

Board of Regents, State of Iowa

REQUEST TO IMPLEMENT A NEW BACCALAUREATE, MASTERS, DOCTORAL OR FIRST PROFESSIONAL DEGREE PROGRAM

THE PURPOSE OF ACADEMIC PROGRAM PLANNING: Planning a new academic degree program provides an opportunity for a Regent University to demonstrate need and demand as well as the university's ability to offer a quality program that is not unnecessarily duplicative of other similar programs offered by colleges and universities in Iowa.

Institution: **Iowa State University**

Departments involved: *All academic programs in the College of Design*

CIP Discipline Specialty Title and CIP Discipline Specialty Number (six digits)

Environmental Design/Architecture: 04.0401

Visual and Performing Arts, Other: 50.9999

Level: *Bachelors*

Title of Proposed Program: *Bachelor of Design*

Degree Abbreviation (e.g., Minor, B.S., B.A., M.A.): *B.Des.*

Approximate date to establish degree: *August 2011*

Contact person(s): (name, telephone, and e-mail)

Marwan Ghandour, Associate Dean, 294-7427, marwang@iastate.edu

Mark Chidister, Associate Professor, 294-5158, markchid@iastate.edu

Please provide the following information (use additional pages as needed).

1. Describe the proposed new degree program, including the following:
 - a. A brief description of the program and a statement of objectives including the student learning outcomes and how the learning outcomes will be assessed;

The Bachelor of Design is a 122.5 credit undergraduate degree program focused on the interdisciplinary nature of design and the power of the design studio as a place and method for generating ideas and solving problems. The core of the degree program is a series of forums and studios intended to connect history, theory, and practice, and give students hands-on experience grappling with design challenges that vary in complexity and scale. Studios will focus on visual communication of complex information, inventing new objects, creating habitable places, or solving difficult environmental issues. Several of the new courses associated with this degree will be designed for non-majors.
 - b. The relationship of the proposed new program to the institutional mission and how the program fits into the institution's, college's, and department/program's strategic plan;

This program addresses many of the goals of Iowa State University's 2010-2015 Strategic Plan and the College of Design's new mission and vision statements. As an interdisciplinary, student-centered, and flexible studio-based design degree, the Bachelor of Design offers new opportunities for students to engage design thinking in a collaborative environment focused on addressing contemporary real-world problems and opportunities. Thematic course modules taught by faculty in multiple design disciplines will incorporate methods that artists, designers, and planners use to creatively address contemporary issues such as sustainable living environments, energy efficiency, water and food systems, transportation networks, climate change, and social entrepreneurship. The degree is particularly relevant to the strategic planning goals of "attracting outstanding students who seek an education that prepares them to make a difference in the world" and that challenges them "to collaboratively learn, grow, and succeed as resilient global citizens and involved alumni."

The Bachelor of Design will be the first college-wide interdisciplinary undergraduate degree that fully leverages the College of Design's unique combination of disciplines and position within a research university to provide students with a broad and varied undergraduate experience. The degree will be attractive to students who want to double major or who have yet to decide which design discipline most interests them. The flexibility of the degree also makes it possible for community-college transfer students to complete a B.Des. in four years. This flexibility and openness meets the goal of attracting a "diverse group of students" and the land-grant ideals of making higher education "accessible to all, regardless of race, gender, or economic circumstance" and "putting science, technology, and human creativity to work."

The learning outcomes of the degree program also match the strategic planning goals of creating students who can confront "common, global challenges" by applying knowledge and converting "what they know into products, services, and information that will improve the quality of life for the citizens of Iowa, the nation, and the world." The curriculum will prepare students to work as part of a team in a variety of disciplinary settings from design professions to journalism, business, law, engineering, arts, and public service. Upon completion, students may also choose to enter graduate programs in the design professions or other fields in which design thinking and critical analysis are valued.

- c. The relationship of the proposed new program to other existing programs at the institution; describe how the proposed program will enhance other programs at the university.

The proposed program is related to the other degree programs offered by the College of Design (Architecture, Community and Regional Planning, Graphic Design, Industrial Design, Interior Design, Landscape Architecture, Integrated Studio Arts, and Art and Design). The distinctive feature of the Bachelor of Design degree is its studio-based, interdisciplinary focus which encourages an understanding of the connections between different design and art disciplines, and of each one's role in engaging the important

issues of our time. It also provides a way for students not ready to commit to a single design/art discipline to study design and, potentially, to link this education with other fields. This degree is intended to complement the College's existing humanities-based B.A. in Art and Design which attracts students interested in a broader view of art and design as understood through the lens of visual culture studies.

