

Background Information

State the nature and purpose of the proposed program, including target audience and centrality to institutional mission. (1500 characters)

List the program objectives. (2000 characters)

Assessment of Need

Provide an assessment of the need for the program for the institution, the state, the region, and beyond, if applicable. (1500 characters)

Employment Opportunities

Is specific employment/workforce data available to support the proposed program?

- Yes
- No

If yes, complete the table and the component that follows the table on page 4. If no, complete the single narrative response component on page 5 beginning with "Provide supporting evidence."

| Employment Opportunities | | | |
|---------------------------------|--------------------------------|------------------------------|--------------------|
| Occupation | Expected Number of Jobs | Employment Projection | Data Source |
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Provide additional information regarding anticipated employment opportunities for graduates.
(1000 characters)

Provide supporting evidence of anticipated employment opportunities for graduates, including a statement that clearly articulates what the program prepares graduates to do, any documented citations that suggests a correlation between this program and future employment, and other relevant information. Please cite specific resources, as appropriate. (3000 characters)

Note: Only complete this component if you did not complete the Employment Opportunities table and the component that follows the table on page 4.

Will the proposed program impact any existing degree programs and services at the institution (e.g., course offerings or enrollment)?

Yes

No

If yes, explain. (500 characters)

Description of the Program

| Projected Enrollment | | | | | | |
|----------------------|-----------|--------------|-----------|--------------|-----------|--------------|
| Year | Fall | | Spring | | Summer | |
| | Headcount | Credit Hours | Headcount | Credit Hours | Headcount | Credit Hours |
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Besides the general institutional admission requirements, are there any separate or additional admission requirements for the proposed program?

- Yes
- No

If yes, explain. (1000 characters)

Are there any special articulation agreements for the proposed program?

Yes

No

If yes, identify. (1000 characters)

Curriculum

Select one of the following charts to complete: Curriculum by Year **or** Curriculum by Category

| Curriculum by Year | | | | | |
|---------------------------|--------------|----------------------|--------------|----------------------|--------------|
| Course Name | Credit Hours | Course Name | Credit Hours | Course Name | Credit Hours |
| Year 1 | | | | | |
| Fall | | Spring | | Summer | |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| Total Semester Hours | | Total Semester Hours | | Total Semester Hours | |
| Year 2 | | | | | |
| Fall | | Spring | | Summer | |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| Total Semester Hours | | Total Semester Hours | | Total Semester Hours | |
| Year 3 | | | | | |
| Fall | | Spring | | Summer | |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| Total Semester Hours | | Total Semester Hours | | Total Semester Hours | |
| Year 4 | | | | | |
| Fall | | Spring | | Summer | |
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| | | | | | |
| | | | | | |
| Total Semester Hours | | Total Semester Hours | | Total Semester Hours | |

Total Credit Hours Required

Course Descriptions for New Courses

| Course Name | Description |
|--------------------|--------------------|
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Total FTE needed to support the proposed program (i.e., the total FTE devoted just to the new program for all faculty, staff, and program administrators):

Faculty

Staff

Administration

Faculty /Administrative Personnel Changes

Provide a brief explanation of any additional institutional changes in faculty and/or administrative assignment that may result from implementing the proposed program. (1000 characters)

Library and Learning Resources

Identify current library/learning collections, resources, and services necessary to support the proposed program and any additional library resources needed. (1000 characters)

Student Support Services

Identify academic support services needed for the proposed program and any additional estimated costs associated with these services. (500 characters)

Physical Resources

Identify any new instructional equipment needed for the proposed program. (500 characters)

Will any extraordinary physical facilities be needed to support the proposed program?

