Brothers, Sheila

Proposed New Undergraduate Certificate: Digital Design Literacy: Developing an Online Presence

This is a recommendation that the University Senate approve the establishment of a new Undergraduate Certificate: Digital Design Literacy: Developing an Online Presence, in the College of Design.

Rationale: The core value of the proposed certificate program is that digital literacy and good design can enhance the vitality, effectiveness, and impact of any project. The goal of the program is to leverage leading-edge technologies to address the emergent need for both digital fluency and design savvy across disciplines. This program will offer a suite of courses that can serve students and professionals throughout Kentucky, allowing enrollees to harness the power of design technologies for their professional growth and personal use. Potential students include entrepreneurs and business owners in need of an effective online presence or website; young people interested in communicating a compelling social media brand; and established design practitioners and artisans who wish to continue their education by learning new skills, as well as currently enrolled students from a variety of disciplines. Initial enrollment of 12 students growing to 30 students is anticipated.

Aaron

Aaron M. Cramer
Associate Professor, Electrical and Computer Engineering
Director of Graduate Studies, Electrical Engineering
Chair, Senate Academic Programs Committee
University of Kentucky
859-257-9113
aaron.cramer@uky.edu

Certificate Description. An Undergraduate Certificate is an integrated group of courses (as defined here 12 or more credits) that are 1) cross-disciplinary, but with a thematic consistency, and 2) form a distinctive complement to a student's major and degree program, or 3) leads to the acquisition of a defined set of skills or expertise that will enhance the success of the student upon graduation. Undergraduate Certificates meet a clearly defined educational need of a constituency group, such as continuing education or accreditation for a particular profession; provide a basic competency in an emerging area within a discipline or across disciplines; or respond to a specific state mandate.

Approval process. Once approved at the college level, your college will send the proposal to the appropriate Senate academic council (possibly HCCC and/or UC) for review and approval. Once approved at the academic council level, the academic council will send your proposal to the Senate Council office for additional review via a committee and then to the SC and University Senate. (The contact person listed on the form will be informed when the proposal has been sent to committee and other times as appropriate.) The last step in the process is Senate approval; upon Senate approval, students can enroll in the new certificate.

Please click here for more information about undergraduate certificates.

1. GENERAL INFORMATION	
1a	Home college: College of Design
1b	Home educational unit (department, school, college[1]): *College of Design*
1c	Office of Strategic Planning and Institutional Effectiveness (OSPIE) (Please contact OSPIE (OSPIE@L.uky.edu) for help with questions in this section.)
	Date of contact with OSPIE: 2/20/19
	☒ Appended to the end of this form is a PDF of the reply from OSPIE.
	☐ Appended to the end of this form is a letter(s) of administrative feasibility from the dean(s) of the college(s) offering the certificate.
	CIP Code (confirmed by OSPIE): 50.0401
1d	Proposed certificate name: *Undergraduate Certificate in Digital Design Literacy: Developing an Online Presence*
1e	Requested effective date: ☒ Fall semester following approval. OR ☐ Specific Date[2]: *Fall 20*
1f	Contact person name: *Liz Swanson* — Email: *lizaswanson@uky.edu* — Phone: *8592577617*

2. OVERVIEW	
2a	Provide a brief description of the proposed new undergraduate certificate. *(300 word limit)*
	The College of Design at the University of Kentucky proposes a four-course (12 credit hour) Undergraduate Certificate entitled "Digital Design Literacy." The core value of the Digital Design Literacy Online Certificate is the digital literacy and good design can enhance the vitality, effectiveness, and impact of any project. Our goal is to leverage leading-edge technologies to address the emergent need for both digital fluency and design savvy across

---

[1] Only cross-disciplinary certificates may be homed at the college level.
[2] Certificates are typically made effective for the semester following approval. No program will be made effective unless all approvals, up through and including University Senate approval, are received.

