

Request to Offer the

**Bachelor of Fine Arts
Degree in Art and Design**



**Prepared for
Richard E. Kendell
in accordance with
Policy R401-10
by Shane Prine,
Dixie State College**

TABLE OF CONTENTS

Title Page	Page 1
Table of Contents	Page 2
Section I: The Request	Page 4
Section II: Program Description	Page 4
Complete Program Description	Page 4
Purpose of Degree	Page 4
Institutional Readiness	Page 5
Faculty	Page 6
Staff	Page 7
Library and Information Resources	Page 7
Admission Requirements	Page 7
Student Advisement	Page 7
Justification for Number of Credits	Page 7
External Review and Accreditation	Page 8
Projected Enrollment	Page 8
Expansion of Existing Program	Page 10
Section III: Need	Page 10
Program Need	Page 10
Market Demand	Page 11
Student Demand	Page 12
Similar Programs	Page 13
Collaboration with and Impact on Other USHE Institutions	Page 13
Benefits	Page 14
Consistency with Institutional Mission	Page 14
Section IV: Program and Student Assessment	Page 14
Expected Standards of Performance	Page 14
Program Assessment	Page 15
Section V: Finance	Page 16
Five-Year Revenue and Expense Projections	Page 16
Funding Sources	Page 17
Appendix A: Program Curriculum	Page 18
All Program Courses	Page 18
Appendix B: Program Schedule	Page 21
Appendix C: Course Descriptions	Page 22

Appendix D:	Faculty	Page 30
Appendix E:	Library Resources Needed	Page 31
Appendix F:	NAICS 3 rd Quarter 2006 Employment Census	Page 32
Appendix G:	Letters of Support	Page 33
Appendix H:	Bachelor's Degree Completion Rates	Page 38
Appendix I:	Consultants' Responses	Page 40
Appendix J:	Enrollment Case Study	Page 42
Signature Page	Page 43

Section I: The Request

Dixie State College (DSC) requests approval to offer the Bachelor of Fine Arts (BFA) Degree in Art and Design effective Fall 2008.

Section II: Program Description

Complete Program Description

The plan for this degree is based on a comprehensive core curriculum in art and design created to prepare students with a thorough foundation in the discipline. In addition to the core and an emphasis track, students may select courses that will prepare them with secondary education licensure. Professional skills and/or preparation for additional training at the graduate level are key goals as this degree is offered within the context of a liberal arts curriculum.

The three emphasis tracks within the degrees are studio art, applied design, and secondary education. The emphasis tracks provide a highly-meaningful level of professional preparation in addition to the general education core. It is the focused, rigorous and professionally-oriented curriculum that one would expect to find in a Bachelor of Fine Arts degree. An outline of the core curriculum and emphasis tracks can be found in Appendices A and B. Most of the curriculum is already in place for this degree. Descriptions of courses can be found in Appendix C.

Purpose of Degree

The purpose of the degree is to better meet the educational goals of students who enroll at DSC by providing local and regional artists, designers and art educators with a path to the baccalaureate degree. The degree is designed to provide graduates career paths as graphic designers, animators, web designers, studio artists, illustrators and/or art teachers. The degree will also enable them to pursue graduate studies in the fields of art, design and art education. A detailed description of student interest in the degrees can be found in Section III of this document. The degrees will help fulfill the DSC obligation mandated by its mission statement to offer students baccalaureate programs in core or foundation areas consistent with four-year colleges. According to the Utah System of Higher Education (USHE) 2007 Data Book, DSC's present bachelor degree offerings include subject areas chosen by 49% of students statewide. In order to fill its mission, DSC needs to offer a wider variety of degrees to meet the needs of students. Statewide, approximately one in twenty bachelor's degrees awarded is in the area of visual and performing arts. This degree would give DSC students significantly expanded choices (<http://www.utahsbr.edu/pdfs/databook/2007_DataBook.pdf> page 16, table 8).

The rich artistic heritage of the state suggests that every four-year school should have fine arts baccalaureate degrees. A Fine Arts program is truly an essential and traditionally valued core or foundation degree. Of the baccalaureate degree granting institutions in the state, DSC is the only school that has no degree offering in fine arts. This proposal for the art and design degree is an important step in resolving this deficiency. Appendix J contains information about employment needs in the immediate DSC service area.

DSC's strategic plan projects development of programs in three cluster areas to meet needs in the service area. The education cluster addresses the immediate and ongoing need for teachers in the Washington County School District, which is projected to grow from its current 25,000 students to 31,000 in just three years. The district anticipates

hiring 1,200 additional teachers by the year 2015. This degree proposal provides an important content area choice for students preparing for careers in secondary education.

Job opportunities for trained individuals in art and design are growing. Numbers provided by the federal Bureau of Labor Statistics concluded that in Utah, there are over 3000 individuals employed in the disciplines included in the degree being proposed here (See www.bls.gov/oes/current/oes271024.htm). By all indications, that number is increasing annually as the state's population continues to climb. We at DSC need to ensure that those who are hired as designers in our region are capable of competing for available jobs. Likewise, we need to ensure that those working in the art and design fields in our region are indeed knowledgeable about their respective fields. With this degree program, we can be assured that our graduates are qualified for a high-demand job market.

As demonstrated by BLS data, demand exists in the regional and national job markets as well as in the local job market. However, in addition to the typical job titles for artists and design professionals, this degree is designed to develop in graduates a wide variety of communication, teamwork, critical thinking, and other skills that could lead to placement in a range of significant jobs outside of their fields of specialty. More and more employers view the process-related skills mastered by the student in earning a bachelor's degree as the most desired job qualifications, ahead of content-area knowledge. According to a study by the National Center for Education Statistics, nearly one third of all bachelor's degree graduates nationwide work in business, no matter what their field of study was in college. For graduates in arts and humanities disciplines, over 80% of graduates are employed in areas other than arts-related jobs. (See <http://nces.ed.gov/pubs2001/2001165.pdf>, page 48.) DSC is a liberal arts institution, and this degree proposal is consistent with the goal of preparing students with flexible skills in order to qualify for a wide array of jobs in an ever-changing job market.

Artists and designers with an associate degree from an accredited program will be able to articulate into this degree program for career advancement. This includes all higher education associate degree programs in the state. This baccalaureate degree will provide the means for graduates to access graduate programs in art and design. This degree program also addresses the expanding role of the graphic designers from the advertising world to the classroom and to the ever-expanding film and game development industries.

Institutional Readiness

The impetus for fine arts bachelor's degrees at DSC has grown in the past several years. In response to legislative intention and institutional strategic planning, DSC is committed to working in cooperation with the State Board of Regents to create a high-quality baccalaureate program in art and design.

Since 1999, when the first baccalaureate degree was added to Dixie State College's curriculum, a total of eleven bachelor's degrees have been approved. In 2005, a significant change in the process of degree development occurred. At that time, the institution's mission was expanded to include offering students baccalaureate programs in core or foundation areas consistent with four-year colleges. This augmented mission is both a response to student needs in the service area and a reflection of institutional preparedness.

The institution has moved forward methodically and conservatively to develop additional degree offerings. Care has been taken to protect quality. Appropriate library services,

student support and other infrastructure services are all vital to the success of new degrees. What could be described as extremely slow growth has given the opportunity to thoroughly understand and master the process of implementing new programs. The institution is now prepared to add degrees at a more rapid and more efficient rate than before. Indeed, in order to meet the charge of the 2005 mission change, DSC must move forward aggressively to develop core baccalaureate programs such as art and design.

One of the key features which makes the Dixie State College BFA program unlike others is that students will receive a balanced curricular experience: broad-ranging artistic skills matched with rigorous technical knowledge. This interdisciplinary approach of integrating “visual arts” and “computer technology” will ensure that our graduates are prepared for the most demanding jobs within the various art and design disciplines—from painting to photography...from computer design to animation, our BFA graduates will be sought after for the knowledge obtained from their unique experience.

DSC has nearly a century-long tradition of arts instruction and production activities. Fine arts programs do not in any way represent uncharted territory for the institution. Institutional readiness for fine arts baccalaureates is further demonstrated by the progressive liaisons the college has formed with leading community arts organizations. During the past ten years, DSC faculty and students have been an important resource for the St. George Art Museum. Community connections such as this demonstrate a high level of program need.

A vital factor in the development of a successful arts bachelor’s degree is the availability of scholarship funds for students. The institution has a substantial scholarship endowment and aggressive plans to further augment the availability of scholarships. These added funds will be an essential part of program growth.

It is anticipated that secondary education will be a high-demand emphasis in this degree. A degree proposal for secondary education has recently been approved, and will be substantially beneficial for the art and design degree.

Faculty

DSC has worked to attract and retain an experienced and well-prepared art and design faculty. All full-time faculty members hold terminal degrees in their respective fields of expertise (See Appendix D for details.) Current faculty are fully qualified to teach proposed upper-division classes.

A new faculty who serves as a lecturer/advisor would be needed upon approval of the degree. The program will then utilize existing faculty and resources within the college to offer the program. Existing faculty members include those currently teaching in the Art Department as well as those teaching Visual Technologies courses within the CIT program. Due to workload and course offering considerations, there is an effort underway by the VT department to hire an additional faculty member at this time. This additional faculty member would be an active part of the Art and Design faculty along with those already in place. Adjuncts will be required occasionally to balance workload; of course, student demand will dictate how often others are needed to handle additional course offerings. Contingent upon growth of this program, additional faculty may be requested at years three and five.

The college has planned to “bridge the gap” between Art and Visual Technologies for several years. The previous lack of enough college faculty has limited this process. With a full complement of faculty in both departments, that process is being continued with the presentation of this proposal.

