Thursday, March 31, 2016

MEMORANDUM

TO: University Senate

FROM: Dr. Rob Jensen, Director, School of Art and Visual Studies

I am pleased to put forward to the Faculty Senate for consideration our new degree proposal, a Bachelor of Science degree in Digital Media and Design. This degree has been three years in the making and is the product of many faculty hands, innumerable meetings and discussions among the School, the College, with other academic units and colleges. We are proud of what we have produced and believe it will positively contribute to the educational and research environment of the University of Kentucky.

When the proposal was passed by the Undergraduate Council on March 29, the Council suggested that we take a few steps to ensure the consent of the Senate.

It was pointed out that the degree's capstone course sounded in the description like an independent study course. We will put a minor course change through the system to clarify this:
Current language:
A-S 547 ADVANCED DIGITAL PROJECTS. (3) An advanced course that allows digital media students to propose and create large-scale, in-depth projects such as short films, video installations, a complete animation, web-based research projects, etc. that require time and focus to produce. Independently driven projects will be developed in the classroom setting. 3 credit hours, may be repeated up to 9 hours. Prereq: Consent of instructor.
Proposed language:
A-S 547 DIGITAL MEDIA PROJECTS CAPSTONE. (3) A culminating course that allows digital media students to propose and create large-scale, in-depth projects such as short films, video installations, a complete animation, a photographic series, a 3D printing installation, a web-based research project, etc. that require time and focus to produce. 3 credit hours. Prereq: Senior Standing, B.S. Digital Media and Design Majors

We were asked to provide new wording for the *University Bulletin* that would describe in the College of Fine Arts' front material the new B.S. degree in Digital Media and Design. We will be forwarding the new language for the degree in the College of Fine Arts section of the *Bulletin* to the Registrar on Friday, April 1 along with the proposed description of the new degree program for inclusion in the *Bulletin* should the degree receive Senate and Board of Trustees approvals.

In the *Bulletin* we address what is also a concern of the Undergraduate Council, the nature of the Bachelor of Science degree. The precise wording in the *Bulletin* will be: "The B.S. degree program in Digital Media and Design offers students an intensive digital media curriculum at a pre-professional level. This degree is available to students who plan to undertake careers in practical and commercial applications of digital design and related technologies involved in the creation and use of digital imagery." The rationale for this language and for the choice of the B.S. degree are as follows:

1) We chose the Bachelor of Science designation first because we wanted to make sure that the degree was perceived by students (and faculty) as an applied arts rather than a fine arts or a liberal arts degree. Second the degree acknowledges the fact that graduates will have engaged significantly in digital technologies (programming, advanced software modeling, and the like) that studio art students generally are not expected to master Third, we expect graduates to find employment in applied design fields, as graphic designers, photographers, web designers, product designers, and so on, rather than as visual artists producing works of art for the home, the gallery, and the museum.
2) The B.S. degree designation is also in accordance to the standards of our accreditation body, National Schools of Art and Design (NASAD), which permits the use of Bachelor of Science degrees exclusively to describe professional degree programs in design. Accordingly, NASAD requires that at least 65% of the course credit for such degrees be in the creation and study of art and design.
3) The relatively high percentage of design-related coursework expected by NASAD for the B.S. degree means that students completing the major will have had to take more studios (and more studios in explicitly digital design areas) than would B.A. students in studio art, if not quite as many studio courses as students pursuing a Bachelor of Fine Arts degree with the intent to enter an art-related field (although we expect many graduates will have taken as many art studios as their BFA contemporaries).
4) We are simultaneously seeking accreditation approval for the new B.S. degree program from NASAD; we are confident that the new degree will meet our national accreditation standards.

Respectfully submitted by Dr. Rob Jensen

1. *This form has two sections. Section A contains information required by the University Senate and Registrar's office and Section B contains information required by two external entities, the CPE (Council on Postsecondary Education) and SACS-COC (Southern Association of Colleges and Schools Commission on Colleges). Although only Section A is required for University Senate approval, every question must be answered to receive CPE approval. Please write "not applicable" wherever that is the appropriate response, leaving no area blank.*

2. *The CPE requires that a pre-proposal be submitted after a proposed program has achieved approval at the college level. Answers to questions identified with a * by the question number on this form should be used for the CPE's pre-proposal. Such questions are in both Section A and Section B. More information about the CPE's [pre-proposal process](#) can be obtained by emailing institutionaleffectiveness@uky.edu.*

3. *Once approved at the college level, your college will send the proposal to the appropriate Senate academic council (HCCC and/or UC) for review and approval. Once approved at the academic council level, the academic council will send your proposal to the Senate Council office for additional review via a committee and then to the Senate for approval. Once approved by the Senate, the Senate Council office will send the proposal to the appropriate entities for it to be placed on an agenda for the Board of Trustees. The contact person listed on the form will be informed when the proposal has been sent to committee and other times as appropriate.*

SECTION A – INFORMATION REQUIRED BY UNIVERSITY SENATE

1. Basic Information: Program Background and Overview

1a	Date of contact with the Director of Institutional Effectiveness (IE): (institutionaleffectiveness@uky.edu)	*2-10-2015*
1b	Home College: *Fine Arts*	
1c	Home Educational Unit (school, department, college[1]): *School of Art and Visual Studies*	
1d*	Degree Type (BA, BS, etc.): *B.S.*	
1e*	Program Name (Interior Design, Social Work, etc.): *Digital Media and Design*	
1f*	CIP Code (provided by [Undergraduate Council](#) chair or [Institutional Effectiveness](#)): *50.0102-Digital Arts*	
1g	Is there a specialized accrediting agency related to this program? Yes ☒ No ☐	
	If "Yes," name: *National Schools of Art and Design*	
1h*	Requested effective date: ☒ Semester after approval. OR ☐ Specific Date[2]: _____	
1i	Anticipated date for granting first degree(s): *December 2017*	
1j*	Individual responsible for submission of, completion of, and answering questions about the proposal ("contact person"):	
	Name: *Robert Jensen* Email: *Robert.Jensen@uky.edu* Phone: *7-2336*	

2. Program Overview

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[1] Only interdisciplinary undergraduate degrees may be homed at the college level.
[2] Programs are typically made effective for the semester following approval. No program will be made effective unless all approvals, up through and including Board of Trustees and CPE approval, are received.