	disciplines. From establishing a resonant online presence to capitalizing on the availability of "DIY" software and tools, digital design and literacy online is increasingly essential for entrepreneurs and creatives alike. This program offers a suite of courses that can serve students and professionals throughout the Commonwealth, allowing enrollees to harness the power of design technologies for their professional growth and personal use. We believe this program can expand the University's enrollment and outreach in dynamic ways since such a diverse range of people can benefit from this knowledge. *The program requires students to successfully complete 4 of (5) courses that can be taken in any order. These include: (1) discussion course that introduces students to the vocabulary of visual culture, representation, and implications of visual culture in the digital age; and (4) technical courses that facilitate the creation of high-impact digital products. Students will learn how to read and create powerful images, cultivate a message using various online platforms, and use digital techniques to fabricate three-dimensional prototypes. Upon completion, students will be able to engage the digital world with confidence.*
2b	This proposed undergraduate certificate (check all that apply):
	☒ Is cross-disciplinary[3].
	☐ Is certified by a professional or accredited organization/governmental agency.
	☐ Clearly leads to advanced specialization in a field.
2c	**Affiliation.** Is the undergraduate certificate affiliated with a degree program? Yes ☐ No ☒
	If "yes," include a brief statement of how it will complement the program. If it is not affiliated with a degree program, incorporate a statement as to how it will provide an opportunity for a student to gain knowledge or skills not already available at UK. *(300 word limit)*
	Students who enroll in the courses offered in the Digital Design Literacy Certificate need not be associated with the College of Design or any of the degree programs we offer, but once enrolled, students will have access to many of our facilities and resources. The courses are open to all students, and thus the College of Design and University will benefit from: *a) Increased enrollment due to the enhanced visibility of our courses and degree programs via the Digital Design Literacy certificate program.* *b) Increased enrollment and connection to populations within the Commonwealth who can access our offering online but may not otherwise be able to attend the University*
2d	**Duplication.** Are there similar regional or national offerings? Yes ☒ No ☐
	If "Yes," explain how the proposed certificate will or will not compete with similar regional or national offerings.
	Many Universities offer introductory courses in visual studies, visual culture, and design, though few exist online and fewer still link these concepts to the specific skills/techniques offered in the certificate. The University of Rhode Island offers a compelling Professional Development Program called the "Summer Institute in Digital Literacy" in which professional can acquire foundational skills, but this program requires a 6-day onsite residency. Obviously, the advantage of our Certificate lies in its accessibility online, for which there is a proven need: in response to a burgeoning market for online design courses and digital skillset tutorials, several for-profit companies (see 2d) have emerged that offer similar "skills-based" courses. These, of course, lack the value of a University community and its associated resources.

---

[3] An undergraduate certificate must be cross-disciplinary and students must take courses in at least two disciplines, with a minimum of three credits to be completed in a second discipline.

	The University of Kentucky College of Communication and Information also offers similar courses, as our two Colleges naturally share an interest in visual culture, digital literacy and the way information is represented. In early conversations (Nov-Dec 2018) with Director Shari Veil regarding potential collaboration, she mentioned that their course Digital Media and Design was already at maximum capacity and could not accommodate any new students or non-majors. She also suggested that COM 249: Mass Media and Culture may be a good fit for possible future inclusion in the Certificate, depending on the budget model implemented. This course shares a similar core concern of digital media to our proposed "Visual Culture in the Digital Age" course, but differs significantly in its organization and content. While COM249 focuses on the historical evolution of mass media and its impact on US economy, politics & society, our course will place a strong emphasis on the interplay of global virtual and physical environments their associated cultures; with a specific concern for how design plays a role. Our course will place a strong emphasis on linking to specific technical courses offered within the suite, and provide more 'maker'-specific overview on how design (as an activity that uses digital technologies) influences and impacts society.
2d	**Rationale and Demand.** Explain the need for the new undergraduate certificate (e.g. market demand and cross-disciplinary considerations). *(300 word limit)*
	The success of multi-million dollar "Ed-Tech" websites like Lynda.com and Udemy.com points to the demand for design acquisition, as the majority of their 2,000+ offerings focus on design softwares, user-experience, and the use of fabrication tools. According to Forbes, Lynda.com was valued at $1 billion in 2012, posting a profit of more than $100 million dollars every year since. The obvious disadvantages of such resources, however, is that users must assemble their own curriculum (often without knowing which software is most useful for their purposes), work in isolation without any connection to an instructor or cohort of peers, and without any resultant conferment. These two factors create a unique opportunity for the University of Kentucky. Unlike watching several pre-recorded videos, the Digital Design Literacy program consolidates content into a single, streamlined curriculum that is situated within the context of a helpful and engaged community. Students will have the opportunity to develop meaningful relationships with instructors and peers through active discussion boards and collective exhibition opportunities, and perhaps most importantly, do so while earning an accredited certificate. *Second, we believe society's growing recognition of design's value across all disciplines speaks to the need our program seeks to address. Companies like Apple, Instagram, and Makerbot have elevated consumers' expectations of the user-experience, and consequently, research shows that design-driven companies have outperformed the S&P Index by over 219% over the last 10 years. Just as we believe 'Design Matters,' so too does its accessibility to the average consumer. We see the potential for our courses to be of particular interest to any resident of the Commonwealth or the country at large who wishes to elevate their brand, business, or personal projects through better design.*
2e	**Target audience.** Check the box(es) that apply to the target student population.
	☒ Currently enrolled undergraduate students.
	☐ Post-baccalaureate students.
2f	Describe the demographics of the intended audience. *(150 word limit)*
	Our target audience is comprised of individuals not currently enrolled in the University with wide-ranging interests and needs. Of particular note: entrepreneurs and business owners in need of an effective online presence or website; young people interested in communicating a compelling social media brand; and established design practitioners and artisans who wish to continue their education by learning new skills.

