### PROPOSAL – 1

### NEW DEGREE PROGRAM

1. **PROPOSED PROGRAM TITLE**

Design for Collaborative Futures, Master of Design

2. **CIP CODE REQUESTED**

Link for CIP Codes:  <http://nces.ed.gov/ipeds/cipcode/resources.aspx?y=55>.

09.0702 Digital Communication and Media/Multimedia

3. **PROPOSED STARTING DATE**

Fall 2022

4. **CONTACT PERSON**

Name (Provost/Academic Affairs Officer): Terry Martin

Title: Senior Vice Provost for Academic Affairs

Name of Institution: University of Arkansas

E-mail Address: tmartin@uark.edu

Phone Number: 479-575-2151

Name (Program Contact Person): Tom Hapgood

Title: Program Director of Graphic Design

E-mail Address: [thapgoo@uark.edu](mailto:thapgoo@uark.edu)

Phone Number: (479) 856-4554

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.

The Master of Design program at the University of Arkansas School of Art prepares curious students to design at the edge of what is possible and preferable for the future of communities, culture and technology. Students consider systems-level change through interdisciplinary collaborations, discipline-defining inquiry, and transformative work + research opportunities. The graduate degree consists of 60-credits within a two year or four-semester period. For those applicants who derive from interdisciplinary undergraduate degrees or require a foundational design education prior to entering the Master of Design’s two-year sequence, a foundational year will be offered. This single year non-degree status program enables instruction in the foundational tenets necessary to succeed within the subsequent Master of Design.

Special Topics courses would be open to non-majors and undergrads based on instructor approval. Topics would change and evolve based on faculty research.

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

Bachelor of Fine Arts in Graphic Design

6. **NEED FOR THE PROGRAM**

Submit Workforce Analysis Form or Employer Needs Survey (only when workforce data is deficient for the academic disciple within the proposal)

The Workforce Analysis Request Form sent to Dr. Nathan Smith at the Arkansas Development Finance Authority on February 13, 2020, and now with his feedback has been resubmitted on June 9, 2020.

The Workforce Analysis Request Form can be found in Appendix A.

Employer Needs Survey should include the following:

* Submit numbers that show job availability, corporate demands and employment/wage projections, not student interest and anticipated enrollment.  Focus mostly on state needs and less on regional and national needs, unless applicable to the program.
* Survey data can be obtained by telephone, letters of interest, student inquiry, etc.  Focus mostly on state needs for undergraduate programs; for graduate programs, focus on state, regional and national needs.
* Provide names and types of organizations/businesses surveyed.

Letters of support should address the following when relevant: the number of current/anticipated job vacancies, whether the degree is desired or required for advancement, the increase in wages projected based on additional education, etc.

Indicate if employer tuition assistance is provided or if there are other enrollment incentives.

No, but this is something that is a future possibility.

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

The new program has been mandated by a portion of an annual endowment from the Walton Family Charitable Support Foundation with additional support for two endowed faculty. This endowment will allocate funds for faculty and student research, travel, visiting designers, and materials/technology to run the program. Beginning in the fall of 2020, five graphic design tenure/tenure-track faculty will be in place with one visiting assistant professor, one senior instructor of practice with four additional projected faculty hires supported by the endowment over the next few years as listed below.

A $120 million endowment by the Walton Family Charitable Trust Foundation was awarded to the School of Art to establish a graduate degree in design considering that there is no stand-alone terminal degree in design in the state of Arkansas. In the formulation of the Master of Design degree, a rigorous academic component synonymous with a Research One university and the J. William Fulbright College of Arts and Sciences, which the School of Art resides was realized. The degree equally advances an academic, as well as social emphasis through the endowment embracing a strong emphasis on diversity, inclusion, community, and interdisciplinary scholarship.

Within the research and construction stage of the degree, the program solicited national design educators as virtual and on-campus consultants to provide for additional insight and scholarship. Regarding nomenclature, a consensus among both consultants and faculty, as it pertains to both current and future lenses of the professional and academic arenas, that "Master of Design" is the appropriate degree title.

Indicate which employers contacted the institution about offering the proposed program.

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.

The program advisory committee will include some of the tenured and tenure track faculty in graphic design and a few appointed members from the local design community and our professional organization (AIGA), and will meet bi-annually.

Indicate the projected number of program enrollments for Years 1 - 3.

We will accept 7 students each fall. Year 1 enrollment 7, year 2 enrollment 14, year 3 enrollment 14.

