

**New Academic Degree Program
Full Proposal Application
South Dakota Board of Regents
Academic Affairs Forms**

**Internal Ticket ID: 7278
Created: 3/27/2023
Modified: 12/11/2023**

Use this form to propose a new degree program. The Board of Regents, Executive Director, and/or their designees may request additional information about the proposal. After the university President approves the proposal, submit a signed copy to the Executive Director through the System Academic Officer (through the online submission process).

Note: Within the proposal, all references to external sources should be documented with a footnote (including web addresses where applicable).

University DSU - Dakota State University

Degree BS : Bachelor of Science

Name of Major X999 : New Major Requested

Digital Content Creation

Specialization Required? No

Note: If the new proposed program includes specific specializations within it, complete and submit a New Specialization Form for each proposed specialization and attach it to this form. Since specializations appear on transcripts, they require Board approval.

College/Department 8A : DSU College of Arts & Sciences/DLAN : Language

Planned CIP Code 090702

WICHE WRRGP Eligibility No

Program Description

1. Provide the working program description that may appear in the university catalog.

This interdisciplinary program will equip students to strategically manage and create digital material that engages consumers through written and visual storytelling. Students will learn to create content for, produce, and lead integrated media campaigns for online, app, social media, and traditional platforms.

2. Does the university request any exceptions to any Board policy for this program?

Explain any requests for exceptions to Board Policy. If not requesting any exceptions, indicate "None."

None

Strategic Impact

3. Describe how the program fits in with the institutional mission, strategic plan, existing institutional program array, and academic priorities.

Social media and its requisite content as a phenomenon distinct from all other media and marketing communication is entirely mediated by, and generally created via, technology. It is tracked in entirely digital spaces. Dakota State's mission is perfect guidance for a major of this sort. This interdisciplinary major draws from several disciplines, among them media content creation, digital video, image, and audio production; coding; marketing; and communication. The program will incorporate communication and marketing with content creation and media production tailored for social media, such as scripting, coding, and audio and video production for platforms like Snapchat, Discord, Twitch, Instagram, Facebook, and emerging platforms in addition to preparing content for traditional media formats, including print. As a special focus university ascribed to generating new innovative ideas and championing current and emerging technologies, DSU is well positioned to deliver such a program and keep it at the forefront of the field. This program, like those DSU is authorized to offer, provides an additional and relevant highly technical degree with emphasis in innovation and leadership.

If the program does not align to the strategic plan, provide a compelling rationale for the institution to offer the program.

4. How does the program connect to the Board of Regent's Strategic Plan?

DSU's BS in Digital Content Creation supports Goal 4 of the SDBOR's Strategic Plan, Workforce Development and Economic Development, "South Dakota public universities shall create academic programming that responds to the changing educational and workforce skills needed to meet the demands through 2030; promote strategic engagement and investment designed to enhance and drive the state's long-term economy."

The Digital Media Management & Social Media Communication positions available in SD are with a wide variety of industries, such as healthcare, the State of SD, financial institutions, non-profits, construction companies, insurance, technology, education, and so much more. These roles are among the fastest growing in the industry, with demand for social media jobs and skills increasing at the highest rate.[1].

Source:

[1] <https://www.marketingweek.com/steep-rise-demand-marketers-digital>

Program Summary

5. If a new degree is proposed, what is the rationale?

This question refers to the type of degree, not the program. For example, if your university has authorization to offer the Bachelor of Science and the program requested is a Bachelor of Science, then the request is not for a new degree.

No new degree proposed; we're approved to offer a Bachelor of Science.

6. What modality/modalities will be used to offer the new program?

Note: The accreditation requirements of the Higher Learning Commission (HLC) require Board approval for a university to offer programs off-campus and through distance delivery.

On Campus	Yes/No	Intended Start Date	
	Yes	Fall 2023	
Off Campus Location	Yes/No	Location(s)	Intended Start Date
	No		
Distance Delivery	Yes/No	Delivery Method(s)	Intended Start Date
	Yes	asynchronous	Fall 2024

Does another BOR institution already have authorization to offer the program online?

Yes/No	Identify Institutions
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No

7. If the program will be offered through distance delivery, identify the planned instructional modality:

Asynchronous : Students are not required to attend the course at a specific time or location.