Staff

The current DSC Fine Arts Department includes Art, Dance, Music and Theatre. These four programs are supported by one full-time secretary, who reports to the department chair. As programs grow, clerical positions dedicated to specific fine arts disciplines will be needed.

Library and Information Resources

Present DSC library holdings in art and design offer a solid starting point for the resources necessary to support a four-year curriculum. Scholarly activities generated by the program depend on library support in order to create rigor and excellence. In addition to general library funds, the budget proposal for this degree includes funding for library materials to support an art and design curriculum. A detailed report of additional library needs can be found in Appendix E.

Admission Requirements

Any matriculated DSC student in good standing with the college is eligible for admission to the major. Declaration of the major is required for admission and is accomplished through the processes defined by the Registrar’s Office. Students are admitted to the degree program directly upon declaring the major. The sooner students select a major, the greater their opportunity is for timely degree completion.

Student Advisement

Personally-tailored and department-specific advisement is viewed as a crucial factor for student success in this program. A lecturer/advisor who is a faculty member in the department will assist students in initial planning of their course sequences and monitor progress in an ongoing series of regularly-scheduled interviews. In addition to providing a structure for immediate student success, the in-department advisement service will track students after graduation, thus facilitating program assessment and providing alumni with a permanent network to assist in career development. The advisement process will be a key factor in building in students a strong sense of an academic home in the department, both while they are enrolled and after they graduate.

Justification of Number of Credits

The total number of credits required for the program ranges from 121 to 133, depending on the emphasis track chosen. The design of this degree reflects the DSC commitment to balance academic excellence with timely degree completion and student control of a meaningful block of elective credits. Adequate elective credit invites student ownership of the educational experience, allows for personal education strategies based on unique career and personal goals, and facilitates transfer to and from the institution without penalty. At the same time, courses required in the major are carefully designed to provide students with thorough and rigorous preparation.

With three emphasis choices, students have the possibility of three different curricular packages. Of the three, only one exceeds 121 credits. Students who choose a BFA with an emphasis in secondary education would need 133 credits—nine semesters—in order fill all program requirements.

External Review and Accreditation

This proposal is being reviewed by Dr. Carol Ivory, who is currently the Fine Arts Department Chair at Washington State University. It is also being reviewed by Elizabeth Peterson, Chair of the Art Department at the University of Utah. Their responses will be highlighted here and included in full in Appendix I.

Dr. Ivory's as well as Professor Peterson's comments will be provided in summary here upon receipt of them.

Accreditation of this new program will be incorporated into the institution's established accreditation process with all appropriate evaluations and measures to ensure rigor and excellence. Accreditation of secondary education teacher licensure program associated with the degree will take place according to state and institutional standards. In order to be admitted into the senior year of the education emphasis, students will have to demonstrate highly-qualified status in the content area through a standardized externally-administered test, which will serve as a significant external validation of program success. Additionally, once the program is established, it is the intention of faculty and administration to seek accreditation with the National Association of Schools of Art and Design (NASAD). NASAD accreditation is ultimately desirable for our program to be perceived as legitimate by other institutions—especially those who would consider accepting our graduates as MFA candidates. While many NASAD-accredited graduate institutions accept those who have Bachelor of Art degrees, acceptance is more likely for those who have completed an accredited BFA curriculum.

Projected Enrollment

Because there is not at present a bachelor's degree in art and design available, accurately predicting the number of officially declared majors is problematic. In Fall 2007, however, the Art department in conjunction with the Visual Technologies department, conducted an informal survey which polled students taking courses in these departments. The point of the survey was to gather some numbers about how many of our currently-enrolled students are interested in being a part of an Art and Design program. Over 150 signatures were gathered in this effort, leading us to believe that many of those respondents would be likely candidates to enroll in this program.

Enrollment in freshman level, non-general education art and design courses is a reliable predictor of student interest in the program. These students have already chosen DSC and have embarked on course work leading to a degree. Average non-duplicated fall enrollment in these courses for the past three years is 166 students. Just in 2007, the non-duplicated fall enrollment in these courses was 118. It is a reasonable expectation that the establishment of a degree program will increase the number of declared majors.

For purposes of estimating program enrollments conservatively, a freshman class of 118 students is projected for fall of 2008. DSC has an average freshman to sophomore retention rate of about 44%. Access to a major program of study leading to a bachelor's degree should significantly improve retention, but for the sake of a conservative projection, the 44% retention rate would yield a sophomore class of about 52 majors, based on fall 2007 enrollments of 118. One retention observer suggests that attrition rates can typically be expected to decrease by half each year after the sophomore year (Schreiner, Laurie. "Taking Retention to the Next Level: Of Strengths and Sophomores," (available at <http://www.cccu.org/resourcecenter/resID.2363,parentCatID.130/rc_detail.asp>). For DSC, that would mean a loss of 28% from the sophomore to junior year and a loss of 14% from the junior to senior year. Using these figures, the junior class would have 37

students and the first graduating class of the program would have 32 students. Assuming no increase in growth rate, total enrollment in the program at that time would be 239. A 10% growth factor has been assumed from the fourth to fifth year for purposes of projecting enrollments, yielding a total enrollment of 263 in the fifth year.

Year	Freshmen	Sophomores	Juniors	Seniors	Total Students in Program
2008	118				118
2009	118	52			170
2010	118	52	37		207
2011	118	52	37	32	239
2012	130	57	41	35	263

FTE Projections would be as follows:

Year	Student FTE	# of Faculty	Mean FTE-to-Faculty Ratio	Accreditation Req'd Ratio
2008	118	8	14.75	
2009	170	8	21.25	
2010	207	9	23	
2011	239	9	26.55	
2012	263	10	26.3	

Access to programs of study generates student enrollment, not vice-versa. In a 2007 national poll of graduating high school students, 83% said that availability of their desired major was the number one factor in selecting a post-secondary institution (<http://phx.corporate-ir.net/phoenix.zhtml?c=131001&p=irol-newsArticle_print&ID=1004683>). In the light of this fact, it is anticipated that offering a bachelor's degree as the clearly defined and realistically attainable result of a program of study will have a significant positive impact on enrollment and retention.

Although the enrollment projection numbers noted above are conservative, actual enrollments will ultimately be tied directly to the resources available to support recruiting activities and to provide scholarships for potential students. The number of declared majors and graduates in the program will increase as fast as these two factors allow. Improved retention coupled with active recruiting could result in significantly higher enrollments. The primary focus of recruiting activities will be where the need for DSC bachelor's level education has immediate relevance: Washington County. Energetic recruiting is a vital part of delivering college programs to the service area. One of the components in the faculty section of this document is provision for a lecture/advisor who would assist with recruitment. Effective recruiting, especially local recruiting, is viewed by faculty as an essential part of a healthy program. Finding students who are a good match for the program from the range of potential college students is one of the most important factors in success.

Another vital component in building enrollments, and one tied directly to successful recruiting, is the availability of scholarships. Enrollment growth to reach or exceed the conservative figures suggested above will be directly related to the institution's ability to assist students with substantial and plentiful scholarship awards. Lower income Washington County residents who have the most urgent needs for higher education

opportunities will have access to bachelor's degree programs only with the help of scholarships and other financial assistance. Tuition waiver scholarships are the foundation of scholarship awards strategy, and more are needed. The current number of tuition waiver scholarships are assigned to Art in support of a *two-year* program. That number would need to be increased support students through *four* years of training. Similarly, doubling the current number of academic and need-based scholarships will be essential to healthy enrollment growth in a four-year program. The purpose of scholarship awards is not to "buy" students from around the state and region, but to provide access to education for a largely local population. Talent-based scholarships are also a vital component in building a student pool able to support baccalaureate level arts activities.

Expansion of Existing Program

In order to meet the demands of DSC art and design students in the past several years, much of the upper-division curriculum for these proposed degrees has already been put in place. This will make the transition from a two-year program to a full baccalaureate curriculum relatively seamless.

Section III: Need

Program Need

One of the central missions specifically assigned to DSC is to meet the higher education needs of Washington and Kane County citizens. In order to support the economic future of the region and provide individuals with opportunities for personal development, citizens in southwest Utah need local opportunities to earn bachelor's degrees in a broad range of academic disciplines. The current completion rate of bachelor's degrees for citizens in the DSC service area is among the lowest in the nation. According the US Census 2005 American Community Survey, Washington County has a bachelor's degree educational attainment rate of 16.7% in the twenty-five to thirty-four-year-old age group. As a point of reference, the national rate for the same group is 29.9%, and the rate for West Virginia, a state with long-standing educational performance challenges, is 21.5% (<<http://factfinder.census.gov>>; see Appendix H).

Access to higher education in the immediate geographic region is demonstrably a limiting factor in educational attainment. While Washington County citizens have low baccalaureate achievement rates, their rate of starting college or attaining associate degrees is above the national average (Appendix H). The education offered in the area tends to be the education attained. The notion that citizens in this region can go elsewhere in the state for baccalaureate training in art and design or other disciplines may make sense in some theoretical realm, but the facts show that they are not going to other institutions, thus creating a serious educational deficit. Present educational opportunities in Washington County are not adequate. The fact that the state legislature supports the creation of specific degrees at DSC suggests that the institution has not moved forward aggressively enough to expand offerings. Access to a full range of baccalaureate programs is crucial to this economically important part of the state, a region that is home to one of the fastest growing metropolitan areas in the nation. Access to a full selection of core degrees is the crucial first step in a strategy that will, among other things, require an effective public relations program aimed at persuading an education-deficient population to come to college. This art and design degree proposal is an important component of a larger agenda.