2a*	Provide a brief description of the proposed program. *(300 word limit)*
	The Digital Media and Design (DMD) bachelor of science degree in the School of Art and Visual Studies is intended to educate its students in studio-based digital media practices at the pre-professional level. This degree is available to students who plan to undertake careers that require creative use of digital imagery with artistic and/or commercial applications, involving digital design and illustration, photography, video, sound and digital-based fabrication. With the exception of outside coursework all courses are in the form of studio-based instruction.
2b	*(similar to 11a)* List the program objectives. These objectives should deal with how students will benefit from the program, both tangibly and intangibly. Give evidence that they will benefit. *(300 word limit)*
	The proposed B.S. degree in Digital Media and Design is a response to rapidly advancing digital technologies and to changing expectations by students and their families regarding the value and purpose of college degrees. It is intended to: 1. meet student demand while growing our majors; 2. attract and develop a higher quality cadre of students in our programs; 3. attract students regionally as well as within the Commonwealth; 4. fully utilize the skills our faculty has to offer; 5. develop a program designed for inter-college collaboration; 6. further undergraduate and graduate research within designed collaborative environments; 7. offer students the best possible training in the latest digital technologies and related applications; 8. foster the creativity of students in design-related fields.
2c*	List the student learning outcomes (SLOs) for the proposed program and include the SLO for the Graduation Composition and Communication Requirement (GCCR). (*300 word limit) (More detailed information will be addressed in a subsequent question.)*
	A. Knowledge of the concepts related to the visual, spatial, sound, motion, interactive, and temporal elements/features of digital technology and principles for their use in the creation and application of digital media-based work. *B. Understanding of narrative and other information/language structures for organizing content in time-based or interactive media; the ability to organize and represent content structures in ways that are responsive to technological, social, and cultural systems.* *C. Understanding of the characteristics and capabilities of various technologies (hardware and software); their appropriateness for particular expressive, functional, and strategic applications; their positions within larger contexts and systems; and their influences on individuals and society.* *D. Knowledge of the processes for the development and coordination of digital-based art and design strategies (for example, storyboarding, concept mapping, and the use of scenarios and personas.)* *E. Ability to analyze and synthesize relevant aspects of human interaction in various contexts (physical, cognitive, cultural, social, political, and economic) and with respect to technologically-mediated communication, objects, and environments.* *F. Knowledge of history, theory, and criticism with respect to such areas as film, video, technology, and digital art and design.* *G. Ability to work in teams and to organize collaborations among people from different disciplines.* *H. Ability to use the above competencies in the creation and development of professional quality digital media productions.* *The ability to communicate effectively in visual, oral, and written form (GCCR) will be addressed throughout the curriculum but also in the specific course Art 301.*
2d	Describe the rationale and motivation for the program. Give reference to national context, including equivalents in benchmark institutions. *(150 word limit)*
	Many students in our digital classes have complained that they cannot get the degree they want at UK. UK lags behind many colleges and universities in the Southeast by the absence of degree programs in graphic design or digital media or a combination of the two. The DMD B.S. degree will bring U.K up to the degree offering standards available to most students enrolled in similar studio art programs in other Southern

	Regional Education Board (SREB) states. But its integrative approach to digital media most closely resembles only those degree programs offered by comparableflagship, research I universities, such as the University of Florida, the University of George, and the University of Texas. And even these institutions do not possess a degree program that weaves so closely together graphic design, video, web design, photography, 3-d fabrication and print media.
2e	Describe the proposed program's uniqueness within UK. *(250 word limit)*
	We have crafted a degree for a creative class of students who want the digital skills to be successful in today's job market. The College of Communication's Media Arts degree program emphasizes mass media. The College of Design offers pre-professional training in architecture and interior design. The College of Engineering's programs are too technical for the type of student we would mostly attract. And the Art Studio B.A. and B.F.A. degree programs focus on fostering fine as opposed to applied artists/creatives.
2f	Describe the target audience. *(150 word limit)*
	The B.S. degree is for students seeking training in software applications, lens-based technologies, and digital design within a studio environment that emphasizes creativity. The business world and industry need graduates able to apply such digital software/hardware to create innovative solutions to common problems. These individuals are valued for their creativity, for their knowledge of contemporary and past visual culture, and for the digital skills they are able to bring to any task.
2g*	Does the program allow for any tracks (a.k.a. options)? Yes ☐ No ☒
	If "Yes," name the track(s). *(Specific course requirements will be described in a subsequent section.)*
	Track #1:
	Track #2:
	Track #3:
	Track #4:
	Track #5:
	Track #6:
2h	Does the program <u>require</u> a minor? Yes[3] ☐ No ☒
	If "Yes," what is the name of the minor?
2i	Are necessary resources available for the proposed new program? Yes ☒ No ☐
	(A more detailed answer is requested in Section A, part 4.)
2j	Describe how the proposed program will be administered, including admissions, student advising, retention, etc. *(150 word limit)*
	The DMD will be administered by the School of Art & Visual Studies administrative leadership and staff, alongside SA/VS other four undergraduate degree programs. The new degree shares School resources regarding everything from admissions to advising to retention initiatives and so on. However, student success will be monitored by a faculty digital media and design assessment committee.
2k	Are multiple units/programs collaborating to offer this program? Yes ☐ No ☒

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[3] If "Yes," in conjunction with the submission of this form to the home unit, you must also fill out the form for a new minor and submit it to the home unit.

