1. Program Objectives

Program Overview

This is a proposal to establish a bachelor of arts degree in Digital Studies (DIGI) at Stockton University. The program is within the University's mission as a master's level institution.

Digital media includes graphic images, text, video, audio, computer programming, and websites. With the rapid growth of mobile devices, social networking sites, and other electronic devices (Fitbit, Apple watch, etc.), much new digital media content, including apps, is needed and being designed and developed. Today, digital technology is ubiquitous; it has rendered our society multidimensional, media-saturated, and fast-paced; it affects how we study, work, communicate and collaborate.

This new digital content not only integrates all aspects of digital media, but also requires critical thinking, and communication and collaboration skills. The proposed program provides a practitioner-based curriculum by focusing on multiple synchronized courses that produce well-rounded graduates who are prepared to excel in every aspect of media and emerging technology and meet global demands.

DIGI coursework covers a wide range of courses to develop aesthetic, technical, and critical thinking skills. In addition, coursework covers systematic design principles. As will be shown later, this practitioner-based, comprehensive curriculum is distinct from other existing academic programs at Stockton and fills an emerging curricular niche.

Conceptual Framework

This technological revolution has led to drastic job-market changes. At the 2016 The Organization for Economic Co-operation and Development (OECD) meeting, panelists discussed new markets and new jobs in the digital economy. They emphasized that digital society is creating new job opportunities in new markets and existing industries, and organizations including academia need to meet these challenges. (https://www.oecd.org/internet/ministerial/meeting/New-Markets-and-New-Jobs-discussion-paper.pdf)

According to a June, 2018 report release by the Brookings Institution (https://www.brookings.edu/blog/the-avenue/2018/06/27/highly-digital-jobs-are-less-likely-to-be-automated/),

"In sum, workers with superior digital skills tend not only to earn higher wages, but they also appear less exposed to automation-driven displacement."

These changes in employment dictate new skill sets for employees. In 2017, the National Association of Colleges and Employers (NACE) (http://www.naceweb.org/career-readiness/competencies/career-readiness-defined/) identified eight key competencies associated with career readiness. These competencies are:

1. Critical Thinking/Problem Solving
2. Oral/Written Communications
3. Teamwork/Collaboration

4. Digital Technology
5. Leadership
6. Professionalism/Work Ethics
7. Career Management
8. Global/Intercultural Fluency

All of these competencies, especially 1, 3, 4, and 8 will be addressed in this program.

Many universities worldwide already have majors dealing with digital technology/media. However, as will be shown later, there are only a few relevant programs or majors in universities in the geographic area.

Mission and Goals

The mission of the DIGI program is to provide a learning environment through which students design, develop, and implement digital media informed by relevant theories, combining textual, visual, and audio components with technical skill to produce professional multimedia assets. In order to carry out this mission, the DIGI program has four main goals:

Program Goal 1: Prepare students to excel in the field of Digital Studies, such as web and media development.

Program Goal 2: Provide students with collaborative skills needed to work in a multidisciplinary environment.

Program Goal 3: Equip students to solve real-world problems through digital technologies.

Program Goal 4: Enable students to thrive in a fast-changing, diverse, global, digital environment.

2. Evaluation and Learning Outcomes Assessment Plan

In order to achieve these four program goals, the DIGI program will address a wide variety of relevant student learning goals and outcomes, which will be assessed at various points in the curriculum, through both direct and indirect measures. In addition, the program addresses most of Stockton's Essential Learning Outcomes (ELOs).

Program Goals, Student Learning Goals, Curriculum Map, and Assessment Plan

Program Goals	Connections to Stockton's ELOs	Student Learning Goals	Students Learning Outcomes	Courses or Other Points in the Curriculum Where Outcomes are Assessed	Assessment Methods or Tools
Program Goal 1: Prepare students to excel in the field of Digital Studies, such as web and media development.	➢ Communication Skills ➢ Creativity and Innovation ➢ Critical thinking ➢ Information Literacy and Research Skills ➢ Program Competence	1.1. Ability to explore digital media critically	1.1.1. Identify relevant media based on specifications 1.1.2. Evaluate digital media using design vocabulary and based on design principles 1.1.3. Articulate the social, historical, and aesthetic contexts of digital media 1.1.4. Identify the strengths and weaknesses of digital media	DIGI 1XXX Introduction to Digital Studies DIGI 2XXX Digital Design Theory and Principles DIGI 4XXX Digital Media Capstone	Indirect Measures: Course grades Direct Measures: Rubrics based portfolio review: evaluation is based on conceptual development, originality, visual principle application, ease of use/navigation of the end-product, ability to articulate own work, ability to critique other's work.
		1.2. Ability to apply critical thinking skills, such as logical thinking, analytical thinking, and creative thinking, to digital media design	1.2.1. Conduct a needs analysis for a specific digital media project 1.2.2. Develop a list of specifications based on a needs analysis 1.2.3. Implement creative and critical problem-solving strategies when designing and developing digital media 1.2.4. Effectively apply relevant theories, practices, and principles when designing and developing digital media		
		1.3 Ability to apply technical skills, such as graphic design, coding, audio and video production, writing for multimedia, and data analysis, to	1.3.1. Design, develop, and manage digital media using current and emerging technologies that adhere to industry standards 1.3.2. Design and develop digital, interactive, and web-based media to meet customer requirements and usability standards		

