

THE GRADUATE SCHOOL - UNIVERSITY OF RHODE ISLAND
NEW PROGRAM REPORT FROM THE GRADUATE COUNCIL TO THE FACULTY
SENATE
CURRICULAR REPORT 2013-14-7, APRIL 17, 2014

At Meeting No. 480 held on 20 March 2014, the Graduate Council approved the attached proposal that is now submitted to the Faculty Senate.

SECTION I
BACKGROUND INFORMATION

ABSTRACT

The college of nursing proposes acceptance of its **post-graduate nursing program** that is consistent with the faculty senate enabling legislation, Report No. 2000-2001-3A, Post Baccalaureate Certificate Programs. No new courses are planned for the proposed validation of this program. Rather the individual concentration areas will utilize existing courses within their respective concentrations to allow students, who already have nursing graduate degrees, the opportunity to be certified in a health care specialty program. Sub specialty areas offered within the program are: family, adult/gerontological, and acute care nurse practitioner.

BACKGROUND

The College of Nursing (CON) currently confers certificates for students who have successfully completed graduate degrees in nursing and desire to obtain the education necessary to become certified advanced practice nurses (APN) or nurse educators (NE). Requirements for licensure as APN's require successful completion of professional certification examinations in the special areas of: family, adult/gerontological, pediatric, acute care, and psychiatric nurse practitioners; nurse midwives; clinical nurse specialists and nurse anesthetists. These requirements are now in place in all but 2 states in the United States for APN's to obtain licenses to practice. Rhode Island does require board certification to obtain a license as an APN. In addition, the educational guidelines for nurses who want to teach nursing have also required educational institutions to offer specific course work in nursing education. With the arrival of the Patient Protection Affordable Care Act (PPACA), 39 million more patients will have health insurance in the United States. There is an acute shortage in the number of health care providers available to care for these patients.

The number of credits for these postmasters certificates will be 18. Requirements for numbers of credits that can be transferred in from extra-mural institutions, retention, academic success and graduation will follow the administrative regulations set forth in the graduate manual for all graduate students at the University of Rhode Island.

SECTION II
RECOMMENDATION

The Graduate Council approved the proposal for validation of **Post Masters Certificate Programs** in Nursing and allowed a maximum number of credits for the post masters certificates to be 18 credits at its Meeting No. 480 held on 20 March 2014, and forwards it to the Faculty Senate with a recommendation for approval.

THE
UNIVERSITY
OF RHODE ISLAND
Abbreviated Proposal RIBGHE

A. PROGRAM INFORMATION

1. Name of Institution

University of Rhode Island

2. Name of Department

College of Nursing

3. Title of proposed program

Post Graduate Advanced Practice Nursing and Nursing Education Programs

4. Intended initiation date of program change. First date of certificates

Immediately on approval

December, 2014

5. Location of the program

White Hall, URI Campus

College of Continuing Education, URI, Providence

Various clinical agencies in RI

6. Description of institutional review and approval process

Not necessary or indicated. Educational program only.

7. Summary description of proposed program

The College of Nursing (CON) graduate program is proposing the validation of its post graduate degree certificate for students who have successfully completed masters or doctoral degrees in nursing and desire to obtain the competency based education necessary to become certified advanced practice nurses (APN). The term APN, is a nationally accepted category for all nurses with graduate degrees, who have met specific national competencies that enable them to qualify for advanced practice certification examinations. For the purpose of this proposal, the students will all receive education leading to the nurse practitioner certificate, one category of APN. The students accepted into this program would take the same concentration specific didactic and clinical courses required of the graduate degree students specializing in nurse practitioner practice, required by the national professional certifying bodies, the state of RI and the national nursing accrediting body. Upon completion of the program, the student would be eligible to take professional certification board examinations offered by the respective professional organization and required for licensure as nurse practitioners.

The concentrations available for the APN certificate students include: Family, Acute Care and Adult/Geriatric practice. The credit requirements would range from 12-18. The range of credits necessary to meet the requirements for the certificate would be determined by the applicant's previous course work and clinical experience as a nurse practitioner. The required courses are already in place in the College of Nursing.

8. Signature of the President

David M. Dooley, PhD

B. RATIONALE

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

The needs of this program exist from the community side, where there will be 39 million more people pouring into the health care system in the next few years, with inadequate numbers of health care providers to meet the increased need. By 2025 it is estimated that 52,000 more primary care physicians will be needed in primary health care settings. Presently only 1 in 5 graduating doctors declare primary health care as their specialty. The most common reason cited is that the reimbursement for primary care services is so low, that they have to practice in specialty care practices to pay back medical school tuition bills. There are currently only 155,000 licensed nurse practitioners in the United States. There is need for many more.

From the professional side, nurses are being encouraged to obtain certificates as nurse practitioners and clinical nurse specialists to better take care of the nations patients. Plus nurse practitioners, not only deliver medical care, they also participate in health promotion/ prevention activities, including patient education. The URI, CON has a long reputation (since 1975) of being on the cutting edge by educating professional nurses to the level of advanced and autonomous health care practice, consistent with legal authority.

Over 300 students have graduated from the nurse practitioner programs at URI, since 1990. Sixty-five percent (65%) of these students remained in Rhode Island working in community health related positions. They have made a significant impact on health care, particularly with the medically underserved and vulnerable populations.

C. INSTITUTIONAL ROLE

1.Explain how the program is consistent with the published role and mission of the institution...

The post graduate certificate programs are consistent with the university mission that includes engaged learning and civic involvement. Students in these programs participate in 500-600 hours of supervised, hands on, clinical practices that are all located within the medically underserved communities in RI and the nearby states, consistent with the academic plan encouraging exposure to diverse populations within its “global citizenry” initiative. These programs prepare professional nurses to augment their direct patient care skills with didactic and clinical experiences that prepare them to be effective advanced practice nurses, able to work to their full practice authority. Education students will learn more content and gain experience in all areas of nursing education. Both groups of graduates from these programs will contribute to improved and culturally sensitive health care in the global community, consistent with the College of Nursing mission. All faculty members teaching in the nurse practitioner program maintain clinical practices, in medically underserved areas. In addition to many students having the opportunity to obtain clinical experiences with classroom faculty, there are also over 60 licensed nurse practitioners, who are adjunct faculty members, who serve as preceptors for the students. In all cases, this program prepares completers for the ever changing world of health care, also consistent with the university Academic Plan intent to “prepare students for a changing world.”

