Fitchburg State University

Board of Trustees Academic Affairs Committee Meeting

Date and Time
Monday March 14, 2022 at 8:00 AM EDT

Location
This meeting will be held remotely.

Notice of a meeting of the Fitchburg State University Academic Affairs Committee on Monday, March 14, 2022 at 8:00 a.m.

Live stream
stream.meet.google.com/stream/0aeaf8ac-f9ef-467f-abb3-b63591d7d9b7

Agenda

	Purpose	Presenter	Time
I. Opening Items			**8:00 AM**
A. Record Attendance			1 m
B. Call the Meeting to Order			
II. Academic Affairs			**8:01 AM**
A. Digital Media Innovation Major -VOTE(15-21/22)	Vote		45 m
III. Closing Items			**8:46 AM**
A. Adjourn Meeting	Vote		

Cover Sheet

Digital Media Innovation Major -VOTE(15-21/22)

Section:	II. Academic Affairs
Item:	A. Digital Media Innovation Major -VOTE(15-21/22)
Purpose:	Vote
Submitted by:	
Related Material:	VOTE Digital Media Innovation Major.pdf
	Fitchburg State DMI LOI March 2022.pdf

Institution: Fitchburg State University   **Proposed Degree: Digital Media Innovation**

PHASE I: LETTER OF INTENT TEMPLATE
FOR BOARD VOTE ON APPROVAL PROCESS

Review Guidelines Prior to Submitting Materials
https://www.mass.edu/foradmin/academic/publicnewdegrees.asp

Information should be typed directly into the boxes below, which will expand. Letter of Intent (LOI) document should be about five to six pages in addition to appendices. After the local approval process for the LOI has been completed, the President of the institution should submit this template and all required forms addressed to the Commissioner of Higher Education, and to the Academic Affairs Committee (AAC) of the Board of Higher Education (BHE).

Submissions are required to be in MS Word format. Please direct the completed to:
PublicProgramReview@dhe.mass.edu

Proposed Degree Title and Intent and Mission of the Program (200 words):
Digital Media Innovation

  This 33 credit major capitalizes on the digital media expertise of existing faculty and will appeal to students seeking employment in the digital marketplace in such diverse fields as media/journalism, social/digital media management, web-development, data analytics, libraries/archives/museums, marketing/public relations, digital publishing and content development, educational and cultural programming, and higher education. The program explores digital media and how digital technology and computing are changing social and cultural systems in most employment markets as new digital tools continue to reshape industries across the globe.

  The courses in this major allow students to develop a large cross-section of disciplinary practices and a range of new digital skills that span social media, multimedia storytelling, information design, data studies, coding, and more. The DMI program culminates in a community-engaged capstone project that demonstrates the changing ways we construct narratives using data and equips students with skills to employ technologies and practices in a digital age. The capstone project promotes students' scholarship and professional development, allowing students to develop portfolio pieces that will assist them in their careers. Students will emerge from the program ready to meet the needs of a flexible and changing global economy.

Proposed CIP Code: 09.0702 Digital Communication and Media/Multimedia

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Chief Academic Officer (CAO) Name and Title: Dr. Catherine Canney, Interim Provost and Vice-President
CAO Phone Number: (978) 665-3653
CAO Email: ccanney@fitchburgstate.edu
Has the Chief Academic Officer reviewed this LOI? yes
Date LOI was approved by governing authority:

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A. Alignment with Massachusetts Goals for Public Higher Education

The FY19 BHE Equity Statement (https://www.mass.edu/strategic/equity.asp) provides campuses with insight into the next iteration of the system-level plans.

1. How does the program address institutional gaps in opportunity and achievement? How does the program align with campus goals?

The DMI major presents a significant institutional opportunity, as it weaves together innovative interdisciplinary digital coursework and research already being done on our campus and packages it into a coherent curriculum designed to teach students the advanced digital skills they will need to succeed on the job market – both today and into the future. As part of this program, students will complete two of three offered pathways, which include Digital Storytelling, Data Studies, and Digital Culture and Preservation. The pathway design allows the major to adapt and evolve over time so that it can follow emerging trends in job markets and technological developments. In the future, not only can courses be added or removed to existing pathways, but entire pathways themselves can be added or removed. This design was itself a necessary feature to model for a major that focuses on helping students learn the innovative digital media skills of emerging job markets.