8. What are the student learning outcomes for this program?

Upon completion of the Digital Content Creation major, students will be able to:

1. Demonstrate effective communication in visual, verbal, time-based, and web-based media.
2. Demonstrate effective collaboration skills as member of a design team.
3. Choose and use digital media tools to effectively and creatively display original and client-driven content for the web.
4. Analyze and develop appropriate content and designs for a variety of audiences and purposes.

9. For associate's and bachelor's degree proposals, identify the 3-5 AAC&U Essential Learning Outcomes that have been selected for this program.

Use the chart below to indicate the student learning outcomes that align to the selected ELOs (See BOR Policy 2.11 and Guideline 8.5).

Essential Learning Outcomes (AAC&U)	Student Learning Outcomes
Inquiry and Analysis	
Critical and Creative Thinking	1, 3
Information Literacy	3, 4
Teamwork	2
Problem Solving	1, 4
Civic Knowledge and Engagement	
Intercultural Knowledge	
Ethical Reasoning	
Foundational Lifelong Learning Skills	
Integrative Learning	

10. Enter the number of credit hours required to graduate

Credit Hours	120
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11. Complete the following tables to provide a degree program curriculum summary.

A. Table 1 – Total Program Degree Credit Hours

	Credit Hours In Program	
	Hours Per Requirement	%Total Hours
System General Education Requirements	30	
<i>Subtotal - Gen Ed Requirements</i>	30	%
Program Requirements		
Required Support Courses	30	
Major Requirements	20	
Major Electives	0	
<i>Subtotal - Program Requirements</i>	50	%
Free Electives	40	
<i>Subtotal - Free Electives</i>	40	%
Degree Total	120	%

**Board Policy 2:29 requires each baccalaureate level degree program to require 120 credit hours and each associate degree program to require 60 credit hours. Exceptions to this policy require documentation that programs must comply with specific standards established by external accreditation, licensure, or regulatory bodies or for other compelling reasons, and must receive approval by the Executive Director in consultation with the President of the Board of Regents.*

B. Table 2 – Insert Required Program Support Courses Impacting Other Programs (outside department). Do not include General Education courses.

*The individual curriculum tables should be included as a word document **attached** to the TDX ticket.*

C. Table 3 – Insert Major Requirements (within department)

*The individual curriculum tables should be included as a word document **attached** to the TDX ticket.*

D. Table 4 – Insert Major Electives

*The individual curriculum tables should be included as a word document **attached** to the TDX ticket.*

12. New Course Approval

New courses required to implement the new degree program may receive approval in conjunction with program approval or receive approval separately. Please check the appropriate statement:

No

Academic Quality

13. What peer institutions and current national standards will be referenced to develop the curriculum for this program?

Peer Institution: Regional and Competitive institutions. Include links to at least 3 comparable programs at peer institutions and links to national or accreditation standards, if any.

Minnesota State University Moorhead "Digital Media Management" is more similar than other programs. It leans more toward a true business major, but includes digital content creation and social media design. It is lighter on interpersonal communication, application programming, and audience analysis coursework than we propose.

[https://navigator.mnstate.edu/Catalog/ViewCatalog.aspx?](https://navigator.mnstate.edu/Catalog/ViewCatalog.aspx?pageid=viewcatalog&catalogid=36&chapterid=540&topicgroupid=5025&loadusercredits=True)

[pageid=viewcatalog&catalogid=36&chapterid=540&topicgroupid=5025&loadusercredits=True](https://navigator.mnstate.edu/Catalog/ViewCatalog.aspx?pageid=viewcatalog&catalogid=36&chapterid=540&topicgroupid=5025&loadusercredits=True)

Northwest Missouri State University offers a BS in Social Media Management. The website indicates it is a new major and no curriculum is provided. However, the narrative indicates the program is for creative people interested in developing skills in video and audio production and graphic design for web and social media platforms. The program will include writing to captivate an audience and creating a tone to represent a brand. This program is situated within the Communication Studies unit.

<https://www.nwmissouri.edu/academics/undergraduate/majors/social-media-management.htm>

Winona State University (Minnesota) offers a BA in Creative Digital Media that combines coursework in visual and mass communication, media, audio and video production, digital media, and storytelling. However, this program does not require coursework in business or marketing. It's housed in the Communications program.

https://catalog.winona.edu/preview_program.php?catoid=30&poid=5964

14. What program accreditation is available, if any?

None in this area.

15. Will the proposed program pursue accreditation or certifications?

No

If no, why has the department elected not to pursue accreditation for the program?

None are available in this area.