	Additionally, students may also come from within the University. We envision this coursework serving as a valuable supplement for our own College of Design students during summer months, and a valuable resource (and achievement) for non-majors within the wider University. We anticipate the Certificate will be particularly desirable to students in business, entrepreneurship, advertising, communications, and fine arts. It is our hope that as the program succeeds and grows, the courses offered will provide a strong link between the College of Design and other Schools and Departments that may benefit from them.

2g	**Projected enrollment.** What are the enrollment projections for the first three years?

		Year 1	*Year 2* *(Yr. 1 continuing + new entering)*	*Year 3* *(Yrs. 1 and 2 continuing + new entering)*
	Number of Students	*12*	*18*	*30*

2h	**Distance learning (DL).** Initially, will any portion of the undergraduate certificate be offered via DL?	Yes ☒ No ☐
	If "Yes," please indicate below the percentage of the certificate that will be offered via DL.	

1% - 24% ☐	25% - 49% ☐	50% - 74% ☐	75 - 99% ☐	100% ☒

	If "Yes," describe the DL course(s) in detail, including the number of required DL courses. *(200 word limit)*
	The certificate includes (1) course currently offered online by the School of Arts and Visual Studies (A-S280 Photographic Literacy); and (4) new courses inspired by the College of Design's initiative to develop broadly accessible design courses for non-majors. Students will be required to complete (4) of these (5) total courses, and may do so in any sequence. *The content of the (4) new courses will build upon many of the core themes of our design curricula and the combined research interests of our faculty and staff, with a focus on how design can enrich the impact of projects across a variety of disciplines.* *The four new courses being developed for this certificate include:* *Visual Culture in the Digital Age (ARC 280)* *DIY Maker (DES 380)* *Visual Storytelling (DES 285)* *Understanding Websites (DES 385)*

3. ADMINISTRATION AND RESOURCES

3a	**Administration.** Describe how the proposed undergraduate certificate will be administered, including admissions, student advising, retention, etc. *(150 word limit)*
	The Certificate Director, on the advice of the Dean of the College of Design, will administer the certificate program. The Certificate Director will oversee the preparation of advertising materials and actively market the proposed certificate. Students who enroll in the courses will receive individualized advising from the certificate director regarding the program, and also have access to the College of Design Student Services advisors. Faculty who teach in the proposed College of Design courses will be asked to submit relevant grades and other performance metrics of the students' work at the end of the semester for certificate evaluation purposes.

	During our inaugural year, each course will be led by one faculty/staff member and class sizes will be kept relatively small so we can monitor and assess the program's effectiveness, as well as any challenges that arise due to its online format. As the program grows and the enrollment of each course increases, we will gradually increase the number of graduate assistants to help facilitate the courses. The Certificate Director will work with the Faculty of Record, which serves as the educational-policy-making body.	
3b	**Faculty of Record.** The Faculty of Record consists of the undergraduate certificate director and other faculty who will be responsible for planning and participating in the certificate program. Describe the process for identifying the certificate director. Regarding membership, include the aspects below. *(150 word limit)*	
	The Certificate Director will be chosen by the Faculty of Record in consultation with the Dean at the beginning of each Academic Year. The Certificate Director will be a member of the College of Design faculty with voting priviledges, and will serve for one year. For the AY2019-2020, Faculty of Record include: Associate Professor Liz Swanson; Associate Professor Mike McKay; Director Rob Jensen, School of Art & Visual Studies and member who will teach A-S280 (TBD). During the first meeting of the year, these Faculty of Recond will elect a Certificate Director and establish policies for adding and removing members in the future.	

3c	**Advisory board.** Will the undergraduate certificate have an advisory board[4]?		Yes ☐	No ☒
	If "Yes," please describe the standards by which the faculty of record will add or remove members of the advisory board. *(150 word limit)*			
	If "Yes," please list below the <u>number</u> of each type of individual (as applicable) who will be involved in the advisory board.			
		Faculty within the college who are within the home educational unit.		
		Faculty within the college who are outside the home educational unit.		
		Faculty outside the college who are within the University.		
		Faculty outside the college and outside the University who are within the United States.		
		Faculty outside the college and outside the University who are outside the United States.		
		Students who are currently in the program.		
		Students who recently graduated from the program.		
		Members of industry.		
		Community volunteers.		
		Other. Please explain:		
		Total Number of Advisory Board Members		

3d	**Course utilization.** Will this undergraduate certificate utilize courses from other academic units?		Yes ☒	No ☐
	If "Yes," two pieces of supporting documentation are required. ☒ Check to confirm that appended to the end of this form is a letter of support from the other units' chair/director[5] from which individual courses will be used. The letter must include demonstration of true collaboration between multiple units[6] and impact on the course's use on the home educational unit.			

---

[4] An advisory board includes both faculty and non-faculty who advise the faculty of record on matters related to the program, e.g. national trends and industry expectations of graduates.

