14 March, 2012

TO: Paul DeLuca, Provost
    Jocelyn Milner, Associate Provost and Director, Academic Planning and Analysis

FROM: Gary Sandefur, Dean

RE: Revised Proposal to create a new undergraduate certificate in Digital Studies

CC: Rob Glenn Howard, Professor of Communication Arts and Director, Digital Studies
    Michele Hilmes, Chair, Communication Arts
    Maria Cancian, Associate Dean for the Social Sciences
    Sue Zaeske, Associate Dean for the Humanities
    Elaine Klein, Assistant Dean for Academic Planning

ATTACHMENT: Proposal - Undergraduate Certificate in Digital Studies

On October 23, 2011 the L&S Academic Planning Council considered and approved a request to create a distinctive new certificate program for undergraduate students who wish to focus their attention on “Digital Studies”. This 15-credit program is unique; rather than constructing “Digital Studies” as a discipline-specific program of study constituting a discrete learning experience, the program is integrated as much as possible into students’ majors and other coursework. It emphasizes “ways of knowing” the world through the lens of digital studies, as applied in the students’ world. Digital Studies students will learn to view, understand, and interact with the world around them as they develop media, visual, technical, and information literacy.

As Professor Howard notes, the proposal has had a wonderful reception across campus, and students in particular are eager to have this MIU-funded program available to them. It has been endorsed by the College of Engineering, the School of Human Ecology, the School of Education; CALS found in it no cause for concern; and at the time of this writing, Business was preparing its response to our request for comment. As you also will see from the attached documentation, consultation included colleagues in Degree Audit, so as to ensure that this program can be audited with DARS. In all of these interactions, the program authors have been responsive to suggestions for improvement, and this strong proposal has been further improved by the governance process.

Since the guidelines for new certificates are under revision, Assistant Dean Elaine Klein reviewed the proposal in light of those guidelines, and advises me that this proposal addresses all of the elements required by the new criteria, albeit in a different format. Furthermore, we have also shared the guidelines with Professor Howard, and he has indicated that he understands the administrative and programmatic advice contained therein.

The L&S Academic Planning Council unanimously supported this proposal when it was presented to them in October. Our review of the revisions found that APC suggestions offered for improvement were heeded. The L&S APC enthusiastically endorsed creation of this program, and I recommend that it be supported.
Undergraduate Certificate Program Request for Information

Name of Certificate Program for Transcript Recording: Certificate in Digital Studies

Sponsoring Unit(s): Communication Arts, in consultation with the Digital Studies faculty committee

Contact Person (name, phone, email): Professor Robert Glenn Howard / rgh@rghoward.com

What students are eligible to receive this certificate? (Please check all that apply.)

- Undergraduates in all schools/colleges
- Students classified as Special Students
- Undergraduates in specific schools/colleges (Please list)
- Other students (please describe): Special students admitted to program while undergraduates, with fewer than 9 credits to complete post bacc; to be completed within 1 year of graduation plus “capstone” project integrated into another course

Certificate requirements:

- Minimum credits and /or courses needed: 15 credits 5 courses
- Minimum percentage of total credits that must be taken in residence if greater than the 50% specified in the Certificate guidelines: 9 credits
- GPA requirements: Certificate guidelines state that a minimum 2.0 GPA must be earned on all course work attempted for the Certificate Program, unless the student is a graduate student, in which case a minimum 3.0 GPA must be maintained. Please list any additional GPA restrictions for this certificate program:

Are non-graded courses allowed to fulfill certificate requirements? No Yes

If yes, please indicate limits Pass/Fail Credit/No credit

What mechanism will be used to determine fulfillment of certificate requirements?

- DARS reports (preferred)
- Course Approval form Authorization Signature:

Dean’s Exceptions are required for substitutions. If this certificate is sponsored by multiple units, please indicate which unit is to be responsible for approving and entering exceptions into the DARS system.

When may certificate be awarded?

- Upon completion of certificate requirements
- Upon awarding of undergraduate degree and completion of certificate requirements

Please note that as specified in the Certificate Guidelines (http://wiscinfo.doit.wisc.edu/obpa/uapccertificates.htm), sponsoring units are responsible for informing the Registrar’s Office when students complete their certificate program and for supplying the Registrar’s Office with an up-to-date list of all certificate program requirements.

For additional information regarding this form, contact Connie Chapman, UW-Madison Registrar’s Office, 150B Peterson Bldg, 265-4540, connie.chapman@mail.rgstr.wisc.edu.
February 21, 2012

Gary D. Sandefur
Dean, College of Letters & Science
105 South Hall
1055 Bascom Mall
Madison, WI 53706

Gary:

Please find the enclosed revised proposal for an undergraduate certificate in Digital Studies. Having now presented the proposal to representatives from all interested units and, in some cases, having been offered generous comments and advice, we have made several changes since the proposal was first approved by the L&S APC. While these changes do not substantially alter the proposal, they aided us in securing partners and have made the proposal easier for students to navigate both conceptually and as will be programmed in DARS. In this letter, I will briefly describe the changes we have since collecting responses to the previous versions.

In response to Associate Dean Maria Cancian's summary of the L&S APC's suggestions, we added a specific mechanism for adding new courses to the curriculum in appendix D. We also removed language throughout the proposal that emphasized the "digital humanities" to the potential exclusion of the STEM disciplines. It was not our intention to exclude STEM students, and we have altered the language to make that intention clear. Also, we look forward to incorporating courses in Computer Sciences into the certificate through the course adoption process outlined in the proposal. We feel that the addition of CS courses would strengthen the curriculum and are initiating the discussions that would make those inclusions possible.

In addition to the suggestions reported by Maria from the L&S ACP, we were also delighted to hear of the College of Engineering's interest in Digital Studies. After Elaine Klein and I attended a meeting where I presented the proposal to the Engineering College's APC and we engaged in a very constructive discussion, we look forward to placing a representative from Engineering on the Digital Studies steering committee as now noted in Section V of the proposal. Working with that person, we expect to incorporate Engineering courses into the certificate program. These courses should facilitate students in Engineering finding and taking non-Engineering courses on digital studies as well as make it easier for students outside of Engineering to find and take appropriate Engineering courses.