16. Did the university engage any developmental consultants to assist with the development of the curriculum? Did the university consult any professional or accrediting associations during the development of the curriculum? What were the contributions of the consultants and associations to the development of the curriculum?

Developmental consultants are experts in the discipline hired by the university to assist with the development of a new program, including content, courses, and experiences, etc. Universities are encouraged to discuss the selection of developmental consultants with Board staff.

The university did not engage any consultants or accrediting associations to assist with the development of this program.

17. Inclusion of High Impact Practices (HIP) across all undergraduate programs is a strategic priority of the Board of Regents to enhance academic quality and increase student engagement. For associate's and bachelor's degree proposals, which HIPs will faculty embed into the program?

Mark all that apply. To be considered as a HIP program, two or more should be selected and required in the program.

High Impact Practices	Included
Capstone courses and projects	No
Collaborative assignments and projects	Yes
Common intellectual experiences	No
Diversity/global learning	No
ePortfolios	Yes
First year experiences	Yes
Internships	Yes
Learning communities	No

High Impact Practices	Included
Service learning, community-based learning	No
Writing intensive courses	Yes
Undergraduate research	No

18. For associate's and bachelor's degree proposals, discuss how HIPs will be embedded into the program

Your discussion should provide examples and include whether the HIP is required or an optional component. It should also indicate at what point the experience is offered or required. (eg "students will be required to participate in an internship during their third year of enrollment in order to develop skills in...").

* Collaborative assignments and projects: Students will be required to engage in collaborative assignments and projects in courses. These courses are scheduled throughout the program of study for continuing opportunities to practice collaboration and authentic problem-solving.

* ePortfolio: Student will be required to participate in MCOM 389 Portfolio and Professional Development. In this class a student plans, creates and produces a portfolio and other professional materials.

* First year experience: Students are required to take a GS 100 Freshman Experience course.

* Internships: Students will be required to participate in MCOM 494 Internship for 2 credits.

* Writing Intensive Courses: Students will be required to take writing intensive courses (ENGL 283, 351, 405).

Student Success

This section outlines the university's plan to assess student achievement of the program learning outcomes.

19. Complete the table below to provide evidence of a preliminary assessment plan. Place an asterisk next to assessments that are national or state-level instruments.

Note: It is only necessary to indicate the summative assessment for each outcome, not the formative assessments used throughout the program.

Program Learning Outcome	Course	Summative Assessment
Demonstrate effective communication in visual, verbal, time-based, and web-based media	ENGL 351, 405, MCOM 353, DAD 330	Web design project, large multimedia essay
Demonstrate effective collaboration skills as member of a design team	ENGL 351, MCOM 353	Group project (i.e. "New Tricks" publication)
Choose and use digital media tools to effectively and creatively display original and client-driven content for the web	ENGL 351, MCOM 353, DAD 330	Professional portfolio, final course project, internship report
Analyze and develop appropriate content and designs for a variety of audiences and purposes	ENGL 405, MCOM 353	Professional portfolio, large multimedia essay

20. How will outcomes for graduates of the program be assessed?

Outcomes may include employment and placement rates, licensure examination pass rates, acceptance rates to graduate school, student or employer surveys, or other assessments of graduate outcomes.

The university collects, discusses, and reports career placement data of all graduates. DSU conducts an employer survey to measure employer beliefs about each graduate's ability.

Duplication and Competition

21. Do any related programs exist at other public universities in South Dakota?

A list of existing programs is available through the university websites and the RIS Reporting: Academic Reports Database. If there are no related programs within the Regental system, indicate none.

USD and BHSU

A. If yes, defend the need for an additional program within the state, Include IPEDS enrollment data and additional data as needed.

English, communications, marketing and journalism programs across the country are adapting their curriculum and adding programs to respond to the changing nature of marketing and communications. DSU's program English for New Media is being terminated and Digital Content Creation proposed for this reason; the proposed program is a better reflection of the emerging needs of the marketplace. Because of this, we do not believe this infringes upon academic duplication; DSU already offers a similar program. Two other programs at Regental universities have been identified as related.

The University of South Dakota offers Media and Journalism: Strategic Communication. It is different than DSU's proposed program Digital Content Creation because USD's program has no significant digital or business curriculum. All required courses are MCOM. They do offer a minor in Social Media Marketing, which, if added to the Media and Journalism major would address some of this difference, but the minor requires no business or CIS/CSC courses, only marketing from an MCOM perspective. DSU's proposed major is interdisciplinary, relying on coursework from across the university. Per IPEDS, USD had 55 graduates from the overarching category of Communication, Journalism, and Related Programs in 2021-22. It is not possible to determine how many were in the Media and Journalism: Strategic Communication major.