Market Demand

The purpose of offering the BFA degree in Art and Design is three-fold:

- To address current and long-term regional and local needs and to respond to student interest for this program, and to address the need for future designers, artists, illustrators, animators and art educators.
- The baccalaureate degree completion program will produce highly-employable artists, designers and art educators for these professions.
- To recognize the trend toward requiring higher educational attainment for career-entry positions.

Both primary and secondary public education offer employment opportunities for art and design graduates with appropriate endorsements and licenses. There are currently thirty-seven schools in the Washington County School District, all of which have fine arts curricula. Private and charter schools add to this number. The projected growth rate of Washington County suggests that the need for additional teachers trained in art and design will continue to increase.

In regional and national job markets, prospects for job seekers trained as artists and designers are generally stable. The U.S. Department of Labor Bureau of Labor Statistics (BLS) *Occupational Outlook Handbook* (available at <http://www.bls.gov/oco/home.htm>), rates employment prospects for the full spectrum of occupations. Much of the professional, non-teaching work for graduates in art and design is very competitive. Teaching positions related to the arts generally offer job security and stability. Overall prospects for employment are growing in most arts areas.

In the competitive area of Artists and Related Workers, the BLS notes, "Postsecondary training is recommended for all artist specialties. Although formal training is not strictly required, it is very difficult to become skilled enough to make a living without some training. Many colleges and universities offer programs leading to the bachelor's or master's degree in fine arts" (<http://www.bls.gov/oco/ocos092.htm>). AIGA (American Institute of Graphic Artists) has recently released recommendations on the future of the design profession. In that report, the baccalaureate degree is recommended as the entry point for graphic designers (http://www.aiga.org/resources/content/3/7/4/2/documents/degree_programs.pdf).

As Washington County grows at an unprecedented pace, there will be an inevitable need for a larger pool of qualified designers in our immediate area. Additionally, artists are drawn here to the unmatched natural beauty of our area. Those individuals should be able to reap the benefit of obtaining additional educational credentials in order to accommodate their artistic pursuits without commuting to other institutions.

The following passage from the U.S. Bureau of Labor Statistics (USBLS) illuminates the need for a program such as the one being proposed:

"Employment of graphic designers is expected to grow about as fast as average for all occupations through the year 2014, as demand for graphic design continues to increase from advertisers, publishers, and computer design firms. Among the five different design occupations, graphic designers will have the most new jobs. However, graphic designers are expected to face keen competition for available positions. Many talented individuals are attracted to careers as graphic designers. Individuals with a bachelor's

degree and knowledge of computer design software, particularly those with Web site design and animation experience, will have the best opportunities.

Demand for graphic designers should increase because of the rapidly expanding market for Web-based information and expansion of the video entertainment market, including television, movies, video, and made-for-Internet outlets. Graphic designers with Web site design and animation experience will especially be needed as demand for design projects increase for interactive media—Web sites, video games, cellular telephones, personal digital assistants (PDAs), and other technology. Demand for graphic designers also will increase as advertising firms create print and Web marketing and promotional materials for a growing number of products and services” (<<http://www.bls.gov/oco/ocos090.htm#outlook>>).

An important element of design education relies on the ability to incorporate traditional media from studio art into computer-based design. Those designers who will be in highest demand will be those who understand this important reality. Animators, for example, need to understand how to recreate objects three-dimensionally; therefore, sculpture is an important aspect of their education if they are to be successful (indeed, employable) in their field. Likewise, drawing is an integral part of most designers’ daily work-related routines. An important goal of this proposed curriculum is to enable the studio art courses to complement graphic design courses and vice versa. This complementarity will enable our graduates to face the “keen competition” for the jobs available in the many areas in which design is an important facet.

Another key point to be inferred from the BLS passage above: Washington County, Utah has grown well above average over the last several years and is expected to outpace other comparably-sized areas in the nation for the foreseeable future. It would stand to reason that our need for qualified creative professionals would also outpace national projections. According to projections from the Utah Population Estimates Committee, population estimates for Washington County at the end of the next decade will be 200,000 (Utah Population Estimates Committee; Utah Governor’s Office of Planning and Budget).

Student Demand

In addition to the informal student poll discussed above, the 2006-2007 DSC Freshman Class Profile Report provided by the American College Testing Program provides reliable external information about student demand for degrees at DSC. This survey combines Visual and Performing Arts into one category. Visual and Performing Arts tied with Business as the second most popular area of study among entering DSC freshman who had taken the ACT. Health Science was the most popular, and Education was a close third behind Arts and Business (“The ACT Class Profile Service Report, for Dixie State College of Utah”).

A poll of DSC associate degree graduates in 2006 provides interesting corroboration to the ACT data. Significantly, 78% of the graduates said they would remain at DSC to earn a bachelor’s degree if programs of study were available in their fields of interest. The list of bachelor degree programs desired by these students revealed that the combined arts and performance-related disciplines (Art, Dance, Music, and Theatre) ranked third among student requests (“DSC 2006 Exit Survey.” Data provided by DSC Registrar’s Office).

Conservatively projected student enrollments previously noted in this document show 263 art and design majors by the year 2012. That number suggests significant student demand for an art and design degree, and is consistent with the data showing interest in

fine arts degrees in general. It is expected that the students will be divided more or less evenly between the studio art disciplines and the design/technology emphases.

A great deal of interest has been expressed by current and former students as well as by those in our community, who would enroll if a desirable program were to come into existence here at Dixie State College. It is believed that, due to the comprehensiveness as well as the versatility of the art and design curriculum, there would be a great opportunity for us to boost DSC's overall enrollment were the proposal to be approved. The addition of this degree could also allow the Saint George area to keep more of its talented, bright minds here rather than have them leave due to the relative lack of educational opportunities in this area.

Similar Programs Already Offered in the USHE

All other Utah baccalaureate-granting institutions offer degrees in Art and Design. However, there is no question of undesirable duplication in this fact. Every institution and its service area merit equally the rich cultural and educational opportunities created through core fine-arts baccalaureate programs. The absence of a foundation area such as art and design can only be viewed as a serious deficiency in any individual institution.

Collaboration with and Impact on Other USHE Institutions

The DSC art and design degree has been designed to coordinate closely with other art and design programs in the USHE in order to assure ease of transfer for students who may move from one institution to another. While the proposed curriculum is not an exact replica of any one program, courses and degree requirements at both the University of Utah and Utah State University were especially useful models.

The goal of this program and other baccalaureate offerings at DSC is to increase the overall level of bachelor degree attainment in Dixie's immediate service area and in the state at large, thus enhancing economic development and personal achievement. The question is not whether additional opportunities for county citizens will hurt an individual institution. Rather, the question is how the system can significantly increase access to education for all citizens. Expanded access is a win/win proposition for all institutions, as it is the key factor in lifting the economy of the state and region. Rationing educational opportunity, especially in core fine arts areas such as art and design, is counterproductive.

Southern Utah University, the USHE institution closest to DSC, has an art and design program. However, Washington County supplies only 7% of SUU's freshman class and only 9.5% of SUU's total student body (<http://www.suu.edu/general/ir/fact06/enrollmentstats.pdf>). By contrast, 70% of DSC's freshman class comes from Washington County. There is no evidence that recent expansion of degree offerings at DSC has had a negative impact on SUU's enrollments, and given the data about enrollment trends at the two institutions, it is not expected that the addition of an art and design degree at DSC will adversely affect SUU's student population.

The addition of a communication degree at DSC offers a specific case study for viewing the impact of a new DSC degree on an existing program at SUU. From 2003 to the present, the number of declared communication majors at DSC has grown steadily. In 2003, there were 11 majors; currently there are 194. During the same years at SUU, the number of communication majors has gone up or down slightly from year to year, but never with more than an 8% difference from one year to the next. Multiple factors could

contribute to minor fluctuations in enrollment, but SUU's program is essentially stable. There are currently 225 communication majors at SUU. It is impossible to make a direct cause-and-effect correlation between SUU's up-and-down major count and the steady growth of majors at DSC. Clearly, 194 students have not abandoned SUU's program to come to Dixie. To the contrary, the data supports the claim that DSC attracts students from a different market. (See Appendix J for supporting data.)

Benefits

Baccalaureate completion rates in Utah are declining, and one probable contributor is access. As previously stated, the current completion rate of bachelor's degrees for citizens in the DSC service area is among the lowest in the nation. The costs for Washington County students of traveling to another institution appear to be a substantial hindrance to baccalaureate completion. Approving the proposed degree will improve access for the growing population of southwest Utah. Also, the degree will allow DSC to further develop its baccalaureate mission and provide a larger number of educated employees for regional and local employers.

Consistency with Institutional Mission

DSC's mission authorizes offering "core and foundational" degrees, and the institution's academic plan includes fine arts degrees as an essential component in achieving the mission. "Art and Design" is a fine arts priority in the plan. This degree is a vital core component of a comprehensive four-year institution's offerings, as evidenced by the fact that in 2004-05, degrees awarded in the category of visual and performing arts rank fifth among the most common bachelor's degrees earned at institutions nationally (<<http://nces.ed.gov/programs/digest/d06/tables/xls/tabn254.xls>>). DSC cannot be considered to have a foundation level array of baccalaureate offerings without the important component of fine arts degrees. The cultural life of the community will be enriched by the availability of increased art and design training and resources. This positive community impact is consistent with one of DSC's important missions.

