
University of Rhode Island Faculty Senate

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TO: President David Dooley
FROM: W. Michael Sullivan, Chairperson of the Faculty Senate


2. This BILL was adopted by vote of the Faculty Senate on April 20, 2017.

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 May 11, 2017 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.

W. Michael Sullivan
Chairperson of the Faculty Senate

April 20, 2017

ENDORSEMENT

TO: Chairperson of the Faculty Senate
FROM: President of the University

a. Approved ___.

b. ** Approved subject to Notice of the Council on Postsecondary Education ___.** Noted - 6/21/17

c. Disapproved ___.

Signature of the President

5/10/17 (date)
MEMORANDUM

TO: Dr. Brenda Dann-Messier, Commissioner of Postsecondary Education
   RI Office of the Postsecondary Commissioner

FROM: David M. Dooley
      President

DATE: May 10, 2017

SUBJECT: University of Rhode Academic Program Changes

Enclosed you will find the following academic changes approved by the Faculty Senate on
April 20, and by me on May 9, 2017.

- Graduate Certificate in Dyslexia
- Creation of Data Science Program-BA, BS and Minor
- Creation of Creative Writing Option for the English major
- Creation of a Business of Digital Media (BDM) Minor
- Creation of a Minor in Innovation Management and Entrepreneurship

I look forward to a positive review and positive actions on the above item. Donald DeHayes,
Provost and Vice President for Academic Affairs, will serve as the University’s contact. Please
feel free to directly contact the Office of the Provost if you have any questions.

enclosures

c: Donald H. DeHayes, Provost and Vice President for Academic Affairs
   Laura Beauvais, Vice Provost for Faculty Affairs and Global Initiatives
   Dean Libutti, Vice Provost for Enrollment Management
   Nancy Neff, Faculty Senate Coordinator
UNIVERSITY OF RHODE ISLAND FACULTY SENATE
April 20, 2017

Faculty Senate Curricular Affairs Committee
Five Hundred and Fortieth Report

At the March 27, 2017 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 CHANGES

COLLEGE OF BUSINESS:

Creation of a Business of Digital Media (BDM) Minor:  (See Appendix G)
A BDM minor will help fulfill the vision of URI and fits perfectly into the critical strategic imperative. With this in mind, College of Business Administration (CBA) and Harrington School of Communication and Media (HSCM) recognize that they are both building an impressive array of courses touching on issues pertinent to digital media. The CBA courses focus on the marketing, analytical, and profitability implications, while the HSCM courses concentrate on creativity, production (film and editing), critical and theoretical aspects of media, and media history. However, at present, it is nearly impossible for a student to double-major in communications and marketing. At CBA, there is a general business minor, but no specific marketing minor. At HSCM, there are film media and public relations minors. Thus, as of yet, no BDM minor exists. Thus, a BDM minor represents a way for students to customize their digital media education according to the area(s) that most interest them and will make them the most marketable.
A Proposal for: Business of Digital Media minor

Date: 3/3/17

A. PROGRAM INFORMATION

A1. Name of institution University of Rhode Island

A2. Name of department, division, school or college
   College of Business Administration (CBA)
   Harrington School of Communication and Media (HSCM)

A3. Title of proposed program and Classification of Instructional Programs (CIP) code
   Business of Digital Media (BDM) Minor
   09.0702 and 52.1499

A4. Intended initiation date of program change. Include anticipated date for granting first degrees or certificates, if appropriate.
   Initiation date: 9/17
   First degree date: 5/18

A5. Intended location of the program
   Kingston and Providence

A6. Description of institutional review and approval process

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

According to the new Academic Plan, a critical area of university development is innovation with the objective of enhancing student success. Enhancing student success is goal #1. The Plan specifies some approaches for achieving this objective, including innovative academic programs and collaborations, and new applications of technology.
Also, the first three strategies under the enhancing student success objective are expanding pedagogical approaches, expand opportunities for experiential learning, and new learning pedagogies. One associated tactic is increasing and strengthening interdisciplinary programs. Thus, a BDM minor will help fulfill the vision of URI and fits perfectly into this critical strategic imperative.

With this in mind, CBA and HSCM recognize that they are both building an impressive array of courses touching on issues pertinent to digital media. The CBA courses focus on the marketing, analytical, and profitability implications, while the HSCM courses concentrate on creativity, production (film and editing), critical and theoretical aspects of media, and media history. However, at present, it is nearly impossible for a student to double-major in communications and marketing. At CBA, there is a general business minor, but no specific marketing minor. At HSCM, there are film media and public relations minors. Thus, as of yet, no BDM minor exists. Thus, a BDM minor represents a way for students to customize their digital media education according to the area(s) that most interest them and will make them the most marketable.

