**$235,856.00**	**$336,409.50**	**$240,573.40**	**$672,819.00**	**$287,836.39**	**$672,819.00**
OPERATING EXPENSES								
Instructional Resources	$18,000.00		$43,500.00		$45,000.00		$49,500.00	
Other (specify)								
Total Operating Expenses	**$18,000.00**	**$0.00**	**$44,000.00**	**$0.00**	**$45,500.00**	**$0.00**	**$50,000.00**	**$0.00**
CAPITAL								
Facilities								
Equipment	$8,100.00		$2,700.00				$2,700.00	
Other								
Total Capital	**$8,100.00**	**$0.00**	**$2,700.00**	**$0.00**	**$0.00**	**$0.00**	**$2,700.00**	**$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	**$176,362.00**	**$0.00**	**$282,556.00**	**$336,409.50**	**$286,073.40**	**$672,819.00**	**$340,536.39**	**$672,819.00**

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 2018	Year 2 2019	Year 3 2020	Year 4 2021
BUDGET SUMMARY OF COMBINED EXISTING AND NEW PROGRAM				
Total Revenue	$422,090.00	$1,095,758.00	$1,844,368.00	$2,745,234.00
Total Expenses	$176,362.00	$618,965.50	$958,892.40	$1,013,355.39
Excess/Deficiency	**$245,728.00**	**$476,792.50**	**$885,475.60**	**$1,731,878.61**
BUDGET SUMMARY OF EXISTING PROGRAM ONLY				
Total Revenue	$175,336.00	$316,190.00	$465,912.00	$677,550.00
Total Expenses	$0.00	$336,409.50	$672,819.00	$672,819.00
Excess/Deficiency	**$175,336.00**	**-$20,219.50**	**-$206,907.00**	**$4,731.00**
BUDGET SUMMARY OF NEW PROGRAM ONLY				
Total of Newly Generated Revenue	$246,754.00	$779,568.00	$1,378,456.00	$2,067,684.00
Total of Additional Resources Required for	$176,362.00	$282,556.00	$286,073.40	$340,536.39
Excess/Deficiency	**$70,392.00**	**$497,012.00**	**$1,092,382.60**	**$1,727,147.61**

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

Joint Committee on Academic Planning Pre-Proposal for New Programs

Program Name: **The International Studies and Diplomacy Program**

Degree Type: **Bachelor of Arts**

Proposers:
(Academic) **Karen de Bruin (Languages), Marc Hutchison (Political Science), Brian Krueger (Political Science), Richard McIntyre (Economics), Smita Ramnarain (Economics);**
(Other) **Kathleen Maher (National Fellowships) and Nancy Stricklin (Global Strategies and Academic Partnerships)**

Department(s): **Economics, Languages, Political Science**

College(s): **College of Arts & Sciences**

Part 1. Briefly describe program.

The International Studies & Diplomacy (ISD) Program
The International Studies and Diplomacy program is a dual, interdependent major program. It is directed by three Arts & Sciences departments -- Languages, Political Science and Economics -- and housed in the Institute for International Studies & Diplomacy. Students in the program complete two majors: one in International Studies (33 credits) and another in a related language (30 credits). By the end of this program students gain essential knowledge and skills in international politics, economics, cultures and language. Students choose from one of two tracks, both of which can be combined with a 3:2 program leading to a Master's degree in International Relations. Upon graduation, students are ready for careers in foreign service, diplomacy, multilateral and non-governmental organizations and other international careers.

International Studies & Diplomacy Program Tracks
- **Standard** (International Studies Major & Language Major & Semester Study Abroad)
- **Intensive** (International Studies Major & Language Major & Year Study Abroad)
- **3:2** (International Studies Major & Language Major & Semester/Year Study Abroad & MA International Relations)

Benefits to URI: Raise the National and International Profile of the University of Rhode Island
- URI would lead the region in International Studies & Diplomacy program quality and student preparedness
- Excellence of the program will attract high caliber students who will qualify for prestigious national fellowships (Boren, Fulbright, Truman, etc.)
- The program will be a draw for international students
- Market analysis of similar programs suggests high growth potential
- Increase diversity across a variety of dimensions

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?

This program contributes to three major goals: Grow a Global Presence, Enhance Student Success and Embrace Diversity and Social Justice.