D. INTERINSTITUTIONAL CONSIDERATIONS:

RI College (RIC) has the only other nurse practitioner graduate program in the state. RIC provides education for advanced practice acute care nurse practitioners, but does not offer a post graduate option.

1. Impact of program on other public higher education institutions

Rhode Island College does not offer a post graduate certificate program for students to become nurse practitioners. There may be a positive impact on students who graduate from RIC with masters in nursing, who want to attend URI for the post graduate certificate.

2. Provisions for transfer students.

Students requesting transfer from similar post graduate advanced practice nursing programs at other institutes of higher education, would be allowed to petition the graduate school for acceptance of required courses taken for transfer. These students would adhere to the graduate manual policy of accepting 1/5 of the total credits required from another institution. One fifth of the total credits may be taken as a non-matriculated student at URI.

3. Describe cooperative arrangements with institutions offering similar programs.

There are no other institutions offering this program in Rhode Island.

4. External affiliations

The college of nursing maintains contracts and letters of agreement with all of the major health care agencies in RI for student clinical experiences. All of these documents have been reviewed and approved by university counsel.

5. Indicate whether the program will be available to students under the New England Board of Higher Education’s Regional Student Program

Every New England state has at least one post graduate advanced practice nursing/ nurse practitioner program.

E. PROGRAM

1. Typical curriculum display for each sub- specialty

All concentration areas under the umbrella of the graduate program in the College of Nursing (CON) are evaluated based on student attainment of the behavioral outcomes for the program as a whole. There are seven behavioral outcome threads. The table below this paragraph outlines these threads with the student behavioral outcomes for each one. Every course in the graduate program has its objectives organized under the seven threads. The program evaluation committee (PEC) within the CON the individual course evaluations every semester, along with the individual professor’s plan to adjust the course plan based on previous student evaluations. The graduate program at the CON is currently preparing documents to be approved by the Graduate Assessment Committee for the university. It is anticipated that all concentrations will be reviewed during the 2015 academic year based on approved assessment protocol.

TABLE OUTLINING BEHAVIORAL OBJECTIVES

UNIVERSITY OF RI, COLLEGE OF NURSING
Student Behavioral Outcomes – Nurse Practitioner
Includes all concentration areas.
I. Role and Leadership
a. Functional role Assume the role of a nurse practitioner in the delivery of health care to patients and their families across the health care continuum and in a variety of health care settings.
b. Leadership
Articulate and/or actively engage in defining and redefining the role of the nurse practitioner.

	Influence exploration and resolution of critical issues in nurse practitioner practice.
II. Theoretical Knowledge	Analyze, synthesize, and refine theoretical knowledge derived from theories of practice and theories relevant to nurse practitioner practice.
	Select and apply theoretical knowledge to initiate and direct changes in nursing care of patients throughout the lifespan, in primary, secondary and tertiary health care settings
III. Nursing Practice	Utilizing a theoretical base and evidence-based practice, provide healthcare to patients and their families, skillfully employing advanced assessment, diagnostic, and a variety of strategies for the management of healthcare problems.
	Incorporate a competency based, goal-oriented approach into primary, secondary, and tertiary interventions with clients and their families.
IV. Intra/interprofessional	Collaborate with other health care professionals in formulating, implementing, and evaluating health care for clients and their families.
	Foster interdisciplinary collaboration to enhance quality and continuity of care to clients and their families in health care and community settings.
	Collaborate with other health professionals, administrators, and consumers, both internally and externally, at diverse levels in organizations to increase effectiveness of comprehensive health care of clients and their families.
V. Professional Responsibility	
	Create, employ, and promote a philosophy of nurse practitioner practice that encompasses a commitment to advanced practice in family, adult/geriatric and acute care advanced practice nursing and professional nursing practice in general.
	Identify and analyze major political and legal issues and policies related to provision of nurse practitioner practice.
	Utilize leadership skills in exploration and resolution of critical issues and policies related to healthcare of clients across the lifespan
	Professional Development of self and Others: Assume responsibility for systematically identifying, analyzing and utilizing new developments and knowledge related to nurse practitioner practice

Assume responsibility for continuing professional education and life-long learning to maintain clinical expertise in nurse practitioner practice.
VI. Societal Responsibility Analyze legal, ethical, economic, cultural competency, and diversity issues that impact nurse practitioner practice and actively pursue their resolution.
Participate in organizational, community, and legislative efforts to improve delivery, quality, and effectiveness of health care to clients and their families.
VII. Research Critically evaluate and selectively utilize research findings from nursing and related fields to study and address problems in nurse practitioner practice and care of clients across the lifespan and in all health care settings.
Utilize research methods to evaluate effectiveness of practice strategies.
Encourage research activities with colleagues to enhance quality, continuity, and effectiveness of health care of clients throughout the lifespan.
Participate in research activities that extend the knowledge base in nurse practitioner practice

CURRICULUM PLAN

The curriculum plan is presented below by semester. Course descriptions follow all three nurse practitioner concentration plans. Please note that the following courses will be pre-requisites that students must complete within 5 years prior to entrance into the program. The courses are: Nur 503, Advanced Adult Physical Assessment, Nur 535, Advanced Pathophysiology, Nur 582, Pharmacotherapeutics in Advanced Practice Nursing, Nur 504, Expanded Nursing Assessment Skills, Pediatrics, (Family Nurse Practitioner only), Nur 508, Physical Assessment of the Older Adult (Adult/ Geriatric NP/ CNS students only), Nur 509, Advanced Assessment for the Acute Care NP Practice. Adult physical assessment, pathophysiology, and pharmacotherapeutics courses are integral almost all graduate nursing programs throughout the country, so incoming students, who all have nursing graduate degrees, will have taken these courses. If they have not been taken within 5 years prior to admission to the post graduate program, they will have to be retaken prior to entrance to the program. NUR 504, 508, 509, may be taken at URI in the Fall semester as pre-requisites, if not obtained at another institution. Program faculty reserve the right to allow students to forego one of these courses, based on equivalent clinical experience in a specific health care sub-specialty area. This is the main reason that some students would be required to complete less than 18 credits.