Yet, an increasing number of companies seek graduates with a background in digital media. The range of these companies is now impressive, with many industries seeking graduates with this knowledge even if they will not necessarily work primarily within that knowledge area. The primary areas recruiters seek within digital media are data analytics, digital media marketing, website and app development, film and editing, and graphic design. Companies seek candidates with strong backgrounds in digital media, who understand both the business and creative sides. Therefore, a BDM minor is right at the intersection of employee job demand and URI educational potential.

The program will offer a range of courses from CBA and HSCM, and allow students to select six that will provide them with both general knowledge about digital media and specific knowledge about a sub-discipline in digital media. At present, the courses would include:

**College of Business Administration**

- BUS465 – Marketing Communications
- BUS467 – Customer Analytics
- BUS475 – Social Media for Marketing: Analytics and Strategy

**Harrington School of Communications**

- COM246 – New media and Society
- COM271 – Web Design and Programming
- COM340 – Electronic Media Programming
- COM346 – Social and Cultural Aspects of Media
HSCM just hired a new faculty member last year (Justin Wyatt) whose expertise is digital-media. CBA also just hired a new faculty member (Jerry Xia) beginning this year whose research focus is social-media data analytics. This demonstrates the continued commitment of both colleges to ensure they have the ability to deliver strong curricula, and cutting-edge courses and course content, in digital media.

Upon completing the BDM minor, students will have the knowledge and skills to:
- bring a broad spectrum of knowledge to any job in which competence and understanding of digital media is a factor in the hiring decision process
- carry specialized and customized knowledge of a specific focal sub-discipline within digital media to allow them to better target employers seeking a more in-depth understanding of a narrow area within digital media
- have at least a fundamental understanding of the basic aspects of working within digital media, including creativity, production, analytics, and profitability.

Finally, in terms of financials, the BDM minor will use existing faculty, existing resources, and be for existing students. We have considered all feasible incremental revenues and expenses. In terms of revenues, if this minor becomes popular, then it may become a point of attraction and a potential competitive advantage for URI, CBA, and HSCM. In this case, it may help attract better in-state students and more out-of-state students. In terms of expenses, there are no incremental expenses required to launch and establish the minor.

A8. Signature of the President

David M. Dooley

A9. Person to contact during the proposal review
Name: Dan Sheinin
A10. List and attach any signed agreements for any cooperative arrangements made with other institutions/agencies or private companies in support of the program.

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

B1. Why is the new program being developed?

1) The need at URI to enhance student success via innovative academic programs and collaborations. See under A7 for evidence of need fulfillment.

2) The need to better prepare URI students so they can more strongly compete for the increasing number of recruiters who seek the gamut from at least a fundamental knowledge of digital media to a detailed understanding of a narrow sub-discipline. See under A7 for evidence of need fulfillment.

B2. What is the economic need and workforce data related to the program?

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

   a. Digital media marketing  growth very high  $40,000 plus
   b. Social media marketing  growth very high  $40,000 plus
   c. Customer data analytics  growth very high  $40,000 plus
   d. Customer engagement manager growth very high  $40,000 plus
   e. Communications account manager growth very high  $40,000 plus
   f. Brand design manager   growth very high  $40,000 plus

B3. What entities are advocating for this program? Was an advisory board used to develop the curriculum?

Faculties, students, and advisory boards of CBA and HSCM.
C. INSTITUTIONAL ROLE: The program should be clearly related to the published role, scope, 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, scope, and mission of the institution and how it is related to the institution’s Academic Plan.

See A7, first paragraph, and B1, first need.

D. INTER-INSTITUTIONAL CONSIDERATIONS:

D1. What are the similar programs in the state and region?
   
a. If similar programs exist, how is this program different or why is duplication necessary?
   
a. No similar programs that we are aware of
   
b. 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?
   
a. No communications

D2. How do courses in this program transfer to other schools?
   Like any other courses

D3. How does this program align to academic programs at other institutions?
   Many other institutions have numerous courses in digital media

D4. Are recipients of this credential accepted into programs at the next degree level without issue?
   Yes

D5. How does this program of study interface with degree programs at the level below them?
   Fine

D6. Are cooperative agreements or affiliations established? If so, what?
   No

E. PROGRAM:

E1. Are there pre-requisite courses? If so, please explain/list?
The standard prereqs exist for the courses in the minor as existed before. No new courses are being created at present, although there will likely be course creation in the future.