- Yes
- No

Identify the physical facilities needed to support the program and the institution's plan for meeting the requirements, including new facilities or modifications to existing facilities. (1000 characters)

Financial Support

| Estimated New Costs by Year | | | | | | |
|---|-----------------|-----------------|-----------------|-----------------|-----------------|-------|
| Category | 1 st | 2 nd | 3 rd | 4 th | 5 th | Total |
| Program Administration | | | | | | |
| Faculty and Staff Salaries | | | | | | |
| Graduate Assistants | | | | | | |
| Equipment | | | | | | |
| Facilities | | | | | | |
| Supplies and Materials | | | | | | |
| Library Resources | | | | | | |
| Other* | | | | | | |
| Total | | | | | | |
| Sources of Financing | | | | | | |
| Category | 1 st | 2 nd | 3 rd | 4 th | 5 th | Total |
| Tuition Funding | | | | | | |
| Program-Specific Fees | | | | | | |
| State Funding (i.e., Special State Appropriation)* | | | | | | |
| Reallocation of Existing Funds* | | | | | | |
| Federal Funding* | | | | | | |
| Other Funding* | | | | | | |
| Total | | | | | | |
| Net Total (i.e., Estimated New Costs Minus Sources of Financing) | | | | | | |

*Provide an explanation for these costs and sources of financing in the budget justification.

Budget Justification

Provide a brief explanation for the other new costs and any special sources of financing (state funding, reallocation of existing funds, federal funding, or other funding) identified in the Financial Support table. (1000 characters)

Note: Only provide this budget justification if any other new costs, state funding, reallocation of existing funds, federal funding, or other funding are included in the Financial Support table.

Evaluation and Assessment

Programmatic Assessment: Provide an outline of how the proposed program will be evaluated, including any plans to track employment. Identify assessment tools or software used in the evaluation. Explain how assessment data will be used. (3000 characters)

Student Learning Assessment

| Expected Student Learning Outcomes | Methods of/Criteria for Assessment |
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Will the proposed program seek program-specific accreditation?

- Yes
- No

If yes, provide the institution's plans to seek accreditation, including the expected timeline for accreditation. (500 characters)

Will the proposed program lead to licensure or certification?

- Yes
- No

If yes, explain how the program will prepare students for licensure or certification. (500 characters)

Teacher or School Professional Preparation Programs

Is the proposed program a teacher or school professional preparation program?

Yes

No

If yes, complete the following components.

Area of Certification

Attach a document addressing the South Carolina Department of Education Requirements and SPA or Other National Specialized and/or Professional Association Standards.

**Course Descriptions for New Courses
 Digital Culture and Design**

| Course Name | Description |
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| DCD 100: Technology and Humanity | Technologies play a central role in our culture, in the decisions we make, in our social relationships, in our health, in our safety, in conflict resolution, in the careers we pursue, in the way we work, play, and live. Given this, part of what it means to be human is to be a user of technology. Gaining a clearer and more well articulated understanding of the moral and social-political implications of technologies thus allows for a more considered view of our place in the world and our progress as a human civilization (scientifically, ethically, and socially). The course considers technologies from different human perspectives. |
| DCD 101: Humanities in the Digital Age | The first half of this course provides a critical overview of methods, tools, and projects in the digital humanities; the second half of the course is devoted to a very basic introduction to building and using such tools in digital humanities projects. Students will leave the course with both a practical introduction to computational methods and a critical lens for understanding the impact of new media and digital tools on humanities inquiry and the liberal arts. |
| DCD 102: Information Design | An introductory course that provides students with an overview of the concepts and methods of information design, the process of presenting information in a clear and effective way. This course focuses on information design in the humanities, and covers topics ranging from an introduction to the basic principles of visual information representation to hands-on applications of those concepts in creating digital documents. Students will explore a wide variety of free and professional software applications used in information design, including online mapping applications such as Google Maps and ArcGIS Online, infographics applications such as Piktochart, and interactive presentation applications such as Prezi. |
| DCD 200: Introduction to Digital Humanities | An introductory course that provides students with a broad overview of the history, concepts, and methods of computing in the humanities. This course focuses not only on how use of computer technology has evolved in humanities disciplines and humanities-centered interdisciplinary research, but also explores basic methods and techniques in digital humanities through the examination of existing projects and hands-on exercises that allow students to build practical skill sets. |
| DCD 201: Coding for Humanists | This course provides a basic knowledge of how computers operate and are operated, as well as the computational and procedural logics, media, and languages employed in the digital humanities. Students will also achieve a basic understanding of the principles of coding. The course also serves as an introduction to modes of collaboration between those who work conceptually with the digital humanities and those who are assigned the tasks of implementing the technical side of such projects. |
| DCD 202: Introduction to Digital Sources | An introductory course that provides students with an overview of digital sources in the humanities. This course focuses not only on how the |

