

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

**Institution Submitting Request:** Department of English, University of Utah  
**Proposed Program Title:** Bachelor of Science in English  
**Sponsoring School, College, or Division:** College of Humanities  
**Sponsoring Academic Department(s) or Unit(s):** Department of English  
**Classification of Instructional Program Code<sup>1</sup> :**  
**Min/Max Credit Hours Required to Earn Degree:** 36 / 36  
**Proposed Beginning Term<sup>2</sup>:** Fall 2020  
**Institutional Board of Trustees' Approval Date:**

**Program Type (check all that apply):**

<input type="checkbox"/> (AAS)	Associate of Applied Science Degree
<input type="checkbox"/> (AA)	Associate of Arts Degree
<input type="checkbox"/> (AS)	Associate of Science Degree
<input type="checkbox"/>	Specialized Associate Degree (specify award type <sup>3</sup> : )
<input type="checkbox"/>	Other (specify award type <sup>3</sup> : )
<input type="checkbox"/> (BA)	Bachelor of Arts Degree
<input checked="" type="checkbox"/> (BS)	Bachelor of Science Degree
<input type="checkbox"/>	Professional Bachelor Degree (specify award type <sup>3</sup> : )
<input type="checkbox"/>	Other (specify award type <sup>3</sup> : )
<input type="checkbox"/> (MA)	Master of Arts Degree
<input type="checkbox"/> (MS)	Master of Science Degree
<input type="checkbox"/>	Professional Master Degree (specify award type <sup>3</sup> : )
<input type="checkbox"/>	Other (specify award type <sup>3</sup> : )
<input type="checkbox"/>	Doctoral Degree (specify award type <sup>3</sup> : )
<input type="checkbox"/>	K-12 School Personnel Program
<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.

Please type your first and last name \_\_\_\_\_ Date: \_\_\_\_\_

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

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

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

<sup>3</sup> Please indicate award such as APE, BFA, MBA, MEd, EdD, JD

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

**Section I: The Request**

Department of English, University of Utah requests approval to offer the following Baccalaureate degree(s): Bachelor of Science in English effective Fall 2020. This program was approved by the institutional Board of Trustees on .

**Section II: Program Proposal**

**Program Description**

*Present a complete, formal program description.*

The English Department requests approval for a new undergraduate Bachelor of Science in English. English is evolving as a discipline, expanding its scope to include new media (such as online platforms and video games) and new methodologies (like Digital Humanities). The English Department already offers popular courses in Video Game Storytelling and Digital Culture that draw students from across the University of Utah – many of whom would benefit from being able to pair an English major with courses in Computing, Entertainment Arts & Engineering, and other STEM fields that fit better within a B.S. degree. To facilitate students' ability to work across disciplines, the English Department has formed relationships – sharing students, courses, and faculty – with Digital Matters and the Entertainment Arts & Engineering Program. The new degree will grow from these foundations, enhance these cross-campus relationships, and increase learning opportunities for students. The proposed B.S. importantly recognizes the changing demands of the labor market. Many prominent 21st-century industries require a workforce with technological and quantitative skills; employers are also increasingly seeking applicants with demonstrable proficiencies in communication, critical thinking, multicultural awareness, and effective storytelling. These latter competencies are the core of the humanities, and an English degree provides students with essential instruction in these key areas. The B.S. in English would thus help students develop the fundamental skills and practices that bridge the humanities and the sciences and prepare them for the next wave of career opportunities: including video game design, games-based learning for K-12, new media production, digital and online publishing, discursive data analysis, and corporate storytelling.

The current English B.A. would remain unchanged. The English Department is committed to helping students analyze the wide range of literatures written and performed in English and develop their talents as creative writers. For these students, the strong foundation in global languages and cultures provided by the B.A.'s foreign language requirement will continue to build their appreciation for and understanding of literary expression and history. Students pursuing the B.S. degree will follow either the English Department's Digital Humanities track or Video Game Storytelling track while remaining fully engaged English majors; therefore, requirements for the B.A. and the B.S. overlap but have a few significant distinctions. The English B.A. has two required courses (an Introductory Seminar to the major and an Advanced Seminar), options of seven courses fulfilling four area requirements (Literary History both before and after 1800, Theory, and Diversity), and three electives. The B.S. will likewise require the two mandatory seminars and four (rather than seven) courses to fulfill area requirements; in the three slots now open, B.S. students will take an introductory Programming for All course (offered by the School of Computing), and one introductory and one advanced course on Video Games and/or Digital Humanities (within the English Department). As part of

their B.S. general education requirements, students will also take two Quantitative Intensive courses; the English Department advisor will be able to steer students towards courses that complement their programs of study, including options both within and outside the Department. The programming course combined with the quantitative intensive requirement for the B.S. will enable students to engage in a transdisciplinary program of study that combines narrative theory and coding, data analysis and presentation, and/or creative writing and game design. Students can then add up to three more elective courses focused on new media, video games, Digital Humanities, and/or creative writing (useful for game design and online publishing). The Department's current assessment process evaluates the students' ability to meet our learning outcomes from when they enter the major (in the Introductory Seminar) to graduation (in the Capstone Seminar); assessment for the B.S. will measure student progress through the major in the same way.

The proposed B.S. in English not only capitalizes on the exciting expansion of English as a discipline and seeks to provide University of Utah students with the vital combination of skills for the 21st-century job market. It also integrates the English major at the U of U with programs and initiatives across campus, like Digital Matters and the Entertainment Arts & Engineering Program, and – essential to our students' progress to degree – with other English departments in the Utah System of Higher Education. Utah Valley University, Dixie State University, and Utah State University offer a B.S. in English. Likewise, Salt Lake Community College offers an A.S. in English. A B.S. in English at the University of Utah would allow a smoother transfer process for students who want to major in English but do not have the time or financial resources necessary to convert their previous A.S. or B.S. work into a B.A. degree. This degree option will allow the English Department to reach a broader population of prospective majors and to curate specific tracks within the major that prepare them for the most cutting-edge career trends.