E2. Curriculum

a. How many credit hours are required to graduate (include all general education and pre-requisites)?
   a. The same as present

b. What courses are required for the program?
   a. For non-CBA students, two courses within CBA will be required. They are BUS365, which will be required for all students because it is a prerequisite for the three 400-level CBA courses that are part of the minor. Then, non-CBA students must take one of the following:
      i. BUS465 – Marketing Communications
      ii. BUS467 – Customer Analytics
      iii. BUS475 – Social Media for Marketing; Analytics and Strategy

c. What are the new courses and descriptions that will go into the course catalog?
   a. None

d. Are there specializations and options? If so, please describe.
   a. No

e. Is the program content guided by program-specific accreditation standards or other outside guidance?
   a. Both colleges are accredited

f. What are the learning goals (what students are expected to gain, achieve, know, or demonstrate by completion of the program)?
   Upon completing the BDM minor, students will have the knowledge and skills to:
   a. bring a broad spectrum of knowledge to any job in which competence and understanding of digital-media is a factor in the hiring decision process
   b. carry specialized and customized knowledge of a specific focal sub-discipline within digital-media to allow them to better target employers seeking a more in-depth understanding of a narrow area within digital media
   c. have at least a fundamental understanding of the basic aspects of working within digital media, including creativity, production, analytics, and profitability.
   Learning outcomes for each learning goal specified above for the minor are:
   d. students will be able to critically evaluate problems and situations in digital media, and develop alternatives and solutions
e. students will have acquired advance-level skills in at least one focused and customized sub-discipline within digital media
f. students will be able to interview with recruiters possessing a solid understand of the fundamentals of digital media

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. What are the number of each needed?
The minor will be supported by existing faculty in HSCM and CBA. No additional faculty or staff are required at present due to the recent hires and existing faculty.

F2. Are these new positions or reassignments?
No

F3. What are the minimal degree level and academic/technical field requirements and certifications required for teaching in this program?
The same as currently exist for the courses offered.

G. STUDENTS:

G1. How are students selected for the program?
Students volunteer interest, they are not selected.

G2. Are there admission requirements?
No different than current requirements at both colleges.

G3. What is the primary source of students?
Overall, this program is for the existing student population only. Given the ubiquity of digital media in students’ lives and the increasing importance of digital-media knowledge for a wider variety of recruiters, we believe the minor will draw the strongest interest from students in communications, business, information technology and yet still attract students from other majors and colleges.

Ultimately, this could be offered as a Graduate Certificate program in Providence, which would pull industry-sponsored students/employees.

G4. What is the estimated number of students in the program?
10 to start, but then increasing afterwards.

G5. What is the estimated number of annual graduates?
10 to start, but then increasing afterwards.
We designed this minor with 16 courses to give students choice. The number of courses eligible for the minor eliminates our need for additional resources as it possible for us to spread the students electing to enroll in the minor across a wide variety of courses.

H. EVALUATION:

H1. How will the program be evaluated?
We will gauge the success of the program based on three primary criteria. First, on the number of students that complete the minor and the trend of student completion over three-year and five-year periods. Second, on the results of a brief survey we will ask participating faculty and students who complete the minor to fill out each year. Third, on the effectiveness of the minor in leading to better hiring statistics for URI students. No additional accreditation is needed.

I. WHAT SPECIAL EQUIPMENT OR RESOURCES ARE NEEDED?

I1. Special instructional resources and services needed? (Clinical space, internships, proctors)
None

I2. Facilities and capital equipment?
None

J. IS THE PROGRAM FINANCIALLY VIABLE?

J1. If no new funding is required and the new program can be administered entirely with existing funds, include a five-year plan demonstrating that existing funds are sufficient for carrying out the program. Proposers shall request a “Statement of No Financial Impact” from the URI Budget and Financial Planning Office.
No new courses or instructors are required. The minor will consist entirely of courses presently offered and resources already present. Existing funds are sufficient. In the future, new courses may be added, but no incremental hiring will be required. These new courses will be ones that would have been introduced organically within either CBA or HSCM. Thus, we request a Statement of No Financial Impact.

If new funding for faculty, staff, equipment or facilities is required, complete the budget form (select Academic Program Change Forms) (see also Budget Form Instructions) and submit the entire proposal with budget form to the URI Budget and Financial Planning Office.
DATE: March 9, 2017

TO: Nancy F. Neff  
Coordinator, Faculty Senate

FROM: Linda Barrett  
Director, Budget and Financial Planning

SUBJECT: Proposal for a Minor in Business of Digital Media minor

As requested in an email from Deborah Rosen, Associate Dean of Business Administration, dated February 23, 2017, the Budget and Financial Planning Office has reviewed the submitted documents related to the proposal for a Minor in Business of Digital Media minor.

According to the proposal, the Minor in Business of Digital Media will be offered through the College of Business Administration, and will provide URI students with the skills and knowledge of expanding pedagogical approaches, expand opportunities for experiential learning, and for new learning pedagogies. Ms. Rosen referenced in the submission that the rationale is to enhance student success via innovative academic programs and collaborations and to also better prepare the URI students for knowledge of digital media.