We will also accept 1–3 students into the foundational year but will not exceed 14 total in the program at one time. The actual number of Master of Design students and Foundation students will vary from year to year based on the census of each at any given time.

The Foundational Year courses are delivered at the graduate level and course number. However, students accepted into the Foundational Year:

\_the accumulated graduate credits are not applicable to satisfying any of the Master of Design degree requirements nor its awarding, and as such are, only tabulated as pre-requisites.

\_The Foundational Year does not provide for any fellowships, assistantships, tuition assistance nor financial support as it falls outside of the supported Master of Design guidelines. Graduate students are fully supported during Master of Design Year 1 and Master of Design Year 2.

\_Students who are accepted into the Foundational Year are also conditionally accepted into the Master of Design degree tract concurrently [Foundation Year 1 + Master of Design Year 1 + Master of Design Year 2 = 3 Total Years]. However, at the end of the Foundational Year, students must undergo an extensive academic, research, and grade review. Students whose performance does not meet the assessment criteria could be asked to leave prior to commencing the Master of Design's first year.

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

We will accept 7 students each fall, graduating 7 students each spring. Therefore, at the end of year 1 - 0 graduates, end of year 2 - 7 total graduates, end of year 3 - 14 cumulative graduates, year 4 - 21 cumulative graduates, year 5 - 28 cumulative graduates.

A continuous enrollment of 14 students from Year 2 onward. Each of the two cohorts will consist of Master of Design students and Foundational Year students, with this number being a variable combination based upon applications, acceptances, and ultimate enrollment.

7. **CURRICULUM**

# Provide curriculum outline by semester (include course number and title).

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

Semester 1, Fall (15 credits)

required:

GDES 6316 Design and Technology, 6 credits

GDES 5333 Design Research Methods, 3 credits

pick two from:

GDES 5303 Design Pedagogy and Leadership, 3 credits

GDES 6353 Graduate Special Topics, 3 credits

Pre-approved elective, 3 credits

Semester 2, Spring (12–15 credits)

required:

GDES 6346 Culture of Design, 6 credits

select one or both: (if they take one, they can take another during the summer)

GDES 6353 Graduate Special Topics, 3 credits

Pre-approved elective, 3 credits

Semester 3, Fall (15 credits)

required:

GDES 6306 Design and Communities, 6 credits

GDES 6366 Thesis Preparation, 6 credits

pick one:

GDES 5383 Design Writing and Dissemination, 3 credits

GDES 6353 Graduate Special Topics, 3 credits

Pre-approved elective, 3 credits

Semester 4, Spring (12-15 credits)

GDES 6399 Design Thesis, 9 credits

GDES 5393 Design Theory: Past, Present and the Future, 3 credits

as needed for credits

GDES 6353 Graduate Special Topics, 3 credits

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

The 60 credit degree offers a 2-year full-time plan and a 3-year full time plan for people coming from interdisciplinary programs or who need foundational design education prior to entering the Master of Design program.

Foundational year:

Foundational Year: Limited enrollment, 1–3 students per year, while maintaining two cohorts of 7 students each, to continually meet the goal of a maximum capacity of 14 students [Cohort 1: Foundational Year Student [s] and Master of Design Students.

The Foundational Year will integrate these students into the upper-level coursework currently offered within the undergraduate BFA in Graphic Design degree program. Sections will be stacked, yet Foundational Year students will operate under their own syllabus, objectives, and outcomes.

Each student will maintain a dedicated workspace within the Master of Design graduate studio and aligned equally with their programming and community. While in the classroom, students will have a temporary desk in each undergraduate student for course meetings.

In consultation with a program faculty advisor, students will register for a depth of courses that will best facilitate the acquisition of design methodologies. A typical two-semester projection is outlined below. A minimum of nine credit hours is required to be recognized as a full-time student.

The Foundational Year does not maintain any financial underwriting.

Fall existing courses for foundational year:

GDES 4323 Technology in Context

GDES 4353 Human Centered Design

GDES 4373 Advanced Typography

Spring existing courses for foundational year:

GDES 4363 Design for Complexity

GDES 3323 Type Systems 2

ARHS 4823 History of Graphic Design

GDES 4343 Identity Systems

Identify new courses *(in italics)* and provide course descriptions.