Our market research suggests that both FSU and the state of Massachusetts suffer from a gap in quality digital media programs that needs to be filled. An attached EAB Feasibility Study for CIP Code 09.0702 ("Digital Communication/Multimedia") indicates that nationally, average completion rates in this area have grown 16% annually between 2014 and 2019, while they have fallen at a similar rate in Massachusetts. Nevertheless, there is a consistent average monthly growth in employment opportunities both across the state and nationally. These digital skills are in increasing demand, and yet there are only a few universities in the region offering curriculum that addresses these needs. The attached EAB analysis also fails to capture the full story being represented by the data. Fitchburg State represents 20% of the market share in this data and shows a decline in enrollments; however this decline is actually due to Fitchburg State's Interactive Media concentration transitioning into a Game Design major with a new CIP code. The Game Design major has been so successful that it now reaches its maximum enrollments every year. Had the 27 students graduating with a Game Design major in AY18-19 been included in the EAB study, the average yearly completion rate for this timespan would actually show an average positive annual growth.

Most importantly, the DMI major is significantly different from all of the other programs represented in this report and that exist throughout the region. All of the other regional programs are hosted and offer courses almost entirely within Communication departments, with an emphasis on traditional mass media such as television, radio, or even web design. While our proposed DMI major is hosted in the Communications Media Department at FSU, it is a thoroughly interdisciplinary program that requires students to take courses in disciplines outside of Communications Media. DMI offers a unique opportunity in Massachusetts, and growth in this area across the country shows that there is significant potential for growth in our state.

As digital technology and content continues to expand and grow, there will be an increased need for a workforce that is able to move seamlessly between disciplinary silos, able to communicate fluently, and be able to translate between the languages of ethics, business, and technical knowledge. This integrated approach is designed as part of each pathway in the DMI major, but the Data Studies pathway can serve as a clear example. Increasingly, businesses are in need of employees who can help navigate the often complex ethical decisions between what is technologically feasible and profitable for the bottom line, yet avoids ethical backlash that might have long reaching effects through social media. While this employee does not need to be a data scientist, they must have a working knowledge of technology, programming, data analytics, and ethics. A DMI student completing a Data Studies pathway can understand and speak this language, while also bringing a big picture perspective to the conversation based on their deep engagement with the liberal arts and humanities.

This program embraces a mission of education justice which has been highlighted in FSU's most recent strategic plan. The major is flexible, both in the design of the pathways and the lean credit structure, offering students the chance not only to craft a unique pathway through the major but potentially combine DMI as a double major with other areas of study. In short, we meet students where they are, connecting with their

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interests and passions while helping them develop innovative new digital skills. Many STEM fields still struggle with gender and racial disparities, graduating far more white males than any other demographic. Nationally, the combination of STEM skills with the larger emphasis on the liberal arts and storytelling has a successful track record in attracting and retaining a more diverse student body. For example, Texas State University has had great success recruiting a gender-diverse range of students to their Digital Media program, a program with a similar interdisciplinary focus to our DMI program (Royal, C. 2017, December 11. Why Texas State's Digital Media Degree is Attracting Female Students. MediaShift. http://mediashift.org/2017/12/digital-media-degree-attracting-female-students/). The DMI major offers a significant institutional opportunity to offer STEM-based skills to students who are historically less likely to engage with these courses.

Finally, this program features a variety of classes that incorporate high impact practices such as civic engagement, study abroad, and intensive writing. The DMI program culminates with a capstone community-based project that features experiential learning. A 2013 AAC&U report entitled *Assessing Underserved Students' Engagement in High-Impact Practices* highlights the positive impact of such practices, including capstone projects, for student learning and retention. The report also cites work by George Kuh which found particular benefit of high-impact practices for traditionally underserved populations while, at the same time, citing evidence from the National Survey of Student Engagement (NSSE) that students from underserved populations are precisely those who tend to lack access to these types of high-impact practices (*High-Impact Educational Practices: What They Are, Who Has Access to Them, and Why They Matter*, 2008). The DMI program is committed to providing all majors with such high impact educational experiences from which students will produce professional portfolio pieces that will assist them with their ongoing and shifting careers.

2. What program or department supports and practices are in place to ensure that students persist and complete the certifications and degrees offered by the program?

All students in the major will be assigned a faculty advisor in their major with whom they are required to meet one-on-one at least once per semester. These advising sessions will focus on career development and helping students select and complete the pathways that are part of the major's curriculum, drawing on data from EAB Navigate to do so. EAB Navigate provides advisors with predicted risk for their advisees and facilitates data collection related to attendance, midterm grades, and non-registration status that can also be disaggregated by race and ethnicity. The major will regularly analyze such data to help identify and eliminate potential barriers to student retention and graduation for specific identity groups. Faculty and staff can also use this platform to create alerts that facilitate quick interventions for students who may need assistance.

One consideration to highlight about the program is its size: the curriculum is designed to be attractive to students by giving them an opportunity to complete a 33-credit major with an interdisciplinary focus. Modern office culture and communication, driven by such technologies as Slack and Basecamp, require graduating students across all disciplines to learn to navigate and delegate responsibilities and complete tasks for collaborative efforts. The DMI major is explicitly designed with this ethos in mind, giving students the opportunities to participate in the program with other students from various disciplines to learn from their tasks and responsibilities and collaborate on public-facing projects. These internal program supports and curricular experiences are meant to highlight their works within the diverse academic and professional communities with which they will engage as DMI students when they graduate.