	If "Yes," please discuss the resource contribution(s) from each participating unit/program. *(150 word limit) (Letters of support will be addressed in subsequent sections.)*	
2l	List all UK programs[4] which the proposed program could be perceived as replicating. Give a rationale for why this is not duplication, or is a necessary duplication. *(250 word limit)*	
	The only degree program similar to the DMD outside of our own degree programs in studio art is the College of Communications Media Arts B.A. degree. However, we believe that the Media Arts degree is primarily concerned with mass media and communications and is primarily taught in lecture course format. The DMD is a studio-based program with an emphasis on individual creative design applications. In fact we often get Media Arts majors enrolling in our digital media courses to master the technical knowledge that Media Arts is not set up to provide. Moreover, we are hoping to see double majors between the two programs as well as students minoring in the respective degree programs, since they complement each other so well.	
2m	The faculty of record is the faculty body responsible for ALL aspects of the program, including courses, credit hours, rigor, changes to the program, etc. Please identify the program's *faculty of record* by choosing ONE of the four scenarios below. For more information on each faculty of record scenario, visit http://www.uky.edu/Faculty/Senate/Forms/UndegDegPgm_Help.html.	

	☒	Scenario 1
	OR	
	☐	Scenario 2
	OR	
	☐	Scenario 3
	OR	
	☐	Scenario 4
	If Scenarios 2, 3, or 4 are chosen, please provide describe/list/name the members of the faculty of record and describe the voting rights of members of the faculty of record. Include the process and standards for identifying the program director, as well as adding and deleting members of the faculty of record. *(150 word limit)*	

2n	Will the program have an advisory board[5]?	Yes ☐	No ☒
	If "Yes," please describe the standards by which the faculty of record will select members of the advisory board, the duration of service on the board, and criteria for removal. *(150 word limit)*		
	If "Yes," please list below the number of each type of individual (as applicable) who will be involved in the advisory board.		
		Faculty within the college who are within the home educational unit.	
		Faculty within the college who are outside the home educational unit.	
		Faculty outside the college who are within the University.	
		Faculty outside the college and outside the University who are within the United States.	

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[4] You must include a letter of support from any other program's home unit. Please convert the letter to a PDF and append to the end of this form.

[5] An advisory board includes both faculty and non-faculty who are expected to advise the faculty of record on matters related to the program, e.g. national trends and industry expectations of graduates.

		Faculty outside the college and outside the University who are outside the United States.
		Students who are currently in the program.
		Students who recently graduated from the program.
		Members of industry.
		Community volunteers.
		Other. Please explain:
		Total Number of Advisory Board Members

3. Delivery Mode		UK DLP and eLearning Office [6]		
3a*	Initially, will any portion of the proposed program's core courses be offered via distance learning[7]?		Yes ☐	No ☒
	If "Yes," please indicate below the percentage of core courses that will be offered via distance learning.			
(check one)	1% - 24% ☐	25% - 49% ☐	50% - 74% ☐	75 - 99% ☐	100% ☐
	NOTE: Programs in which 25% or more of the program will be offered via distance learning may need to submit a substantive change prospectus to SACS. Please contact institutionaleffectiveness@uky.edu for assistance. *The prospectus is required by SACS, but it is NOT required for Senate review.*			
3b*	If *any* percentage of the program will be offered via the alternative learning formats below, check all that apply, below.			
	☐	Distance learning.		
	☐	Courses that combine various modes of interaction, such as face-to-face, videoconferencing, audio-conferencing, mail, telephone, fax, email, interactive television, or World Wide Web.		
	☒	Technology-enhanced instruction.		
	☐	Evening/weekend/early morning classes.		
	☐	Accelerated courses.		
	☒	Instruction at nontraditional locations, such as employer worksite.		
	☐	Courses with multiple entry, exit, and reentry points.		
	☐	Modularized courses.		
3c	Give pedagogical rationale for the use of alternative delivery modes in the proposed program. Consider the aspects below and elaborate as appropriate. *(200 word limit)* • Synchronous and asynchronous components. • Balance between traditional and non-traditional aspects. • Hybrid elements.			
	The DMD will be looking to make employer internships an integral part of the student's program.			

4. UK Resources				
4a*	Will the program's home educational unit require new or additional faculty?		Yes ☐	No ☒
	If "Yes," provide a plan to ensure that appropriate faculty resources are available, either within UK or externally, to support the program. Note whether the new and additional faculty will be part-time or full-time faculty. If "No," explain why. *(150 word limit)*			
	If "Yes," when will the faculty be appointed? *(150 word limit)*			

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[6] For questions about alternative delivery modes, please contact UK's Distance Learning Programs and e-Learning office (URL above).
[7] Per the Southern Association of Colleges and Schools Commission on Colleges (SACS) definition of distance education, distance education is a formal educational process in which the majority of the instruction (interaction between students and instructors and among students) in a course occurs when students and instructors are not in the same place. Instruction may be synchronous or asynchronous.