[5] A dean may submit a letter only when there is no educational unit below the college level, i.e. there is no department/school.

[6] Show evidence of detailed collaborative consultation with such units early in the process.

	☒ Check to confirm that appended to the end of this form is verification that the chair/director of the other unit has consent from the faculty members of the unit. This typically takes the form of meeting minutes.

3e	**Financial Resources.** What are the (non-course) resource implications for the proposed undergraduate certificate, including any projected budget needs? *(300 word limit)*
	The majority of the initial $25,000 funding will be used to support the purchase of software and fabrication tools needed by faculty to teach the technical courses at the center of the Certificate. Specifically, the College will invest in a suite of software, Makerbots, extruders and filaments that will enable faculty to teach the required content for the DIY Maker course, the class we anticipate to have the greatest capacity for growth over the first five years. The remaining funds will be used to support faculty salaries in the development and instruction of course content; and to support a new Certificate Director who will oversee the program's administration & implementation.

3f	**Other Resources.** Will the proposed undergraduate certificate utilize resources (e.g. departmentally controlled equipment or lab space) from additional units/ programs?	Yes ☐ No ☒
	If "Yes," identify the other resources that will be shared. (*150 word limit*)	
	If "Yes," two pieces of supporting documentation are required. ☐ Check to confirm that appended to the end of this form is a letter of support from the appropriate chair/director[7] of the unit whose "other resources" will be used. ☐ Check to confirm that appended to the end of this form is verification that the chair/director of the other unit has consent from the faculty members of the unit. This typically takes the form of meeting minutes.	

4. IMPACT

4a	**Other related programs.** Are there any related UK programs and certificates?	Yes ☒ No ☐
	If "Yes," describe how the new certificate will complement these existing UK offerings. *(250 word limit)*	
	One of the first conversations that Associate Provost Kern encouraged us to initiate was with the Director and Faculty of the School of Art and Visual Studies. Prior to our meeting, there was some concern on the part of SA/VS faculty that our proposed courses would overlap and detract from their offerings, particularly with regard to website design. However, the conversation was productive in that we discovered that our proposed course (being much more basic than what SA/VS faculty teach) might in fact help them provide coursework to their many Minors who often need content in web-design, but do not require the in-depth, conceptual and technical understanding that their course provides. To ensure clarity and prevent confusion, we revised 3 of the 4 course names, as well as their course descriptions. Director Jensen mentioned that our website course will most likely only be useful to them if our enrollment grows significantly, and this has since become another is hope and goal for our program. In the meantime, I am pleased the SA/VS faculty have generously agreed to include their A-S280 course in the Certificate program and look forward to new opportunities for conversation that this collaboration will inspire.	
	If "Yes," two pieces of supporting documentation are required. ☒ Check to confirm that appended to the end of this form is a letter of support from the appropriate chair/director of the unit whose "other resources" will be used.	

---

[7] A dean may submit a letter only when there is no educational unit below the college level, i.e. there are no departments/schools.

	☒ Check to confirm that appended to the end of this form is verification that the chair/director has input from the faculty members of the unit. This typically takes the form of meeting minutes.

5. ADMISSIONS CRITERIA AND CURRICULUM STRUCTURE

5a	**Admissions criteria.** List the admissions criteria for the proposed undergraduate certificate. *(150 word limit)*
	Enrollment in classes and Certificate program is open to all stduents, including non-degree-seeking students and people not currently enrolled at the University.

5b	**Core Courses.** List the required courses below.

Prefix & Number	Course Title	Credit Hrs	Course Status[8]
			Select one....
			Select one....
			Select one....
			Select one....
			Select one....

5c	**Elective courses.** List the electives below.

Prefix & Number	Course Title	Credit Hrs	Course Status[9]
A-S 280	*Introduction to Photographic Literacy*	3	No Change
ARC 280	*Visual Culture in a Digital Age*	3	New
DES 285	*Visual Storytelling*	3	New
DES 380	*DIY Maker: Using Digital Technology to Make Things*	3	New
DES 385	*Understanding Websites*	3	New
			Select one....
	Total Credit Hours:	12	

5d	Are there any other requirements for the undergraduate certificate? If "Yes," note below. *(150 word limit)*	Yes ☐	No ☒

5e	Is there any other narrative about the undergraduate certificate that should be included in the Bulletin? If "Yes," please note below. *(300 word limit)*	Yes ☒	No ☐
	To earn a certificate in Digital Literacy, a student must enroll in 4 of the 5 courses offered, for a total of 12 credit hours.		

6. ASSESSMENT

6a	**Student learning outcomes.** Please provide the student learning outcomes for this undergraduate certificate. List the knowledge, competencies, and skills (learning outcomes) students will be able to do upon completion. (Use action verbs, not simply "understand.") *(250 word limit)*

---

[8] Use the drop-down list to indicate if the course is a new course ("new"), an existing course that will change ("change"), or if the course is an existing course that will not change ("no change").
[9] Use the drop-down list to indicate if the course is a new course ("new"), an existing course that will change ("change"), or if the course is an existing course that will not change ("no change").