Inclusive pedagogy also emphasizes communicating sources of support. The major will develop social media outreach and other materials that make clear both what additional resources are available on campus and how these are relevant to DMI majors. All incoming first-year students have access to peer mentors as part of the First Year Experience at FSU. These peer mentors attend FYE classes with new students, are available via office hours, and offer academic success workshops. All DMI students would be part of this FYE experience. We aim to collaborate with TRIO support services because they offer first-generation students, students with disabilities, low-income students, and other students who show academic need services that include pre-advising, academic counseling, and multiple peer mentor and tutoring opportunities, in addition to those

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offered by the Academic Coaching and Tutoring Center. The University has also launched a grant-funded Hispanic Male Mentoring program designed to boost retention for students by providing support in Spanish that is focused on helping students schedule classes and explore career options. As the university moves toward a goal of becoming a certified Hispanic-Serving Institution, we plan to recruit students in this demographic.

3. Please describe relevant alliances and partnerships with PK-12, other institutions of higher education, and the employer community. If you have or plan to convene an advisory group for this proposed program, please explain. Describe how information from an advisory will be used to develop and refine the program.

This program builds explicitly off of the deep connections that already exist between the Communications Media Department and the employer community of Massachusetts. For decades, the department has required all Communications Media majors to complete a one-semester, 12-credit internship. Facilitating and overseeing this internship requirement has allowed department faculty to gain deep insight into employment trends and the needs of employers in the areas of communication and digital media. These partnerships mean that not only do graduates of this department have a strong reputation among potential employers, but faculty accrue on-the-ground insight into current and emerging needs of these employers, which can be leveraged into adapting and updating curriculum to meet these needs, as discussed in question one.

Further, the DMI major both draws on and aims to bring together the already established community-based and civic learning projects of faculty across the university. Many of the faculty teaching courses in this new major have been closely involved with the ReImagine North of Main initiative, a partnership with local businesses, the university, government, nonprofits, and residents that is committed to improving the Fitchburg community. For example, Dr. Jane Huang and her student teams have been awarded multiple interdisciplinary research grants in GIS teaching, research, and community service projects. Community project topics have included crime hotspots mapping analysis, urban structure study, and regional economic development mapping. FSU regularly partners with the Fitchburg Historical Society for projects such as Dr. Elise Takehana's "When We Were Normal," an augmented reality tour of the campus's history, and Dr. Kisha Tracy's cultural heritage projects, which both heavily involve students in their research and production. Furthermore, English Studies Professor, Dr. Wafa Unus, has revitalized the collaboration between students and the local Fitchburg city newspaper, *The Sentinel & Enterprise*, which included a major project that explored the regional impact of the opioid crisis. Dr. J.J. Sylvia and Dr. Kyle Moody have hosted several successful student-led communication ethics public discussions at Strong Style Coffee, in affiliation with the Society of Philosophers in America. Dr. Moody has held well-attended talks for ALFA students and other community members at libraries throughout Massachusetts to explore the impact of digitally-disseminated fake news and net neutrality on social issues. These talks bring together FSU students and community members for important discussions that have been a vital component of hosting guest speakers, such as Pulitzer Prize-winning journalist Carl Bernstein. Dr. Sylvia is currently collaborating with the Fitchburg Historical Commission to have students develop a brochure and digital walking tour of historic downtown Fitchburg. These projects link sometimes disparate disciplines by technology and the needs of the educational and regional community. These existing community partnerships can be leveraged immediately to create opportunities for experiential learning for DMI students. The capstone course will draw on these partnerships to allow students to collaborate through hands-on community-based research projects that culminate with either public presentations or exhibitions.

FSU has further collaborated on the development of the ideaLab, a space in downtown Fitchburg that is designed as a place for community innovation, bringing together students and the community. This space has thus far been used as a small business incubator and to host hackathons. The DMI major plans to host a variety of events and collaborations between students, businesses, and community members in this space, facilitating and deepening the opportunities for engagement with the employer community.

We will encourage faculty to coordinate with the FSU Crocker Center for Civic Engagement, a center whose mission is to foster partnerships between the University and local organizations through the creation of civic-learning and community-based research and internships, and to seek out additional partnerships with

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public artists, historical sites, local governments, marketing & publishing companies, and science museums and exploratoriums. Core faculty will also consult with the FSU Corporate and Community Engagement Group to identify new partners across Massachusetts.