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| | creation and use of digital sources have evolved in humanities disciplines and humanities-centered interdisciplinary research, but also explores the use of these sources through a critical examination of existing projects that utilize digital images, texts, maps, audio, and other digital media. Students will also develop practical skill sets through hands-on exercises utilizing humanities-based digital resources. |
| DCD 301: Text Methods | This methods course provides an in depth overview and history of text technologies and the mediation of literary texts. Students are introduced to concepts of textual mediation, digitalization and archiving, as well as critical debates surrounding intellectual property in digital environments, text interface design, and the politics of reading and translation across modalities. Practically, students gain exposure and facility with text encoding systems and languages including TEI, XML, and metadata platforms (Omeka). |
| DCD 302: Visual Methods | An intermediate course that provides students with an in-depth exploration of the theories and practicum of visual and verbal elements used by visual communicators. This course will build on the issues found in relation to cultural shifts in aesthetic trends and consumer behavior while also discussing solutions created by visual communicators and the software tools used. |
| DCD 303: Sound and Motion Methods | An intermediate course that provides students both an overview of digital video and audio technologies in humanities projects, and an opportunity to build practical skill sets in utilizing these technologies. This course focuses not only on how the use of digital audio and video has evolved in humanities disciplines and humanities-centered interdisciplinary research, but also explores basic methods and techniques for creating digital audio and video in humanities projects that will allow students to build practical skill sets. |
| DCD 304: Interactive Methods | This methods course provides an in depth overview of interactivity and interactive methods within new media and digital culture (this course is meant to be in dialogue with the histories and theories of interactivity explored in DCD 309 of the digital humanities sequence; though 309 is not a required prerequisite). Students are introduced to concepts of interactivity, immersion, and virtuality. Practically, students gain exposure and facility with interactive programs, loops and interfaces in code environments or languages such as Processing, HTML 5, and/or Flash. |
| DCD 309: Interactivity and Culture | The first half of this course provides a critical overview of concepts of interactivity and immersion, historically and within new media and digital culture; the second half of the course is devoted to a very basic introduction to building and using interactive structures, drawing on and developing skills and methods taught in earlier courses in the sequence. Students will leave the course with both a practical introduction to computational methods across humanities disciplines, and a critical lens for understanding the impact of new media and digital tools on humanities inquiry and the liberal arts. |
| DCD 312: Social Media | This course provides a critical overview of concepts and best practices |

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| | surrounding social media, historically and within new media and digital culture. Topics addressed will include new research on attention and cognition within digital culture, perceptions and skills necessary for critical consumption of information, best practices of digital participation and collective participatory culture, and the use of collaborative media and methodologies within networked environments. Students will get practice employing social media tools for projects on social media critique, analysis, and development. |
| DCD 316: Digital Resources in the Humanities | An intermediate course that provides students both an overview of digital resources in humanities projects, and an opportunity to build practical skill sets in utilizing these resources. This course focuses not only on how digital resources have evolved in humanities disciplines and humanities-centered interdisciplinary research, but also explores the use of these resources through the examination of existing projects, including interdisciplinary databases, electronic texts, mapping and digital history projects, and New Media projects. Students will also develop practical skill sets through hands-on exercises utilizing humanities-based digital resources. |
| DCD 345: Knowledge Production and Digital Representation | Theories of knowledge representation can facilitate our ability to express how we are modeling information in digital and mediated environments. This course is meant to give students foundation knowledge in advanced digital methods and theory. Topics addressed will include: integrated media theory; digital media and meaning making; disciplinary digital knowledge; and symbolic cognition and human meaning making. |
| DCD 488: Capstone Course | This course serves as a culminating experience for the program of study in this degree, allowing the student to bring together all the skills and knowledge acquired in the courses to produce and publish online a project of his/her own design. |
| DCD 495: Internship | The guided internship requires 120 hours of on-site work, a journal, a final paper, and artifacts to be included in the student's e-portfolio. The purpose of the course is to provide students with practical application opportunities for their knowledge and skills, to introduce them to local and regional employers in their field of study, and to enhance networking and collaboration opportunities. Students are professionally supervised in an organization while working 12 weeks at 10 hours per week. |
| DCD 496: Practicum | The practicum requires 60 hours of on-site work, a journal, a final paper, and artifacts to be included in the student's e-portfolio. The purpose of the course is to provide students with practical application opportunities for their knowledge and skills within a closely supervised work environment. By working on digital projects within the campus community, students also enhance their skills of collaboration and their understanding of project development and work flow. |
| The following courses are being added to the catalog to serve both the B.A. in History and the B.A. in Digital Culture and Design: | |
| HIST 396: Manuscripts and Archives | This course introduces students to a range of important issues concerning the source of the raw materials that most professional historians work with: archival documents and manuscripts. Students learn to locate, read, describe, transcribe, and digitize a variety of original archival materials that |