SECTION IV: Program and Student Assessment

Learning and skill outcomes for the program have been shaped with careful reference to the National Association of Schools of Art and Design (NASAD) guidelines. Program design and management are founded in the following standards:

1. Familiarity with all major aspects, techniques and directions in a chosen area, including the highest possible level of technical skill in the medium. Students should be allowed opportunities to have their work exhibited, discussed, and critiqued. Thus, programs should culminate in a specific resume or body of student work.
2. Analytical familiarity with major historical periods of art/design worldwide, fostering knowledgeable judgment of works of art and design.
3. Knowledge in related liberal arts areas; such study may include English, the humanities, social sciences and natural sciences, the proportion of which should be related to specific program goals and requirements.

Expected Standards of Performance

Graduates of the program will have the following competencies:

1. The ability to think conceptually and critically about visual composition, execution of visual ideas with the tools and/or technology germane to one's chosen area of study.
2. The ability to develop and defend informed judgments about art- and design-related issues.
3. An understanding of aesthetic properties of art and design, and the way these shape and are shaped by social and cultural forces.
4. An acquaintance with a history of art and design, including the principal eras, styles, genres and cultural sources.
5. An understanding of procedures and approaches for realizing a variety of artistic styles.
6. In addition to the common core of art and design knowledge and skills, the student electing a career in teaching must develop competencies in professional education and in specific artistic and/or design areas. The professional education component will be dealt with in a practical context, relating the learning of educational theories and strategies to the student's day-by-day artistic experiences.

Program Assessment

Individual courses are the building block components of the program, and the first level of program assessment will be tied directly to course assessment. Program success will be evaluated through accumulation and analysis of course assessment tools that are designed to measure achievement of specific course objectives. Data gathered from course assessments will be used to improve learning activities in areas showing lower student success. Students will demonstrate mastery of core and emphasis content knowledge through formative and summative course evaluations. Within a context of appropriate courses, students will demonstrate artistic or design abilities by preparing art works suitable for a public exhibition or commercial application, respectively.

An additional major assessment tool will be senior projects, required of each graduating student in the degree. The projects will be designed to reflect acquired knowledge and skills. Senior projects represent assimilation of curriculum components. They focus on conceptual and production activities, and will also include a written component. The projects will present a level of expertise and skill that could secure employment for students in their areas of emphasis. The response of the public, of critics, and of outside experts to senior projects will be used to assess success, and feedback from the projects will aid in further strengthening the degree design.

Coursework within the proposed degree is designed to prepare students with baccalaureate level core knowledge and skills in the students' chosen area(s) of emphasis. It is anticipated that graduates will enter the professional job market or continue training in a master's degree program. Beyond graduation, the department advisement office will track experiences of graduates as they move forward in employment, graduate studies, and other professional activities. Information gathered from surveys of graduates will be used to identify program strengths and weaknesses to the end of improving the curriculum. A component of graduate surveys will be an evaluation of graduates' satisfaction with their training.

All of these assessment activities will be incorporated into the ongoing formal institutional accreditation process, which functions with regularly-scheduled external evaluations and self-reports. Other specifically fine arts-related external higher education accreditation organizations, such as the National Association of Schools of Art and Design, will also be used to aid in assessment.

Section V: Finance

Five-Year Revenue and Expense Projections

Financial Analysis

	Year 1	Year 2	Year 3	Year 4	Year 5
Students and Tuition					
Projected FTE Enrollment	118	170	207	239	263
Cost per FTE	\$2,725	\$2,725	\$2,725	\$2,725	\$2,725
Student/Faculty Ratio	14.75	21.25	23	26.55	26.3
Projected Headcount	126	182	222	256	282
Projected Tuition					
Projected Gross Tuition	\$321,550	\$463,250	\$564,075	\$651,275	\$716,675
Tuition Dedicated to Program	\$321,550	\$463,250	\$564,075	\$651,275	\$716,675
5 Year Budget Projection					
Expenses					
Salaries and Wages	\$100,000	\$0	\$60,000	\$0	\$60,000
Benefits	\$70,000	\$0	\$35,000	\$0	\$35,000
Total Personnel	\$12,000	\$12,000	\$14,000	\$14,000	\$16,000
Current Expense	\$18,000	\$18,000	\$20,000	\$20,000	\$22,000
Travel	\$5,000	\$5,500	\$6,050	\$6,655	\$7,320
Capital	\$7,500	\$8,000	\$8,500	\$9,000	\$10,000
Library	\$32,200	\$20,700	\$22,770	\$25,047	\$27,550
Total Expense	\$244,700	\$64,200	\$161,320	\$74,702	\$177,870
Revenue					
Legislative Appropriation	\$0	\$0	\$0	\$0	\$0
Grants		\$20,000		\$20,000	
Reallocated Funds					
Tuition Dedicated to Program	\$321,550	\$463,250	\$564,075	\$651,275	\$716,675
Other					
Total Revenue	\$321,550	\$483,250	\$564,075	\$671,275	\$716,675
Difference	0	0	0	0	0
Comments: Budget increases will provide support for needs associated with program maturity and to make some allowance for inflation. A flat funding model would be a clear signal of a static program. This model anticipates and facilitates program development.					

Funding Sources

Funding for the proposed degree budget will come from institutional funds, including tuition revenue and state allocations. Faculty believe strongly that quality is tied to adequate funding, and that the degree should not grow at a faster rate than resources can support.

Appendix A: Bachelor of Fine Arts Curriculum

Program Curriculum

All Program Courses

Course Number	Title	Credit Hours
General Studies		
General Education		31.0
Diversity/Ethics		3.0-6.0
Total Credits		34.0-37.0
<i>Art & Design Core Courses</i>		
ART 1100	Intro to Art	3.0
ART 1110	Basic Drawing and Composition	3.0
ART 1120	Two-Dimensional Design	3.0
ART 2410	Introduction to Life Drawing	3.0
ART 1050 <i>or</i> ART 2060	Introduction to Photography <i>or</i> Digital Photography	3.0
ART 2270	The Phenomenon of Color	3.0
VT 1300	Communication Design	3.0
VT 2500	Computer Illustration	3.0
VT 2600	Creative Imaging	3.0
Total Credits		27.0
<i>Studio Art (Required)</i>		
ARTH 2710	Art History I	3.0
ARTH 2720	Art History II	3.0
<i>Studio Art Courses</i>	Students must complete nine (9) of the following: (including any prerequisites for chosen courses)	
ART 3210	Head and Figure Painting	3.0
ART 3250	Intermediate Watercolor	3.0
ART 3410	Intermediate Life Drawing	3.0
ART 3420	Intermediate Portrait	3.0
ART 3430	Media Experimentation	3.0
ART 3570	Intermediate Ceramics	3.0
ART 4110	Expressive Drawing	3.0
ART 4190	Advanced Sculpture	3.0
ART 4210	Advanced Head and Figure Painting	3.0
ART 4212	Senior Project	3.0

ART 4220	Advanced Landscape Painting	3.0
ART 4250	Advanced Watercolor	3.0
ART 4410	Advanced Life Drawing	3.0
ART 4420	Advanced Portrait	3.0
ART 4570	Advanced Ceramics	3.0
ART 4950	Senior Exhibition	3.0
	Total Credits	27.0
	Total Studio Core and Studio Electives	33.0
Graphic Design Required		
VT 2700	Typography	3.0
VT 2710	Advanced Typography	3.0
VT 3700 (IT 3500)	Business for Graphic Designers	3.0
VT 3780	Prepress and Print Production	3.0
VT 4600	Design Studio	3.0
VT 4910	Senior Graphic Design Exhibition	3.0
	Total Credits	18.0
Graphic Design Courses	Students must complete nine (9) of the following: (including any prerequisites for chosen courses)	
VT 3750	Graphic Design History	3.0
VT 3800	Corporate Identity	3.0
VT 4700	Publication Design	3.0
VT 4750	Package Design	3.0
VT 3200	Portfolio Preparation	3.0
VT 1400	Introduction to Internet Development	3.0
VT 3000	Internet Publishing and Design	3.0
VT 3100	Interactive Multimedia	3.0
VT 4000	Dynamic Web Development	3.0
VT 4100	Advanced Multimedia Internet Integration	3.0
VT 4600	Integrated Visual Information Systems	3.0
VT 3300	Introduction to Digital Video Editing	3.0
VT 3600	3-D Visualization	3.0
VT 3650	3-D Animation	3.0
ART 3050	Advanced Photography	3.0
ART 3110	Creative Perspective Drawing	3.0
ART 3130	3-D Design II	3.0
ART 3190	Intermediate Sculpture	3.0
ART 3210	Head and Figure Painting	3.0

ART 3250	Intermediate Watercolor	3.0
ART 3410	Intermediate Life Drawing	3.0
ART 3420	Intermediate Portrait	3.0
ART 3430	Media Experimentation	3.0
ART 3570	Intermediate Ceramics	3.0
ART 4110	Expressive Drawing	3.0
ART 4190	Advanced Sculpture	3.0
ART 4210	Advanced Head and Figure Painting	3.0
ART 4220	Advanced Landscape Painting	3.0
ART 4250	Advanced Watercolor	3.0
ART 4410	Advanced Life Drawing	3.0
ART 4420	Advanced Portrait	3.0
ART 4570	Advanced Ceramics	3.0
	Total Credits	27.0
	Both Studio and Graphic design Emphases must take an additional 18 credits of upper division electives in any area related or unrelated to their major.	18.0
	Total Credits for Major	See chart below

Emphasis Credit Summaries

	BFA, Art Education	BFA, Studio Art	BFA, Design
General Education, Diversity and Ethics	31	31	31
Art and Design Core	27	27	27
Design Subcore	0	0	18
Art History Subcore	6	6	0
Emphasis	27	27	27
Elective Credits	0	18	18
Education Credits	37	0	0
Total Credits	128	109*	121

*Number does not reflect prerequisites required for completion of upper division Art courses.