***GDES 6306 Design and Communities, 6 credits***

*This studio will engage students in community-based design research focusing primarily on people and users, covering topics related to wicked problems and complexity in design that require a system-level approach. Students are expected to be resilient and curious as they dig into the relationship between design and communities.*

Faculty

member: tenured or tenure-track faculty, such as Associate Professor Marty Maxwell Lane or new hire.

***GDES 5333 Design Research Methods, 3 credits***

*In this seminar course, students will familiarize themselves with research methods from other disciplines and apply those methods to contemporary design practice. This course will focus on the means of collecting information throughout the creative process, and consider the roles of visual research, including imaging, modeling, prototyping, and diagramming.*

Faculty member: tenured or tenure-track faculty, such as Assistant Professor Bree McMahon or new hire.

***GDES 5303 Design Pedagogy and Leadership, 3 credits***

*In this seminar, students will use collaboration and conversation to explore the application of pedagogy to future careers in academia and professional practice. Through studying the history of pedagogy, students will learn methodologies for teaching, assessment, and curriculum writing. This class will also focus on providing students with an understanding of life in academia and what it means to be a design leader.*

Faculty member: tenured or tenure-track faculty, such as Assistant Professor Bree McMahon, Associate Professor Marty Maxwell Lane or new hire.

***GDES 6316 Design and Technology, 6 credits***

*This studio will provide opportunities for students to explore emerging technologies through the lens of what is plausible, possible, and preferable in the future of design. Students will primarily work with topics related to data, policy, and the future of making while also considering interdisciplinary approaches and potential design outcomes.*

Faculty member: tenured or tenure-track faculty, such as Assistant Professor Ali Place, Associate Professor Tom Hapgood or new hire.

***GDES 6366 Thesis Preparation, 6 credits***

*By the end of this studio, students will have developed a written proposal for their thesis project that demonstrates that the project is viable and has a clear research direction. Through lectures, discussion, and workshops students will also apply research findings and various design methodologies, theories, and frameworks to develop their thesis trajectory.*

Faculty member: tenured or tenure-track faculty, such as Assistant Professor Ali Place, Assistant Professor Bree McMahon, Associate Professor Marty Maxwell Lane, Professor David Charles Chioffi or new hire.

***GDES 6346 Culture of Design, 6 credits***

*The focus of this studio is to examine the culture of the design discipline, use provocation to further define the discipline, and understand the ways in which practitioners are accountable for design outcomes. This course will take an interdisciplinary approach to rethink contemporary design practice and application.*

Faculty member: tenured or tenure-track faculty, such as Professor David Charles Chioffi, Assistant Professor Ali Place, Assistant Professor Bree McMahon, Associate Professor Marty Maxwell Lane or new hire.

***GDES 5383 Design Writing and Dissemination, 3 credits***

*In this seminar course, students will engage in diverse modes of writing in design, exploring writing for various outlets such as reviews, journal articles, books, popular culture, and other publishing options. Topics such as applying for grants and funding, peer review, and alternative methods of dissemination will be covered as well as the fundamentals of writing abstracts, a thesis document, and editing. This course will also include research and collaboration opportunities that focus on academic output.*

Faculty member: tenured or tenure-track faculty, such as Professor David Charles Chioffi, Associate Professor Tom Hapgood, Assistant Professor Marty Maxwell Lane or new hire.

***GDES 5393 Design Theory: Past, Present, and the Future, 3 credits***

*The focus of this seminar is to familiarize students with design theory that is both discipline-specific and interdisciplinary. In this course, students will examine the application of theory and frameworks within the context of design. This inquiry will include the history of design theory as well as contemporary practice and futuring. The goal of this seminar is to develop a design vocabulary and ways of understanding the complexity of the discipline.*

Faculty member: tenured or tenure-track faculty, such as Assistant Professor Ali Place, Assistant Professor Bree McMahon, Associate Professor Marty Maxwell Lane or new hire.

***GDES 6399 Design Thesis, 9 credits***

*By the end of this studio, students will have completed a thesis project that includes a designed system, written research paper, and public presentation. The thesis project should demonstrate the ability to tackle significant design and research challenges.*

Faculty member: any of our tenured or tenure-track faculty or new hire

***GDES 6353 Graduate Special Topics, 3 credits***

*May be offered in a subject not specifically covered by the courses otherwise listed (e.g. topics through a design perspective, such as criticism and history, feminism, justice, machine learning, community organizing, data, consumer experience, sustainability, diversity, publishing, climate, critical issues and designer as author).*

Special Topics Courses are open to non majors and undergraduates based on instructor approval. Topics would change and evolve based on faculty research.