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| | <p>have never been published before. We also trace the broad history of libraries and archives, evaluate a wide range of digital archives, and consider the effects of the digital revolution on archival studies. This course includes an examination of the historiography and theoretizing of archives and manuscripts.</p> |
| <p>HIST 397: Digital History</p> | <p>This history course investigates how the past has been rapidly digitized and explores the debates in the field of digital humanities knowledge production. From debates in the field, to theoretical approaches, to methodological practices, to technological tools, this course explores how the past has been preserved and presented in a digital format. Students critically analyze digital materials and evaluate and interpret such documents as historical primary sources, memoirs, literary works, films, photographs, artifacts, music, and art.</p> |

| Faculty and Administrative Personnel—Digital Culture and Design | | | | |
|---|----------------|--|---|---|
| Rank | Full Part Time | Courses Taught or To be Taught, Including Term, Course Number & Title, Credit Hours | Academic Degrees and Coursework Relevant to Courses Taught | Other Qualifications and Comments |
| Professor #1 (PhD) | F | Director of Humanities Institute and DCD Program (currently Associate Dean); DCD 100: Technology and Humanity, FA 16, 3; HFA 391: Press Project Workshop, as needed, 3 | University of Virginia, PhD and MA in English [ENSP 581 Film Aesthetics, ENCR 881 Postmodernisms, ENAM 982 Creativity and American Ideology; University of North Carolina—Chapel Hill, MAT in English Education [EDCI 111 AV Instr: Tech/MAT]; BA in Education with Honors in English | Worked at Electronic Text Center, University of Virginia Library; taught ENGL 673 Media and Digital Literacy |
| Professor #2 (PhD) | F | DCD 496: Practicum, FA 18, 3 | Indiana University, PhD and MA in Art History ; St. Olaf College, Art Studio/English Literature | Teaches ARTH 450 Ashes2Art: Digital Reconstructions of Ancient Monuments, ARTH 337 Contemporary Graphic Novel, ARTH 311 History of Graphic Design, ARTH 350 Art & Ideas; member Computer Applications and Quantitative Methods in Archaeology; Editorial Board of SAVE, Serving and Archiving Virtual Environments (Institute for Advanced Technologies in the Humanities, UVA) 2008; Publications: Taylor Baldwin and Arne R. Flaten, "Adapting the Agile Process for Digital Reconstructions," in Peer-Reviewed Proceedings of <i>Computer Applications & Quantitative Methods in Archaeology</i> 39 th annual meeting, Beijing (Oxford Archeolingua, 2012); Arne R. Flaten, "Ashes2Art: A Pedagogical Case Study," in Peer-Reviewed Proceedings of <i>Computer Applications & Quantitative Methods in Archaeology</i> 36 th annual meeting, Budapest (Oxford: Archeolingua, 2012): 346-352. Arne R. Flaten, "Ashes2Art |