The Budget and Financial Planning Office concurs that the request for a Minor in Business of Digital Media is not anticipated to have an impact on the Fund 100 unrestricted budget as it has been presented, that no new courses or instructors will be required, and that the Minor will be consistent entirely of courses presently offered and resources already present.

Please let us know if you require any further information.

cc: Donald DeHayes  
Laura Beauvais  
Dean Libutti  
Cliff Katz  
Maling Ebrahimpour  
Deborah Rosen  
Cheryl Hinkson  
Colleen Robillard

Office/BudgetImpactStatement/businessofdigitalmediaminor/BudgetImpactStatementLetter.draft
# ACADEMIC PROGRAM BUDGET FORM - Business of Digital Media

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**

### REVENUE ESTIMATES

<table>
<thead>
<tr>
<th>Year</th>
<th>Tuition: In-State</th>
<th>Tuition: Out-State</th>
<th>Tuition: Regional</th>
<th>Mandatory fees per student</th>
<th>FTE # of New Students: In-State</th>
<th>FTE # of New Students: Out-State</th>
<th># of In-State FTE students transferring in from the institution's existing programs</th>
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### TUITION AND FEES

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### Total Grants, Contracts, Other

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### TOTAL

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**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

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<th>Year 3 20__</th>
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<tr>
<td>Fringe Benefits %</td>
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</tr>
<tr>
<td><strong>Total Personnel</strong></td>
<td>$0.00</td>
<td>$0.00</td>
<td>$0.00</td>
<td>$0.00</td>
</tr>
</tbody>
</table>

## OPERATING EXPENSES

| Instructional Resources |             |             |             |             |
| Other (specify)         |             |             |             |             |
| **Total Operating Expenses** | $0.00       | $0.00       | $0.00       | $0.00       |

## CAPITAL

| Facilities             |             |             |             |             |
| Equipment              |             |             |             |             |
| Other                  |             |             |             |             |
| **Total Capital**      | $0.00       | $0.00       | $0.00       | $0.00       |

## NET STUDENT ASSISTANCE

| Assistantships         |             |             |             |             |
| Fellowships            |             |             |             |             |
| Stipends/Scholarships  |             |             |             |             |
| **Total Student Assistance** | $0.00       | $0.00       | $0.00       | $0.00       |

## TOTAL EXPENDITURES

|             | $0.00       | $0.00       | $0.00       | $0.00       |

### NOTE:
All of the above figures are estimates based on projections made by the institution submitting the proposal.
### ACADEMIC PROGRAM BUDGET FORM

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

<table>
<thead>
<tr>
<th></th>
<th>Year 1 20__</th>
<th>Year 2 20__</th>
<th>Year 3 20__</th>
<th>Year 4 20__</th>
</tr>
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<tbody>
<tr>
<td><strong>BUDGET SUMMARY OF COMBINED EXISTING AND NEW PROGRAM</strong></td>
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<td></td>
</tr>
<tr>
<td>Total Revenue</td>
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<tr>
<td>Total Expenses</td>
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<td>$0.00</td>
<td>$0.00</td>
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</tr>
<tr>
<td>Excess/Deficiency</td>
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<tr>
<td><strong>BUDGET SUMMARY OF EXISTING PROGRAM ONLY</strong></td>
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<td></td>
</tr>
<tr>
<td>Total Revenue</td>
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<td>$0.00</td>
<td>$0.00</td>
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<tr>
<td>Total Expenses</td>
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<tr>
<td>Excess/Deficiency</td>
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<tr>
<td><strong>BUDGET SUMMARY OF NEW PROGRAM ONLY</strong></td>
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<tr>
<td>Total of Newly Generated Revenue</td>
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<tr>
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<tr>
<td>Excess/Deficiency</td>
<td>$0.00</td>
<td>$0.00</td>
<td>$0.00</td>
<td>$0.00</td>
</tr>
</tbody>
</table>

**NOTE:** All of the above figures are estimates based on projections made by the institution submitting the proposal.
Hi Dan:
The minor passed with overwhelming support yesterday including the changes we discussed; Bus 365 and one other BUS class from the list of three 400-level. There was a minor change that added Com 354 (International Business Communications Exchange) to the list of Com courses.

So, if there’s no objection to that addition on your end this should be all set except for the approvals by Film and Writing.

Best, Kevin

Hi Daniel,

Film/Media has also voted to approve the Business of Digital Media minor. Thank you for ushering this proposal through the system.

Very best, Rebecca

Jeremiah,
Thanks so much! Dan

Hi Dan--
WRT faculty approves!