4b	Will the program's home educational unit require additional non-faculty resources, e.g. classroom space, lab space, or equipment?	Yes ☐	No ☒
	If "Yes," provide a brief summary of additional non-faculty resources that will be needed to implement this program over the next five (5) years. If "No," explain why. *(150 word limit)*		
4c	Will the program include courses from another educational unit(s)?	Yes ☐	No ☒
	If "Yes," list the courses and identify the other educational units and subunits that have approved the inclusion of their courses. *(150 word limit)*		
	If "Yes," append to the end of this form a letter of support from the appropriate educational unit chair/director from whose unit individual courses will be used. A letter must include the following: • Demonstration of true collaboration between multiple units[8]; • Impact on the course's use on the home educational unit; and • Verification that the chair/director has consent from the faculty members of the unit.		

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[8] Show evidence of detailed collaborative consultation with such units early in the process.

4d		(similar to question 19) Fill out the faculty roster below for full-time and part-time faculty teaching major core courses in the proposed program.	

NAME	FACULTY CIP CODE[9]	MAJOR CORE COURSES IN THE PROGRAM	OTHER QUALIFICATIONS
List name & identify faculty member as FT (full-time) or PT (part-time).	List the applicable CIP Code for the faculty member.	List the major core courses in the program that the faculty member will teach.	*If applicable,* list any other qualifications and comment on how they pertain to the courses in the program the faculty member will teach. *If not applicable*, mark with "n/a."
FT Ruth Adams	50.0605	A-S 300; A-S 580; A-S 581	M.F.A. University of Miami, 1999; Concentration in Photography and Digital Art; B.F.A. Rochester Institute of Technology, 1994; Photojournalis; *B.S. Syracuse University 1988; Computer Science
FT Rob Dickes	50.0406; 50.0605	A-S 300; A-S 305; A-S 346; ART 485	MFA, University of Kentucky, 2009; BFA, Rochester Institute of Technology, 1996; Commercial Photographer, Entrepreneur 1996-2002; Graphic Design, photography and digital media teache
FT Garrett Hansen	50.0605; 50.0102	A-S 285; A-S 300; A-S 580; A-S 581	MFA., Photography, Indiana University, 2011
FT Doreen Maloney	50.0102; 50.0699	A-S 346; A-S 398; A-S 490; A-S 546	MFA/MA Installation, Video Art and Performance , University of Wisconsin, Madison 1999; MA Ottoman History, University of Wisconsin, Madison, 1996
FT Jonathan McFadden	50.0710; 50.0102	A-S 320; A-S 321; A-S 390; A-S 520; A-S 521	MFA, Printmaking, Edinburgh College of Art, 2009 BFA, Printmaking, Texas State University, 2006
FT Matt Page	50.0409; 50.0102	A-S 340; A-S 341; A-S 347; A-S 540; A-S 541	M.F.A Vermont College of Fine Arts, Montpelier, Vermont, 2006
FT Lee Ann Paynter	50.0605;	A-S 200; A-S 285; A-S 300; A-S 346	MFA Photography & Media, California Institute of the

[9] Consult your college's associate dean for faculty affairs for specific assistance with Classification of Instructional Programs codes (CIP codes).

	50.0102; 500699		*Arts, 2011*
FT James R. Southard	*50.0605; 50.0102*	*A-S 285; A-S 300*	*MFA Carnegie Mellon University, 2011*
FT Dmitry Strakovsky	*10.0304; 50.0102*	*A-S 200; A-S 345; A-S 346; A-S 347; A-S 348; A-S 390; ART 485; A-S 546*	*MFA The School of the Art Institute of Chicago; CTO MakeTime, Inc. 2014-2015; Freelance Software developer 2001-present*
FT Sarah Wylie VanMeter	*50.0102; 10.0304*	*A-S 200; A-S 346*	*MFA Filmmaking, San Francisco Art Institute, 2009 BFA Photography and New Media, University of Kentucky, 2003*
FT James Wade	*50.0102;*	*A-S 390; A-S 546*	*MFA – Sculpture, The University of Georgia, 1996*
FT Nicole White	*50.605*	*A-S 200; A-S 285; A-S 300*	*MFA, Studio, School of the Art Institute of Chicago, 2012 MA, Art History, University of Connecticut, 2010*
FT David Wischer	*50.0409; 50.0710*	*A-S 200; A-S 320; A-S 322; A-S 340; A-S 341; A-S 346; A-S 347*	*MFA, Fine Art, Purdue University, West Lafayette IN, 2012; BFA, Graphic Design, Northern Kentucky University, Highland Heights KY, 2000*

5. Assessment – Program Assessment and Student Learning Outcomes (SLOs)

5a	Referring to program objectives, student benefits, and the target audience (questions 2b and 2f), explain how the *program* will be assessed, which is different from assessing student learning outcomes. Include how the faculty of record will determine whether the program is a success or a failure. List the benchmarks, the assessment tools, and the plan of action if the program does not meet its objectives. *(250 word limit)*
	We have set the floor at 100 DMD majors and the ceiling at 200 majors within the first four years. Second, we have set the minimum graduate rate after the declaration of the major at 85% and a four-year graduation rate at 80% minimum. Third, we will track student job placement following graduation. We are targeting a 80% success rate minimum within digital design fields closely related to the student's degree. Fourth, we will ask graduating students to evaluate the program, assessing its strengths and weaknesses from their individual perspectives. We will index graduation rates against the UK standard and at UK benchmark institutions with similar degrees. Program improvements will be an on-going activity; we will adjust course offerings and curriculum to best prepare students to achieve their career goals.
5b	*(related to 2c and 14.c)* Based on the SLOs from question 2c, append a PDF of the program's course map[10] to the end of this form. *(Click HERE for a sample curricular map.)*
5c	Append an assessment plan[11] for the SLOs to the end of this form. *(Click HERE for a sample assessment plan.)*

6. Miscellaneous

6a	Is there anything else about the proposed program that should be mentioned? *(150 word limit)*
	The DMD degree takes advantage of the recent significant growth of faculty in digital-related fields and the new School of Art and Visual Studies building, with its new six digital labs, its new photo and print media labs, and its new three-d fabrication studio.