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| | | | | <p>Now and Tomorrow: Delphi, Alexandria and the Red Sea," <i>Virtual Archaeology Review</i>, 2/4 (May, 2011): 127-130. Editor and contributor (with Alyson Gill, ASU): <i>Visual Resources, A International Journal of Documentation Special Edition: Continuous Crossroads: Using Digital Representations in the Humanities</i> (London: Taylor & Francis/Routledge, 2009); essay 355-372 "Ashes2Art: Digital Collaboration in the Humanities," in book <i>New Technologies to Explore Cultural Heritage</i> (Washington and Rome: National Endowment for the Humanities and the Consiglio Nazionale delle Ricerche, 2008); Co-Author with Alyson Gill, "Tracing the Greek Bath," in VSMM 2008 International Conference proceedings, Digital Heritage: Our Hi-tech-STORY for the Future, October 20-25, 2008, Limassol, Cyprus; Co-Author with Alyson Gill "Ashes2Art: Collaboration and Community in the Humanities." <i>First Monday: Peer-reviewed Journal on the Internet</i> 13, 8 (August 2008).</p> |
| Associate Professor #3 (PhD) | F | HIST 396: Manuscripts and Archives, SP 18, 3 | Duke University, PhD and MA in History; Hill Manuscript Library, St. John's University, Apprenticeship, Archival Studies; College of Charleston, BA History | Grants: NEH Digital Humanities Start-Up Grant, Level 1, "Excavating Medicine in a Digital Age: Manuscripts in the Long Twelfth Century," Lead PI; National Humanities Center "Conversations" grant (\$11,590) to support a workshop of international manuscript experts entitled "Excavating Medicine in a Digital Age: Paleography and the Medical Book in the Twelfth-Century Renaissance." (Co-Principal Investigator with Monica H. Green, Arizona State University; Local Arrangments Organizer and Host). September 29-October 3, 2010. |
| Associate Professor #4 (PhD) | F | DCD 101: Humanities in the Digital Age, FA 15, 3; DCD 201: Coding for Humanists, SP 16, 3; DCD 309: Interactivity and Culture; DCD 304: Interactive Methods, FA 17, 3; DCD 488: Capstone, SP 19, 3; ENGL 231: | University of California-Irvine, PhD in English, MA in Comparative Literature; California State University, Pomona and Fullerton, | Digital Coordinator, Athenaeum Press, CCU; Co-Coordinator, New Media and Digital Culture Minor, CCU; Peer Review Panelist, National Endowment for the Humanities, Digital Start-Up Grant (Levels I and II), 2012-13; Guest Editor, <i>Digital Humanities Now</i> , <i>Journal of Digital Humanities</i> , Center for History and New |