As the program grows we intend to partner with PK-12 schools through the Early College Pathways program, which offers students the opportunity to earn 12 college credits at Fitchburg State University or Mount Wachusett Community College while still in high school. Students who participate in such programs are more likely to complete college degrees (Zeiser, Kristina. "Evaluating the Impact of Early College High Schools." American Institutes for Research. Accessed November 11, 2021. https://www.air.org/project/evaluating-impact-early-college-high-schools). Core courses in DMI such as *Introduction to Programming* or *Computer Science I* can be offered to high school students in school districts that are less likely to have such courses. This greater access increases equitable opportunities for students in Massachusetts and helps prepare them for a digital workforce, all while increasing the likelihood that students will complete their degrees.

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4. If the proposed program is designed for students to enter an employment area of demonstrated need in the regional and/or statewide labor market, provide evidence including references to workforce development plans, showing market need and employer engagement. If it is not directly labor market aligned, identify the career options related to the proposed program and explain how students will be made aware of them. Do not rely on Bureau of Labor Statistics projections in this section. Explain all relevant content that has been sourced using the internet. Use the full APA citation including retrieval date and the exact url where the content was obtained. If the institution has commissioned market research regarding the proposed program, please attach a digital copy of the report(s) on which you relied to draw your conclusions and design your program. DHE utilizes Burning Glass to validate data.

As the attached EAB report notes, there is consistent growth in this employment area. However, we further argue that the development of new jobs and entrepreneurial opportunities in innovative and emerging technologies leads to even stronger demand than is captured in the EAB report. The DMI major is designed with a built-in flexibility that allows for adding and removing courses and pathways which can keep the program at the cutting edge of the job market, preparing students not only for the innovative jobs that exist today, but the ones that will emerge over the next 5-10 years. Recent research on the news product community demonstrates this shift toward emerging jobs: "Almost two-thirds of the respondents said their specific positions did not exist five years ago, and nearly 90% have been in their current role for less than five years. Even those who identified as journalists were likely to say their particular role didn't exist five years ago (71%). This indicates an emerging field with career development implications" (Royal, Cindy L. *State of the News Product Community 2020*. Media Innovation Lab, School of Journalism and Mass Communication, Texas State, 2020, https://gato-docs.its.txstate.edu/jcr:9ebf309f-73b9-4567-985e-380f7440ac6a/State%20of%20the%20News%20Product%20Community%202020.pdf?pdf=News-Product-Report).

Our current pathways feature courses and skills based on the themes of Digital Storytelling, Data Studies, and Digital Culture and Preservation. The small credit load of the program also makes it ideal as a double major, allowing students to combine the digital skills they are learning with disciplines beyond the nine already represented in the major. For example, entrepreneurially-minded students could double major in DMI and Business, helping them gain the skills needed to launch a successful small business and promote it through digital storytelling. Students majoring in a traditional liberal arts discipline could also benefit from double majoring in DMI where they can explore the many ways they can apply their disciplinary knowledge to diverse job markets. The low credit-load also makes DMI an attractive degree for transfer students or a second bachelor's degree for returning students.

Digital storytelling has become a vital tool for every business, even those not directly involved in inherently digital business models. Some restaurants, for example, have gotten rid of phone lines in favor of customer service and reservation models based on social media platforms such as Instagram (Petersen,

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Victoria. 2022. "Restaurants to Customers: Don't Call Us, We Won't Call You." *The New York Times*, January 28, 2022, sec. Food. https://www.nytimes.com/2022/01/28/dining/restaurant-phone-line-call.html.) While businesses used to simply have their youngest employees run social media accounts in addition to their normal job duties, companies are now creating positions and hiring those with specific and valuable digital storytelling skills. DMI graduates will be immediately employable in these areas.

    Even more innovative jobs continue to emerge. The *Harvard Business Review* and Deloitte has found that, "There's a big demand for new, unique combinations of skills...new tasks, titles and even careers are being created at breakneck speed…" (Rappolt, N., 2018. Council Post: How To Keep Learning In A Rapidly Changing Technological World. Forbes. Retrieved August 20, 2021, from https://www.forbes.com/sites/forbestechcouncil/2018/06/06/how-to-keep-learning-in-a-rapidly-changing-technological-world/). The Center for the Future of Work created a guide that highlights jobs that they forecast to emerge by 2027 (2017. "21 Jobs of the Future: A Guide to Getting - and Staying - Employed over the Next 10 Years." Cognizant. 2017. https://www.cognizant.com/us/en/whitepapers/documents/21-jobs-of-the-future-a-guide-to-getting-and-staying-employed-over-the-next-10-years-codex3049.pdf.) Many of these jobs are precisely the ones for which DMI graduates would be highly qualified. A few examples include:

