

**Utah System of Higher Education
New Academic Program Proposal
Cover/Signature Page - Full Template**

Institution Submitting Request: Dixie State University

Proposed Program Title: Bachelor of Science/Bachelor of Art in Design

Sponsoring School, College, or Division: College of Science and Technology

Sponsoring Academic Department(s) or Unit(s): Computer and Information Technology

Classification of Instructional Program Code¹ : 50.0102

Min/Max Credit Hours Required of Full Program: 120 / 120

Proposed Beginning Term²: Fall 2018

Institutional Board of Trustees' Approval Date:

Program Type (check all that apply):

<input type="checkbox"/> (AAS)	Associate of Applied Science Degree
<input type="checkbox"/> (AA)	Associate of Arts Degree
<input type="checkbox"/> (AS)	Associate of Science Degree
<input type="checkbox"/>	Specialized Associate Degree (specify award type ³ :)
<input type="checkbox"/>	Other (specify award type ³ :)
<input checked="" type="checkbox"/> (BA)	Bachelor of Arts Degree
<input checked="" type="checkbox"/> (BS)	Bachelor of Science Degree
<input type="checkbox"/>	Specialized Bachelor Degree (specify award type ³ :)
<input type="checkbox"/>	Other (specify award type ³ :)
<input type="checkbox"/> (MA)	Master of Arts Degree
<input type="checkbox"/> (MS)	Master of Science Degree
<input type="checkbox"/>	Specialized Master Degree (specify award type ³ :)
<input type="checkbox"/>	Other (specify award type ³ :)
<input type="checkbox"/>	Doctoral Degree (specify award type ³ :)
<input type="checkbox"/>	K-12 School Personnel Program
<input type="checkbox"/>	Out of Service Area Delivery Program
<input type="checkbox"/>	Out of Mission Program
<input type="checkbox"/>	NEW Profess. School

Chief Academic Officer (or Designee) Signature:

I, the Chief Academic Officer or Designee, certify that all required institutional approvals have been obtained prior to submitting this request to the Office of the Commissioner.

Please type your first and last name _____ Date: _____

☐ I understand that checking this box constitutes my legal signature.

¹ For CIP code classifications, please see <http://nces.ed.gov/ipeds/data/cip/cip.asp>

² "Proposed Beginning Term" refers to first term after Regent approval that students may declare this program.

³ Please indicate award such as APE, BFA, MBA, MEd, EdD, JD

**Utah System of Higher Education
Program Description - Full Template**

Section I: The Request

Dixie State University requests approval to offer the following Baccalaureate degree(s): Bachelor of Science/Bachelor of Art in Design effective Fall 2018. This program was approved by the institutional Board of Trustees on .

Section II: Program Proposal

Program Description

Present a complete, formal program description.

The BS/BA in Design will be a part of the Computer Information Technology (CIT) department located in the College of Science and Technology. The requirements of the BS/BA in Design degree include hands-on courses in design thinking, visual communication, image making, historical achievements, processes, and proficiency with current industry tools and practices in the field of design. These requirements follow the National Association of Schools of Art and Design (NASAD) standards and operational guidelines. The degree offers emphases in three areas of specialization: Graphic Design, Digital Design, and Interaction Design. This program will allow students to pursue careers in traditional graphic design and the emerging disciplines of data visualization, user interface (UI), user experience (UX) and interaction design (IxD). These students will have opportunities to collaborate with private sector CTO, CEO, Designers, and Developers in real-world transformative experiences. As a part of their senior capstone course, they will have opportunities to give presentations and exhibit their work.

Consistency with Institutional Mission

Explain how the program is consistent with the institution's Regents-approved mission, roles, and goals (see mission and roles at higheredutah.org/policies/policy312) or, for "out of mission" program requests, the rationale for the request.

The proposed BS/BA in Design degree is consistent with DSU's mission as a comprehensive public university by offering a program that will provide opportunities to improve the professional and personal lives of students and serving the community through high engagement with local businesses and other organizations. The BS/BA in Design degree will offer an innovative and comprehensive education that will provide more significant opportunities for students to achieve employment with higher pay in southern Utah and the surrounding regions. As a practice, design involves high engagement in real-world projects and problem-solving with a hands-on application that supports DSU's Active Learning, Active Life principles. This approach aligns with DSU's core themes and values. The BS/BA in Design degree aligns with Goal 2 of the DSU Strategic Plan by broadening our current offering and enhancing our academic programs with new opportunities in user interface (UI), user experience (UX), interaction design (IxD) and design thinking. This program aligns with Goal 5 by explicitly meeting industry needs in southern Utah and beyond.