We are aware of Black Hills State's consolidation of some communication curriculum to address social media as a communication phenomenon. We anticipate no trespass between our interests, given that their degree is a communications degree, and our proposal is interdisciplinary, drawing from business, digital arts, audio design, English, communication, and programming.

B. If yes, would this program be a candidate for Regental system collaboration?

No, the university is fully resourced to offer this program including faculty talent and all required courses are already offered.

22. Do any related programs exist at any non-Regental college or university within 150 miles of the university?

List those programs here:

No, not specifically. Augustana offers degrees in art, communication, journalism and marketing but there is no degree that incorporates all of them. University of Sioux Falls offers an AA in Media Studies, an AA in Social Media Marketing, and an AA in Graphic Design but no bachelor's degree that combines them all.

A. If yes, use IPEDS to identify the enrollment in those programs.

NA

B. What evidence suggests there is unmet student demand for the proposed program, or that the proposed program would attract students away from the existing program?

NA

Market Demand

This section establishes the market demand for the proposed program (eg Regental system need, institutional need, workforce need). Use the following sources for your data:

- [South Dakota Department of Labor & Regulation](#)
- [O-Net](#)
- [US Department of Labor Projections Central](#)
- SDBOR Workforce and Degree Gap Analysis Report

23. What is the expected growth of the industry or occupation in South Dakota and nationally?

Include the number of openings, as well as the percentage of growth when possible.

South Dakota Occupational Employment Projections 2020-2030

Public Relations Specialists - 504 employees in 2020, 552 needed by 2030 for a projected increase of 9.52%

Technical Writers - 118 employees in 2020, 137 needed by 2030 for a projected increase of 16.1%

Market Research Analysts and Marketing Specialists - 1084 employees in 2020, 1363 needed by 2030 for a projected increase of 25.74%

Web Developers and Digital Interface Designers - 313 employees in 2020, 339 needed by 2030 for a projected increase of 8.31%

24. What evidence, if any, suggests there are unfilled openings in South Dakota or nationally?

As noted above, the employment projections for South Dakota in this field range from 8-25% increase within the next seven years.

25. What salaries can program graduates expect to earn in South Dakota and nationally?

Per O-Net Online, Digital and Web Interface Designers earn a median annual salary of \$83,240. Audio and Visual Technicians earn a median annual salary of \$50,660. Marketing Specialists earn a median annual salary of \$68,230.

26. Optional: Provide any additional evidence of regional demand for the program.

e.g. prospective student interest survey data, letters of support from employers, community needs...

Per LinkedIn, the number of jobs for creators has tripled since 2021.[1]

[1] <https://www.linkedin.com/pulse/making-go-viral-now-career-creator-jobs-boom-10-fields-george-anders/>

Student Demand

27. Provide evidence of student completers/graduates at that degree level at peer institutions that offer the same/similar program using data obtained from IPEDS.

Peer Institution: Regional and Competitive institutions. Choose programs not already listed in question 11. Use the most recent year available.

University Name	State	Program Name	Number of Degrees Conferred in Program	Total Number of Conferrals at Level (Undergrad or Grad)
University of Northern Iowa	IA : Iowa	Digital Communication & Media-Multimedia	28	28
Wayne State College	NE : Nebraska	BS Mass Comm - Electronic Media	10	10
Dordt University	IA : Iowa	Digital Communication and Media-Multimedia	9	9

28. What evidence suggests there is interest from prospective students for this program at the university?

Prospective Students Nationally

The influencer marketing economy, including content creators, grew in 2021 from \$2 billion to almost \$13.8 billion with approximately 50 million content creators.[1] Goldman Sachs expects the 50 million content creators to grow at a 10-20% compound annual growth rate for the next five years.[2] The total market of the creator economy could roughly double in size over the five years to \$480 billion by 2027 from \$250 billion today. A survey conducted by CNBC News found that 86% of Gen Z and millennials are interested in posting digital content for money.[3] A Bloomberg report found 45% of Gen Z who create content want to leave corporate America to work for themselves.[4] A LinkedIn report of the 15 Most In-Demand Jobs for 2021 revealed Digital Content Creator listed as #9.[5] It seems quite apparent that there is interest in the work of content creation.