FAMILY NURSE PRACTITIONER (18 credits)

Semester I

NUR 531, Primary Health Care I (3 cr)

NUR 532, Primary Health Care I, Practicum (3cr)

Summer

NUR 590, Directed Advanced Practice (3cr)

Semester II

Nur 533, Primary Health Care II (3 cr)

Nur 534, Primary Health Care II, Practicum (6cr)

ACUTE CARE NURSE PRACTITIONER (18 credits)

Semester I

NUR 565, Acute Care Nurse Practitioner I, (3 cr)

NUR 566, Acute Care Nurse Practitioner, I, Practicum (3 cr)

Summer

NUR 590, Directed Advanced Practice (3cr)

Semester II

NUR 567, Acute Care Nurse Practitioner, II (3 cr)

NUR 568, Acute Care Nurse Practitioner, II, Practicum (6 cr)

*ADULT/GERONTOLOGY NURSE PRACTITIONER/ CLINICAL NURSE (18 credits) SPECIALIST

Semester I

NUR 561: Adult-Gerontological Nurse Practitioner/ Clinical Nurse Specialist I (3 cr)

NUR 562: Adult-Gerontological Nurse Practitioner/Clinical Nurse Specialist I Practicum (Credits 3)

Summer

NUR 590, Directed Advanced Practice (3cr)

Semester II

NUR 563: Adult-Gerontological Nurse Practitioner/ Clinical Nurse Specialist II (3 cr)

NUR 564: Adult-Gerontological Nurse Practitioner/Clinical Nurse Specialist II Practicum (6 cr)

* Students in this program have the ability to qualify to take the Clinical Nurse Specialist certification examination as well as the Nurse Practitioner examination.

COURSE DESCRIPTIONS

The following course descriptions are included, Nur 503, 504, 508, 509, 535, 582 even though they are pre-requisite courses, in case students choose to take these courses at URI, prior to entering the Post Graduate Program.

NUR 503 Advanced Adult Physical Assessment (Credits 4)Expansion of basic nursing health assessment skills, including comprehensive health history, physical examination and psychological and social assessment.

NUR 535 Advanced Pathophysiology (Credits 3)

An in-depth study of pathophysiological phenomena across the life span from the biological life processes perspective. Clinical decision making based on the synthesis of this knowledge and current research findings will be explored.

NUR 582 Pharmacotherapeutics in Advanced Practice Nursing (Credits 3)

Integration of pharmacotherapeutic and decision making theories with human pathophysiology. Case management approach to the prescription of medications in primary health care across the life span.

AGNP/CNS

NUR 508 PHYSICAL ASSESSMENT OF THE OLDER ADULT (1 CREDIT)

Applying a developmental framework, expands and refines history taking and physical exam techniques learn in NUR 503 (or its equivalent) and utilizes additional assessment tools to conduct a comprehensive evaluation of older adult clients.

NUR 561: Adult-Gerontological Nurse Practitioner/ Clinical Nurse Specialist I (Credits 3)

Theories of aging, health promotion and maintenance, age-related changes, and health problems common to adults and older adults focusing on assessment, diagnosis, therapeutic, and preventive strategies.

NUR 562: Adult-Gerontological Nurse Practitioner/Clinical Nurse Specialist I Practicum (Credits 3)

Application of theoretical knowledge and skills for development of adult-gerontological nurse practitioner/ clinical nurse specialist strategies emphasizing health promotion and illness management of healthy adults and older adults, those with minimal functional limitations, and families.

NUR 563: Adult-Gerontological Nurse Practitioner/Clinical Nurse Specialist II (3 credits)

Course Description: Theoretical knowledge and skills for development of strategies for care of adults and older adults with complex health problems and functional limitations at the individual, family, group, organization, community, and societal levels.

NUR 564: Adult-Gerontological Nurse Practitioner/ Clinical Nurse Specialist II Practicum (6 Credits)

Course Description: Development of adult- gerontological nurse practitioner/ clinical nurse specialist competency in care of adults and older adults with complex health problems and functional limitations focusing on strategies at the individual, family, group, organization, community, and societal levels.

NUR 590 Directed Advanced Study and Clinical Practice in Acute Care (Credits 3)

In depth study and supervised clinical practice in a specialized area in clinical setting.

FAMILY NURSE PRACTITIONER

NUR 504 EXPANDED NURSING ASSESSMENT SKILLS: PEDIATRICS (1Credit)

Application of expanded nursing assessment skills of children.

NUR 531 PRIMARY HEALTH CARE NURSING I (3 Credits)

Theoretical knowledge and skills for the development of nursing strategies in analyzing, managing, and preventing health related problems.

NUR 532 PRACTICUM IN PRIMARY HEALTH CARE NURSING I (3 Credits)

Clinical application of knowledge and skills of Nur 531

NUR 533 PRIMARY HEALTH CARE NURSING II (3 Credits)

A theoretical study for the development of nursing competency in family primary care practice.

NUR 534 CLINICAL APPLICATION OF THEORETICAL KNOWLEDGE AND SKILLS OF NUR 533 (6 Credits)

Clinical application of theoretical knowledge and skills of Nur 533

NUR 590 Directed Advanced Study and Clinical Practice in Acute Care (Credits 6)

In depth study and supervised clinical practice in a specialized area in clinical setting.

ACNP

NUR 509 Advanced Assessment for the Acute Care NP Practice (Credits 2)

An advanced physical assessment course that expands and refines history taking and physical exam for the comprehensive evaluation of the acutely and critically ill adults.

NUR 565 Acute Care NP I (Credits 3)

Didactic knowledge and clinical decision making skills necessary to manage health conditions common to the acute or critically ill in emergency departments, acute and critical care units.

NUR 566 Acute Care NP Practicum I (Credits 3)

Application of clinical decision making skills necessary to the management of patients who are acutely and critically ill in hospital emergency, acute and critical care units.

NUR 567 Acute Care NP II (Credits 3)

This course builds on the principles learned in ACNP I. The focus is on the management of chronic illness exacerbations that require care in sub-acute, acute or critical care.

NUR 568 Acute Care NP Practicum II (Credits 6)

Individually precepted clinical experiences with the focus on developing management skills in the care of clients with exacerbations of chronic illness who are hospitalized in acute care facilities.

NUR 582 Pharmacotherapeutics in Advanced Practice Nursing (Credits 3)

Integration of pharmacotherapeutic and decision making theories with human pathophysiology. Case management approach to the prescription of medications in primary health care across the life span.