After a very productive meeting with Assistant Dean Mike Pflieger, we revised the certificate to make it more easily programmable into DARS as well as more understandable and appealing to students. In terms of DARS programming, we removed the requirement for a one-credit course to complete the capstone. While the rest of the capstone requirement remains the same, it became clear that having the students register and pay for an extra credit was unnecessary and could cause some students to pay extra for no extra benefit. Instead, we will program the capstone requirement directly into the DARS system to be indicated by the DS Director or an assignee.
We also removed the DS forms we had in the appendices. We realized that the forms we had developed in Appendices C and D were not necessary given the current capabilities of DARS. We also reviewed all the courses we are listing and are now including only courses that are or will be approved by the Fall. For some courses not yet approved, we may have to make DARS exceptions. Overtime, we will be able to use DARS to track the courses students in DS are taking and make adjustments to our offerings. In order to make the proposal more understandable and appealing to students, we changed the names of the "literacies" to "areas of study" and removed the confusing phrasing we were using that seemed to conflate the "four technology literacies" with the specific area of study we had named "technology literacy." We now call the "technology literacy" area of study "digital practice" to refer to the use of specific technologies to produce digital media content.

When we first set out to create the DSC, we invited Design Studies to submit a list of courses to be considered. We were delighted to receive this list during the recent feedback process, and the Digital Studies Executive Committee voted to add three of the courses suggested by Design Studies: DS 320, DS 323, and DS 327. These courses clearly meet the curricular goals of the Digital Studies Certificate. We did not add DS 233 because it is a 200 level course and we have only allowed 200 level courses to count as topics courses in special cases. We have not included DS 322, 622, and 623 because they seemed to be a standard series of Design courses and two were listed as carrying three different area of study designations. We are not listing any course with more than two area of study designations so that students will be encouraged to diversify their course choices. Further, because these three courses are in a series, it seems like the students taking this series could effectively get the DS certificate without varying in any significant way from the Design Studies major curriculum. As the committee understands it, this would not fill the purpose of the undergraduate certificate. The Digital Studies Executive Committee would be happy to review syllabi and specific rationales for including any of these courses in the future using the procedure outlined in the proposal for adding new courses. We were delighted to be able include Design Studies in the certificate, and look forward to expanding that role in the future.

I am very grateful for the wonderful reception, keen interest, and insightful feedback we have received in this process. While the changes outlined above do not substantially change it, I feel that our proposal for the Digital Studies Undergraduate Certificate is even stronger than before. I hope that you will agree.

Thank you for your time and consideration.

Sincerely,

Robert Glenn Howard
Professor
Department of Communication Arts
University of Wisconsin — Madison
Proposal to Establish a Certificate Program in Digital Studies
February 21, 2012

Robert Glenn Howard
Professor
Department of Communication Arts
821 University Avenue
Madison, Wisconsin 53706-1497
rghoward2@wisc.edu
http://rghoward.com

I. Description of Request
The Department of Communication Arts in conjunction with the MIU-funded Digital Studies Initiative petition to establish an interdisciplinary Certificate Program in Digital Studies housed in Communication Arts but available to all undergraduate students at the University of Wisconsin — Madison and without any initial cap on the number of students who can be admitted into the program.

The certificate will be awarded at graduation upon successful completion of a minimum 15 credit hours of designated course work and the completion of an approved "Digital Studies Capstone" project. The director of Digital Studies or her/his designate will signal completion of the certificate in Degree Audit Reporting System (DARS).

The student will choose the 15 designated credit hours from an approved list. The student's selection must include one of the listed "Core" courses (see Appendix A) and at least one "Topical" course from each of the four areas of study that define the Digital Studies curriculum (See Appendix B). Those areas of study are: digital media, digital practice, visuality in digital media, and digital information structures. These areas of study correspond to four literacies targeted by the Digital Studies curriculum: media literacy, technology literacy, visual literacy, and information literacy (see Section IV for definitions). While every course acceptable for certificate credit may not be taught every semester, we have located a large enough number of courses that there will be sufficient options from which students can choose. To allow the certificate to continue to evolve as course offerings change across the university, it will be possible for the Digital Studies Executive Committee to add and remove courses to the certificate curriculum (See Appendix D).

Both the courses and the capstone project can double count for major course credit and the certificate. However, the certificate will offer a specific and unique additional curricular experience beyond that offered by completing the major requirements alone. Pursuing the Digital Studies certificate will focus the student's course options requiring them to choose courses that engage issues associated with digital media within their chosen major while at the same time encouraging them to explore related courses in other departments.

The bestowal of the Certificate in Digital Studies will be permanently recorded on the recipient's official transcript of grades through the DARS system by the Director of Digital Studies or an
assignee after the student has completed the approved capstone project and all other degree requirements.

II. Title of Program

"Certificate in Digital Studies"

III. Relationship to the Profession & to the University’s Mission

In her 2009 Focus on the Humanities Lecture, Chancellor Martin challenged educators to meet students “where they are” in their “preferred technologies and media.”¹ In the 21st century, our students inhabit a world increasingly defined by communication technologies. As these technologies rapidly evolve, those individuals who can successfully assess and deploy them will be placed at an advantage both as college students and after they graduate. While these students may be "born digital," they have not necessarily had equal opportunities to acquire skills in the technologies that are defining their generation. Today, the most successful individuals must be able to work in environments characterized by experimental learning, interdisciplinary collaboration, multimodal composition, user-generated content, and other modes facilitated by digital communication technologies. Currently, however, the UW offers no systematic general digital media or technology curriculum beyond those associated with specific disciplinary majors. This new undergraduate certificate program mobilizes disparate courses across a wide range of UW campus units and combines those existing resources with new resources provided by the Digital Studies Initiative to create just this: an interdisciplinary, formal, and systematic curriculum that students can easily add to their major courses so that they will be better equipped to both produce digital content and critically assess the digital content they encounter.

