

### PROGRAM MODIFICATION PROPOSAL FORM

**Name of Institution:** Clemson University

**Briefly state the nature of the proposed modification (e.g., adding a new concentration, extending the program to a new site, curriculum change, etc.):**

Adding a new concentration, Digital History, for the BA History program.

**Current Name of Program (include degree designation and all concentrations, options, and tracks):**

BA History, with concentration in Public History

**Proposed Name of Program (include degree designation and all concentrations, options, and tracks):**

BA History, with concentrations in Public History and in Digital History

**Program Designation:**

- |   |  |
|---|--|
| <input type="checkbox"/> Associate's Degree   | <input type="checkbox"/> Master's Degree   |
| <input checked="" type="checkbox"/> Bachelor's Degree: 4 Year   | <input type="checkbox"/> Specialist  |
| <input type="checkbox"/> Bachelor's Degree: 5 Year  | <input type="checkbox"/> Doctoral Degree: Research/Scholarship (e.g., Ph.D. and DMA) |
| <input type="checkbox"/> Doctoral Degree: Professional Practice (e.g., Ed.D., D.N.P., J.D., Pharm.D., and M.D.) |  |

**Does the program currently qualify for supplemental Palmetto Fellows and LIFE Scholarship awards?**

- Yes  
 No

**If No, should the program be considered for supplemental Palmetto Fellows and LIFE Scholarship awards?**

- Yes  
 No

**Proposed Date of Implementation:** Fall 2020

**CIP Code:** 54.0101

**Current delivery site(s) and modes:** Clemson University Main Campus

**Proposed delivery site(s) and modes:** Clemson University Main Campus

**Program Contact Information (name, title, telephone number, and email address):**

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**Institutional Approvals and Dates of Approval:**

Curriculum Committee approval: 11/07/2018

Dean approval: 11/16/2018

Provost approval: 11/10/2018

Board of Trustees approval: 02/08/2019

**Background Information**

*Provide a detailed description of the proposed modification, including target audience, centrality to institutional mission, and relation to strategic plan.*

Clemson University requests the addition of a new concentration, Digital History, for its B.A. in History program. As the nature of historical sources changes, historians will need to access and interrogate them in new ways. Historians will need to be familiar with the saving, storing, and accessing of sources in a variety of markup languages, file formats, and coding languages. Similarly, historians will need to be able to evaluate digital repositories and archives to identify their biases, weaknesses, and gaps in coverage. The sheer abundance or quantity of sources being preserved also necessitates new modes of inquiry and analysis. Historians must be able to make sense of larger patterns and trends out of large corpora that have not been previously available. Historians will soon be writing about the impact that computers, algorithms, and social media have had on human society and culture. In order to do this, historians must have a fundamental knowledge of digital technologies including their creation, accessibility, and function. Training in digital methodologies will allow historians to present information in new and innovative ways and disseminate their findings to the widest possible audiences. It will also provide graduates with digital skills that will make them attractive to employers in myriad industries and professions.

This concentration will prepare existing History, B.A. students to think deeply about and engage in the social, scientific and professional challenges that are related to history. It will also attract new majors, particularly students who have an aptitude for both the Humanities and for technology, as well as students who are intellectually drawn to the discipline, but have been concerned about the ‘marketability’ of a Humanities degree in our current digital age.

The foundation of Clemson University’s mission is the generation, preservation, communication, and application of knowledge. Knowledge and skills gained in this concentration will better prepare our students to generate knowledge and communicate it using the many technologies required to study our history and via the expansive social domains that exist. Clemson *FORWARD*, Clemson University’s ten-year strategic plan, is committed to excelling in research, among other strategic priorities. Digital history is a much-needed set of tools that is required today to explore the plethora of historical archives in the context of technology that provides the perspectives for research provided by none other. In this manner, this concentration in Digital History is pertinent to furthering Clemson University’s mission and strategic plan.

**Assessment of Need**

*Provide an assessment of the need for the program modification for the institution, the state, the region, and beyond, if applicable.*

Digital history includes digital approaches and scholarly tools to examine, represent and communicate the past. Many digital history and digital humanities projects have been conducted globally within the last decade using computation techniques to establish models of historical scholarship. Digital History includes technologies such as geo-spatial mapping, three-dimensional modeling of buildings and artifacts, the development of digital archives and basic data mining and analyses which can leverage the existing knowledge of the past to generate interpretations that would otherwise not be possible. Accordingly, the concentration in Digital History requested at Clemson

University will enable our graduates to engage in interdisciplinary collaboration with programmers, historians, information architects, designers and publishers.