NUR 535 Advanced Pathophysiology (Credits 3)

An in-depth study of pathophysiological phenomena across the life span from the biological life processes perspective. Clinical decision making based on the synthesis of this knowledge and current research findings will be explored.

NUR 590 Directed Advanced Study and Clinical Practice in Acute Care (Credits 3)

In depth study and supervised clinical practice in a specialized area in the acute care setting.

b. Required courses in area of specialization and options, if any

These areas of specialization are described above.

c. Course distribution requirements,

N/A

d. Total number of free electives

None required.

e. Total number of credits required for completion of program or for graduation. Evidence that the program is of appropriate length as illustrated by conformity with appropriate accrediting agency standards, industry standards or other credible measures.

This program has been designed and is consistent with the following agency standards.

Accreditation: the nurse practitioner programs, including the post-graduate programs are accredited through the Commission on Collegiate Nursing (CCNE), the accrediting arm of the American Association of Colleges of Nursing (AACN). The post graduate nurse practitioner programs are accredited by the CCNE.

Competencies: The program incorporates curriculum content, to complement clinical practice experiences to enable graduates to meet all competency requirements of the National Organization of Nurse Practitioner Faculties (NONPF). These include: family nurse practitioner competencies (2012); Adult-Gerontology Nurse Practitioner Competencies (2012); Acute Care Nurse Practitioner Competencies, (2012). Students receive a minimum of 500 clock hours of hands on clinical practice through the URI program. NONPF requires 500 hours.

Comparable Programs:

UMASS Boston: 12-18 credits

Penn State University: individual, minimum 12 credits

MGH institute of Health Professions: 23-31 credits

f. Distance Learning

Individual courses are planned for on-line delivery. The program is not planned as an on-line offering

g. Admissions Requirements

Admissions requirements match the graduate school academic requirements; 3.0 GPA, 2-3 letters of reference. In addition: students will need to have graduate degrees in nursing (MS or doctorate). They will also need to complete pre-requisite course requirements before being formally admitted to the post graduate program. Applicants must also demonstrate proficiency as professional nurses, with a minimum of 2 years experience as registered nurses prior to entering the program.

Applicants must submit a curriculum vita, 3 letters of reference, a personal interest statement of their interest in becoming a nurse practitioner.

H. Certification/ licensing requirements

Completion of the post graduate nursing certificate program will prepare students to qualify to take certification board exams in their respective concentration/ specialty and to become licensed as nurse practitioners. The American Nurses Credentialing Center (ANCC) offers credentialing examinations for all of the NP specialties offered at URI. In addition, the American Association of Nurse Practitioners (AANP) offers credentialing examinations for Family Nurse Practitioners and Adult/ Gerontology Nurse Practitioners. The American Association of Critical Care Nurses (AACN) also credentials Acute Care Nurse Practitioners. Graduates have the option to choose which certification exam to take in their respective specialties. In addition, the Adult/Gerontology students have the ability to take the ANCC clinical nurse specialist exam in addition to the nurse practitioner examination. Not all graduates will choose this option.

To be licensed in the state of RI as a Certified Nurse Practitioner (CNP), the applicant must hold a license as a registered nurse (RN) in good standing, have a graduate degree (either MS, Doctor of Nursing Practice, or DNP), have a minimum of 35 contact hours of pharmacology credits within 3 years and have graduated from a nurse practitioner program from an accredited institution of higher learning.

3. Learning Goals

Behavioral outcomes were outlined above. In addition, goals for the program include the preparation of students who: a) can manage the health care of individuals in acute, primary, long term and home care health care settings; b) incorporate the theoretical underpinnings of nurse practitioner practice in individual health care settings and in leadership positions in the health care arena; c) practice as nurse practitioners to their full practice authority as mandated by statute.

4. Student learning is assessed based on clear statement of learning outcomes.

See section E above

F. FACULTY AND STAFF

1. Faculty assigned to program. No new faculty are anticipated

Family Nurse Practitioner Program

Denise Coppa, PhD (certified as Family and Pediatric Nurse Practitioner) 1 FTE

Mary Lavin, MS (certified as Family Nurse Practitioner) 1 FTE

Adult/ Gerontology Nurse Practitioner/ clinical nurse specialist Program

Rebecca Carley, MS (certified as Adult Nurse Practitioner) 1 FTE

Alicia Curtin, PhD (certified as Gerontological Nurse Practitioner) 1 FTE

Acute Care Nurse Practitioner Program

John Kenna, MS (certified as Acute Care Nurse Practitioner) .5 FTE

G. STUDENTS

Potential students for the program

The following student categories are expected:

1. Students who are already certified and licensed as nurse practitioners and want to recertify in a different specialty.
2. Students with masters or doctoral degrees in nursing, wanting to add a more clinical focus to their work as professional nurses

H. EVALUATION

The program is evaluated on 3 levels, program, course, and student.

The program level will be evaluated based on the number of students entering and completing the program. In addition, the percentage of students who pass certification examinations on the first try will also be monitored. Lastly, students will be contacted at 1 year and 5 year post graduation to determine if they are working and in which type of position, particularly as the position relates to advanced nursing practice.

The program evaluation committee within the college of nursing collates all course evaluations, submitted by faculty.

Students will be evaluated both didactically by grades received in didactic courses and clinically, by grades received from clinical preceptors.

THE GRADUATE SCHOOL - UNIVERSITY OF RHODE ISLAND
NEW PROGRAM REPORT FROM THE GRADUATE COUNCIL TO THE FACULTY
SENATE
CURRICULAR REPORT 2013-14-7, APRIL 17, 2014

At Meeting No. 480 held on 20 March 2014, the Graduate Council approved the attached proposal that is now submitted to the Faculty Senate.

SECTION I
BACKGROUND INFORMATION

ABSTRACT

The Graduate Council approved a proposal from the School of Education, College of Human Science and Services & Harrington School of Communication and Media to create a *Graduate Certificate in Digital Literacy*. The concept of literacy is undergoing a profound transformation, as people now need new competencies to access, analyze, create, reflect and take action using digital tools, texts and technologies in all aspects of their lives: in the school and workplace, for home and leisure, and for social interaction, relationships and citizenship in a democratic society. This program is intentionally designed as an interdisciplinary program at the intersection of media studies and education in recognition of the diverse contexts in which learning occurs and the blurring boundaries between formal and informal learning.

