**PROPOSAL – 1**

**NEW CERTIFICATE OR DEGREE PROGRAM**

**1. PROPOSED PROGRAM TITLE**

 Bachelor of Fine Arts in Graphic Design

**2. CIP CODE REQUESTED**

 50.0401

**3. CONTACT PERSON**

 Name: Dr. Terry Martin, Vice Provost for Academic Affairs

 Name of Institution: University of Arkansas Fayetteville

 E-mail Address: tmartin@uark.edu

 Phone Number: (479) 575-2151

**4. PROPOSED STARTING DATE**

 Fall 2016

**5. PROGRAM SUMMARY**

Provide a general description of the proposed program. Include overview of any curriculum additions or modifications; program costs; faculty resources, library resources, facilities and equipment; purpose of the program; and any information that will serve as introduction to the program.

 Description of program:

The Graphic Design [also commonly known as Graphic Design, Visual Communication Design, Visual Communication] degree will prepare students to be proficient makers and thoughtful problem seekers and solvers in a 4 year professional degree program. Students will work seamlessly across a range of media, working to identify appropriate solutions for audience and context. Students will be exposed to a rigorous curriculum covering research, theory, critical thinking, professional practices, conceptual idea-making, all while asking them to formally experiment and refine. Our degree will focus on: Typography, Interactivity, Branding and Design Research, each identified as strongly connected to the design industry, while incorporating the university research initiatives of The University of Arkansas. The program will grow the current course offerings from the Graphic Design emphasis from 21 credit hours for a BFA to 39, all of which are new and/or modified courses.

Rationale of program:

With Graphic Design students making up a large portion of the Department of Art, and the creative presence of Northwest Arkansas rapidly growing, a rigorous design focused degree is needed. Graphic (or visual) design is a field that is continuing to grow; with evolving pedagogical needs expanding often beyond what is appropriate for a fine arts degree. Our degree will prepare students to work in our interdisciplinary world, through our curriculum and specifically as we seek to interact with other colleges of the university via a required interdisciplinary elective. We feel this reflects the contemporary design field in which graphic designers are working closely with architects, anthropologists, computer scientists, etc. to address our world’s issues. Our students will be competitive (on a national level) for jobs, ranging from in-house design teams, starting their own businesses, boutique design studios, marketing firms, etc., and entry into rigorous masters programs. Due to this curriculum, we will have the ability to be competitive on a national level in regard to recruiting top students. Moreover, the program will also afford the commitment to a high level of retention in a sequence that supports graduation within 4 years.

Facilities:

We currently teach students in computer labs, which is not an environment reflective of the contemporary design practice or of best practices in education. With our new degree, we are moving to a studio based model, in which students have collaborative work spaces, and dedicated work stations. This shift can occur over the next few years as the students move from sophomores to juniors and seniors. In the Fall of 2016, we would only need one lab reconfigured into a studio space, one more the following year, and so on, concluding with three dedicated studio spaces for the students.

Faculty resources:

Fall 2016 – Spring 2017

Supported through current four full-time faculty

Fall 2017 – Spring 2018

Supported through current four full-time faculty

Fall 2018 – Spring 2019

Fulbright College will carefully evaluate student growth. If growth increases to the point where an additional faculty member is required, then the college will use salary savings to hire one additional full-time instructor beginning in the fall 2018 semester on a 3/2 load.

Avoidance of disruption:

We have mapped out a curricular plan that would get us to 2020 (when all students would be enrolled in the new curriculum) that would accommodate BOTH existing students in the old curriculum (Department of Art student emphasizing in Graphic Design) and new students in the new curriculum. Essentially, we’ll be running both concurrently, allowing for ‘old’ students to enroll in the new courses as needed. In addition, we have included courses that would be open to non-design Art BFAs to satisfy their requirement to take courses in the other areas.

List degree programs or emphasis areas currently offered at the institutions that support the proposed program.

The current Department of Art emphasis in Graphic Design contains some studio courses that will be modified for the new degree. The Department of Art foundations program, other Studio Art areas, and Art History will support requirements in the new degree.

**6. NEED FOR THE PROGRAM (Submit Employer Needs Survey Forms)**

 Please see appendix. *[Appendix 1: Need For The Program: Survey.]*

Provide survey data (number not percentage) on student interest (number of students planning to enroll), job availability, corporate demands and employment/wage projections. Focus mostly on state needs and less on regional and national needs, unless applicable to the program.

