



New Academic Program Workflow Form

General

Proposed Name: Design Arts & Practice

Transaction Nbr: 00000000000085

Plan Type: Major

Academic Career: Undergraduate

Degree Offered: Bachelor of Arts

Do you want to offer a minor? N

Anticipated 1st Admission Term: Fall 2021

Details

Department(s):

FNRT

DEPTMNT ID	DEPARTMENT NAME	HOST
3504	School of Art	Y

Campus(es):

MAIN

LOCATION	DESCRIPTION
TUCSON	Tucson

ONLN

LOCATION	DESCRIPTION
ONLN	Online

Admission application terms for this plan: Spring: Y Summer: Y Fall: Y

Plan admission types:

Freshman: Y Transfer: Y Readmit: Y Graduate: N

Non Degree Certificate (UCRT only): N

Other (For Community Campus specifics): N

Plan Taxonomy: 50.0401, Design and Visual Communications, General.

Program Length Type: Program Length Value: 0.00

Report as NSC Program:

SULA Special Program:

Print Option:

Diploma: Y Design Arts & Practice

Transcript: Y Design Arts & Practice

Conditions for Admission/Declaration for this Major:

Minimum GPA of 2.00

Requirements for Accreditation:

As this is part of the School of Art, this program will also be under the umbrella of accreditation by the National Association of Art & Design (NASAD). We have meet the requirements following the NASAD guidelines.

Program Comparisons

University Appropriateness

BA in Design Arts & Practices (DAP) leverages a wealth of existing UA faculty expertise and courses across Art, Design, Information Studies and Technology in unique, interdisciplinary ways to shape a curriculum moving from foundations and skill building over two years to theories and issues and a culminating capstone project. DAP students' design skills and thinking will take on critical relevance through interdisciplinary capstone studios in alliance with other University of Arizona programs and centers: Environmental and Natural Resources and other Sciences, Engineering, Law, and Medicine, curated around pressing issues of the moment. Through these trans disciplinary lenses, students will tackle challenges from Social Justice, Design and the Environment, and Health Sciences. Interdisciplinary design is about grappling with complexity. Critical issues such the as the Covid-19 global pandemic have revealed the vital role interdisciplinary designers play by communicating complex information through data visualizations, by designing innovative solutions using rapid prototyping and fabrication, and by devising new ways to conceive and inhabit spaces. These conditions reveal the role of designed images, interfaces, objects and spaces in bringing health and safety, comfort and joy. This program will provide students with experience working interdisciplinary, and working together to tackle real word problems while giving them tangible skills, knowledge and experience needed for successful art and design careers for today and the future. Students will also have developed soft skills in collaboration, empathy and

human-centered design processes. The design profession is broad and careers can include such titles as: User Experience, User Interface, Visual/Graphic Communication; Spatial, Environmental, Interior, Urban Space, Exhibition, Scenographic, Event, and Performance Designer; Object and Product Designer, Human Centered Designer, Embodied Technology/Interaction Design, Creative Designer, Design Researcher, Experience Strategist, Design Manager, etc. Alumni have noted that should this type of program existed they would have been interested to have studied in such a program.

Arizona University System

NBR	PROGRAM	DEGREE	#STDNTS	LOCATION	ACCRDT
1	Digital Culture Arts/Design	BA	385	Arizona State; Tempe, AZ	N

Peer Comparison

The BA in Design Arts and Practices is different than the comparison programs as it is interdisciplinary. It is also different in that there are two paths that a student can focus their degree (Print or Screen). The UA and ASU both require 120 units where UCLA required 180. The BA in Design Arts and Practices required a minor.

Faculty & Resources

Faculty

Current Faculty:

INSTR ID	NAME	DEPT	RANK	DEGREE	FCLTY/%
01010019	Laura Lenhart	0481	Assit. Prof	Doctor of Philosophy	20.00
02945618	Jamie Lee	0481	Assit. Prof	Doctor of Philosophy	20.00
03604290	J Bradford	3504	Assoc. Prof	Master of Fine Arts	20.00
04401340	Ellen McMahan	3504	Professor	Master of Fine Arts	15.00
06307655	David Christiana	3504	Professor	Master of Fine Arts	15.00
09001637	Kelly Leslie	3504	Assoc. Prof	Master of Fine Arts	20.00
10300949	Karen Zimmermann	3504	Professor	Master of Fine Arts	15.00
16308664	David Sherman	0481	Lecturer	Master of Fine Arts	15.00
16506651	Gary Setzer	3504	Professor	Master of Fine Arts	15.00
22064730	Sean Smith	0481	Lecturer	Doctor of	15.00

INSTR ID	NAME	DEPT	RANK	DEGREE	FCLTY/%
				Philosophy	
22070991	Joseph Farbrook	3504	Assoc. Prof	Master of Fine Arts	20.00
22075689	Laura Graham	3504	Assit. Prof	Master of Fine Arts	20.00
22075762	Evren Bozgeyikli	0481	Assit. Prof	Doctor of Philosophy	20.00

Additional Faculty:

A faculty member in the School of Art to develop new courses and teach within the program

Current Student & Faculty FTE

DEPARTMENT	UGRD HEAD COUNT	GRAD HEAD COUNT	FACULTY FTE
3504	465	75	34.75

Projected Student & Faculty FTE

DEPT	UGRD HEAD COUNT			GRAD HEAD COUNT			FACULTY FTE		
	YR 1	YR 2	YR 3	YR 1	YR 2	YR 3	YR 1	YR 2	YR 3
3504	20	45	80	0	0	0	1.00	2.00	3.00

Library

Acquisitions Needed:

None

Physical Facilities & Equipment

Existing Physical Facilities:

No Additional facilities required

Additional Facilities Required & Anticipated:

None

Other Support

Other Support Currently Available:

Support staff from the OSCR labs as well as School of Art, and the library maker space.

Other Support Needed over the Next Three Years:

One additional faculty member, career track in the School of Art

Comments During Approval Process

1/5/2021 10:22 AM

ESANDMAR

Comments

Submitting for department, had issues with their access.

1/6/2021 8:39 AM

WPINEDO

Comments

Let me know if there are any issues

1/6/2021 4:41 PM

KZIM

Comments

Approved.

1/6/2021 6:54 PM

CFBROOKS

Comments

Approved.

1/7/2021 2:52 PM

WILLIAMSCINDY

Comments

Cindy Williams approved on behalf of Deanna Fitzgerald, the new Associate Dean, for Martina Shenal, the former Associate Dean of College of Fine Arts.

2/1/2021 10:04 AM

WILLIAMSCINDY

Comments

Removed SBS & the School of Information as an Owner per the request from Fine Arts. iSchool is not an owner of this Program, they are supporting with courses.

2/1/2021 12:23 PM

DEANNAF

Comments
Approved.

2/1/2021 12:52 PM

YISSELS

Comments
Approved.



**NEW ACADEMIC PROGRAM-UNDERGRADUATE MAJOR
ADDITIONAL INFORMATION FORM**

- I. **MAJOR DESCRIPTION** -provide a marketing/promotional description for the proposed program. Include the purpose, nature, and highlights of the curriculum, faculty expertise, emphases (sub-plans; if any), etc. The description will be displayed on the advisement report(s), [Degree Search](#), and should match departmental and college websites, handouts, promotional materials, etc.

The Design Arts & Practices (DAP) degree will provide you the opportunity to develop a foundation in design thinking and making from an interdisciplinary perspective that you will be able to apply to a career in fields such as Experience and User Interface Design, Product Design, Industrial Design, Information Design, Graphic Design / Desktop Publishing, Interior and Spatial Design, Set and Exhibition Design, Environmental and Fashion Design, Art / Illustration, Multimedia Design / Animation, Art Direction, Web Design. This major is a great fit for you if you are passionate about art, design, and information and how they come together and are applied to making a better world. In this interdisciplinary degree you will be able to take classes from the School of Art and the School of Information (Arizona's iSchool). DAP students will develop core conceptual and technical skills to design artifacts and experiences across a range of scales and media. Project-based courses will build your abilities in problem solving and seeking, innovating with and through technologies, and developing creative visual strategies to address problems (climate change, social justice issues, representation and identity, education, limited water supplies, wildfires in local community, understanding information). History, theory, and academic courses will construct cultural frameworks for depth and breadth in research and application. Courses across Art, Design, Information Studies and Technology in distinct, interdisciplinary ways will shape your degree plan moving from foundations and skills over the first two years, to theories and issues, and a culminating capstone project. Capstone projects will be developed through transdisciplinary lenses, and will tackle challenges spanning fields from Social Justice, Design and the Environment.

- II. **NEED FOR THE MAJOR/JUSTIFICATION**-describe how the major fulfills the needs of the city, state, region, and nation. Provide market analysis data or other tangible evidence of the need for and interest in the proposed major (and emphases, if applicable). This might include results from surveys of current students, alumni, and/or employers or reference to student enrollments in similar programs in the state or region. Include an assessment of the employment opportunities for graduates of the program for the next three years. Curricular Affairs

can provide a job posting/demand report by skills obtained/outcomes/CIP code of the proposed major. Please contact [Martin Marquez](#) to request the report for your proposal.

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This program will provide students with experience working interdisciplinarily, and working together to tackle real world problems while giving them tangible skills, knowledge and experience needed for successful art and design careers for today and the future. Students will also have developed soft skills in collaboration, empathy and human-centered design processes. The design profession is broad and careers can include such titles as: User Experience, User Interface, Visual/Graphic Communication; Spatial, Environmental, Interior, Urban Space, Exhibition, Scenographic, Event, and Performance Designer; Object and Product Designer, Human Centered Designer, Embodied Technology/Interaction Design, Creative Designer, Design Researcher, Experience Strategist, Design Manager, etc. Alumni have noted that should this type of program existed they would have been interested to have studied in such a program.

As indicated by the employment potential data, there were 2015 jobs listed in Arizona in the past 12 months. There are potentials for visual design as well as front end application design, product design, and fashion, floral, and interior design indicated by market surveys. The average salary in Arizona for this is \$58,904. These salary numbers are based on the burning glass models. 79% of the jobs posted in design and visual communications indicated a bachelors degree was necessary. The top job titles in this study in the burning glass data were graphic designer, interior design, creative director, product design engineer, content producer, senior digital design engineer, product designer, web designer, production artist, art director. Top employers identified in Arizona are Raytheon, Arizona State University, Go Daddy Software and NBC. Some of the top skills needed that our program covers is adobe photoshop, graphic design, Adobe InDesign, Adobe Illustrator, Adobe Acrobat, Adobe Creative Suite. Baseline skills for this profession are creativity, communication skills, teamwork/collaboration, problem solving, writing, research, and organizational skills.

III. **MAJOR REQUIREMENTS**– complete the table below by listing the major requirements, including required number of units, required core, electives, and any special requirements, including emphases* (sub-plans), thesis, internships, etc. Note: information in this section must be consistent throughout the proposal documents (comparison charts, four year plan, curricular/assessment map, etc.).

Total units required to complete the degree	120
Upper-division units required to complete the degree	42
Foundation courses	
Second language	16 UNITS 4th Semester Proficiency
Math	<p>3 UNITS G-Strand <u>Earning credit for:</u></p> <ul style="list-style-type: none"> • LING 123 Introduction to Mathematical Approaches to Language • MATH 105 Mathematics in Modern Society • PHIL 110 Logic and Critical Thinking • PSY 230 Psychological Measurement and Statistics <p><u>OR, earning credit for:</u></p> <ul style="list-style-type: none"> • Any 3-unit (or more) mathematics course numbered above Math 105 • achieving a math placement code equivalent to that of students who have completed UA College Algebra-by the end of the student's first semester at the UA
General education requirements	<p>6 UNITS English Composition: Complete one of the following sequences</p> <ul style="list-style-type: none"> • 3 courses/ 9 units-ENGL 101 + 197B & ENGL 102 • 3 courses/ 9 units-ENGL 107 + 197B & ENGL 108 • 2 courses/ 6 units-ENGL 101 & 102 • 2 courses/ 6 units-ENGL 107 & 108 • 1 course / 3 units-Honors Placement & ENGL 109H <p>27 UNITS Tier I & Tier II Courses: One course from Tier I or Tier II must focus on diversity (to be taken from the diversity emphasis list on the schedule of classes).</p> <p><u>Tier I</u></p> <ul style="list-style-type: none"> • 2 courses/ 6 units-Tier I 150 (INDV) • 2 courses/ 6 units-Tier I 160 (TRAD) • 2 courses/ 6 units-Tier I 170 (NATS) <p><u>Tier II</u></p> <ul style="list-style-type: none"> • 1 course/ 3 units-Tier II Humanities • 1 course/ 3 units-Tier II Individuals and Societies • 1 course/ 3 units-Tier II Natural Sciences
Pre-major? (Yes/No). If yes, provide requirements. Provide email(s)/letter(s) of support	No

from home department head(s) for courses not owned by your department.	
List any special requirements to declare or gain admission to this major (completion of specific coursework, minimum GPA, interview, application, etc.)	Minimum GPA of 2.00
Major requirements	
Minimum # of units required in the major (units counting towards major units and major GPA)	52
Minimum # of upper-division units required in the major (upper division units counting towards major GPA)	33
<u>Minimum # of residency units to be completed in the major</u>	31 6 Units Upper Division: History + Theory 3 Units Upper Division: Capstone 16 UNITS Emphasis Core 6 units-lower division emphasis 10 units-upper division emphasis 6 Units Electives, at least 3 Upper Division units
Required supporting coursework (courses that do not count towards major units and major GPA, but are required for the major). Courses listed must include	