		digital media design			
Program Goal 2: Provide students with collaborative skills needed to work in a multidisciplinary environment.	➢ Adapting to Change ➢ Communication Skills ➢ Program Competence ➢ Teamwork and Collaboration	2.1. Ability to apply teamwork skills, such as collaboration, communication, project management, and ethics , to digital media design	2.1.1. Contribute responsibly to a team project (e.g., participate at meetings, complete assignments on time) 2.1.2.Summarize accurately and thoroughly the discussions of a team meeting 2.1.3.Evaluate the effectiveness of a team activity using a provided rubric 2.1.4.Coordinate effectively a team project using relevant management principles 2.1.5.Demonstrate awareness of cultural contexts within which media is developed and consumed	DIGI 1XXX Introduction to Digital Studies DIGI 4XXX Digital Media Capstone	Same as the Program Goal 1 methods
Program Goal 3: Equip students to solve real-world problems through digital technologies.	➢ Creativity and Innovation ➢ Critical Thinking ➢ Information Literacy and Research skill ➢ Program Competence ➢ Quantitative Reasoning ➢ Teamwork and Collaboration	3.1. Ability to solve real-world problems using digital technologies.	3.1.1. Identify a real-world problem to solve 3.1.2.Develop needs analysis 3.1.3.Identify right technology tools	DIGI 1XXX Introduction to Digital Studies DIGI 2XXX Digital Design Theory and Principles DIGI 2XXX Issues in Digital Studies DIGI 4XXX Digital Media Capstone Introductory Statistics Course	Same as the Program Goal 1 methods

Program Goal 4: Enable students to thrive in a fast-changing, diverse, global, digital environment.	➢ Adapting to Change ➢ Communication Skills ➢ Critical Thinking ➢ Ethical Reasoning ➢ Global Awareness ➢ Program Competence	4.1. Ability to recognize and value diverse cultures and different perspectives in order to communicate with all people respectfully via digital media	4.1.1. Demonstrate openness, inclusiveness, and sensitivity to all people.	DIGI 1XXX Introduction to Digital Studies DIGI 2XXX Issues in Digital Studies DIGI 4XXX Digital Media Capstone	Same as the Program Goal 1 methods

In addition, we recognize the need for long-range assessment. The table below includes an outline of the proposed plan.

Long-term Assessment Plan

Assessment Tool	Targeted Audience	Purpose	Timetable
Alumni survey	Recent graduates	Gain feedback on value of curriculum	Begin one year after first graduating class
Enrollment/completion rates	Current students and recent graduates	Determine student progress through program	Current students; begin two years after program inception Recent graduates: begin one year after first graduating class
Job placement data	Recent graduates	Assess ability of program to prepare students for jobs in the field.	Begin one year after first graduating class
Student Demographics	Current students	Examine demographic patterns	Begin two years after program inception

3. Relationship of the program to the institutional strategic plan and its effect on other programs at the same institution

(a) How this program fits with the Institutional Strategic Plan:

In alignment with Stockton's mission and interdisciplinary underpinnings, the proposed program aims to expose students to many related disciplines while enabling intensive investigation of digital media and technologies to prepare them for a wide variety of professional careers. To achieve this, the proposed program relates to Stockton's institutional strategic plan, known as "Stockton 2020," and addresses three of the four themes: Learning, Engagement, Global Perspectives, and Sustainability:

Learning: The educational goals of the DIGI curriculum emphasize breadth, as well as depth. The students will be required to take courses from allied disciplines including, but not limited to Communications, Computer Information Systems, Marketing, and Visual Arts, thereby enabling them experience interdisciplinary background of Stockton, and providing them appropriate level of breadth. Focus and depth are added through specialized DIGI courses.

Engagement,
In alignment with Stockton's mission of imparting liberal arts education, we aim to enable high levels of student-teacher interaction both inside and outside the classrooms using innovative instructional methods and technological resources to interact with our students. Internships and capstone projects will allow our students to experience possible career opportunities, and be able to cohesively apply knowledge and skills gained through the curriculum

Global perspective
One of the missions of the DIGI program is to build a global perspective in developing digital media and promote future advocates who will cultivate an innovative in diverse digital cultures. Students in the DIGI curriculum will learn and apply various skills, such as communication etiquette as a global citizen, and intellectual property understanding in international trades/marketing. As shown in the table on pages 3 and 4, "Program Goals, Student Learning Goals, Curriculum Map, and Assessment Plan," at least three DIGI courses will address this issue.