Prospective Students Data Specific to DSU

DSU offers programs in Marketing, Digital Arts and Design, and English for New Media.

* An internal audit of enrollment for English for New Media suggested this program may lack name recognition with prospective students in the primary age demographic interested in content creation; we lose out on internet searches from prospective students because their key word searches for content creation do not include "English for New Media." The program is also potentially too heavy on traditional English coursework for that target market. The university has elected to teach out English for New Media and route prospective new students to Digital Content Creation. The curriculum for Digital Content Creation is also more aligned to content creation as it has morphed in recent years.

* Our Marketing program has excellent marketing curriculum, but lacks the specific technical coursework to produce audio and visual content.

* Digital Arts and Design has excellent curriculum on the creation of audio and visual content, but lacks coursework on marketing, writing and communication.

The 3-year average yield rate for these three programs is 50.8% per Edify. The number of prospective students increased from 78 in 2020, to 92 in 2021 and 119 in 2022. Given that only half of those students enrolled, the university has an opportunity to increase enrollment by attracting students who already expressed interest in one of the three programs at DSU as well as students seeking a specific program on content creation who are looking at other universities like University of Northern Iowa (IA), Wayne State College (NE), and Dordt University (IA).

[1] <https://www.bls.gov/opub/mlr/2023/beyond-bls/the-significance-of-social-media-influencers-in-todays-economy.htm>

[2] <https://www.goldmansachs.com/intelligence/pages/the-creator-economy-could-approach-half-a-trillion-dollars-by-2027.html>

[3] <https://www.cnbc.com/2019/11/08/study-young-people-want-to-be-paid-influencers.html>

[4] <https://www.bloomberg.com/news/articles/2022-08-25/gen-z-wants-careers-as-influencers-content-creators-but-have-to-go-all-in?embedded-checkout=true>

[5] <https://www.linkedin.com/pulse/top-15-in-demand-jobs-2021-based-linkedin-data-propel-consult/>

Enrollment

29. Are students enrolling in this program expected to be new to the university or redirected from existing programs at the university?

The majority of the students in this program are expected to be new to the university with a few redirected from other university programs.

30. Complete the enrollment worksheet to provide an enrollment projection for the next six academic years

Worksheet Completed	Yes
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31. What is the minimum number of students required in this program to break even, with respect to the budget?

We anticipate 3 students would be needed to break even, given that the faculty and the courses are in place and there is space in the courses.

32. Discuss the assumptions informing your enrollment estimates.

(e.g. current enrollment and trends in similar programs, IPEDS data, recruitment strategies, partnerships)

Based on comparisons with the University of Minnesota Moorhead, we anticipate 5 new students the first year. The second year we anticipate 8 new students and 2 students transferring from existing majors. By the third year, we assume 10 new enrolled students, which we will maintain at this level for the foreseeable future. These assumptions are based on historical enrollment patterns, comparisons with other universities, our marketing plan, and projected job growth.

33. If projected program enrollment is not realized in year two, what actions is the university prepared to take?

Work with Marketing on target ads for students interested in this major.
Work on identifying scholarship funds specifically for this major.
Communicate with key stakeholders to raise awareness of this program.

34. Discuss the marketing and recruitment plan for the program

Include information on partnerships and pipelines (e.g. articulation agreements with BOTE, collaboration with partner university, community partnerships).

While the university does not have a specific marketing budget for this program, it will leverage tools like our social media accounts, messages from our CRM to prospective students who have indicated an interest in programs associated with Digital Content Creation (communications, English, marketing, graphic design, web design, etc.), personal communication from our Admissions team, and articulation agreements with technical colleges in the region who offer related programs.

Our Office of Marketing and Communication has designed a marketing plan specifically for this new program with the goal of attracting prospective students. The plan includes the following elements:

- Arm Admissions Specialists with the information needed to recruit students at high schools, visit days, college fairs, etc
- Include information in admissions materials
- Admissions Database - Degree area of interest for direct mail and communications calendar
- Connect with alumni in similar degree programs via email for awareness and promotion
- Push messages out on DSU social media channels
- DSU.edu – degree program page
- Connect with Journalism majors from other universities as a complimentary degree
- Connect with ENG and BUS teachers at high schools for awareness and promotion
- Media Relations opportunities with local and regional media