<p>prefix, number, units, and title. Include any limits/restrictions needed (house number limit, etc.). Provide email(s)/letter(s) of support from home department head(s) for courses not owned by your department.</p>	
<p>Major requirements. List all major requirements including core and electives. If applicable, list the emphasis requirements for each proposed emphasis*. Courses listed count towards major units and major GPA. Courses listed must include prefix, number, units, and title. Mark new coursework (New). Include any limits/restrictions needed (house number limit, etc.). Provide email(s)/letter(s) of support from home department head(s) for courses not owned by your department.</p>	<p><u>MAJOR CORE:</u></p> <p><u>3 Units Foundation: History + Theory</u> ART 119 (3) Contemporary Art and Theory</p> <p><u>6 Units Foundation: Practice</u> Complete 6 units of the following options: ART 100A (2) Mapping ART 100B (2) Space ART 100C (2) Gaze ART 100D (2) Experience ART 100E (2) Surface ART 100G (2) Propaganda</p> <p><u>16 Units Emphasis Core Areas</u> Complete 16 units from one of the following emphasis areas: Screen, Print</p> <p>SCREEN: ISTA 131 (3) Dealing with Data ART 265 (3) Design Studio I SBE 301 (4) Introduction to Design Thinking ART 306B (3) Basics of Animation ART 361A (3) Design for Web and Devices</p> <p>PRINT (visual) ART 265 (3) Design Studio I ART 266 (3) Illustration Studio I SBE 301 (4) Introduction to Design Thinking ART 363A (3) Typography ART 462F (3) Information Graphics</p> <p><u>6 Units Upper Division: History + Theory</u> Complete 6 units minimum from the following options ARH 370 (3) History of Design ARH 319 (3) Introduction to American Art ARH 321 (3) Introduction to Contemporary Art ARH 324 (3) Introduction to the History of Photography ARH 325 (3) History of Modern Architecture</p>

	<p style="text-align: center;">ARH 329 (3) Art History of the Cinema</p> <p><u>3 Units Upper Division: Major Core</u> ART 498 (3) DAP Capstone</p> <p><u>18 Units Transdisciplinary Electives:</u> Complete a minimum of 18 units of elective coursework in the major</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%; border: none;"> ART 254 (3) Screen Printing I ART 265 (3) Design Studio I ART 231 (3) 3D Animation * ART 237 (3) 3D Modeling ART 286 (3) Extended Media: Experimental and Combining Media ART 287 (3) Beginning Sculpture (NEW) ART 361B (3) User Experience Design / UX UI ART 306B (3) Basics of Animation ART 363A (3) Typography * ART 360 (3) Visualizing Justice ART 361 (3) Design for Web and Devices ART 386 (3) Extended Media: Combining Media and Installation Strategies ART 436A (3) Digital Authoring ART 438 (3) Digital Fabrication ART 462D (3) Motion ART 462E (3) Letterpress and the Multiple ART 462F (3) Information Graphics </td> <td style="width: 50%; border: none;"> ART 486 (3) Extended Media: Experimental Media and Installation Strategies ART 496F (3) Design, Art and the Environment ESOC 211 (3) Collaborating in Online Communities ESOC 300 (3) Digital Storytelling & Culture ESOC 318 (3) Disruptive Technologies ESOC 340 (3) Information, Multimedia Design & the Moving Image ESOC 480 (3) Digital Engagement ISTA 130 (3) Computational Thinking and Doing ISTA 131 (3) Dealing with Data ISTA 251 (3) Introduction to Game Design ISTA 301 (3) Computing and the Arts ISTA 302 (3) Technology of Sound ISTA 401 (3) Designing Installations ISTA 416 (3) Introduction to Human Computer Interaction LIS 475 (3) User Interface and Website Design SBE 201 (3) Sustainable Design and Planning SBE 480 (3) Research Methods </td> </tr> </table>	ART 254 (3) Screen Printing I ART 265 (3) Design Studio I ART 231 (3) 3D Animation * ART 237 (3) 3D Modeling ART 286 (3) Extended Media: Experimental and Combining Media ART 287 (3) Beginning Sculpture (NEW) ART 361B (3) User Experience Design / UX UI ART 306B (3) Basics of Animation ART 363A (3) Typography * ART 360 (3) Visualizing Justice ART 361 (3) Design for Web and Devices ART 386 (3) Extended Media: Combining Media and Installation Strategies ART 436A (3) Digital Authoring ART 438 (3) Digital Fabrication ART 462D (3) Motion ART 462E (3) Letterpress and the Multiple ART 462F (3) Information Graphics	ART 486 (3) Extended Media: Experimental Media and Installation Strategies ART 496F (3) Design, Art and the Environment ESOC 211 (3) Collaborating in Online Communities ESOC 300 (3) Digital Storytelling & Culture ESOC 318 (3) Disruptive Technologies ESOC 340 (3) Information, Multimedia Design & the Moving Image ESOC 480 (3) Digital Engagement ISTA 130 (3) Computational Thinking and Doing ISTA 131 (3) Dealing with Data ISTA 251 (3) Introduction to Game Design ISTA 301 (3) Computing and the Arts ISTA 302 (3) Technology of Sound ISTA 401 (3) Designing Installations ISTA 416 (3) Introduction to Human Computer Interaction LIS 475 (3) User Interface and Website Design SBE 201 (3) Sustainable Design and Planning SBE 480 (3) Research Methods
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Internship, practicum, applied course requirements (Yes/No). If yes, provide description.	No		
Senior thesis or senior project required (Yes/No). If yes, provide description.	Yes. Complete 3 Units: ART 498 (3) DAP Capstone		
Additional requirements (provide description)	No		
Minor (specify if optional or required)	required		

<p>Any double-dipping restrictions (Yes/No)? If yes, provide description.</p>	<p>Yes, the following do not satisfy general education requirements: 6 units of Upper Division: History + Theory</p> <p>Students may not count any courses from their own emphasis area towards elective requirements.</p>
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*Emphases are officially recognized sub-specializations within the discipline. [ABOR Policy 2-221 c. Academic Degree Programs Subspecializations](#) requires all undergraduate emphases within a major to share at least 40% curricular commonality across emphases (known as “major core”). Total units required for each emphasis must be equal. Proposed emphases having similar curriculum with other plans (within department, college, or university) may require completion of an additional comparison chart. Complete the table found in Appendix B to indicate if emphases should be printed on student transcripts and diplomas.

IV. **CURRENT COURSES**—using the table below, list all existing courses included in the proposed major. You can find information to complete the table using the [UA course catalog](#) or [UAnalytics](#) (Catalog and Schedule Dashboard> “Printable Course Descriptions by Department” On Demand Report; right side of screen). If the courses listed belong to a department that is not a signed party to this implementation request, upload the department head’s permission to include the courses in the proposed program and information regarding accessibility to and frequency of offerings for the course(s). Upload letters of support/emails from department heads to the “Letter(s) of Support” field on the UAccess workflow form. Add rows to the table, as needed.

Course prefix and number (include cross-listings)	Units	Title	Course Description	Pre-requisites	Modes of delivery (online, in-person, hybrid)	Typicaly Offered (F, W, Sp, Su)	Dept signed party to proposal? (Yes/No)
ART 100A	2	Mapping	Just as cartographers seek to plot our volumetric world onto flat surfaces, the eye of the artist is also compressing height, width and depth into the picture plane when drawing from observation. Mapping will focus on drawing as an exploratory means of seeing and knowing the world. This process-emphasis art studio workshop gauges cumulative experience rather than performance on individual drawings. Progress and success will be evaluated through the assembly of portfolios gleaned from daily drawings; this structure encourages the essential risk-taking that drawing demands by de-emphasizing the criticality of any singular drawing. Process-oriented studio classes encourage good studio practice by making dedicated in-class work ethic difficult to avoid. This is an eight week course.	NONE	IN-PERSON (ONLINE BEING DEV)	F, Sp, Su	Yes
ART 100B	2	Space	How can physical materials be transformed or arranged in space to convey an idea? How can an idea be realized in the round? What can exist as art in space? Space is an introduction to the conception and execution of art in three-dimensions (height, width and depth). Subtractive and additive approaches will be highlighted. Space is a project-emphasis art studio workshop. Form (the technical component of your artwork) and content (the conceptual/idea component of your artwork) receive equal emphasis, as they are the inseparable tools, which allow artworks to communicate. Projects command the formal elements (volume, mass, texture, etc.) for their ability to contain and convey meaning. This is an eight week course.	NONE	IN-PERSON (ONLINE BEING DEV)	F, Sp	Yes
ART 100C	2	Gaze	Is the camera an arbitrator between the eye of the artist and their environment? When does an image transcend a snapshot and become an artwork? Like drawing, photography can be a means of seeing and processing the world, or changing it. Gaze is an introduction to the conception and execution of art through photographic processes. Gaze is a project-emphasis art studio workshop. Form (the technical component of your artwork) and content (the conceptual/idea component of your artwork) receive equal emphasis, as they are the inseparable tools, which allow artworks to communicate. Projects command the formal elements (composition, line, value, positive and negative space, etc.) for their ability to contain and convey meaning. A digital camera is required for this workshop (Point-and-Shoot or SLR, above 5 megapixels). This is an eight week course.	NONE	IN-PERSON (ONLINE BEING DEV)	F, Sp, Su	Yes
ART 100D	2	Experience	Everything we perceive, we experience in time. Experience is an introduction to the conception and execution of art in 4-dimensions (height, width, depth and time). What can occur as art in time? Rituals, processes and narratives can occur in space and time, forms and sounds can affect our relationship to space. The things you wear and the way you move affect space and time. Will you transform space with action? Video? Sound? Objects? Smell? Experience is a project-emphasis art studio workshop. Form (the technical component of your artwork) and content (the conceptual/idea component of your artwork) receive equal emphasis, as they are the inseparable tools, which allow artworks to communicate. Projects command the formal elements (duration, tempo, intensity, etc.) for their ability to contain and convey meaning. This is an eight week course.	NONE	IN-PERSON (ONLINE BEING DEV)	F, Sp	Yes
ART 100E	2	Surface	The surface of a painting can operate towards many different ends. Is the painting a window (the illusion of depth) or an object (the negation of depth)? Or both? Surface is an introduction to the conception and execution of art in two-dimensions (height and width). Surface is a project-emphasis art studio workshop. Form (the technical component of your artwork) and content (the conceptual/idea component of your artwork) receive equal emphasis, as they are the inseparable tools, which allow artworks to communicate. Projects command the formal elements (composition, value, color, line, positive and negative space, etc.) for their ability to contain and convey meaning. This is an eight week course.	NONE	IN-PERSON (ONLINE BEING DEV)	F, Sp	Yes
ART 100G	2	Propaganda	Propaganda will explore artwork as a tool for communication in the public sphere. Critical investigations into this functional art form will be engaged through both a graphic design and illustration-oriented approaches. Propaganda is a project-emphasis studio art workshop. Form (the technical component of your artwork) and content (the conceptual/idea component of your artwork) receive equal emphasis, as they are the inseparable tools, which allow artworks to communicate. Projects command the formal elements (composition, value, color, line, positive and negative space, etc.) for their ability to contain and convey meaning. This is an eight week course.	NONE	IN-PERSON (ONLINE BEING DEV)	F, Sp	Yes
ART 119	3	Contemporary Art and Theory	This course will investigate contemporary art and theory as it relates to Modernity, "Avant Garde", Modernism, The other, Postmodern, international society, and new technology.	NONE	IN-PERSON, ONLINE	F, Sp, Su	Yes
ART 231	3	3D Animation *	This course is an introduction to 3D computer animation focusing on classic principles and techniques of motion development, character expression, and kinetic communication. This course will address technical skill development as well as explore techniques for effective creativity through motion.	NONE	IN-PERSON	F	Yes