Faculty member: any tenured or tenure-track faculty, such as Professor David Charles Chioffi, Associate Professor Tom Hapgood, Assistant Professor Ali Place, Assistant Professor Bree McMahon, Associate Professor Marty Maxwell Lane, or new hires.

Identify required general education courses, core courses and major courses.

N/A

For each program major/specialty area course, list the faculty member assigned to teach the course.

The courses will be staffed by tenured or tenure-track Graphic Design program faculty. Several endowment-funded hires underway for new faculty members. Faculty assignments generally listed with course descriptions above.

Identify courses currently offered by distance technology (with an asterisk\*) and endnote at the end of the document.

N/A

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

N/A

State the program admission requirements.

The application for admission is a two-step process and may require fees associated with their completion. Candidates must be successful in both processes to be admitted to the Graduate School and University of Arkansas, and the School of Art and Master of Design graduate program.

1. Apply to the Graduate School (<https://application.uark.edu>)

2. In addition to the graduate school application, submit the following materials to the School of Art using SlideRoom, web-based system, http://uarkart.slideroom.com:

a. A brief statement describing why you are interested in the Master of Design degree

b. A one to two-page autobiographical statement outlining your education, experiences, achievements, and goals for graduate study

c. A one page statement addressing your perspectives on diversity, equity, and inclusion.

d. Resumé/Curriculum Vitae

e. A professional portfolio comprising 12 projects captured as digital images and uploaded as directed with appropriate attributions. Consideration should be given to high levels of detail, consistency, and a curated body of work representing your professional and/or research interests.

The uploading of these assets must conform to outlined standards. Physical examples of work will not be accepted nor can a personal website substitute for this component of the application.

f. A PDF of unofficial transcripts from all previous colleges and universities attended.

g. Three Letters of Recommendation are required and your application is not considered complete until such are received. All individuals serving as a reference should be from representatives of higher education or professionals who are able to offer insight into the applicant's academic and research ability and potential at the graduate level.

h. English Proficiency Test Scores (TOEFL, IELTS, or PTE), if necessary. (See Graduate School and International Studies admissions for more information, https://international-admissions.uark.edu/index.php.)

Application deadline is January 15 for Fall admission only. The application portal on Slideroom will close at midnight (Central time) on January 15. It is recommended that you submit your application at least two weeks prior to the deadline to allow your faculty recommenders time to upload their letters.

NOTE: The Graduate Record Exam (GRE) is not required for applicants to the Master of Design program in the School of Art at the University of Arkansas.

NOTE: Students who are accepted into the Foundational Year are also conditionally accepted into the Master of Design degree tract concurrently [Foundation Year 1 + Master of Design Year 1 + Master of Design Year 2 = 3 Total Years]. However, at the end of the Foundational Year, students must undergo an extensive academic, research, and grade review. Students whose performance does not meet the assessment criteria could be asked to leave prior to commencing the Master of Design’s first year. While years 1 and 2 of the Master of Design are funded through the endowment, the Foundational Year is not.

Describe specified learning outcomes and course examination procedures.

Students will understand and apply high-level critical thinking methods by  approaching design from a systems level, contemporary design research methods, theory and frameworks, scholarly academic writing related to design themes and current issues, emerging technology and data as it relates to policy and resilient organizations, provoking further definition of the discipline of design within culture, methodologies of successful pedagogy and leadership. Students will demonstrate outcomes through active research, design artifacts and systems, collaborative projects with strong, successful technical and conceptual choices and writing.

Note: Learning outcomes and research realizations are thoughtfully considered, rigorous in intention, and are specific to each course. The content deliverables are found within the syllabus of each course offering.

Include a copy of the course evaluation to be completed by the student.

As noted by the Office of the Provost, Course Evaluations on their website:

"Consistent with Arkansas Higher Education Coordinating Board and board of trustees policy requiring student evaluation of teaching, each semester the teacher and course evaluation process at the University of Arkansas begins with email notification from IT Services. Evaluations are managed through the CoursEval online system and are scheduled to be given the last week of classes, with scores and comments returned to faculty members 72 hours after final grades have been turned in."

The instructor of record may also include an additional five questions specific to the course, otherwise, the standardized University format and questions are deployed.