BACKGROUND

The Graduate Certificate in Digital Literacy is a 12-credit graduate program that enables educators, librarians and media professionals to acquire the knowledge, skills and competencies required for full participation in a read/write culture where active participation in a knowledge community requires the skillful use, creation and sharing of digital texts, tools and technologies. The program consists of four rigorous courses, two that take place in the summer using a face-to-face institute model, and two online courses that will be held during the fall and spring semesters. Courses are open to any graduate student in any program, and even to non-matriculating students who are interested in exploring one facet of the program before committing to the other courses. However, the courses have been designed to enable interested graduate students to be able to complete the program in one year's time; beginning their coursework in one summer and finishing the certificate at the end of the next summer.

The new courses associated with this proposal have been separately reviewed by the Graduate School Curriculum Committee and approved by the Graduate Council at the meeting No. 480.

SECTION II
RECOMMENDATION

The Graduate Council approved the proposal to create a *Graduate Certificate in Digital Literacy* at its Meeting No. 480 held on 20 March 2014, and forwards it to the Faculty Senate with a recommendation for approval.

THE
UNIVERSITY
OF RHODE ISLAND
Abbreviated Proposal RIBGHE

A Proposal for a Certificate of Graduate Study in Digital Literacy

A. PROGRAM INFORMATION

1. Name of institution

University of Rhode Island

2. Name of department, division, school or college

School of Education, College of Human Science and Services
&
Harrington School of Communication and Media

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

Graduate Certificate in Digital Literacy
CIP code = 09.0702

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

Initiation date: September 2014
First degree date: August 2015

5. Intended location of the program

Fall and spring courses will be online. Summer courses will be held at the URI-CCE Campus in Providence, RI.

6. Description of institutional review and approval process

Approval Date

Department
College
CAC/Graduate Council
Faculty Senate
President of the University

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

The Graduate Certificate in Digital Literacy is a 12-credit graduate program that enables educators, librarians and media professionals to acquire the knowledge, skills and competencies required for full participation in a read/write culture where active participation in a knowledge community requires the skillful use, creation and sharing of digital texts, tools and technologies.

The concept of literacy is undergoing a profound transformation, as people now need new competencies to access, analyze, create, reflect and take action using digital tools, texts and technologies in all aspects of their lives: in the school and workplace, for home and leisure, and for social interaction, relationships and citizenship in a democratic society. This program is intentionally designed as an interdisciplinary program at

the intersection of media studies and education in recognition of the diverse contexts in which learning occurs and the blurring boundaries between formal and informal learning.

The program consists of four rigorous courses, two that take place in the summer using a face-to-face institute model, and two online courses that will be held during the fall and spring semesters. Courses are open to any graduate student in any program, and even to non-matriculating students who are interested in exploring one facet of the program before committing to the other courses. However, the courses have been designed to enable interested graduate students to be able to complete the program in one year's time; beginning their coursework in one summer and finishing the certificate at the end of the next summer.

Program benefits include opportunities for students to:

- Deepen their ability to read and critically analyze the wide variety of texts available online and learn practical strategies that you can share with others
- Gain experience in composing texts using digital media tools that facilitate the use of language, image, sound and interactivity for digital sharing in global networked spaces
- Understand how digital media texts, tools and technologies reshape the nature of knowledge, impact personal and social relationships, and alter organizational practices in the workplace, school and community
- Work collaboratively with educators, librarians and media professionals to design and create learning environments where digital media resources are accessed, analyzed and created in ways that contribute to learning
- Develop and apply leadership and change management skills that enable them to promote and implement best practices in digital literacy education through direct impact in the community or workplace
- Cultivate habits of mind that support an expanded conceptualization of literacy as it applies to digital media environments, including tenacity, reflection, creativity, flexibility, and lifelong learning.

8. Signature of the President

David M. Dooley

9. Person to contact during the proposal review

Name: Julie Coiro

Address: 615 Chaffe, School of Education Phone: 874-8472

Email: jcoiro@mail.uri.edu

10. Signed agreements for any cooperative arrangements made with other institutions/agencies or private companies in support of the program.

N/A

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

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

We are living in an increasingly digital and mediated society. The time to bring digital literacy into the mainstream of American communities is now. People need the ability to access, analyze and engage in critical thinking about the array of messages they receive and send in order to make informed decisions about the everyday issues they face regarding health, work, politics and leisure. Most American families live in “constantly connected” homes with 500+ TV channels, broadband Internet access, and mobile phones offering on-screen, interactive activities at the touch of a fingertip. In an age of information overload, people need to allocate the scarce resource of human attention to quality, high-value messages that have relevance to their lives. Educators, librarians and media professionals can play an important role in advancing digital literacy.

Today full participation in contemporary culture requires not just consuming messages, but also creating and sharing them. To be effective workers in a knowledge economy and to fulfill the promise of citizenship, Americans need to be digitally literate. They must acquire multimedia communication skills that include the ability to read and comprehend effectively using a variety of different types of online texts and to compose messages using language, graphic design, images, and sound, and know how to use these skills to engage with others at home, in school, the workplace, and the civic life of their communities. These competencies can be developed in informal and formal educational settings, especially in K–12 and higher education. The inclusion of digital literacy in formal education can be a bridge across digital divides and cultural enclaves, a way to energize learners and make connections across subject areas, and a means for providing more equal opportunities in digital environments.

Many educators, librarians and creative media professionals feel a need to advance their knowledge and skills in digital literacy. The rapid pace of change has led to significant knowledge gaps that continue to widen as digital tools, texts and technologies advance. Being comfortable with word processing and email is no longer sufficient in a world where information professionals in knowledge and creative communities expect to find information online and use social media to share and distribute information and ideas. Educators, librarians and media professionals in a variety of contexts need to gain the ability to use online texts and develop advanced online reading comprehension competencies. Everyone who participates in the knowledge economy needs to be able to create websites, develop YouTube videos, and learn how to use Twitter and Facebook to build knowledge and learning communities. Today, multimedia composition using language, image, sound and interactivity is becoming the equivalent of yesterday’s ability to use a word processor to write effectively. And because digital media reshape knowledge, relationships and organizations, it is important to analyze and reflect upon the impact that communications technologies have on education, the workplace, culture and society.