ART 237	3	3D Modeling	This course introduces fundamental theories, principles, and practices of 3D digital modeling, rendering, and fabrication. Students are given a thorough overview of 3D modeling techniques and sculptural considerations including: production of organic and geometric surfaces and forms, texturing, lighting, rendering, and physical output. Minimal materials fee for rapid prototyping assignment.	NONE	IN-PERSON	F	Yes
ART 254	3	Screen Print I	Screen print 1 is an introduction to the basic materials, equipment and techniques pertinent to the screen print process. Through a series of demonstrations and loosely structured assignments, students will become proficient in both the technical and conceptual applications of the medium. Studio based assignments are crafted to engage students in the versatility of screen print through photographic, stencil based, drawing based, and painterly methodologies. Students will also be exposed to a wide variety of non-traditional materials with potential applications in three-dimensional works and installation. Examples from the UAMA, printmaking archive, faculty collections, and various texts will present the students with the work of historical and contemporary artists.	Enrollment Requirement Major: ARH, STDO or ARED or minor in: STDO. ART 100A/100B/100E/119, ARH 201/202, and 3 courses selected from ART 100C/100D/100F/100G/100J.	IN-PERSON	F, Sp	Yes
ART 265	3	Design Studio I	Introduction to visual communications, study of graphic design principles, history, and techniques. Students will produce projects exploring visual communication problems.	NONE	IN-PERSON	F, Sp	Yes
ART 266	3	Illustration Studio I	Introductory level overview of illustration as visual story telling and graphic communication. Illustrators, designers, painters, printmakers, sculptors, photographers, digital imaginers, typographers, comic artists and all students interested in strengthening their art-making muscle as a communicative instrument will be well suited for this class. A brief overview of the history of illustration, as well as a contemporary perspective on the field of illustration, will be covered. No matter what your level of experience, this class will help you find and develop your unique visual vocabulary.	Course Attribute Pass/Fail Option Available to Qualified Students	IN-PERSON	F, Sp	Yes
ART 286	3	Extended Media: Experimental and Combining Media	Students in this course will be introduced to contemporary art strategies that employ diverse materials, space, and time-based media to process ideas.	Enrollment Requirement Undergraduate major in: ARH, STDO, or ARED, or minor in: STDO. ART 100A/100B/100E/119, ARH 201/202, and 3 courses selected from ART 100C/100D/100F/100G/100J.	IN-PERSON	F, Sp	Yes
ART 287	3	Beginning Sculpture	Introduction to fundamentals of sculpture process through carving, fabrication and casting, to develop personal approaches to dimensional composition.	NONE	IN-PERSON	F, Sp	Yes
ART 306B	3	Basics of Animation	An introduction to the practice, theory, and history of animation within art and independent media through labs, lecture, readings and project critiques. Production will cover 2D animation and computer based stop-motion. Emphasis is on creative content, experimentation and critical thinking. Students work with computer based editing and 2D and other animation tools to create several significant animation projects using one or more techniques. Basic computer skills including Photoshop necessary.	Enrollment Requirement Major: ARH, STDO, or AVCE or minor in STDO. ART 100A and ART 100B and ART 100E and ART 119 and ARH 201 and ARH 202 and 3 courses selected from (ART 100C, ART 100D, ART 100F, ART 100G or ART 100J).	IN-PERSON	F	Yes
ART326	3	Alternative Process and Material	This intermediate level undergraduate course will consist of individual and group projects, including collages, constructions, image sequences, mixed media bookmaking, installation, mixed media painting and/or elements from other art forms (sound, language, movement, etc).	NONE	IN-PERSON	F, Sp	Yes
ART 361	3	Design for Web and Devices	This course is an introduction to web design and deals with concepts such as online graphics, systems, and information structures and will look at processes such as site development, research, site maps, icons, and interface design.	Enrollment Requirement Major: ARH, STDO, or AVCE or minor in STDO. ART 100A and ART 100B and ART 100E and ART 119 and ARH 201 and ARH 202 and ART 265 and 3 courses selected from (ART 100C, ART 100D, ART 100F, ART 100G or ART 100J).	IN-PERSON	F	Yes

ART 363A	3	Typography *	The study of letterforms and their appropriate and effective use in visual communications from a historic as well as from a contemporary perspective.	"Enrollment Requirement Major: ARH, STDO, or AVCE or minor in STDO. ART 100A and ART 100B and ART 100E and ART 119 and ARH 201 and ARH 202 and ART 265 and ART 266 and 3 courses selected from (ART 100C, ART 100D, ART 100F, ART 100G or ART 100J)." "Course Requisites Successful passage of Illustration and Design Portfolio Review."	IN-PERSON	F, Sp	Yes
ART 360	3	Visualizing Justice	This is a 3-credit, interdisciplinary course that combines legal, art and design concepts to explore: (1) what are legal rights; (2) how do we communicate legal rights; (3) how do we navigate legal processes; (4) how can art and design inform how legal rights and legal information are conveyed, in order to empower people and make legal systems more accessible and navigable?	NONE	IN-PERSON	Sp	Yes
ART 386	3	Extended Media: Combining Media and Installation Strategies	Course examines how space is impacted by creative actions.	Enrollment Requirement ART 223, 242, 244, 253, 256, 266, 267, 286 or 287, or by approval of instructor.	IN-PERSON	Sp	Yes
ART 436A	3	Digital Authoring	This is a course in which students from across disciplines will work together to create 360-degree Virtual Reality video experiences. These experiences will be a creative integration of art, theater, music, dance, and various technologies. Students will engage in all aspects of production and will need to problem solve creatively, technically, and structurally. This will be a project-based course in which students from multiple disciplines (both graduate and undergraduate) will work together in small groups. Over the course of the semester, students will engage in research, creative activity, production, structural analysis, critique, and professionalization of their work.	NONE	IN-PERSON	Sp	Yes
ART 438	3	Digital Fabrication	This course surveys the use of modern digital tools and equipment that are used to fabricate physical objects. Tools studied may include but are not limited to 3D printers and scanners, CNC routers and millers, laser cutters, decal printers, and other computer guided devices. Students will gain hands-on experience with digital fabrication tools and develop techniques for artistic production. Conceptual focus emphasizes new forms made possible by the use of digital tools.	Course Requisites General computer usage. 3D Modeling experience recommended.	IN-PERSON	Sp	Yes
ART 462D	3	Motion	A further investigation into the practice, theory, and history of animation within art and independent media through screenings, labs, lectures, readings, projects and project critiques. Using techniques of computer based stop-motion and a number of other 2D animation techniques learned in Animation 1, we will take those skills and develop larger and more in-depth projects. Emphasis is on story-telling, creative content, experimentation and critical thinking. Using advanced story-boarding, puppetry, still and video cameras, and other tools and techniques, students will create three or four larger animation projects. Graduate students will complete an additional in-depth self-directed project.	Enrollment Requirement Undergraduate major in: ARH, STDO, or AVCE or minor in: STDO. ART 100A, 100B, 100E, ART 119, ARH 201, ARH 202, ART 265, ART 266 and 3 courses selected from (ART 100C, ART 100D, ART 100F, ART 100G or ART 100J).	IN-PERSON	Sp	Yes
ART 462E	3	Letterpress and the Multiple	This course will introduce the equipment, techniques and applications of letterpress printing. Students will hand-set type, create photopolymer plates and linocuts, utilize engraving plates and will be encouraged to integrate the tactile quality of letterpressed type and image with other media. Conceptual and material aspects of letterpress and multiples will be discussed.	Enrollment Requirement Undergraduate major in: ARH, STDO, or AVCE or minor in: STDO. ART 100A, 100B, 100E, ART 119, ARH 201, ARH 202, ART 265,	IN-PERSON	F	Yes

				ART 266 and 3 courses selected from (ART 100C, ART 100D, ART 100F, ART 100G or ART 100J).			
ART 462F	3	Information Graphics	Information graphics or info graphics are graphic visual representations of information, data or knowledge. These graphics present complex information quickly and clearly, such as in signs, maps, journalism, technical writing, and education. Information can be beautiful and funny! Uses for information are limitless.	Enrollment Requirement Major: ARH, STDO, or AVCE or minor in STDO. ART 100A and ART 100B and ART 100E and ART 119 and ARH 201 and ARH 202 and ART 265 and ART 266 and 3 courses selected from (ART 100C, ART 100D, ART 100F, ART 100G or ART 100J).	IN-PERSON, ONLINE	F	Yes
ART 486	3	Extended Media: Experimental Media and Installation Strategies	In-depth exploration of personal directions through combining media and experimental sculpture processes.	Enrollment Requirement Art 306 or Art 341 or Art 343 or Art 344 or Art 347 or Art 349 or Art 353 or Art 358 or Art 373 or Art 380 or Art 386 or Art 387 or Art 388; or by permission of th	IN-PERSON	Sp	Yes
ART 496F	3	Design, Art and the Environment	This is a senior level seminar about the culture of graphic design and its relationship to the culture at large. Through readings and in depth discussions we will explore the discourse of design from the 1950s to the present. Readings, presentations and discussions will cover philosophical, historical, social, political, cultural, environmental and ethical aspects of professional design practice.	Enrollment Requirement Undergraduate major in: ARH, STDO, or AVCE or minor in: STDO. ART 100A, 100B, 100E, ART 119, ARH 201, ARH 202, ART 265, ART 266 and 3 courses selected from (ART 100C, ART 100D, ART 100F, ART 100G or ART 100J) or consent of instructor.	IN-PERSON	F	Yes
ARH 319	3	Introduction to American Art	Survey of American architecture, painting, sculpture, photography, and the decorative arts from colonial times to present.	NONE	IN-PERSON, LIVE ONLINE	F, Sp	Yes
ARH 321	3	Introduction to Contemporary Art	Survey of contemporary art in the United States and Europe since the 1960s.	Course Requisites ARH 202 or consent of instructor.	IN-PERSON	Sp	Yes
ARH 324	3	Introduction to the History of Photography	This course will survey the history of photography as an art form and a means of visual communication.	NONE	IN-PERSON, LIVE ONLINE	F, Sp	Yes
ARH 325	3	History of Modern Architecture	This course is a historical and theoretical survey of significant developments in modern architecture since the industrial revolution. It will consider the impact of changing philosophies and technologies that have impacted the modern view of the built environment. Special focus will be placed on 19th-century historicism, early 20th-century avant-gardes, and Post-WWII practices that embraced sociology and new types of technology.	NONE	IN-PERSON	F, Sp	Yes
ARH 329	3	Art History of the Cinema	Survey of major artistic movements, including academicism, expressionism, cubism, and surrealism, and their influence on film in Germany, Italy, America, and France.	Course Requisites Student may only apply the course to one general education requirement.	IN-PERSON	Sp	Yes
ARH 370	3	History of Design	A history of design beginning with the industrial reolution including graphic design, industrial design, technological advances, mass communications, the consumer culture and its critique, avant-garde design, postmodernism, and the cultural politics of design.	NONE	IN-PERSON	F	Yes