The ARSC College Cores

Course Questions:

1) Assignments are related to goals of this course. (Code: 213)

2) The teaching methods used in this course enable me to learn. (Code: 120)

3) The stated goals of this course are consistently pursued. (Code: 014)

Instructor Questions

1) My instructor displays a clear understanding of course topics. (Code: 064)

2) My instructor is readily available for consultation. (Code: 255)

3) My instructor explains difficult material clearly. (Code: 073)

Also see appendix for example evaluation.

Include information received from potential employers about course content.

As outlined within the proposal process, an Audience Survey was conducted regarding the Master of Design to professionals within the greater Northwest Arkansas region, and the questions are attached. The survey returned 52 responses which presented a cross-section of individuals, their educational backgrounds, professional employment, and commentary on graduate education. As such, the responses to the survey reflected this diversity in the resulting opinions, however, the majority of participants saw the degree as a positive advancement for the profession and community.

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

December 9, 2020

8. **FACULTY**

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

Indicate lead faculty member or program coordinator for the proposed program.

Associate Professor Tom Hapgood, [thapgoo@uark.edu](mailto:thapgoo@uark.edu)

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 credentials/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. Also, provide the projected startup costs for faculty research laboratories, and the projected number of and costs for graduate teaching and research assistants.

We require 5-6 faculty to run this new degree. Note, that to run this new degree, along with our existing Bachelor of Fine Arts in Graphic Design degree, requires a total of 12 faculty, full-time. Listed below are all of the design faculty who will teach in the both degrees.

**Associate Professor Tom Hapgood**, MFA in Visual Communication, University of Arizona

Present courses taught: User Experience, Professional Development, Design Tools and Concepts, Interactive Language

**Professor David Charles Chioffi**, Master of Arts, Wesleyan University

Present courses taught: Typographic Systems 1, Typographic Systems 2, Identity Systems 1, Identity Systems 2

**Associate Marty Maxwell Lane**, Master of Graphic Design, North Carolina State University

Present courses taught: Human-Centered Design, Design for Complexity, Degree Project

**Assistant Professor Ali Place**, Master of Fine Arts in Experience Design, Miami University

Present courses taught: Degree Project, Design for Complexity, Technology in Context

**Assistant Professor Bree McMahon**, Master of Graphic Design, North Carolina State University

Present courses taught: ARTS Foundations, History of Graphic Design, Typographic Systems 1, Typographic Systems 2, Technology in Context, Degree Project

**Visiting Senior Instructor of Practice in Graphic Design Ryan Slone**, Master of Fine Arts in Graphic Design, Vermont College of Fine Arts (2021)

Present courses taught: Design Tools and Concepts, Typographic Systems 3, Technology in Context, Professional Development

**Visiting Assistant Professor Dajana Nedic**, Master of Graphic Design, North Carolina State University, here 2020-2023

Present courses taught: ARTS foundations, Human-Centered Design, Interactive Language, Design for Complexity

**Hire 01**, Endowed Assistant Professor in Graphic Design, terminal degree in design, Fall 2021

**Hire 02**, Endowed Assistant Professor in Graphic Design, terminal degree in design, Fall 2021 or 2022

***Hire 03****, Assistant Professor in Graphic Design or similar, terminal degree in design, Fall 2021*

***Hire 04****, Assistant Professor in Graphic Design or similar, terminal degree in design, Fall 2022*

***Hire 05****, Assistant Professor in Graphic Design or similar, terminal degree in design, Fall 2023*

9. **DESCRIPTION OF RESOURCES**

Current library resources in the field

A $2 million endowment (from the $120 million) will provide research and instructional support acquisitions for the Master of Design degree, including monographs, periodicals, journals, digital archives, and databases, as well as a growing collection of historically relevant assets related to the design canon will be expanded.

Students will also have access to Crystal Bridges Museum of American Art Library, and Mullins Library, the university's main research center.

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

New instructional resources required, including costs and acquisition plan

Program Costs:

A $4 million dollar endowment (from the $120 million) by the Walton Family Charitable Trust Foundation was awarded to the School of Art to establish a graduate degree in design. An approximate investment earning of $160,000 per year by the endowment will provide support for the Master of Design degree's inception and operation.

Instructional Facilities:

A $120 million endowment by the Walton Family Charitable Trust Foundation was awarded to the School of Art, and with matching support from the University of Arkansas, the historic Fine Arts Center complex, designed by Edward Durrell Stone, is scheduled to be renovated within the next five years. Concurrently, at the architectural stages, an additional School of Art building on Martin Luther King Parkway, affords the undergraduate and graduate graphic design degree programs expanded instructional spaces, studios, and community outreach and engagement at its new location.