The University of Rhode Island has a competitive advantage in offering graduate programs in digital literacy due to faculty expertise and first-mover momentum. Renee Hobbs and Julie Coiro are internationally-recognized experts in the area of digital and media literacy. Each has an extensive track record of scholarly and professional publication and a loyal national and international professional network. They are driven by the motivation to create the next generation of scholars, educators, librarians and media professionals who are able to advance an expanded conceptualization of literacy. As of yet, there are few competitors who offer the level of expertise that Coiro and Hobbs can provide through offering a graduate certificate program in digital literacy for working professionals. Evidence from previous activity suggests there is a market need. The Media Education Lab (Hobbs) has offered a dozen informal learning and educational programs in Rhode Island since 2012, attracting well over 300 people to events and their

database includes over 5,000 educators, librarians and media professionals with professional interests in digital literacy.

Programs that blend intense face-to-face and online learning are more effective in meeting robust learning goals. The Certificate of Graduate Study in Digital Literacy is designed to include two intensive face-to-face learning environments over the course of two summers, with two courses offered online in fall and spring semesters. For working professionals, this structure makes it possible to participate in an intensive inquiry on digital literacy and simultaneously advance one's network of professional collaborators, providing leadership opportunities that enable graduates to make a tangible difference in their communities. The program content and structure also creates a dynamic "practice-what-you-preach" dimension in the blending of face-to-face with fully online learning experiences.

Pilot test of program shows evidence of market demand. We are confident that the Graduate Certificate in Digital Literacy will attract a national audience. In the summer of 2013, Coiro and Hobbs held the Summer Institute on Digital Literacy July 14 - 19, which attracted 63 participants, the large majority of whom paid \$600 plus travel expenses to attend. Media coverage of the program was strong. Participants came from 15 states and 3 countries. Among them, 12 students participated in the program and completed additional coursework to receive graduate credit for EDC 586: Problems in Education, offered by Coiro.

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.

1. 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.

Among President Dooley's transformational goals are to create a 24/7 learning environment, taking advantage of the most advanced technologies to accelerate learning. We think this one-year certificate program for working professionals accomplishes this goal by using a combination of intensive summer learning held on the CCE-Providence and fully online graduate courses. Another of the President's transformational goals is to increase the prominence, magnitude and impact of research and scholarly work. Because this certificate program brings together two researchers working across the disciplines of media studies and education, it has the potential to advance collaboration between URI researchers and graduate students who are working professionals. It is likely that some of the participating graduate students will actively collaborate with Coiro and Hobbs on current and future research; it is possible that some will choose to enter PhD programs in Education or Writing and Rhetoric as a result of their completion of the Graduate Certificate in Digital Literacy.

The Harrington School of Communication and Media has identified Digital Literacy as one of three research areas of focus. The School of Education has developed significant graduate-level coursework in literacy.

2. INTERINSTITUTIONAL CONSIDERATIONS: The program should be consistent with all policies of the Board of Governors pertaining to the coordination and collaboration between public institutions of higher education. (Consult the Board of Governors' *Coordination Plan for Academic Programs in Rhode Island Public Institutions of Higher Education* [www.ribghe.org/publicreg.htm] for guidelines and restrictions regarding the types and levels of programs the institutions are allowed to offer.)

1. 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.

No other Rhode Island institution offers a graduate certificate in digital literacy. The proposed certificate program will complement and strengthen higher education throughout the state of Rhode Island. Other institutions were informed about the plans for the digital literacy certificate at a meeting on October 21, 2013 attended by 60+ representatives of digital media education programs in the State of Rhode Island.

2. **Using the format prescribed by RIOHE, describe provisions for transfer students (into or out of the program) at other Rhode Island public institutions of higher education. Describe any transfer agreements with independent institutions. The institution must also either submit 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* which can be found at www.ribghe.org/publicreg.htm.)**

N/A

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

No cooperative arrangements are required for this certificate program.

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

N/A

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

We are not requesting this certificate program be included under the NEBHE RSP.

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

1. **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. In keeping with each institution's timetable for completion of student outcomes assessment, each institution should provide an assessment plan detailing what a student should know and be able to do at of the program and how the skills and knowledge will be assessed. For example, if a department brings forth a new program proposal but that department is not slated to have its student outcomes assessment completed until 2008, the program could be approved but with the provision that the department return no later than 2008 and present to the Academic and Student Affairs Committee its student outcomes for that particular program.**

Required Courses, Graduate Certificate in Digital Literacy

EDC 531: Teaching and Learning with Digital Technologies. This course engages students in project-based inquiry using a variety of digital tools to create challenging and engaging learning opportunities for others. 3 cr.

EDC 586: Seminar in Digital Literacy and Learning. This course focuses on understanding major theories of online and offline reading comprehension, how to assess online reading, and productive ways of teaching digital literacy skills in grades K-12. 3 cr.

EDC 534: Seminar in Digital Authorship. This course includes a range of hands-on dynamic learning experiences that integrate digital media, technologies, and best practice strategies for teaching composition and authorship in a Web 2.0 world. 3 cr.

EDC 586: Leading with Digital Literacy. This course focuses on leading and collaborating with face-to-face and digital tools to facilitate real and sustainable change in a range of educational contexts. 3 cr.

COURSE	SU 14	FA 14	SP 15	SU 15	FA 15	SP 16
EDC 531: Teaching and Learning with Digital Technologies	X			X		
EDC 586: Seminar in Digital Literacy and Learning		X			X	
EDC 534: Seminar in Digital Authorship			X			X
EDC 586: Leading with Digital Literacy	X			X		

b. Required courses in area of specialization and options, if any.

Required Courses: Four 3-credit courses as listed above

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

N/A

d. Total number of free electives available after specialization and general education requirements are satisfied.

N/A

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

The Certificate in Graduate Study in Digital Literacy consists of four 3-credit courses. Students enter this cohort program in the summer and then progress through fall and spring courses together, culminating in the final course taken during the summer.

f. Identify any courses that will be delivered or received by way of distance learning. (Refer to www.ribghe.org/publicreg.htm for the *Standards for Distance Learning in the Rhode Island System of Public Higher Education*.)

All courses will make significant use of online educational technology for delivery of instructions. These courses will be offered fully online: EDC 586: Seminar in Digital Literacy and Learning and EDC 534: Seminar in Digital Authorship.

2. 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.