(b) How this program differs from existing programs/tracks:

The focus of our proposed program is to prepare professionals in the field of digital media and technologies. Our goal is to fulfil the student's expectation of digital media mastery with the right assignment, design, and adequate time for engagement that is comprehensible to the outside world and related to professional practice. The proposed program serves a different audience from those served by Visual Arts, Communication, Computer Information Systems, or Computer Science. The flexibility afforded by this curriculum prepares DIGI students to become digital generalists. We solicited and received feedback on potentially impacted programs in Arts and Humanities, Business, and General Studies, and made modifications to the proposal based on faculty comments and suggestions.

True to the interdisciplinary nature of Stockton, the DIGI curriculum integrates knowledge from multiple disciplines. Understandably, this results in some overlap between DIGI and some existing programs, but there are differences in the approach to digital theory and technique, the prime focus of DIGI studies. **The perspective is different**: in Visual Arts or Communication, the question is how to integrate digital technology in order to advance that field. In contrast, the study of digital media asks how digital technology can be advanced in the context of visuals arts, communication, as well as other fields. For example, in digital media, we are exploring new and emerging modes of engagement (e.g., augmented reality, virtual reality, internet of things) that transcend any specific discipline.

Further, **the scope of DIGI is broader** than that of any existing programs or concentrations. Because DIGI is designed to produce digital generalists, its primary focus is to provide students with a wide variety of skills and understandings from digital studies, the visual arts, communication, and computer information systems that will give them the agility and flexibility to flourish in a rapidly changing digital environment. This focus is distinct from those in the Visual Arts, Communication, and Computer Information Systems programs, which provide training that is significantly more specialized.

Also, in comparison with the media production concentration in Communication, DIGI would be much **more technologically intensive**, with an increased emphasis on computer programming and systematic design principles. Whereas the BFA in Visual Arts is extremely studio focused, requiring 80 studio credits, DIGI majors would take only 12-20 studio credits. Similarly, DIGI would provide **more of a balance between theory and practice** than exists in the BA in Visual Arts, which is also very studio oriented.

A review of the descriptions of proposed DIGI courses demonstrates how DIGI transcends other Stockton programs. For example, in the introductory course,

> Students will explore different digital media and discuss these artifacts from a variety of perspectives including social, cultural, economic, and artistic. Topics include the impact of digital technologies on culture and communication, sociological effects of technology on the individual and community, and emerging philosophies of technology. In addition, principles of media theory, human factors, and usability will be introduced.

In the issues course,
> This course will explore issues in digital media including but not limited to journalistic integrity, ethics, copyright issues, e-communication, e-communication, and project management. It will provide an understanding of core cultural themes related to contemporary digital media, including access, surveillance and privacy, participation, and global citizenship. With the prevalence and immediacy of digital media, students will learn to examine digital products in diverse contexts, such as business, politics, and education.

In recognition of these critical differences from existing programs with respect to perspective, technology intensity, balance between theory and practice, and breadth of scope, we renamed the program Digital Studies, which, we believe, more accurately describes the program. Anecdotally, some students currently majoring in existing programs have expressed interest in majoring in programs like DIGI, instead. Consistent with our Students First philosophy, this program would fill a niche that would not only attract new students to Stockton, but also provide students who would have come here with a major that better fits their interests.

In comparison with other, similar programs and departments throughout the country, the vast majority, especially among younger programs, are independent, not concentrations. Of 44 institutions with similar programs, only 6 are concentrations within other departments, 2 are certificate programs, and 1 is a minor.

DIGI committee members asked ARTV and COMM faculty for their feedback at the beginning of Fall 2018 semester. While the majority of the COMM program faculty expressed their support for this new program, some valid concerns were raised by some members of the ARTV program. As a result, the DIGI committee made several changes and clarifications, reflected in this proposal. Two major concerns follow.

First, some ARTV program members were concerned that the earlier draft did not clearly define the student audience that would be best served by the DIGI program, and how this audience differed from those majoring in existing programs. We now argue that the emphasis of DIGI is different from that of other extant programs.

It is true that various programs at Stockton, including Literature, Visual Arts, Communication, recognize the importance of the role of Digital Media Technologies in their curriculum. However, while these programs focus on theory and technique of their respective disciplines, they have only a few courses related to digital media and which explore the applicability/relatability of digital media techniques to these disciplines. In contrast, the proposed DIGI program focuses on digital media and practice while integrating a course or two from each of its allied disciplines in its curriculum, based on the applicability/relatability of these courses to digital media, as shown below in this partial list of required courses: CSIS (2) ARTV (2); MKTG (1); COMM (2); DIGI (4)

In 5 Ways Digital Technology Is Changing Your Job, published in *Forbes*, the author stated, along with new skills, "You will get to know adjacent roles. The rise of digital doesn't just mean changes in job descriptions, it also means a blurring of roles. As you explore and learn digital competency in your own field, you will be developing solutions that touch upon other roles. For example, the roles of software developers and designers, once part of two distinct disciplines, are increasingly overlapping." (https://www.forbes.com/sites/joemckendrick/2016/12/29/5-ways-digital-technology-is-changing-your-job/#6359dd0964bd)
As will be stated later, the DIGI program will provide broad interdisciplinary knowledge and skills in digital media areas that will empower undergraduate students to connect and synthesize these blurred roles into a cohesive whole.