7. Specific Course Requirements. [S, R]

UK Core Requirements

		Course Prefix and Number	Number of Credit Hours
7a	I. Intellectual Inquiry (one course in each area)		
	Arts and Creativity		*3*
	Humanities		*3*
	Social Sciences		*3*
	Natural/Physical/Mathematical		*3*
7b	II. Composition and Communication		
	Composition and Communication I	CIS or WRD 110	3
	Composition and Communication II	CIS or WRD 110	3

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[10] Course mapping (or "curricular mapping") is a representation of how faculty intend to approach and assess each of the student learning outcomes identified for the courses for the degree program, with an emphasis on courses required for all degree candidates. It is a master chart that indicates which objectives are being met, to what extent, and how often. This identifies whether an objective is "introduced," "developed," and/or "mastered" within a given course; it may be helpful also to chart any classroom-based assessment measures used to demonstrate that claim.

[11] An assessment plan is typically a tabular grid that illustrates the artifacts, rubrics, assessment team, and periods of assessment for the SLOs.

7c	III. Quantitative Reasoning (one course in each area)		
	Quantitative Foundations		*3*
	Statistical Inferential Reasoning		*3*
7d	IV. Citizenship (one course in each area)		
	Community, Culture and Citizenship in the USA		*3*
	Global Dynamics		*3*
7e		**Total UK Core Hours:**	*30*

7f	**Graduation Composition and Communication Requirement (GCCR)**	
7f.i	How will the GCCR be delivered in the proposed program? For each box checked, list the prefix and number for the relevant course(s), including any cross-listing(s).	
	☒ Single course within the program's home unit.	*Art 301*
	☐ Multiple courses within the program's home unit.	
	☐ Single course from outside[12] the program's home unit.	
	☐ Multiple courses from outside[11] the program's home unit.	
	☐ Combination of course(s) from inside and outside[11] the program's home unit.	

7f.ii	Course	Prefix & Number	Course Status[13]
	Course #1		Select one....
	Course #2 (☐ Not applicable.)		Select one....
	Course #3 (☐ Not applicable.)		Select one....
	Course #4 (☐ Not applicable.)		Select one....

7f.iii	Provide a narrative regarding this program's GCCR, for inclusion in the Bulletin.
	This course is designed to assist DMD majors in developing practical writing and presentation skills needed to maintain a successful, professional practice in the visual arts. The course will include written, oral, and visual communication assignments.

7g	**College-level Requirements**	
	How will college-level requirements be satisfied?	
	☒ Standard University college requirement	List course(s): *6 hours in CFA outside academic unit.*
	OR	
	☐ Specific course(s)	List course(s):

Use the grids below to list core courses, electives, courses for a track, etc.
Use the course title from the Bulletin or from the most recent new/change course form.

7h*	**Program Major Core Courses.** (Required for <u>all</u> students in the program and includes pre-major and pre-professional courses. Check the appropriate box to describe the course as either "program core" or "pre-

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[12] You must include a letter of support from the other unit. The letter must address delivery mechanisms and resources allocated for the specified GCCR course(s). Please convert the letter to a PDF and append to the end of this form.

[13] Use the drop-down list to indicate if the course is an existing course that will not be changed, if the course is an existing course that will be changed, or if the course is a new course.

Prefix & Number	Course Title	Type of Course	Credit Hrs	Course Status[13]
	major/pre-professional".)			
A-S 001	Foundation Exhibition	☐ Pgm Core ☒ Pre-major/prof	0	Existing
A-S 101	Creative Practices in Art Studio	☐ Pgm Core ☒ Pre-major/prof	1	Existing
A-S 102	Two-Dimensional Surface	☐ Pgm Core ☒ Pre-major/prof	3	Existing
A-S 130	Drawing	☐ Pgm Core ☒ Pre-major/prof	3	Existing
A-S 200	Introduction to Digital Art, Space, and time	☐ Pgm Core ☒ Pre-major/prof	3	Existing
A-S 285	Lens Arts	☐ Pgm Core ☒ Pre-major/prof	3	New
A-H 101	Introduction to Visual Studies (recommended)	☐ Pgm Core ☒ Pre-major/prof	3	Existing
	additional visual studies course from approved list	☐ Pgm Core ☒ Pre-major/prof	3	Existing
	9 art studio courses at 300-level or above with 6 minimum in digital fields: examples following	☐ Pgm Core ☐ Pre-major/prof	27	Select one….
A-S 300	Digital Photography	☐ Pgm Core ☐ Pre-major/prof	3	Existing
A-S 305	Studio Lighting	☐ Pgm Core ☐ Pre-major/prof	3	Existing
A-S 320	Print media: screenprint	☐ Pgm Core ☐ Pre-major/prof	3	Existing
A-S 321	Print media: intaglio/lithography	☐ Pgm Core ☐ Pre-major/prof	3	Existing
A-S 340	Introduction to Graphic Design	☐ Pgm Core ☐ Pre-major/prof	3	Existing
A-S 341	Graphic Design: Layout	☐ Pgm Core ☐ Pre-major/prof	3	Existing
A-S 345	Web Design	☐ Pgm Core ☐ Pre-major/prof	3	Existing
A-S 346	Digital Video	☐ Pgm Core ☐ Pre-major/prof	3	Existing
A-S 347	Multimedia (subtitle required)	☐ Pgm Core ☐ Pre-major/prof	3	Existing
A-S 348	Circuits & bits: Introduction to hardware and software topics in art	☐ Pgm Core ☐ Pre-major/prof	3	Existing