We anticipate 60 graphic design majors in the program at any given time period, who will cycle through our sequential course offerings in three cohorts. An additional 40 non-majors will utilize these course offerings to fulfill Department of Art requirements and/or electives.

Our graduates’ job placement level is high, with graduated students recently accepting positions locally in both internships and career positions (most recently at BLKBox Labs, Mockingbird Creative, Rockfish, Sharp Hue, Crystal Bridges, DOXA, Moxy Ox, Acumen Brands, Denovo Brands, A.W. Bravis, Olivet International, Walton Arts Center, Sam’s Club (HQ), The Belford Group, Launch Marketing, Packaging Corporation of America, etc.), as well as in cities such as Boston (MMB), Raleigh-Durham (Vert and Vogue), Tulsa (Sequoyah Technologies), Little Rock (Stone Ward, Dillard’s), Washington, D.C. (Politico), Nashville (Nisolo), Austin (Sage Environmental Consulting, Dyal Partners) and Dallas (Zielinksi Design Associates).

Survey data was gathered from a sampling of several large and small design agencies and firms in the area, including Moxy Ox, Rockfish, DOXA, Saatch & Saatchi X, Cranford Johnson Robinson Woods (CJRW), and Sharp Hue. These firms specialize in many types of media, from print to environmental to motion to interactive (web, mobile). Career job openings always exist within the region, and certainly beyond in other regions of Arkansas and the country, since the design industry is strong and thriving. Within our small sampling of these firms in Northwest Arkansas, several of which have multiple other locations around the country, at the time of the survey, 11 job openings were announced. Sixty-four creative jobs were listed as existing within these firms, with mention of growth, from interns to junior designers all the way up through creative director, with salaries ranging from $35,000 to $100,000. The likelihood of workers’ advancement within all of these firms is strong. Salaries will necessarily be reflected by the region in which the job exists. For instance, Rockfish, which operates in several states and probably has similar salary ranges in this area to those already stated, mentioned in the survey that they are “not interested in sharing specific salary data as Rockfish operates across 10 different markets in the U.S., which dramatically affects the salary ranges for each position.”

The survey respondents, whose job titles range from Talent Director to Senior Vice President of Talent Acquisition and Human Resources to Creative Director and Operations Administrator. An interest in employees having a creative-based university degree is listed as required or important.

The firms surveyed offered support in terms of program startup funds, employee release time, part-time faculty, and tuition reimbursement (DOXA and Saatchi & Saatchi X).

Our connection to local industry is strong. Many representatives from local firms present every semester to our Professional Development course, and we visit a dozen firms with the same course every year.

**Describe what need the proposed program will address and how the institution became aware of this need.**

The present Bachelor of Arts in Studio Art requirements of only 12 hours and the Bachelor of Fine Arts requirements of 21 hours is not sufficient to correctly train a designer for a fulfilling career. “Right now, with the minimal requirements to get a BA in [Studio Art with emphasis in] Graphic Design, too many students are getting through who really shouldn’t be” (Tim Walker, DOXA), with the impression that “Academia continues to be years behind on providing the education necessary for creative types to flourish in today’s real world work environment” (Lisa Bridges, Rockfish).

Our new degree program will “turn out better educated designers and art directors” (Lisa Bridgers, Rockfish), and when matching the new program’s student quality (after more rigorous entrance requirements such as a portfolio) with the new program’s requirements and our faculty, we’ll “be unstoppable” (Tim Walker, DOXA). In addition, the new degree’s interactive sequence will contain three courses that will make the students more valuable to the web/interactive firms as we focus on both print and interactive design. “We have often noticed with job candidates that graphic design and web design are usually separate skills” (Shan Pesaru, Sharp Hue). The degree will provide “Stronger development of talent in a very small, yet competitive market” (Brian Rudisill, CJRW), and will “Raise the level of professionalism expected of the field in our area and beyond, potentially establish the reputation of Northwest Arkansas and Arkansas as a creative incubator, and challenge practicing designers to improve the quality of their work” (Tim Walker, DOXA).

Survey respondents’ data attached in *[Appendix 1: Need For The Program: Survey.]*

Indicate the composition of the program advisory committee, including the number of members, professional background of members, topics to be considered by the members, meeting schedule (annually, bi-annually, quarterly), institutional representative, etc.