	We live within a society that is increasingly influenced by visual representations and the digital platforms that enable their proliferation, and having a broad understanding of the social, cultural, political, economic and artistic aspects across various environments is increasingly useful. In addition to the many specific learning outcomes listed within the Course Descriptions, we believe the greatest benefit for a student who completes the Digital Design Literacy Online Certificate is a heightened consciousness of the visual world in the digital age, and the many ways one can understand and use images and existing digital technologies to one's advantage. The underlying concept of this certificate is to link concepts of visual culture and representation to a number of specific design technologies, thus conferring upon students a synergistic understanding of how ideas and design relate. We believe our certificate will provide students with a unique ability to understand, assess, and engage both visual culture and digital technologies with greater confidence and to greater impact. *Student Learning Outcomes of Digital Literacy Online Certificate: upon completion of this Certificate program, students will be able to:* *1. Compose and design photographic images for a variety of uses including print, digital social platforms, websites, and projects.* *2. Design and develop a 'personal' brand/story using a variety of methods including image-making, writing, and basic design processes.* *3. Design and fabricate 3-dimensional objects using digital technologies and basic design processes.* *4. Demonstrate an understanding of the relationship between visual culture, representation, and digital technology using examples learned throu*
6b	**Student learning outcome (SLO) assessment.** How and when will student learning outcomes be assessed? Please map proposed measures to the SLOs they are intended to assess. Do not use grades or indirect measures (e.g. focus groups, surveys) as the sole method. Measures likely include artifacts such as course-embedded assessment (e.g., portfolios, research papers or oral presentations); and test items (embedded test questions, licensure/certification testing, nationally or state-normed exams). *(300 word limit)*
	The assessment of learning outcomes for the certificate program will be conducted by using information gathered for student performance in the respective courses. The certificate is comprised of 4 (of 5) elective courses, all of which require the production of specific artifacts and projects, as well as various "final portfolios" that compile student work into a single, accessible format. *To enable evaluations, the Faculty of Record will be asked to catalogue student work into a "Digital Literacy" Google Drive containing a selection of "High Pass" and "Low Pass" projects and portfolios that map to the specific certificate SLOs noted above.*
6c	**Certificate outcome assessment[10].** Describe program evaluation procedures for the proposed undergraduate certificate. Include how the faculty of record will determine whether the program is a success or a failure. List

---

[10] This is a plan of how the certificate will be assessed, which is different from assessing student learning outcomes.

	the benchmarks, the assessment tools, and the plan of action if the program does not meet its objectives. *(250 word limit)*		
	The certificate outcome assessment will include evaluation of enrollment, retention, student performance, student satisfaction, faculty feedback, and any College of Design recruitment that results from the Certificate's existence.		

7. OTHER INFORMATION

7a	Is there any other information about the undergraduate certificate to add? *(150 word limit)*

8. APPROVALS/REVIEWS

Information below does not supersede the requirement for individual letters of support from educational unit administrators and verification of faculty support (typically takes the form of meeting minutes).

	Reviewing Group Name	Date Approved	Contact Person Name/Phone/Email
8a	(Within College) *In addition to the information below, attach documentation of department and college approval. This typically takes the form of meeting minutes but may also be an email from the unit head reporting department- and college-level votes.*		
	HP Chair	*01/22/2019*	*Daniel Vivian / 323-6392 / daniel.vivian@uky.edu*
	College of Design Dean	*10/28/2018*	*Mitzi Vernon / 218-6746 / vernon@uky.edu*
	Interim Director of Interiors	*01/16/2019*	*Gregory Marinic / 257-4853 / gmarinic@uky.edu*
	Director of SAVS	*01/22/2019*	*Rob Jensen / 257-2336 / Robert.Jensen@uky.edu*

8b	(Collaborating and/or Affected Units)		
			/ /
			/ /
			/ /
			/ /
			/ /
			/ /
			/ /
			/ /
			/ /

8c	(Senate Academic Council)	Date Approved	Contact Person Name
	Health Care Colleges Council (if applicable)		
	Undergraduate Council	3/5/19	Joanie Ett-Mims

October 28, 2018

Kathi Kern, Associate Provost
Office for Teaching, Learning and Academic Innovation
518 King Building
University of Kentucky
Lexington, KY 40506

Dear Dr. Kern,

I believe our faculty (and staff) have discerned a compelling online option for professionals and creatives across a spectrum of disciplines. The proposed online certificate in Digital Design, Making and Representation (DDMR) is a response to an ever-intensifying use and need for a professional digital and social media identity. This certificate leverages the specific strengths and skills of the College of Design, using leading-edge technologies, to offer any student or professional a design fluency to enhance their digital identity and their curation and navigation skills of online media platforms.