The English Department discussed the establishment of the B.S. in English at the Faculty Retreat in August 2018 and unanimously agreed to move forward with this process.

### **Consistency with Institutional Mission**

*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/](http://higheredutah.org/policies/policyr312/).*

The proposed Bachelor of Science in English directly supports the University of Utah's institutional mission by recognizing, first and foremost, the diversity of skills that an English major offers to its students – skills that go beyond reading the “great works” to, additionally, critical reasoning about information systems, intensive analysis of how language functions in society, scrutiny of how narratives and other rhetorical forms circulate within institutional contexts, attentiveness to innovative technologies and new communication strategies, and generating creative and effective responses to real world problems. The English faculty is dedicated to transmitting the critical and creative thinking skills necessary for preparing our graduates to make a difference in our global community – through a wide range of possible careers. To draw on a cliché that is nevertheless accurate: English does not prepare students for any job because it aims to prepare them for every job. Precisely because the University of Utah's English majors can go anywhere and do anything, English departments must recognize the diverse reasons that they pursue an English major in the first place. Some may have the background, the time, and the future goals for which the B.A.'s foreign language requirement enhances their educational experience and makes them more attractive job candidates. But for others – whose background has not included a second language, who are transferring from A.S. or B.S. programs, whose time at university is more restricted, and whose career goals are computer programming, video game design, non-profits, or business (among others) – a B.S. in English would allow them to transfer seamlessly from other institutions across the state, to graduate on time without undue burden, and to enter the workforce with a prestigious degree that allows them to enhance the economic development of the state, the innovative industries thriving Salt Lake City, and the quality of life of all Utahns.

### Section III: Needs Assessment

#### Program Rationale

*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.*

Responding to the growing interest in Digital Humanities in English departments nationwide, the University of Utah's English Department made its first DH hire in 2015, adding Dr. David Roh to the faculty. The department has since hired two more full-time faculty members in DH to build our strengths in this important new field within the discipline. Over this same period of time, Dr. Alf Seegert's Video Game Storytelling courses became one of the most popular of the department's offerings. The English Department thus began to recognize an important and vital student and market demand for these courses and for skills stretching beyond the traditional understanding of English. While these courses were filling up with a new population of students, the Academic Advisor in English, Shawn Adrian, reported increasing numbers of students who met with him wanting to become English majors, including those whose knowledge of the department began with the DH and Video Game courses, but who were ultimately dissuaded from the major by the B.A.'s foreign language requirement that they were not able to fulfill without adding semesters to their degree; this difficulty was felt most sharply by transfer students who completed an A.S. in English or began a B.S. elsewhere.

As digital platforms and online discussion forums take an increasingly dominant role in cultural production, those working within the field have noted an injurious lack of attention to and appreciation for cultural diversity. The English department sees combining the technological side of Video Game Storytelling and Digital Humanities with the English major's deep investment in diverse voices, media literacy and access, and critically-grounded challenges to discriminatory language as a much needed corrective to trolling, hate speech, and unconscious bias. The courses we offer on Digital Culture (ENGL 2085), Digital Humanities (ENGL 5995), and Video Game Storytelling (ENGL 2090, ENGL 5810) help students become aware of the ways in which race, gender, sexuality, and ability are manifest - for better and worse - online. Beyond courses that specifically address digital communication, questions of representation, access, and free speech are taken up in almost every one of the courses that the English faculty teaches - from the medieval period to the modern age. The English major also has an additional Diversity requirement, so that our students gain familiarity with literature produced by at least one minoritized American community. The close reading at the core of the English major trains our students to recognize and to challenge discriminatory language and bias and prepares them to lead in engendering a more open, respectful, and equitable online culture.

Over several years of intra-departmental conversations about how best to recognize the changes in our discipline and how best to serve our students, the English Department started to investigate a B.S. option. The Chair and Associate Chair looked at how other English departments within the Utah System of Higher Education offer a B. S. degree in English and how departments in the College of Humanities at the U of U – such as Communication, History, International Studies, and Writing and Rhetoric Studies – also offer B.S. degrees as well as the B.A. As stated in the Program Description above, the English Department discussed the establishment of the B.S. in English at the Faculty Retreat in August 2018 and unanimously

agreed to move forward with this process.

The B.S. in English would allow students to take advantage of the broad intellectual and career opportunities made possible by an English degree, giving them the chance to gain technological proficiencies while developing the creative and critical writing skills of the traditional English major. The degree will allow students to transfer more easily among USHE institutions without slowing their time-to-degree and will prepare them for the careers that are growing in Utah.

### **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](http://jobs.utah.gov/jsp/wi/utalmis/gotoOccinfo.do)) and the Occupation Outlook Handbook ([www.bls.gov/oco](http://www.bls.gov/oco)).*

A Bachelor of Science in English recognizes that many English majors today do not go into writing, editing, or education. Instead, they seek and attain careers in technological fields. A 2016 article in *Forbes* reports: “A [new study](#) from PayScale Inc., the Seattle-based job-data firm, highlights 14 types of jobs -- all paying at least \$60,000 a year -- for which English majors are unusually likely to be hired. Eight of these involve traditional editing, writing and public relations. But most of the rest appear in newer fields with a high-tech twist. It turns out that even the digital economy needs people who are good with words. [See <https://www.forbes.com/sites/georgeanders/2016/10/03/14-jobs-for-english-majors-that-pay-at-least-60000/#735c72294f1d>.] This assessment is neither surprising nor unique. The Utah DWS Occupation Viewer lists the skills that employers hope to find in applicants for computer occupations and intelligence analysis: critical thinking, reading comprehension, writing, speaking, and social perceptiveness rank above mathematics and science. [See <https://jobs.utah.gov/jsp/utalmis/#/occupation/15-1199.11/skills>.] The B.S. in English would give U of U graduates the advantage of combining the traditional skills of the English major with experience in the new tech fields and digital career paths they seek to enter.