Appendix B

Program Schedule Bachelor of Fine Arts in Art and Design

Freshman

FALL			SPRING		
	Course Title			Course Title	
ART 1100	Intro to Art	3	ART 2410	Intro to Life Drawing	3
ART 1110	Basic Drawing and Composition	3	ART 1050 or ART 2060	Intro to Photography or Digital Photography	3
CIS 1200		3	ART 1120	Two-Dimensional Design	3
VT 1300	Communication Design	3	VT 2500	Computer Illustration	3
	General Studies	4		Gen Ed/Diversity	6
	Total	16		Total	18

Sophomore

FALL			SPRING		
	Course Title			Course Title	
ART 2270	Phenomenon of Color	3	ART or VT	Major Elective	3
VT 2600	Digital Imaging	3	ART or VT	Major Elective	3
ART or VT	Major Elective	3	ART or VT	Major Elective	3
ART or VT	Major Elective	3		General Studies	3
	General Studies	3		Major or other approved Elective	3
	Total	15		Total	15

Junior

FALL			SPRING		
	Course Title			Course Title	
ART or VT	Major Elective	3	ART or VT	Major Elective	3
ART or VT	Major Elective	3	ART or VT	Major Elective	3
ART or VT	Major Elective	3	ART or VT	Major Elective	3
	General Studies	3		General Studies	3
	Major or other approved Elective	3		Major or other approved Elective	3
	Total	15		Total	15

Senior

FALL			SPRING		
	Course Title			Course Title	
ART or VT	Major Elective	3	ART or VT	Major Elective	3
ART or VT	Major Elective	3	ART or VT	Major Elective	3
ART or VT	Major Elective	3	ART or VT	Major Elective	3
	General Studies	3		General Studies	3
	Major or other approved Elective	3		Major or other approved Elective	3
	Total	15		Total	15

This table reflects the coursework of Studio Art or Graphic Design majors; does not reflect insertion of required Education courses for those on the BFA Art Education track.

Appendix B

Studio Art Course Descriptions

All classes are 3 credit hours unless otherwise noted.

ART 1010 Introduction to Art

For all students interested in art with or without an art program emphasis. Designed to help students develop a greater appreciation of art. Includes identification of major art forms, a brief survey of art history, investigation of art criticism, the introduction of various media as well as identification of elements and principles of art. Uses lecture, slides, and art reproductions. Fulfills general education fine arts requirement.

ART 1050 Introduction to Photography

For students with an emphasis in art, and for all students interested in basic photographic technique and principles. Course will cover image, lighting, composition, basic camera operation and darkroom lab work. The class is designed as a hands-on learning experience and allows the student to explore in their specific areas of interest. Includes lectures, demonstrations and studio practice labs. By the end of the course, successful students will have enough technical knowledge to allow them to explore more fully the potential of the camera. Some out-of-class shooting assignments are required as well as in-class assignments. Course is a prerequisite to ART 2050.

ART 1100 Introduction to Art

For students with an interest in art with or without an art program emphasis. Special emphasis on graphic arts, interior design, computer art, photography, and architecture; for students seeking to fulfill fine arts requirements. Teaches students the principles and elements of design. Uses lectures, slide presentations, videos and studio experience.

ART 1110 Basic Drawing and Composition

A required class for students with an emphasis in art, and other students interested in drawing. Stresses creativity, the fundamentals of image-based drawing and composition. Various techniques with black and white, and color media will be investigated. Includes lectures, demonstrations and studio practice labs. By the end of this course, students should have an understanding of the elements of composition and have developed basic drawing skills. Course is a prerequisite to Art 2110.

ART 1120 Two-Dimensional Design

A required foundation class for art majors and the recommended class for students in architecture, graphic arts, computer and interior design. Teaches students the principles and elements of two-dimensional design, critical thinking and analysis. Uses lectures, slide presentations, videos and studio exercises.

ART 1130 Three-Dimensional Design

Students will acquire a working knowledge of various design methods and their relationship to the conceptualization, development and completion of three-dimensional design projects. Critical thinking and analysis will be stressed. No prerequisite required.

ART 2190 Introduction to Sculpture

For students with an emphasis in art, and for all students interested in three-dimensional design. Teaches basic approaches to the materials and techniques of sculpture in mixed media while emphasizing expressive design. Critical thinking and analysis will be stressed. Uses lectures, slide presentations, videos, guest lecturers, field trips to sculptors' studios and studio practice. Course is a prerequisite to ART 3190.

ART 2210 Introduction to Oil

For students with an emphasis in art, and for all students interested in oil painting. Gives students a beginning in the skills necessary for realistic painting. Course covers the use of color, value, proportion, materials and painting technique. Includes lectures, demonstrations and studio practice labs. Course is a prerequisite to ART 3210.

ART 2250 Introduction to Watercolor

For students with an emphasis in art, and for all students interested in watercolor. Basic introduction to the skills necessary for watercolor painting. Covers elements of color mixing, painting techniques, color theory, materials and management of painting and exploration of various subject matter. Includes lectures, demonstrations and studio practice labs. During the course, students will acquire the fundamental skills necessary for painting with watercolor. Course is a prerequisite to ART 3250.

ART 2410 Introduction to Life Drawing

Prerequisite: ART 1110

A required class for students with an emphasis in art, and for all students interested in drawing the human form. Course covers anatomy, proportion and form. Students will be drawing from a cast or live model. Various drawing techniques will be explored. Includes lectures, demonstrations and studio practice labs. Upon successfully completing the course, students will know the basic bones and muscles and be able to draw in proportion. Course is a prerequisite to ART 3410.

ART 2420 Introduction to Portrait

For students with an emphasis in art, and for all students interested in drawing faces. Course covers proportion, value, color, form and drawing techniques. Students will be drawing from a cast or live model. Includes lectures, demonstrations and studio practice labs. By the end of the course, successful students will have developed the skills to capture a likeness.

ART 2570 Introduction to Ceramics

For students with an emphasis in art, and for all students interested in learning about and creating ceramics. Covers various methods of creating in clay with emphasis on throwing, hand building, decorating and glazing; also stresses the history of ceramics and contemporary ceramics. Uses lectures, slide presentations, videos, demonstrations, text reading assignments and studio practice. Course is a prerequisite to ART 3570.

ART 2050 Intermediate Photography

Prerequisite: ART 1050

For students with an emphasis in art, and for more experienced photography students. Studio lighting, large format cameras, special effects and advanced lab techniques will be explored. Students will be encouraged to expand the area of their knowledge through problems and assignments decided between the individual student and the teacher. Includes lectures, demonstrations and studio practice labs. Students are encouraged to work towards creating a portfolio of images.

ART 2060 Digital Photography

An introductory course in the history, mechanics and applications of digital photography as well as basic photographic techniques and compositional skills. Course objectives will be met through a combination of lectures, viewing the work of master photographers, class assignments and in-class critiques of student work.

ART 2110 Intermediate Drawing

Prerequisite: ART 1110

For students with an emphasis in art, and for more experienced drawing students. Development of the concepts and skills necessary for expressive drawing. Emphasis will be on design, composition, the development of a personal mode of expression and appreciation of master drawings and contemporary art forms. Includes lectures, demonstrations and studio practice labs.

ARTH 2710 Art History I

For all students interested in art theory. An art historical study ranging from the prehistoric through the classical periods, early Christian to the end of the 15th Century. This course will cover the art, culture and documentive history of specific nations and peoples. All aspects of visual art will be discussed, from painting to sculpture to architecture to clothing to details of religion, war, customs and everyday living. These early forms of imagery provide knowledge about contemporary society as a product of the past.

ARTH 2720 Art History II

Prerequisite: ARTH 2710

For all students interested in art theory. An art historical study ranging from the works of the great Renaissance masters and their accomplishments in perspective, value and composition through the Baroque period of artistry, to the Neo-classic, Romantic, Impressionist, early Modern, Pop to the present. All aspects of visual art will be covered including various media and photography's influence on 20th century art and expression. Emphasis will also be placed on the art work of contemporary artists of color and women artists.

ART 2900 Studio Practice

Prerequisite: Instructor permission

For students who have taken all the art classes in their area of emphasis or who desire in-depth study in specialized areas. The instructor approves all course work, which is individualized and is based on written goals and objectives established by the student. Art 2900 is also used for credit in group field trips. Helps students appreciate and refine art skills. Gives the student opportunities to see masterpieces of art which develops aesthetic appreciation plus critical and analytical skills. Course may be repeated for additional credit. 1.0 to 4.0 Credits

ART 2900-299 Seminars in Art

Prerequisite: Instructor permission

For students seeking instruction that is not available through other regularly scheduled courses in this discipline. Occasionally, either students request some type of non-traditional instruction, or an unanticipated opportunity for instruction presents itself. This seminar course provides a variable-credit context for these purposes. As requirements, this seminar course must first be pre-approved by the department chair; second, it must provide at least nine contact hours of lab or lecture for each credit hour offered; and third, it must include some academic project or paper (i.e. credit is not given for attendance alone). This course may include standard lectures, travel and field trips, guest speakers, laboratory exercises or other non-traditional instruction methods. Note that this course is an elective and does not fulfill general education or program requirements. Course may be repeated for additional credit.

ART 3050 Advanced Photography

Prerequisite: ART 2050

Introduction to studio practices and lighting. Includes portraits, commercial, product and editorial skills. Portfolio preparation.

ART 3110 Creative Perspective Drawing

Prerequisite: ART 2110

Creative Perspective Drawing is a course designed for students with basic drawing skills who desire more individualized conceptual and subject variation.