- d. The relationship of the proposed new program to existing programs at other colleges and universities in Iowa, including how the proposed program is different or has a different emphasis than the existing programs; and

Degree programs in the arts and in some design fields are offered by many of Iowa's colleges and universities, including the University of Iowa and the University of Northern Iowa. Iowa State University's College of Design is unique because its programs in art and applied design coexist with programs in architecture, landscape architecture, and planning. In fact, there are only a handful of universities in the United States with the same array on a single campus let alone within the same college.

While Bachelor of Design programs exists on other university campuses (the nearest is at the University of Minnesota), they are consistently offered within architecture programs, often as a stepping stone to a masters degree in architecture. The Bachelor of Design program being proposed has a distinctive interdisciplinary focus made possible by the breadth of expertise offered by the College of Design's diverse faculty.

- e. Special features or conditions that make the institution a desirable, unique, or appropriate place to initiate such a degree program.

The breadth of art, design, history, and planning disciplines offered by Iowa State's College of Design and the expertise of its faculty.

- f. Does the proposing institution have personnel, facilities, and equipment adequate to establish and maintain a high quality program?

Yes.

- g. How does student demand for the proposed program justify its development?

Each year, a number of first-year design students are not admitted or do not apply to one of the college's professional programs. Most transfer to other majors at ISU; some enroll in the college's B.A. in Art and Design; some retake courses and reapply to one of the professional programs; a handful leave ISU. Many students transfer to pre-business, pre-advertising, civil engineering, construction engineering, and apparel merchandising. The B.Des. would provide another opportunity, in addition to the existing B.A. program, for these students to stay in the college. The B.Des. is designed for students interested in studio-based education of a more general nature, i.e. not focused on a single discipline. It also provides another opportunity for students interested pursuing a double major, e.g. business and design, advertising and design, engineering and design, apparel merchandising and design, etc.

The B.Des. would also provide an opportunity for community college transfer students interested in design to complete a four-year degree in design (two years at their

community college and two years at ISU) assuming that these students complete a relevant set of courses before transferring to ISU.

Finally, the B.Des. would provide an opportunity for undergraduate students who come to ISU with an interest in design but without distinct leanings toward one of the professional programs. Many prospective students seriously explore College of Design offerings but do not ultimately enroll in the college's first-year program because of the need to declare a discipline specific major at the end of that year.

2. Describe the state and/or national workforce need and/or demand for graduates of the proposed program currently and in the near future (provide documentation about the sources of data used to estimate need and demand.)

Graduates of this program will pursue a wide variety of vocations. Some will pursue employment in careers related to design, journalism, business, engineering, law, arts, public service, or create a career in response to emerging opportunities.

Some students will pursue this degree along with another undergraduate major like business, engineering, journalism, apparel merchandising, hospitality, or advertising. Graduates' idea-generating and problem-solving skills are needed assets in many different fields and work settings. Recent articles on Forbes.com point to the need for creativity in the workplace at all levels ("Creativity is the New Black" by Colette Martin, July 16, 2010, and "What is Creativity's Value in Marketing, in Business" by John Dragoon, October 4, 2010).

For some, this degree will form the foundation for graduate study in a design or art field. For student pursuing this route, the U.S. Bureau of Labor Statistics' "Occupational Outlook Handbook, 2010-11 Edition," on the Bureau of Labor Statistics website predicts growth in the number of jobs available for all fields related to the College of Design.

3. List all other public and private institutions of higher education in Iowa currently operating programs similar to the proposed new degree program. (For comparison purposes, use a broad definitional framework, e.g., such identification should not be limited to programs with the same title, the same degree designation, having the same curriculum emphasis, or purporting to meet exactly the same needs as the proposed program.)

No other public or private institution of higher education in Iowa operates programs similar to the Bachelor of Design program being proposed.

If the same or similar program exists at another public or private institution of higher education in Iowa, respond to the following questions:

- a. Could the other institution reasonably accommodate the need for the new program through expansion? Through collaboration?
- b. With what representatives of these programs has there been consultation in developing the program proposal? Provide a summary of the response of each institution consulted.

- c. Has the possibility of an inter-institutional program or other cooperative effort been explored? What are the results of this study? (Consider not only the possibility of a formally established inter-institutional program, but also how special resources at other institutions might be used on a cooperative basis in implementing the proposed program solely at the requesting institution.)
4. Estimate the number of majors and non-majors students that are projected to be enrolled in the program during the first seven years of the program.

a. Undergraduate

Undergraduate	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Yr 6	Yr 7
Majors	40	80	120	120	120	120	120
Non-Majors	20	25	30	35	40	40	40

b. Graduate

Not applicable – this is an undergraduate program.

c. What are the anticipated sources of these students?