With regard to "Grow a Global Presence," the very nature of the ISD program aims to develop students as "engaged global citizens." As mentioned above, students in the ISD program will gain essential knowledge in international politics, economics, cultures and language. Students will put this knowledge to work through study abroad. During their study abroad, students will engage in the simultaneous practice of language and international studies and/or diplomacy. This practice will take the form of professional study, an internship or volunteer community experience in the target language organized by our international partner institutions, thereby solidifying "meaningful international strategic partnerships" and demonstrating our commitment to "Enhancing Student Success" through experiential learning. Additionally, since the goal of our program is to develop *engaged* citizens, we are structuring the program so that students are guided through the type of personal growth that leads to meaningful and deep commitment to understanding the international and global problems that we face in a culturally sensitive manner. Students will take two Grand Challenge courses their first year, one in Language (which is being developed) and one in Political Science (which is nearing full approval) that will help students situate themselves culturally, linguistically and geopolitically. To prepare students for their study abroad -- a semester or year during which transformative learning can happen -- students will take a pre-departure study abroad course (which is being developed) that will build upon the foundation laid during the first year of students' studies. While abroad, all students in the ISD program will take an online International Economics class that has two goals: 1) bring students together from around the world to share their understanding and experience of economics in their target country; 2) provide students with faculty support from URI while they are abroad and negotiating new and difficult situations. When students return from their semester or year abroad, they will take a capstone course and do public presentations for local communities that, ideally, will demonstrate the degree to which they have evolved with regard to understanding of "cultural diversity," "embrace of difference" and "rejection of prejudice and intolerance" during the course of their four-year study. This cooperative approach between departments to deliver a rigorous international curriculum that fosters understanding of how students situate themselves internationally, culturally, linguistically and interpersonally contributes specifically to Strategy 3 of "Enhance Student Success," Strategy 3 of "Embrace Diversity and Social Justice," and Strategies 3 and 5 of "Grow a Global Presence."

Additionally, the ISD program will contribute to the goal of embracing diversity in two distinct manners: 1) by attracting international students to URI and 2) by attracting students in demographics that are historically underrepresented in the Foreign Service and international affairs, for example, women, African Americans, Latinos, Native Americans and those with financial need. By preparing incoming students to apply successfully for fellowships such as the ones below, the URI ISD program will gain the reputation of being seriously committed to the promotion of diversity and gender equality.

Pickering Foreign Affairs Undergraduate Fellowship
For students interested in foreign affairs who, in addition to outstanding leadership skills and academic achievement, demonstrate financial need. Application in junior year. Includes $37,500 for both senior year and for first year of graduate school, two summer internships with the Department of State and employment upon graduation and successful completion of Foreign Service entry requirements.

Rangel International Affairs Program
Offers summer enrichment and graduate fellowships to promising students preparing for careers in the Foreign Service. Strong preference is given to students from groups that have been historically underrepresented in the Foreign Service and those with financial need.

Public Policy and International Affairs Program (PPIA) Fellowship
The PPIA Fellowship is a series of educational and developmental programs that span from the end of a student's junior year in college to the completion of a Master's degree in public policy, public administration and/or international affairs. The program was started to address the lack of diversity across the spectrum of professional public service, including government, nonprofits, public policy institutions and international organizations.

Congressional Hispanic Caucus Internship Program
Congressional Office or Federal Agency Internship Placement with competitive stipend and housing

Hispanic Association of Colleges and Universities (HACU) Internship Program
Paid internship placements in federal agencies with housing.

Humanity in Action (fully funded)
Brings together international groups of university students and recent graduates to explore national histories of discrimination and resistance, as well as examples of issues affecting different minority groups today.

Part 3. Signatures

Proposer: _____ Date: _____

Karen de Bruin

Proposer: _____ Date: _____

Marc Hutchison

Proposer: _____ Date: _____

Brian Krueger

Proposer: _____ Date: _____

Richard McIntyre

Proposer: _____ Date: _____

Smita Ramnarain

Proposer: _____ Date: _____

Kathleen Maher

Proposer: _____ Date: _____

Nancy Stricklin

Chair(s): _____ Date: _____

Karen de Bruin

Chair(s): _____ Date: _____

Brian Krueger

Chair(s): _____ Date: _____

Richard McIntyre

Dean(s): _____ Date: _____

Winifred Brownell

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:

UNIVERSITY
OF RHODE ISLAND

THINK BIG WE DO

Joint Committee on Academic Planning Pre-Proposal for New Programs

Program Name: **The International Studies and Diplomacy Program**

Degree Type: **Bachelor of Arts**

Proposers:
(Academic) **Karen de Bruin (Languages), Marc Hutchison (Political Science), Brian Krueger (Political Science), Richard McIntyre (Economics), Smita Ramnarain (Economics);**
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Department(s): **Economics, Languages, Political Science**

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Part 1. Briefly describe program.