Second, some ARTV program members expressed the concern that instituting a DIGI program would have negative impact on visual arts track enrollments, especially, visual communication, illustration, and interdisciplinary visual arts. We agree that the DIGI major may draw a small number of majors from other programs. However, enrollments in other programs should not decline for two reasons. First, given the encouraging data presented in the Hanover report, we expect that a new, DIGI program will fill a niche that will attract new students who would not have applied to Stockton previously. Second, courses in ARTV, BSNS, MKTG, COMM, and CSIS will serve as required cognates for the DIGI major, and some DIGI majors with special interests will choose upper level courses in these other programs as their electives. So, any decline in enrollments in these programs due to the loss of majors should be compensated for through increased enrollment of DIGI majors.
Equally important, the presence of DIGI courses as possible cognates or at-some-distance courses will enhance the educational experience of students majoring in Communication or Visual Arts by providing these students with new course options. For example, a student pursuing a Graphic Design concentration in the Visual Arts program would benefit from taking

DIGI courses as their at-some-distance electives to develop their competency in advanced web development, and game design.

We expect that certain DIGI courses will provide support to Stockton's Digital Humanities Center, whose reopening is being planned by faculty within ARHU. According to Stockton's website, "The Digital Humanities at Stockton (DH@Stockton) is designed to facilitate participation in the emerging field of digital humanities by increasing awareness and visibility of how Stockton community members are currently utilizing digital media, as well as encouraging and assisting the development of innovative digital materials." We envision DIGI faculty members and advanced DIGI students helping to develop and assist students working in a re-envisioned Digital Humanities Center in the development of humanities-based digital material. DIGI will be a service asset to the institution, and will function as a bridge to existing programs.

Since students in the DIGI program will also be taking some courses from allied disciplines, it will not only enhance their inter-disciplinary underpinnings, but also permit an opportunity to pursue minors -- possibly in Visual Arts, Digital Literacy and Multimedia Design, or the digital storytelling minor soon to be proposed within the Communication program -- or dual majors.

An examination of the curriculum and goals of the existing Digital Literacy and Multimedia Design minor revealed significant overlap with the proposed DIGI program. Therefore, we recommend that this minor be subsumed by the DIGI major. The developer and past coordinator of the minor, who is a member of the planning committee, argued for this idea, because housing a minor under a major would improve stability and possibly increase student demand and course offerings. The current Digital Literacy and Multimedia Design minor coordinator, having reviewed the proposal, has fully supported the plan, as evidenced in his emailed statement, "I am writing to offer my support for the new proposed degree program . . . I feel that this degree program will be another asset to our students and wish you success in establishing it at Stockton University."

In addition, we consulted the coordinators of other potentially impacted majors and minors, Computer Science and Computer Information Systems, and the coordinators fully supported the DIGI program plan. The Computer Science coordinator wrote in an email, "I offer my support on behalf of the CSCI program for the proposed B.A. . . .   There is no redundancy between this new program and the B.S. in Computer Science or with the Minor in Computer Science." Similarly, we received the following emailed support from the Computer and Information System coordinator, "The Computer Information Systems (CIS) Program appreciate Prof. Lee and colleagues for their work on proposing a new major . . , and strongly support our colleagues in this endeavor."

Feedback from the School of General Studies will be reported in the next section.

4. Justification of the need for this program

Housing the DIGI Program

While examining almost 50 institutions offering similar programs in the USA (see Appendix F), we noticed that the most common word describing these programs was "interdisciplinary." At others institutions, these programs are housed in a wide variety of schools, including interdisciplinary schools. However, the focus of each program depends on where the program is

housed, with the most interdisciplinary programs housed in interdisciplinary schools, where such schools exist.

Similar programs throughout the country are housed in a wide variety of colleges/schools/departments. In other words, there is no generally accepted "best" home for a program like DIGI. The following list of the curricular homes at 44 institutions with similar programs demonstrates the diversity of current program locations*:

Liberal Arts and Sciences	12 (one program is housed jointly in Arts and Sciences and Computer Science)
Media Studies	11
Communication	9
Computer Science/Technology	5
Visual and Communication Arts	3
Business	2
Digital Studies	2

* This list excludes a few universities whose similar programs are housed in schools of natural sciences.