ESOC 211	3	Collaborating in Online Communities	With the increasing reliance on new media for collaborative work, social connection, education, and health-related support, this course will analyze human collaboration and community processes online. By considering how people create a sense of community, maintain group connections, and cooperate with others to bring about a particular outcome, this class will focus on what humans do, how they present themselves, and how they do the work of collaboration in online contexts. In addition to focusing on how humans work together in online in communities, this course will examine the many theories and interdisciplinary bodies of literature that pertain to 'community' generally, and 'online communities' specifically. With a focus on both theory and practical applications, this course gives learners opportunities to think intellectually about technology-based collaborations and to apply course-based knowledge in their mediated social lives. This course is not a technical experience, rather it focuses on the theories pertaining to and the processes in play when humans engage in group collaborations (e.g., gaming, teaching, learning, working, or gaining health-related support) via mobile technologies and online sites.	NONE	ONLINE, IN-PERSON	F, SP, SU	Yes
ESOC 300	3	Digital Storytelling & Culture	This course will lay a foundation for understanding how stories shape communities, identities, memories, and perspectives on our lives. In addition, this course will provide opportunities for the theoretical analysis of self representation, composite narratives on behalf of others, cultural heritage, and memories as they are preserved and performed within stories and through narrative. Influences on digital digital storytelling such as the sociocultural context, the institutional contexts of production the audience, and the needs or goals of the digital storyteller will be examined. Students will be required to call on their own intellectual, emotional, and imaginative processes, as well as to develop their own skills in digital storytelling, interviewing, oral history collection, and the use of relevant digital storytelling tools.	NONE	ONLINE, IN-PERSON	F, SP, SU	Yes
ESOC 318	3	Disruptive Technologies	This course introduces key concepts and skills needed for those working with information and communication technologies (ICT). Students will be exposed to hardware and software technologies, and they will explore a wide variety of topics including processing and memory systems, diagnostics and repair strategies, operating systems in both desktop and mobile devices. As part of this course, students will consider current technological disruptions, those issues emerging as technologies and social needs collide. Students we also learn about design issues and user needs tied to mobile or computer applications and web-based tools, sites, games, data platforms, or learning environments.	NONE	ONLINE, IN-PERSON	F, SP, SU	Yes
ESOC 340	3	Information, Multimedia Design & the Moving Image	We are living in a time when nearly everyone has the means to make movies, music and photos using just their own personal tools like smartphones, iPads, and similar mobile gadgets. This course will develop and refine skills and understanding of multimedia in contemporary culture. Offering a survey of innovative works in film and information arts, this course will allow students a hands-on opportunity to respond to concepts covered in class using self-produced media. This course will address how information functions in time-based forms of multimedia and video in this era of interactive information and displays. Drawing on historical precedents in the media and computational arts, this course focuses on both linear and non-linear approaches of using image, sound and text to create critical and creative works that function in a the context of social media and our contemporary digital society. How and why do certain images, music or films affect us so profoundly? We will address this question through a study of the components of media literacy that include: Production, Language, Representation, and Audience. These concepts will be examined through a cross-section of writers including: Marshall McLuhan, John Berger and Susan Sontag.	NONE	IN-PERSON	F, SP, SU	Yes
ESOC 480	3	Digital Engagement	This course is designed to be a culminating experience for the eSociety degree program, a course that engages students in practical activity as well as prepares learners for contemporary work. eSociety major and minor students as well as other undergraduates preparing for work relating to digital information or related fields can enroll in and will benefit from this course. Students will be given opportunities to discuss, review and reflect on their learning in their undergraduate work relative to an eSociety and will be provided the mechanisms through which their coursework can be applied to 'real-world' contexts (e.g., internships, interviews with leaders in their area of study, professional shadowing experiences, service learning projects, or community-based event planning). Ultimately, this course provides students the opportunity to learn about what it means to be prepared in an eSociety as well as reflect on their own skill sets and the professional preparation needed for career satisfaction and success.	(Enrollment Requirement Junior or Senior ESOC and ISTA majors and minors only.)	ONLINE, IN-PERSON	F, SP	Yes
ISTA 130	3	Computational Thinking and Doing	An introduction to computational techniques and using a modern programming language to solve current problems drawn from science, technology, and the arts. Topics include control structures, elementary data structures, and effective program design and implementation techniques. Weekly laboratory.	Course Requisites Required in the major. College algebra recommended.	IN-PERSON	F, SP, SU	Yes
ISTA 131	3	Dealing with Data	At the core of Information Science lies the digital data that is the object of study. This course aims to introduce the tools, techniques, and issues involved with the handling of this data: where it comes from, how to store and retrieve it, how to extract knowledge from the data via analysis, and the social, ethical, and legal issues involved in its use. Throughout the course, students will be given hands-on experience with actual datasets from a variety of sources including social media and citizen science projects, as well as experience with common tools for analysis and visualization. Students will also examine topical case studies involving legal and ethical issues surrounding data.	"Enrollment Requirement ISTA 130 or CSC 110 or equivalent, or consent of instructor." "Course Requisites Completion of MATH 109C or 112 or higher, or math placement at a level higher than MATH 112."	IN-PERSON	F, SP	Yes
ISTA 251	3	Introduction to Game Design	This course provides an introduction to game design and teaches students the fundamental concepts for creating games. Students will survey many different games, exploring the issues game designers face when designing games in different genres. Students will participate in a series of game design challenges and will be responsible for designing and prototyping simple games using a game building tool. Students will present their solutions to these challenges in front of the class for general discussion and constructive criticism.	NONE	IN-PERSON	F, SP, SU	Yes
ISTA 301	3	Computing and the Arts	This course examines the ways in which computing and information science support and facilitate the production and creation of art in current society. A particular focus of the course will be to discuss how artists have used advances in technology and	NONE	IN-PERSON	F, SP	Yes

			computing capacity to explore new ways of making art, and to investigate the relationships between technical innovation and the artistic process.				
ISTA 302	3	Technology of Sound	This course will provide the student with the information and experience necessary for the creation and manipulation of digital audio. Students will have the opportunity to experience the music-making process with the technology tools and techniques that are common in both home and professional studios. The class will make use of a variety of software packages designed for contemporary music production, explaining the universal techniques and concepts that run through all major software programs. Topics will include musical analysis, MIDI control, synthesis techniques, audio editing, and audio mixing. Lab assignments will emphasize hands-on experience working with musical hardware and software to provide the necessary skills to create music based on today's musical styles. The course provides the foundation for further study, creative applications, and personal expression.	NONE	IN-PERSON	F, SP	Yes
ISTA 401	3	Designing Installations	This course is a hands-on, project-based approach to understanding and designing art installations. Enrollees will learn principles, tools, and techniques of rapid prototyping and installation design, and will collaborate to design and implement a large-scale installation by the end of the semester. The course lectures will also provide an overview of the history, theory, and aesthetics of installation art.	Course Requisites ISTA 301 recommended but not required.	IN-PERSON	SP	Yes
ISTA 416	3	Introduction to Human Computer Interaction	The field of Human-Computer Interaction (HCI) encompasses the design, implementation, and evaluation of interactive computing systems. This course will provide a survey of HCI theory and practice. The course will address the presentation of information and the design of interaction from a human-centered perspective, looking at relevant perceptive, cognitive, and social factors influencing in the design process. It will motivate practical design guidelines for information presentation through Gestalt theory and studies of consistency, memory, and interpretation. Technological concerns will be examined that include interaction styles, devices, constraints, affordances, and metaphors. Theories, principles and design guidelines will be surveyed for both classical and emerging interaction paradigms, with case studies from practical application scenarios. As a central theme, the course will promote the processes of usability engineering, introducing the concepts of participatory design, requirements analysis, rapid prototyping, iterative development, and user evaluation. Both quantitative and qualitative evaluation strategies will be discussed. This course is co-convened: Upper-level undergraduates and graduate students are encouraged to enroll. Graduate students will be expected to complete more substantial projects and will be given more in-depth reading assignments.	"Enrollment Requirement ISTA 130 or CSC 110 or ECE 175 or consent of the instructor." "Course Requisites ISTA 350 or CSC 120 recommended by not required."	IN-PERSON	F, SP	Yes
LIS 475	3	User Interface and Website Design	Study of the user interface in information systems, of human computer interaction, and of website design and evaluation.	NONE	ONLINE, IN-PERSON	F, SP	Yes
SBE 201	3	Sustainable Design and Planning	The focus of this course is on sustainable design and planning and is a framework for how we plan, build, and live in our built environments in a way that better balances environmental, social, and economic demands.	NONE	ONLINE IN-PERSON	F, SU	Yes
SBE 301	4	Introduction to Design Thinking	This course introduces students to the essential methods of visual communication and ordering systems through a series of interrelated exercises. Techniques such as investigative sketching, freehand drawing, and digital design communication are considered in relation to their potential to reveal the world around us with a heightened sense of awareness. Issues such as place, material, structure and enclosure will be explored empirically and conceptually at a variety of scales and applications. Importantly, this is an interdisciplinary based studio - students enrolled in this course will have the ability to engage in a variety of different design strategies.	NONE	ONLINE IN-PERSON	SP, SU	Yes
SBE 480	3	Research Methods	This course is all about answering questions and solving problems in urban environments. Students will get to choose what content to study during the course, i.e. transportation, the environment, social equity, etc. For undergraduate students, their topic can inform the development of a senior capstone in subsequent semesters. Graduate students can use the work from this class to advance their thesis or professional project work. This course will train students to quantitatively and qualitatively analyze real world data used in the planning and design of the built environment. Students will gain firsthand experience in the research process: forming research questions and figuring out how to best answer those research questions. Students will develop key skills including: identifying and analyzing data sources, building datasets, learning descriptive statistics, analyzing trends, and visualizing data. The course will culminate in students developing a proposal that they can use for their Senior Capstone.	NONE	ONLINE IN-PERSON	F, W, SP	Yes

V. **NEW COURSES NEEDED** – using the table below, list any new courses that must be created for the proposed program. If the specific course number is undetermined, please provide level (ie CHEM 4**). Add rows as needed. Is a new prefix needed? If so, provide the subject description so Curricular Affairs can generate proposed prefix options.

Course prefix and number (include cross-listings)	Units	Title	Course Description	Pre-requisites	Modes of delivery (online, in-person, hybrid)	Status*	Anticipated first term offered	Typically Offered (F, W, Sp, Su)	Dept signed party to proposal? (Yes/No)	Faculty members available to teach the courses
ART 361B	3	User Experience Design / UX UI	An introduction to digital design focusing on front-end Web and App design, as well as UX (User Experience) and UI (User Interface). Students will be exposed to both the theory and current trends of designing and prototyping digitally delivered content.	ART 265	Online	D	Spring 2022	Su, Sp	yes	Kelly Leslie

*In development (D); submitted for approval (S); approved (A)

Subject description for new prefix (if requested). Include your requested/preferred prefix, if any:

VI. FACULTY INFORMATION- complete the table below. If UA Vitae link is not provided/available, attach a short CV (2-3 pages) to the end of the proposal or upload to the workflow form (in the “Letter(s) of Support” field). UA Vitae profiles can be found in the [UA directory/phonebook](#). Add rows as needed. Delete the EXAMPLE rows before submitting/uploading. **NOTE: full proposals are distributed campus-wide, posted on committee agendas and should be considered “publicly visible”.** Contact [Pam Coonan](#) and [Martin Marquez](#) if you have concerns about CV information being “publicly visible”.

Faculty Member	Involvement	UA Vitae link or “CV attached”
Karen Zimmermann	Faculty Teach	https://profiles.arizona.edu/person/kzim
David Christiana	Professor, Illustration + Design	https://cfa.arizona.edu/profile/davidc/
Ellen McMahan	Associate Dean, CFA Professor	https://cfa.arizona.edu/profile/emcmahan/
Kelly Leslie	Associate Professor and chair of Illustration + Design	https://art.arizona.edu/people/directory/kleslie/
Carlton Bradford	Associate Professor 3D & Extended Media	https://art.arizona.edu/people/directory/icb1/
Gary Setzer	Associate Professor First Year Experience	https://art.arizona.edu/people/directory/gsetzer/
Laura Tanner	Assistant Professor first year experience	https://art.arizona.edu/people/directory/lauratgraham/
Joseph A Farbrook	CFA Associate Professor	https://cfa.arizona.edu/profile/farbrook/
Jamie Lee	Faculty, teach	https://profiles.arizona.edu/person/jalee2
Lila Bozgeyikli	Assistant Professor	https://ischool.arizona.edu/people/lila-bozgeyikli
Ren Bozgeyikli,	Assistant Professor Teach ISTA416	https://ischool.arizona.edu/people/ren-bozgeyikli
Laura Lenhart	Assistant Professor, Career Track. Teach ESOC480	https://ischool.arizona.edu/people/laura-ruth-lenhart
David Sherman	Lecturer, Teach ISTA301, ISTA302	https://ischool.arizona.edu/people/david-sherman
Sean Smith	Lecturer, Teach ESOC318	https://ischool.arizona.edu/people/sean-smith

VII. **FOUR-YEAR PLAN** – provide a sample four-year degree plan that includes all requirements to graduate with this major and takes into consideration course offerings and sequencing. Refer to [Degree Search](#) for examples. Use generic title/placeholder for requirements with more than one course option (e.g. Upper Division Major Elective, Minor Course, Second Language, GE Tier 1, GE Tier 2). Add rows as needed.

GEN ED REQ: We can rearrange the gen. ed.

Semester 1		Semester 2		Semester 3		Semester 4	
Course prefix and number	Units	Course prefix and number	Units	Course prefix and number	Units	Course prefix and number	Units
Second Language	4	Second Language	4	Second Language	4	Second Language	4
GE Tier 1	3	GE Tier 1	3	GE Tier 1	3	GE Tier 1	3
English 101	3	English 102	3	MATH 105	3	GE Tier 1	3
						Minor Course	3
Total		Total		Total		Total	

Semester 5		Semester 6		Semester 7		Semester 8	
Course prefix and number	Units	Course prefix and number	Units	Course prefix and number	Units	Course prefix and number	Units
GE Tier 1	3	GE Tier 2	3	GE Tier 2	3	GE Tier 2	3
Minor Course	3	Minor Course	3	Minor Course	3	Minor Course	3
						Minor Course	3
Total		Total		Total		Total	

EMPHASIS: Screen

Semester 1		Semester 2		Semester 3		Semester 4	
<i>COURSE PREFIX AND NUMBER</i>	<i>UNITS</i>	<i>COURSE PREFIX AND NUMBER</i>	<i>UNITS</i>	<i>COURSE PREFIX AND NUMBER</i>	<i>UNITS</i>	<i>COURSE PREFIX AND NUMBER</i>	<i>UNITS</i>
Second Language	4	Second Language	4	Second Language	4	Second Language	4
GE Tier 1	3	GE Tier 1	3	GE Tier 1	3	GE Tier 1	3
English 101	3	English 102	3	MATH 105	3	GE Tier 1	3
ART 100G Propaganda	2	ART 119 Contemporary Art and Theory	3	ART 265 Design Studio I	3	Minor Course	3
ART 100A Mapping	2	ISTA 131 Dealing with Data	3	Lower division Major Elective	3	SBE 301 Introduction to Design Thinking	4
ART 100D Experience	2	—	—	—	—	—	—
TOTAL	16	TOTAL	16	TOTAL	16	TOTAL	17