N/A

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

The learning goals for the Graduate Certificate in Digital Literacy are:

Goal 1. Graduates will read and critically analyze the wide variety of texts available online and learn practical strategies that you can share with others.

Goal 2. Graduates will compose texts using digital media tools that facilitate the use of language, image, sound and interactivity for digital sharing in global networked spaces

Goal 3. Graduates will reflect on how digital media texts, tools and technologies reshape the nature of knowledge, impact personal and social relationships, and alter organizational practices in the workplace, school and community.

Goal 4. Graduates will work collaboratively with educators, librarians and media professionals to design and create learning environments where digital media resources are accessed, analyzed and created in ways that contribute to learning.

Goal 5. Graduates will develop leadership skills that enable them to promote and implement best practices in digital literacy education through direct impact in the community or workplace.

Goal 6. Graduates will possess habits of mind that support an expanded conceptualization of literacy as it applies to digital media environments, including tenacity, reflection, creativity, flexibility, and lifelong learning.

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

Learning outcomes for each learning goal for this certificate are:

Goal 1 Above

Outcome: Graduates will know how to select key scholars related to digital literacy and authorship, provide connections to their own professional or personal interests, and present their insights in printed, face-to-face, and digital formats.

Goal 2 Above

Outcome: Graduates will have acquired advanced level digital composition skills to compose and publish digital/multimodal texts that can be used to facilitate learning and collaboration among students and colleagues.

Goal 3 Above

Outcome: Graduates will be able to skillfully integrate their advanced understanding of prevalent theories/models of digital literacy and digital authorship and reflect on their own research-based views of learning and instruction relative to these models.

Goal 4 Above

Outcome: Using the stages of project-based inquiry (PBI), graduates will collaboratively work with a partner to identify a compelling question that involves learning with technology, gather and analyze information, develop a creative synthesis (e.g., instructional plan and two digital products), reflect and receive feedback on their work, and finally, revise and publish the work.

Goal 5 Above

Outcome: Using the stages of project-based inquiry (PBI), graduates will collaboratively work with a partner to identify a compelling question that involves leading with technology, gather and analyze information, develop a creative synthesis (e.g., change implementation plan and digital product), reflect and receive feedback on their work, and finally, revise and publish the work.

Goal 6 Above

Outcome: Graduates will be skilled in using professional associations and web, blog, wiki, social networks, and other digital resources to stay abreast of advancements in digital literacy and emerging technologies and share new insights with their colleagues and the greater literacy community.

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.

- **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.**

Julie Coiro, Associate Professor, School of Education (existing position)

Renee Hobbs, Professor and Director, Harrington School of Communication and Media (existing position)

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.

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

We anticipate 3 types of students who will complete this certificate:

- (1) Graduate students enrolled in existing graduate programs (e.g., Communication Studies, Master’s of Education, Master’s of Reading, MLIS, PhD programs in Education and Writing & Rhetoric);
- (2) Working professionals in education, library and media fields who are attracted to the program’s interdisciplinary focus and
- (3) International graduate students from Europe, Asia, and South America who have the ability to travel to the U.S. for short stays only.

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

1. 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.

Coiro and Hobbs will measure the success of the overall program annually using this rubric. Threshold values for each cell are based on our initial expectations for the certificate program.

Metric	Successful Beyond Expectations	As Expected	Does Not Meet Expectation
<u>Number of students who apply annually.</u> The larger this number, the more successful the program.	30	20	10
<u>Number of students who are admitted.</u> The larger this number, the more successful the program.	20	15	10
<u>Retention of students through 4 courses.</u> A student should be able to complete the certificate after taking four courses, which should optimally occur in one year’s time.	10	8	5
<u>Balanced demographic representation by age and experience.</u> We will advertise the certificate to reach students representing a diversity of ages and stage of career.	30% senior / 30% mid-career/ 40% entering students	30% senior/ 40% mid-career/ 30% entering students	10% senior/ 40% mid-career/ 50% entering students

Coiro and Hobbs will measure the attainment of learning outcomes for students using the following rubric:

<i>Outcome 1. Graduates will know how to select key scholars related to digital literacy and authorship, provide connections to their own professional or personal interests, and present their insights in printed, face-to-face, and digital formats.</i>			
Element/Evaluation Event	Accomplished	Proficient	Novice
<p><i>Knowledge of key scholars</i> Evaluated in:</p> <ol style="list-style-type: none"> 1. LEAP Paper on Key Scholars in EDC 586: Digital Literacy and Learning 2. LEAP Project on Key Scholars in EDC 534: Dig. Authorship 	Able to locate relevant information about key scholars in digital literacy and authorship published in peer-reviewed or professional sources and share insightful connections to professional interests.	Able to locate and connect to relevant information about key scholars in digital literacy and authorship, but some sources are questionable, or connections are only to personal interests.	Unable to locate relevant information about key digital literacy scholars from professional sources and not able to give examples of how each scholar's work connects with their own interests.
<i>Outcome 2. Graduates will have acquired advanced level digital composition skills to compose and publish digital/multimodal texts that can be used to facilitate learning and collaboration among students and colleagues.</i>			
Element/Evaluation Point	Accomplished	Proficient	Novice
<p><i>Digital Composition Skills</i> Evaluated in:</p> <ol style="list-style-type: none"> 1. Digital Products in EDC 531 Summer I 2. Digital Product in EDC 586: Leading with Digital Literacy 3. LEAP Multimedia Projects in EDC 534: Digital Authorship 	Capable of developing a multimedia project that uses rhetorical strategies to inform and persuade students and colleagues with a wide range of digital texts, social media tools, and emerging technologies	Capable of developing a multimedia project that uses rhetorical strategies to inform and persuade, but with a limited range of digital tools and technologies.	Unable to develop a multimedia project that effectively uses rhetorical strategies paired with digital tools and technologies to inform and persuade students or colleagues.
<i>Outcome 3. Graduates will be able to skillfully integrate their advanced understanding of prevalent theories/models of digital literacy and digital authorship and reflect on their own research-based views of learning and instruction relative to these models.</i>			
Element/Evaluation Point	Accomplished	Proficient	Novice
<p><i>Research-based views of digital literacy & authorship</i> Evaluated in:</p> <ol style="list-style-type: none"> 1. Personal Literacy Statement in EDC 586: Digital Literacy & Learning 2. Final Paper /Project in EDC 586: Dig. Literacy & Learning 3. Final Paper/Creative Project in EDC 534: Digital Authorship 	Able to skillfully integrate several key theories of digital literacy and authorship into a personal vision of how people learn, teach, and lead with technology	Able to articulate some theoretical principles, but a smaller range of principles inform a personal vision of how people learn, teach, and lead with technology.	Unable to articulate a personal vision of how people learn, teach, and lead with technology that reflects prevalent theories/models of digital literacy and authorship.