A-S 385	*Digital Methods in Photography*	☐ Pgm Core ☐ Pre-major/prof	*3*	Existing
A-S 480	*Professional Practices in Photography*	☐ Pgm Core ☐ Pre-major/prof	*3*	Existing
A-S 520	*Print media: topics (subtitle required)*	☐ Pgm Core ☐ Pre-major/prof	*3*	Existing
A-S 521	*Print media: contemporary practices*	☐ Pgm Core ☐ Pre-major/prof	*3*	Existing
A-S 540	*Graphic Design: Publication Design*	☐ Pgm Core ☐ Pre-major/prof	*3*	Existing
A-S 541	*Graphic Design: Advanced Design*	☐ Pgm Core ☐ Pre-major/prof	*3*	Existing
A-S 546	*Intermedia Studio (subtitle required)*	☐ Pgm Core ☐ Pre-major/prof	*3*	Existing
A-S 547	*Digital Media and Design Projects (Capstone)*	☐ Pgm Core ☐ Pre-major/prof	*3*	Existing
A-S 585	*Industry Pathways and Practice*	☐ Pgm Core ☐ Pre-major/prof	*3*	New
A-S 580	*Photography Projects I*	☐ Pgm Core ☐ Pre-major/prof	*3*	Existing
A-S 581	*Photography Projects II*	☐ Pgm Core ☐ Pre-major/prof	*3*	Existing

		Total Core Courses Credit Hours:	*42*	
7i	Is there any narrative about pre-major or pre-professional courses for the program that should be included in the Bulletin? If "Yes," note below. (150 word limit)		Yes ☒	No ☐
	First Year Foundation Requirements *Progression Requirement* *Students must earn at least a letter grade of C in each of the Foundation courses to progress to major status.* *Residency Requirement* *Students are required to complete a minimum of two semesters at the University of Kentucky following admission into the B.S. program.*			
7j	Is there any narrative about core courses for the program that should be included in the Bulletin? If "Yes," note below.		Yes ☒	No ☐
	1. Studio requirements *A minimum of nine art studio courses at the 300 level or above, of which at least six are digital-based (printmedia, digital photography, graphic design, video, web-based art, 3-d fabrication, among others), ...27* *2. Career Pathway Core:* * A-S 547 Digital Media and Design Projects (Capstone)…………..………3* * A-S 585 Industry Pathways and Practice………….……..3* * Art 301 Professional Practices (GCCR)……………….……..3* *3. Art History/Visual Culture* * At least 6 hours of art history, visual studies, film history or*			

	theory at or above the 300 level from approved list.….......6		

	Program Guided Electives[14] (Guided electives for <u>all</u> students in the program.)	☐ **Not Applicable**	
7k*	Does the program include any guided electives? (If "No," indicate & proceed to 7n.)	Yes ☒	No[15] ☐

7l	Is there any narrative about guided electives courses that should be included in the Bulletin? If "Yes," note below. (150 word limit)	Yes ☒	No ☐
	Required Outside Concentration *In addition to the major requirements, each student with the approval of his or her academic advisor will select a minimum of 18 credits in related course work in an outside area of concentration, of which 12 hours must be from a single discipline or focused area, such as film studies, WRD, Media Arts, Business, etc. and at the 300 level or above. The other six credit hours are free electives.* *Note: It is recommended that students pursuing a B.S. degree in Digital Media and Design enroll in at least one 3-credit internship under one of the following course numbers: A-H 399, A-S 399, EXP 396, and EXP 397. These extra Career Pathway Core courses may be substituted for an equal number of credits to be taken in the area of outside concentration.*		

7m*	Using the grid provided, list the guided electives below.		

Prefix & Number	Course Title	Credit Hrs	Course Status
samples	*The DMD will use updated lists of courses outside major required to fulfill outside concentration*	*18*	Select one....
A-H 350	*Contemporary Art*	*3*	Existing
A-H 360	*Visual culture of Politics*	*3*	Existing
ENG 380	*Film and Genre (subtitle required)*	*3*	Existing
ENG 387	*Literature and Film*	*3*	Existing
ENG 480G	*Studies in Film (subtitle required)*	*3*	Existing
MAS 312	*Video Production I*	*3*	Existing
MAS 319	*World Media Systems*	*3*	Existing
MAS 390	*Special Topics in Media Production (subtitle required)*	*3*	Existing
MAS 412	*Video Production II*	*3*	Existing
MAS 432	*Audio Production*	*3*	Existing
MAS 435	*History of Video Games and the Industry*	*3*	Existing
MAS 505	*Media and Popular Culture*	*3*	Existing
WRD308	*Visual Rhetoric*	*3*	Existing
WRD311	*History of the Documentary*	*3*	Existing
WRD312	*Introduction to Documentary*	*3*	Existing

[14] Program guided electives are available to all students in the program and are organized as groups of elective courses, from which a student chooses one (or two, or three, etc.).