A [recent study conducted by the American Historical Association \(AHA\)](#) focused on reversing the trend of declining enrollments in academic history programs indicated that while most history majors pursue graduate education, they also find work in a wide range of fields including government services, library services, public history organizations, media, and software development. The proposed Digital History concentration will equip History majors with knowledge and skills to more easily pursue graduate education and careers in these diverse fields.

Digital History does not exist in the SC Commission of Higher Education’s (CHE) inventory of programs but the content is conveyed in a few existing programs nationally—including George Mason University and University of Nebraska – Lincoln.

<b>University</b>	<b>Academic Program</b>
University of Nebraska – Lincoln	Digital Humanities Graduate Certificate
George Mason University in Virginia	History B.A. with a concentration in Digital History

Programs in Digital Communications and Digital Media focus on preparing students to present information in digital form. This is very different from Digital History, which focuses on preparing students to use digital tools to do historical research. Digital History is sometimes presented in digital form, but our program is about digital research tools and presenting history, not public relations and marketing which is why the list of similar program above does not include programs any Digital Communications or Digital Media programs.

**Transfer and Articulation**

*Identify any special articulation agreements for the modified proposed program. Provide the articulation agreement or Memorandum of Agreement/Understanding.*

There are no articulation agreements associated with the new concentration.

**Description of the Program**

The Digital History concentration will account for 12 out of the 27 required elective history credit hours required to graduate from the BA History program. In this concentration, students will take a course in HIST 2150 Introduction to Digital History (3 credit hours), a course in GEOG 3100 Geographic Information Systems for Humanities and Social Sciences (3 credit hours), and two elective courses that can be HIST 3880 Creative inquiry with a Digital History focus (1 to 3 credit hours) and/or HIST 4150 Topics in Digital History (3 credit hours), both of which are repeatable. Students are also required to choose between STAT 2220 Statistics in Everyday Life (3 credit hours) or STAT 2300 Statistical Methods I (3 credit hours) or STAT 3090 Introductory Business Statistics (3 credit hours) or CPSC 1010 Computer Science I (4 credit hours) or CPSC 1060 Introduction to Programming in Java (4 credit hours). They also take 15 additional credit hours of required history electives as part of the parent BA History program.

Projected Enrollment						
Year	Fall Headcount		Spring Headcount		Summer Headcount	
	New	Total	New	Total	New	Total
2020-21	3	3	1	4		
2021-22	3	7	1	8		
2022-23	4	9	1	10		
2023-24	4	10	1	11		

**Explain how the enrollment projections were calculated.**

The new students projected to participate in the Digital History concentration are currently enrolled in the BA History program. These are students who have already decided to receive a BA History degree, but are interested in the Digital History concentration. This level of interest was based on a survey that was conducted with currently enrolled BA History students to gauge their interest in the new concentration. These enrollment numbers are also consistent with the enrollment levels at George Mason University (which has a similar number of history majors). Students will begin taking the courses towards the Digital History concentration in their junior and sophomore years and this is reflected in the projected enrollments table above. The projected enrollment presented in the table assumes 100% completion after students start taking courses for the Digital History concentration. The 3 students joining in 2020-21 as already enrolled sophomore History majors will be graduating after completing their BA History with the Digital History concentration in 2022-23. This would reduce the Fall 2022-23 total headcount by 3 and Spring 2022-23 total by 1 before accounting for new enrollees.

**Curriculum**

**Attach a curriculum sheet identifying the courses required for the program.**

Required core curricular components for the Digital History Concentration:

- STAT 2220 Statistics in Everyday Life (3 credit hours) or STAT 2300 Statistical Methods I (3 credit hours) or STAT 3090 Introductory Business Statistics (3 credit hours) or CPSC 1010 Computer Science I (4 credit hours) or CPSC 1060 Introduction to Programming in Java (4 credit hours)
- HIST 2150 Introduction to Digital History (3 credit hours)
- GEOG 3100 Geographic Information Systems for Humanities and Social Sciences (3 credit hours)
- At least 6 credit hours from HIST 3880 Creative Inquiry in Digital History (1 to 3 credit hours) and/or HIST 4150 Topics in Digital History (3 credit hours)
- 15 additional credit hours of required electives in History.

**Curriculum Changes**

Courses Eliminated from Program	Courses Added to Program	Core Courses Modified
12 Elective credit hours in History (compared to the parent BA History program)	HIST 2150 Introduction to Digital History (3 credit hours)	HIST 4150 Topics in Digital History (3 credit hours)
	HIST 3880 Digital History Creative Inquiry (1 to 3 credit hours)	
	GEOG 3100 Geographic Information Systems for Humanities and Social Sciences (3 credit hours)	
	STAT 2220 Statistics in Everyday Life (3 credit hours) or STAT 2300 Statistical Methods I (3 credit hours) or STAT 3090 Introductory Business Statistics (3 credit hours) or CPSC 1010 Computer Science I (4 credit hours) or CPSC 1060 Introduction to Programming in Java (4 credit hours)	

**New Courses**

**List and provide course descriptions for new courses.**

HIST 2150 Introduction to Digital History (3 credit hours): Introduces digital methods for historical research and communication. Includes online research strategies, basic digital tools for historical research, simple ways of writing web pages, and discussion of new forms of public participation in history and how they may change the discipline.