The Video Game Storytelling and Digital Humanities tracks in English’s new B.S. degree will prepare students particularly for careers in video game development, digital publishing, and data analysis. According to the Bureau of Labor Statistics’ publication, “Work for play: Careers in video game development,” successful video game designers need to be able to craft compelling plots, characters, settings, and even dialogue. They need to be able to write clearly and to communicate their ideas lucidly to their team. Many video games are based on novels and films. [See <https://www.bls.gov/careeroutlook/2011/fall/art01.pdf>.] Our majors will not only have a vast archive of novels and films for video game adaptation, but will also have a deep understanding of the theory and practice of effective storytelling so that they can create original plots and characters for the growing video game market. A B.S. in English, focused on the Video Game Storytelling track, would combine proficiencies in literary theory and creative writing alongside coding and digital presentation; a U of U graduate with this degree would be a heavily sought after job applicant in this industry.

Digital Humanities addresses the need for students to understand the new media landscape that has expanded what constitutes literature and literary analysis. As eBooks and eReaders dominate a niche in publishing, the industry requires expertise in media history and its transformation of readership; an English major specializing in Digital Humanities meets this demand. Our DH classes instruct students to use computational methods to gather and to model



data from digital resources, while the English major's focus on literary analysis and creative writing helps them translate data into narratives meaningful to end users. According to the BLS's "Working with big data," data analysis is not restricted to numbers, but extends to complex "unstructured" material like "customer reviews from commercial websites, photos and other multimedia, and comments on social networking sites" – in short, "things humans are saying." [See <https://www.bls.gov/careeroutlook/2013/fall/art01.pdf>.] Analysts of this kind of unstructured, discursive data must be able to convert customer narratives (about their expectations, desires, and feelings) into statistics that can be used to make institutional changes, and then customer service experts and marketers must translate that statistical information into compelling and persuasive stories that companies can deliver back to their customers and clients. Applicants versed in the interaction between data and story have these essential skills.

U of U graduates who display technological proficiency, strong communication skills, and an aptitude for effective storytelling will have job opportunities across the country, but will be of particular demand to local employers and contribute to the economic growth of Salt Lake City and the State of Utah. The recently minted "Silicon Slopes" of Salt Lake City, Park City, and Provo are home to video game design companies like Chair Entertainment (a division of Epic Games), Avalanche Software (a division of Warner Brothers), and Wild Works Game Studio (in Draper). Adobe Systems (Lehi), Domo (American Fork), and Ancestry.com (SLC) attest to a tech presence in the Salt Lake valley that will continue to grow over the next decades. The U of U's School of Computing is one of the most highly regarded computer science programs in the country, and the new Entertainment Arts & Engineering Program is paving the way to make the university an internationally recognized hub for game designers. The B.S. in English would allow the College of Humanities to partner with these departments and programs, to enhance the university's strengths in these fields, and to produce graduates uniquely prepared for the professions and industries leading here in Utah.

Establishing a B.S. in English would help the University of Utah continue the 66% by 2020 goal set by Governor Herbert in 2011. Based on the forecast that 66% of jobs in Utah would require a postsecondary certificate by next year, the Governor tasked the state's colleges and universities with supporting programs and pathways to ensure Utahns' education level keep pace with labor demand. In 2018, the "On PACE 66% by 2020" action plan identified strategies to keep Utah on track, including strengthening post-secondary education, improving curricular alignments, and effectively using technology to accomplish strategic imperatives. [See <https://www.utahpolicy.com/index.php/features/featured-articles/1948-on-pace-66-by-2020>.] The B.S. in English would bring the U of U's curriculum into alignment with the English departments at other institutions in the state, especially Salt Lake Community College where many students begin their undergraduate education and which offers an A.S. in English. This degree would make U of U English majors more competitive in certain job markets, especially the growing technological industries. In the case of our graduates who plan to take their combination of technical proficiency, literary and multicultural knowledge, and communication skills into K-12 education, the B.S. in English would support another of the "On PACE" initiatives of bolstering early education in Utah.

## Student Demand

*Provide evidence of student interest and demand that supports potential program enrollment. Use Appendix D to project five years' enrollments and graduates. Note: If the proposed program is an expansion of an existing program, present several years enrollment trends by headcount and/or by student credit hours that justify expansion.*

Student demand for a B.S. in English at the University of Utah can be extrapolated from the demand for and popularity of analogous degrees offered at our sister institutions of higher education in Utah. Currently three other four-year USHE institutions – Utah Valley University, Utah State University, and Dixie State University – offer B.S. degrees in English. UVU has awarded 318 B.S. English degrees in the past five years (2015-2019), which is 59% of all English degrees awarded at UVU. During the same period at USU, the percentage of B.S. degrees is even higher: nearly 75% of English degrees, totaling almost 500 students. DSU graduates much smaller cohorts of English majors (around 10-25 a year), but B.S. degrees also make up the majority of English degrees granted there (often approaching 85%, and even 100% in the 2014-2015 academic year). At Salt Lake Community College – the two-year college where the majority of our majors begin their postsecondary coursework – 70% of English degrees earned are Associate of Science degrees rather than Associate of Arts degrees.

Demand can also be inferred from past University of Utah enrollments from courses related to the proposed B.S. curriculum. ENGL 2090: Video Game Storytelling has been offered consistently nearly every fall, spring, and summer semester for more than five years. This course has filled at or near its enrollment cap of 75 students each fall and spring semester, and normally sees at least 50 students enrolled even during the summer. In the present semester, in ENGL 2085: Digital Culture, ENGL 2090: Video Game Storytelling, and ENGL 5090: Literature, Film, and Video Games, 31% of students enrolled are declared English majors or seriously considering an English B.A. A B.S. degree in English would be an attractive option for the students who take this course and appeal to a portion of the other 69%.

Anecdotally, the academic advisor in the Department of English reports that each month he meets with at least 3-5 students who initially are interested in majoring in English but change their minds once they discover that it is currently only a B.A. degree and therefore requires completion of the foreign language requirement. For many students with no foreign language background, particularly transfer students hoping to graduate within two years and who may be working full-time or nearly full-time, a four-semester language requirement is a considerable deterrent. Most of these students have indicated that a B.S. degree in English, if offered, would be their ideal choice of a major.