Several respondents directly support the idea of having a member of their company serve on the program advisory committee (Tim Walker, owner of DOXA already serves on the Art Department Advisory Board) with 50% responding “Yes” and 50% responding “Maybe.”

Indicate the projected number of program graduates in 3-5 years.

At about 20 graduates per year, in five years we will see 100. We will gauge success of the program by job placement and interaction with local and regional firms, and will also include exit interviews.

**7. CURRICULUM**

 Provide curriculum outline by semester (course number/title).

**(For bachelor’s degree program, submit the 8-semester degree plan.)**

Give total number of semester credit hours required for the program, including prerequisite courses.

Identify 35-hour state minimum general education core courses (in italics).

Identify required courses that meet institutional and program area/degree major requirements.

Identify new courses (with an underline) and provide course descriptions.

Identify courses currently offered by distance technology (with an asterisk).

Indicate the number of contact hours for internship/clinical courses.

Requirements for the Major:

ARTS 1919C Studio Foundation I (Sp, Fa) 9

ARTS 1929C Studio Foundation II (Sp, Fa) 9

ARTS 2313 Digital Tools and Concepts (Fa) 3

ARTS 3313 Introduction to Typography (Fa) 3

ARTS 3323 Typographic Systems (Sp) 3

ARTS 3383 User Experience (Fa) 3

ARTS 3393 Identity Design (Fa) 3

ARTS 4303 Professional Development & Seminar (Sp) 3

ARTS 4313 Interactive Language (Sp) 3

ARTS 4323 Technology in Context (Fa) 3

ARTS 4343 Identity Systems (Fa) 3

ARTS 4353 Human Centered Design (Fa) 3

ARTS 4363 Design Co-op (Sp) 3

ARTS 4373 Advanced Typography (Sp) 3

ARTS 4383 Degree Project (Sp) 3

A Minimum of 12 Semester Hours in Art Electives 12

At Least 15 Semester Hours in Art History including: 15

ARHS 2913 Art History Survey I

ARHS 2923 Art History Survey II

ARHS 4933 Contemporary Art (Fa)

ARHS 4823 History of Visual Design (Sp)

3 additional hours in any upper-level ARHS

Elective Outside Department of Art 3

 based on faculty approval

PHIL 2003 Introduction to Philosophy 3

(also satisfies a University/state core requirement)

University and remaining state core requirements for a total of 120 degree credit hours

**8-Semester Degree Plan**

Freshman Fall Semester, 15 credit hours

*ENGL 1013 Composition 1, 3 credit hours*

*MATH 2013 College Algebra (or higher level mathematics), 3 credit hours*

ARTS 1919c Studio Foundations 1, 9 credit hours

Freshman Spring Semester, 16 credit hours

*ENGL 1023 Composition 11, 3 credit hours*

*Social Science University/State Core Requirement, 3 credit hours*

ARTS 1929c Studio Foundations 11, 9 credit hours

UNIV 1001 University Perspectives (can be taken in fall or spring), 1 credit hour

Sophomore Fall Semester, 16 credit hours

*Science University/State Core Lecture with lab, 4 credit hours*

*ARHS 2913 Art History Survey I, 3 credit hours*

Arts Elective, 3 credit hours

ARTS 2313 Digital Tools and Concepts (open to all art students), 3 credit hours

ARTS 3313 Introduction to Typography, 3 credit hours

Sophomore Spring Semester, 13 credit hours

*Science University/State Core Lecture with lab, 4 credit hours*

ARHS 4823 History of Graphic Design, 3 credit hours

Arts Elective, 3 credit hours

ARTS 3323 Typographic Systems, 3 credit hours

Junior Fall Semester, 15 credit hours

*PHIL 2003 Intro to Philosophy, 3 credit hours*

ARHS 2923 Art History Survey II, 3 credit hours

Arts Elective, 3 credit hours

ARTS 3383 User Experience, 3 credit hours

ARTS 3393 Identity Design, 3 credit hours

Junior Spring Semester, 15 credit hours

*Social Science University/State Core Lecture, 3 credit hours*

*US History/State Core Lecture, 3 credit hours*

ARTS 4303 Professional Development & Seminar, 3 credit hours

ARTS 4313 Interactive Language, 3 credit hours

Arts Elective, 3 credit hours

Senior Fall Semester, 15 credit hours

*Social Science University/State Core Lecture, 3 credit hours*

ARHS 4933 Contemporary Art, 3 credit hours

ARTS 4323 Technology in Context, 3 credit hours

ARTS 4343 Identity Systems, 3 credit hours

ARTS 4353 Human Centered Design, 3 credit hours

Senior Spring Semester, 15 credit hours

*Interdisciplinary Elective (outside of Art: other Fulbright, Architecture, Business, etc.), 3 credit hours*

