

**Utah System of Higher Education
New Academic Program Proposal
Cover/Signature Page - Abbreviated Template**

Institution Submitting Request: College of Humanities
Proposed Program Title: Digital Culture Studies
Sponsoring School, College, or Division: Humanities
Sponsoring Academic Department(s) or Unit(s): English
Classification of Instructional Program Code¹ :
Min/Max Credit Hours Required of Full Program: 18 / no max
Proposed Beginning Term²: Winter 2020
Institutional Board of Trustees' Approval Date:

Program Type:

<input type="checkbox"/>	Certificate of Proficiency	<input type="checkbox"/>	Entry-level CTE CP	<input type="checkbox"/>	Mid-level CP
<input checked="" type="checkbox"/>	Certificate of Completion				
<input type="checkbox"/>	Minor				
<input type="checkbox"/>	Graduate Certificate				
<input type="checkbox"/>	K-12 Endorsement Program				
<input type="checkbox"/>	NEW Emphasis for Regent-Approved Program <i>Credit Hours for NEW Emphasis Only:</i> Min Cr Hr / Max Cr Hr <i>Current Major CIP:</i> 6 - Digit CIP <i>Current Program Title:</i> <i>Current Program BOR Approval Date:</i>				
<input type="checkbox"/>	Out of Service Area Delivery Program				

Chief Academic Officer (or Designee) Signature:

I, the Chief Academic Officer or Designee, certify that all required institutional approvals have been obtained prior to submitting this request to the Office of the Commissioner.

Elizabeth Swanstrom

Date: January 7, 2019

☒ I understand that checking this box constitutes my legal signature.

¹ For CIP code classifications, please see <http://nces.ed.gov/ipeds/cipcode/Default.aspx?y=55>.

² "Proposed Beginning Term" refers to first term after Regent approval that students may declare this program.

**Utah System of Higher Education
Program Description - Abbreviated Template**

Section I: The Request

College of Humanities requests approval to offer the following Certificate of Completion: Digital Culture Studies effective Winter 2020. This program was approved by the institutional Board of Trustees on .

Section II: Program Proposal/Needs Assessment

Program Description/Rationale

Present a brief program description. Describe the institutional procedures used to arrive at a decision to offer the program. Briefly indicate why such a program should be initiated. State how the institution and the USHE benefit by offering the proposed program. Provide evidence of student interest and demand that supports potential program enrollment.

The Department of English seeks to create a new Interdisciplinary Certificate Program in Digital Culture Studies, effective Fall 2019, open to all majors. With an emphasis on critical thinking, technological praxis, and collaborative pedagogy, the Interdisciplinary Certificate in Digital Culture Studies provides formal recognition of concentrated coursework and proficiency in studies of digital humanities and computer programming. The program will be closely integrated with the new Digital Matters Lab, which currently has a temporary space in the Marriott Library and is beginning construction of a permanent lab space. Courses will be taught by the departments in the College of Humanities, Entertainment Arts and Engineering, Social and Behavioral Sciences, Education, Fine Arts, Architecture + Planning, and Computer Science. The proposed Interdisciplinary Certificate in Digital Culture Studies requires the completion of a minimum of 18 credit hours of coursework, comprised of four courses (12 credit hours) taught by the College of Humanities and two courses (6 credit hours) taught by affiliated Colleges and Departments. The first three courses required for the Certificate provide students with foundation skills and knowledge in the areas of digital culture studies and computer programming. Students will then take two courses in affiliated Colleges and Departments that provide an overview and knowledge about new media within their major areas of study.

Digital Culture Studies addresses a need for students to understand a new media landscape that traditional approaches cannot fully address. No media is beyond the digital reach; today, most if not all print literature is first composed and designed electronically before being physically bound; and Electronic Readers have carved out a market niche that bypass print altogether. Yet little input or commentary has come from humanities circles about these transformative changes; it may be that the small number of humanities scholars well-versed in computing and critical theory limits the conversation. This expertise will give our students valuable preparation for the job market in a range of areas. There is a need for practitioners in industry to have an awareness and understanding of media history and its influence on the construction of cultural artifacts. For example, while the print book is protected to some degree by copyright statute, eBooks and eReaders are protected by copyright and a variety of digital rights management (DRM) and encryption schemes that lock down cultural dissemination in service to business models. A practitioner informed by media history and fluent in hardware and software models would see the broader cultural picture. In short, humanities interests should have a seat at the table in the production of electronic cultural vehicles.

Furthermore, graduates of our proposed certificate program are well-suited to the writing and design of cultural artifacts. Narrative and cultural theorists have certainly taken an interest in Game Studies and Gaming (Aarseth, 1997; Wark, 2007). There is of course some debate over whether gaming is its own

ontological discipline (Ludology); these are matters that our students should emerge with a strong understanding and knowledge, which would make them ideal candidates for writing the narrative structure of games. One of the main criticisms of the gaming industry is that games too often use the same story structures, wrapped with a different skin. We contend that a stronger grasp of narrative theory would allow innovations in game narratives to flourish. If games are indeed one of the leading candidates for the cultural form of the twenty-first century, it is imperative that we teach a generation of students with both critical and technical knowledge so that they can take part in that cultural conversation.