[15] If "No," proceed to question 7n.

WRD412	*Intermediate Documentary Production*	*3*	Existing
			Select one....
			Select one....
			Select one....
			Select one....
			Select one....
			Select one....
			Select one....
			Select one....
			Select one....
			Select one....
			Select one....
			Select one....
			Select one....
			Select one....
			Select one....
			Select one....
			Select one....
	Total Credit Hours as Guided Electives:		

7n*	**Program Free Electives[16].** (Free electives for <u>all</u> students in the program, which includes general elective hours required by college and/or University (e.g. UK Core) for degree completion.)	☐ **Not Applicable**

7o*	What is the total number of credit hours in free electives?	*6*

7p	Provide a narrative, including course prefixes, about free electives courses that will be included in the Bulletin. (150 word limit)
	Students must complete 6 hours of free electives

7q	**Courses for a program's track(s).** Check the appropriate box to describe the course as either "a core course for the track" or "an elective course for the track." *(Click HERE for a template for additional tracks[17].)*	☒ **Not Applicable**
	Track name:	

Prefix & Number	Course Title	Credit Hrs	Course Status
		☐ Track Core ☐ Track Elective	Select one....

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[16] Program free electives are available to all students in the program and the choice of which course(s) to take is up to the student. The courses are not grouped and are sometimes described as "student must take three courses at the 400-level or above."

[17] Append a PDF with each track's courses to the end of this form.

		☐ Track Core ☐ Track Elective		Select one….
		☐ Track Core ☐ Track Elective		Select one….
		☐ Track Core ☐ Track Elective		Select one….
		☐ Track Core ☐ Track Elective		Select one….
		☐ Track Core ☐ Track Elective		Select one….
		☐ Track Core ☐ Track Elective		Select one….
		☐ Track Core ☐ Track Elective		Select one….
		☐ Track Core ☐ Track Elective		Select one….
		☐ Track Core ☐ Track Elective		Select one….

		Total Credit Hours Track:		
7r	Is there any narrative about courses for a track that should be included in the Bulletin? If "Yes," note below. (150 word limit)		Yes ☐	No ☒

7s	Total Credit Hours Required by Level. (below)				
	100-level: *43*	200-level: *6*	300-level: *33*	400-level:	500-level: *9*

7t	What is the total number of credit hours required for the degree? (e.g. 120, 126)	*121*
	If an explanation about the total credit hours is necessary, use the space below. *(150 word limit)*	

8. Degree Plan

8a	Create a degree plan for the proposed program by listing in the table below the courses that a typical student would take each semester. If multiple tracks are available, click <u>HERE</u> for a template for additional tracks. Append a PDF with each track's semester-by-semester program of study to the end of this form.			
	YEAR 1 - FALL:	*WRD 110; A-S 101; A-S 102; A-S 200; A-H 101; Com 101* *16 hours total*	**YEAR 1 - SPRING:**	*16 WRD 111; A-S 130; A-S 285; MA 111; A-H 106; A-S 001* *15 hours total*
	YEAR 2 - FALL :	*STA 210; AST 191; A-S 340; A-S 300; ANT 160* *15 hours total*	**YEAR 2 - SPRING:**	*A-H 360; A-S 341; A-S 345; ENG 280; TA 110* *15 hours total*
	YEAR 3 - FALL:	*TA 150; ART 301; A-S 305; A-S 346; ENG 380* *15 hours total*	**YEAR 3 - SPRING:**	*ENG 387; A-S 385; A-S 547; A-S 585; elective* *15 hours total*
	YEAR 4 - FALL:	*A-S 540; A-S 546; A-S*	**YEAR 4 - SPRING:**	*A-S 541; A-S 547; ENG 480G;*

		320; MAS 312; elective *15 hours total*		*MAS 412; MAS 435* *15 hours total*

8b	With reference to the degree plan above, explain how there is progression in rigor and complexity in the courses that make up the program. *(150 word limit)*
	This sample program concentrates on graphic design, video and film. Students could take a broader range of digital studio courses than these or more narrowly organize their coursework so that, for example, video/documentary/film are the primary studio/lecture courses in the degree. The courses increase in technical sophistication from foundations to 300-level to 500-level coursework.

9. Approvals/Reviews

Information below about the review process does not supersede the requirement for individual letters of support from educational unit administrators and from educational subunit administrators.

	Reviewing Group Name	Date Approved	Contact Person Name/Phone/Email
9a	(Within College)		
			/ /
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9b	(Collaborating and/or Affected Units)		
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9c	(Senate Academic Council)	Date Approved	Contact Person Name
	Undergraduate Council	3-29-16	Joanie Ett-Mims
	Health Care Colleges Council (if applicable)		