## Similar Programs

*Are similar programs offered elsewhere in the USHE, the state, or Intermountain Region? If yes, identify the existing program(s) and cite justifications for why the Regents should approve another program of this type. How does the proposed program differ from or compliment similar program(s)?*

As explained above, within the State of Utah, Utah Valley University, Dixie State University, and Utah State University already offer a B.S. in English, and Salt Lake Community College offers an A.S. in English. To ease the process for students transferring throughout the state – and especially since so many U of U students begin at SLCC – the continuity of study made possible by a U of U English B.S. is essential to help future students progress through their degrees. The B.S. in English is becoming more common at peer institutions throughout the

country as well: for example, University of Wisconsin-Madison, Washington University in St. Louis, and University of Kentucky offer a B.S. in English (in addition to B.A.). Similar to our proposed program's focus on Video Game Storytelling and Digital Humanities is also the Bachelor of Science in Computational Media offered at the Georgia Institute of Technology, where students work in video game design and development, animation, special effects, and online user interfaces. According to Georgia Tech's promotional literature, their graduates find jobs at video game studios and interactive media firms or pursue graduate degrees in digital media, human-computer interaction, and film studies. The U of U English Department imagines similar career opportunities for our graduates, entering into a likewise increasingly digital local economy.

### **Collaboration with and Impact on Other USHE Institutions**

*Indicate if the program will be delivered outside of designated service area; provide justification. Service areas are defined in [highereducation.utah.gov/policies/policyr315/](https://highereducation.utah.gov/policies/policyr315/). Assess the impact the new program will have on other USHE institutions. Describe any discussions with other institutions pertaining to this program. Include any collaborative efforts that may have been proposed.*

Our degree program will complement the other USHE Institutions that already offer a B.S. or an A.S. in English, and allow students to transfer throughout the state without losing credits or slowing their time-to-degree. Given that 50% of the English majors at the U of U come from Salt Lake Community College, offering students a smoother path from A.S. to B.S. in English can only benefit our students and encourage collaboration between our two departments and institutions. The English Department envisions no negative impact on other programs, only a positive impact on transfer students.

The University of Utah Department of English has successfully worked with the Office of Continuing Education and Salt Lake Community College to offer contract courses (courses that offer U of U credit even though they are taught on the SLCC Redwood Campus). For the past two years, we have offered ENGL 3780: Global and Transnational Literature, and in Spring 2020, we will offer a section of ENGL 2090: Video Game Storytelling. These courses were developed to streamline the transition from SLCC to U of U; they allow students to start completing requirements for the English major at the University of Utah as a greatly reduced tuition rate (\$50/credit hour) while still completing their Associates degree at SLCC. Easing the student transfer process also has the advantages of increasing the number of U of U English majors from underrepresented and minoritized communities and of raising graduation rates. Although these courses were created within the framework of the existing B.A., these and future contract courses would be applicable to the proposed English B.S. curriculum.

### **External Review and Accreditation**

*Indicate whether external consultants or, for a career and technical education program, program advisory committee were involved in the development of the proposed program. List the members of the external consultants or advisory committee and briefly describe their activities. If the program will seek special professional accreditation, project anticipated costs and a date for accreditation review.*

The B.S. in English will follow existing standards of external review and accreditation that the B.A. degree currently follows. The English Department is undergoing internal and external



review at the end of 2019 and will take into consideration any suggestions about the new degree program.

## **Section IV: Program Details**

### **Graduation Standards and Number of Credits**

*Provide graduation standards. Provide justification if number of credit or clock hours exceeds credit limit for this program type described in R401-3.11, which can be found at [higheredutah.org/policies/R401](http://higheredutah.org/policies/R401).*

Like the current B.A. in English, the B.S. degree will require 36 credits/12 courses; at least 18 credits/6 courses must be at the 5000-level. Students pursuing the B.S. will share some intra-department requirements with those pursuing the B.A., including Introductory and Advanced Seminars, Literary History distribution before and after 1800, Theory requirement, and Diversity requirement. In lieu of some of the B.A. requirements (additional Literary History and Theory courses), however, the B.S. will take a required introductory Programming for All course, which the School of Computing has approved for our students [see attached letter], and two courses (both introductory and advanced) focused on Digital Humanities or Video Game Storytelling. A detailed list of required courses can be found later in this application.

### **Admission Requirements**

*List admission requirements specific to the proposed program.*

The admission requirements for the B.S. will be the same as the B.A. Students are required to meet with an advisor in the English Department to declare their major.

### **Curriculum and Degree Map**

*Use the tables in Appendix A to provide a list of courses and Appendix B to provide a program Degree Map, also referred to as a graduation plan.*

## **Section V: Institution, Faculty, and Staff Support**

### **Institutional Readiness**

*How do existing administrative structures support the proposed program? Identify new organizational structures that may be needed to deliver the program. Will the proposed program impact the delivery of undergraduate and/or lower-division education? If yes, how?*

Instituting a B.S. in English would draw on current departmental strengths and ease students' progress to degree. The faculty and advising staff in the English Department are prepared to meet the needs of the degree, and our course offerings already support its requirements. The English Department now offers introductory and advanced Digital Humanities and Video Game Storytelling courses every Fall and Spring semester, so our curriculum and our faculty would not need any alteration.

For students opting for the B.S. degree in the immediate future, the English Department Academic Advisor and Associate Chair have assembled a list of current courses outside the department with the QI (Quantitative Intensive) designation that would appeal to them and that they would be able to complete without other prerequisites. These courses include, but are not limited to, COMM 3710: Introduction to Quantitative Communication Research, GNDR 3635: The Price of Gender, PHIL 3210: Inductive Logic, POLS 3001: Political Analysis: SOC 3650:

Population and Society. The English Department also offers two courses with QI designation that can be used for the B.S. degree: ENGL 2085: Digital Culture and ENGL 2095: Literature by the Numbers. Going forward, we will submit our existing ENGL 5995: Digital Humanities course for QI designation. Additionally, once the B.S. in English is implemented, the English Department will pursue new QI courses, such as a course on Presenting Quantitative Data and a research practicum in Digital Humanities. The department is in good stead to initiate the new degree and is planning ways to make it even more robust for future students.