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

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

The administrator of the graphic design program (“program director”), a faculty member for 15 years, is supported by the University of Arkansas, Fayetteville, Fulbright College of Arts and Sciences at $110,000 or base salary plus 25% for administrative responsibility.

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

See section above

New library resources and costs

The new School of Art facility is completing architectural stage and under construction Summer 2020

New/renovated facilities and costs

New instructional equipment and costs

Distance delivery costs (if applicable)

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

A portion of the following Walton Family Charitable Support Foundation (WFCSF) will be shared by Art Education, Art History, and Art Studio programs within the School of Art:

Graduate students will be funded by the Walton Family Charitable Support Foundation (WFCSF) through the Graduate Scholarship Endowment, of which $11 million is designated for the Master of Design program. Annual endowment gains of approximately $550,000 will fund graduate assistantships, stipends and fellowships for all full-time students in the program.

**If no new costs required for program implementation, provide explanation.**

11. **SOURCE 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.

A portion of the large endowment from The Walton Family Charitable Support Foundation to fund graduate students in the School of Art will support Master of Design students.

Provide the projected annual student enrollment, the amount of student tuition per credit hour, and the total cost of the program that includes tuition and fees.

Tuition is set at $430 per credit hour for Arkansas residents, and $1,168 per credit hour for non-residents.

Indicate the projected annual state general revenues for the proposed program (Provide the amount of state general revenue per student). Based on the University of Arkansas catalog information website, https://catalog.uark.edu/graduatecatalog/feeandgeneralinformation/ for tuition and fees.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | Year 1  2022-23 | Year 2  2023-24 | Year 3  2024-25 | Year 4  2025-26 | Year 5  2026-27 |
| Cohort 1 | 7 x  $8,800.14 | 7 x  $8,800.14 |  |  |  |
| Cohort 2 |  | 7 x  $8,800.14 | 7 x  $8,800.14 |  |  |
| Cohort 3 |  |  | 7 x  $8,800.14 | 7 x  $8,800.14 |  |
| Cohort 4 |  |  |  | 7 x  $8,800.14 | 7 x  $8,800.14 |
| Cohort 5 |  |  |  |  | 7 x  $8,800.14 |
| Annual Enrollment | 7 x  $8,800.14 | 14 x $8,800.14 | 14 x $8,800.14 | 14 x  $8,800.14 | 14 x  $8,800.14 |
| Total Tuition  & Fees | $61,600.98 | $123,201.96 | $123,201.96 | $123,201.96 | $123,201.96 |

Other (grants [list grant source & amount of grant], employers, special tuition rates, mandatory technology fees, program specific fees, etc.).

Students (14) in the program are fully funded through the Walton Family Charitable Support Foundation’s endowment

12. **ORGANIZATIONAL CHART REFLECTING NEW PROGRAM**

Proposed program will be housed in (department/college)

Organizational chart

Description automatically generated

13. **SPECIALIZED REQUIREMENTS**

If specialized accreditation is required for program, list the name of accrediting agency.

National Association of Schools of Art and Design

Indicate the licensure/certification requirements for student entry into the field.

N/A

# Provide documentation of Agency/Board review/approvals (education, nursing--initial

# approval required, health-professions, counseling, etc.)

Will submit to NASAD September 1, 2021 for their October 2021 meeting. (Must be first approved by Arkansas before submitting to NASAD.)

14. **BOARD OF TRUSTEES APPROVAL**

Provide the date that the Board approved (or will consider) the proposed program.

March 18, 2021

Provide a copy of the Board meeting agenda that lists the proposed program, and written documentation of program/unit approval by the Board of Trustees prior to the Coordinating Board meeting that the proposal will be considered.

15. **SIMILAR PROGRAMS**

# List institutions offering program:

## Proposed undergraduate program – list institutions in Arkansas

Proposed master’s program – list institutions in Arkansas and region

\*[University of Arkansas - Little Rock—Little Rock](https://catalog.ualr.edu/preview_program.php?catoid=12&poid=2525&returnto=1088) (Master of Arts in Art with concentration in graphic design)

Arkansas Undergraduate:

[Arkansas State University—Jonesboro](https://www.astate.edu/info/academics/degrees/degree-details.dot?mid=315b45cb-c6a0-465a-b761-0b0b9d18bae0) (Bachelor of Fine Arts concentration Graphic Design)