Students enrolled in the College of Design's Core Design Program, first-year students enrolled at Iowa State, and community college students.

5. If there are plans to offer the program away from the campus, briefly describe these plans, including potential sites and possible methods of delivery instruction.

There are no plans to offer this program away from campus.

6. Has the proposed program been reviewed and approved by the appropriate campus committees and authorities? List them:

The proposed program has been reviewed and approved by:

- *College of Design Academic Affairs Council*
- *College of Design Faculty*
- *Dean of the College of Design*

Approvals pending include:

- *Faculty Senate Curriculum Committee*
- *Faculty Academic Affairs Council*
- *Faculty Senate*
- *Office of the Provost*
- *Office of the President*

7. List date the program proposal was submitted to the Iowa Coordinating Council for Post High School Education (ICCPHSE) and the results of listserv review. (THIS WILL BE FILLED IN BY THE PROVOST OFFICE.)
8. Will the proposed program apply for accreditation? When?
- Accreditation will not be sought for this program.*
9. Will articulation agreements be developed for the proposed program? With whom?

Articulation agreements will be pursued with Des Moines Area Community College, Kirkwood Community College, Iowa Central Community College, and Northern Iowa Area Community College.

10. Describe the faculty, facilities, and equipment that will be required for the proposed program.

Most of the courses required for this curriculum are already offered at Iowa State and, thus, will draw on existing faculty, facilities, and equipment. New courses for this curriculum will require additional faculty and space.

The college will need to add three new FTE faculty positions to teach the new courses associated with this degree and to serve as faculty advisors. In addition, a ¼ FTE advising position will be needed to assist the faculty advisors. New tuition revenue from this program is expected to far exceed the cost of offering the degree.

All courses will be taught in existing college studios and university classroom spaces.

11. From where will the financial resources for the proposed program come (list all that apply, e.g., department reallocation, college reallocation, grants, new to the university)?

SOURCES	TOTAL AMOUNT
Tuition revenue	\$498,266

12. Estimate the total costs/total new costs (incremental increases each year in expenditures) that will be necessary for the next seven years as a result of the new program:

	TOTAL COSTS	TOTAL <u>NEW</u> COSTS
Year 1	\$95,460	\$95,460
Year 2	\$179,310	\$83,850
Year 3	\$263,160	\$83,850
Year 4	\$263,160	\$0
Year 5	\$263,160	\$0
Year 6	\$263,160	\$0
Year 7	\$263,160	\$0

Supplemental materials to be used at Iowa State University in the review of the proposal:

13. Program requirements

Bachelor of Design Four-Year Plan for Students Who Start at Iowa State

	Year 1	cr	Year 2	cr	Year 3	cr	Year 4	cr
Fall	DsnS 102 Design Studio 1	4	BDes Design Thinking	3	BDes Forum	2	BDes Portfolio	4
	DsnS 115 Design Collaborative	0.5	DsnS 232 Design Communication	3	BDes Studio	2	Skill	3
	DsnS 131 Design Representati	4	History/Theory/Criticism	3	BDes Studio	2	Minor/Elective	6
	DsnS 183 Design Culture	3		15	History/Theory/Criticism	3	General Education	3
	Minor/Elective	3			Skill	3		16
	General Education	16			Minor/Elective	3		
		30.5				15		
Spring			BDes Forum	2	BDes Forum	2	BDes Capstone	4
			BDes Studio	2	BDes Studio	2	Minor/Elective	6
			BDes Studio	2	BDes Studio	2	General Education	6
			History/Theory/Criticism	3	History/Theory/Criticism	3		16
			General Education	6	Skill	3		
				15	Minor/Elective	3		
					15			

Bachelor of Design Four-Year Plan for Students Who Transfer from Community College

	Year 1 & 2 @ Community College	cr	Year 3 @ ISU	cr	Year 4 @ ISU	cr
Fall	General Education	36	DsnS 102 Design Studio 1	4	BDes Forum	2
	Electives	21	DsnS 131 Design Representati	4	BDes Studio	2
	Skills	6	BDes Design Thinking	3	BDes Studio	2
		63	DsnS 115 Design Collaborative	0.5	History / Theory Criticism	3
			History/Theory Criticism	3	BDes Portfolio	4
			Library Instruction	1	Skills	3
				15.5		16
Spring			BDes Forum	2	BDes Forum	2
			BDes Studio	2	BDes Studio	2
			BDes Studio	2	BDes Studio	2
			DsnS 183 Design Culture	3	History / Theory / Criticism	3
			History/Theory/Criticism	3	BDes Capstone	4
			DsnS 232 Design Communication	3		13
			15			