The proposal is timely, as the College of Design is currently expanding its programs and technology infrastructure. I believe the concept of this certificate is contemporary and responsive to the greater role design plays in the digital life of all people. Design has a more evident place in daily transactions, and digital technology evolves more rapidly than most people can adapt. We can not only respond to this need, but we can elevate the college and university and the online options for students.

I offer my full endorsement for the DDMR online certificate and my support of the proposed college and in-kind contributions.

Sincerely,

Mitzi R. Vernon, Dean

January 22, 2019

Dean Mitzi Vernon
College of Design
University of Kentucky
Lexington, KY 40506

Dear Dean Vernon:

I am pleased to express enthusiastic support for the proposed online Undergraduate Certificate
in Digital Literacy. The proposed curriculum will make effective use of faculty expertise to
provide training for creative professionals and designers with a wide range of specializations.
Indeed, professionals working in almost any field would benefit from the proposed curriculum.
The sequence of courses will develop broadly-applicable skills and knowledge relating to digital
media, visual representation, website design, and storytelling. The proposal outlines a logical,
well-considered plan for developing the certificate and positioning it as a high-quality
alternative to courses currently offered by commercial websites such as Lynda.com and
Udemy.com. The University of Kentucky brand and the involvement of the College of Design
and the School of Art and Visual Studies promises to benefit the marketability of the certificate.

Overall, I see the proposed program as an exciting initiative for the college and a prime vehicle
for online design training. I look forward to its approval and implementation.

Sincerely,

Daniel Vivian
Associate Professor and Chair

16 January 2019

To Whom It May Concern,

With this letter I offer my enthusiastic support for the **Digital Literacy Online Certificate**. In my various leadership roles over the past 10 years—including my current position as interim director of the School of Interiors—I have witnessed a continually shifting landscape of design tools and creative processes. Contemporary architects, designers, and entrepreneurs must remain adaptable and engaged in the evolving world of technology and visual culture. Thus, the inherent value of the Digital Literacy Online Certificate is that it will establish an effective and approachable platform to acquire digital fluency in the software, tools, and techniques of emergent environments.

My former students and professional colleagues in architecture and interiors practice routinely comment on the importance of enhancing digital fluency. These insights—garnered from our own alumni—behooves the university to identify ways in which we can provide continuing education resources addressing such concerns. As an online offering, the Digital Literacy Online Certificate will not only serve students and professionals throughout the Commonwealth, but also will extend the brand and identity of the University of Kentucky across the United States and worldwide.

The Digital Literacy Online Certificate is a timely enterprise that will provide students and established professionals from all disciplines a unique and competitive edge. Supported by award-winning faculty, this initiative is guided by the conviction that today's powerful design tools belong in the hands of many—not only designers—and thus, it will enable creative thinkers to become more dynamic entrepreneurs. In short, the certificate will provide a solid foundation in the essential software skills and integral technical prowess needed for creating advanced forms of visual communication.

I am thoroughly impressed with the innovative manner in which Associate Professor Liz Swanson developed the Digital Literacy Online Certificate. I will be most happy to support its success and look forward to seeing the certificate launched in the near future.

Sincerely,

Gregory Marinic, PhD
Interim Director, School of Interiors
Director of Graduate Studies & Associate Professor

University of Kentucky
College of Fine Arts
School of Art and Visual Studies
236 Bolivar Street
Lexington, KY 40506-0090
P: 859-257-2336
www.http://finearts.uky.edu/savs

January 22, 2019

MEMORANDUM

TO: Elizabeth Swanson, College of Design

FROM: Rob Jensen, Director, School of Art and Visual Studies

SUBJECT: Digital Literacy Online Certificate Program

This memorandum is written in support of the propose online program in Digital Literacy to be offered by the College of Design. Key members of the School of Art and Visual Studies faculty met with Liz Swanson, who proposed the certificate, last December 5th. Although before the meeting with Prof. Swanson, SA/VS faculty had some concerns about the duplication of the proposed certificate courses in Design with courses currently taught in SA/VS, they concluded that sufficient differences in description and content made going forward with the certificate and the accompanying courses acceptable to the faculty. In addition, the faculty proposed adding a SA/VS online course, A-S 280 Introduction to Photographic Literacy, to the certificate curriculum, which Prof. Swanson happily agreed to. Subsequently the conversation was reported to the faculty at large and no objection was raised to the Design certificate going forward.

see blue.

January 25, 2019

To Whom It May Concern,

I am pleased to write this letter of support for the proposed online certificate program, Digital Literacy: Learning to Use Digital Technologies & Represent Yourself Online, at the College of Design. In a world where digital technologies continue to infiltrate and influence society, both professionally and socially, it is paramount that students be provided with the necessary skills to participate. This program would offer students from all fields of study with a foundation in digital design skills, techniques, and methodologies, and with the ability to apply those skills in disseminating visual narratives across online media platforms. The certificate program leverages the skills and expertise of the College of Design faculty, many who are utilizing the most advanced digital technologies in their teaching and research.