The need for this curriculum has been clearly documented at the national and university levels. At the national level, a 1999 National Resource Council sponsored study titled "Being Fluent with Information Technology Report" found that “the ability to apply information technology in complex and sustained situations, encapsulate higher-level thinking in the context of information technology” is critical to education and employment readiness in the United States.² Later, the 2009 Horizon report, sponsored by Educause and the New Media Consortium, noted a “growing need for formal instruction in key new skills, including information literacy, visual literacy, and technological literacy.” The report warned that: “increasingly, those who use technology in ways that expand their global connections are more likely to advance, while those who do not will find themselves on the sidelines.”³ These same issues have been addressed in university documents. The “Wisconsin Experience and the Essential Learning Outcomes for UW-Madison Students” specifically outlines the need for increased “information and technology literacy.”⁴ Further, the UW-Madison's Strategic Plan for Information Technology produced by the Offices of the CIO and Vice Provost highlights the need to “integrate technology into the delivery of course

⁴ The Wisconsin Experience and Central Learning Outcomes http://www.provost.wisc.edu/content/WI_Exp_ELOs.pdf (2009)
content" that will "engage students in developing, practicing and extending their abilities at various levels, in different types of classes, and across departments."\(^5\)

This new certificate program will help address these needs in four ways. It will:

1. provide instruction in general technological literacies in line with those outlined by the 2009 Horizon report with an orientation toward digital technologies,

2. foster "higher-level thinking in the context of information technology" through the critical engagement of digital content and the media that carries that content,

3. teach the skills needed to produce digital content in order to enhance students' abilities to use digital technologies to "expand global connections,"

4. and provide students the formal and systematic curricular structure to engage digital technologies without slowing the time-to-completion of their chosen major.

While current courses across many majors including those participating in the certificate do teach skills in digital technologies, this certificate will allow students to focus their course work on digital material in a more organized way than they would if they were just taking courses that they happen to encounter while perusing only their major requirements. The flexibility of the course distribution is an efficient way to create a specific learning context that addresses a balanced set of skills associated with the areas of study without requiring so many resources that it would impede students' movement through their coursework. Further, the highly interdisciplinary nature of the units included in the certificate will allow students to easily combine major coursework in some of the most popular majors with the certificate requirements. Intended to be interdisciplinary, the certificate does not represent any single new field. Instead, it is intended to focus the current and developing digital curriculum in ways that maximize the benefits to students pursuing a disciplinary specific major. At the same time, it offers consistency through its core course, topical courses, and capstone requirements. This consistency is achieved as students adjust their pursuit of a specific major to accommodate the Digital Studies requirements. In turn, fulfilling these requirements will significantly broaden their digital media skill set.

Consistent with the “Wisconsin Experience” generally, this certificate aims to build cultural competency, civic engagement, and leadership skills by exploring those perennial issues in terms of today's digital communication technologies. We seek to develop students’ civic knowledge and ethical reasoning by critically engaging information architectures and digital media. By also giving students access to the skills and tools they need to create digital content, they will be challenged to produce their own digital engagements with the heavily mediated worlds in which they live. Additionally, through the certificate, students will enhance their capacity for critical thinking, writing, oral communication, and problem solving as those fundamental skills relate to the whole range of technological literacies associated with Digital Studies. These skills are all included in the Essential Learning Outcomes (also known as the LEAP goals) to which the UW

has committed itself and which employers nationwide have indicated are essential in tomorrow’s graduates.

Our proposed certificate does not duplicate existing programs, but does promote greater coordination among the large number of faculty engaged with digital communication technologies. The programs that might be viewed as having overlap with this proposed certificate are Art, Communication Arts, College of Engineering, Life Sciences Communication, School of Human Ecology, and the School of Journalism and Mass Communication. Endorsement letters from each of these units are included in this proposal (see Appendix F). The certificate does not duplicate the degrees offered by these units because each offers a variety of courses focused on specific digital skills but none offers the broad-based and systematic engagement of the more general literacies that undergird this certificate. Unlike a specific focus within one of these majors, the Digital Studies Certificate offers interdisciplinary instruction in the more general skills of digital media production and analysis. The addition of the certificate to the university curriculum will allow students to gain a survey of key literacies to which they otherwise would not gain exposure. Further, it will encourage students to engage courses outside of their major and thus expand the students' disciplinary exposure to digital technologies.

IV. General Nature of the Certificate
The undergraduate certificate in Digital Studies requires a minimum of 15 credits of designated coursework. For their coursework, students are able to choose from a variety of courses to cover the four areas of study in several departments. Students can easily integrate the certificate coursework with their major coursework while still gaining the interdisciplinary breadth and curricular focus offered by Digital Studies. To do this, students must take one of the 100 or 200 level core courses in one of the primary departments participating in the program: Art, Communication Arts, the School of Journalism and Mass Communication, or the School of Library and Information Studies (See Appendix A). Then the student must complete four more courses from a list of approved courses (See Appendix B) that cover each of the areas of study. Each approved course has been designated as fulfilling one or more of the four areas of study. A single course may be used to meet only one area studies requirement.

Finally the student must complete a Digital Studies capstone experience. That experience may be in the form of a capstone course (such as History 600 for example), a senior thesis (including Honors Theses), advanced-level coursework in the major, or in a directed study course. Use of this work for purposes of the certificate as well as the major is subject to approval by the instructor to insure the work may be used for two purposes. At the beginning of the semester during which the student will complete the capstone project, she or he must complete the “Capstone Project Approval” form (See Appendix E). The approved course will then serve as the Digital Studies component to a high-impact capstone project (See Section VI).

The four areas of study that comprise the Digital Studies Certificate Program directly address the four literacies that undergird the curriculum:

1) Digital Media (M) — fosters "media literacy" or the ability to consume and critically assess communication that is mediated by digital technologies such as Internet, mobile, and smart devices including digital video and audio content as well as
games and simulations produced both in everyday discourse and by media professionals

2) Digital Media Practice (P) — fosters "technology literacy" or the ability to create expressive and strategic communication content using digital tools such as digital video and audio equipment as well as software for video and audio editing, Web-design, database and information architecture design, app design, computer simulation, and digital gaming

3) Visuality in Digital Media (V) — fosters "visual literacy" or the ability to create and assess both mechanical and aesthetic elements of visual design in digital content

4) Digital Information Structures (I) — fosters "information literacy" or the ability to use, create, and critically assess digital archives, databases, and other digital information architectures

By giving students a guided path through which to navigate courses in terms of these areas of study, they will be encouraged to better focus the powerful array of digital content offered in a variety of departments.