Stockton's distinctive, separate School of General Studies provides the opportunity to house an inherently multi-disciplinary, interdisciplinary, inter-school program like DIGI. Not only are the DIGI courses interdisciplinary, but also faculty from several different schools (ARHU, BSNS, EDUC, GENS,) would be teaching courses in support of the program.

The proposed DIGI program is inherently multidisciplinary and interdisciplinary. The program will provide course work in Visual Arts, Communication, Computer Information Systems and Business, along with interdisciplinary, DIGI-acronym courses. The School of General Studies at Stockton University is defined as "the place where students and faculty with various specializations explore the world of knowledge, ideas, and issues, often in an interdisciplinary way." Based on this definition, we believe the School of General Studies is the ideal place for the DIGI degree.

In December, 2018, a member of the planning committee distributed a draft document to General Studies faculty and teaching staff and asked for reactions. Nine individuals responded. The responses were very positive, indicating that the proposed program would represent an exciting addition to Stockton's curriculum and would appeal to a large number of students. One teaching staff member suggested that the School of General Studies would be a good fit for the new program. Another questioned whether the addition of any new program into General Studies might impact negatively on the efforts of existing programs to acquire resources. Replies by other members appeared to allay that concern. One faculty member emphasized the value of including a Creativity Lab in the proposal; another questioned where the Lab would be housed. One faculty member emphasized the importance of including an internship program, based on his experiences at another institution. Another recommended that we consider increasing the theoretical aspects of the proposed curriculum in order to provide balance with its practical focus. Three individuals indicated their interest in teaching courses in support of DIGI, if the program were approved.

Regarding administrative support, in conversations with the Deans of Arts and Humanities and General Studies, they gave their support for housing the program in General Studies. They agreed that this decision would resonate with Stockton's distinctive approach to general education.

The Liberal Arts & the DIGI Degree

The DIGI degree is generated from the intersection of three disciplines: digital communication studies, digital visual arts and computer information systems. The curriculum is crafted for students with interest in these areas. Stockton University's college-wide curricular requirements ensure that students will have a sound basis in a range of liberal arts disciplines and skills. Therefore, students graduating with a DIGI degree, while they may enter certain obvious professions, will be well placed to use their digital skills in a wide range of professions in a rapidly evolving field.

If this program is approved, the earliest possible date of implementation would be 2020. This implies that 2024 would be the earliest graduating class among entering first-year students. Considering the phenomenal growth rate of digital technology, many job opportunities in this field do not even exist today. We should be preparing students for these jobs by training digital generalists and equipping them with the broadly based skills enumerated on page 2 of this proposal. These skills, in combination with the introductory skills the program will provide in visual arts, communications, computer information systems, and business will serve our students well in this rapidly changing environment.

Digital media continues to create demand for new jobs, such as creative developer, multimedia specialist, digital media/social media coordinator, digital marketing specialist, media relations professional, use experience designer, e-learning instructional designer, digital media designer, digital advertising designer/analyst, and web developer. As stated earlier, most of these positions require comprehensive understanding of digital media and a variety of skills, as opposed to a specialized skill such as programming. For example, these quotes describe requirements from actual hiring websites.

User Experience Designer
> a multi-talented **jack-of-all-trades** who possesses knowledge in the areas of psychology, design and technology.

E-learning instructional designer
> Strong Microsoft Office suite user, Technologically savvy, Excellent writing and editing skills, Graphics familiarity, Willing to learn on the job, Video or podcast experience preferred, Social media familiarity and interest, Collaborative, curious personality

Digital Media Specialist
> Must have a true thirst to understand technology and strategy, while exceling in data quantifying

The curriculum proposed here is based, partly, on curricula at institutions that offer similar, digital generalist degrees. As the program evolves, we expect that the curriculum will respond to ongoing changes in the field. Moreover, as the program matures and faculty members are able to establish relationships with partner institutions, we anticipate that service learning and internship options will be developed and added to the curriculum in order to provide students with relevant work experience.

As of spring 2018, the number of students currently majoring in Communication Studies (242), Visual Arts (138, including 54 in the Visual Communications track, 21 in the Interdisciplinary studio arts, and 19 in the Illustration track) and Computer Science & Information Systems (361) at Stockton is one way to suggest the pool student interest. The results of our student survey, discussed below, also suggest that a significant level of interest exists in this area of studies.

Professional and Career Opportunities

The market analysis for this new degree program, completed for Stockton by Hanover Research (See Appendix A) lists several DIGI related positions available to graduates, including web developers, multimedia artists and animators, and, under a broad category, media communication workers. To this list we would add game/app developers, social media practitioners, digital media programmers, virtual/augmented reality simulators, digital marketing consultants, digital data technologists, technical writers in digital technology, digital content analysts, digital audio operators, and instructional designers, in business, science, medical, and education sectors. Our digital media graduates' strength with regards to their interdisciplinary learning, and practical hands-on-experience will enable them to integrate companies' digital media efforts, create shareable content; determining which platform is best suited for each piece of content, build and manage social media profiles and campaigns, and maintain brand consistency across platforms.