[Arkansas Tech University—Russellville](https://www.atu.edu/art/) (Bachelor of Fine Arts in Graphic Design)

[Harding University—Searcy](https://www.harding.edu/academics/colleges-departments/arts-humanities/art-design/graphic-design) (Bachelor of Fine Arts concentration Graphic Design)

[Henderson State University—Arkadelphia](https://www.hsu.edu/pages/academics/ellis-college-of-arts-and-sciences/art/art-education/) (Bachelor of Fine Arts emphasis in Graphic Design)

[John Brown University—Siloam Springs](https://www.jbu.edu/majors/graphic-design/) (Bachelor of Science major in Graphic Design)

[Ouachita Baptist University—Arkadelphia](https://obu.edu/visualarts/majors.php) (Bachelor of Fine Arts Graphic Design)

[Southern Arkansas University—Magnolia](https://web.saumag.edu/lpa/depts/art/) (Bachelor of Fine Arts in Communication Design)

[University of Arkansas - Fort Smith—Fort Smith](https://class.uafs.edu/art/graphic-design) (Bachelor of Science in Graphic Design)

[University of Central Arkansas—Conway](https://uca.edu/art/programs-and-degrees/graphic-design/) (Bachelor of Fine Arts in Studio Art emphasis in Graphic Design)

REGION:

University of Houston (TX), School of Art

[MFA](https://uh.edu/kgmca/art/graduate-programs/mfa-studio-art/graphic-communications/course-requirements/)

60 semester-hour graduate program in Graphic Design.

Promotes advanced research in GD and critical theory. Students define specific areas to concentrate their research and development.

Outcomes— Final work documented and presented in department wide exhibition, documentation submitted to department, submission of written thesis, and comprehensive oral exam at time of thesis exhibition.

Oklahoma State University, College of Arts and Sciences, Dept. of Art,

Graphic Design and Art History.

[MFA](https://art.okstate.edu/academics/graphic-design/mfa)

Three year, 60 credit hour program.

Specializing in three primary focus areas—Interaction Design, Motion Design, and Visual Communication.

Outcomes— Along with completed coursework other requirements include a written thesis, a thesis exhibition, and an oral defense.

Louisiana State University, College of Art + Design, School of Art.

[MFA](https://design.lsu.edu/art/programs/graphic-design/#mfa)

Three year, 60 credit hour program. 7 concentrations: ceramics, digital art, graphic design, painting & drawing, photography, printmaking, and sculpture.

Conceptually based, the program includes research and discourse of modernist + postmodernist methods, strategies, and analysis of the practice of design.

Outcomes— Along with coursework, students are required to complete a thesis paper, a public exhibition, and oral defense of their work.

University of Central Oklahoma, School of Design

[MFA in Design](https://www.uco.edu/graduate/files/degree-sheets/fa-design.pdf#Design)

60 credit hour program.

Students will develop innovative and effective design solutions, communicate concepts, understand philosophies, theories and terminology of design, and develop high standards for professional practice.

Outcomes—Plan of study, complete coursework, acceptable thesis and successful public defense.

University of Texas at Austin, College of Fine Arts, School of Design and Creative Technologies

[MFA in Design](https://designcreativetech.utexas.edu/mfa-design)

Two year, 60 credit program.

New curriculum prepares students for thought and organizational leadership in the field of design or where design is strategically utilized. Students have the opportunity to study, explore, and work in disciplines that intersect with design.

Outcomes— Develop a thesis that thoughtfully intersects with another field.

Proposed doctoral program – list institutions in Arkansas, region, and nation

State why proposed program needed if offered at other institutions in Arkansas or

region.

A Master of Design program is not currently offered at other institutions in Arkansas or the region.

List institution(s) offering a similar program that the institution used as a model to

develop the proposed program.

California College of the Arts

[MDes - Master of Interaction Design](https://www.cca.edu/design/interaction-design/#section-curriculum)

One year, three-semester (36 unit) intensive program- STEM-designated.

Coursework emphasizing craft, social impact, and leadership, addressing critical and complex challenges through powerful design process skills and intuitive organizational systems. Degree audit + recommendations from program managers determine curricular paths for each student—Green, Orange, Yellow (same courses in different sequences based on recommendations).

Columbus College of Art & Design

[MDes in Innovation Design Strategies](https://www.ccad.edu/academics/master-design)

Two year, 60 credit program with three-year half-time enrollment option. Students develop leadership styles, manage design teams, facilitate design workshops, participate in speaking opportunities, or spearhead brainstorming sessions with other organizations. Program structure: a scaffolded approach—Themes in Self, Ecosystems, Complexity, and Implementation.