HIST 3880 Digital History Creative Inquiry (1 to 3 credit hours): In consultation with and under the direction of a faculty member, students pursue scholarly activities individually or in teams using digital history techniques. These creative inquiry projects may be interdisciplinary. Arrangement with mentors must be established prior to registration. May be repeated for a maximum of nine credit hours.

GEOG 3100 Geographic Information Systems for Humanities and Social Sciences (3 credit hours): Introduction to geographic information systems with an emphasis on visualization and analysis of spatial data as it is applied to humanities and social science topics. Special emphasis is placed on finding data related to the humanities such as

historical records and historical maps and translating them into the digital environment. Students will learn basic cartography, data collection and spatial analysis techniques.

HIST 4150 Topics in Digital History (3 credit hours): Exploration of a topic in digital history such as a particular technique for historical research or one type of project to share history with an audience. Students will develop substantial projects of their own. Course can be repeated if the topic is different.

STAT 2220 Statistics in Everyday Life (3 credit hours): Focuses on the role of statistics in a variety of areas including politics, medicine, environmental issues, advertising, and sports. Students explore common statistical misconceptions and develop an understanding of how principles of probability and statistics affect many aspects of everyday life.

STAT 2300 Statistical Methods I (3 credit hours): Basic concepts and methods of statistical inference; organization and presentation of data, elementary probability, measures of central tendency and variation, tests of significance, sampling, simple linear regression and correlation. Stresses the role of statistics in interpreting research and the general application of the methods. Statistical microcomputer software is used.

STAT 3090 Introductory Business Statistics (3 credit hours): Introductory probability and statistics for business students, as well. Topics include descriptive statistics, probability, expectations, binomial, normal, sampling distributions, one and two sample estimation and testing.

CPSC 1010 Computer Science I (4 credit hours): Introduction to problem solving and programming methods. Emphasis is placed on algorithm development. Includes use of appropriate tools and ethical issues involving computing are discussed.

CPSC 1060 Introduction to Programming in Java (4 credit hours): Principles of software development, style and testing. Topics include procedural and object-oriented programming in the context of real-world applications.

**Similar Programs in South Carolina offered by Public and Independent Institutions**  
**Identify the similar programs offered and describe the similarities and differences for each program.**

<b>Program Name and Designation</b>	<b>Total Credit Hours</b>	<b>Institution</b>	<b>Similarities</b>	<b>Differences</b>
B.A. in Digital Culture and Design	120 credit hours of which 54 credits are from foundation courses and major requirements	Coastal Carolina	Can involve digital methods for the humanities such as digital curation and web design	Interdisciplinary rather than focused on History or even on the Humanities, no history courses offered
Center for Digital Humanities	Offers courses only	University of South Carolina	Offers one undergraduate course in digital history	No concentration or other focused program of study offered
Minor in New Media and Digital Culture	18 credit hours	Coastal Carolina	Focus on digital texts, an area of digital humanities, which has some overlap with History	Based in the English department, no courses in History

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### Faculty

*State whether new faculty, staff or administrative personnel are needed to implement the program modification; if so, discuss the plan and timeline for hiring the personnel. Provide a brief explanation of any personnel reassignment as a result of the proposed program modification.*

No new resources are needed. Three new courses have been added for this concentration and one revised, but this will require no new staffing because faculty will be shifted as needed from courses that are free choices within the major. The other courses added for this concentration are already being taught for other programs in the university.

### Resources

*Identify new library, instructional equipment and facilities needed to support the modified program.*

**Library Resources:** None, the main library contains a large fully-equipped GIS center

**Equipment:** None needed, the History Department's computer laboratory was updated in 2018.

**Facilities:** None

### Impact on Existing Programs

*Will the proposed program impact existing degree programs or services at the institution (e.g., course offerings or enrollment)? If yes, explain*