The aggregate digital literacy-related job availability identified by Hanover is promising.

Aggregate digital literacy-related job availability by geographic level

	New Jersey	Mid East	National
Baseline Year Employment	15,770	123,910	773,400
10-Year Projected Employment	16,220	136,940	814,900
Growth Rate	2.9%	10.5%	5.4%
Total Annual Openings	400	3,860	68,600

Figure 1. Total Labor Market, from Hanover Report

The current baseline number for employment in digital-literacy related jobs in New Jersey is a robust 15,770 with total annual openings of 400 and a projected growth rate over ten years at 2.9%. The projected growth rate for the Mideast over the next decade is 10.5%.

While approximately 10% of workers aged 25 and older in digital-literacy related professions across the US report holding associates degrees and a slightly higher percentage hold masters degrees or higher, the great majority of professionals report holding bachelor degrees. The potential for employment in digital-literacy related jobs is strong for well-trained graduates. For example,employment of animators is projected to grow 8 percent from 2016 to 2026, about as fast as the average for all occupations according to the Occupational Outlook Handbook, US Dept. of Labor (https://www.bls.gov/ooh/)
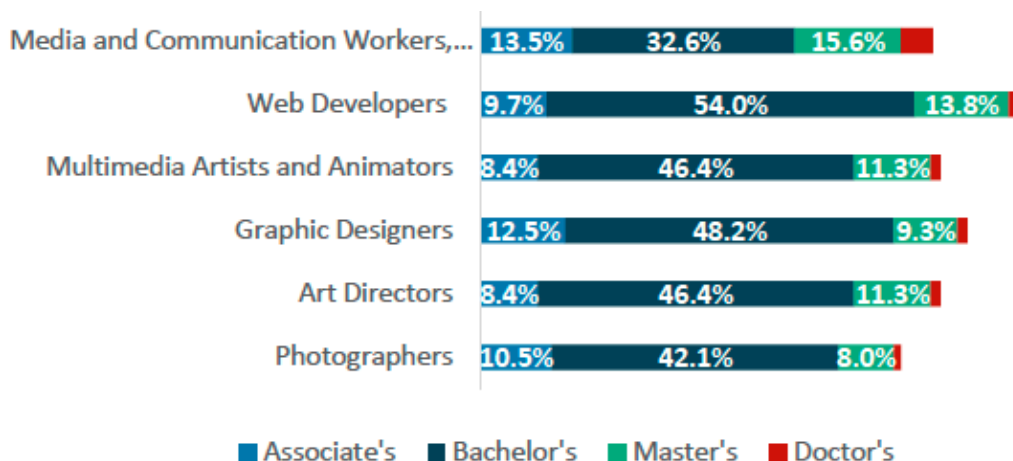
Figure 2. Education Attainment, from Hanover Report

Relationship of Program to Institutional Master Plans and Priorities

Stockton University had identified five strategic priorities. The proposed DIGI and Practice major supports these priorities as described below.

The DIGI major advances the University's mission of excellence in teaching and learning, scholarly and creative activity, and dedication to service. The proposed major focuses institutional efforts toward student success, preparing Stockton's increasingly diverse student body to excel in a rapidly changing digital world (goal 1.1). The program enhances Stockton's offerings in a rapidly changing digital landscape, expanding our footprint in the region (goal 1.2). The program will be dependent upon Stockton's high quality of technological support and will help to translate that excellence to the area community (goal 1.3).

The DIGI major develops the academic, human, and financial resources that support the University's aspiration to be a premier regional educational institution. The proposed major as a coalescence of digital disciplines supports innovation, impact and efficiency within curricular offerings (goal 2.1). The program has been designed keeping in mind the need and ability to assess the effectiveness of its learning practices (goal 2.3). The program demands that its faculty and students remain up-to-date in the ever-changing world of technology (goal 2.9).

The DIGI Major supports human diversity and inclusion in all of its forms and in a manner that serves the needs of our region and recognizes our place in a global society. Digital media, the basis of this major's study, presents unique opportunities and challenges to such diversity (goal 3.1). The program will provide graduates with skills that will help to expand the region's economic development and cultural offerings (goal 3.2).

The DIGI major develops and supports planning and governance processes that are integrative, collaborative, transparent, and sustainable. This program has been developed and proposed under enhanced processes for development of new academic offerings (goal 4.3).

Stockton's guiding principle is *Students first*. As with all other programs designed and implemented at Stockton, DIGI will follow this principle. The interdisciplinary curriculum of DIGI program will provide students with intellectual skills and more specific program skills that will prepare them well for a rapidly changing employment landscape. The courses will equip them

with necessary theoretical underpinnings, along with hands-on-practical experiences via class projects and a required capstone course. Elective internship opportunities will equip our students for professional careers in the field.