ARHS Elective, 3 credit hours

ARTS 4363 Design Co-op, 3 credit hours

ARTS 4373 Advanced Typography, 3 credit hours

ARTS 4383 Degree Project, 3 credit hours

Total credit hours required: 120

Internship credit considered in lieu of required studios upon approval of professors, based on content and merit of internship.

Please see appendix *[Appendix 2: Curriculum: 8-Semester plan.]*

Course Descriptions for New Courses:

ARTS 3313 Introduction to Typography

In this foundational typography course, students will examine letterform construction, including anatomy and architecture. Analysis will take place through a historical lens, exploring technological and cultural contexts. Students will begin to understand typographic nuance and connotation. The grid will be introduced as a means to understand layout and organize typography. Prerequisites: ARTS 1919, ARTS 1929 Foundations

ARTS 3323 Typographic Systems

Typographic Systems will introduce the complexity of adding imagery, both photographic and illustrative, into typographic layout. Students will learn to manage hierarchy in a more advanced way through the use of the grid. Artifacts will span print to web, exploring how typography must always adapt to new contexts and audiences. Prerequisites: ARTS 3313 Introduction to Typography, ARTS 2313 Digital Tools and Concepts

ARTS 3383 User Experience

User Experience will prepare students to design with usability and function at the forefront of their decision making. Using personas and user scenarios, students will learn to create clear wireframes that guide the design process. Students will explore the field of information architecture and how to clearly structure information and experiences for users. Students will be exposed to introductory CSS, HTML and other interactive languages. Prerequisites: ARTS 3323 Typographic Systems

ARTS 3393 Identity Design

In this beginning identity design course, students will learn and apply theory of semiotics, through the creation of icon sets and small scale applications. Emphasis will be placed on connotation, creating messaging and formal development. Prerequisites: ARTS 3323 Typographic Systems

ARTS 4303 Professional Development & Seminar

This course will prepare students for professional practice and job seeking. Students will develop an online and print portfolio along with other collateral. Students will learn about the contemporary design practice through discussions, reading, writing, guest speakers and studio visits. An emphasis will be placed on assisting each student in preparing for their unique future. Prerequisites: ARTS 3383 User Experience, ARTS 3393 Identity Design

ARTS 4313 Interactive Language

In this advanced course, students will utilize interactive languages to create responsive experiences for the web, touch screens. Students will explore the intersection of linear and non-linear design experiences in the application of motion to web. Prerequisites: ARTS 3383 User Experience, ARTS 3393 Identity Design

ARTS 4323 Technology in Context

This advanced course will focus on speculative explorations in the world of interaction design. Much of the work will be touch and gesture based and dealing with the built environment. Students will be expected to apply their knowledge about proper workflow and execution in an advanced way. Prerequisites: ARTS 4303 Professional Development & Seminar, ARTS 4313 Interactive Language.

ARTS 4343 Identity Systems

In this advanced identity design course emphasis will be placed on creating cohesive messaging systems that cover a wide range of media. Students will create identity systems that are based on research and appropriate to content, context and audience. Media may span environmental, motion, print, web and packaging. Prerequisites: ARTS 4303 Professional Development & Seminar, ARTS 4313 Interactive Language.

ARTS 4353 Human Centered Design

This research based studio will introduce students to design methods that focus on an audience centric process. Students will be exposed to communication theory, modes of persuasion, sustainability, how to design for niche audiences, etc. Prerequisites: ARTS 4303 Professional Development & Seminar, ARTS 4313 Interactive Language.

ARTS 4363 Design Co-op

With the focus shifting between design for good initiatives, a collaboration with a business, or design firm, students will have the opportunity to address problems existing outside of the classroom. Collaboration, research, problem seeking and solving will be addressed. Prerequisites: ARTS 4323 Technology in Context, ARTS 4343 Identity Systems, ARTS 4353 Human Centered Design.