Yes

No

**Financial Support**

<b>Digital History Emphasis Area - Estimated Sources of Financing for the New Costs</b>						
<b>Category</b>	<b>1<sup>st</sup></b>	<b>2<sup>nd</sup></b>	<b>3<sup>rd</sup></b>	<b>4<sup>th</sup></b>	<b>5<sup>th</sup></b>	<b>Total</b>
Tuition Funding	-	-	-	-	-	-
Program-Specific Fees	-	-	-	-	-	-
Special State Appropriation	-	-	-	-	-	-
Reallocation of Existing Funds	51,122	52,793	54,522	56,312	58,165	272,914
Federal, Grant, or Other Funding	-	-	-	-	-	-
<b>Total</b>	<b>51,122</b>	<b>52,793</b>	<b>54,522</b>	<b>56,312</b>	<b>58,165</b>	<b>272,914</b>
<b>Estimated New Costs by Year</b>						
<b>Category</b>	<b>1<sup>st</sup></b>	<b>2<sup>nd</sup></b>	<b>3<sup>rd</sup></b>	<b>4<sup>th</sup></b>	<b>5<sup>th</sup></b>	<b>Total</b>
Program Administration and Faculty and Staff Salaries	51,122	52,793	54,522	56,312	58,165	272,914
Facilities, Equipment, Supplies, and Materials	-	-	-	-	-	-
Library Resources	-	-	-	-	-	-
Other (specify)	-	-	-	-	-	-
<b>Total</b>	<b>51,122</b>	<b>52,793</b>	<b>54,522</b>	<b>56,312</b>	<b>58,165</b>	<b>272,914</b>
<b>Net Total</b> (i.e., Sources of Financing Minus Estimated New Costs)	-	-	-	-	-	-

**Budget Justification**

No new resources are required to implement the proposed new emphasis area consisting of 4 required courses. Each of the four courses will be fulfilled within the current teaching load of history department faculty members.

**Reallocation of Existing Funds:**

History department faculty average per course cost is approximately \$10K, with fringe estimated at 33.7 percent. Four courses are required for this concentration to meet the 12 credit requirement (out of the 27 credits for the History, B.A., resulting in approximately \$51.1K in faculty teaching resources that are being reallocated from general history courses to courses that specifically fulfill the concentration requirement.

This “reallocation” is more accurately thought of as a program- and/or concentration-level reapportionment of resources that balances the full-cost accounting personnel cost line in the budget. These reapportioned revenues are simply the resources already currently located in the University’s personnel budget lines for the faculty that will deliver the concentration—faculty that are already in place and have personnel resources associated with them. These resources are virtually and internally reapportioned within the same budget line to show the amount that would be attributed or associated, in a full-cost accounting context, to support delivery of the proposed concentration.

**Program Administration, Faculty and Staff:**

The total cost to teach the 4 courses are the reallocated workload estimated at \$10K, with fringe estimated at 33.7 percent, equivalent to the “reallocation of existing funds” of approximately \$51.1K.

**Evaluation and Assessment**

<b>Program Objectives</b>	<b>Student Learning Outcomes Aligned to Program Objectives</b>	<b>Methods of Assessment</b>
History, BA will reinforce the awareness and appreciation of complex historical and cultural contingencies that shape human experiences and perspectives that are revealed through careful interpretation and analysis of evidence. Students will possess the critical thinking skills for developing nuanced perspectives on challenging problems, and for assessing conflicting viewpoints and judgments about them	Students will produce written work that shows that they have acquired and analyzed information, differentiated inductive and deductive processes in their reading and use of sources, and summarize and analyze a variety of texts.  History majors will have increased awareness of national and international events and issues and the historical background of and context for them, including cultural differences among peoples.	Student artifacts (papers) from History 4900, the capstone course required for all majors.  Exit surveys with graduating seniors that ask specific questions about the degree to which students developed critical thinking and communication skills in their major.
Students will possess the ability to convey well-organized arguments in oral expression and in lucid, grammatically correct prose.	Students will demonstrate competence in oral and written communication of historical insights and information. They will also communicate their insights with the aid of	Student artifacts (papers) from History 4900, the capstone course required for all majors.

	computerized technologies as these develop	Student artifacts from the History 2990 gateway course which includes communicating a historical argument in an oral presentation.
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There will be no changes in the program objectives and student learning outcomes for this concentration from the History, B.A. program.

**Will any the proposed modification impact the way the program is evaluated and assessed? If yes, explain.**

Yes

No

**Will the proposed modification affect or result in program-specific accreditation?**

*If yes, explain; and, if the modification will result in the program seeking program-specific accreditation, provide the institution's plans to seek accreditation, including the expected timeline.*

Yes

No

**Will the proposed modification affect or lead to licensure or certification?**

*If yes, identify the licensure or certification.*

Yes

No

*Explain how the program will prepare students for this licensure or certification.*

NA

**If the program is an Educator Preparation Program, does the proposed certification area require national recognition from a Specialized Professional Association (SPA)?**

*If yes, describe the institution's plans to seek national recognition, including the expected timeline.*

Yes

No