The College of Design and the School of Architecture will also benefit from the proposed Digital Literacy online certificate. It will enable us to expand our curricular offerings and provide opportunities for faculty to diversify their teaching portfolio. It will also support our mission to engage a broader and diversified student body across the UK campus, which can provide us with opportunities for graduate program recruitment. Lastly, it will provide us with an opportunity to collaborate with faculty from the School of Visual Studies.

As the Director of the School of Architecture, I also support the proposed participation of Architecture faculty members, Associate Professor Liz Swanson and Associate Professor Mike McKay, in the development of the Digital Literacy certificate program. They have been teaching core courses on digital design, media, and representation at the School for well over ten years, and have jointly coordinated and guided the core visual studies courses for over five years. Their creative research, which spans multiple mediums, is highly-acclaimed and has been recognized through multiple national exhibits and publications.

I offer my full endorsement for the proposed Digital Literacy online certificate program.

Sincerely,

Jeffrey Johnson, Director

From:	Swanson, Elizabeth
Sent:	Tuesday, March 26, 2019 8:21 AM
To:	Ett-Mims, Joanie
Subject:	Fwd: SoA curriculum committee re ARC 280, from Liz Swanson

Dear Joanie,

I hope this finds you doing well. I wanted to follow up with you regarding the email I forwarded on Friday which you can also find copied here below. Andrew informed me that all of the points listed are internal suggestions, but do not prevent them from giving their unanimously vote in favor of allowing my course to be named ARC280. I hope this email serves as the "official memo" you require, but if not, please feel free to call me at 504-722-7984 or email me here. I know your due date is fast approaching and I want to help in any way. I appreciate your effort!

Kindly,
Liz

Begin forwarded message:

From: Andrew Manson <andrewjmanson@uky.edu>
Subject: SoA curriculum committee re ARC 280
Date: March 22, 2019 at 3:57:52 PM EDT
To: "Swanson, Elizabeth A" <lizaswanson@uky.edu>
Cc: "Johnson, Jeffrey" <jeffrey.r.johnson@uky.edu>, "Swanson, Azhar" <aswan2@uky.edu>

Dear Liz,

This is to let you know that the SoA curriculum committee met earlier this afternoon to discuss your proposed course. We are enthusiastic about the adoption of this course by the School of Architecture; the committee voted unanimously to approve the course's change in designation from DES 280 to ARC 280. The committee has a few recommendations:

1. That the course number (i.e. 280) be discussed with Jeffrey Johnson and Azhar Swanson to ensure it fits within the numbering system that currently obtains in the School (we have no objections to 280, but want to be sure of the logic);
2. That the syllabus course description clarify what "visual culture" is, given that the course is aimed at non-majors;
3. That the bulletin description be reviewed and approved by Jeffrey Johnson once it has been formulated;
4. That the bulletin description include language to the effect that the course does not count as one of the required architecture electives in the undergraduate degree. For example, the bulletin description could read, in part: "This course cannot substitute for a required undergraduate elective for architecture majors," or, "This course cannot be applied towards the 12 credit hours of electives in the undergraduate architecture degree." The required electives in any case are 499s or 599s, but such a limitation will preclude students from attempting to take the course in lieu of a digital media, history/theory, or other required course.

Please let me know if I can clarify anything for you on the committee's behalf.

Best wishes,

Andrew
Andrew J. Manson
Chair, SoA Curriculum Committee

From: **Veil, Shari** shari.veil@uky.edu
Subject: Re: Digital Media, Making and Representation Online Certificate, from Liz Swanson
Date: November 28, 2018 at 3:10 PM
To: Elizabeth Swanson lizaswanson@me.com
Cc: Veil, Shari shari.veil@uky.edu, Jensen, Robert Robert.Jensen@uky.edu, Johnson, Jeffrey jeffrey.r.johnson@uky.edu

Hi, Liz. I understand the challenge of the call for proposals. We are also now scrambling to pull our materials together for a program. We definitely share Robert's concern regarding A-S classes. In fact, I don't expect our college retention committee would support any program that puts additional pressure on classes required for Digital Media and Design. Three of our majors require minors and DMD is a great minor for our majors, but our students are not able to get the classes they need without exceptions.

The only majors in our college that have a number of courses online are information communication technology and communication. I could see COM 249: Mass Media and Culture being a potential fit, but I would need to know how the financial model would work out with the certificate to consider adding the course as a requirement for another program. The program proposal specifies 60% of net tuition, but that is only for students specifically in the online programs. In the case of an interdisciplinary certificate, would the tuition revenue go to the home department or would it be split among participating departments based on student credit hours in contributing classes?