V. Cost Implications
The substantial costs associated with supporting this certificate have already been allocated for that purpose through the MIU program in the initial Digital Studies Initiative proposal and two subsequent proposals one from Communication Arts and one from the School of Journalism and Mass Communication. Those funds will be administered through the certificate's home, the Department of Communication Arts including the payroll for two faculty, one Visiting Assistant Professor, one administrative TA, one curricular TA for general DS courses, and 5 TAs associated with teaching the DS course in Communication Arts: CA 255. The payroll for the four faculty and four TAs housed in departments other than Communication Arts (Art, English, School of Journalism and Mass Communication, and School of Library and Information Studies) will be handled by those home departments in consultation with the Director of Digital Studies. No additional funds are necessary to support the program.

The courses that will constitute this certificate are either already taught by existing faculty or under development by faculty recently hired with the funding made available through the MIU. The original Digital Studies MIU funding has provided four new faculty positions and four TA positions. Two other subsequent MIU-funded faculty positions have made commitments to teaching courses for Digital Studies including a digital media production position in Communication Arts with 5 associated TAs and a digital media analysis position in the School of Journalism and Mass Communication. Digital Studies funds have also been granted to the Instructional Media Center budget in Communication Arts to fund the necessary extra hourly workers who will oversee the digital equipment and labs in Vilas Hall. Further Digital Studies MIU funds are being used to build the DesignLabs and digital classrooms in Helen C. White Library that will prioritize Digital Studies courses but serve other undergraduate instructional needs as well. The advising and administrative duties for the certificate will be carried out by the
director of Digital Studies (currently Robert Howard) in consultation with the Digital Studies executive committee and the chair of Communication Arts.

As part of the MIU funding, one .50% VAP position will replace two courses a year so that the director can administer the program and advise students. In addition, the MIU provides one 50% curricular TA to aid the director in course development and administration of the certificate program. The payroll management of these positions will be handled by the departmental home of the certificate, Communication Arts. Each of the four faculty hires outside of Communication Arts (in Art, English, the School of Journalism and Mass Communication, and the School of Library and Information Studies) has one faculty and one TA associated with that faculty. These TAs will administered with their payroll coming from their departmental home instead of Communication Arts. With these significant resources provided by the MIU, the program will require no additional funding.

**Plan of Administration**

This certificate will be administered through the Department of Communication Arts. Communication Arts will be responsible for the payroll administration of the two faculty, the VAP or lecturer hired each year, the administrative TA, the curricular TA, the Instruction Media Lab student hourly and supplies budgets, and the five TAs hired to teach the CA255 course each semester. The other four faculty hired for Digital Studies and their associated TAs will be housed in their tenure-home departments and those departments will handle the payroll of those faculty and TAs.

**Digital Studies Director, Executive and Steering Committees**

The academic and curricular decisions will be made by the faculty director in consultation with the Digital Studies executive committee. Initially, advising for the certificate will be done by the DS director with the help of the administrative TA. Currently, Robert Howard in the Department of Communication Arts is serving as director. The director will report to the Associate Dean in Letters & Science, and the Academic Planning Council in Letters & Science and the Letters & Science Curriculum Committee will have curricular oversight.

The Digital Studies Executive Committee will oversee the director. The executive committee will be composed of representatives from the four departments who authored the original Digital Studies Initiative proposal with the addition of a representative from the School of Journalism and Mass Communication. Currently, this committee is comprised of: Robert Howard (Communication Arts), Kristin Eschenfelder (School of Library and Information Studies), Jon McKenzie (English), Stephen Hilyard (Art), and Greg Downey (Journalism). The chair of Communication Arts or her/her designee will serve ex officio on the executive committee. This committee represents the departments were DS faculty and other resources were placed with the MIU funding. It is these committee members' responsibility to oversee the appropriate use of these MIU resources in their department and report those uses back to the DS Executive Committee.

Upon approval of this certificate proposal, each of the of the four newly hired Digital Studies faculty will be invited to join a newly formed steering committee that will advise
the executive committee. The two additional hires made possible by the subsequent MIU proposals that made specific commitments to Digital Studies will also be invited to join the steering committee. These include the digital production position currently being hired in Communication Arts and one digital media position currently being hired in the School of Journalism and Mass Communication. In addition, the Digital Studies Executive Committee will elect a representative from the College of Engineering to serve on the steering committee pending a recommendation from Engineering and a vote. The Digital Studies Executive Committee may also vote to invite other faculty and staff who become significantly involved to join the steering committee.

Student Records
The director of Digital Studies will regularly monitor each student’s progress and certify students have fulfilled the requirements for the certificate. The Digital Studies Director or an assignee will use the DARS system to trigger the awarding of the certificate once the student has completed the requirements for the certificate program. The certificate will be awarded upon graduation.

Academic Advising
With assistance from the administrative TA for Digital Studies, the Director of Digital Studies will provide academic advising in matters related to the Certificate.

VI. General Requirements
Declaration of Intent
To be considered for admission into the certificate program, students must be in good academic standing and complete a Declaration of Intent to earn the certificate. The director of Digital Studies will review the applications to confirm eligibility for admission. Transfer students may complete the certificate and should consult with the director about using courses taken elsewhere to satisfy the certificate requirements. While transfer credit from courses approved by the DS director can be used to satisfy the topical course requirements of the certificate, students must still complete a minimum of 9 credits in UW Madison courses. The certificate program is open to all undergraduate students enrolled at the University of Wisconsin — Madison, and to special students who were within two courses of completing the certificate as undergraduate students. The certificate program is designed to complement a student’s academic major. Undergraduate students from all departments, majors, and fields of study are encouraged to pursue the Certificate in Digital Studies.

Credits Required and Time to Degree
Students in the certificate program will be required to take 15 designated credits that include one of the listed core courses and four additional topical courses chosen from the approved list.