ARTS 4373 Advanced Typography

In the culminating typography course, students will explore typography at an advanced level through a variety of projects. Projects may range from type design to type in motion to complex publication design. Students will be expected to exhibit the utmost of professional ideation, process, execution and craft. Prerequisites: ARTS 4323 Technology in Context, ARTS 4343 Identity Systems, ARTS 4353 Human Centered Design.

ARTS 4383 Degree Project

In this capstone course, students will compete a self-directed project through in depth research, writing and making. The projects offer students an opportunity to specialize prior to entering the job market. Prerequisites: ARTS 4323 Technology in Context, ARTS 4343 Identity Systems, ARTS 4353 Human Centered Design.

For each program area/major course, provide the name of the faculty teaching the course.

Primary program areas:

Foundational: Larry Swartwood

(courses: Digital Tools and Concepts, Design History)

Typography: Marty Maxwell Lane, Thomas Hapgood

(courses: Introduction to Typography, Typographic Systems, Advanced Typography)

Interactivity: Thomas Hapgood, Marty Maxwell Lane

(courses: UX: User Experience, IL: Interactive Language, Technology in Context)

Branding: David Chioffi

(courses: ID: Identity Design, Identity Systems)

Research: David Chioffi, Marty Maxwell Lane, Thomas Hapgood

(courses: Professional Development & Seminar, Human Centered Design, Co-op/ Design for Good, Degree Project)

State program admission requirements.

Declared Art Major, completed Foundations year (18 credit hours), enrollment in ARTS 2313 Digital Tools and Concepts and ARTS 3313 Introduction to Typography, application and portfolio review, minimum GPA: 3.0.

Describe specified learning outcomes and course examination procedures.

After the completion of these courses, students will be able to:

Foundational: courses: Digital Tools and Concepts, History of Graphic Design

1. Develop a range of form generation methods from analog to digital

2. Apply knowledge of proper planning and creative processes (ideation, form making, story

 boarding, writing, file management, editing, and presenting)

3. Properly manage files and properly prepare files for print and screen.

4. Develop presentation and craft skills – physical prototyping, digital and physical

 craftsmanship, project photography, etc.

5. Discuss the evolution of visual communication in relation to social, political, and cultural

 contexts.

6. Develop critical thinking skills by analyzing and comparing graphic design principles,

 makers, contexts, intended messaging and audiences, etc.

7. Develop collection methods for research and iterative work

Typography: courses: Introduction to Typography, Typographic Systems, Advanced Typography

1. Analyze basic characteristics, classifications, and nuances of type design

2. Demonstrate typography’s ability to communicate in expressive ways

3. Synthesize typography’s role in design and understand its potential for effective

 communication

4. Apply a graphic system across a range of media

5. Organize complex information in a consistent grid

6. Develop an engaging and dynamic reading experience using the grid that responds to specific contexts

7. Explore typographic and graphic hierarchy

8. Demonstrate an understanding of letterform development and type history

9. Develop a vocabulary for talking about typography

Interactivity: courses: User Experience, Interactive Language, Technology in Context

1. Organize information for a time based environment, considering sequencing and users

2. Demonstrate an understanding of typography, aesthetics and current visual trends for the web

3. Present content in a manner that is useful and meaningful, accessible and engaging

4. Plan & develop an interactive website

5. Futurecast the possibilities of interaction design

6. Plan screen-based systems that rely on and respond to user input

7. Create the conditions for a holistic experience that occurs at both the component and system level

8. Apply knowledge of narrative, its manipulation, and application across media in linear and non-linear forms

Branding: courses: Identity Design, Identity Systems

1. Clearly communicate a message for the intended audience and context.

2. Exemplify refined and engaging illustration, typography, hierarchy, composition and color

 sensibilities that are project-appropriate.

3. Design a cohesive, yet varied, system that is scalable across size and media.

4. Apply an understanding of the process involved in the generation of effective, clear, dynamic, mark design

5. Demonstrate the ability to develop, and operate within, an identity system.

6. Create clear, appropriate, dynamic and efficient image identification

7. Apply systems knowledge and operate effectively within design systems

Research: courses: Professional Development & Seminar, Human Centered Design, Design Co-op, Degree Project

1. Demonstrate a high quality of writing and communication through project statements, short essays, presentations, cover letters, career goals, blog statements, etc.