Semester 5		Semester 6		Semester 7		Semester 8	
<i>COURSE PREFIX AND NUMBER</i>	<i>UNITS</i>	<i>COURSE PREFIX AND NUMBER</i>	<i>UNITS</i>	<i>COURSE PREFIX AND NUMBER</i>	<i>UNITS</i>	<i>COURSE PREFIX AND NUMBER</i>	<i>UNITS</i>
GE Tier 1	3	GE Tier 2	3	GE Tier 2	3	GE Tier 2	3
Minor Course	3	Minor Course	3	Minor Course	3	Minor Course	3
Minor Course	3	Upper division Major Elective	3	Upper division Major Elective	3	Upper division Major Elective	3
ARH 370 History of Design	3	ARH 321 Introduction to Contemporary Art	3	Upper division Major Elective	3	ART 498 DAP Capstone	3
Upper division Major Elective	3	ART 306B Basics of Animation	3	ART 361 Design for Web and Devices	3	—	—
TOTAL	15	TOTAL	15	TOTAL	15	TOTAL	12

EMPHASIS: Print

Semester 1		Semester 2		Semester 3		Semester 4	
<i>COURSE PREFIX AND NUMBER</i>	<i>UNITS</i>	<i>COURSE PREFIX AND NUMBER</i>	<i>UNITS</i>	<i>COURSE PREFIX AND NUMBER</i>	<i>UNITS</i>	<i>COURSE PREFIX AND NUMBER</i>	<i>UNITS</i>
Second Language	4	Second Language	4	Second Language	4	Second Language	4
GE Tier 1	3	GE Tier 1	3	GE Tier 1	3	GE Tier 1	3
English 101	3	English 102	3	Minor Course	3	GE Tier 1	3
ART 119 Contemporary Art and Theory	3	MATH 105	3	ART 265 Design Studio I	3	Minor Course	3
ART 100E Surface	2	ART 100A Mapping	2	Lower Division Major Elective	3	ART 266 Illustration Studio I	3
—	—	ART 100C Gaze	2	—	—	—	—
TOTAL	15	TOTAL	17	TOTAL	16	TOTAL	16

Semester 5		Semester 6		Semester 7		Semester 8	
<i>COURSE PREFIX AND NUMBER</i>	<i>UNITS</i>	<i>COURSE PREFIX AND NUMBER</i>	<i>UNITS</i>	<i>COURSE PREFIX AND NUMBER</i>	<i>UNITS</i>	<i>COURSE PREFIX AND NUMBER</i>	<i>UNITS</i>
GE Tier 1	3	GE Tier 2	3	GE Tier 2	3	GE Tier 2	3
Minor Course	3	Minor Course	3	Minor Course	3	Minor Course	3
Upper division Major Elective	3	Upper division Major Elective	3	Upper division Major Elective	3	Upper division Major Elective	3
SBE 301 Introduction to Design Thinking	4	Upper division Major Elective	3	ARH 370 History of Design	3	ART 498 DAP Capstone	3
ART 363A Typography	3	ARH 321 Introduction to Contemporary Art	3	ART 462F Information Graphics	3	—	—
TOTAL	16	TOTAL	15	TOTAL	15	TOTAL	12

VIII. STUDENT LEARNING OUTCOMES AND CURRICULUM MAP—describe what students should know, understand, and/or be able to do at the conclusion of this major. Work with [Office of Instruction and Assessment](#) to create a curricular map using Taskstream. Include your curricular map in this section (refer to Appendix C for sample Curriculum Map generated using Taskstream).

Detailed description of Student Learning Outcomes

Outcome 1	Design Research: Students will demonstrate a knowledge of design history, apply design thinking and fundamentals, and develop iterative design processes for solving problems and develop digital visual communications.
Outcome 2	Process: Students will integrate and apply a range of media or materials, technical processes, prototyping and creative strategies to problem solving and seeking for the screen, user experiences, interfaces, print projects and stories.
Outcome 3	Context: Students will synthesize a breadth of knowledge concerning the history of design, contemporary practices and social issues.
Outcome 4	Manage Complex Problems: Students will develop the ability to coordinate and sequence multiple tasks and synthesize complex parameters and systems.
Outcome 5	Engagement: Students will employ collaborative skills and demonstrate cultural awareness and empathy to engage with society in meaningful ways to projects.
Outcome 6	Professional Practice: Students will formulate their design portfolio and demonstrate communication skills.

EMPHASIS LEARNING OUTCOMES – at minimum, provide two unique learning outcomes for each proposed emphasis. Which courses will Introduce, Practice, and/or Assess the learning outcomes? Use the table below to provide the information. Add rows as needed. **Delete this section and table if the proposed major does not include emphases.**

Emphasis	Learning Outcome	Introduced	Practiced	Assessed
Screen	<ul style="list-style-type: none"> • Explain the major developments in the history of design and digital communications. • Evaluate images appropriateness and success in visual communication • Apply design principles and theory to solving screen problems. • Apply computational methods to solving problems for the screen • Design screen based user experiences or interfaces and stories 	ART 119 ART 100A ART 100B ART 100C ART 100D ART 100E ART 100G	ISTA 131 ART 265 SBE 301 ART 306B ART 361	ART 498
Print	<ul style="list-style-type: none"> • Explain the major developments in the history of design. • Evaluate images appropriateness and success in visual communication • Apply design principles and theory to solving print communication problems. • Apply computational methods to solving problems for the print based creative works • Design sequential experiences & stories 	ART 119 ART 100A ART 100B ART 100C ART 100D ART 100E ART 100G	ART 265 ART 266 SBE 301 ART 363A ART 462F	ART 498

Curriculum Map:

	Outcome 1: Design Research Students will demonstrate design thinking and fundamentals and apply iterative design processes to real world problems.	Outcome 2: Process Students will integrate a range of media or materials, technical processes, prototyping and creative strategies to problem solving and seeking.	Outcome 3: Context Students will synthesize a breadth of knowledge concerning the history of design, contemporary practices and social issues.	Outcome 4: Manage Complex Problems Students will develop the ability to coordinate and sequence multiple tasks and synthesize complex parameters and systems.	Outcome 5: Engagement Students will employ collaborative skills and demonstrate cultural awareness and empathy to engage with society in meaningful ways to projects.	Outcome 6: Professional Practice Students will formulate their design portfolio and demonstrate communication skills.
Courses and Learning Activities						
Foundation: History + Theory (3units) ART 119						
Foundation: (6 units) ART 100A, ART 100B, ART 100C, ART 100D, ART 100E, ART 100G						

Emphasis Core Areas (16 units) Screen and Print: 10 upper division units	IP	IP	PA	P	P	P
Transdisciplinary Electives: (14-17 units)		P			P	PA
Upper Division: History + Theory (6 units)			P		A	
Major Core: ART 498 Capstone (3 units)	A	A	A	A	A	A

LEGEND:

I
INTRODUCED

P
PRACTICED

A
ASSESSED

IP
INTRODUCED/PRACTICED

PA
PRACTICED/ASSESSED

University of Arizona AMS
DEMO AREA

BA Design Arts and Practices

Courses and Activities Mapped to BA Design Arts and Practices

	Outcome					
	Outcome 1 Design Research Students will demonstrate design thinking and fundamentals and apply iterative design processes to real world problems.	Outcome 2 Process Students will integrate a range of media or materials, technical processes, prototyping and creative strategies to problem solving and seeking.	Outcome 3 Context: Students will synthesize a breadth of knowledge concerning the history of design, contemporary practices and social issues.	Outcome 4 Manage Complex Problems: Students will develop the ability to coordinate and sequence multiple tasks and synthesize complex parameters and systems.	Outcome 5 Engagement: Students will employ collaborative skills and demonstrate cultural awareness and empathy to engage with society in meaningful ways to projects.	Outcome 6 Professional Practice Students will formulate their design portfolio and demonstrate communication skills.
Courses and Learning Activities						
Foundation History and Theory (3 units) ART 119			I		I	
Foundation Course assignments (6 units) ART 100A, ART 100B, ART 100C, ART 100D, ART 100E, ART 100G		I				I
Core Areas Screen and Print (16 units) 10 upper division units	I/P	I/P	P/A	P	P	P
Elective course Transdisciplinary electives (14-17 units)		P			P	P/A
Upper division History and Theory (6 units)			P		A	
Program Assessment Activities						
ART 498 Capstone The Capstone project will be evaluated with a standard rubric for each of the outcomes.	A	A	A	A	A	A
Exit Survey Exit survey (Indirect)	A	A	A	A	A	A
Legend :	I	P	A	I/P		
	Introduced	Practiced	Assessed	Introduced/Prac		

II. **ASSESSMENT PLAN FOR STUDENT LEARNING-** using the table below, provide a schedule for program assessment of intended student learning outcomes 1) while students are in the program and 2) after completion of the major. Add rows as needed. Delete **EXAMPLE** row.

Learning Outcomes	Sources(s) of Evidence	Assessment Measures	Data Collection Points
Design Research: Students will demonstrate design thinking and fundamentals and apply iterative design processes to real world problems.	Capstone Project Exit survey of graduating students	Grading Rubric Self-assessed rating	End of ART498 DAP Capstone course Exit survey just prior to graduation
Process: Students will integrate a range of media or materials, technical processes, prototyping and creative strategies to problem solving and seeking.	Capstone Project Exit survey of graduating students	Grading Rubric Self-assessed rating	End of ART498 DAP Capstone course Exit survey just prior to graduation
Context: Students will synthesize a breadth of knowledge concerning the history of design, contemporary practices and social issues.	Capstone Project Required Art History Courses Exit survey of graduating students	Grading Rubric Grading Rubric Self-assessed rating	End of ART498 DAP Capstone course Throughout the length of the course Exit survey just prior to graduation
Manage Complex Problems: Students will develop the ability to coordinate and sequence multiple tasks and synthesize complex parameters and systems.	Capstone Project Exit survey of graduating students	Grading Rubric Self-assessed rating	End of ART498 DAP Capstone course Exit survey just prior to graduation
Engagement: Students will employ collaborative skills and demonstrate cultural awareness and empathy to engage with society in meaningful ways to projects.	Capstone Project Exit survey of graduating students	Grading Rubric Self-assessed rating	End of ART498 DAP Capstone course Exit survey just prior to graduation
Professional Practice: Students will formulate their design portfolio and demonstrate communication skills.	Capstone Project Exit survey of graduating students	Grading Rubric Self-assessed rating	End of ART498 DAP Capstone course Exit survey just prior to graduation

III. **PROGRAM ASSESSMENT PLAN-** using the table below, provide a schedule for program evaluation 1) while students are in the program and 2) after completion of the major. Add rows as needed. Delete **EXAMPLE** rows.

Assessment Measure	Source(s) of Evidence	Data Collection Point(s)
<i>In program.</i> Student retention and graduation rates	UAccess Analytics	Census date each semester
<i>In program.</i> Student Satisfaction	Mid-program survey + behance site	At the end of students' 6 th semester, annually
<i>After program completion.</i> Job Placement or Graduate School Enrollment, and Student Satisfaction	Student/Alumni Survey	At graduation exit survey and alumni survey annually
Adherence to accreditation standards as defined by National Association of Schools of Art and Design (NASAD)	Reviewers' responses	Every 5 years, or as dictated by NASAD

IV. ANTICIPATED STUDENT ENROLLMENT-complete the table below. What concrete evidence/data was used to arrive at the numbers?

5-YEAR PROJECTED ANNUAL ENROLLMENT					
	1 st Year	2 nd Year	3 rd Year	4 th Year	5 th Year
Number of Students	20	45	80	105	110

Data/evidence used to determine projected enrollment numbers:

Enrollment numbers are determined by

- The number of students who do not get accepted into the current programs offered through the College of Fine Art and School of Information in the College of Social & Behavioral Sciences.
- Enrollment numbers are also based on the projected number of students who may enroll into this program if given the option when switching majors

IX. ANTICIPATED DEGREES AWARDED- complete the table below, beginning with the first year in which degrees will be awarded. How did you arrive at these numbers? Take into consideration departmental retention rates. Use [National Center for Education Statistics College Navigator](#) to find program completion information of peer institutions offering the same or a similar program.

PROJECTED DEGREES AWARDED ANNUALLY					
	1 st Year	2 nd Year	3 rd Year	4 th Year	5 th Year
Number of Degrees	2	4	8	18	24

Data/evidence used to determine number of anticipated degrees awarded annually:

The projected degrees awarded for the BA in Design Arts and Practice Degree are based on a UAnalytics report of a similar program (BA in studio art) currently offered at by the School of Arts. Based on this report, the average retention rate of students in their 3rd year is approximately 60%, 36% of which graduate during their 4th year. Remaining students graduate during their 5th or 6th year in the program. These percentages were applied to the BA Design Arts and Practice ' projected enrollment numbers in order to calculate the projected degrees awarded for first 5 years of the program. Projected degrees awarded annually are a sum of 4th and 5th year graduates

V. PROGRAM DEVELOPMENT TIMELINE- describe plans and timelines for 1) marketing the major and 2) student recruitment activities.