Comparable Programs in New Jersey and the Neighboring Areas

There are few digital literacy programs within competitive reach of Stockton University. We have identified the following:

SUNY New Paltz
Digital Media & Journalism. This major is one of the largest academic programs at New Paltz. It leans more toward traditional digital journalism and storytelling than our proposed major. It does not appear to require the computer programming or visual arts components that we envision.

Kutztown University
Digital Communication and New Media is a Minor that fits alongside Media Studies in the Communications Department. This minor focuses on both traditional media and new media. Students within this minor *study* various media forms but are not trained to *create* such media as proposed in Stockton's DIGI major.

SUNY Oneonta
The Media Studies major prepares students for careers in the fields of broadcasting, journalism, film, audio production and video production. Students choose between two tracks: Production and Media Studies. The program does not appear to require the computer programming or visual arts components that we contemplate.

Art Institute of Pittsburgh
BS in Game Art & Design. This interesting program duplicates many of the core concepts of the proposed DIGI major, especially in its focus on game design and digital aesthetics. As a Bachelor of Science degree offered at an art institute, the course of study is in greater depth than that contemplated by the proposed Stockton major.

Rutgers Camden
Digital Studies Center (https://digitalstudies.camden.rutgers.edu/)

The Digital Studies Center (DiSC) is an interdisciplinary, collaborative research, development, and education center at Rutgers Camden that helps kick-start, facilitate, support, and promote projects that are made possible by the convergence of digital technologies with the humanities as well as the arts, natural, and social sciences. The Digital Studies Center presupposes strong practitioners able to tackle digital projects in sophisticated forms. Our DIGI majors, once they have completed their course of studies at Stockton, would be excellent candidates to work in the RC Digital Studies Center.

DS+ Major & Minor (dsplus) is an interdisciplinary program that offers both a joint B.A. and a minor to Rutgers Camden students. The Digital Studies program links disciplines from across Arts and Sciences to digital tools and methods, and the program provides students with an opportunity to understand how the digital is changing how we read, write, think, work, and play. The minor requires 18 credits. While this minor is innovative and we applaud its interdisciplinary nature, its requirements, we believe, will leave students less prepared for a career in digital-literacy related professions than those who complete the proposed Stockton degree.

Fordham
Digital Media and Technology. This program of study is situated with the Gabelli School of Business at Fordham, and states that "In addition to your business coursework, you can take Fordham College classes in computing, visual arts, communication and media studies." Students can also take advantage of internships at a variety of digital-related companies in New York City. The Stockton proposal includes a business studies requirement, but is avowedly focused on communication, visual arts and computer information systems courses; they are not an afterthought.

5. Projected Student Enrollment

(a) 5 year projection

Based on the regional and national data of the similar degree

2020	2021	2022	2023	2025
20	35	60	75	80

(b) Student interest

During the first two weeks of classes in Fall, 2018, a total of 129 surveys (See Appendix B) were administered in several classes at Stockton: introductory courses in Communications, Visual Arts, Computer Science and Information Systems, a GIS course, and a freshman seminar. The students surveyed are mostly (92.6%) traditional college age (18-23), and about half are male and half are female. When asked if they would be interested in pursuing a major in DIGI, 27.1% reported that they are interested or very interested, with an additional 40.3% reporting slight interest. Reasons for interest were that the major would expose them to new technologies of interest (47.3%), they would enjoy working in the field (41.1%), and the major would help finding a job (30.2%).Respondents expressed interest in several areas of digital media, especially graphic design (30.2%), app development (19.4%), and game design (18.6%). Further details of the survey results can be found in Appendix C.

Additionally, our recent conversations with high school students also indicate increasing interest in digital media. This claim is supported by recent Hanover survey data. Having this new program at Stockton will also benefit Visual Arts, Communication, and Computer Information Systems students who will have the option to take DIGI courses as electives to strengthen their portfolio, as stated in Section 3 (b) of this proposal.

(c) Affordability

Many students choose Stockton because they cannot afford the tuition of the digital media programs in more metropolitan areas. In the past, students from reputable art institutes have transferred to Stockton seeking an affordable, local, high quality education. For example, per credit cost at Stockton University is $340.83 (NJ resident) and $615 (non-NJ resident), while per credit rate at Rutgers Camden is $495.25 (NJ resident) and $1,153.00 (non-NJ resident). Other nearby institutions with the similar program offer generally higher tuition rates, as shown below:
- $694.00 (NYS resident) and $944.00 (non-NYS resident) at SUNY New Paltz;

-      $312.00 (PA resident) and $780.00 (non-PA resident) at Kutztown University.
It is reasonable to estimate that having a DIGI program at Stockton will help draw these
prospective students from the tri-state area.