It is the intent of this certificate program not to increase students’ time to degree, but rather to help structure and focus their acquisition of the essential literacies associated with Digital Studies. Certificate students will be encouraged to keep their major advisor informed of their certificate plans to help ensure their timely graduation.
All students in the certificate program will be required to complete one of the core
courses followed by four more courses chosen from the approved list. These four topical
courses must include a course in each of the four areas of study. Courses approved for
more than one area of study in the certificate curriculum may be used to satisfy only one
area; however, it is important to note that double counting of credits with a student's
major and/or degree requirements is acceptable. A minimum grade point average of 2.0
within the certificate curriculum is required for successful completion of the certificate.
No courses graded on a pass/fail or credit/no credit basis may be counted toward the
certificate requirements. The director will consider substitutions for courses in the
certificate program on a case-by-case basis. Each student considering an exception must
talk to the certificate program advisor. In most cases, substitutions are considered in
topical categories only. Requests should be made before a course has been taken; after-
the-fact substitution requests normally are not considered except for transfer course work
completed before a student attended UW-Madison. Students must notify the digital
studies advisor once they enroll in the course they plan to use to complete their capstone
requirement, to assure the students will have the certificate noted on his or her transcript.
The certificate will be awarded at the time of graduation.

Capstone Project
Students will complete a high impact capstone project with the consent of his or her
instructor as noted on the signed approval form (See Appendix E). When the capstone
project is submitted to the director of Digital Studies, the director or an assignee will note
the completion of the project in DARS. The capstone project may be completed in a
major capstone course (such as History 600 for example), a senior thesis (including
Honors Theses), advanced-level coursework in the major, or in a directed study course.
The project can be a written thesis that includes community interaction, a research project
that yields a grant proposal or submitted research paper or article, a business project, a
media campaign, an art piece that is publicly exhibited, or the public exhibition of a
collection of cultural or artistic pieces. At the beginning of the semester when the
capstone project will be completed, the student will have the instructor-in-charge of his or
her major course or independent study sign the capstone project approval form to insure
that the instructor-in-charge is aware that the work will be used to fulfill the Digital
Studies capstone requirement. After the project is completed, the project will then be
deposited with Digital Studies and the requirements for the capstone will be considered
fulfilled. Completing a capstone project required by the student's major or other program
can be used for this requirement as long as it has been approved for the Digital Studies
Certificate by the Digital Studies director, and by the instructor-in-charge. (An approved
capstone project can "double count." ) The capstone project may be a specific subpart of
an existing project. The project will be considered "high impact" if it includes one or
more of the following qualities:

- service-learning and community based research
- research apprenticeships on competitively funded projects
- multicultural arts initiatives
- entrepreneurship in the community
- intercultural dialogues through a small group learning community
- leadership in schools, colleges and majors
- activism and leadership through student organizations and campus community partnerships
- interaction with or formation of research community

Examples of Possible Digital Studies Coursework

The sample curricula below represent two possible paths students could follow to complete the certificate requirements by taking three of the five courses within their chosen major. While these courses would make great paths through the certificate, students are encouraged to take their own paths by picking five courses from the more than fifty offered by Digital Studies.

**Major: Art**

**Core Course**
ART 107 Introduction to Art in Digital Form

**Topical Courses**
CA 346 Critical Internet Studies (M)
Art 407 Digital Imaging (P)
LIS 450 Information Agencies and their Environment (I)
Art 518 Artist's Video (V)

Digital Studies Capstone
Project: a public exhibition of the student’s digital art

**Major: Communication Arts**

**Core Course**
CA 200: Introduction to Digital Communication

**Topical Courses**
CA 346 Critical Internet Studies (M)
CA 436 Interactive Media Production (P)
ART 448 Digital Photo for Non-Arts Majors (V)
LIS 644 Digital Tools, Trends, and Debates (I)

Digital Studies Capstone
Project: public awareness campaign for suicide prevention via Facebook with a report on the results

**VII. Rationale**

Consistent with national studies and recent UW documents, this certificate will encourage UW undergraduate students to develop a more solid grounding in four key literacies: media literacy, visual literacy, technological literacy, and information literacy. These literacies have been located as essential to their success both at the UW and after graduation.

While some students can gain dispersed snippets of these literacies as part of their course work, others focus on very technologically narrow aspects of these literacies. In both cases, students
have no mechanism to garner a general and broadly construed digital skill set that covers these key areas.

The proposed certificate would offer students:

1. course work focused on the four literacies,
2. opportunities to critically engage digital content,
3. experience in production of expressive and strategic digital content,
4. and the systematic curricular focus engage in these essential literacies without significantly increasing the time-to-completion for their chosen major.

This certificate program will mobilize disparate courses across a wide range of units and combine those existing resources with the new resources provided by the MIU to create a formal and systematic curriculum that students can easily add to their major courses. In line with national studies, UW documents, the Wisconsin Idea, and the goals of the MIU, this certificate will better equip undergraduate students to both produce digital content and critically assess the digital content that is increasingly at the center of our daily lives in the 21st century.
VIII. Appendices

Appendix A: Four Core Courses

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<thead>
<tr>
<th>CORE COURSES</th>
<th>Course</th>
<th>Title</th>
<th>Credit</th>
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<tbody>
<tr>
<td>Art</td>
<td>107</td>
<td>Introduction to Art in Digital Form</td>
<td>3</td>
</tr>
<tr>
<td>Communication Arts</td>
<td>200</td>
<td>Introduction to Digital Communication</td>
<td>3</td>
</tr>
<tr>
<td>Library and Information Studies</td>
<td>201</td>
<td>The Information Society</td>
<td>4</td>
</tr>
<tr>
<td>Journalism</td>
<td>176</td>
<td>Media Fluency in the Digital Age</td>
<td>3</td>
</tr>
</tbody>
</table>
Appendix B: List of Topical Courses with their Approved Areas of Study

V = Visuality in Digital Media; P = Digital Practice; M = Digital Media; I = Digital Information Structures (see Section IV above for descriptions of each area of study)

**TOPICAL COURSES**

**ART**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credit</th>
<th>Literacy</th>
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<td>Print Production Techniques</td>
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<td>Introduction to Digital Printmaking</td>
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<td>3D Digital Studio I</td>
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<td>Digital Photo for Non-Majors</td>
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<td>Artist’s Video</td>
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<td>3D Digital Studio II</td>
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<td>546</td>
<td>Advanced Type and Graphic Design</td>
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<td>Advanced Graphic Design and Technology</td>
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<td>Art and Technology</td>
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**COMMUNICATION ARTS**