MARKETING THE MAJOR:

Post-Degree Approval: Immediate

- Add program description and major information to CFA and iSCHOOL web page
- Development of marketing materials in coordination with CFA and iSCHOOL marketing staff, faculty and UA Marketing and Brand Management
 - Google Ad-words
 - Web banner ads
 - Social media campaigns through main UA, CFA and iSCHOOL channels
 - Collateral/print materials for distribution
- Undergraduate Recruitment Coordinator and Advising Team to begin educating prospective students about BA program
 - High school/community college visits & fairs
 - High school & Transfer Advisor/Counselor visits and info sessions
 - Non-degree seeking/partner programs, student major info sessions
 - Weekly Tours and other UA campus recruitment events (ie: Arizona Experience Days)
 - UA Admissions Recruitment training/updates and fly-in or site visits

Post-Degree Approval: Ongoing

- Distribute printed/digital marketing material to:
 - Recruitment Coordinators, Admissions Counselors, Program coordinators and advisors for distribution across campus
 - Traditional (physical) and digital billboards across campus (ie: student union, library resource centers and student recreation centers)
- Update dynamic CFA and iSCHOOL webpage content to include student work and student outreach activities
- Continued engagement undergraduate Recruitment Coordinator and Advising Team to begin educating prospective students about BA program

STUDENT RECRUITMENT ACTIVITIES:

In-person recruitment efforts, beginning Spring 2020:

- On-Campus:
 - Presentations to relevant general education classes and to undeclared students by current DAP faculty and DAP students.
 - Host brown-bag, Lunch-n-Learns or other similar information sessions at the college for interested current students.
 - Invite interested students to community events hosted or supported by the program, encouraging interaction with the current student population and faculty.
- Off -Campus:
 - Make presentations to high schools and community colleges with a focus on resident student retention. Consider sending current students from related programs as ambassadors.
 - Provide training and information to UA International recruiters about program.
 - Elementary engagement and outreach through community events (ie: STEM Fairs, HS/Elementary classroom visits)
 - Participate in college fairs across Arizona and the nation highlighting the strength of our program.

- NACAC/RMACAC HS Recruitment fairs (National Association for College Admission Counseling/Rocky Mountain Association for College Admission Counseling)
- High school/community college visits & fairs
- High school & Transfer Advisor/Counselor visits and info sessions
- Non-degree seeking/partner programs, student major info sessions
- Weekly Tours and other UA campus recruitment events (ie: Arizona Experience Days)
- UA Admissions Recruitment training/updates and fly-in or site visits

Assess recruitment efforts at the end of recruitment cycle to determine efficacy and create plan for following semester.

- Manage student prospects through UA Admissions (SLATE platform) to communicate with inquires as early as Freshman cohorts in High Schools
- Track students through admissions pipeline from inquiry to application to matriculation.

X. DIVERSITY AND INCLUSION-describe how you will recruit diverse students and faculty to this program. In addition, describe retention efforts in place or being developed in order to retain students.

The University of Arizona College of Fine Arts recognizes and embraces diversity of identities, experiences, and perspectives because they are the cornerstones of creative expression and cultural production. Diversity includes differences of ability, age, color, culture, ethnicity, gender, gender expression, genetic information, immigration status, national origin, occupation, race, religion, sex, sexual orientation, socio-economic status, and veteran status. More than a short-term project or the effort of a single office, this comprehensive approach engages everyone in complete cultural and institutional transformation by embedding and practicing IE in every endeavor, aspect and level of the College.

These values mandate:

- Continual transformation of our curricula and cultivation of an inclusive classroom experience
- Supporting and promoting diverse programming that represents the work of artists, and depicts subjects representing a wide variety of identities and perspectives
- Connecting with our communities – local, national, and international
- Promoting cultural equity in the arts sector

We seek to drive the dialogue of arts and arts education regionally and globally. Inclusive excellence (IE) is the engine that drives the value and practice of diversity and inclusiveness at the University of Arizona. At the center of IE is the recognition and acceptance of the talents, world views, perceptions, cultures and skills that diverse communities bring to the educational enterprise that can be harnessed to prepare students for leading, living and working in a diverse world. Native American, LGBTQ, Asian American, White, Latino, African American, women, veterans, people with disabilities, Jewish, Christian, International, Muslim, fraternities and sororities, athletes, alumni and many other communities of students, staff and faculty contribute positively to all dimensions of the university. Every individual and group at UA is a critical component of and contributor to diversity and inclusiveness. Making a difference in diversity at the University of Arizona is the essence of inclusive excellence.

Efforts existing in Academic Advising to reach out to students individually to assist in academic help by offering resources to assist retention. Each semester students meet with faculty mentor to discuss goals and progress as well.

XI. ABOR REQUIREMENT: New Academic Program Request. This section is required by ABOR. Most of the information can be copied/pasted from completed sections above. Instructions/clarification for completing the table below, from ABOR, can be viewed/downloaded [here](#).

<p>Name of Proposed Academic Program: Bachelors of Arts in Design Arts and Practice</p>
<p>Academic Department: College of Fine Arts</p>
<p>Geographic Site: In-person classes will be taught at UA MAIN campus with the opportunity for icourses and AZOnline</p>
<p>Instructional Modality: Fully in-person, fully online, and potentially hybrid courses</p>
<p>Total Credit Hours: 120</p>
<p>Proposed Inception Term: Fall 2021</p>
<p>Brief Program Description:</p> <p>The Design Arts & Practices (DAP) degree will provide you the opportunity to develop a foundation in design thinking and making from an interdisciplinary perspective that you will be able to apply to a career in fields such as Experience and User Interface Design, Product Design, Industrial Design, Information Design, Graphic Design / Desktop Publishing, Interior and Spatial Design, Set and Exhibition Design, Environmental and Fashion Design, Art / Illustration, Multimedia Design / Animation, Art Direction, Web Design. This major is a great fit for you if you are passionate about art, design, and information and how they come together and are applied to making a better world. In this interdisciplinary degree you will be able to take classes from the School of Art and the School of Information (Arizona's iSchool). DAP students will develop core conceptual and technical skills to design artifacts and experiences across a range of scales and media. Project-based courses will build your abilities in problem solving and seeking, innovating with and through technologies, and developing creative visual strategies to address problems (climate change, social justice issues, representation and identity, education, limited water supplies, wildfires in local community, understanding information). History, theory, and academic courses will construct cultural frameworks for depth and breadth in research and application. Courses across Art, Design, Information Studies and Technology in distinct, interdisciplinary ways will shape your degree plan moving from foundations and skills over the first two years, to theories and issues, and a culminating capstone project. Capstone projects will be developed through transdisciplinary lenses, and will tackle challenges spanning fields from Social Justice, Design and the Environment.</p>

Learning Outcomes and Assessment Plan:

Outcome 1	Design Research: Students will demonstrate design thinking and fundamentals and apply iterative design processes to real world problems.
Outcome 2	Process: Students will integrate a range of media or materials, technical processes, prototyping and creative strategies to problem solving and seeking.
Outcome 3	Context: Students will synthesize a breadth of knowledge concerning the history of design, contemporary practices and social issues.
Outcome 4	Manage Complex Problems: Students will develop the ability to coordinate and sequence multiple tasks and synthesize complex parameters and systems.
Outcome 5	Engagement: Students will employ collaborative skills and demonstrate cultural awareness and empathy to engage with society in meaningful ways to projects.
Outcome 6	Professional Practice: Students will formulate their design portfolio and demonstrate communication skills.

MEASURES:

Direct Measures:

- Grading Rubric
- Mid-program survey + behance site
- UAanalytics

Indirect Measures:

- Exit survey of graduating students
- Alumni Survey
- NASAD Reviews

Projected Enrollment for the First Three Years:

Year 1: 5

Year 2: 10

Year 3: 17

Evidence of Market Demand:

BA in Design Arts & Practices (DAP) leverages a wealth of existing UA faculty expertise and courses across Art, Design, Information Studies and Technology in unique, interdisciplinary ways to shape a curriculum moving from foundations and skill building over two years to theories and issues and a culminating capstone project. DAP students' design skills and thinking will take on critical relevance through interdisciplinary capstone studios in alliance with other University of Arizona programs and centers— Environmental and Natural Resources and other Sciences, Engineering, Law, and Medicine—curated

around pressing issues of the moment. Through these transdisciplinary lenses, students will tackle challenges from Social Justice, Design and the Environment, and Health Sciences. Interdisciplinary design is about grappling with complexity. Critical issues such as the Covid-19 global pandemic have revealed the vital role interdisciplinary designers play by communicating complex information through data visualizations, by designing innovative solutions using rapid prototyping and fabrication, and by devising new ways to conceive and inhabit spaces. These conditions reveal the role of designed images, interfaces, objects and spaces in bringing health and safety, comfort and joy.

This program will provide students with experience working interdisciplinarily, and working together to tackle real world problems while giving them tangible skills, knowledge and experience needed for successful art and design careers for today and the future. Students will also have developed soft skills in collaboration, empathy and human-centered design processes. The design profession is broad and careers can include such titles as: User Experience, User Interface, Visual/Graphic Communication; Spatial, Environmental, Interior, Urban Space, Exhibition, Scenographic, Event, and Performance Designer; Object and Product Designer, Human Centered Designer, Embodied Technology/Interaction Design, Creative Designer, Design Researcher, Experience Strategist, Design Manager, etc. Alumni have noted that should this type of program existed they would have been interested to have studied in such a program.

As indicated by the employment potential data, there were 2015 jobs listed in Arizona in the past 12 months. There are potentials for visual design as well as front end application design, product design, and fashion, floral, and interior design indicated by market surveys. The average salary in Arizona for this is \$58,904. These salary numbers are based on the burning glass models. 79% of the jobs posted in design and visual communications indicated a bachelors degree was necessary. The top job titles in this study in the burning glass data were graphic designer, interior design, creative director, product design engineer, content producer, senior digital design engineer, product designer, web designer, production artist, art director. Top employers identified in Arizona are Raytheon, Arizona State University, Go Daddy Software and NBC. Some of the top skills needed that our program covers is adobe photoshop, graphic design, Adobe InDesign, Adobe Illustrator, Adobe Acrobat, Adobe Creative Suite. Baseline skills for this profession are creativity, communication skills, teamwork/collaboration, problem solving, writing, research, and organizational skills.

Similar Programs Offered at Arizona Public Universities:

Digital Culture (Art and Design Studies), BA
ASU

New Resources Required? (i.e. faculty and administrative positions; infrastructure, etc.):

Budget Contact Person:	Projected			Mature Target
	1st Year 2021 - 2022	2nd Year 2022 - 20 23	3rd Year 2023 - 2024	

METRICS

Net increase in annual college enrollment UG	20	45	80	105
Net Increase in Arizona Online enrollment UG (from above total)	10	15	20	25
Net increase in college SCH UG	80	280	630	1,000
Net increase in Arizona Online SCH UG	80	160	250	300
Net increase in annual college enrollment Grad	-	-	-	
Net increase in college SCH Grad	-	-	-	
Number of enrollments being charged a Program Fee	-	-	10	40
New Sponsored Activity (MTDC)	-	-	-	
Number of Faculty FTE	0.75	1	1	1

FUNDING SOURCES

Continuing Sources

UG RCM Revenue (net of cost allocation)	28,070	93,130	201,870	330,415
Grad RCM Revenue (net of cost allocation)				
Program Fee RCM Revenue (net of cost allocation)	-	-	3,000	12,000
F and A Revenues (net of cost allocations)				
UA Online Revenues	39,200	78,400	122,500	147,000
Distance Learning Revenues				
Reallocation from existing College funds (attach description)				
Other Items (attach description)				
Total Continuing	\$67,270	\$171,530	\$327,370	\$489,415

One-time Sources

College fund balances

Institutional Strategic Investment				
Gift Funding				
Other Items (attach description)				
Total One-time	\$-	\$-	\$-	\$-
TOTAL SOURCES	\$67,270	\$171,530	\$327,370	\$489,415
EXPENDITURE ITEMS				
<u>Continuing Expenditures</u>				
Faculty	33,750	45,000	45,000	45,000
Other Personnel		6,000	12,000	33,000
Employee Related Expense	10,463	15,810	17,670	24,180
Graduate Assistantships				
Other Graduate Aid				
Operations (materials, supplies, phones, etc.)				
Additional Space Cost				
Other Items (attach description)				
Total Continuing	\$44,213	\$66,810	\$74,670	\$102,180
<u>One-time Expenditures</u>				
Construction or Renovation				
Start-up Equipment		2,500		
Replace Equipment				
Library Resources				
Other Items (attach description)				
Total One-time	\$-	\$2,500	\$-	\$-
TOTAL EXPENDITURES	\$44,213	\$69,310	\$74,670	\$102,180
Net Projected Fiscal Effect	\$23,058	\$102,220	\$252,700	\$387,235

Program Fee/Differentiated Tuition Required?	YES <input type="checkbox"/>	NO <input type="checkbox"/>
Estimated Amount:		
Program Fee Justification:		
Specialized Accreditation?	YES <input type="checkbox"/>	NO <input type="checkbox"/>
Accreditor: National Association of Schools of Art and Design (NASAD)		

Appendix B. Emphasis Print Information-if applicable, complete the table below to indicate if proposed emphases should be printed on transcript and diploma. Add rows as needed. Note: emphases are displayed on transcript and diplomas as “ _____ Emphasis”.