6. Program Resources

The program would need, in the first year, two **new**, specialized full-time tenure track faculty
members in digital studies, with the addition of a third, full-time tenure track faculty as the
program grows. The vast majority of courses in the proposed curriculum are offered on a
regular basis, and preliminary conversations with colleagues in Visual Arts, Communication, and
Computer Information Systems suggest that seats will be available in these courses for DIGI
majors.

In an era where flat funding is prevalent, justifying and acquiring additional faculty lines, those
that do not come at the expense of other programs, presents a serious challenge. We argue
that instituting DIGI at Stockton requires two such lines. In addition to the gargantuan amount
work required to get any new academic program started, establishing DIGI at Stockton poses
special obstacles. First, for several DIGI courses, we do not have anyone on the current faculty
with the expertise/availability to teach them. Second, just as DIGI combines several different
disciplines, we need faculty members who themselves are digital generalists, able to navigate
Stockton's diverse curricular terrain and work with colleagues from many diverse disciplines.
Therefore, we need two faculty members possessing complementary specialties in digital
studies and the capacity to thrive in several different disciplinary environments. Without this
level of support, Stockton's ability to nurture a fledgling program like DIGI would be seriously
compromised.

Additional resources will be needed for a "Creativity Lab" for the new program. In addition to the
faculty members there would be a dedicated professional staff member to oversee the Creativity
Lab. Colleagues in Arts and Humanities who utilize existing labs emphasized that having only
part-time supervision has led to problems with security and equipment maintenance. The
Creativity Lab would be outfitted per specifications provided (See Appendix D).

The estimated costs, based on current quotations, are as follows:

Computers and furniture (25): $75,000
Audio/Video Equipment: $11,000
Total: $86,000

We have been informed that there is a plan to set up a creative work lab that the Dean of Arts
and Humanities and Arts and Humanities faculty are developing. If this plan comes to fruition,
students in the proposed DIGI program might be able to take advantage of this facility.

After meeting with the Interim Director of Stockton's Center for Learning Design, we see exciting
opportunities for collaboration between the Center and the DIGI program. First, the Center could
sponsor internship opportunities to DIGI majors, providing these students with job experience. In
turn, these students could enhance the programs offered by the Center by providing cutting-
edge technological solutions to educational challenges. The Center staff could assist in the
development and refinement of DIGI courses. In return, we expect that newly hired faculty
members in DIGI will be able to provide expertise and assistance to the professional
development programs offered by the Center.

Based on student needs, DIGI will welcome associated faculty from Communication Studies, Computer Science, Computer Information Systems, Visual Arts, Instructional Technology, and General Studies to teach courses in the program.

Finally, because the program relies heavily on other existing programs, DIGI will need little additional support from the Library and the Office of Information Technology Services.

7. Degree Requirements

The curriculum for the proposed DIGI program will allow students to satisfy all requirements at Stockton, including both program and general studies, as well as other university-wide requirements (FRST, W, Q, and other required course attributes). The following table contains a summary of the proposed DIGI curriculum. Course descriptions for new, DIGI-acronym courses are provided in Appendix E.

Digital Studies
Proposed Curriculum Sheet

Program/Cognate Courses	64	
One Art Design Course	**4**	
ARTV 1164-2D Digital Design		4
One Web Design Course	**4**	
ARTV 3621-Web Design (Pre-req.;ARTV 1164, ARTV2270 or 2265, POI)		**4**
Two Computer Information Systems Courses	**8**	
CSIS[1] 2110 - Programming in Python		4
CSIS 2210-System Analysis and Design (Pre-req: CSIS 2110)		4
One Business Course	**4**	
MKTG-2110-Marketing Principles		4
One Audio Course	**4**	
COMM 3401-Audio II (POI)		**4**
One Video Course	**4**	
COMM 2402-Video Production		4
One Digital Writing course	**4**	
For example: GAH 1280-Introduction to Digital Writing; GAH 4303-Multimedia Writing COMM 2210-Digital Storytelling GIS 4662-Digital Storytelling Theory and Practice		4
One Statistics course	**4**	
For example: CSIS 1206-Statistics; GNM 1110-Against All Odds		4

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[1] As of Fall 2019, the CSIS acronym will be retired, and replaced by two new acronyms, CSCI and CIST. Course acronyms will be updated accordingly.

Four DIGI Courses	**16**
DIGI 1XXX-Intro to Digital Studies	4
DIGI 2XXX-Digital Design Theory and Principles	4
DIGI 2XXX-Issues in Digital Studies	4
DIGI 4XXX-Capstone	4
Three Program/Cognate Electives	**12**
DIGI 3XXX-Game Design DIGI 3XXX-Advanced Web Development DIGI 4XXX-Internship ARTV studio courses COMM media studies courses CSIS courses Other courses, in consultation with preceptor	
General Studies	**32**
At-Some-Distance	**32**