Section III: Needs Assessment

Program Rationale

Describe the institutional procedures used to arrive at a decision to offer the program. Briefly indicate why such a program should be initiated. State how the institution and the USHE benefit by offering the proposed program.

In 1991 Dixie College established the Center of Excellence with Visual Technologies (VT) as one of its core focuses. Dixie President Douglas D. Alder said, "This new center will create an interdisciplinary program at the college. It combines courses and faculty in art, graphic arts, and computer science." Since that time, VT has been a consistent program on campus. When Dixie was granted University status in 2013, a Graphic Design emphasis was established in the Fine Arts department, and the CIT Visual Technologies emphasis was split into two new emphases: Digital Design and Web Development and Design.

There is currently duplication in the degree offerings of the Fine Arts Graphic Design emphasis and the CIT Digital Design emphasis. Combining the Graphic Design and Digital Design programs with a specific focus on departmental collaboration makes sense to strengthen learning outcomes for students. Building a collaborative effort within technology, design, and art and adding emphasis on design thinking, data visualization, UI, UX, and IxD, DSU will provide a program that is truly unique to the region. DSU will benefit by better-utilizing resources through the combination of these programs. The approval of a BS/BA in Design degree is in line with the DSU's Strategic Plan to expand offerings as we advance the university from Status to Stature.

There are several design programs within the USHE system, but the proposed BS/BA in Design degree with emphases in Graphic Design, Digital Design, and Interaction Design will provide a unique experience across a full range of design disciplines. This program will help to meet increasing demands from the private sector in the high-tech industry throughout the state of Utah by providing students with marketable training, skills, and experience that will make them immediately employable.

As technology and design have become ubiquitous to everyday life, the demand from industry and students for these types of classes has grown. The BS/BA in Design degree curriculum has been crafted to respond to industry demand that students have a firm understanding of design thinking, visual communications and design skills that range from print to interaction design.

Labor Market Demand

Provide local, state, and/or national labor market data that speak to the need for this program. Occupational demand, wage, and number of annual openings information may be found at sources such as Utah DWS Occupation Information Data Viewer (jobs.utah.gov/jsp/wi/utalmis/gotoOccinfo.do) and the Occupation Outlook Handbook (www.bls.gov/oco).

According to Utah Department of Workforce Services there are approximately 250 new design jobs per year. Positions that require the design thinking, UI, UX, and IxD are the fastest growing segment. It is likely that demand will increase similarly to the 5% seen in Web Development and other technology jobs.

In Utah, there are approximately 1600 UI/UX Design, Interaction Design, Graphic Design, Digital Design and Web Design jobs. [1]

The need for qualified designers is evident within the tech sector. Also, every industry employs designers to maintain professional branding and corporate communications, advertising and within new and emerging media. Engagement with design and design thinking is also a key component of successful startups.[2]

We meet some of the current industry demand with the CIT Digital Design and Fine Art Graphic Design emphases. A BS\BA in Design will help to better meet the needs of the local, regional and national job market while building a strong collaborate, cross-disciplinary program at DSU.

[1] <https://www.indeed.com/> (2017) [Accessed 01 Oct. 2017]

[2] <https://www.forbes.com/sites/lorikozlowski/2013/08/07/why-great-design-is-crucial-for-startups/#435ee9081111>

Letters of support from local and regional businesses are attached.

Student Demand

Provide evidence of student interest and demand that supports potential program enrollment. Use Appendix D to project five years' enrollments and graduates. Note: If the proposed program is an expansion of an existing program, present several years enrollment trends by headcount and/or by student credit hours that justify expansion.

Students looking for comprehensive training in design are challenged to know what specific direction to take at DSU due to the lack of clarity or understanding of the current offerings in design. There is confusion because of naming conventions and duplication between the Fine Arts Graphic Design and CIT Digital Design degrees. The combination of these emphases under one-degree program and close collaboration between the Fine Arts and CIT departments will alleviate this confusion.

DSU faculty surveyed students currently enrolled in all levels of design courses in Fall of 2017. 120 students responded. 74.55% of students stated that they would be interested in pursuing a BS/BA in Design. In an informal survey of junior and senior level students who are currently either a Graphic Design or Digital Design major, 88% indicated that they would like a BS/BA in Design. Most stated that the term “design” was desirable for their degree and job searches.

Training in UI, UX and IxD provide students with opportunities for higher paying jobs beyond the traditional practice of graphic arts by strengthening its connection to design thinking and technology. In a comparison of salaries for an entry-level Graphic Designer, compared to an Interaction Designer, wages are ~40% higher for the later. [3] Growth in student interest and industry demand demonstrates the need to offer a BS/BA in Design program at DSU with more comprehensive UI, UX and IxD training.