Emphasis	Print on transcript	Print on diploma
<i>Screen Design</i>	Yes	Yes
<i>Print Design</i>	Yes	Yes

Undergraduate Major Peer Comparison Chart - select two peers for completing the comparison chart from (in order of priority) [ABOR-approved institutions](#), [AAU members](#), and/or other relevant institutions recognized in the field. The comparison chart will be used to identify typically required coursework, themes, and experiences for majors within the discipline. The comparison programs are not required to have the same degree type and/or major name as the proposed UA program. Information for the proposed UA program must be consistent throughout the proposal documents.

BA Design: Arts and Practices

The BA in Design Arts and Practices is different than the comparison programs as it is interdisciplinary. It is also different in that there are two paths that a student can focus their degree (Print or Screen). The UA of ASU both require 120 units where UCLA required 180. The BA in Design Arts and Practices required a minor.

Program name, emphasis (sub-plan) name (if applicable), degree, and institution	Proposed UA Program: Design: Arts & Practices	Peer 1: ASU Digital Culture (Arts and Design Studies), BA	Peer 2: UCLA The Design Media Arts (DMA)
Current # of enrolled students		385 (4 in Arts and Design Studies)	180
Major Description. Includes the purpose, nature, and highlights of the curriculum, faculty expertise, emphases (sub-plans; if any), etc.	The Design Arts & Practices (DAP) degree will provide you the opportunity to develop a foundation in design thinking and making from an interdisciplinary perspective that you will be able to apply to a career in fields such as Experience and User Interface Design, Product Design, Industrial Design, Information Design, Graphic Design / Desktop Publishing, Interior and Spatial Design, Set and Exhibition Design, Environmental and Fashion Design, Art / Illustration, Multimedia Design / Animation, Art Direction, Web Design. This major is a great fit for you if you are passionate about art, design, and information and how they come together and are applied to making a better world. In this interdisciplinary degree you will be able to take classes from the School of Art and the School of Information (Arizona's iSchool). DAP students will develop core conceptual and technical skills to design artifacts and experiences across a range of scales and media. Project-based courses will build your abilities in problem solving and seeking, innovating with and through technologies, and developing creative visual strategies to address problems (climate change, social justice issues, representation and identity, education, limited water supplies, wildfires in local community, understanding information). History, theory, and academic courses will construct cultural frameworks for depth and breadth in research and	From: https://webapp4.asu.edu/programs The BA program in digital culture equips students with the technical skills they need to create computational media and the ability to know when or why to apply them. Students learn to create computational media, which is computation combined with objects, sound, video, time, space, culture and bodies; breathe behavior into media, objects or systems by programming; and think critically about how computation impacts lives and how culture makes a difference in how people experience computational media, a critical skill in this dynamic age. Armed with skills and sound judgment, graduates work in cultural communication, marketing, design, social media, health, education, entertainment and creative arts, and all areas in which culture is shaped by technology and computational media. All students gain techniques to change the world and communicate using contemporary computational media, a vital power in the 21st-century. Some go on to invent fresh techniques.	From: http://dma.ucla.edu/undergrad/program/ The Design Media Arts (DMA) undergraduate program emphasizes innovative creation with digital and mass media within the context of a public research university. The curriculum features a solid foundation in form, color, space, motion, typography, and interactivity, followed by a broad selection of area studies courses in video, visual communication, network media, game design, and narrative. The program culminates with the Senior Projects classes where each student defines their own senior project based on individual interests within the areas of interactivity and games, video and animation, and visual communication and image. This uniquely challenging and diverse program invites students to balance aesthetic sensibility with logical reasoning, formal theories with practical application, and contemporary thought with historical perspective. Most courses are taught as studios of no more than 22 students, which encourages individual growth and fosters a

	<p>application. Courses across Art, Design, Information Studies and Technology in distinct, interdisciplinary ways will shape your degree plan moving from foundations and skills over the first two years, to theories and issues, and a culminating capstone project. Capstone projects will be developed through transdisciplinary lenses, and will tackle challenges spanning fields from Social Justice, Design and the Environment..</p>	<p>The digital culture program with a concentration in arts and design studies is for students wishing to integrate transdisciplinary studies in design and the arts into new media applications.</p> <p>Students complement their knowledge of new media with broad-based transdisciplinary studies in design and the arts.</p>	<p>sense of community within the department.</p> <p>Rather than focusing on narrow professional development, our curriculum fosters experimentation across a range of different media. We privilege a social outlook, process, experimentation, and personal growth over conservatism and commercialism and we search for students who share the same goals. We strive to provide a broad education that encourages young people to make new connections, to analyze complex situations, and to think critically.</p>
Target careers	<ul style="list-style-type: none"> • Set / Exhibit Designer • Graphic Designer • Desktop Publisher • Interior Designer • Industrial Designer • Fashion Designer • Artist • Illustrator, • Multimedia Designer • Animator • Art Director • Web Designer 	<ul style="list-style-type: none"> - 3D modeling and fabrication - audio and video - engineering - graphic design - illustration - iOS development - journalism - programming - software engineering - special effects - visual media 	<ul style="list-style-type: none"> • Graphic Designer • Game Designer • Video Editor • Web Designer • UX/UI Designer • 3D, VR/AR Designer • Marketing
Total units required to complete the degree	120	120	180
Upper-division units required to complete the degree	42	45	64
Foundation courses			
Second language	4th Semester Proficiency	Second Language Requirement: No	2 nd semester proficiency
Math	<p>G-Strand Earning credit for:</p> <ul style="list-style-type: none"> • LING 123 Introduction to Mathematical Approaches to Language • MATH 105 Mathematics in Modern Society 	First Required Math Course: MAT 210 - Brief Calculus	<p>Quantitative Reasoning Requirement (complete 1 of the following)</p> <ul style="list-style-type: none"> • Biostatistics 100A or 100B • Life Sciences 20 or 30A or 30B or 40 • Mathematics 2 or 3A or 31A or 31AL

	<ul style="list-style-type: none"> • PHIL 110 Logic and Critical Thinking • PSY 230 Psychological Measurement and Statistics <p>OR, earning credit for:</p> <ul style="list-style-type: none"> • Any 3-unit (or more) mathematics course numbered above Math 105 • achieving a math placement code equivalent to that of students who have completed UA College Algebra-by the end of the student's first semester at the UA 		<ul style="list-style-type: none"> • Philosophy 31 • Political Science 6 or 6R • Program in Computing 10A or 10B or 10C • Public Affairs 60 • Statistics 10 or 12 or 13
Pre-major? (Yes/No). If yes, provide requirements. Provide email(s)/letter(s) of support from home department head(s) for courses not owned by your department.	No	No	No
List any special requirements to declare or gain admission to this major (completion of specific coursework, minimum GPA, interview, application, etc.)	Minimum GPA of 2.00	All Digital Culture majors must have a minimum 3.00 Digital Culture GPA at the end of Term 2 to continue in the program.	**Entry Level Writing (if applicable) and Writing I must be completed by the end of the first year; Writing II must be completed by the end of the second year.
Major requirements			
Minimum # of units required in	52	79	90

<p>the major (units counting towards major units and major GPA)</p>			
<p>Minimum # of upper-division units required in the major (upper division units counting towards major GPA)</p>	<p>33</p>	<p>42</p>	<p>60</p>
<p><u>Minimum # of residency units to be completed in the major</u></p>	<p>31</p>	<p>30</p>	<p>60</p>
<p>Required supporting coursework (courses that do not count towards major units and major GPA, but are required for the major). Courses listed must include prefix, number, units, and title. Include any limits/restrictions needed (house number limit,</p>	<p>None</p>	<p>None</p>	<p>None</p>

<p>etc.). Provide email(s)/letter(s) of support from home department head(s) for courses not owned by your department.</p>			
<p>Major requirements. List all major requirements including core and electives. If applicable, list the emphasis requirements for each proposed emphasis. Courses listed count towards major units and major GPA. Courses listed must include prefix, number, units, and title. Mark new coursework (New). Include any limits/restrictions</p>	<p>MAJOR CORE:</p> <p><u>3 Units Foundation: History + Theory</u> ART 119 (3) Contemporary Art and Theory</p> <p><u>6 Units Foundation: Practice</u> Complete 6 units of the following options: ART 100A (2) Mapping ART 100B (2) Space ART 100C (2) Gaze ART 100D (2) Experience ART 100E (2) Surface ART 100G (2) Propaganda</p> <p><u>16 Units Emphasis Core Areas</u> Complete 16 units from one of the following emphasis areas: Screen, Print</p> <p>SCREEN: ISTA 131 (3) Dealing with Data ART 265 (3) Design Studio I SBE 301 (4) Introduction to Design Thinking ART 306B (3) Basics of Animation ART 361A (3) Design for Web and Devices</p> <p>PRINT (visual) ART 265 (3) Design Studio I ART 266 (3) Illustration Studio I SBE 301 (4) Introduction to Design Thinking ART 363A (3) Typography ART 462F (3) Information Graphics</p> <p><u>6 Units Upper Division: History + Theory</u> Complete 6 units minimum from the following options ARH 370 (3) History of Design</p>	<p>ASU Roadmap link</p> <p>MAJOR CORE: 19 Units AME 111 (3) Introduction to Digital Culture AME 101 (1) ASU Digital Culture Experience AME 112 (3) Computational Thinking for Digital Culture AME 130 (3) Prototyping Dreams AME 230 (3) Programming for the Media Arts AME 485 (3) Digital Culture Capstone I AME 486 (3) Digital Culture Capstone II</p> <p>EMPHASIS CORE: 15 Units</p> <p><u>Emphasis: Design Studies Core Course List</u> GRA 101 (3) Designing Life GRA 225 (3) Communication/Interaction Design Theory GRA 401 (3) Creative Environment IND 344 (3) Human Factors in Design INT 121 (3) Introduction to Computer Modeling for Interior Design (CS)</p> <p><u>Emphasis: The Arts Core Course List</u> ARA 489 (3) Writing Art and Design Criticism (L) ARS 102 (3) Art from Renaissance to Modernism (HU & H) HDA 210 (3) Creativity and Innovation in Design and the Arts HDA 252 (3) Foundations Arts and Design Entrepreneurship HDA 310 (3) Socially Engaged Practice</p> <p>EMPHASIS ELECTIVES: 3 Units</p> <p><u>Emphasis: Design Studies Core Elective Course List</u> APH Upper Division Elective ARA 489 (3) Writing Art and Design Criticism GRA Upper Division Elective (3) IND Upper Division Elective (3) INT Upper Division Elective (3)</p>	<p>30 UNITS DESMA 8 (5) Media Histories DESMA 10 (5) Design Culture DESMA 21 (4) Drawing and Color DESMA 22 (4) Form DESMA 24 (4) Motion DESMA 25 (4) Typography DESMA 28 (4) Interactivity</p> <p>10 UNITS CORE LECTURE COURSES DESMA 101 (5) Media Arts: Introduction DESMA 104 (5) Design Futures</p> <p>30 UNITS CORE STUDIO COURSES: Complete six of seven courses DESMA 152 (5) Tangible Media DESMA 153 (5) Video DESMA 154 (5) Word + Image DESMA 156 (5) Three-Dimensional Modeling and Motion DESMA 157 (5) Game Design DESMA 161 (5) Network Media DESMA 163 (5) Narrative</p> <p>15 UNITS SPECIAL TOPICS: <i>Complete three of four courses</i> DESMA 160 (5) Special Topics in Design Media Arts DESMA 171 (5) Topics in Interactivity and Games DESMA 172 (5) Topics in Video and Animation DESMA 173 (5) Topics in Visual Communication and Image</p> <p>5 UNITS SENIOR PROJECT DESMA 159A (5) Capstone Senior Project: Interactivity and Games DESMA 159B (5) Capstone Senior Project: Video and Animation</p>