## **Faculty**

*Describe faculty development activities that will support this program. Will existing faculty/instructions, including teaching/graduate assistants, be sufficient to instruct the program or will additional faculty be recruited? If needed, provide plans and resources to secure qualified faculty. Use Appendix C to provide detail on faculty profiles and new hires.*

The English Department currently has ten full-time faculty members who teach courses and conduct research in the fields of Digital Humanities and New Media: Dr. Elizabeth Callaway (Assistant Professor), Dr. Craig Dworkin (Professor), Dr. Aislinn McDougall (Visiting Assistant Professor), Dr. Lance Olsen (Professor), Dr. David Roh (Associate Professor), Dr. Alf Seegert (Associate Professor Lecturer), Dr. Andrew Shephard (Assistant Professor), Dr. Angela Smith (Associate Professor), Dr. Thomas Stillinger (Associate Professor), and Dr. Elizabeth Swanstrom (Associate Professor). Especially with our hires over the last few years, Digital Humanities and New Media have become manifest strengths in the English Department, such that it would not require any immediate further hires to continue the array of course offerings necessary to the proposed degree. In addition to his home in the English Department, Dr. Roh is Director of Digital Matters, housed in Marriott Library. Faculty affiliates with DM include other members of the English Department: Drs. Callaway and Swanstrom, Dr. Katharine Coles (Professor), and Paisley Rekdal (Professor). Additionally, Dr. Lourdes Alberto (Associate Professor in English and Ethnic Studies) held a DM faculty fellowship in Spring 2019 for work on data collection and Latinx literatures. The English Department can thus smoothly launch the new degree with our current faculty; the list above demonstrates that a third of the department is already involved in this work.

Because students pursuing the B.S. will share with the B.A. at least six of the twelve required courses for the major, at least half of the students' coursework will be in Literary History, Theory, Diverse Literatures, Genre, and/or Creative Writing. English has thirty full-time and five part-time teaching faculty members able to meet the demands of any new majors that the B.S. would bring to the department.

## **Staff**

*Describe the staff development activities that will support this program. Will existing staff such as administrative, secretarial/clerical, laboratory aides, advisors, be sufficient to support the program or will additional staff need to be hired? Provide plans and resources to secure qualified staff, as needed.*

The English Department's current staff and advising structure are prepared to absorb the needs of a new B.S. degree. Shawn Adrian, the Academic Advisor for Department of English, has been actively involved in planning for the new B.S. from the beginning.

## **Student Advisement**

*Describe how students in the proposed program will be advised.*

B.S. English majors will be advised by Shawn Adrian, the current Academic Advisor for the Department of English, who has been consulted frequently during discussions about the B.S. English major proposal. He is confident that he will be able to absorb any possible increase in advising caseload caused by the English B.S. The English Department does not anticipate the need for additional advising resources or training activities for the foreseeable future.

### **Library and Information Resources**

*Describe library resources required to offer the proposed program if any. List new library resources to be acquired.*

Initiating the B.S. degree in English requires no Library resources. As the program grows, the close collaborative relationship between the English Department and Digital Matters, housed in Marriott Library, will be an asset to students studying Digital Humanities, new media, and video game design. Digital Matters is currently in the process of formalizing workshops and classes that would complement the B.S. in English and the U of U's new Digital Humanities certificate program (also in collaboration with the English Department). If an English class designed with B.S. students in mind assigned a project entailing web design or video editing, for example, DM may organize training crafted to their interests and the projects that they are pursuing. This prospect of individual students and/or whole classes receiving specialized instruction from DM affiliates further enhances the depth of experience and preparation that the English Department is able to offer its majors. Since DM is located in Marriott Library, the workshops require space within the lab. However, the frequency and size of the workshops and classes will be completely determined by DM, and thus the English Department anticipates no strain on existing Library resources or need for any acquisition of new resources.

### **Projected Enrollment and Finance**

*Use Appendix D to provide projected enrollment and information on related operating expenses and funding sources.*

## **Section VI: Program Evaluation**

### **Program Assessment**

*Identify program goals. Describe the system of assessment to be used to evaluate and develop the program.*

The English Department aims to help students read texts and other media closely and critically, to write persuasive interpretive essays, to understand literary, textual and media reception in historical contexts, to appreciate a range of theoretical approaches to how literature circulates and intersects with cultural movements and individual readers, and to be able to debate the value, significance, and effect of cultural expression and the nature of language.

Student progress in the B.S. in English would be assessed in the same manner as, and alongside, our current assessment procedures for the B.A. In 2015, the English Department established a common starting point and endpoint for all majors, through the creation of Introductory and Advanced (Capstone) Seminars; these include ENGL 3850: Seminar in Literary Study and ENGL 5650: Advanced Seminar in Literary Study. All English majors – pursuing the B.A. now and the B.S. in the future – are required to take these two classes, one when they declare their major and the other at the culmination of their coursework.

Rather than a survey or sampler, ENGL 3850 is a methods course. Concentrating on a cluster of thematically linked texts, the course equips students with modular, practical training both in writing clear, expository prose and in developing the fundamental skills of the discipline: close

reading, evidence-driven analysis, critical thinking, understanding and incorporating scholarly sources, culminating in a research-based interpretive argument. Capped at fifteen students, these seminars enable one-on-one guidance and an intensive, process-based approach to academic writing: drafting, peer-editing, and revision.

ENGL 3850 pairs symmetrically with our capstone course, ENGL 5650: likewise a seminar capped at fifteen students, similar in structure to ENGL 3850, but organized by more advanced intellectual and cultural questions and intended to facilitate more ambitious and sophisticated work. The term paper in which ENGL 5650 culminates represents a substantial research project, independently conceived, defined, and executed, for which students spend most of the semester preparing: writing proposals, conducting independent research, compiling bibliographies, giving in-progress oral presentations, producing and successively revising (both in isolation and collaboration) drafts of between fifteen and twenty pages in length. ENGL 5650 is where the students' skills as English majors are perfected and brought to fruition.