A BS/BA in Design will combine two similar emphases and in doing so strengthen a student's marketability upon graduation. By adding the visibility of Design as a full degree program, it will encourage area students to consider DSU as an option rather than leaving the area to pursue their degree. Currently, all area high schools have concurrent enrollment classes in design with students who graduate interested in design degrees. (5 high schools estimated 100 students per high school). Faculty suggests that 30 students would be interested in entering this program.

Currently, there are 47 declared Digital Design majors and 84 declared Graphic Design majors. The pipeline is beginning to fill for design students.

Year	Program	Graduates
2013 - 2014	BA - ART DES	2
	BS - CIT - VT	15
	TOTAL	17
2014 - 2015	BS - ART - DES	13
	BS - CIT - DES	3
	BS - CIT - VT	4
	TOTAL	20
2015-2016	BS - ART DES	10
	BS - CIT - DES	4
	BS - CIT - VT	4

	TOTAL	18
2016-2017	BS - ART DES	15
	BS - CIT - DES	4
	BS - CIT - VT	1
	TOTAL	20

These numbers do not include the CIT Web, Business Visual Technologies, or Integrated Studies majors.

Fine Arts - Graphic Design emphasis (ART - DES)

Computer and Information Technology - Digital Design Emphasis (CIT - DES)

Computer and Information Technology - Visual Technologies (CIT - VT)

[3] <http://designation.io/blog/digital-and-graphic-designer-salary/>

Similar Programs

Are similar programs offered elsewhere in the USHE, the state, or Intermountain Region? If yes, identify the existing program(s) and cite justifications for why the Regents should approve another program of this type. How does the proposed program differ from or compliment similar program(s)?

Several other USHE institutions offer programs that are an emphasis within the context of another degree program.

Southern Utah University - BFA in Graphic Design -- "a professional degree which focuses on intensive work in art and design supported by a program of general studies. This degree provides a foundation for the student; to develop strategies to solve communication problems and design effective communication products." This degree offers some courses in Web Development but no specific focus on UI, UX or IxD.

University of Utah - BFA in Art, Graphic Design Emphasis -- "Graphic Design integrates communication in all spheres. The curriculum emphasizes that all realms of visual communication influence the recipients of a message. Our responsibility as designers is to determine how to posture a message. In order to do this, a designer must have a broad base of knowledge, including an understanding of visual problem solving. Basic concepts must be understood first in order to provide a framework for more complex problems." The program at the University of Utah offers some Information Graphics and Interactive courses, but the program is an emphasis under Art.

Utah State University - BFA in Art and Design, Graphic Design Emphasis -- "The graphic design emphasis area delivers a comprehensive professional education in the study and practice of visual communication design. Education in design theory and practice prepares students to become leaders in the various disciplines that constitute today's design profession." This program offers some UI courses but the program is an emphasis in Art and Design.

Utah Valley University - BFA in Art and Design, Graphic Design Emphasis -- "As students use the latest software to practice communicating creatively using typography and imagery, they learn to approach problem solving from marketing and artistic standpoints that resonate with target audiences. Courses emphasize creative, concept-intensive communication, and effective design implementation in both print and interactive design." The program at UVU offers UI/UX courses, but the program is an emphasis in Art and Design.

The BS/BA degree in Design at DSU would be the first within the USHE system. No other programs offer the unique combination of technology, design, and art to address the industry need for competent design graduates that have skills including User Interface, User Experience, and User Interaction as a standalone degree.

Collaboration with and Impact on Other USHE Institutions

Indicate if the program will be delivered outside of designated service area; provide justification. Service areas are defined in higheredutah.org/policies/policyr315/. Assess the impact the new program will have on other USHE institutions. Describe any discussions with other institutions pertaining to this program. Include any collaborative efforts that may have been proposed.

The program will not be delivered outside of DSU's designated service area. Students taking advantage of the BS/BA in Design degree at DSU might mean a very slight decrease in enrollment at other USHE degree programs. DSU is prepared to meet the educational needs of students with a need to be educated locally. Adding this degree to DSU's programs will help USHE meet the goals of its Higher Ed Utah 2020 Master Plan, which includes a goal of 55% of Utahns aged 24-64 achieving an associate's degree or higher by the year 2020.[4]

[4] <http://www.higheredutah2020.org/>

External Review and Accreditation

Indicate whether external consultants or, for a career and technical education program, program advisory committee were involved in the development of the proposed program. List the members of the external consultants or advisory committee and briefly describe their activities. If the program will seek special professional accreditation, project anticipated costs and a date for accreditation review.

Current programs consult with an advisory group from industry and the new BS/BA in Design Program will continue to do so.