2. Apply user research to inform both your concept and design

3. Conduct self-initiated research on a design topic at an advanced level

4. Apply research knowledge to the thoughtful creation of appropriate design artifacts

5. Make connections between visual communication and other subjects

6. Hold a perspective on issues surrounding a chosen topic

7. Structure a significant design exploration at an advanced level, including setting deadlines, documenting and exhibiting the results of the exploration

Include a copy of the course evaluation to be completed by the student. (Course evaluations should request student comments on textbook use (amount/level of use), and faculty communication (speak clearly, can be understood.)

At this time, we are using the standard University evaluations.

**Include information received from potential employers about course content.**

“The branding area, in particular, is going to be of particular interest to the outside business and practitioner community, so I encourage you to put a good amount of effort into that. Be careful not to focus too much on the surface level work of brand identity and try to explore it from a cultural, anthropological level.

In fact, branding has been such a buzz word for so long and has been explored in so many different ways, there may be an opportunity to spearhead a new, design-driven lexicon or way of approaching it and therefore attracting lots of attention to the program.

This one area could someday be the strongest connection between the program and the business and practitioner community.”

-Tim Walker, DOXA, Department of Art Advisory Board, Fay Jones School of Architecture Advisory Board

**Provide institutional curriculum committee review/approval date for proposed program.**

Approved by Department of Art Curriculum Committee, as well as all tenured and tenure-track faculty.

**8. FACULTY**

List the names and credentials **(college/university awarding degree; degree level; degree field)** of all faculty teaching courses in the proposed program. (For associate degrees and above: A minimum of one full-time faculty member with appropriate academic credentials is required.)

Total number of faculty required for program implementation, including the number of existing faculty and number of new faculty. **For new faculty provide the expected academic credentials/professional experience and expected hire date.**

For proposed graduate programs: Provide the curriculum vita for faculty teaching in the program, and the expected credentials for new faculty and expected hire date. Provide the projected startup costs for faculty research laboratories, and the projected number of and costs for graduate teaching and research assistants.

**David Charles Chioffi**

Bachelor of Fine Arts, Rochester Institute of Technology; College of Fine and Applied Arts,

School of Art and Design, 1988

Master of Arts, Wesleyan University, 1997

**Thomas Hapgood**

Bachelor of Arts, University of Arizona | College of Social & Behavioral Sciences (Journalism), 1992

Master of Fine Arts, University of Arizona | College of Fine Arts, (Visual Communication), 2004

**Marty Maxwell Lane**
Master of Graphic Design, North Carolina State University | College of Design, 2009

Bachelor of Fine Arts in Graphic Design, University of Illinois at Chicago | School of Design, 2003

**Larry Swartwood**

Bachelor of Arts, Southern Colorado State College (currently Colo. St. Univ. Pueblo) | Art Department (Painting), 1968

Master of Fine Arts, University of Colorado-Boulder | Department of Art (Painting and Sculpture), 1971

**New faculty:**

Credentials: MFA in Graphic Design, Graphic Design, Visual Communication Design, Visual Communication, preferred. Proven excellence in teaching, service and research.

Over the next three years, Fulbright College will carefully evaluate student growth.  If growth increases to the point where an additional faculty member is required, then the college will use salary savings to hire one additional full-time instructor beginning in the fall 2018 semester. The yearly instructor salary at the current rate of compensation, with a three course load per semester assignment, is $32,000. From a longer term perspective, we will continue to evaluate student growth, as well as program productivity.  We will communicate effectively with stakeholders and request additional support when and if the needs of the program justify such requests.

**9. DESCRIPTION OF RESOURCES**

Current library resources in the field

A detailed memorandum from Mr. Phillip J. Jones, Associate Librarian, University Libraries, is submitted as an appendix [*Appendix 3: Description of Resources: Library*]. He acknowledges that the collections of the University of Arkansas Libraries will support the pedagogy of the proposed degree.

Current instructional facilities including classrooms, instructional equipment and technology, laboratories (if applicable)

Specific areas allocated for graphic design comprise two instructional digital studios with individual computers; two large format color television display screens for interactive instruction; a printing lab with color and black-and-white output capabilities and scanners; a large format printing lab; as well as a bindery. All computers utilize the latest professional digital software of the Adobe Creative Cloud [CC]. A complete accounting of equipment is submitted as an appendix [*Appendix 4: Description of Resources: Equipment*].

New instructional resources required, including costs and acquisition plan

A complete accounting of the approximately $53,322 instructional equipment and costs is submitted as an appendix [*Appendix 5: Description of Resources: Instructional*]. An acquisition plan is to start purchasing during 2016 fiscal year and complete purchasing during 2018 fiscal year. An accompanying narrative can be found below under New Program Costs.