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<td>Online Communication and Personal Relationships</td>
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<td>Critical Internet Studies</td>
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<td>History of Animation</td>
<td>3</td>
<td>M, V</td>
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<td>2D Character Animation</td>
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<td>3D Character Animation</td>
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<td>Interactive Media Production</td>
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<td>New Media and Society</td>
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<td>Editing and Post Production for Video and Film</td>
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<td>Cinematography and Sound Recording</td>
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<td>Rhetorical Analysis for Internet Communication</td>
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<td>Digital Media and Political Communication</td>
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<td>522</td>
<td>Digitally Documenting Everyday Communication *x-listed with FLR</td>
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<td>Dynamics of Online Relationships</td>
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<td>Health Communication in an Information Age</td>
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<td>*x-listed with Journalism and LSC</td>
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<td>Design Sketching and Rendering</td>
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<td>323</td>
<td>Computer Aided Design: Architecture and Interiors</td>
<td>3</td>
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<td>327</td>
<td>Textile Design: Manual/Computer Generated Imagery and Pattern</td>
<td>3</td>
<td>P, V</td>
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<td>522</td>
<td>Digitally Documenting Everyday Communication *x-listed with ComArts</td>
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<td>Folklore in a Digital Age</td>
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<td>Magazines and Magazine Editing</td>
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<td>Electronic News for Web and Broadcast</td>
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<td>Health Communication in an Information Age *x-listed with ComArts and LSC</td>
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<td>Introduction to Cyberlaw *x-listed with LIS</td>
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<td>Information Divides and Differences in a Multicultural Society</td>
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<td>Information Literacies in Online Spaces</td>
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<td>Topics in Information Studies: Social Aspects</td>
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<td>341</td>
<td>Topics in Information Studies: Technical Aspects</td>
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<td>Introduction to Digital Information Structures and Tools</td>
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<td>Foundations of Reference Services</td>
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<td>Digital Tools, Trends, and Debates</td>
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<td>Document Structures and Metadata</td>
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<td>Information Ethics and Policy</td>
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<td>Print and Electronic Media</td>
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<td>Visualizing Science and Technology</td>
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<td>Information Radio</td>
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<td>Contemporary Communication Technologies and Social Effects</td>
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<td>Documentary Photography for the Sciences</td>
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<td>Web Design for Sciences</td>
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<td>614</td>
<td>Advanced Video Production</td>
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<tr>
<td>660</td>
<td>Data Analysis in Communication Research</td>
<td>3</td>
<td>I</td>
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Appendix C: Assessment Plan

The assessment plan for the Digital Studies Certificate Program has two major components. First, each student’s Digital Studies Capstone project will be archived by the Digital Studies program. This will allow current Digital Studies faculty to develop a strong sense of the kind and quality of work produced by students completing the certificate. Further, outside assessors could also use this very material as a very clear view of the work being done in Digital Studies. Second, yearly surveys of students completing the certificate will be given and those results archived.

In the academic year 2010/2011, we conducted a baseline survey to collect demographic data as well as assess students’ perception of their knowledge of: 1) presentation software (Powerpoint), 2) graphics software (Photoshop/Flash), 3) conducting Internet-based information searches, 4) methods for evaluating online information, and 5) ethical and legal issues associated with digital information. Further, we sought to assess student interest in taking courses that would include material on these issues. In an open response series of questions, we asked students to describe the digital media skills they felt are most needed at the college level. Finally, we ask students if they felt digital skills would be important to the jobs they are seeking after graduation.

With 57 initial respondents, this base-line survey will inform our full assessment methods.

Those methods will focus on the collection of information on:

• student expectations and learning outcomes via entrance and exit surveys
• demographics, esp. data pertaining to gender, ethnicity, first-generation college attendees, socio-economically disadvantaged students, and differently-abled students
• number of students enrolled
• total credit hours
• number of certificates granted
• time to certificate

A Digital Studies executive committee assessment meeting is planned for July 2011 to continue to develop our strategy to implement this assessment plan.
Appendix D: Procedure for Approving New or Additional Topical Courses with Areas of Study

Because digital technologies are rapidly changing and new courses are being developed across the university to keep up with these changes, the Digital Studies Certificate will seek to continually update its list of approved topical courses.

These updates will occur when a course is recommended to the Digital Studies Executive Committee for inclusion or removal. Cases of removal will occur if a course will no longer be taught for some reason or at the request of the home unit of the course. Courses will be added as new courses are developed or as existing courses are recognized as offering further contributions to the certificate curriculum. The committee will review course materials including syllabi from past versions of a course under consideration. Any new course must focus on digital media to be considered. The Digital Studies Executive Committee will determine a maximum of two of the topical literacies that the course may be used to fulfill. After a majority vote by the Digital Studies Executive Committee, the Director of Digital Studies will contact the chair or director of the home unit teaching the course. If the home unit for the course agrees, the course will be added to the list of approved topical courses.

With this mechanism, the certificate will be able to keep its course offerings update and relevant.
Appendix E: Capstone Project Approval Form

Capstone Project Approval Form
Digital Studies Certificate

Students Name: ___________________________________ ID# __________________________
Degree/Major: _______________________________ Classification/year: ______________
Semester capstone project will be completed: ________________________________
Proposed Capstone Project title: ____________________________________________
Course in which Capstone Project Will be Completed: _______________________
Course Instructor/Professor: ________________________________________________

Capstone Project Supervisor Signature: __________________________ Date: __________
Certificate Program Director Signature: __________________________ Date: __________
Appendix F. Letters of Support

May 12, 2011

Gary Sandefur
Dean, College of Letters and Science
105 South Hall
University of Wisconsin-Madison
Madison, WI 53706

Dear Dean Sandefur:

I am writing to express the enthusiastic embrace of the Department of Communication Arts for the proposed Digital Studies Certificate. In its strategic plan crafted three years ago, the department committed itself to advancing a digital studies initiative. Since then, Professor Robert Glenn Howard has taken the lead in coordinating scholar-teachers, infrastructural resources, and curriculum within and beyond the department. The result of his work, as well as that of Jon McKenzie and others across campus, is an innovative and much-needed proposal for a Digital Studies Certificate.

