New Degree Program White Paper

Contact Person: Joe Francom/Jay Sneddon

Degree name: Bachelor of Science in Information Technology
Department: Computing and Design
College: Science and Technology

Please answer the following questions:

1. Does this degree program include stacked credentials? __X__ Yes  __No. If yes, indicate with an X all included credentials: _X_Certificate  __Associates  __Baccalaureate  __Masters

2. How many new courses need to be developed for this program? ___0___

3. For the baccalaureate degree, how many credits of core courses are required? __45__ How many required elective credits?__21__ How many open elective credits?__20__ Counting 31 credits of GE courses, how many total credits are in this program?__124___

4. If seeking external accreditation, please list organization(s) here _______________________________.

Program Description. Provide a brief description of the proposed program. If stacked credentials are included in the program, identify and describe each one. If one or more emphases are part of the program, identify and describe them.

Response:

Information Technology is a critical skill in this age. We already have a CIT degree with an IT emphasis. This proposal seeks to make the emphasis a standalone degree.

Students will achieve a certificate of proficiency in Computing Fundamentals. This is the existing lower division certificate of 18 credits.

Students will be able to identify and analyze user needs and to take them into account in the selection, creation, integration, evaluation, and administration of computing-based systems. This program will mirror other Information Technology degrees. Students will be required to complete coursework that will lead to a B.S.

Strategic Alignment. Cite specific examples of how this program aligns to the DSU strategic plan, mission, goals, and core themes. Include active learning-active life.

Response:

The program (as an emphasis) currently supports the DSU mantra of an ‘active learning-active life’. All of our courses requires students to demonstrate a hands-on understanding of the tools and methodologies necessary for the technical age. This will continue as we progress to being a standalone degree.

In particular, the readjustment of the emphasis to its’ own stature as a degree complements Goal 2 of the strategic plan “to broaden and enhance academic programs to facilitate growth”. We believe that the adjustment that we are proposing will make our program more visible to students and allow the program to grow.

Comparison Benchmarks. List a minimum of five universities whose similar programs were examined to inform the development of this proposal. State how this proposal compares in terms of required credits of core courses, electives, course content, etc. If there are similar programs in other departments at DSU, identify them and describe significant differences between the two.

Response:
We aren’t planning on changing any of our existing courses, or adding any new courses for the change to a degree.

UVU has a degree in Information Technology. Core required: 64. Electives: 21.
USU degree in Management Information Systems. This isn’t a great fit, it parallels more of our IS&A degree here on campus.

**Timeline (Stacked Credential Programs Only)** Describe the timeline and benchmarks that will be met as you add one credential at a time moving forward. Example: This program will start with a 12-credit institutional certificate that can be completed in two semesters. The first two courses have no prerequisites and are the prerequisites for the second two courses. Once we have a minimum of 20 students enrolled in the first two courses, we will add the associate’s degree. Or…This program will begin as an emphasis in the BS in Integrated Studies program. Once we have a minimum of 10 students per year working on this emphasis, we will establish the certificate using four of the emphasis courses and begin marketing the associate’s degree that will lead to the baccalaureate degree.

**Response:**
As noted above, this program will incorporate the Computing Fundamentals certificate.

**Departmental Capacity for Program.** State the capacity that currently exists within the department to support this program in terms of faculty, space, equipment, etc. If building a stacked credential program, describe a tiered approach to build capacity such as identifying the crossover skills for this program you will include as necessary requirements in candidates as new faculty are hired for other programs in the department. If building a non-stacked credential program, briefly describe any new resources including faculty that will be needed in order to launch the program. Complete and attach Appendix D of the USHE form (Budget and Finance section).

**Response:**
Everything is already ready for this degree. We already are an emphasis. We just want to become a standalone degree.

**Documented Need for Program.** What is the rationale for bringing this program forward at this particular time? Validate the need with hard data from reliable sources. Include student demand, regional and national employment needs, economic trends that might add to a need for this program, new directions set forth from external accreditors, etc. (See Resources Packet)

**Response:**
The main reason to bring this degree out from under an emphasis is for marketability. Our long-term plans are to do away with the existing CIT degree and more clearly define what a student has and what they can do by the time they leave the institution. Information Technology is the nationally recognized name for this type of degree.