**10. NEW PROGRAM COSTS – Expenditures for the first 3 years**

New administrative costs (number and position titles of new administrators)

There are no administrative costs associated with the proposed program.

Number of new faculty (full-time and part-time) and costs

Over the next three years, Fulbright College will carefully evaluate student growth.  If growth increases to the point where an additional faculty member is required, then the college will use salary savings to hire one additional full-time instructor beginning in the fall 2018 semester. The yearly instructor salary at the current rate of compensation, with a three course load per semester assignment, is $32,000. From a longer term perspective, we will continue to evaluate student growth, as well as program productivity.  We will communicate effectively with stakeholders and request additional support when and if the needs of the program justify such requests.

New library resources and costs

There are no additional resources and costs associated with the proposed program other than those which are currently in place. The funding for the purchase of monographs to support the Department of Art has been consistent and stable throughout the last five fiscal years. Please reference [*Appendix 3: Description of Resources: Library*]

New/renovated facilities and costs

There are no additional resources and costs associated with the proposed program other than those which are currently in place. It is anticipated that the program will remain within the Fine Arts building while occupying three independent studios, and a departmental and area internal facilities need assessment is presently being conducted. The configuration will be to enable each student within the program to reside in a year-long, rotational studio environment which will also serve as the instructional location for each specific course within the three year sequence. The Department of Art resides within the historic Edward Durell Stone designed complex which is proposed as part of the University’s master plan to be renovated within the next decade.

New instructional equipment and costs

The program’s expansion mandates the use and refurbishment of current instructional equipment, as well as the purchasing of individual workstations, magnetic whiteboards, conference table and chairs, as well as a hydraulic guillotine, among others. We will no longer require the maintenance of three computer labs as we shift to a model dependent on a student-purchased laptop. The current initial per-student costs for these items, at a projected yearly 60 students, is $887.03. Considered over a ten-year span of utility, the per student cost for these items is $88.70. A complete accounting of the approximately $53,322 instructional equipment and costs is submitted as an appendix [*Appendix 5: Description of Resources: Instructional*]. These purchase lines are made possible through a portion of a grant from the Windgate Charitable Foundation to the Department of Art.

Distance delivery costs (if applicable)

Costs included in appendix [*Appendix 5: Description of Resources: Instructional*].

Other new costs (graduate assistants, secretarial support, supplies, faculty development, faculty/students research, program accreditation, etc.)

There are no additional serviceable resources and costs associated with the proposed program other than those which are currently in place as a result of funding from the University to the Department of Art at the operational level in both the Studio Equipment [TELE] and the Art Consumable Fund [ACF]; as well as in faculty and student development from the J. William Fulbright College of Arts and Sciences.

**--No new costs required for program implementation (Provide explanation)**

An accompanying narrative can be found in the previous question’s answer.

**11. SOURCES OF PROGRAM FUNDING – Income for the first 3 years of program**

 **operation**

If there will be a reallocation of funds, indicate from which department, program, etc.

There are no reallocation of funds associated with the proposed program other than those which are currently in place as noted in question ten. A yearly allocation of monies for the operation of the program is derived from the Studio Equipment [TELE] and the Art Consumable Fund [ACF]. These accounts are funded yearly for each discipline through departmental discretion and are anticipated to be approximately $5,000 to 10,000, and $25,000, respectively.

Indicate the projected annual student enrollment and expected annual tuition/fees for the proposed program (Provide the amount of student tuition per credit hour)

The current projected annual student enrollment is 60. The expected annual tuition/fees for coursework within the program, utilizing the University of Arkansas Treasurer's Office fee calculator is as follows:

Sophomore Year: 9 credits $2484.09 [$276.01 per credit hour]

Junior Year: 18 credits $4978.18 [$276.56 per credit hour]

Senior Year: 18 credits $4978.18 [$276.56 per credit hour]

Total: 45 credits $12,440.45

Indicate the projected annual state general revenues for the proposed program (Provide the amount of state general revenue per student)

Information needed to answer.

Other (grants, employers, special tuition rates, mandatory technology fees, program specific fees, etc.)

An Art Consumable Fund [ACF] of $125 per student, enrolled in each studio course of the program, is collected each semester in association with the general tuition fees.