Section IV: Program Details**Graduation Standards and Number of Credits**

Provide graduation standards. Provide justification if number of credit or clock hours exceeds credit limit for this program type described in R401-3.11, which can be found at higheredutah.org/policies/R401.

Students must complete a minimum of 120 credits to graduate with a BS/BA in Design degree which includes 40 upper division credits.

- 32 credits of General Education courses
- 10-13 credits of General electives
- 46 credits of core discipline requirements
- 15-18 credits Design emphasis requirements (Graphic Design and Digital Design: 15 cr, Interaction Design: 18 cr)
- 15 credits additional Design electives

Students are required to pass all design courses with a C or better. Students are required to obtain a 2.0 or greater overall DSU cumulative GPA.

Admission Requirements

List admission requirements specific to the proposed program.

Students admitted to DSU who are in good standing with a GPA of C or better will be admitted to the program.

Curriculum and Degree Map

Use the tables in Appendix A to provide a list of courses and Appendix B to provide a program Degree Map, also referred to as a graduation plan.

Section V: Institution, Faculty, and Staff Support

Institutional Readiness

How do existing administrative structures support the proposed program? Identify new organizational structures that may be needed to deliver the program. Will the proposed program impact the delivery of undergraduate and/or lower-division education? If yes, how?

The BS/BA in Design degree will be located in the Computer and Information Technology (CIT) department within the College of Science and Technology. The development of the degree has strong support from DSU administration and faculty and includes a cross-disciplinary effort with the Fine Arts department within the College of the Arts. No alterations to current administrative structures will be needed for this program. There should be no impact on the delivery of undergraduate and lower division education courses.

Faculty

Describe faculty development activities that will support this program. Will existing faculty/instructors, including teaching/graduate assistants, be sufficient to instruct the program or will additional faculty be recruited? If needed, provide plans and resources to secure qualified faculty. Use Appendix C to provide detail on faculty profiles and new hires.

The projected faculty workload requires a minimum of 4 full-time faculty and three part-time/adjuncts. There are currently three full-time faculty and we are conducting an open search to hire a fourth faculty member. One part-time faculty member covers six credit hours and one faculty member from the Fine Art department teaches three credit hours. Adjuncts will continue to teach a limited number of lower-division courses. Expected growth will necessitate the hiring of an additional full-time faculty member within the first three years.

Staff

Describe the staff development activities that will support this program. Will existing staff such as administrative, secretarial/clerical, laboratory aides, advisors, be sufficient to support the program or will additional staff need to be hired? Provide plans and resources to secure qualified staff, as needed.

The CIT department has a full-time administrative assistant and two advisors. The current staff is sufficient to support the new program.

Student Advisement

Describe how students in the proposed program will be advised.

Two academic advisors are assigned to the CIT department. One of those advisors is assigned to assist Digital Design and Web students. Full-time faculty provide career advisement, mentorship, and support for students. The advisor will also continue to assist students with the current BS/BA degrees.

Library and Information Resources

Describe library resources required to offer the proposed program if any. List new library resources to be acquired.

The DSU's Holland Library holds ~600 print titles that are in design or related areas and ~4500 ebooks in graphic design. Database resources include ArtStor, Art Full Text, Arts & Humanities Citation Index, Academic Search Premier, JSTOR, Project MUSE and Hobbies & Crafts Reference Center.

Currently the print and ebook budget is spread across all studio arts. The recommendation has been made for \$500/yr of ongoing funds to update and keep the print and ebook collection current. The Center for Teaching and Learning has a 1-year subscription to Lynda.com. It has been recommended that we continue that subscription in support of this program.

Projected Enrollment and Finance

Use Appendix D to provide projected enrollment and information on related operating expenses and funding sources.

Section VI: Program Evaluation**Program Assessment**

Identify program goals. Describe the system of assessment to be used to evaluate and develop the program.

A curriculum map that aligns program learning outcomes with course learning outcomes has been developed through close collaboration between the CIT and Fine Arts departments. The map identifies where these learning outcomes are introduced to students, where students work on proficiency, and where they demonstrate mastery of the outcomes.

The Program Learning Outcomes of the Computer and Information Technology department below will also apply to the BS/BA in Design degree.

PLO 1: Analyze a problem, and identify and define the technological requirements appropriate to its solution.

PLO 2: Design, implement, or evaluate a system, process, component, or program to meet desired needs.

PLO 3: Use current techniques, skills, and tools necessary for professional practice.

PLO 4: Explain professional, ethical, legal, security and social issues and

responsibilities.

PLO 5: Function effectively in teams.

PLO 6: Communicate effectively visually, orally and in writing.