<p>needed (house number limit, etc.). Provide email(s)/letter(s) of support from home department head(s) for courses not owned by your department.</p>	<p>ARH 319 (3) Introduction to American Art ARH 321 (3) Introduction to Contemporary Art ARH 324 (3) Introduction to the History of Photography ARH 325 (3) History of Modern Architecture ARH 329 (3) Art History of the Cinema</p> <p><u>3 Units Upper Division: Major Core</u> ART 498 (3) DAP Capstone</p> <p><u>18 Units Transdisciplinary Electives:</u> Complete a minimum of 18 units of elective coursework in the major</p> <p>ART 254 (3) Screen Printing I ART 265 (3) Design Studio I ART 231 (3) 3D Animation * ART 237 (3) 3D Modeling ART 286 (3) Extended Media: Experimental and Combining Media ART 287 (3) Beginning Sculpture (NEW)ART 361B (3) User Experience Design / UX UI ART 306B (3) Basics of Animation ART 363A (3) Typography * ART 360 (3) Visualizing Justice ART 361 (3) Design for Web and Devices ART 386 (3) Extended Media: Combining Media and Installation Strategies ART 436A (3) Digital Authoring ART 438 (3) Digital Fabrication ART 462D (3) Motion ART 462E (3) Letterpress and the Multiple ART 462F (3) Information Graphics ART 486 (3) Extended Media: Experimental Media and Installation Strategies ART 496F (3) Design, Art and the Environment ESOC 211 (3) Collaborating in Online Communities ESOC 300 (3) Digital Storytelling & Culture ESOC 318 (3) Disruptive Technologies ESOC 340 (3) Information, Multimedia Design & the Moving Image ESOC 480 (3) Digital Engagement ISTA 130 (3) Computational Thinking and Doing ISTA 131 (3) Dealing with Data ISTA 251 (3) Introduction to Game Design ISTA 301 (3) Computing and the Arts ISTA 302 (3) Technology of Sound ISTA 401 (3) Designing Installations</p>	<p>LPH Upper Division Elective (3)</p> <p><u>Emphasis: The Arts Core Elective Course List</u> ALA 100 (3) Introduction to Environmental Design ALA 102 (3) Landscapes and Sustainability APH 300 (3) World Architecture I/Western Cultures APH 314 (3) History of Architecture II ARS 201 (3) Art of Asia ARS 202 (3) Art of Africa Oceania and the Americas DCE 201 (3) Dance Culture and Global Contexts DSC 101 (3) Design Awareness FMP 404 (3) World Cinema MUS 347 (3) Jazz in America THE 422 (3) Latinx Theatre and Film THE 423 (3) African American Theatre THE 426 (3) Pre-Columbian Theatre of the Americas</p> <p>HISTORY/THEORY COURSE LIST: 6 Units <i>Complete 6 credits from the following. Minimum # of upper division units: 3</i></p> <p>ALA 100 (3) Introduction to Environmental Design (HU & H & G) ALA 102 (3) Landscapes and Sustainability (HU & G) APH 300 (3) World Architecture I/Western Cultures (HU & H & G) APH 313 (3) History of Architecture I ((L or HU) & G & H) APH 314 (3) History of Architecture II ((L or HU) & G & H) ARA 202 (3) Understanding Photographs ARS 102 (3) Art from Renaissance to Modernism (HU & H) ARS 345 (3) Art and Television ARS 394 (3) Anime ARS 438 (3) Art of the 20th Century I (HU & H) ARS 439 (3) Art of the 20th Century II (HU & H) DCE 300 (3) Moving Histories (HU) DSC 101 (3) Design Awareness (HU & G) FMP 294 (3) History of Film & Television Production FMP 403 (3) Independent Film (HU) FMP 405 (3) Film and Television (3) Pioneers Practices and Innovations (HU) GRA 111 (3) Graphic Design History I (HU) GRA 112 (3) Graphic Design History II IAP 304 (3) Traditions of the Avant-Garde and Experimental Art (L or HU) IAP 305 (3) 20th and 21st Century Art Performance and Media (L or HU) IND 316 (3) 20th-Century Design I (HU & H) IND 317 (3) 20th-Century Design II (HU & H) INT 111 (3) Interior Design Issues and Theories (HU) INT 310 (3) History of Interior Design I (HU & H) INT 311 (3) History of Interior Design II (HU & H) LPH 310 (3) History of Landscape Architecture (HU & H) LPH 311 (3) 20th-Century Landscape Architecture (HU)</p>	<p>DESMA 159C (5) Capstone Senior Project: Visual Communication and Image</p>
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	<p>ISTA 416 (3) Introduction to Human Computer Interaction LIS 475 (3) User Interface and Website Design SBE 201 (3) Sustainable Design and Planning SBE 480 (3) Research Methods</p>	<p>MUS 347 (3) Jazz in America (HU & C) MUS 354 (3) Popular Music (HU) MUS 356 (3) Broadway and the American Musical (HU) MUS 362 (3) Rap Music and Hip Hop Culture (HU & C) STS 303 (3) History of Science and Technology (H) THE 320 (3) History of the Theatre I (HU & H) THE 322 (3) Theatre History and Culture (HU & H)</p> <p>MEDIA ENGINEERING: 3 Units <u>Complete 3 credits from the following:</u> AME 410 (3) Interactive Materials AME 430 (3) Mac Development for Media Arts AME 435 (3) Mobile Development AME 470 (3) Programming for Social and Interactive Media EEE 307 (3) Signal Processing for Digital Culture</p> <p>ELECTIVES: 33 Units <u>Complete 33 units; broken down as:</u> (3) Lower Division Digital Culture Flexible Elective (12) Digital Media - Media Arts & Design OR Digital Culture Studies. Minimum # of upper division units: 6 units (12) Upper Division Digital Culture Studies (3) Upper Division Digital Culture Studies OR Related Digital Culture Course (3) Upper Division Related Digital Culture Course OR Upper Division Digital Media - Media Arts & Design</p> <p><u>Digital Culture Flexible Elective</u> AME OR MDC Lower Division Elective</p> <p><u>Digital Culture Studies Course List</u> AME 210 (3) Media Editing AME 220 (3) Programming for the Web AME 240 (3) Introduction to Physical Computing AME 244 (3) Introduction to Interactive Environments AME 294 (3) Circuit Bending AME 294 (3) Design Politics AME 294 (3) Soundscape Ecology AME 310 (3) Media Literacies and Composition AME 320 (3) Motion Capture for Integrative Systems AME 330 (3) Digital-Physical Systems AME 394 (3) Special Topics AME 411 (3) Advanced Interactive Sound AME 430 (3) Mac Development for Media Arts AME 435 (3) Mobile Development AME 444 (3) Media Installations AME 470 (3) Programming for Social and Interactive Media AME 494 (3) Special Topics ART 116 (3) Introduction to Digital Media ART 218 (3) 3D Tools ART 378 (3) Digital Textiles</p>	
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		<p>DCE 294 (3) Hybrid Action: Physical Intelligence in Digital Culture FSH 394 (3) Fashion Design & Wearable Technology MDC 211 (3) Introduction to Digital Sound MDC 311 (3) Composing and Performing for Hybrid Ensembles MDC 411 (3) Advanced Interactive Sound</p> <p><u>Digital Media - Media Arts & Design Course List</u> ART 116 (3) Introduction to Digital Media ART 206 (3) Digital Photography I ART 217 (3) Introduction to Computer Animation ART 218 (3) 3D Tools ART 308 (3) 2D Digital Animation ART 312 (3) Illustration ART 346 (3) 3-D Computer Imaging and Animation (CS) ART 348 (3) Animation Motion Studies ART 394 (3) Digital Photography for Non-Majors ART 424 (3) Stop Motion Animation ART 438 (3) Moving and Interactive Systems in Sculpture ART 440 (3) Experimental Video Art ART 494 (3) Documentary Video Art Visual Prototyping CIS 300 (3) Web Design and Development CPI 111 (3) Game Development I (CS) DCE 294 (3) Hybrid Action: Physical Intelligence in Digital Culture EDT 440 (3) Creating and Marketing Mobile Apps FMP 225 (3) Introduction to Visual Effects FMP 240 (3) Introduction to Animation for Film FMP 255 (3) Media Authorship (CS) FMP 294 (3) Sound Design: From Hollywood to Independent Film FMP 394 (3) Non-Linear Editing for Film and Media GIT 135 (3) Graphic Communications GIT 215 (3) Introduction to Web Authoring GIT 230 (3) Digital Illustration in Publishing GRA 294 (3) Illustrator GRA 294 (3) InDesign GRA 294 (3) Photoshop IAP 103 (3) Foundations I Interdisciplinary Digital Media IAP 104 (3) Foundations I Fundamentals of Sound Art IAP 322 (3) Multitrack Digital Recording IAP 361 (3) Digital Editing and Media Literacy (CS) IAP 364 (3) Documentaries IAP 394 (3) Motion Graphics & Animation IAP 462 (3) Games and Play MDC 311 (3) Composing and Performing for Hybrid Ensembles</p>	
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Internship, practicum, applied course requirements (Yes/No). If yes, provide description.	No	No	No
Senior thesis or senior project required (Yes/No). If yes, provide description.	Yes. Complete 3 units: ART 498 (3) DAP Capstone	Yes. Complete 6 units: AME 485 (3): Digital Culture Capstone I AME 486 (3): Digital Culture Capstone II	Yes. Complete 5 units from 1 of the following: DESMA 159A (5) Capstone Senior Project: Interactivity and Games DESMA 159B (5) Capstone Senior Project: Video and Animation DESMA 159C (5) Capstone Senior Project: Visual Communication and Image
Additional requirements (provide description)	Yes, the following do not satisfy general education requirements: 6 units of Upper Division: History + Theory Students may not count any courses from their own emphasis area towards elective requirements.	All Digital Culture majors must have a minimum 3.00 Digital Culture GPA to meet graduation requirements.	Students are required to take 12 units of upper division non-major courses. (i.e. ARTS & ARC 100)
Minor (specify if optional or required)	Required	optional	Optional

*Note: comparison of additional relevant programs may be requested.

BUDGET PROJECTION FORM
Name of Proposed Program or Unit:

Budget Contact Person: Michelle Stone Eklund	Projected		
	1st Year 2021 - 2022	2nd Year 2022 - 20 23	3rd Year 2023 - 2024
METRICS			
Net increase in annual college enrollment UG	20	45	80
Net Increase in Arizona Online enrollment UG (from above total)	10	15	20
Net increase in college SCH UG	80	280	630
Net increase in Arizona Online SCH UG	80	160	250
Net increase in annual college enrollment Grad	-	-	-
Net increase in college SCH Grad	-	-	-
Number of enrollments being charged a Program Fee	-	-	10
New Sponsored Activity (MTDC)	-	-	-
Number of Faculty FTE	0.75	1	1
FUNDING SOURCES			
<u>Continuing Sources</u>			
UG RCM Revenue (net of cost allocation)	28,070	93,130	201,870
Grad RCM Revenue (net of cost allocation)			
Program Fee RCM Revenue (net of cost allocation)	-	-	3,000
F and A Revenues (net of cost allocations)			
UA Online Revenues	39,200	78,400	122,500
Distance Learning Revenues			
Reallocation from existing College funds (attach description)			
Other Items (attach description)			
Total Continuing	\$ 67,270	\$ 171,530	\$ 327,370
<u>One-time Sources</u>			
College fund balances			
Institutional Strategic Investment			
Gift Funding			
Other Items (attach description)			
Total One-time	\$ -	\$ -	\$ -
TOTAL SOURCES	\$ 67,270	\$ 171,530	\$ 327,370
EXPENDITURE ITEMS			
<u>Continuing Expenditures</u>			
Faculty	33,750	45,000	45,000
Other Personnel		6,000	12,000
Employee Related Expense	10,463	15,810	17,670
Graduate Assistantships			
Other Graduate Aid			
Operations (materials, supplies, phones, etc.)			
Additional Space Cost			
Other Items (attach description)			
Total Continuing	\$ 44,213	\$ 66,810	\$ 74,670
<u>One-time Expenditures</u>			
Construction or Renovation			
Start-up Equipment		2,500	
Replace Equipment			
Library Resources			
Other Items (attach description)			
Total One-time	\$ -	\$ 2,500	\$ -
TOTAL EXPENDITURES	\$ 44,213	\$ 69,310	\$ 74,670
Net Projected Fiscal Effect	\$ 23,058	\$ 102,220	\$ 252,700



October 4, 2020

Dear all concerned with the proposed Design: Arts and Practices (DAP) BA degree,

This is a letter of support for the use of any of our iSchool courses to support the Design: Arts and Practices (DAP) BA proposal. We are so pleased to be a part of this as we aim to serve the campus in interdisciplinary projects like this one. We look forward to working with you and wish you a positive experience with your new plan.

There is no conflict with School of Information programs and there are certainly opportunities for synergy moving forward. We are eager to welcome your students into our relevant courses and we do have seats available to support the students in this new program.

Further, we see the need for this new program. As many know, iSchools are meant to provide interdisciplinary courses that can work well for programs like this, and also aim to explore grand challenges that occur at the intersections of people and technology. This new program focused on serving learners engaging in matters of design is thus one we are absolutely thrilled to be a part of.

We look forward to our ongoing collaboration.

Sincerely,

Catherine Brooks
Director, School of Information





THE UNIVERSITY OF ARIZONA

College of Architecture, Planning
& Landscape Architecture

OFFICE OF THE DEAN

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MEMO

To: Colin Blakely, Director, School of Art
From: Laura Hollengreen, Associate Dean for Academic Affairs, CAPLA
Date: December 15, 2020

Re: Proposed Online Bachelor of Arts in Design: Arts and Practices (DAP)

With this memo, I am granting permission for the School of Art to include the following CAPLA courses offered online in the Bachelor of Sustainable Built Environments (SBE) program as part of the proposed offerings in the Bachelor of Design Arts and Practices (DAP):

SBE 202: Professional Communication
SBE 301: Introduction to Design Thinking Skills
SBE 480: Research Methods

I certify that these courses will be made accessible to DAP students.

My CAPLA colleagues and I look forward to this and future collaborations.

Sincerely yours,

Laura H. Hollengreen, Ph.D.
Associate Dean for Academic Affairs
laurah@arizona.edu