- Digital Data Detective: "Although you will be expected to use the latest tools of the big data trade, you do not need to be a data scientist to thrive in this role. D3 employees need to be equally comfortable with being 'in the weeds' and with seeing and explaining the big picture." Our Data Studies pathway prepares graduates to serve as a mediator between data scientists and decision makers in organizations, helping center ethical considerations of projects while translating the sometimes difficult jargon of computer scientists for non-specialists.
- Personal Memory Curator: "As a personal memory curator, you will consult with patients and stakeholders to generate specifications for virtual reality experiences that bring a particular time, place or event to life. The ideal candidate will have a high degree of emotional intelligence to uncover lost memories and experiences, together with a solid grounding in virtual reality simulation techniques." Digital storytelling skills will quickly move beyond social media, as the metaverse expands and aging consumers seek out new experiences as well as ways to reflect on their own lives as they age.
- Augmented Reality Journey Builder: "As an AR journey builder, you will collaborate with talented engineering leads and technical artists to create the essential elements for customers to move through an augmented reality experience of place, space and time. This includes the setting, mood, historical time, information, tone, characters and suggested things or experiences to buy, as well as the application of clients' favorite games, sports teams, music and cinematic style." Finally, digital culture creation and curation is becoming increasingly popular, both as a form of education and entertainment. Museums, historical societies, and other education-based agencies are increasingly implementing AR and VR educational exhibits. Designing innovative and entertaining cultural experiences as part of the broader metaverse and crypto-based non-fungible token markets (NFTs) will provide a wide range of jobs in the coming years.

These are the types of jobs that are just over the horizon, and the students who are prepared to enter these fields as employees or entrepreneurs will be set up for success.

5. Are there existing programs at other institutions (public and independent) in your region that offer a similar degree? If so, compare and contrast them with the proposed program.

    This program is unique in our region, which is part of the reason that the EAB analysis fails to fully capture the market potential for such a major. While some other institutions offer minors in digital content, our program is unique as a major with multi-disciplinary options for students. In the Massachusetts state university system, Massachusetts College of Liberal Arts has a Digital Media Innovation minor and concentration focused on the media practices surrounding television and radio, while UMass Lowell has a new Digital Media program with an emphasis similar to MCLA's. Our major does not focus on traditional mass media but instead offers a wider range of coursework that includes digital storytelling and literacy tools (among others) from a

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variety of humanities, science, and social science disciplines to prepare students for a modern and varied workforce. UMass Amherst offers a 15-credit specialization in Digital Humanities or Games within the English Department. Only MIT has an undergraduate program in Comparative Media Studies but without the express focus on community engagement and clearly from a "media studies" tradition.

Our DMI major is differentiated by its interdisciplinary emphasis and small credit load, which allows it to be paired easily with other majors. While standing on its own as a workforce-relevant major, the DMI program will also develop employable technological skills for traditional liberal arts majors. In doing public-facing, digital work with the community, liberal arts students will see how digital technology and computing are changing social and cultural systems in ways that shape the places and people that surround them. At a time when digital social media has eroded the traditional pillars of the local community, this major facilitates new pathways for building the local community through digitally-engaged participation and collaboration.

6. Has the proposed program been planned to include any significant digital, experiential, competency-based or other innovative approaches? Please explain and provide examples.

The Digital Media Innovation program is explicitly designed to leverage its innovative and adaptive pathway model to give students the opportunity to learn cutting-edge digital skills through hands-on experiential learning. The curriculum is designed to accentuate digital storytelling, culture, and societal applications of data and its ultimate goal is to have students activate their learned digital skills by way of experiential projects throughout their coursework and especially in their capstone course. Students in the DMI program learn about text analysis, data mining and analysis, visualization, geospatial analysis and mapping, multimedia storytelling, information design, creative coding, virtual and augmented reality, digital preservation and more. Their capstone projects demonstrate the changing ways we construct narratives using data and create technologies and practices that reconsider the human experience in a digital age. Two of the DMI program's curricular goals focus on the core nature of digital and experiential work:

- Engage in concepts related to the humanities, contingent with critical thinking abilities, including - but not limited to - historiography, digital recreations of texts, interpolating messages between disciplines, and technologically-enhanced textual analysis.
  - Integrate and assess digitally driven research goals, methods, and media with discipline-specific inquiry.
  - Assess information and information technologies critically;
- Integrate academic work with community engagement to produce tangible, engaging, audience-aware products.
  - Produce engaging digital narratives using emerging tools (such as 3D printing, 360 degree video, augmented reality and creative multimedia coding).
  - Create social media strategies for outreach and content generation.
  - Collaborate respectfully with diverse others to respond to community needs and assets.