Student Standards of Performance

List the standards, competencies, and marketable skills students will have achieved at the time of graduation. How and why were these standards and competencies chosen? Include formative and summative assessment measures to be used to determine student learning outcomes.

The following standards of the BS/BA in Design degree are guided by NASAD accreditation. From the NASAD 2016–2017 Handbook pp114–120.

1. **Technology.** Due to the democratization of and constant change within the technology and design tools space, students must learn new techniques and make critical choices among the different technologies available. Capability to shape and create tools and systems to address communication. Students must demonstrate competency with current software and technologies through practical application.
2. **Skills.** Students must acquire a comprehensive understanding of communication theories, principles, and processes. They must have a fluency in the use of the formal vocabulary and concepts of design—including content, elements, structure, style, and technology—in response to visual communication problems. Appropriate use of typography, images, diagrams, motion, sequencing, color, and other such elements effectively in the contexts of specific design projects. Students will develop an applied knowledge of different creative approaches, and the ability to analyze them to make purpose-based choices and generate alternative solutions.
3. **Practice.** Students must develop a functional knowledge of the professional practice of design and related processes, including professional and ethical behaviors, and intellectual property issues. Students will apply a real-world application of their practice through research, internships, collaborative and transformative experiences with industry.
4. **Design Thinking.** Applying a user-centered approach to design in order effectively communicate, design processes and products and creatively solve real-world problems beyond visual communication. Design Thinking involves the ability to

conduct investigations of people, activities, settings, wants, needs, patterns of behavior including social and cultural differences and develop appropriate design solutions.

5. Synthesis. Students must know how to make their work successfully. Through a firm understanding of how to analyzing content and audience, students will have the ability to make choices about form and message. Applying the appropriate technology with design principles and making skills which are built through studio practice and transformative experiences they will have the ability to synthesize content into form successfully.

These outcomes are mapped to DSU's institutional learning outcomes as follows:

Skills: 1, 2, 3, 5

Knowledge: 1, 2, 3, 4, 5

Innovation: 1, 3, 4, 5

Responsibility: 2, 3, 4, 5

Grit: 3, 5

Formative Assessment: Core technology and skills are built into assignments throughout all design courses. These assignments will be mapped to course, program, and institutional learning outcomes. Design artifacts and skills assessments will provide evidence of formative student proficiency. Assessments will be made through critiques within classes and industry professionals.

Summative Assessment: Successful completion of capstone Senior project course will demonstrate evidence of proficiency in the program and institutional learning outcomes.

Appendix A: Program Curriculum

List all courses, including new courses, to be offered in the proposed program by prefix, number, title, and credit hours (or credit equivalences). Indicate new courses with an X in the appropriate columns. The total number of credit hours should reflect the number of credits required to be awarded the degree.

For variable credits, please enter the minimum value in the table for credit hours. To explain variable credit in detail as well as any additional information, use the narrative box at the end of this appendix.

	Course Number	NEW Course	Course Title	Credit Hours
General Education Courses (list specific courses if recommended for this program on Degree Map)				
General Education Credit Hour Sub-Total				32
Required Courses				
+ -	ENGL 2100 or 3010		Technical Writing or Writing in the Professions	3
+ -	MATH 1050		College Algebra	4
+ -	ART 1110		Drawing and Composition	3
+ -	ARTH 3750		Graphic Design History	3
+ -	WEB 1400		Web Design I	3
+ -	DES 1100		Intro to Digital Design	3
+ -	DES 1300 or ART 1400		Design I or 2-Dimensional Design	3
+ -	ART 1130		3-Dimensional Design	3
+ -	DES 2100		Design Thinking	3
+ -	ART 2060		Digital Photography	3
+ -	DES 2300		Design II	3
+ -	DES 2710		Typography I	3
+ -	DES 3000	X	Design III	3
+ -	DES 3800		Branding	3
+ -	DES 4600		Senior Project	3
Choose of the following courses:				
+ -				
+ -				
Required Course Credit Hour Sub-Total				46
Elective Courses				
+ -				
Choose of the following courses:				
+ -				
+ -				
Choose of the following courses:				
+ -				
+ -				
Choose of the following courses:				
+ -				
+ -				

























































	Course Number	NEW Course	Course Title	Credit Hours
			Elective Credit Hour Sub-Total	0
			Core Curriculum Credit Hour Sub-Total	78