**12. ORGANIZATIONAL CHART REFLECTING NEW PROGRAM**

Proposed program will be housed in (department/college)



**13. SPECIALIZED REQUIREMENTS**

Describe specialized accreditation requirements for program (name of accrediting agency)

There are no accreditation requirements for the proposed program, however the Department of Art is currently preparing foundational requirements to begin an application for accreditation by the National Association of Schools of Art and Design [NASAD].

Licensure/certification requirements for student entry into the field (name of program licensure/approving agencies)

There are no licensure or certification requirements for student entry into the field.

Provide documentation of Agency/Board approvals (education, nursing--initial approval required, health-professions, counseling, etc.)

There are no agency/board approvals required.

**14. BOARD OF TRUSTEES APPROVAL**

Provide the date that the Board approved the proposed program

November 20, 2015

**15. SIMILAR PROGRAMS**

List institutions offering program

Proposed undergraduate program – list institutions in Arkansas

University of Arkansas - Fort Smith

 Department of Art and Graphic Design

 [Bachelor of Science in Graphic Design](http://art.uafs.edu/graphic-design/) ( 54 credits hours in graphic design)

University of Arkansas at Little Rock

 Department of Art

 [Bachelor of Fine Arts in Art](http://ualr.edu/art/bfa/fine-art/) (Studio Art) (18 credit hours in graphic design)

Arkansas State University

 Department of Art

 [Bachelor of Fine Arts in Graphic Design](http://www.astate.edu/info/academics/degrees/degree-details.dot?mid=315b45cb-c6a0-465a-b761-0b0b9d18bae0) (43 credit hours in graphic design)

Why is proposed program needed if offered at other institutions in Arkansas or region?

In order to best serve the students at the flagship University of Arkansas, it is imperative that we update the degree and course requirements, both in content and quantity. At present, students are required only to take 21 credit hours as part of the general BFA in Studio Art with emphasis in Graphic Design, and BA students take only 15 credit hours in design courses. This is not nearly enough to be exposed to the exciting and burgeoning career field in graphic design, as well as be adequately prepared for professional employment. The students will be able to take advantage of the advanced and interdisciplinary courses offered throughout the Fulbright College, as well as the university. In addition, we have assembled a team of faculty with a high-level of experience in teaching, administration, curriculum development, research, and design practice. Therefore, in order to take advantage of this wealth of experience, a new degree is required. Students will benefit most from this increase in rigor, portfolio entry requirement, close ties to industry in Northwest Arkansas for internships, and sequential course offerings, while the many design industry agencies and firms here will find the students much more enticing and compelling. Many have mentioned they do not look to hire from the UA since many of the students (especially BA, the bulk of our present students) are not qualified or lack the confidence in their training. We expect this to change greatly, as our students will become highly sought-after locally, regionally, and nationally. Our program will now be acknowledged to be of high rigor and academic integrity, which will assist our success in NASAD accreditation — as well as national recognition for The University of Arkansas in regard to graphic design pedagogy.

List institutions offering a similar program that the institution used a model to develop the proposed program.

Kansas City Art Institute, Memphis College of Art, University of North Texas, University of Kansas, and North Carolina State University

Provide a copy of the e-mail notification to other institutions in the state of the proposed program and their responses; include your reply to the institutional responses.

Submitted to Professor and Chair Don Lee (University of Arkansas-Fort Smith), Professor and Chair Curtis Steele (Arkansas State University) and Professor and Chair Tom Clifton (University of Arkansas at Little Rock) on 1/19. Emails provided in appendix [*Appendix 6:Similar Programs: Notification].*

**16. DESEGREGATION**

By program area, provide the total number of students, number of black students, and number of other minority students enrolled in related certificate and/or degree programs (if applicable)

According to The University's Office of Institutional Research, in 2014, the Department of Art students reported the following:

Asian: 14

African American: 8

Hispanic, and any other race: 26

American Indian or Alaska Native: 5

Caucasian: 274

Non-resident Alien: 5

Unknown: 2

Hawaiian / Pacific Islander: 2

Two or More Races: 15

**17. INSTITUTIONAL AGREEMENTS/MEMORANDUM OF UNDERSTANDING**

 **(MOU)**

If the courses or academic support services will be provided by other institutions or organizations, include a copy of the signed MOU that outlines the responsibilities of each party and the effective dates of the agreement.

N/A

**18. PROVIDE ADDITIONAL INFORMATION IF REQUESTED BY ADHE STAFF**