University of Chicago, School of Design

[MDes in Graphic Design and Industrial Design](https://design.uic.edu/programs/master-design)

Two year program focused on an independent masters research project offering students an opportunity to explore topics of inquiry to inform and shape disciplinary knowledge. Preliminary year is an option to applicants who do not hold a bachelor's degree in design. Projects foster analytical competence in research, writing, design history, and image theory.

University of Washington, School of Art + Art History + Design

[MDes](https://art.washington.edu/design/design-mdes)

Two year program for students interested in engaging in advanced research and scholarship or the pursuit of an academic career. The program focuses on interdisciplinary work and research-driven design practice. Three year course of study emphasizing mastery of core design skills available to students with exceptional design potential.

University of Michigan, STAMPS School of Art & Design

[MDes](https://stamps.umich.edu/graduate-programs/mdes_curriculum)

Two year, 60 credit program. Curriculum includes both design education and engagement training. The first year focuses on identifying problems and the second year focuses on addressing them.

IIT Institute of Design

[MDes](https://id.iit.edu/master-of-design/)

Two year, 54 credit program (MDes + Foundation: 69 credits). The program prepares students to effectively address dynamic and complex business, civic, and social challenges with rigor, depth, and imagination. The curriculum teaches students real-world skills needed to integrate, interconnect, and innovate beyond traditional practices of design.

University of Cincinnati, College of  Design, Architecture, Art, and Planning (DAAP)

[MDes](https://daap.uc.edu/academics/sod/programs/ms-design)

Two year program rooted in an evidence-based approach emphasizing design research methods and strategies addressing complex sociocultural, environmental, educational, and health challenges. Students expected to work with a high level of independence, motivation, and competence through their education.

Carnegie Mellon, School of Design

[MDes](https://design.cmu.edu/content/master-design)

Two year program immersing students in a research-based approach to design within the context of services and social innovation. Through coursework and research, graduate students learn a rigorous process for documenting, analyzing, and understanding the past and present to propose more desirable systems and interactions for the future.

Provide a copy of the e-mail notification to other institutions in the state notifying them of the proposed program. Please inform institutions not to send the response to **“Reply All”**. If you receive an objection/concern(s) from an institution, reply to the institution and copy ADHE on the email. That institution should respond and copy ADHE. If the objection/concern(s) cannot be resolved, ADHE may intervene.

See appendix

**Note: A written institutional objection/concern(s) to the proposed program/unit may delay Arkansas Higher Education Coordinating Board (AHECB) consideration of the proposal until the next quarterly AHECB meeting.**

16. **DESEGREGATION**

State the total number of students, number of black students, and number of other minority students enrolled in related degree programs, if applicable.

According to The University's Office of Institutional Research and Assessment, in Fall 2019, the School of Art reported the following student breakdown:

Indian 4, Black 14, Asian 13, Hispanic 45, Caucasian 313, Hawaiian 1, Foreign 11, Two/More 27, Unknown 3.

According to The University's Office of Institutional Research and Assessment, in Fall 2019, the Graphic Design program reported the following student breakdown:

Indian 0, Black 2, Asian 2, Hispanic 14, Caucasian 67, Hawaiian 0, Foreign 1, Two/More 4

1. **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.

1. **ACADEMIC PROGRAM REVIEW**

Provide scheduled program review date (within 10 years of program implementation date).

The next National Association of Schools of Art and Design (NASAD) review is scheduled from 2021-22. Since degree completion for the new program will fall outside of the timeline to submit documentation of program completers, a complete evaluation will be delayed until the next consecutive NASAD accreditation.

1. **PROVIDE ADDITIONAL INFORMATION IF REQUESTED BY ADHE** **STAFF**
2. **INSTRUCTION BY DISTANCE TECHNOLOGY**

If the proposed program will be offered by distance technology, provide the following information:

Summarize institutional policies on the establishment, organization, funding and management of distance courses/degrees.

Describe the internal organizational structure that coordinates (development, technical support, oversight) distances courses/degrees.

Summarize the policies and procedures to keep the technology infrastructure current.

Summarize the procedures that assure the security of personal information.

Provide a list of services that will be outsourced to other organizations (course materials, course management and delivery, technical services, online payment, student privacy, etc.).

N/A