Can students complete this degree without emphases? Yes or ☒ No

	Course Number	NEW Course	Course Title	Credit Hours
	Name of Emphasis: Graphic Design			
<input checked="" type="checkbox"/> <input type="checkbox"/>	DES 3400		Information Design	3
<input checked="" type="checkbox"/> <input type="checkbox"/>	DES 3710		Typography II	3
<input checked="" type="checkbox"/> <input type="checkbox"/>	DES 3780		Production Design	3
<input checked="" type="checkbox"/> <input type="checkbox"/>	DES 4650		Publication Design	3
<input checked="" type="checkbox"/> <input type="checkbox"/>	DES 4750		Package Design	3
Choose 5 of the following courses:				
<input checked="" type="checkbox"/> <input type="checkbox"/>	DES 1610		Screenprinting	3
<input checked="" type="checkbox"/> <input type="checkbox"/>	DES 3300		Motion Graphics I	3
<input checked="" type="checkbox"/> <input type="checkbox"/>	DES 3500	<input checked="" type="checkbox"/>	Interface Design	3
<input checked="" type="checkbox"/> <input type="checkbox"/>	DES 3600		3D Visualization	3
<input checked="" type="checkbox"/> <input type="checkbox"/>	DES 3650		3D Animation	3
<input checked="" type="checkbox"/> <input type="checkbox"/>	DES 3850		Graphic Design Problems	3
<input checked="" type="checkbox"/> <input type="checkbox"/>	DES 4100	<input checked="" type="checkbox"/>	Interaction Design	3
<input checked="" type="checkbox"/> <input type="checkbox"/>	DES 4200	<input checked="" type="checkbox"/>	Tangible Interaction	3
<input checked="" type="checkbox"/> <input type="checkbox"/>	DES 4900		Independent Research	3
<input checked="" type="checkbox"/> <input type="checkbox"/>	DES 4990		Seminar in Design	3
<input checked="" type="checkbox"/> <input type="checkbox"/>	ART 2120		Digital Art	3
<input checked="" type="checkbox"/> <input type="checkbox"/>	ART 2230		Intro to Printmaking	3
<input checked="" type="checkbox"/> <input type="checkbox"/>	ART 2270		Phenomenon of Color	3
<input checked="" type="checkbox"/> <input type="checkbox"/>	ART 3040		Intermediate Digital Photography	3
<input checked="" type="checkbox"/> <input type="checkbox"/>	ART 3110		Creative Perspective Drawing	3
<input checked="" type="checkbox"/> <input type="checkbox"/>	ART 3910R		Digital Painting - Non Repeatable	3
<input checked="" type="checkbox"/> <input type="checkbox"/>	CS 1400		Fundamentals of Programming	3
<input checked="" type="checkbox"/> <input type="checkbox"/>	WEB 3400		Web Design II	3
<input checked="" type="checkbox"/> <input type="checkbox"/>	WEB 3500		Electronic Commerce	3
<input checked="" type="checkbox"/> <input type="checkbox"/>	WEB 3550		Internet & eCommerce Marketing	3
<input checked="" type="checkbox"/> <input type="checkbox"/>				
<input checked="" type="checkbox"/> <input type="checkbox"/>				
<input checked="" type="checkbox"/> <input type="checkbox"/>				
Emphasis Credit Hour Sub-Total				30
Total Number of Credits to Complete Program				108
	Remove this emphasis			

	Course Number	NEW Course	Course Title	Credit Hours
	Name of Emphasis:		Digital Design Emphasis	
+ -	CS 1400		Fundamentals of Programming	3
+ -	DES 3300		Motion Graphics I	3
+ -	DES 3400		Information Design	3
+ -	DES 3500	×	Interface Design	3
+ -	DES 3710		Typography II	3
Choose 5 of the following courses:				
+ -	DES 1610		Screenprinting	3
+ -	DES 3600		3D Visualization	3
+ -	DES 3650		3D Animation	3
+ -	DES 3780		Production Design	3
+ -	DES 3850		Graphic Design Problems	3
+ -	DES 4100	×	Interaction Design	3
+ -	DES 4200	×	Tangible Interaction	3
+ -	DES 4650		Publication Design	3
+ -	DES 4750		Package Design	3
+ -	DES 4900		Independent Research	3
+ -	DES 4920		Internship	3
+ -	DES 4990		Seminar in Design	3
+ -	ART 2120		Digital Art	3
+ -	ART 2230		Intro to Printmaking	3
+ -	ART 2270		Phenomenon of Color	3
+ -	ART 3040		Intermediate Digital Photography	3
+ -	ART 3110		Creative Perspective Drawing	3
+ -	ART 3910R		Digital Painting - Non Repeatable	3
+ -	WEB 3400		Web Design II	3
+ -	WEB 3500		Electronic Commerce	3
+ -	WEB 3550		Internet & eCommerce Marketing	3
+ -			General Elective Course	3
+ -			General Elective Course	3
+ -			General Elective Course	3
+ -			General Elective Course	3
Emphasis Credit Hour Sub-Total				42
Total Number of Credits to Complete Program				120
	Remove this emphasis			