ART 3190 Intermediate Sculpture

Prerequisite: ART 2190

For students with an emphasis in art, and for more experienced three-dimensional design students. Teaches methods of sculpting with emphasis on design and self-expression. Critical thinking and analysis will be stressed. Uses lectures, slide presentations, videos, guest lecturers, field trips to sculptors' studios and studio practice. This class fills requirements for art majors.

ART 3210 Head and Figure Painting

Prerequisite: ART 2210

This course is a continuation of ART 2210. The course would also benefit students interested in illustration, visual technologies, gallery and portrait painting. Students learn how to construct a painting, the steps and technologies, which include: drawing shapes; using size, angle and position; drawing values; applying colors—dark, middle, light. The course teaches the set-up for gallery paintings or illustration and the business of making a living in art. Course instruction includes lecture and instructor demonstrations. The student will produce approximately eight paintings for critique. Those who complete this course should be able to paint a portrait showing a likeness and be prepared for further study in illustration, graphic design or studio painting.

ART 3250 Intermediate Watercolor

Prerequisite: ART 2250

For students with an emphasis in art, and for more experienced watercolor students. Exploration of creative approaches to watercolor painting. Emphasis on individual image painting and experimentation. Strong use of additive/subtractive elements of painting. Includes lectures, demonstrations and studio practice labs.

ART 3410 Intermediate Life Drawing

Prerequisite: ART 2410

For students with an emphasis in art, and for more experienced students interested in drawing the human form. Various drawing techniques will be explored, with emphasis on greater accuracy in anatomical structure and form. Includes lectures, demonstrations and studio practice labs.

ART 3420 Intermediate Portrait Drawing

Prerequisite: ART 2420

For students with an emphasis in art, and for more experienced portrait students. Various pastel painting techniques will be explored. Includes lectures, demonstrations and studio practice labs. Those completing the course should be able to capture a good likeness with realistic color.

ART 3430 Media Experimentation

This course will entail an exploration of drawing, painting, sculpture and photo/computer media. Processes will result in innovative two-dimensional, three-dimensional and installation presentation.

ART 4110 Expressive Drawing

Prerequisite: ART 3110

The objectives of this class are to explore the applied principles of linear perspective, space and composition.

ART 4190 Advanced Sculpture

Prerequisite: ART 3190

For students with an emphasis in art, and for more experienced three-dimensional design students. Teaches methods of sculpting with emphasis on design and self-expression. Critical thinking and analysis will be stressed. Uses lectures, slide presentations, videos, guest lecturers, field trips to sculptors' studios and studio practice. This class fills requirements for art majors.

ART 4210 Figure Painting

Prerequisite: ART 3210

This course is a continuation of ART 3210. The course would also benefit students interested in illustration, visual technologies, gallery and portrait painting. Students learn how to construct a painting, the steps and technologies, which include: drawing shapes; using size, angle and position; drawing values; applying colors—dark, middle, light. The course teaches the set-up for gallery paintings or illustration and the business of making a living in art. Course instruction includes lecture and instructor demonstrations. The student will produce approximately eight paintings for critique. Those completing the course should be able to paint a portrait showing a likeness and be prepared for further study in illustration, graphic design or studio painting.

ART 4220 Advanced Painting, Landscape

Prerequisite: ART 2210

With landscape as its subject, the class will concentrate on forming and structuring ideas for proper expression of visual literacy. When weather permits, on-site (plein air) painting will be encompassed by this course.

ART 4250 Advanced Watercolor

Prerequisite: ART 3250

Exploration of formal, technical and conceptual problems in water media for students with painting experience. Emphasis on gaining proficiency in both transparent and opaque watercolor techniques.

ART 4410 Advanced Life Drawing

Prerequisite: ART 3410

For students with an emphasis in art, and for more experienced students interested in drawing the human form. Various drawing techniques will be explored with emphasis on greater accuracy in anatomical structure and form. Includes lectures, demonstrations and studio practice labs.

ART 4420 Advanced Portrait

Prerequisite: ART 2420

For students with an emphasis in art, and for more experienced portrait students. Various pastel painting techniques will be explored. Includes lectures, demonstrations and studio practice labs. Those completing the course should be able to capture a good likeness with realistic color.

ART 4570 Advanced Ceramics

Prerequisite: ART 2570

For students with an emphasis in art, and for more experienced ceramics students. Covers the various techniques of creating ceramics and using equipment. Design, creativity and advanced techniques are stressed. Uses lectures, slide presentations, videos, demonstrations, text reading assignments and studio practice.

ART 4950 Senior Exhibition

Prerequisite: Instructor permission required

Emphasis on portfolio preparation. Students will be required to produce a body of subject work relevant to solo exhibition synthesis of ideas. A written synopsis will also be required.

Design (Visual Technologies) Course Descriptions

All classes are 3 credit hours unless otherwise noted.

VT 1300 Communication Design

Explores the elements of design from which advertising, computer graphics and graphic arts are structured. Builds awareness and skill in creating designs, using the concepts of composition, proportion, alignment, contrasts, repetition, proximity, white space, typography, eye movement and element control. Emphasis is placed on the value of these concepts to creatively communicate ideas. Includes lecture and lab. Prepares students for more advanced design projects using computer-based tools.

VT 1400 Introduction to Internet Development

Provides a hands-on experience for students interested in Internet development. Teaches fundamental web development skills including writing HTML (Hypertext Markup Language) code, planning and organizing web sites, storyboarding, internet development environments and creating and optimizing graphics for multiple types of online use. Also examines competitive online markets, technical issues, legal frameworks as well as production issues associated with Internet development.

VT 2500 Computer Illustration

Prerequisite: VT1300

Provides a hands-on introduction and overview of advertising design and illustration techniques using the computer and computer illustration software (Adobe Illustrator). Prepares students to create original artwork suitable for multimedia, Internet publishing or desktop publishing.

VT 2600 Creative Imaging

Prerequisite: VT1300

Companion course to VT 2500. May be taken before, concurrently or in linear sequence with VT 2500. Provides a hands-on introduction and overview to computer photo-manipulation and designing graphics on the computer. Emphasis is on tools and techniques used for editing and retouching photographs and creating original images with photo-like qualities for use in advertising. Prepares students to create original artwork usable in multimedia, Internet publishing, desktop publishing or video effects. Homework assignments require access to computer with the designated software installed. May use Macintosh or Windows-compatible computer.

VT 2700 Typography

Prerequisite: VT2500 (co-requisite)

A study of basic layout lettering, type design, identification of styles and typographic history. Students learn how to use type as a basic element of graphic communication, how the use of different typefaces visually communicate a desired effect and fundamental terminology of type specification.

VT 2710 Advanced Typography

Prerequisites: VT2100; VT2500

The emphasis of this course is developing typographic solutions that explore verbal/visual messages. Projects include designs for publication (e.g. posters, brochures, packaging and graphic campaigns). Typography as a functional and experimental medium will be stressed. Design problem-solving for a diverse range of specifications, including audience, client needs and budget constraints, are included. Traditional and digital tools will be incorporated to produce final products.

VT 3000 Internet Publishing and Design

Prerequisites: CS1400, VT1400, VT2500, VT2600

Upper level curriculum for students pursuing advanced skills in visual technologies or web development. Teaches Internet publishing and design principles and concepts. Topics include interface design, PHP scripting, intermediate and advanced HTML techniques, Cascading Style Sheets, XML (Extensible Markup Language), JavaScript, Quicktime Virtual Reality (QTVR) and other advanced web publishing tools. Emphasis is on interface design and appropriate use of technologies in Internet development.

VT 3100 Interactive Multimedia

Prerequisites: CS1400, VT2500, VT2600

For students interested in authoring interactive multimedia presentations. Introduces the hardware and software used to integrate text, sound, graphics, animation and video into rich-content multimedia projects. Course includes lecture, hands-on step-by-step examples, and assignments to be completed as homework. Students learn the process of creating multimedia projects through the use of various computer-based disciplines, including graphic design, digital video, interface architecture and light OOP-

structured programming. Homework assignments require access to computer with the designated software installed. May use Macintosh or Windows-compatible computer. Upon successful completion of this course, students should be able to create interactive multimedia presentations with professionally designed interfaces and rich content that is capable of delivery via web browser or in a stand-alone application.

VT 3200 Portfolio Preparation

Prerequisite: VT2700

Students will be taught advanced design principles to solve a variety of design problems. The emphasis in this class is the designing for commercial media, including proper typography, and the use of type as graphic element. The successful students will be prepared to deal with design issues and project management problems likely to be found in a work environment.

VT 3300 Digital Video Editing

Prerequisites: CS1400, VT2500, VT2600

This course introduces students to essentials of editing video and audio with computers. Concepts are taught that may be applied to TV and video production, multimedia authoring, and/or Internet video streaming. Techniques are presented for digitizing video and audio from standard analog sources or digital sources, selecting footage from source clips, constructing transitions, titling, creating and using alpha channel or other matte techniques, and other special effects as needed. Current hardware requirements/ limitations and future technology developments will also be discussed. Upon successful completion of this course, students will be able to edit and assemble professional-grade video in either QuickTime or MPEG formats that will play on any computer or that will output to videotape.

VT 3600 3-D Visualization

Prerequisites: CS1400, VT2500, VT2600

Introduces student to three-dimensional modeling and rendering on the computer. Techniques for creating 3-D models, defining and applying textures, assembling scenes and rendering images will be. Gives students an additional computer-based tool to create realistic package and product designs as well as exciting graphics for desktop or Internet publishing projects. Homework assignments require access to computer with the designated software installed. May use Macintosh or Windows-compatible computer. Upon successful completion of this course, students should be able to create 3-D models of various complexities, then render still images and/or animation sequences for video, multimedia or web page content.