(continued on next page)

(continued from previous page)

<i>Outcome 4. Using the stages of project-based inquiry (PBI), graduates will collaboratively work with a partner to identify a compelling question that involves learning with technology, gather and analyze information, develop a creative synthesis (e.g., instructional plan and two digital products), reflect and receive feedback on their work, and finally, revise and publish the work.</i>			
Element/Evaluation Event	Accomplished	Proficient	Novice
<p><i>Develop a cohesive instructional plan</i> Evaluated in:</p> <ol style="list-style-type: none"> 1. Instructional Plan and Digital Products in EDC 531: Teaching & Learning with Dig. Technology 	<p>Capable of working collaboratively to gather and synthesize digital resources into a cohesive instructional plan, incorporate feedback, and publish final digital products online</p>	<p>Capable of working collaboratively to gather and synthesize digital resources into an instructional plan, but less time spent revising work to incorporate feedback before final products are published online</p>	<p>Unable to work with a partner to gather and synthesize resources into a clear instructional plan and two digital products that can assist and enhance teaching practices.</p>
<i>Outcome 5. Using the stages of project-based inquiry (PBI), graduates will collaboratively work with a partner to identify a compelling question that involves leading with technology, gather and analyze information, develop a creative synthesis (e.g., change implementation plan and digital product), reflect and receive feedback on their work, and finally, revise and publish the work.</i>			
Element/Evaluation Event	Accomplished	Proficient	Novice
<p><i>Develop a change implementation plan</i> Evaluated in:</p> <ol style="list-style-type: none"> 1. Change Implementation Plan and Digital Product in EDC 586: Leading with Digital Literacy 	<p>Capable of working collaboratively to select and integrate effective tools for facilitation and collaboration into an innovative change implementation plan, incorporate feedback, and publish final digital inspiration products online</p>	<p>Capable of working collaboratively to gather and synthesize digital resources into a change plan, but less time spent revising work to incorporate feedback before final products are published online</p>	<p>Unable to work with a partner to select and integrate effective tools into an innovative change implementation plan and one digital product that is likely to lead to sustainable change in teaching and learning with technology and literacy.</p>
<i>Outcome 6. Graduates will be skilled in using professional associations and web, blog, wiki, social networks, and other digital resources to stay abreast of advancements in digital literacy and emerging technologies and share new insights with their colleagues and the greater literacy community.</i>			
Element/Evaluation Event	Accomplished	Proficient	Novice
<p><i>Community of practice</i> Evaluated in:</p> <ol style="list-style-type: none"> 1. LEAP projects in EDC 534: Digital Authorship and EDC 586: Digital Literacy & Learning 2. Digital posts in and after EDC 531: Teaching & Learning with Dig. Technologies 3. Final Reflections from EDC 586: Leading with Digital Literacy 	<p>Regularly follows online bulletin boards and blogs, is a member in professional organizations, and actively shares new ideas using digital tools and social networking sites or by engaging in/presenting at workshops or conferences</p>	<p>Occasionally follows online bulletin boards and blogs, is a member in professional organizations, and periodically shares new ideas using digital tools or at conferences.</p>	<p>Does not interact with peers, individuals or organizations around issues of digital literacy and emerging technologies</p>

Evaluation Roadmap. Student evaluation of learning outcomes will occur at the following required courses within the Certificate in Digital Literacy Certificate program.

Learning Outcome	Required Course			
	EDC 531: Teaching & Learning with Digital Technologies	EDC 586: Seminar in Digital Literacy & Learning	EDC 534: Seminar in Digital Authorship	EDC 586: Leading with Digital Literacy
<u>Outcome 1:</u> Graduates will know how to select key scholars related to digital literacy and authorship, provide connections to their own professional or personal interests, and present their insights in printed, face-to-face, and digital formats.		×	×	
<u>Outcome 2:</u> Graduates will have acquired advanced level digital composition skills to compose and publish digital/multimodal texts that can be used to facilitate learning and collaboration among students and colleagues.	×		×	×
<u>Outcome 3:</u> Graduates will be able to skillfully integrate their advanced understanding of prevalent theories/models of digital literacy and digital authorship and reflect on their own research-based views of learning and instruction relative to these models.		×	×	
<u>Outcome 4:</u> Using the stages of project-based inquiry (PBI), graduates will collaboratively work with a partner to identify a compelling question that involves learning with technology, gather and analyze information, develop a creative synthesis (e.g., instructional plan and two digital products), reflect and receive feedback on their work, and finally, revise and publish the work.	×			
<u>Outcome 5.</u> Using the stages of project-based inquiry (PBI), graduates will collaboratively work with a partner to identify a compelling question that involves leading with technology, gather and analyze information, develop a creative synthesis (e.g., change implementation plan and digital product), reflect and receive feedback on their work, and finally, revise and publish the work.				×
<u>Outcome 6.</u> Graduates will be skilled in using professional associations and web, blog, wiki, social networks, and other digital resources to stay abreast of advancements in digital literacy and emerging technologies and share new insights with their colleagues and the greater literacy community.	×	×	×	×

DATE: March 21, 2014

TO: Dr. Nasser H. Zawia
Dean, Graduate School

Keith Killingbeck
Associate Dean, Graduate School

FROM: Linda Barrett
Director, Budget and Financial Planning

SUBJECT: Proposal for Graduate Certificate in Digital Literacy

As requested by Julie Coiro, the Budget and Financial Planning Office has reviewed the budget related to the proposal for a Graduate Certificate in Digital Literacy.

As a certificate offered through CCE Special Programs (Fund 101), the budget included in the proposal appears to be reasonable.

The Budget and Financial Planning Office concurs that the Graduate Certificate in Digital Literacy has no net budget impact on the Fund 100 unrestricted budget as it has been presented.

Please let us know if you require any further information.

cc: Donald DeHayes
Dean Libutti
Cliff Katz
Julie Coiro
Cheryl Hinkson
Colleen Robillard