Financial Health

35. Complete the budget worksheet to provide a budget projection for the next six academic years.

Worksheet Completed		Financial Health Summary					
		1st FYxx	2nd FYxx	3rd FYxx	4th FYxx	5th FYxx	6th FYxx
Tuition & Fee Revenues		14449	39735	67429	102347	120409	120409
Program Expenses		0	6570	6570	6570	6570	6570
	NET	14449	33165	60859	95777	113839	113839
Other Supporting Revenues		0	0	0	0	0	0
	NET (Other)	14449	33165	60859	95777	113839	113839

36. Explain the amount and source(s) of any one-time and continuing investments in personnel, professional development, release time, time redirected from other assignments, instructional technology and software, other operation and maintenance expenses, facilities, etc., needed to implement the proposed major.

Address off-campus or distance delivery separately.

There are no new instructional costs anticipated for this program. Even at full enrollment of 40 by year 5, we estimate a cohort of 10 students per year. As students in those cohorts will not all take the same courses at the same time, their course registrations will be diluted among the approximate 17 in-major credits per year. Site licenses are used for software and the increased number of users by 40 will not impact the expense. There are no additional staffing need for support services (Library, Registrar, Marketing, and Student Support).

37. If new faculty are not requested, describe how existing faculty will be utilized and indicate whether this action will impact other existing programs.

All the courses in the major are currently offered and on course rotation. We are anticipating 10 new students per year and there is sufficient room in the courses that the current projected enrollment numbers will be sufficient. However, if enrollment grows more rapidly, then additional sections in certain courses may need to be offered. We would hire adjuncts to teach some of the lower-level courses to cover that increase need.

38. Is the university requesting or intending to request permission for a new fee or to attach an existing fee to the program?.

Requesting Permission for Fee?	Yes, existing fee
Explanation	While this program does not have a specific fee, due to its interdisciplinary nature students will take courses in prefixes associated with fees including ARTD, CSC, CIS, BADM. We anticipate this will average to about \$4 per credit hour through the major-specific courses.

39. Use the table below to describe potential risks to the program's implementation over the next four years.

For each risk, identify the severity (low, medium, high), probability of occurrence (low, medium, high) and the institution's mitigation strategy for each risk.

Risk	Severity	Probability	Mitigation Strategy
Not enough students to support both the English for New Media Specialization and Digital Content Creation	Medium	Medium	The university has elected to terminate the English for New Media specialization to avoid competition for enrollment between the two programs.

External Review

40. If this proposal is for a graduate program, provide information below for at least five potential consultants who may be considered to conduct the external review.

Reviewer Name	Title	Institution
/		
/		
/		
/		
/		

Additional Information

41. (Optional) Use this space to provide pertinent information not requested above that may assist the Board in understanding the proposal.

Approvals

University Approval

To the Board of Regents and the Executive Director: *I certify that I have read this proposal, that I believe it to be accurate, and that it has been evaluated and approved as provided by university policy.*

President of the University	Date
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6/2/2023

Jose Marie Griffiths

Academic Affairs, Provost	Date
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6/2/2023

Rebecca Hoey

Finance and Administration, Vice President	Date
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6/2/2023

Stacy Krusemark

Enrollment Management, Vice President	Date
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11/27/2023

Amy Crissinger

ESTIMATES	FISCAL YEARS*					
	1st Year	2nd Year	3rd Year	4th Year	5th Year	6th Year
	FY24	FY25	FY26	FY27	FY28	FY29
Students new to the university	5	8	10	10	10	10
Students from other university programs	--	2	--	--	--	--
Students off-campus or distance continuing students	--	--	--	--	--	--
	--	5	15	25	30	30
Total students in the program (fall)	5	15	25	35	40	40
Program credit hours (major Courses)**	60	165	280	425	500	500
Graduates				5	10	10

*Do not include current fiscal year.

**This is the total number of credit hours generated by students in the program in the required or elective program courses. Use the same numbers in Appendix B – Budget.