	Course Number	NEW Course	Course Title	Credit Hours
	Name of Emphasis:		Interaction Design Emphasis	
+ -	CS 1400		Fundamentals of Programming	3

	Course Number	NEW Course	Course Title	Credit Hours
 	DES 3400		Information Design	3
 	WEB 3400		Web Design II	3
 	DES 3500	×	Interface Design	3
 	DES 4100	×	Interaction Design	3
 	DES 4200	×	Tangible Interaction	3
Choose 5 of the following courses:				
 	DES 1610		Screenprinting	3
 	DES 3300		Motion Graphics I	3
 	DES 3600		3D Visualization	3
 	DES 3650		3D Animation	3
 	DES 3710		Typography II	3
 	DES 3780		Production Design	3
 	DES 3850		Graphic Design Problems	3
 	DES 4650		Publication Design	3
 	DES 4750		Package Design	3
 	DES 4900		Independent Research	3
 	DES 4920		Internship	3
 	DES 4990		Seminar in Design	3
 	ART 2120		Digital Art	3
 	ART 2230		Intro to Printmaking	3
 	ART 2270		Phenomenon of Color	3
 	ART 3040		Intermediate Digital Photography	3
 	ART 3110		Creative Perspective Drawing	3
 	ART 3910R		Digital Painting - Non Repeatable	3
 	WEB 3500		Electronic Commerce	3
 	WEB 3550		Internet & eCommerce	3
 			General Elective Course	3
 			General Elective Course	3
 			General Elective Course	3
Emphasis Credit Hour Sub-Total				42
Total Number of Credits to Complete Program				120
Remove this emphasis				

Program Curriculum Narrative

Describe any variable credits. You may also include additional curriculum information.

Students must complete a minimum of 120 credits to graduate with a BS/BA in Design degree which includes 40 upper division credits.

- 32 credits of General Education courses

- 10-13 credits of General electives
- 46 credits of core discipline requirements
- 15-18 credits Design emphasis requirements (Graphic Design and Digital Design: 15 cr, Interaction Design: 18 cr)
- 15 credits additional Design electives

Students are required to pass all design courses with a C or better. Students are required to obtain a 2.0 or greater overall DSU cumulative GPA.

All students taking the BS/BA in Design degree will take a core of courses in design thinking, process, image making, and design critique and analysis. The core requirements for the degree include Math and English above and beyond the General Education requirements as well as a mixture of Art and Design courses.

Each of the three emphases; Graphic Design, Digital Design and Interaction Design have a unique set of required courses. The Graphic Design emphasis includes courses which focus on traditional graphic design practices, print production, and publication design. This emphasis requires 15 credits within the specific area of study. The Digital Design emphasis includes courses which focus on programming, information design, motion graphics and interface design. This emphasis requires 15 credits within the specific area of study. The Interaction Design emphasis includes courses which focus on programming, web development, user interface, user experience and interaction design. This emphasis requires 18 credits within the specific area of study.

Students are also required to take an additional 15 credits from a list of electives that allow the students to complement their emphasis area with courses that include art, design, computer science, and web development.

All students are required to take a Senior Project capstone course that allows them to create a project for presentation or exhibition.

Degree Map

Degree maps pertain to undergraduate programs ONLY. Provide a degree map for proposed program. Degree Maps were approved by the State Board of Regents on July 17, 2014 as a degree completion measure. Degree maps or graduation plans are a suggested semester-by-semester class schedule that includes prefix, number, title, and semester hours. For more details see <http://higheredutah.org/pdf/agendas/201407/TAB%20A%202014-7-18.pdf> (Item #3).

Please cut-and-paste the degree map or manually enter the degree map in the table below.

Appendix B - Degree Maps are attached to this document.

Appendix C: Current and New Faculty / Staff Information

Part I. Department Faculty / Staff

Identify # of department faculty / staff (headcount) for the year preceding implementation of proposed program.

	# Tenured	# Tenure -Track	# Non -Tenure Track	
Faculty: Full Time with Doctorate	1			
Faculty: Part Time with Doctorate				
Faculty: Full Time with Masters		1		
Faculty: Part Time with Masters	1	2		
Faculty: Full Time with Baccalaureate		2		
Faculty: Part Time with Baccalaureate			2	
Teaching / Graduate Assistants				
Staff: Full Time				
Staff: Part Time			1	

Part II. Proposed Program Faculty Profiles

List current faculty within the institution -- with academic qualifications -- to be used in support of the proposed program(s).