The bookended relationship of these courses produces a natural structure for assessment. Because they mark where students formally enter and exit the major, the department can measure the development of their skills either in absolute terms, as a function of the quality of work they leave able to produce, or in relative terms, as a function of how that quality has improved. Students' final projects in each course vary in scale and complexity, but emphasizing the same core set of skills, they are measurable according to the same criteria. The English Department has formalized a rubric for the skills that it hopes all majors to achieve by the end of the capstone course, and in Spring 2020 the department's Teaching Committee will begin collecting a random sample of final papers from ENGL 3850 and 5650, evaluating the artifacts according to our Assessment Rubric, and the Associate Chair will prepare a final report for the Department and for the Office of Learning Outcomes.

Once the English Department establishes the B.S. and has an identifiable group of students pursuing that degree, it can offer sections of 5650, the Capstone Seminar, tailored to this population. These sections would allow students to produce final projects - which would still involve nuanced, evidence-driven analysis, close readings, critical thinking, intercultural awareness, and independent research - in digital, online, or multi-media platforms and therefore enable the department to assess how they are integrating literary analysis and technological proficiency. As we work through our first semester of assessing the major at large, the Teaching Committee will develop a template for the introductory and advanced skills that will be expected from the B.S. students - from students' critical awareness of digital artifacts, the new media landscape, its history, and its perpetuation and/or challenge to existing power structures (in the introductory seminar) to students' ability to code games and websites, to use digital tools to collect and to analyze data, and to imagine and to create new digital artifacts with the potential to realign the digital landscape that they are entering (in the advanced seminar).

### **Student Standards of Performance**

*List the standards, competencies, and marketable skills students will have achieved at the time of graduation. How and why were these standards and competencies chosen? Include formative and summative assessment measures to be used to determine student learning outcomes.*

As indicated above, the Teaching Committee of the English Department will evaluate student products based on their success demonstrating the following skills:

- 1) the ability to read closely and analytically, attending to the formal and rhetorical features of a text;
- 2) the ability to write persuasive interpretive essays and expressive creative literary works;
- 3) the capacity to recognize how the production and reception of cultural expressions is shaped by historical contexts;
- 4) the theoretical understanding of the different ways in which literary and other texts may be interpreted, appreciated or enjoyed;
- 5) the capacity to appreciate and enter into debates concerning the value and significance of cultural expression, the nature of language and other expressive media, and the cultivation of aesthetic or literary pleasure.

In consultation with department faculty, the Chair of the English Department determined these five goals as part of a Self-Study for the review that the department is currently undergoing. In short, Reading, Writing, Literary History, Theory, and Debate have long been at the heart of the English major and will remain the same for students pursuing both the B.A. and B.S. degrees. These competencies were chosen to highlight not a "great texts" approach to studying English but rather a transferable and formative methodology that graduates will continue to use and to augment in a number of career industries and graduate degree programs. Being able to analyze textual, verbal, and visual messages and to communicate clearly and persuasively will give our students advantages in a number of fields, especially as communication skills frequently rank among the most sought after in job applicants. The English major, however, develops these skills further, teaching students to understand the historical, cultural, and theoretical dimensions of linguistic and aesthetic expression. This deep appreciation of language, literature, and diverse media allows our graduates not only to participate but also to lead in industries that seek critical and creative thinkers, writers designers, analysts, marketers, and teachers.

The Assessment process outlined above enables the Teaching Committee to trace students' progression as they develop and deepen these skills. The final assignments in ENGL 3850 and ENGL 5650 ask students to analyze how literature and media both reflect and affect culture, which requires an understanding of history, culture, and theory; they must engage with the work of aesthetic expression on an intimate and intricate level and communicate their arguments in lucid and persuasive prose. The assignments for each section of 3850 require students to start asking the right questions about literature and literary expression and to posit possible responses, while 5850 expects them to develop nuanced, sophisticated, well-researched, and original answers to the questions that they pose.



## Appendix A: 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 be awarded the degree.

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

Course Number	NEW Course	Course Title	Credit Hours
General Education Courses (list specific courses if recommended for this program on Degree Map)			
<b>General Education Credit Hour Sub-Total</b>			
Required Courses			
COMP 1010		Programming for All 1: Beginning Programming	3
		Lower-Division Video Game Storytelling or Digital Humanities (1 Req)	3
ENGL 2885		Digital Culture	
ENGL 2090		Video Game Storytelling	
ENGL 2095		Literature by the Numbers	
		Upper-Division Video Game Storytelling or Digital Humanities (1 Req)	3
ENGL 3590		Storycrafting for Games	
ENGL 5090		Literature, Film, and Video Games	
ENGL 5560		Video Game Writing	
ENGL 5810		Advanced Storycrafting for Games	
ENGL 5995		Digital Humanities	
ENGL 3850		Introductory Seminar in Literary Studies (Req)	3
		Advanced Seminar in Literary Studies (1 Req)	3
ENGL 5620		Honors Seminar in Literary Studies	
ENGL 5650		Advanced Seminar in Literary Studies	
		Pre-1800 Literary History Distribution (1 Req)	3
ENGL 3701		Introduction to Literary History I	
ENGL 5700		Studies in Medieval Literature	
ENGL 5701		Chaucer	
ENGL 5710		Studies in Renaissance Literature	
ENGL 5711		Shakespeare	
ENGL 5720		Studies in Restoration Literature	
ENGL 5721		Milton	
ENGL 5730		Studies in Early American Literature	
HONOR 2102		Honors Core in Intellectual Traditions II	
		Post-1800 Literary History Distribution (1 Req)	3
ENGL 3080		Studies in Environmental Literature	