While the DMI program was designed to meet the needs of a growing job market and align with our institutional goals, it also resonates with many of the core values of any university rooted in a liberal arts tradition. Students will think broadly about the impact they have on their community and of what their place and purpose is in an increasingly digital social, economic, and cultural environments. The transformational quality of a college education is that it helps students find perspectives on the world, perspectives built from critical thinking and communal applications of their earned knowledge. Beyond preparing for a professional life, our students are also preparing for a life as a citizen of their communities, digital and otherwise.

B. Alignment with Campus Strategic Plan and Mission

1. Describe why the proposed program is a priority, and how it supports the campus's approved strategic plan, in the context of the institution's mission.

The DMI program is designed with institutional goals in mind, particularly those addressing interdisciplinarity and community-engagement. Given the challenging landscape for higher education, we have

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designed for high-impact innovation that repurposes many existing resources so Fitchburg State can remain current and even cutting edge while being mindful of budgetary limitations. We have created this program in direct response to the strategic plan goal 1.4 "leverage existing curricular strengths to develop new programs that meet demand and forge deeper connections between our curriculum and community needs." By collaborating with faculty across nine disciplines, we have constructed a program which combines and creates new courses that bring digital innovation to the forefront of students' experience. The flexible design of the curriculum allows for on-going innovation as faculty can revise and add pathways as the needs of the marketplace and community evolve or faculty expertise shift. Current "pathways" include courses from at least nine different disciplines, so students are explicitly encouraged to think about the interdisciplinarity of their work, which supports the strategic plan goal 1.3 "promote greater interdisciplinary teaching and develop innovative combinations across academic departments."

Beyond taking an innovative and flexible approach to digital interdisciplinary work, the DMI program also explicitly targets increased community engagement. All students will complete a community-engaged capstone project and much of their coursework prior to capstone prepares them to work collaboratively with constituents outside of an immediate academic environment. By making the culminating experience a community-focused project, our curriculum helps the institution achieve their goal 3.5 to "encourage and support faculty and student scholarship that is community-focused and designed to help the city and region address critical challenges and opportunities." Furthermore, the DMI program is the direct curricular result of much of the recent efforts in building ties with our local community through the renovation of the downtown theater block, the opening of the IdeaLab, and grant supported work on economic development such as the ReImagine the North of Main project. That previous work paved the way for this innovative program of study and so continues FSU work toward goal 3.4: "pursue a coordinated, University-wide approach to community relations, and increase the number of faculty, staff, and students who embrace civic responsibility and actively engage with community beyond campus."

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2. List the overall goals and learning objectives of the program and describe the strategy for achieving each goal. Use the LOI Program Goals and Objectives table in addition to any narrative comments.

Form B details the program's emphasis on educational justice by recruiting diverse students and using an iterative disaggregated evaluation process to ensure students are work-ready once they complete the program.

C. Alignment with Operational and Financial Objectives of the Institution

1. Provide enrollment projections for the first five years of the program using the Program Enrollment form (Form C). Describe below any anticipated impact that the program may have on enrollment in other programs.

Courses from other departments (English Studies, Earth and Geographical Sciences, Biology/Chemistry, Mathematics, Computer Sciences, Criminal Justice, Humanities, Economics, History, and Political Science) make up the bulk of this program. All departments have approved the program and report no immediate concerns about the impact of enrollments of DMI students on their courses or programs with most eager to see higher enrollments thanks to the DMI program.

2. Describe the resources that the program will require (additional faculty and/or staff, space and equipment, on-line infrastructure, startup and maintenance of the program). Please include a narrative or financial statement outlining the anticipated net impact of the program on the overall financial resources of the institution. Include five years of future projections of revenue and expense using the LOI Budget form (Form D).

The DMI program is designed to enhance curriculum to prepare our students for the technology-driven economy. The net impact of the program on the overall financial resources of the institution will be modest as

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we are leveraging existing faculty expertise and curricula. The modest costs related to program coordination, equipment, and software are outlined on Form D.   Specific costs include the purchase of computers, software licenses to support student work in courses, a program coordinator stipend for the startup of the program (changing to a course release once the program is established), adjunct coverage until the program reaches capacity and a new faculty member can be hired, and $1000 yearly additional funding to the home department budget to support project costs. There has been consultation with administration and the library on plans to repurpose media space in the library for an audio/video recording studio and a collaboration space equipped with flexible use furniture. Additionally, the campus is planning renovations in the Communications Media department that will include space that will support the DMI major. Discussions are ongoing regarding a student lab drawing heavily on makerspace approaches, that provides access to technological resources in a collaborative work setting.
3. Complete the LOI Curriculum Outline form (Form A) with course titles and credits.
4. Complete the LOI Program Goals and Objective form (Form B).