**Program Fit.** Describe the niche this program fills within the DSU academic portfolio and the contributions it makes beyond simply graduating its students. How might some of the courses accommodate non-majors of the program? Is there a certificate that students from other departments could complete to add depth to their own degrees, etc.? Also describe the fit and uniqueness of this program relative to similar programs within other USHE institutions.

**Response:**
We seek to be on the leading edge of skills and curriculum for our students. Many other USHE schools have some similar courses, but we believe that few can provide the hands-on real-life practice that our degree will
provide. In particular, we have moved forward with some DevOps courses that are unique and timely and reflect current trends in industry that have been well received by students and employers.

**Innovation.** Describe innovative aspects of the program in terms of delivery mode, instructional design, scheduling, flexibility, removing traditional barriers, etc. (See Resources Packet)

*Response:*

We will continue to use the same approach that we use currently within our emphasis, but we will do it in this new degree.

**Building University Capacity.** Describe how the program will build university capacity in terms of research or creative opportunities, new markets, etc. for both faculty and students and the university as a whole.

*Response:*

In general, the new degree will give us more exposure locally and regionally. Students will be able to more clearly see what is offered.
Appendix D: Projected Program Participation and Finance

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

| Three Year Projection: Program Participation and Department Budget | Year Preceding Implementation | New Program |
|---|---|---|---|---|---|---|
| | | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 |
| **Student Data** | | 415 | 425 | 435 | 445 | 455 | 465 |
| # of Majors in Department | 60 | 63 | 66 | 69 | 72 |
| # of Majors in Proposed Program(s) | 54 | 59 | 64 | 69 | 74 | 79 |
| # of Graduates from Department | 11 | 12 | 13 | 14 | 15 |
| # of Graduates in New Program(s) | Department Financial Data |

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**Department Financial Data**

Project additional expenses associated with offering new program(s). Account for New Faculty as stated in Appendix C, "Faculty Projections."

<table>
<thead>
<tr>
<th>Department Budget</th>
<th>Year Preceding (Base Budget)</th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Personnel (Faculty &amp; Staff Salary &amp; Benefits)</td>
<td>$1,271,713</td>
<td>$0</td>
<td>$90,400</td>
<td>$90,400</td>
</tr>
<tr>
<td>Operating Expenses (equipment, travel, resources)</td>
<td>$160,206</td>
<td>$3,000</td>
<td>$3,000</td>
<td>$3,000</td>
</tr>
<tr>
<td>Other:</td>
<td></td>
<td></td>
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<tr>
<td><strong>TOTAL PROGRAM EXPENSES</strong></td>
<td></td>
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</tbody>
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**EXPENSES – nature of additional costs required for proposed program(s)**

List salary benefits for additional faculty/staff each year the positions will be filled. For example, if hiring faculty in year 2, include expense in years 2 and 3. List one-time operating expenses only in the year expended.

**FUNDING – source of funding to cover additional costs generated by proposed program(s)**

Describe internal reallocation using Narrative 1 on the following page. Describe new sources of funding using Narrative 2.

| Internal Reallocation | Appropriation | $750,103 | $1,650 | $51,370 | $51,370 |
| Special Legislative Appropriation |
| Grants and Contracts |
| Special Fees | $68,095 |
| Tuition | $613,721 | $1,350 | $42,030 | $42,030 |
| Differential Tuition (requires Regents approval) | | | | |
| **PROPOSED PROGRAM FUNDING** | | | $3,000 | $93,400 | $93,400 |
| **TOTAL DEPARTMENT FUNDING** | | $1,431,919 | $1,434,919 | $1,525,319 | $1,525,319 |
| **Difference** | Funding - Expense | $0 | $0 | $0 | $0 |
Part II: Expense explanation

Expense Narrative
*Describe expenses associated with the proposed program.*
Additional expenses associated with the program involve adding a permanent cybersecurity team representing Dixie State University. This team will travel regionally to compete against other higher education institutions in cybersecurity competitions.

At year two, we anticipate the need to add another Information Technology faculty member to help offset class loads.

Part III: Describe funding sources

Revenue Narrative 1
*Describe what internal reallocations, if applicable, are available and any impact to existing programs or services.*
Funding to support the operating budget and new faculty will come from state appropriations and tuition. We will also seek funding from sources outside the department like student senate as opportunity allows.

Revenue Narrative 2
*Describe new funding sources and plans to acquire the funds.*
We do not anticipate new funding sources will be needed.