DAKOTA STATE UNIVERSITY, DIGITAL CONTENT CREATION

FINANCIAL HEALTH SUMMARY						
	1st	2nd	3rd	4th	5th	6th
	FY24	FY25	FY26	FY27	FY28	FY29
TUITION & FEE REVENUES	14,449	39,735	67,429	102,347	120,409	120,409
PROGRAM EXPENSES	-	6,570	6,570	6,570	6,570	6,570
NET (T&F REVENUES LESS PROGRAM EXPENSES)	14,449	33,165	60,859	95,778	113,839	113,839
OTHER SUPPORTING REVENUES	-	-	-	-	-	-
NET AFTER OTHER SUPPORTING REVENUES	14,449	33,165	60,859	95,778	113,839	113,839

FINANCIAL HEALTH SUMMARY - EXPANDED

PROGRAM TUITION AND FEE REVENUES						
	1st	2nd	3rd	4th	5th	6th
	FY24	FY25	FY26	FY27	FY28	FY29
<i>Estimated # of Students Enrolled</i>	5	15	25	35	40	40
Tuition (Net of HEFF)	13,479	37,068	62,904	95,479	112,329	112,329
Program Fees	970	2,666	4,525	6,868	8,080	8,080
Total Program Tuition and Fee Revenues	14,449	39,735	67,429	102,347	120,409	120,409

PROGRAM EXPENSES

Personal Services

FTE - Faculty	0.00	0.08	0.08	0.08	0.08	0.08
FTE - NFE / CSA	0.00	0.00	0.00	0.00	0.00	0.00
# of Adjunct Course	0	0	0	0	0	0
# of GA's	0	0	0	0	0	0
Salary	-	5,000	5,000	5,000	5,000	5,000
Benefits	-	1,570	1,570	1,570	1,570	1,570
Sub-Total Personal Services	-	6,570	6,570	6,570	6,570	6,570
Chk	-	-	-	-	-	-

Operating Expenses (OE)

Travel	-	-	-	-	-	-
Contractual Services	-	-	-	-	-	-
Supplies and Materials	-	-	-	-	-	-
Grants and Contracts	-	-	-	-	-	-
Capital Assets	-	-	-	-	-	-
Faculty Start-Up	-	-	-	-	-	-
Sub-Total Personal Services	-	-	-	-	-	-
Chk	-	-	-	-	-	-

Total Program Expenses

-	6,570	6,570	6,570	6,570	6,570	6,570
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Chk

NET (T&F Revenues less Program Expenses)

14,449	33,165	60,859	95,778	113,839	113,839
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OTHER SUPPORTING REVENUES

General Funds - New	-	-	-	-	-	-
General Funds - Redirect	-	-	-	-	-	-
Institutional Support	-	-	-	-	-	-
Private / Gifts	-	-	-	-	-	-
Industry Support	-	-	-	-	-	-
Other	-	-	-	-	-	-
Total Other Supporting Revenues	-	-	-	-	-	-

NET AFTER OTHER SUPPORT REVENUES

14,449	33,165	60,859	95,778	113,839	113,839
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**SOUTH DAKOTA BOARD OF REGENTS
ACADEMIC AFFAIRS FORMS**

Proposed Curriculum Summary

UNIVERSITY:	DSU
PROPOSED PROGRAM:	Digital Content Creation

Required General Education Courses Specific to Major

(Please list if any general education courses are required for the proposed major. If not, leave blank.)

Prefix	Number	Course Title <i>(add or delete rows as needed)</i>	General Education Goal
ENGL	283	Intro to Creative Writing	1

Required Support Courses Outside the Major

(Not general education requirements)

Prefix	Number	Course Title <i>(add or delete rows as needed)</i>	Credit Hours	New (yes, no)
ARTD	280	Digital Photography I	3	No
BADM	370	Marketing	3	No
BADM	481	Promotional Management	3	No
BADM	334	Managerial Communication OR	3	No
CMST	470	Intercultural Communication		
CMST	311	Business & Prof Communication	3	No
CIS	123	Problem Solving & Prog	3	No
CIS	338	Project Management	3	No
CSC	105	Intro to Computers	3	No
DAD	222	Audio Production: Foundations	3	No
DAD	330	Film Editing	3	No
Subtotal			30	

Major Requirements

Prefix	Number	Course Title <i>(add or delete rows as needed)</i>	Credit Hours	New (yes, no)
ENGL	351	Digital Collection and Curation	3	No
ENGL	405	Media Studies	3	No
MCOM	161	Graphic Communication	3	No
MCOM	351	Web Design	3	No
MCOM	353	Digital Media Communications	3	No
MCOM	389	Portfolio & Prof Development	3	No
MCOM	494	Internship	2	No
			20	

Major Electives: List courses available as electives in the program. Indicate any proposed new courses added specifically for the major.

Prefix	Number	Course Title <i>(add or delete rows as needed)</i>	Credit Hours	New (yes, no)
		Open Electives	40	No
		Subtotal	40	