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| | | Film, New Media, and Culture, SP 16, 3 | BA English and Physics | <p>Media, George Mason University, Summer 2012; Peer Reviewer, <i>Digital Renaissance: Early Modern Literature and 21st-Century Humanism</i>, Palgrave-Macmillan – Literature division; Member, New Media Caucus; Courses taught at CCU: ENGL 628 (graduate): Virtual Romanticism: between the early modern and the present; ENGL 312: Publishing and Editing in the Digital Age; ENGL 300: Techno-Romanticism; ENGL 300Q: Text and Hypertext; ENGL 231: Film, New Media, and Culture; ENGL 205: Memory, texts, and technologies; Courses taught at Hollins University and UC-Irvine: New Media and Literature; Performance/Media/Aesthetics; Creative Code: Interactive Arts and Sciences.</p> <p>Publications: Co-editor with Martin Foys, <i>Becoming Media</i>, Special issue of <i>postmedieval: a journal of medieval cultural studies</i> (London: Palgrave-Macmillan) (3.1, 2012); <i>Transmediations (Literary History and the Digital)</i> (Ashgate Press, series, <i>Digital Research in the Arts and Humanities</i>); "Treading the Digital Turn." <i>Journal of Early Modern Cultural Studies</i>, Issue on the "The Early Modern and the Digital" (University of Pennsylvania Press); "Animating the Ends of Life: Networks of Mediated Affect in Fetal Ultrasound, the Quay Brothers' <i>Rehearsals for Extinct Anatomies</i>, and La Mettrie's <i>L'Homme Machine</i> (1748), <i>Itineration: Cross-Disciplinary Studies in Rhetoric, Media, and Culture</i> <http://itineration.org/> ; "Biomedica in the Time of Animation," <i>Postmedieval: a journal of medieval cultural studies</i> (themed issue: "When Did We Become Post/Human?") (London: Palgrave-Macmillan) (1.1, 2010); "Re-Moving Flat Ontologies: Mobile Locative Tagging and Ars Combinatoria in the Hollins Community Project," <i>Proceedings of the Digital Arts and Culture</i></p> |
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| | | | | <p><i>Conference</i> 2009, eds. Simon Penny and Ward Smith (Berkeley: University of California Press, 2009); "The Hollins Community Project: New Media, Narrative, and Affective History," (Co-author with Alli Crandell) <i>Wi: Journal of Mobile Media</i> (Canada) (Spring 2009); New Media Installations: (Co-collaborator) "The Hollins Community Project": Locative media installation. Hollins University and Virginia Polytechnic and University, 2006-08 (National Science Foundation grant-funded); "Perspective and the Affective Image": New media installation. Rhode Island School of Design and Pembroke Center, Brown University, 2007.</p> |
| Associate Professor #5 (MFA) | F | DCD 302: Visual Methods, FA 17, 3 | University of Notre Dame, MFA in Graphic Design [DESN 515S Design Project and Research; DESN 516S Graphic Design Research; DESN 591S Graduate Design]; Illinois State University, BS in Graphic Design | <p>Art/Production Manager for The Athenaeum Press; Courses taught: ARTD 497 Graphic Design Senior Capstone, ARTD 440 Pre-Professional Studio, UNIV 200 Student Media Production; ARTD 201 Intro to Electronic Design; ARTD 302 Intermediate Graphic Design; Publications/Presentations: <i>Inform, A Journal of Design Awareness</i>, AIGA/Chicago Chapter, 12.1; College Media Advisers Conference, Chicago, IL, <i>Title: From Pixel to Paper: Issues with Your Issues</i>; Grants: The Humanities Council SC mini-grant for "The Paper Canoe Project." Design jobs too numerous to list.</p> |
| Associate Professor #6 (PhD) | F | DCD 202: Introduction to Digital Sources, SP 16, 3; DCD 316 Digital Resources in the Humanities, FA 16, 3; HIST 397: Digital History, as needed, 3 | University of California at Berkeley, PhD African American Studies, MA in African Diaspora Studies; San Francisco State University, BA Political Science | <p>Publications: <i>Civil War America: A Social and Cultural History of the Era</i>, NY: Routledge, 2012 (lead editor of text and companion website); <i>Black Soldiers and the Long Civil Rights Movement</i>, Boston: Bedford St. Martin's Press, forthcoming (author of digital primary and secondary source university classroom project); courses taught: HFA 390 Digital Archives: Soldier Story; grants: USC Aiken Research and Productive Scholarship Grant, Digital Documentary; service: Athenaeum Press Gullah project committee; work experience: The Training</p> |