Finally, Digital Culture Studies recognizes that the medium is not simply a neutral platform, but a structure of power—it may replicate, deform, undermine, and/or construct forms of race, class, gender, sexuality, and identity. Granting students the vocabulary and grammar with which to speak intelligibly about digital matters of free speech, trolling, hate speech, gender norms, and political activism through and with digital media serves the broader humanistic mission of creating an informed and responsible citizenry.

The Department of English approved the certificate program at its department meeting on November 14, 2018. The Faculty of the College of Humanities included the certificate program as an information item, already approved by Dean Culver, at a faculty meeting held on January 16 2019.

Labor Market Demand

Provide local, state, and/or national labor market data that speak to the need for this program. Occupational demand, wage, and number of annual openings information may be found at sources such as Utah DWS Occupation Information Data Viewer (jobs.utah.gov/jsp/wi/utalmis/gotoOccinfo.do) and the Occupation Outlook Handbook (www.bls.gov/oco).

A Certificate Program in Digital Culture Studies would address several needs. In the first place, for students in Computer Science or other technologically-focused areas of study, it would offer vital cultural and historical context surrounding the very technologies that they study, design, operate, and create. This knowledge of the larger social matrix within which technological innovation is situated can only broaden their perspectives and encourage them to engage more fully with the ethical implications of their work than the requirements of their major might otherwise allow. Equally important, for students in the Humanities, the Certificate Program would allow them to cultivate hands-on skills with computational technology that a traditional Humanities curriculum cannot readily accommodate.

The importance of technological literacy—for students and faculty—within the humanities has been affirmed on numerous occasions within recent pedagogical discourse. For example, The Chronicle of Higher Education's "Digital Campus" is devoted to discussing the complexities of education in the age of information; the organization HASTAC (Humanities, Arts, Science, and Technology Advanced Collaboratory) has created several scholarships and workshops for digitally-enabled humanities research; and the National Endowment for the Humanities has recently created a new division, the Office of Digital Humanities, devoted to funding and promoting digital humanities research. More locally, in Utah, the presence of Adobe Systems in Lehi, Domo in American Fork, and Ancestry.com in Salt Lake City speak to an established and expanding tech industry here in the so-called "Silicon Slopes." The University of Utah's School of Computing is one of the most highly regarded computer science programs in the nation, and with the recently established EAE Program (Entertainment Arts and Engineering), the U. is offering scholarly study and professional production of video games that many of our students are interested in pursuing. In spite of these excellent programs, which are already in existence at the U., we do not as yet have a formal program that encourages interdisciplinary collaboration between the College of Humanities and the study of Information Technologies. Our proposed certificate program will provide our students with the technological competencies needed in today's professional and cultural landscape. And yet the acquisition of such technological skills is not the primary objective of the Certificate Program; nor is the creation of entertaining or commercially viable gaming products. Rather, its primary goal is to make sure that our students have the cultural and critical competency to assess such tools and skills, not merely in terms of their utility but also in terms of their cultural, social, and political stakes.

Consistency with Institutional Mission/Impact on Other USHE Institutions

Explain how the program is consistent with the institution's Regents-approved mission, roles, and goals. Institutional mission and roles may be found at higheredutah.org/policies/policyr312/ . Indicate if the program will be delivered outside of designated service area; provide justification. Service areas are defined in higheredutah.org/policies/policyr315/ .

The DCS Certificate advances the objectives of the U's mission. In particular, it supports the following section of 53B-6-104, the "State System of Higher Education Master Planning" document:

"1)The Legislature recognizes that a significant increase in the number of engineering, computer science, and related technology graduates from the state system of higher education is required over the next several years to advance the intellectual, cultural, social, and economic well-being of the state and its citizens."

Finances

What costs or savings are anticipated in implementing the proposed program? If new funds are required, indicate expected sources of funds. Describe any budgetary impact on other programs or units within the institution.

The costs of the program are nominal. After consulting with our Dean, we anticipate that the only cost of the program will be for the instructors for the gateway course. Even with that modest expense, which will be sustained by the English Department, the transition will unfold over several years, which will soften the financial cost of implementing these new courses.

Section III: Curriculum

Program Curriculum

List all courses, including new courses, to be offered in the proposed program by prefix, number, title, and credit hours (or credit equivalences). Indicate new courses with an X in the appropriate columns. The total number of credit hours should reflect the number of credits required to receive the award. **For NEW Emphases, skip to emphases tables below.**

For variable credits, please enter the minimum value in the table below for credit hours. To explain variable credit in detail as well as any additional information, use the narrative box below.