The International Studies & Diplomacy (ISD) Program
The International Studies and Diplomacy program is a dual, interdependent major program. It is directed by three Arts & Sciences departments -- Languages, Political Science and Economics -- and housed in the Institute for International Studies & Diplomacy. Students in the program complete two majors: one in International Studies (33 credits) and another in a related language (30 credits). By the end of this program students gain essential knowledge and skills in international politics, economics, cultures and language. Students choose from one of two tracks, both of which can be combined with a 3:2 program leading to a Master's degree in International Relations. Upon graduation, students are ready for careers in foreign service, diplomacy, multilateral and non-governmental organizations and other international careers.

International Studies & Diplomacy Program Tracks
*   **Standard** (International Studies Major & Language Major & Semester Study Abroad)
*   **Intensive** (International Studies Major & Language Major & Year Study Abroad)
*   **3:2** (International Studies Major & Language Major & Semester/Year Study Abroad & MA International Relations)

Benefits to URI: Raise the National and International Profile of the University of Rhode Island
*   URI would lead the region in International Studies & Diplomacy program quality and student preparedness
*   Excellence of the program will attract high caliber students who will qualify for prestigious national fellowships (Boren, Fulbright, Truman, etc.)
*   The program will be a draw for international students
*   Market analysis of similar programs suggests high growth potential
*   Increase diversity across a variety of dimensions

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?

This program contributes to three major goals: Grow a Global Presence, Enhance Student Success and Embrace Diversity and Social Justice.

With regard to "Grow a Global Presence," the very nature of the ISD program aims to develop students as "engaged global citizens." As mentioned above, students in the ISD program will gain essential knowledge in international politics, economics, cultures and language. Students will put this knowledge to work through study abroad. During their study abroad, students will engage in the simultaneous practice of language and international studies and/or diplomacy. This practice will take the form of professional study, an internship or volunteer community experience in the target language organized by our international partner institutions, thereby solidifying "meaningful international strategic partnerships" and demonstrating our commitment to "Enhancing Student Success" through experiential learning. Additionally, since the goal of our program is to develop *engaged* citizens, we are structuring the program so that students are guided through the type of personal growth that leads to meaningful and deep commitment to understanding the international and global problems that we face in a culturally sensitive manner. Students will take two Grand Challenge courses their first year, one in Language (which is being developed) and one in Political Science (which is nearing full approval) that will help students situate themselves culturally, linguistically and geopolitically. To prepare students for their study abroad -- a semester or year during which transformative learning can happen -- students will take a pre-departure study abroad course (which is being developed) that will build upon the foundation laid during the first year of students' studies. While abroad, all students in the ISD program will take an online International Economics class that has two goals: 1) bring students together from around the world to share their understanding and experience of economics in their target country; 2) provide students with faculty support from URI while they are abroad and negotiating new and difficult situations. When students return from their semester or year abroad, they will take a capstone course and do public presentations for local communities that, ideally, will demonstrate the degree to which they have evolved with regard to understanding of "cultural diversity," "embrace of difference" and "rejection of prejudice and intolerance" during the course of their four-year study. This cooperative approach between departments to deliver a rigorous international curriculum that fosters understanding of how students situate themselves internationally, culturally, linguistically and interpersonally contributes specifically to Strategy 3 of "Enhance Student Success," Strategy 3 of "Embrace Diversity and Social Justice," and Strategies 3 and 5 of "Grow a Global Presence."

Additionally, the ISD program will contribute to the goal of embracing diversity in two distinct manners: 1) by attracting international students to URI and 2) by attracting students in demographics that are historically underrepresented in the Foreign Service and international affairs, for example, women, African Americans, Latinos, Native Americans and those with financial need. By preparing incoming students to apply successfully for fellowships such as the ones below, the URI ISD program will gain the reputation of being seriously committed to the promotion of diversity and gender equality.

Pickering Foreign Affairs Undergraduate Fellowship
For students interested in foreign affairs who, in addition to outstanding leadership skills and academic achievement, demonstrate financial need. Application in junior year. Includes $37,500 for both senior year and for first year of graduate school, two summer internships with the Department of State and employment upon graduation and successful completion of Foreign Service entry requirements.

Rangel International Affairs Program
Offers summer enrichment and graduate fellowships to promising students preparing for careers in the Foreign Service. Strong preference is given to students from groups that have been historically underrepresented in the Foreign Service and those with financial need.