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| | | | | Wheel, 1980-1990, senior partner in corporate computer training firm. |
| Assistant Professor #7 (PhD) | F | DCD 102: Information Design, SP 16, 3; DCD 200: Introduction to Digital Humanities, FA 15, 3; DCD 303: Sound and Motion Methods, FA 17, 3; DCD 345: Knowledge Production and Digital Representation, SP 17, 3; DCD 495: Internship, FA 18, 3; GEOG 310: Digital Cartography, as needed, 3; GEOG 311, Earth Observation, as needed, 3 | West Virginia University, PhD and MA Geography [GEOG 694B Sem: Explr Spacl Datat Analysis; GEOG 694C Sem: GIS; GEOG 452 GIS: Applications; GEOG 752 Adv/Geographc/Informat n/Science; GEOG 651 GIS: Technical Issues; GEOG 462 Digital Cartography, etc.]; Syracuse University, ABD Anthropology, MA History; Duke University, BA History | Courses taught: Digital Earth, Introduction to GIS, Geospatial Intelligence, Earth Observation, Human Geography, Geovisualization and the CAVE, Introduction to Remote Sensing. Publications (with co-authors): "Immersive Technologies to Explore the Cyrene Treasury at Delphi." <i>Mediterranean Archaeology and Archaeometry</i> ; "Telling the Story of Places: experiential learning through the design and development of immersive virtual landscapes." <i>Polymath: An Interdisciplinary Arts and Sciences Journal</i> ; "Humanities GIS: Place, Spatial Storytelling and Immersive Visualization in the Humanities." <i>GeoHumanities: Art, History, Text at the Edge of Place</i> ; "The Geospatial Semantic Web, Pareto GIS, and the Humanities." <i>The Spatial Humanities: GIS and the Future of Humanities Scholarship</i> , etc.; specialized training in ArcGIS I, II, ArcSDE, Visual Basic, C#, ESRI's ArcObjects |
| Assistant Professor #8 (PhD) | F | ENGL 231: Film, New Media, and Culture, FA 15, 3; DCD 301: Text Methods, FA 17, 3 | Ohio State University, PhD, MA [ENGL 778 Grad Stdy Film], BA English | Courses taught: ENGL 673 Media and Digital Literacy; ENGL 231 New Media, Film, and Culture. Participated in Digital Humanities Winter Institute (Maryland University Institute for Technology in the Humanities). Presentations: "The Mixed Media of the Erotic Underground" Victorians Institute Conference; "The Paper: How to Wisely and Judiciously Include Technology in a Conference Presentation" South Atlantic Modern Language Association. |
| Assistant Professor #9 (PhD) | F | DCD 312: Social Media History, Development and Analytics, FA 16, 3; JOUR 304: Writing for Interactive Journalism, as needed, 3; JOUR 305 Journalism News Writing and Reporting for Media, as needed, 3; | Rutgers University, PhD Computer-Mediated Communication, MA Information and Communication Studies [Media Studies, Info & | Courses taught: JOUR 350 Interactive Media & Society; JOUR 489 Participatory Media; COMM 410 Identity in the Digital Age; JOUR 489 Media Convergence and Culture; RTF 03295 Introduction to New Media; RTF 03394 New Media Production; TS5536 Ethical and Legal Considerations in Information Technology. Publications: |

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| | | JOUR 314 Video Journalism Production, as needed, 3 | Comm Processes, Media Culture, Media & Politics, Media History & Inst, Mediated Communication], BA English | "Psychological and communicological factors in elder adoption of information technologies." <i>Gerontology and older adult Issues</i> ; "Student participation in online discussion boards in a higher education setting." <i>International Journal on E-Learning</i> . |
| Assistant Professor #10 (MFA) | F | DCD 303: Sound and Motion Methods, FA 18, 3; MCJ 391: Recording Technology I and MCJ 392: Recording Technology II, as needed, 3 | University of Miami Frost School of Music, DMA and MMA, Instrumental Music and Jazz Performance [MTC 511/512 Film Scoring I and II, MSJ 522 Midi Seq Digtl Wks; MTC 617 Analytical Tech, MSJ 519 Adv Mod Arrang I]; University of North Florida, BA Jazz Performance | Manager, Wheelwright Recording Studio. Courses taught: Careers in Music, Recording Technology I and II, Commercial Music Analysis, Advanced Media Writing; designed the new Minor Cognate in Commercial Music. "St. Helena Island Spiritual Project" selected as Athenaeum Press project (2013-14): includes interactive application, songbook, field recordings, etc. |
| Visiting Assistant Professor #11 | F | DCD 100: Technology and Humanity, FA 15, 3 | Washington University (St. Louis), PhD Philosophy [Social and Political Philosophy, Advanced Philosophy of Science, Topics in Ethical Theory]; Boston College, MA Philosophy; Hillsdale College, Philosophy | Courses taught: Contemporary Moral Issues, Problems in Philosophy, Biomedical Ethics, Social Ethics and Political Thought. |
| *Assistant Professor #12 | F | DCD 101: Humanities in the Digital Age, FA 16, 3; DCD 102: Information Design, SP 17, 3; DCD 201: Coding for Humanists, SP 17, 3; DCD 304 Interactive Methods, FA 18, 3; DCD 345: Knowledge | TBA | TBA |

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| | | Production and Digital Representation, SP 18, 3 | | |
| *Assistant Professor #13 | F | DCD 200: Introduction to Digital Humanities, FA 16, 3; DCD 202: Introduction to Digital Sources, SP 17, 3; DCD 309: Interactivity and Culture, FA 17, 3; DCD 496: Practicum, FA 19, 3 | TBA | TBA |