Course Number	NEW Course	Course Title	Credit Hours
General Education Courses (list specific courses if recommended for this program on Degree Map)			
General Education Credit Hour Sub-Total			
Required Courses			
HUM2010	×	Introduction to Digital Culture Studies	3
Add Another Required Course			
Required Course Credit Hour Sub-Total			3
Elective Courses			
COMM3510		Intro to Web Design	3
COMM 4550		Developments in New Media	3
COMM 5610		IT and Global Conflict	3
COMM 5640		Comm Technology & Culture	3
COMM 5650		Video Games Studies	3
ENGL 2085		Digital Culture	3
ENGL 2090		Video Games and Storytelling	3
ENGL 3600		Critical Theory	3
ENGL 5995		Digital Humanities	3
WRTG 3015		Professional Writing	3
WRTG 3040		Digital Storytelling	3
WRTG 4030		Visual Rhetoric	3
WRTG 4040		Digital Rhetoric	3
WRTG 5830		Digital Publishing	3
ART 4635		Interactive Experiences	3

Course Number	NEW Course	Course Title	Credit Hours
ART 4645		Information Graphics	3
COMP 1010		Programming for All 1	3
COMP 1020		Programming for All 2	3
EAE 1010		Survey of Games	3
EAE 1050		Digital Content Creation	3
EAE 3010		Asset Pipeline	3
EAE 3035		Storycrafting for Games	3
EAE 3710		Video Game Development	3
EAE 3720		Alternative Game Development	3
GEOG 1100		Google Earth	3
GEOG 1180		Geo-programming	3
GEOG 3100		Intro to GIS and Cartography	3
SOC 3051		Living in a Digital Society	3
Add Another Elective Course			
Elective Credit Hour Sub-Total			15
Core Curriculum Credit Hour Sub-Total			18

Propose a NEW Emphasis to an existing Regent approved program

Program Curriculum Narrative

Describe any variable credits. You may also include additional curriculum information, as needed.

NOTES ON CURRICULUM

The Certificate will require the completion of six courses (18 Credit Hours). All students are required to take "Introduction to Digital Culture Studies," which will be offered across the various departments, taught on a rotating basis by faculty in partner departments. Three courses will be taken from within the College of Humanities. Two will be taken from Computer Science or another partner department (see "Elective Courses" above). Moreover, DCS offers optional modules students may take in two-hour sessions, held at the Digital Matters Lab in the Marriott Library.

a) The above list of courses is not meant to be exhaustive. Course numbers change, and course content evolves with technological innovation. For courses not listed, students need permission from the program administrator.

b) In addition to the courses detailed above, the Digital Matters Lab plans to offer non-credit bearing modules to aid students in gaining hands-on competency, including: data curation, text analysis, data management, archival practices, web design, audio design, video design, digital publication.

STUDENT LEARNING OUTCOMES

We could make an argument for many of the learning outcomes that we expect from our pedagogy, but the Digital Culture Certificate Program is particularly attuned towards the outcomes of Critical Thinking and Information Literacy:

1) Critical thinking:

Thinking analytically about the history, culture, and practice of digital technology requires a special kind of critical distance. If the history of technology teaches us anything, it is that it is very difficult to see the cultural and social stakes when one is surrounded by or naturalized to technological innovation and practice. In our current age of “ubiquitous computing,” especially, new platforms, mobile devices, and networks seem to emerge daily, adding to an already crowded thicket; in other words, it is difficult to view the forest when we are surrounded by the trees. Understanding the relation of emerging technology to past, present, and shifting epistemes will be crucial to the Digital Cultural Studies Certificate Program. Critical thinking is therefore at its core.

2) Information Literacy:

Although the past decade has seen an enormous surge in interest surrounding “information technology,” there has been a *less* than enormous surge to understand the precise meaning of that term, resulting in an uneven information literacy among even very skilled users of digital technology. The Digital Culture Studies Certificate Program aims to address this by considering important theoretical frameworks for understanding what information technology is, as well as the manner in which it relates to cultural production, aesthetic expression, and prior media forms.

ASSESSMENT

We will use direct measure as our primary method of assessment. We will also use targeted indirect measures, but our focus will be direct. For direct measure, we will use the final projects for the "Intro to Digital Culture Studies" course as our primary pool of evidence. For indirect measure, we will employ student exit surveys and course evaluations.

We will collect papers from this course every other year, starting with the first year of the program, in order to assess them. The faculty who teach this course will be notified of this requirement before being offered the opportunity to teach it.

We will use the Association of American Colleges and Universities' "Critical Thinking VALUE Rubric" to assess the final projects.

Assessment will be conducted initially by David Roh and Lisa Swanstrom and will then rotate to other affiliated faculty.

The form of the assessment will be a summary of findings, using the AACU's "VALUE" rubric as our measure of success.

Degree Map

Degree maps pertain to undergraduate programs ONLY. Provide a degree map for proposed program. Degree Maps were approved by the State Board of Regents on July 17, 2014 as a degree completion measure. Degree maps or graduation plans are a suggested semester-by-semester class schedule that includes prefix, number, title, and semester hours. For more details see <http://higheredutah.org/pdf/agendas/201407/TAB%20A%202014-7-18.pdf> (Item #3).

Please cut-and-paste the degree map or manually enter the degree map in the table below