	First Name	Last Name	Tenure (T) / Tenure Track (TT) / Other	Degree	Institution where Credential was Earned	Est. % of time faculty member will dedicate to proposed program.	If "Other," describe
Full Time Faculty							
	Jeremey	Forsberg	TT	BS	Dixie State University	100%	MFA in Prog
	Eric	Pedersen	TT	PhD	Utah State University	10%	
	Rachel	Ramsay	TT	MFA	Vermont College of Fine Arts	100%	
	Haylee	Ream	TT	BS	Dixie State University	100%	MFA in Prog
Part Time Faculty							
	Ron	Woodland	other	M.Ed	Utah State University	40%	Contracted r
	Alex	Chamberlain	other	MFA	FullSail University	33%	Art Faculty
	Dean	Warner	other	BS	Utah State University		adjunct
	Glenn	Osness	other	BS	Dixie State University		adjunct
	John	Burns	other	MFA	University of Wisconsin-Milwaukee		adjunct

Part III: New Faculty / Staff Projections for Proposed Program

Indicate the number of faculty / staff to be hired in the first three years of the program, if applicable. Include additional cost for these faculty / staff members in Appendix D.

	# Tenured	# Tenure -Track	# Non -Tenure Track	Academic or Industry Credentials Needed	Est. % of time to be dedicated to proposed program.
Faculty: Full Time with Doctorate					
Faculty: Part Time with Doctorate					
Faculty: Full Time with Masters		2		MFA in Graphic Design or related field (one current search and	100%
Faculty: Part Time with Masters					
Faculty: Full Time with Baccalaureate					
Faculty: Part Time with Baccalaureate					

	# Tenured	# Tenure -Track	# Non - Tenure Track	Academic or Industry Credentials Needed	Est. % of time to be dedicated to proposed program.
Teaching / Graduate Assistants					
Staff: Full Time					
Staff: Part Time					

Appendix D: Projected Program Participation and Finance

Part I.

Project the number of students who will be attracted to the proposed program as well as increased expenses, if any. Include new faculty & staff as described in Appendix C.

Three Year Projection: Program Participation and Department Budget						
	Year Preceding Implementation	New Program				
		Year 1	Year 2	Year 3	Year 4	Year 5
Student Data						
# of Majors in Department	420	500	520	530	542	552
# of Majors in Proposed Program(s)	////	130	133	135	140	143
# of Graduates from Department	42	60	64	68	71	80
# Graduates in New Program(s)	////	20	22	24	26	28
Department Financial Data						
	Department Budget					
		Year 1	Year 2	Year 3		
	Year Preceding Implementation (Base Budget)	Addition to Base Budget for New Program(s)	Addition to Base Budget for New Program(s)	Addition to Base Budget for New Program(s)		
<i>Project additional expenses associated with offering new program(s). Account for New Faculty as stated in Appendix C, "Faculty Projections."</i>						
EXPENSES – nature of additional costs required for proposed program(s)						
<i>List salary benefits for additional faculty/staff each year the positions will be filled. For example, if hiring faculty in year 2, include expense in years 2 and 3. List one-time operating expenses only in the year expended.</i>						
Personnel (Faculty & Staff Salary & Benefits)			\$50,000	\$50,000		
Operating Expenses (equipment, travel, resources)			\$30,000	\$30,000		
Other:						
TOTAL PROGRAM EXPENSES	////	\$0	\$80,000	\$80,000		
TOTAL EXPENSES	\$0	\$0	\$80,000	\$80,000		
FUNDING – source of funding to cover additional costs generated by proposed program(s)						
<i>Describe internal reallocation using Narrative 1 on the following page. Describe new sources of funding using Narrative 2.</i>						
Internal Reallocation						
Appropriation						
Special Legislative Appropriation						
Grants and Contracts						
Special Fees						
Tuition						
Differential Tuition (requires Regents approval)						
PROPOSED PROGRAM FUNDING	////	\$0	\$0	\$0		
TOTAL DEPARTMENT FUNDING	\$0	\$0	\$0	\$0		
Difference						
Funding - Expense	\$0	\$0	(\$80,000)	(\$80,000)		

Part II: Expense explanation

Expense Narrative

Describe expenses associated with the proposed program.

The CIT department has the facilities and faculty to offer a BS/BA Design degree. Limited additional expenses are required. Four courses will need to be created to allow for specialized student experiences in User Interface and Interaction Design. Three courses will be retired, and the new courses will be offered in a rotation that works with proposed graduation plans.

Part III: Describe funding sources

Revenue Narrative 1

Describe what internal reallocations, if applicable, are available and any impact to existing programs or services.

Institutional growth supported through student enrollments.

Revenue Narrative 2

Describe new funding sources and plans to acquire the funds.

N/A