The Department of Communication Arts welcomes the opportunity to house the Digital Studies Certificate. Indeed, we believe that it makes good sense to locate the certificate here as we have a critical mass of scholars pursuing research and teaching in digital studies, we have for many years taught courses in the digital, and we have significant digital facilities. Initially, Professor Howard will serve as advisor to students who pursue the Digital Studies Certificate. As enrollment in the program increases, as we are confident it will, we do see a need for additional advising support.

I hope you will agree that locating the Digital Studies Certificate, which is grounded in the liberal arts tradition, in the College of Letters & Science and the Department of Communication Arts advances our shared mission of providing our students with an education that prepares them well for the future.

Sincerely,

[Signature]
Professor and Chair

Department of Communication Arts

Vilas Hall 821 University Avenue Madison, Wisconsin 53706-1497
FAX: 608/262-9953  Department Office: 608/262-2543  Chair’s Office: 608/262-2277  Graduate Office: 608/262-3398
info@commarts.wisc.edu  www.commarts.wisc.edu
May 23, 2011

To: Robert Glenn Howard, Director, Digital Studies working group
From: Greg Downey, Professor and Director
School of Journalism & Mass Communication (SJMC)
Re: Support for Digital Studies Certificate proposal

The School of Journalism & Mass Communication fully supports the effort to create a new “Digital Studies” certificate program. As part of our funded MIU proposal, we have committed to hiring one faculty member to teach two courses per year in this program.

Here in SJMC, several majors-only courses would dovetail well with Digital Studies, making it easier for SJMC majors to earn the Digital Studies certificate:

- J 411 Multimedia graphics
- J 417 Magazines and magazine editing (built an iPad app last semester)
- J 419 Electronic news for web and broadcast
- J 445 Developing creative messages for media
- J 475 Special topics (almost always with a digital multimedia component)
  Example: The future of news in the networked age (Fall 2010)

We also teach several courses open to all majors that we would be happy to list as fulfilling Digital Studies requirements:

- J 176 Special topics (almost always with a digital multimedia component)
  Example: Media fluency for the digital age (Spring 2012)
- J 617 Health communication in the information age
- J 676 Special topics (almost always with a digital multimedia component)
  Example: New media and society (Spring 2011)

Greg Downey
School of Journalism & Mass Communication (Professor and Director)
School of Library & Information Studies (Professor)
L&S Internships in the Liberal Arts & Sciences (Faculty Director)
University of Wisconsin-Madison
gdowney@wisc.edu
608/695-4310
May 9, 2011

Associate Professor Robert Glenn Howard
Director, Digital Studies
6144 Vilas Hall
CAMPUS

Dear Professor Howard:

The Department of Art supports the Department of Communication Arts' petition in conjunction with the MIU-funded Digital Studies Initiative to establish an interdisciplinary Certificate Program in Digital Studies.

The Certificate Program will provide a valuable new option to our students that is highly relevant to changing forms of artistic practice and research.

Sincerely,

[Signature]

Tom Loeser, Chair
May, 2, 2011

Robert Glenn Howard  
University of Wisconsin -- Madison  
Associate Professor, Department of Communication Arts  
Director, Digital Studies  
Associate Chair, Folklore Program Affiliated Faculty, Religious Studies and the  
Center for the Study of Upper Midwestern Culture  
Editor, Western Folklore

Dear Rob:

I write to convey the English department’s support for the Digital Studies certificate. Our Digital Studies/English colleague Jon McKenzie will refine the course numbers and topics list this summer, for inclusion in the final version of the DS proposal.

With all best wishes,

Theresa M. Kelley  
Chair, Department of English  
Marjorie and Lorin Tiefenthaler Professor

Department of English
University of Wisconsin-Madison  7187 Helen C. White Hall  600 N Park Street  Madison, Wisconsin 53706  
608/263-3800  Fax: 608/263-3709  E-mail: english@wisc.edu  http://english.wisc.edu
Robert Glenn Howard
Associate Professor,
Director, Digital Studies
Department of Communication Arts
CAMPUS

April 28, 2011

Dear Rob,
The School of Library and Information Studies is delighted to give its strong support to the proposal for a certificate in Digital Studies. As you know, SLIS faculty have been involved in this project since its inception, and we are looking forward to contributing courses to it.

Sincerely,

[Signature]

Christine Pawley
Professor and Director
School of Library and Information Studies
September 23, 2011

To: Robert Glenn Howard, Associate Professor and Director, Digital Studies
From: Jacquie Hitchon, Professor and Chair, L.S.C.
Re: Memo of support for the Digital Studies Certificate

The Department of Life Sciences Communication endorses the Digital Studies Certificate with the following additions to the Life Sciences Communications courses listed:

LSC 360 Information Radio, 3, TL, ML
LSC 440 Contemporary Communication Technologies & Social Effects, 3, ML
LSC 332 Print & Electronic Media Design, 3, TL

The Undergraduate Studies Committee of Life Sciences Communication has approved these additions and discussed their contributions with you.

We hope the certificate will prove very popular with undergraduates on campus.
January 25, 2012

To: Elaine Klein, Assistant Dean for Academic Planning  
College of Letters & Science

From: Wendy L. Way, Professor and Associate Dean for Academic Programs  
School of Human Ecology

Re: Request for Comment on Proposal to Establish a Certificate Program in Digital Studies

This is to follow up on your request for review and comment on the proposal being advanced by the Department of Communication Arts to establish a certificate program in digital studies. As promised, the School of Human Ecology Academic Planning Council considered the proposal at its January 23 meeting. There was a great deal of interest in the proposal since, as you may know, representatives of the Design Studies department had been actively involved in preparing the original MIU proposal out of which this certificate emerged. I am pleased to report that the APC voted to endorse the proposal. However, they did so with a corresponding request that several topical courses from Design Studies be added to the list of approved literacies courses in the proposal.