Shari R. Veil, MBA, Ph.D.
Professor & Chair, Department of Communication
Associate Dean for Undergraduate Affairs
College of Communication and Information
University of Kentucky
263 Blazer Dining
Lexington, KY 40506-0012
Phone: (859) 218-0468
Email: shari.veil@uky.edu

> On Nov 28, 2018, at 11:44 AM, Elizabeth Swanson <lizaswanson@me.com> wrote:
>
> Dear Director Veil,
>
> My name is Liz Swanson and I am an Associate Professor of Architecture in The College of Design. Robert Jensen (here copied) recommended I reach out to you to discuss the possibility of collaborating on a proposal for a new online certificate program that I recently submitted to the University in response to the Provost's call for new online programs. The proposal is called Digital Media, Making and Representation, and stems from the interests of my colleague, Mike McKay and I who have co-taught our digital media and visual representation courses for several years now.
>
> As I mentioned to Robert, the timeframe for submitted the initial proposal was extremely truncated, and thus many of the specifics of the teaching requirements were not fully addressed. For example, the initial proposal outlines 4 potential courses, but did not specify how the certificate would become interdisciplinary (a requirement for all Certificate programs). While I would have ideally reached out to you and the School of Art/Visual Studies sooner, the quick timeframe inspired an "apply first, work out details if funded" approach. I understand from Robert that my decision here caused some degree of consternation amongst his faculty, and if the same is true for your department, I do hope you'll accept my apologies and sincere introduction here!
>
> In her letter notifying the College that our certificate was approved, the Provost included a recommendation that I reach out to SA/VS to explore possibilities of collaboration on this effort. Robert has invited his faculty to contact me, and has also suggested the possibility of including one of their current online courses in the Certificate. I am excited by this prospect, as well as his suggestion that the certificate could also include offerings from your department.
>
> I am writing to inquire if you and your faculty would have any interest in working with me over the coming weeks to work on the development of this program. The deadline to submit the certificate's curriculum to the Senate is January 15th, with the proposed classes working their way up the pipeline from School/Department/College before then. While I understand that this timeframe is a challenge to immediate, true collaboration—it is all a bit of a rush!—I believe the opportunity offered by the University could be valuable for all of us, and the interests we share. Additionally, perhaps trying to meet this goal may afford us an opportunity to further develop meaningful partnerships into the Spring and coming semesters.
>
> I would be happy to meet with you to discuss possibilities with you, and any faculty members you feel might be interested. I am also available by phone if that is easier: 504-722-7984. Thank you for your time—I look forward to hearing from you!
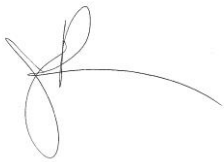>
> Kindly,
> Liz
>
> Sent from my iPad

May 1, 2019

This letter is to state that Writing, Rhetoric, and Digital Studies does not object to the proposed undergraduate certificate in Digital Design Literacy: Developing an Online Presence. We do not believe that this certificate conflicts with WRD's curriculum. We hope that this certificate, as well, will offer an opportunity for WRD to collaborate with the College of Design in the future, and that the certificate will allow students access to both WRD's and the certificate's course offerings in order to enhance students' studies at UK.

Sincerely,

Jeff Rice
Chair, Writing, Rhetoric and Digital Studies
Martha B. Reynolds Professor in Writing, Rhetoric, and Digital Studies
University of Kentucky

From: "Pearson, RaeAnne" <raeanne.pearson@uky.edu>
Date: February 20, 2019 at 2:31:23 PM EST
To: "Swanson, Elizabeth" <lizaswanson@uky.edu>
Cc: "Weber, Annie" <ann.weber@uky.edu>
Subject: NOI: Digital Literacy , UCert1, Post-Secondary Certificate (50.0401).

Dear Liz Swanson,
Thank you for submitting a Notification of intent for **Digital Literacy , UCert1, Post-Secondary Certificate (50.0401)**.

My email will serve 2 purposes: 1.) Next steps for SACSCOC, and 2.) Verification and notification that you have contacted OSPIE—a Senate requirement for proposal approval.

1. **Next steps for SACSCOC:** None required
2. **Verification that OSPIE has reviewed the proposal:** Based on the documentation presented the proposed program does not constitute a substantive change as defined by the University or SACSCOC, the university's regional accreditor. Therefore, no additional information is required by the Office of Strategic Planning & Institutional Effectiveness at this time. The proposed program change(s) may move forward in accordance with college and university-level approval processes.

IMPORTANT: Certificates (undergraduate and graduate) will be added to the CPE Inventory once they have been approved by the University Senate. For degree programs, an NOI will be submitted by the Office of Strategic Planning and Institutional Effectiveness to CPE and you will need to work closely with our office to ensure that your proposal meets all external CPE requirements and deadlines.

Should you have any questions or concerns about UK's substantive change policy and its procedures, please do not hesitate to contact our office.

Office of Strategic Planning & Institutional Effectiveness
University of Kentucky
Visit the Office of Strategic Planning and Institutional Effectiveness Website