Bachelor of Design Curriculum Requirements

37	General Education	Communication 10 cr. Engl 150 - Critical Thinking and Communication Engl 250 - Written, Oral, Visual, and Electronic Communication Library 160 - Library Instruction Select one: Engl 302 - Business Communication Engl 309 - Report and Proposal Writing Engl 413 - Technical Communication Mathematics/Physical Sciences/Biological Sciences 9 cr. Social Sciences 9 cr. Humanities 9 cr.
14.5	Design Core Program	DsnS 115 - Design Collaborative, or DsnS 110 - Design Exchange 0.5 cr. DsnS 102 - Design Studio 1 4 cr DsnS 131 - Design Representation 4 cr DsnS 183 - Design Cultures 3 cr. DsnS 232 - Design Communication 3 cr.
38	BDes Concentration	BDes: Design Thinking 3 cr. BDes: Forums 6 cr. BDes: Studios 12 cr. BDes: Portfolio 4 cr. BDes: Capstone 4 cr. Skills courses selected from program curriculum sheet 9 cr.
12	History/Theory/Criticism	ArtH 280, ArtH 281, Arch 221, Arch 222, LA 371, LA 373, ID 355, or ID 356 3 cr. Selected from program curriculum sheet 9 cr.
21	Minor and/or Electives	

122.5 Total Credits

- a. prerequisites for prospective students;
same prerequisites as for all other students entering the College of Design and minimum GPA requirement of 2.0 for students entering the B.Des. after the first-year core or as a transfer student
- b. language requirements;
no language requirement.
- c. courses and seminars presently available for credit toward the program;
DsnS 102, 115, 131, 183, wide variety courses offered by existing college degree programs
- d. proposed new courses or modifications of existing courses;
New courses:
 - *Eight half-semester studio courses, each worth 2 credits. Each studio will develop students' idea-generating and problem-solving skills by addressing projects from an interdisciplinary perspective. The topical focus of each studio will vary according to the faculty assigned to teach the course.*
 - *One design thinking course worth 3 credits.*
 - *Three forums, each worth 2 credits.*
 - *A course on portfolio development.*
 - *A capstone course.*
- e. thesis and non-thesis options in master's programs;

NA

f. implications for related areas within the university

It is anticipated that fewer students who start as freshmen in the College of Design will transfer to other colleges because of the availability of this new degree. Bachelor of Design graduates may choose to apply to one of the College of Design graduate programs or other graduate programs on campus.

g. admissions standards for graduate programs

NA

14. Attach to the program proposal memos from the department chair(s), the college dean(s), and other appropriate persons, agreeing to the allocation of new resources and/or the reallocation of resources as described in the Regents questions

Program directors

Associate Dean

Dean

15. Attach to the program proposal, letters of support, recommendations, and statements when appropriate:

a. from programs at the other Regents universities

b. from programs and departments at ISU which are associated with the proposed program or have an interest in the proposed program

Voting results were as follows:

College of Design Academic Affairs Council (our curriculum committee)

Yes 6

No 4

Abstain 0

College of Design faculty (this vote was done via an electronic ballot so all faculty have the opportunity to vote)

Yes 29

No 21

Abstain 0

Let me know if you need additional info.

Please let me know when this will be reviewed by the Faculty Senate so I can ask the appropriate people to attend.

Thanks

Mark

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To: Mark Chidister, COD Academic Affairs chair
From: Marwan Ghandour, Associate Dean ~~Marwan Ghandour~~
Date: Wednesday March 9, 2011
Subject: Letter of support for Bachelor of Design degree proposal

The Bachelor of Design degree proposal is part of new interdisciplinary academic initiatives in the College of Design. The degree provides general education in Design for undergraduate students that are not ready to commit to a professional design degree track. This degree will prepare students for a first professional degree on the graduate level, which is one of the options for professional design degrees. The degree will also allow undergraduate to double major between B Des and other majors on campus as well as open up the possibility for transfer students from community college.

The Bachelor of Design is an opportunity for the College of Design to enhance its academic engagement with the university by expanding our non-professional undergraduate courses and degree options. Currently the College offers only one non-professional degree, the BA in Art and Design, which focuses on history and theory academic track. The College offers very few design courses open to non-majors. Once approved, Bachelor of Design will become the design academic track non-professional degree and will provide a variety of thematic design courses for non-majors.

Currently, all design students need to apply for a professional degree after freshman year. Prospective students often express their concerns on what their options are if they were not accepted in the professional program. Providing a design degree in addition to a history/theory track, we believe, will entice more students to apply to the College of Design and to Iowa State as a whole.

Finally, the degree builds on existing academic expertise in the College of Design. Faculty from various majors can teach the B Des courses, which will create new academic opportunities for College of Design faculty and students to develop an integrated design-learning environment.