VT 3700 Business for Graphic Designers

Prerequisites: VT1300

The goal of this course is to convey business procedures related to the graphic design profession. Topics covered include professional/client relationships, time management, job cost analysis, contracts, general business management skills, marketing and business planning. IT 3500 may be substituted for this course.

VT 3750 Graphic Design History

Prerequisite: VT2100

This course is structured around a thematic approach to graphic design history and will provide a necessary historical basis for students in this discipline. The course will involve lectures on design history, pioneering designers, design from other cultures and countries, graphic design artifacts and the historical context for this design. In addition to lectures, the course will involve videos, participatory exercises, discussion and essay writing, which will build critical thinking skills.

VT 3780 Prepress and Print Production

Prerequisites: VT2500; VT2600

An overview course that discusses the impact of desktop publishing and digital imaging on the prepress industry. Topics include input and output, correct creation of digital files, data storage, proofing methods and relevant terminology/communication with prepress and printing professionals. This course acquaints students with the variety of jobs offered in the field, file evaluation and much more. Field trips to printers and other prepress service providers reinforce lectures/projects.

VT 4000 Dynamic Web Development

Prerequisite: VT3000

For individuals seeking advanced skills in visual technologies or web development. This course teaches dynamic web development using PHP, an open source server side scripting environment, and MySQL, an open source database application. Topics include basic scripts and functions, variables, form processing, server side includes, web database integration, database design, database driven web sites, security and web management systems.

VT 4100 Advanced Multimedia/Internet Integration

Prerequisite: VT3100

Upper division course on the integration and application of multiple media with appropriate delivery systems. For students interested in advanced training on how to develop commercial grade multimedia projects using the full repertoire of graphics software that has been learned through previous courses in the Visual Technologies program. Portfolio grade projects developed through this course will add credibility to students' job skills. Course contains significant homework assignments wherein there will be a high expectation of professional-quality work. Upon completion, students should have a solid grasp of how to develop and deliver content-rich projects with high production values via CD-ROM, Internet and DVD media.

VT 4600 Integrated Visual Information Systems—aka Senior Project

Prerequisite: Instructor Permission

For advanced CIT and Visual Technologies students with interest in creating professional commercial-grade projects. Emphasis is on applying skills learned to commercial projects in the workplace. Students will have opportunity to design or contribute to various private sector (contingent on availability) projects as well as campus Internet, print and multimedia projects. Many high-end commercial art applications, programming projects, techniques and technologies will be practiced. Portfolio development will be emphasized. Course is an individual workshop format with one-on-one meetings with the instructor(s) to review project progress. Upon completion, students will have real-world experience and a higher expectation of their own creative talents.

VT 4700 Publication Design

Prerequisites: VT 2100, VT2500, VT2600

Explores the creative, functional and aesthetic aspects of editorial design with emphasis on page layout. Upon completion of this course, students should be able to understand the significance of consistency and thematic continuity; develop aesthetic awareness; integrate design principles, color and typographic theory; and develop visual judgment in the arrangement of type and images to effectively convey visual messages.

VT 4750 Package Design

Prerequisites: VT2100, VT2500, VT2600

Students apply design principles in a 3-D form by creating containers for a variety of products. Emphasis is placed on promotion, impact, construction, display and function of the design; the course also aims to provide an understanding of market studies on design impact and effectiveness through the production of 3-D prototypes.

VT 4900 Independent Research

Prerequisite: Instructor Permission

Independent research or readings in areas not fully covered by core or elective courses.

VT 4910 Senior Graphic Design Exhibition

Prerequisites: VT Senior in Final Semester & Instructor approval

Under the guidance of the instructor, students collaborate to plan, design and host an exhibit or create a self-promotion project that features their work so that members of the design community may see the kind of talent which is available locally. A goal of this is gaining post-graduation employment.

VT 4920 Internship

Prerequisites: VT Senior in Final Semester & Instructor approval

The internship course is designed for students working in a visual technologies industry job. The number of hours worked per week and the learning objectives chosen will determine the number of credits offered in this course. As a rule of thumb, a student should work 20 hours per week in a VT job to sign up for 3 credit hours of internship and should plan on 135 hours of learning and development work toward the objectives outlined by the instructor, supervisor and student.

Appendix D: DSC Full-Time Art and Design (Visual Technologies) Faculty

Blakley, Glen	MFA, Ceramics, Sculpture and Painting, Brigham Young University
36 years teaching in higher education	36 years of professional art experience, including an extensive exhibition record
Martinez, Dennis	MFA, Creative Arts, University of Colorado at Boulder
17 years teaching in higher education	MA, Art and Art History, University of New Mexico BA, Art and Archaeology, Princeton University
Parson, Del	MFA, Painting and Drawing, Brigham Young University
20 years teaching in higher education	30 years of professional art experience, including an extensive exhibition record
Pedersen, Eric	Ph.D., Management Information Systems, Utah State University
19 years teaching in higher education	Research Interests: Design, Web Development, E-Commerce
Prine, Shane	MFA, Drawing and Photography, Washington State University
11 years teaching in higher education	BA, Art, Valdosta (GA) State University
Woodland, Ron	MEd, Instructional Technology, Utah State University (+20 hours of Doctoral coursework)
12 years teaching in higher education	BS, Mass Communication, University of Utah

Appendix E: Library Resources Needed to Support a Bachelor of Fine Arts Degree in Art and Design

Information provided by Martha Talman, DSC Instructional Librarian

The resources for this degree are expensive for several reasons:

1. Art resources are particularly costly
2. Very few databases that support these subject areas are purchased consortially

Database costs have been increasing at approximately 10% each year. Flat funding for programs will mean a decrease in resources over time.

Grand totals for all emphases in Fine Arts baccalaureate degree

One time: \$11,500

Ongoing: \$20,700

ESSENTIAL:

ARTstor (**\$1,000** one-time; **\$1,200** annually)

Grove Art Online **\$2,500** annually

GRAPHIC DESIGN

Recommended: DAAI (from ProQuest): **\$2,500** annually (est.)

Additional periodicals: **\$500–\$1,000** annually

Current subscriptions: *CommArts*, *HOW*, *Baseline*; likely add *Print* and *Folio*.

Future subscription options: *Graphic Arts Monthly*, *Design News*, *Graphis*, *Typographica*.

Basic reference materials: **\$500** one time

Monographs (print, video, e-books): need at least **\$3,000** ongoing to cover the topic adequately.

ART:

Recommended: Humanities Full Text (\$5,000 / year) to supplement Art Full Text, which we already have. Other than Hum FT, we'll have the Arts & Humanities Citation Index which will cover database needs (beyond ARTstor and Grove above)

Reference: \$1,500 one time

Recommended: **\$10,000** one-time for art monographs (separate from design above)

Recommended: **\$9,000** ongoing to support all art areas.

Recommended: **\$500–\$1,000** for additional Art periodicals

Appendix F: NAICS 3rd Quarter 2006 Employment Census

Industry Sector	Washington Co. Average Employment				
	Private	Local	State	Federal	TOTAL
Arts, Entertainment, and Recreation	1113	319		185	1617
Performing Arts and Spectator Sports	399	0			399
Museums, Parks and Historical Sites		64		185	249
Amusement, Gambling & Recreation Ind	703	255			958

(<http://www.census.gov/epcd/www/naics.html>)

Appendix G: Letters of Support



2007: Celebrating Ten Years in the Beautiful Pioneer Center for the Arts

www.sgartmuseum.org

47 East 200 North, St. George, Utah 84770

Phone: 435.627.4525

Email: museum@sgcity.org

The Museum Connects With Our Community

October 24, 2007

Dear Curriculum Committee:

The staff of the St. George Art Museum believes firmly that enlarging and expanding the curriculum of the Dixie State College art department is important in developing a citizenry and community that is well versed in the arts. Art is one of the oldest markers of our humanity and evolution into Homo Sapiens Sapiens. Therefore it is critical that we teach the arts in some form to all students, as it is vital to our well being as a species, community, and nation.

The ability to teach a wide range of art courses will enable the St. George Art Museum and College Art Department to work together on more levels. We look forward to this positive move and await your affirmative response to this important expansion for all of us.

Sincerely,

Deborah Reeder

Deborah Reeder
Manager/Curator

April 27, 2007

Board of Regents Review Committee
c/o Shane Prine
Dixie State College
St. George, Utah 84770

Dear Board of Regents Review Committee,

Although I am not personally a graduate of Dixie State College's Art program, I am writing this letter to enthusiastically endorse the program.

A professional local artist, I am a graduate of a four-year arts program and have a B. A. in Illustration and design (Kansas City Art Institute). I feel that obtaining the formal degree in an arts program not only strengthens the artist's skills, but also opens many professional avenues in creative fields that might not otherwise be available to them.

I am approached by many gifted local artists looking for an avenue to further their artistic skills. I feel it is important to offer the 4-year arts degree/program at Dixie to give these talented creative people a place to study, learn, and fine-tune their talents.

Dixie's program, "Bachelors of Fine Arts" with an emphasis in "Art and Design," offers the creative individual the opportunity to gain experience and training that would prepare them for future work in the creative fields. Programs like this prepare and provide artistic individuals with opportunities to make a living using their creative talents, be it in fine arts, commercial art, design or other similar professions.

There are always programs for accountants, engineers, the health profession, teachers, and many other common vocations. It is not only wise, but necessary, to provide a local four-year arts program for those whose gifts are in the field of creativity. With formal training, the gifts they give back to the community and their employers are immeasurable.

This program has my full, enthusiastic support.