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ATTACHMENTS:

Form A	LOI Curriculum Outline
Form B	LOI Goals and Objectives
Form C	LOI Enrollment Projections
Form D	LOI Budget

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Form A: LOI Undergraduate Program Curriculum Outline

Required (Core) Courses in the Major (Total # courses required = 3)		
Course Number	**Course Title**	**Credit Hours**
DMI 4000	Capstone	[3]
Theory and Methods (Choose 6 credits):		
COMM 4300	Critical Making	[3]
CSC 1000	Intro to Programming	[3]
CSC 1002	Computational Thinking	[3]
CSC 1500	Computer Science I	[3]
COMM/ENGL 2325	Introduction to Digital Humanities	[3]
GEOG 2400	Intro to Geospatial Technologies	[3]
	Sub Total Required Credits	[9]
Elective Courses (Total # courses required = 8)		
Complete Two of Three Elective Pathways		
Storytelling, Narrative, and Design: This pathway emphasizes new approaches to storytelling, narrative, and design afforded by emerging technologies (Choose 12 credits)		
COMM 3810	Introduction to Graphic Design	[3]
COMM 3306	Web Design and UX Basics	[3]
COMM 4400	Creative Coding	[3]
ENGL 2030	News Reporting and Writing	[3]
ENGL 2710	Introduction to Science Fiction and Fantasy	[3]
ENGL 3015	Writing the Science Fiction and Fantasy Novel	[3]
ENGL 3045	Media Conscious Storytelling	[3]
ENGL 3730	Comics and the Graphic Novel as Literature	[3]
GAME 2000	Elements of Game Design	[3]
GAME 2200	Introduction to Game Art	[3]
GAME 3000	Game Design Studio	[3]
GAME 3005	Mobile Game Design	[3]
GAME 3010	Game Narrative Design	[3]
GAME 3030	Game Level Design	[3]
GAME 3040	Virtual Reality Development	[3]
GEOG 3300	Urban Geography	[3]
GEOG 4001	Web GIS	[3]
HIST 3130	Oral History and FSU's Past	[3]

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PHIL 4300	Philosophy of Science	[3]
Data Studies: This pathway develops the necessary skills to understand how data is being leveraged by companies, organizations, and governments to make decisions, generate profits, and persuade citizens (Choose 12 credits)		
CJ 2130	Criminal Justice Research Methods	[3]
CJ/GEOG 3004	GIS for Criminal Justice	[3]
CJ 3140	Criminal Studies Data Analysis	[3]
COMM 3304	Interactive Media Project Design	[3]
COMM 4007	Data & Society	[3]
COMM 4010	Information Design	[3]
COMM 9022	Quantitative Research Methods	[3]
COMM 9025	Data and Analytics	[3]
ECON 3002	Basic Data Skills	[3]
ENGL 2323	Big Data, Artificial Intelligence, and Journalism	[3]
ENGL 3600	Language, Literature, and the Digital Humanities	[3]
GEOG 3000	Geographic Economic System	[3]
GEOG 3120	Computer Cartography	[3]
GEOG 4000	Geographic Information Systems	[3]
GEOG 4003	GIS II	[3]
MATH 1100	Math in Society	[3]
MATH 1700	Applied Statistics	[3]
Digital Culture, Heritage, History, and Preservation: This pathway explores questions about how technology helps us record our present and interpret our past while considering the challenges the future poses from obsolescence to innovation (Choose 12 credits)		
BIOL 1750	Decoding Your Genome	[3]
BIOL 3700	Biological Ethics	[3]
COMM 2003	History of Interactive Media	[3]
COMM 2005	Intro to Social Media	[3]
COMM 2420	History of TV	[3]
COMM 3025	Social Media Campaigns	[3]
COMM 4200	Human Communication	[3]
COMM 4230	Communication Law and Ethics	[3]
COMM 7006	New and Emerging Media	[3]
COMM 4008	Rhetoric in Greece	[3]
ENGL 2890	Storytelling and the Oral Tradition	[3]

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ENGL 3880	Folklore in America	[3]
GAME 2001	Games and Art in Japan	[3]
GAME 3050	Serious Games	[3]
GAME 3510	Contemporary Issues in Games	[3]
GAME/HIST 3003	History by Design	[3]
GAME 4000	Game Studies Seminar	[3]
HIST 2021	Reading Historical Landscapes	[3]
HIST 2022	Constructing History	[3]
HIST 2014	Worlds of the Past on the Digital Frontier	[3]
MUSC 1400	Introduction to Music Technology	[3]
	Sub Total Elective Credits	**[24]**

Distribution of General Education Requirements Attach List of General Education Offerings (Course Numbers, Titles, and Credits)	# of Gen Ed Credits
Arts and Humanities, including Literature and Foreign Languages	[18]
Mathematics and the Natural and Physical Sciences	[9]
Social Sciences	[12]
Integrative Learning	[9]
Sub Total General Education Credits	[45]

Curriculum Summary	
Total number of courses required for the degree	11 courses
Total credit hours required for degree	120 credit hours

Prerequisite, Concentration or Other Requirements: students seeking the B.A. in DMI must demonstrate intermediate foreign language proficiency (potentially requiring up to 12 additional credits).