Several majors-only courses in the Department of Design Studies would mesh well with the certificate program and make it more feasible for students in the department to earn the Digital Studies certificate. Courses of this nature that we recommend be included are:

DS 223: Interior Architectural Design (VL, IL)  
DS 322: Interior Design II (ML, IL)  
DS 501: Collection Development and Digital Communication (TL, VL)  
DS 622: Interior Design III (VL, TL, IL)  
DS 623: Interior Design IV (MI, VL, TL)  
DS 624: Portfolio Preparation (ML,TL, VL)
There are also two courses which are open to all majors that we would be pleased to list as fulfilling Digital Studies certificate requirements. These are:

DS 320: Sketching and Rendering (ML, VL)
DS 323: CAD: Architecture and Interiors (TL, VL)

Thank you for the opportunity to comment on the proposal. Please let me know if there are questions or if any additional information is needed.

cc: Robin Douthitt, Dean
Wei Dong, Professor and Chair, Department of Design Studies
Sue Bruns, Associate Academic Planner
December 20, 2011

Dean Gary Sandefur
College of Letters & Science
105 South Hall
UW-Madison Campus

Dear Dean Sandefur:

At its meeting on December 14, 2011, the College of Engineering’s Academic Planning Council considered a proposal for a Certificate Program in Digital Studies. After hearing the presentation from Prof. Howard, the APC voted to support this proposal with two conditions and one concern.

The College of Engineering APC would a) like to see a staff member from the Technical Communications Certificate Program in Engineering become an active member of the Steering Committee and b) that pertinent courses within the Technical Communications Certificate program be included as approved courses for fulfillment of the requirements for the new certificate. There were also concerns that the name “Digital Studies” has a much different meaning in engineering. However, it recognized that “digital studies” has some acceptance nationally within communications/media programs so the APC only asks that efforts to provide clarification to the name and description of the program be considered. This feedback was generally reflective of enthusiasm for the program and the desire to be supportive.

We believe that both engineering and non-engineering students can benefit from this cross-disciplinary program and are pleased to offer our support as noted above.

Sincerely,

Steven M. Cramer, PhD, PE
Associate Dean of Academic Affairs and
Professor of Civil and Env. Engineering
College of Engineering
University of Wisconsin-Madison

cramer@engr.wisc.edu
608-262-3484

Cc: Dean Paul Peery, Prof. R. Howard, Asst. Dean E. Klein, APC File
November 30, 2011

Gary Sandefur
Dean, College of Letters and Science
105 South Hall
University of Wisconsin-Madison
Madison, WI 53706

Dear Dean Sandefur,

I am writing to express support of the Department of Communicating Arts proposed Digital Studies Certificate. We understand the funding for this certificate will be coming from the MIU. The Art Department, within the School of Education, has provided a separate letter of support.

Sincerely,

[Signature]

Julie Underwood
Dean, School of Education
MINUTES
CALS Curriculum Committee Meeting
Tuesday, December 13, 2011, 12:00 p.m.
250 Agricultural Hall

Present: Bednarek (Chair), Bland, Fadl, Hayslett, Jackson, Paustian, Pfatteicher, Stubbings
Absent: Barak, Gisler, Mitchell, Pearson, Pelegri, Whillock

Approval of Past Minutes
A motion was made by Bland to approve the November 22, 2011 meeting minutes. The minutes were unanimously approved.

NEW BUSINESS

VISIT FROM WREN SINGER RE: FIRST YEAR SEMINAR
Adrianna Guram and Greg Smith attended the meeting with Wren Singer, and they came to discuss the CALS First-Year Seminar requirement. Their goal was to review some issues the committee had while reviewing courses and get feedback from the CALS Curriculum Committee. Sixteen courses were submitted for review and 10 were approved in 2010-11. Denied requests over the past year have typically come because of one or more of the following:

- Course had no diversity engagement
- Course is ungraded (credit/no-credit)
- Course had no small groups
- Course lacked rigor
- Course not designed for new students

They went over the criteria for meeting the requirement, found at http://www.newstudent.wisc.edu/practices/CALS.php. The current approval committee is made up of Greg Smith, Wren Singer, Adrianna Guram, Sebastian Bednarek, and Evelyn Howell. The first discussion topic was the grading requirement: Requirement 5, and whether we should still have this requirement. The final consensus was to keep the grading requirement, in order to uphold the academic rigor of the eligible courses and keep consistency. However, individual exceptions can be made under special circumstances.

There was also a discussion on what requirements were essential for eligible courses, and it was determined that requirements 1 (designed specifically for first-year undergraduate students) and 2 (small group setting) were essential. Greg Smith stated that they will be putting together some examples of approved courses and noting which parts of these courses met each of the criteria. Wren Singer also stated that they will be rewriting the wording for requirement 4, in order to clarify the meaning of the diversity expected in eligible courses. There was also discussion on whether 299s (independent study) would eventually count for this requirement or be appropriate for transfer students, and the consensus was that they would not count because there was no peer component.

REQUEST FOR COMMENT: PROPOSED UNDERGRADUATE CERTIFICATE IN DIGITAL STUDIES
Sarah presented the L&S proposal for a new certificate (funded by MIU). The only department likely to be affected is LSC, which has already provided a letter of support. Committee had no concerns to share with CALS APC or UAPC.

The discussion raised the question about whether overlap between certificates and majors is a concern (as has been the case across majors). The short answer is that the campus policy that a student’s programs not have significant overlap would arguably apply, but that at the moment most offices on campus are not auditing or reviewing major/certificate overlap as they are major/major overlap.

**UPDATE ON CAPSTONE REVIEW**

Sarah and Sebastian reported that work continues on crafting the summary memo on last year’s capstone review. They met with the co-chairs of Biology and the IBE director to review capstone requirements and shared some concerns regarding the approved courses. The co-chairs agreed to review their courses with the Executive Cmte. Sarah’s office is working on a proposal for a course to be taken in conjunction with 699’s, to help ensure those independent studies meet the capstone criteria.

**UPDATE ON DOUBLE MAJORS**

Sarah reported that UP&S has begun more careful review of proposed 2nd majors, using existing campus and college policies. A new eligibility form is available at [http://www.cals.wisc.edu/students/undergraduate-programs/ups-office/forms/](http://www.cals.wisc.edu/students/undergraduate-programs/ups-office/forms/) to help students document lack of overlap between their proposed majors. Most feedback from departments and from L&S has been positive about the increased vigilance on overlapping programs.