Public Policy and International Affairs Program (PPIA) Fellowship
The PPIA Fellowship is a series of educational and developmental programs that span from the end of a student's junior year in college to the completion of a Master's degree in public policy, public administration and/or international affairs. The program was started to address the lack of diversity across the spectrum of professional public service, including government, nonprofits, public policy institutions and international organizations.

Congressional Hispanic Caucus Internship Program
Congressional Office or Federal Agency Internship Placement with competitive stipend and housing

Hispanic Association of Colleges and Universities (HACU) Internship Program
Paid internship placements in federal agencies with housing.

Humanity in Action (fully funded)
Brings together international groups of university students and recent graduates to explore national histories of discrimination and resistance, as well as examples of issues affecting different minority groups today.

Part 3. Signatures

Proposer: _Karen de Bruin_   Digitally signed by Karen de Bruin   Date: 2016.12.01 18:17:57 -05'00'   Date: _____

Karen de Bruin
Proposer: _Marc Hutchison_   Digitally signed by Marc Hutchison DN: cn=Marc Hutchison, o=University of Rhode Island, ou=Department of Political Science, email=mhutch@mail.uri.edu, c=US Date: 2016.12.01 18:35:07 -05'00'   Date: _____

Marc Hutchison
Proposer: _Brian Krueger_   Digitally signed by Brian Krueger DN: cn=Brian Krueger, o=URI, ou=PSC, email=bkrueger@uri.edu, c=US Date: 2016.12.01 19:01:18 -05'00'   Date: _____

Brian Krueger
Proposer: _Ric McIntyre_   Digitally signed by Ric McIntyre DN: cn=Ric McIntyre, o=University of Rhode Island, ou=Economics, email=mcintyre@uri.edu, c=US Date: 2016.12.01 20:53:29 -05'00'   Date: _____

Richard McIntyre
Proposer: _Smita Ramnarain_   Digitally signed by Smita Ramnarain DN: cn=Smita Ramnarain, o, ou, email=sramnarain@uri.edu, c=US Date: 2016.12.01 22:27:48 -05'00'   Date: _____

Smita Ramnarain
Proposer: _Kathleen Maher_   Digitally signed by Kathleen Maher DN: cn=Kathleen Maher, o=University of Rhode Island, ou=Honors Program, email=kmaher@uri.edu, c=US Date: 2016.12.01 22:13:08 -05'00'   Date: _____

Kathleen Maher
Proposer: _Nancy Stricklin_   Digitally signed by Nancy Stricklin DN: cn=Nancy Stricklin, o=URI, ou=Provost's Office, email=nancys@uri.edu, c=US Date: 2016.12.02 06:28:25 -05'00'   Date: _____

Nancy Stricklin
Chair(s): _Karen de Bruin_   Digitally signed by Karen de Bruin Date: 2016.12.01 18:18:40 -05'00'   Date: _____

Karen de Bruin
Chair(s): _Brian Krueger_   Digitally signed by Brian Krueger DN: cn=Brian Krueger, o=URI, ou=PSC, email=bkrueger@uri.edu, c=US Date: 2016.12.01 19:04:44 -05'00'   Date: _____

Brian Krueger
Chair(s): _Ric McIntyre_   Digitally signed by Ric McIntyre DN: cn=Ric McIntyre, o=University of Rhode Island, ou=Economics, email=mcintyre@uri.edu, c=US Date: 2016.12.01 20:53:07 -05'00'   Date: _____

Richard McIntyre
Dean(s): _Winifred Brownell_   Digitally signed by Winifred Brownell Date: 2016.12.02 11:39:48 -05'00'   Date: _____

Winifred Brownell

JCAP Review Committee Response: Date: _12-15-16_

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

____ We urge you to re-consider the proposed program

Comments: _Please see attached_

1. JCAP Feedback for The International Studies and Diplomacy Program

JCAP urges moving forward with the proposal for further development with consideration of the issues below.

JCAP urged moving forward with the proposal. Some concern was expressed for students who realize that the double major won't work for them and their degree progress could be delayed. They would be redirected to another major (economics, political science or one of their choice). They would not be able to complete the major in IS. To achieve a Masters within 5 years, they would need to enter by sophomore year, which could be somewhat limiting. Consider whether it might be possible to get study abroad for under-represented students earlier in the process to help retain them in the program as well as involvement from University College for Student Success in advising them. The diplomacy label is exciting, but, could it be better emphasized or more visible in the degree name or transcript? Is there a diplomacy course or a particular experience guaranteed that reflects diplomacy (beyond international studies)?