Course Number	NEW Course	Course Title	Credit Hours
ENGL 3702		Introduction to Literary History II	
ENGL 3750		Asian American Literature	
ENGL 3760		African American Literature I	
ENGL 3761		African American Literature II	
ENGL 3770		Chicano/a Literature	
ENGL 3780		Global/Transnational Literature	
ENGL 5740		Studies in British Romanticism	
ENGL 5741		Jane Austen	
ENGL 5750		Studies in 19th-c American Literature	
ENGL 5760		Studies in Victorian Literature	
ENGL 5770		Studies in 20th-c British Literature	
ENGL 5771		James Joyce	
ENGL 5775		Holocaust Literature	
ENGL 5780		Studies in 20th-c American Literature	
ENGL 5790		Studies in Modernism	
ENGL 5800		Studies in Contemporary Literature	
ENGL 5830		Studies in Asian American Literature	
ENGL 5840		Studies in African American Literature	
ENGL 5850		Studies in Latinx Literature	
ENGL 5860		Studies in Postcolonial Literature	
HONORS 2103		Honors Core in Intellectual Traditions III	
		Theory (1 Req)	3
ENGL 3600		Introduction to Critical Theory	
ENGL 5090		Literature, Film, and Video Games	
ENGL 5210		Film Genres	
ENGL 5810		Advanced Storycrafting for Games	
ENGL 5900		Form and Theory	
ENGL 5910		Studies in Criticism and Theory	
ENGL 5920		Intellectual Traditions	
ENGL 5930		Theories of Race, Ethnicity, Nation	
ENGL 5940		Theories of Gender and Sexuality	
ENGL 5950		Theories of Culture	
ENGL 5960		Theories of Popular Culture	
ENGL 5970		Discourse Analysis	
ENGL 5980		Ecocriticism	
ENGL 5995		Digital Humanities	
		Diversity (1 Req)	3
ENGL 2700		Diversity in American Literature	
ENGL 3730		Women Writers	
ENGL 3750		Asian American Literature	

Course Number	NEW Course	Course Title	Credit Hours
ENGL 3760		African American Literature I	
ENGL 3761		African American Literature II	
ENGL 3770		Chicano/a Literature	
ENGL 3780		Global/Transnational Literature	
ENGL 5775		Holocaust Literature	
ENGL 5820		Disability in Literature	
ENGL 5830		Studies in Asian American Literature	
ENGL 5840		Studies in African American Literature	
ENGL 5850		Studies in Latinx Literature	
ENGL 5860		Studies in Postcolonial Literature	
ENGL 5930		Theories of Race, Ethnicity, Nation	
<b>Required Course Credit Hour Sub-Total</b>			<b>27</b>
<b>Elective Courses</b>			
		Electives (3 Req)	9
		Any of the Above Not Used to Satisfy Another Requirement	
		Any English Course	
		Creative Writing (recommended for Video Game Storytelling Track)	
ENGL 2500		Introduction to Creative Writing	
ENGL 2510		Introduction to Creative Writing with Book Arts Workshop	
ENGL 3510		Writing Fiction	
ENGL 3520		Writing Poetry	
ENGL 3530		Writing Nonfiction	
ENGL 5510		Fiction Workshop	
ENGL 5520		Poetry Workshop	
ENGL 5530		Creative Nonfiction Workshop	
ENGL 5540		Play Writing	
ENGL 5550		Writing the Young Adult Novel	
ENGL 5560		Video Game Writing	
<b>Elective Credit Hour Sub-Total</b>			<b>9</b>
<b>Core Curriculum Credit Hour Sub-Total</b>			<b>36</b>

### Program Curriculum Narrative

*Describe any variable credits. You may also include additional curriculum information.*

## 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.*

The English B.S. Degree Map will share similarities with the English B.A. 2019-2020 Degree Map; the ways in which the English Department will encourage students to think about Community, Knowledge and Skills, Transformation, Impact, and Career will not change. But the course work will look slightly different.

### Getting Started

- Fulfill the QA (i.e. math) requirement during your first year
- Prioritize fulfilling your QI requirement; the English Department advisor can suggest courses of interest to English majors and those in other departments where students might discover double majors or minors.
- Take ENGL 3850: Introductory Seminar in Literary Study
- Take an Introductory Course to Literature and Digital Platforms like ENGL 2085: Digital Culture, ENGL 2090: Video Game Storytelling, or ENGL 2095: Literature by the Numbers

### Making Progress

- Strategically fulfill Gen Ed and major requirements with courses like ENGL 2095: Literature by the Numbers (QB), ENGL 2500: Intro to Creative Writing (FF), ENGL 2700: Diversity in American Literature (DV), and ENGL 3780: Global/ Transnational Literature (IR)
- Fulfill the extra-departmental requirement: COMP 1010: Programming for All
- Intentionally select other English courses based upon your interests & professional goals, including advanced courses like ENGL 3590: Storycrafting for Video Games, ENGL 5090: Literature, Film, and Video Games, ENGL 5560: Video Game Writing, ENGL 5810: Advanced Storycrafting for Video Games, or ENGL 5995: Digital Humanities

### Finishing Up

- Take ENGL 5650: Advanced Seminar in Literary Study
- Complete an undergraduate research project or thesis if applicable
- Apply for graduation

## Appendix C: Current and New Faculty / Staff Information

### Part I. Department Faculty / Staff

*Identify # of department faculty / staff (headcount) for the year preceding implementation of proposed program.*

	# Tenured	# Tenure -Track	# Non -Tenure Track	
Faculty: Full Time with Doctorate	18	4	5	
Faculty: Part Time with Doctorate	4		1	
Faculty: Full Time with Masters	2		2	
Faculty: Part Time with Masters				
Faculty: Full Time with Baccalaureate				
Faculty: Part Time with Baccalaureate				
Teaching / Graduate Assistants			38	
Staff: Full Time			4	
Staff: Part Time				

### Part II. Proposed Program Faculty Profiles

*List current faculty within the institution -- with academic qualifications -- to be used in support of the proposed program(s).*