To ensure exposure to a wide range of disciplines, students may count no more than five courses in the same discipline toward their coursework in the DMI major.

To allow for double majors, particularly in English Studies, Communications Media, Game Design, History, and Earth and Geographic Sciences, students may count up to three courses that fulfill requirements in both majors.

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Form B: LOI Goals and Objectives

Goal	Measurable Objective	Strategy for Achievement	Timetable
Perform a program review of the DMI Major after 7 years (AY29) and every 7 years thereafter	Using existing comprehensive program review criteria, the department will complete a self-study of the program and an expert external to the university will assess the program in 2029 and every 7 years thereafter. In order to support DEI-based analysis, data on student success will be disaggregated by race, ethnicity and gender.	Dean of School of Arts and Science will add DMI to the program review rotation. Director of Assessment to work with the department to establish assessment methods.	Initial Program Review in AY29 and every 7 years thereafter.
Work-Ready Students	100% of majors will either complete an internship or engage in a community-based capstone project during their undergraduate experience.	Build on existing partnerships and develop new community partnerships that enable students to complete service-learning capstone projects as part of their capstone experience.	AY26, the first year students will graduate from the program.
Identify, attract, retain, and graduate a diverse student body	Retention rate: 77%; Six-year graduation rate: 62%; BIPOC enrollment: 40%	Work with Associate Vice President for Enrollment to target outreach and recruitment efforts. Collaborate with the Center for Diversity and Inclusiveness to build support systems into the major and advising process in order to better retain students.	AY29, which will allow rates based on three years of graduating students.
Become a destination program that draws outstanding students from across the region	Reach 45 active majors	Create transfer pathways for students from community colleges; On-campus promotion of the ability to easily double major in DMI; recruit adult learners seeking a second Bachelor's degree; Work with AVP of Enrollment to develop marketing and outreach plans for major.	AY26, based on recruiting 5-15 students per year.

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Form C: LOI Program Enrollment

	Year 1	Year 2	Year 3	Year 4	Year 5
New Full-Time	5	5	10	15	15
Continuing Full-Time	0	5	10	20	30
New Part-Time	0	0	0	0	0
Continuing Part-Time	0	0	0	0	0
Totals	5	10	20	35	45

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Form D: LOI Program Budget

One Time/ Start Up Costs			Annual Enrollment				
	Cost Categories	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**	
	Full Time Faculty *(Salary & Fringe)*	$0	$0	$0	$0	$60,414*	
	Part Time/Adjunct Faculty *(Salary & Fringe)*	$11,718	$11,718	$17,577	$23,436	$0	
	Staff	$0	$0	$0	$0	$0	
	General Administrative Costs	$1000	$1000	$1000	$1000	$1000	
	Instructional Materials, Library Acquisitions	$0	$0	$0	$0	$0	
2 iMacs $3,598; HP Elitedesk desktop $850, HP 23" Monitor $255	Facilities/Space/ Equipment	$27,690	$27,690	$27,690	$27,690	$27,690	
	Field & Clinical Resources	$0	$0	$0	$0	$0	
$5000	Marketing	$0	$0	$0	$0	$0	
	Other (Specify) Stipend for Coordinator	$1000	$1000	$5900**	$5900**	$5900**	

*Faculty hire is dependent on meeting or exceeding enrollment goals
**3 credit APR (reassign teaching time for coordinator of program) for coordinator assuming sufficient enrollment

One Time/Start-Up Support			Annual Income				
	Revenue Sources	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**	
	Grants	$0	$0	$0	$0	$0	
	Tuition	$10,930	$21,860	$43,720	$64,350	$86,210	
	Fees (does not include MASSPIRG or Health Ins)	$48,420	$98,777	$201,505	$359,686	$471,702	
	Departmental	$0	$0	$0	$0	$0	
	Reallocated Funds	$0	$0	$0	$0	$0	

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	Other (specify)	$0	$0	$0	$0	$0
	TOTALS	$59,350	$120,637	$245,225	$424,036	$557,912

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Fitchburg State University

REQUEST FOR BOARD ACTION

TO: Board of Trustees Academic Affairs Committee	DATE: March 14, 2022
From: President	REQUEST NUMBER: 15-21/22
SUBJECT: Digital Media Innovation Major	

It is requested that the Fitchburg State University Board of Trustees Academic Affairs Committee approve the proposal to offer a BS/BA in Digital Media Innovation for submission to the State Board of Higher Education.