Warmest regards,

Gina Jrel

Artist Gina Jrel
P. O. Box 820376
Veyo, Utah 84782
Studio: 435-574-6434
E: GinaDraws@aol.com
Web: www.gina-jrel-art.com

Studio:
435.574.6434
Email:
GinaDraws@aol.com
Web:
www.gina-jrel-art.com

Kayenta, UT Jacoper Sky Fine Art Gallery
Dana Point, CA India Bazaar
Salt Lake City, UT Utah Artist Bazaar Gallery
Springdale, UT Horseshoe Trading Company
Cedar City, UT Blue Sky Gallery
St. George, UT The Bean Some Coffee & Art Cafe /
Gina Jrel Gallery

Artist
Gina Jrel

To: The Utah State Board of Regents
Re: BFA Program at Dixie State College

As a resident of this community for the past 30 odd years... a graduate of Dixie State College and SUU...a professional artist and former adjunct professor of Art at Dixie State College, I would personally like to acknowledge the need for a BFA program.

As a student at the college I wanted to pursue a BFA and masters degree in my field—Fine Art—yet I had to go to SUU to get my BFA and the Masters program was out of reach due to family circumstances.

However, due to the great instructors at Dixie I was hired as an adjunct professor in Drawing, Watercolor and Design...even teaching the art classes at the Dixie State Campus in Hurricane one semester. Having my Masters degree would have meant I could have stayed teaching on the college level.

Living in this area I have seen first hand the **need** for a BFA...this is fast becoming an art destination. We should not be left behind...Dixie should be a leader in the Fine Arts. Our students have had to go elsewhere to get degrees and the time for change has finally come. We need our own program here...the staff at Dixie State College are excellent—highly qualified to teach and encourage students. It would be to the advantage of the college to pursue the BFA possibilities.

I sincerely hope the Board of Regents will consider having a BFA program at Dixie State College.

Thank you Dixie State College for all you are doing, and may we continue to see and meet the needs of the next generation.

Mel (Melanie) Scott
Professional Artist, Teacher
Tuacahn High School for the Performing ARTS

This letter is in support of a proposed BFA degree in Art and Design for Dixie State College. As a professor of art at DSC for the past 12 years I have encountered hundreds of students in my classes with a strong desire to pursue their education in the arts. A good number of these students have gone on to continue their Bachelor's degree at other institutions while some have given up their pursuit due to an inability to relocate due to many reasons including job and family obligations.

I have heard from students over the years who have voiced their desire to continue their academics here at Dixie if a 4-year degree were to become available. In the past 4 or 5 years students majoring in Visual Technologies have been taking various classes from me including drawing, design, art history and color theory. Their desire to integrate more visual arts studio and theory courses have multiplied greatly in a short period of time. This has become even more an issue addressed with both Art and VT faculty.

The need of a 4-year degree in art and design has also made itself known to the college by request and inquiry by the community in relation to more advanced and specialized art, art history and technical courses. The Art Program at DSC has been working with local artists in assisting them with students in an apprentice and work experience oriented appointments. Local galleries have given art students the opportunity to exhibit, promote and even sell their art work.

With the initiation of a 4-year art degree student retention would greatly increase and allow for the influx of an additional percentage of student enrollment. This would not only benefit the college but would open the door for additional interest in the program on a national level.

Thank you,

Dennis J. Martinez
Associate Professor of Art
Art Program Director
Dixie State College

Del Parson Studio
450 Casa Loma Lane
Cedar City, UT 84720
(435) 586-5189
April 20, 2007

Utah State Board of Regents
Salt Lake City, Utah

Dear Board of Regents Review Committee,

I am writing today to give my enthusiastic support the proposed Bachelors of Fine Arts degree, with an emphasis in Art and Design, at Dixie State College. This curriculum is significant to Dixie State College because it builds upon our existing interdisciplinary strengths in fine art, design, computer and information technology and addresses a strategic planning priority identified by the faculty and influenced by our local community, administrators, businesses, and students.

This proposal has been in the works for many years and enables Dixie State College to increase both the breadth and the depth of their interdisciplinary work by crafting a Bachelor of Fine Arts degree with a rich art and design experience mixed with varying degrees of technology. DSC's proposed BFA integrates a variety of academic experiences for students and allows students to benefit from the creative blending of disciplines. The proposal provides an exceptional educational opportunity for local and regional artists, designers, educators, and businesses seeking a strong art and design academic experience, enriched by a mix of technical skills and opportunities.

A BFA in Art and Design at Dixie State College would provide a unique educational experience for students. The art community in southern Utah is strong and the college has significant support of the artistic community. The faculty members at DSC are also of the highest caliber. In fact, all of the faculty members who have shown strong support for this proposed degree, and have organized themselves to offer this degree, are high quality faculty and include exceptional artists, designers, and computer specialists providing a unique private sector background and experience for students. Additionally, the curriculum is well thought out and matches what I feel is important for artists and designers. As such, I enthusiastically support the curriculum proposal team behind the BFA in Art and Design. Additionally, I support the curriculum proposed because I feel strongly it is in the best interest of DSC's students and artists.

I am personally committed to the proposed BFA in Art & Design, a degree which has been specifically crafted with artists and designers in mind, one that focuses on creative, artistic and design elements with an enriched technical dimension to the program. I believe this is a very important program. I am pleased to have the opportunity to work with people who are genuinely interested in meeting the needs of students and the artistic community.

Currently we are losing students that must transfer to programs at other schools. DSC cannot grow without having programs to meet student needs.

Best regards,



Del Parson

Appendix H: Bachelor's Degree Completion Rates U.S. Census Bureau 2005 American Community Survey

Washington County, Utah

S1501. Educational Attainment

Data Set: 2005 American Community Survey

Subject	Total	Margin of Error	Male	Margin of Error	Female	Margin of Error
Population 25 to 34 years	20,425	+/-840	10,100	+/-445	10,325	+/-620
High school graduate or higher	87.4%	+/-4.7	86.5%	+/-5.4	88.3%	+/-7.0
Bachelor's degree or higher	16.7%	+/-5.3	11.7%	+/-6.1	21.5%	+/-8.0

Available at: http://factfinder.census.gov/servlet/STTable?_bm=y&-state=st&-context=st&-qr_name=ACS_2005_EST_G00_S1501&-ds_name=ACS_2005_EST_G00_&-tree_id=305&-redoLog=true&-_caller=geoselect&-geo_id=05000US49053&-format=&-_lang=en

United States

S1501. Educational Attainment

Data Set: 2005 American Community Survey

Subject	Total	Margin of Error	Male	Margin of Error	Female	Margin of Error
Population 25 to 34 years	38,785,474	+/-27,224	19,323,847	+/-21,216	19,461,627	+/-16,407
High school graduate or higher	86.4%	+/-0.1	84.8%	+/-0.2	87.9%	+/-0.2
Bachelor's degree or higher	29.9%	+/-0.2	27.2%	+/-0.2	32.5%	+/-0.2

Available at: http://factfinder.census.gov/servlet/STTable?_bm=y&-geo_id=01000US&-qr_name=ACS_2005_EST_G00_S1501&-ds_name=ACS_2005_EST_G00_&-_lang=en&-_caller=geoselect&-state=st&-format=

West Virginia

S1501. Educational Attainment

Data Set: 2005 American Community Survey

Subject	Total	Margin of Error	Male	Margin of Error	Female	Margin of Error
Population 25 to 34 years	216,671	+/-2.885	107,134	+/-1,742	109,537	+/-2,012
High school graduate or higher	89.3%	+/-1.3	87.9%	+/-1.6	90.8%	+/-1.8
Bachelor's degree or higher	21.5%	+/-1.7	18.1%	+/-2.1	24.7%	+/-2.3

Available at: http://factfinder.census.gov/servlet/STTable?_bm=y&-state=st&-context=st&-qr_name=ACS_2005_EST_G00_S1501&-ds_name=ACS_2005_EST_G00_&-tree_id=305&-redoLog=false&-_caller=geoselect&-geo_id=04000US54&-format=&-_lang=en

Appendix I: Consultants' Responses

UNIVERSITY OF UTAH
DEPARTMENT OF FINE ARTS

240 South 1500 East • Fine Arts Building • Salt Lake City, UT 84112
801-581-6448 • fax 801-585-6154

Response to come.

Elizabeth Peterson
Department Chair

28 November 2007

Evaluation: REQUEST TO OFFER THE BACHELOR OF ARTS AND BACHELOR OF SCIENCE DEGREES IN
ART AND DESIGN AT DIXIE STATE COLLEGE OF UTAH

Submitted by: Carol Ivory, Ph.D.
Professor, Fine Arts Department Chair, Washington State University

Response to come.

Appendix J: Communication Majors at DSC and SUU

Dixie State College

Student Enrollment in Communication Baccalaureate Degree as reported by Julie Stender, Institutional Research Analyst

Year	Enrollment
2007-2008	194
2006-2007	176
2005-2006	80
2004-2005	17
2003-2004	11

Southern Utah University

Student Enrollment in Communication Baccalaureate Degree as reported by Bonnie Rayburn, Administrative Assistant and Associate Provost

Year	Enrollment
2007-2008	225
2006-2007	238
2005-2006	259
2004-2005	245
2003-2004	249

Signature Page

Institution Submitting Proposal: Dixie State College

School affected: Education, Humanities, Arts, and Social Sciences

Department affected: Fine Arts

Change Description: Add a Bachelors of Fine Arts, Art and Design

Proposed Beginning Date: Fall Semester, 2008

Institutional Signatures:

_____, Department Chair
Brent L. Hanson

_____, Dean
Donald R. Hinton

_____, Chief Academic Officer
Donna Dillingham-Evans

_____, President
Lee G. Caldwell

_____, Date