	First Name	Last Name	Tenure (T) / Tenure Track (TT) / Other	Degree	Institution where Credential was Earned	Est. % of time faculty member will dedicate to proposed program.	If "Other," describe
Full Time Faculty							
	Scott	Black	T	PhD	Johns Hopkins	100%	
	Allan	Boorst	O	PhD	UI Urbana-Champaign	100%	
	Elizabeth	Callaway	TT	PhD	UC Santa Barbara	100%	
	Vincent	Cheng	T	PhD	Stanford	100%	
	Katharine	Coles	T	PhD	University of Utah	100%	
	Lindsey	Drager	TT	PhD	University of Denver	100%	
	Craig	Dworkin	T	PhD	UC Berkeley	100%	
	Lepa	Espinoza	O	MA	Morgan State	100%	
	Andrew	Franta	T	PhD	Johns Hopkins	100%	
	Disa	Gambera	O	PhD	Cornell	100%	
	Jay	Jordan	T	PhD	Penn State	100%	
	Howard	Horwitz	T	PhD	UC Berkeley	100%	
	Anne	Jamison	T	PhD	Princeton	100%	
	Stacey	Margolis	T	PhD	University of Chicago	100%	
	Aislinn	McDougall	O	PhD	Queens U, Ontario	100%	
	Micheal	Mejia	T	MFA	University of Alabama	100%	
	Jeff	Metcalf	O	MEd	University of Utah	100%	
	Lance	Olsen	T	PhD	University of Virginia	100%	
	Jacqueline	Osherow	T	PhD	Princeton	100%	



	First Name	Last Name	Tenure (T) / Tenure Track (TT) / Other	Degree	Institution where Credential was Earned	Est. % of time faculty member will dedicate to proposed program.	If "Other," describe
	Vincent	Pecora	T	PhD	Columbia	100%	
	Matt	Potolsky	T	PhD	UC Irvine	100%	
	Richard	Preiss	T	PhD	Stanford	100%	
	Paisley	Rekdal	T	MA/MFA	U Michigan and U Toronto	100%	
	Jeremy	Rosen	T	PhD	University of Chicago	100%	
	Crystal	Rudds	TT	PhD	UI Urbana-Champaign	100%	
	Alf	Seegert	O	PhD	University of Utah	100%	
	Andrew	Shepherd	TT	PhD	Stanford	100%	
	Maeera	Shreiber	T	PhD	Brandeis	100%	
	Jessica	Straley	T	PhD	Stanford	100%	
	Elizabeth	Swanstrom	T	PhD	UC Santa Barbara		
Part Time Faculty							
	Lourdes	Alberto	T	PhD	Rice	50%	
	Mark	Matheson	O	DPhil	Oxford	25%	
	Angela	Smith	T	PhD	University of Minnesota	50%	
	Tom	Stillinger	T	PhD	Cornell	50%	
	Steve	Tatum	T	PhD	University of Utah	50%	
	David	Roh	T	PhD	UC Santa Barbara	0%	Digital Matte <sup>+</sup>

### Part III: New Faculty / Staff Projections for Proposed Program

Indicate the number of faculty / staff to be hired in the first three years of the program, if applicable. Include additional cost for these faculty / staff members in Appendix D.

	# Tenured	# Tenure -Track	# Non -Tenure Track	Academic or Industry Credentials Needed	Est. % of time to be dedicated to proposed program.
Faculty: Full Time with Doctorate					
Faculty: Part Time with Doctorate					
Faculty: Full Time with Masters					
Faculty: Part Time with Masters					
Faculty: Full Time with Baccalaureate					
Faculty: Part Time with Baccalaureate					
Teaching / Graduate Assistants	////	////			
Staff: Full Time					
Staff: Part Time					

## Appendix D: Projected Program Participation and Finance

### Part I.

*Project the number of students who will be attracted to the proposed program as well as increased expenses, if any. Include new faculty & staff as described in Appendix C.*

Three Year Projection: Program Participation and Department Budget						
	Year Preceding Implementation	New Program				
		Year 1	Year 2	Year 3	Year 4	Year 5
<b>Student Data</b>						
# of Majors in Department	320	290	280	280	280	280
# of Majors in Proposed Program(s)	////	50	75	125	150	150
# of Graduates from Department		70	75	75	75	75
# Graduates in New Program(s)	////	0	0	50	75	75
<b>Department Financial Data</b>						
	Department Budget					
		Year 1	Year 2	Year 3		
	Year Preceding Implementation (Base Budget)	Addition to Base Budget for New Program(s)	Addition to Base Budget for New Program(s)	Addition to Base Budget for New Program(s)		
<i>Project additional expenses associated with offering new program(s). Account for New Faculty as stated in Appendix C, "Faculty Projections."</i>						
<b>EXPENSES – nature of additional costs required for proposed program(s)</b>						
<i>List salary benefits for additional faculty/staff each year the positions will be filled. For example, if hiring faculty in year 2, include expense in years 2 and 3. List one-time operating expenses only in the year expended.</i>						
Personnel (Faculty & Staff Salary & Benefits)	\$0	\$0	\$0	\$0		
Operating Expenses (equipment, travel, resources)	\$0	\$0	\$0	\$0		
Other:						
<b>TOTAL PROGRAM EXPENSES</b>	////	\$0	\$0	\$0		
<b>TOTAL EXPENSES</b>	\$0	\$0	\$0	\$0		
<b>FUNDING – source of funding to cover additional costs generated by proposed program(s)</b>						
<i>Describe internal reallocation using Narrative 1 on the following page. Describe new sources of funding using Narrative 2.</i>						
Internal Reallocation						
Appropriation						
Special Legislative Appropriation						
Grants and Contracts						
Special Fees						
Tuition						
Differential Tuition (requires Regents approval)						
<b>PROPOSED PROGRAM FUNDING</b>	////	\$0	\$0	\$0		
<b>TOTAL DEPARTMENT FUNDING</b>	\$0	\$0	\$0	\$0		
<b>Difference</b>						
Funding - Expense	\$0	\$0	\$0	\$0		

**Part II: Expense explanation**

**Expense Narrative**

*Describe expenses associated with the proposed program.*

The English Department does not expect the establishment of a B.S. to cost the university any additional expenses.

**Part III: Describe funding sources**

**Revenue Narrative 1**

*Describe what internal reallocations, if applicable, are available and any impact to existing programs or services.*

NA

**Revenue Narrative 2**

*Describe new funding sources and plans to acquire the funds.*

NA