SECTION B – INFORMATION REQUIRED BY CPE AND SACS	
10. Program Overview – Program Quality and Student Success	
10a	Highlight any distinctive qualities of the proposed program. Are any faculty nationally or internationally recognized for expertise in this field? Does this program build on the expertise of an existing locally, nationally, or internationally recognized program at UK? *(300 word limit)*
	The DMD B.S. degree will bring U.K up to the degree offering standards available to most students enrolled in similar studio art programs in other Southern Regional Education Board (SREB) states. But its integrative approach to digital media most closely resembles only those degree programs offered by comparable flagship, research I universities, such as the University of Florida, the University of George, and the University of Texas. And even these institutions do not possess a degree program that weaves so closely together graphic design, video, web design, photography, 3-D fabrication and print media. And we took the unique step of shaping the degree as a bachelor of science degree, emphasizing not only the applied nature of the program but also the number of studios required by students, more than a B.A. in studio art and only slightly less than a B.F.A. *We currently have 13 faculty whose creative research occurs in and through digital-based platforms. Our faculty includes many artists with national and international reputations and exhibition records. We anticipate the School of Art and Visual Studies Building will further connect the pedagogical and research interests of the digital faculty, since for the first time in SA/VS' history they will be working and teaching in close proximity to each other. We expect our new studios to foster unprecedented levels of collaboration among faculty and between faculty and students* *.*
10b*	*(similar to 2b)* What are the intended student learning outcomes (SLOs) of the proposed program? Address one or more of the five areas of learning – broad, integrative knowledge; specialized knowledge; intellectual skills; applied learning; and civic learning. *(300 word limit)*
	The School of Art and Visual Studies is accredited by the National Association of Schools of Art and Design (NASAD). In proposing the B.S. degree in Digital Media and Design we are following the national standards set by NASAD: *1.　　Knowledge of the concepts related to the visual, spatial, sound, motion, interactive, and temporal elements/features of digital technology and principles for their use in the creation and application of digital media-based work.* *2.　　Understanding of narrative and other information/language structures for organizing content in time-based or interactive media; the ability to organize and represent content structures in ways that are responsive to technological, social, and cultural systems.* *3.　　Understanding of the characteristics and capabilities of various technologies (hardware and software); their appropriateness for particular expressive, functional, and strategic applications; their positions within larger contexts and systems; and their influences on individuals and society.* *4.　　Knowledge of the processes for the development and coordination of digital-based art and design strategies (for example, storyboarding, concept mapping, and the use of scenarios and personas.)* *5.　　Ability to analyze and synthesize relevant aspects of human interaction in various contexts (physical, cognitive, cultural, social, political, and economic) and with respect to technologically-mediated communication, objects, and environments.* *6.　　Knowledge of history, theory, and criticism with respect to such areas as film, video, technology, and digital art and design.* *7.　　Ability to work in teams and to organize collaborations among people from different disciplines.* *8.　　Ability to use the above competencies in the creation and development of professional quality digital media productions.*
10c	Clearly state the student admission, retention, and completion standards designed to encourage high quality. *(300 words)*
	As the state's flagship and land grant university we have an obligation, as far as possible, to admit any

	student who is academically qualified to attend U.K. into our major. Initially, we should be able to admit any student into the degree program who wishes to major in digital media and design. Once we reach near capacity, around 200 majors, we will have to begin restricting admissions through a combination of grade point average and portfolio review (we have not developed the precise metrics yet). We initially will be able to provide scholarships to students who maintain a 3.0 g.p.a. or better, but we expect with rising numbers of majors we will have to raise the g.p.a.s for scholarship support. We hope that by financially helping to support the better students in the program we will be acting to raise retention and completion rates in SA/VS overall. We will be measuring the quality and value of the new degree by 1) the number of majors enrolled (we expect 100 majors by the end of the second year) and by the graduation percentage rate (we set the low-end at 80%). We will be constantly monitoring retention rates from 1st to 2nd fall and from 2nd to 3rd fall, to make sure that students are progressing through the degree (we set minimum retention rate at 85% for 1st to 2nd fall and 80% for 2nd to 3rd fall—we hope to do significantly better). While we believe that the new B.S. degree in Digital Media and Design will be very popular with current and prospective students, we will not allow the program to grow beyond the ability of our current faculty and facilities to manage. If we cannot find additional recurring dollars to support expansion of the degree once we have reached capacity, we will begin to limit enrollment through higher admission requirements, etc. While it is our goal to let any prospective student major in the new degree, we will take a realistic approach to expansion and be careful not to outgrow our resources.
10d	Describe how the proposed program will articulate with related programs in the state. Include the extent to which student transfer has been explored and coordinated with other institutions. Note: Convert all draft articulation agreements related to this proposed program to PDF and append to the end of this form. *(300 word limit)*
	Currently, there are no exact equivalents to the B.S. degree in digital media and design in the Commonwealth. However, in Kentucky, Murray State offers a full range of graphic design courses as an area of concentration within their studio program, but no separate degree. NKU offers a Visual Communication Design degree, which formerly was a graphic design degree. EKU offers a BFA in Graphic Design. WKU offers a graphic design track within their BA and BFA degrees. Finally the University of Louisville has a BFA in Communication and Design. Our degree is more expansive than any of these in that it includes digital fabrication, video, animation, sound, and photography within the major. Nonetheless any student who begins a degree in studio at any community college or four-year institution should be able to transfer into the U.K. SA/VS B.S. degree program with only a minimum of extra coursework at the studio foundation level. Thus no degree agreements have been deemed necessary.
10e	Identify the applicant pool and how applicants will be reached. *(300 word limit)*
	Currently, the University has nearly 113 students who have declared for the minor in Digital Media and Design and another 24 minoring in photography. It is expected that a large majority of these students will declare a Digital Media and Design major once they are able to do so. Extensive outreach will be employed to inform other students of the Digital Media and Design major using mailings, social media, and our extensive network of high school art teachers throughout the state. We will be sending out posters to Kentucky high school art faculty and to art faculty in the Commonwealth. We will also announce the new degree to the studio art program faculty in the state's colleges and universities.
11. Mission: Centrality to the Institution's Mission and Consistency with State's Goals	
11a*	*(similar to question 2b)* List the objectives of the proposed program? These objectives should deal with the specific institutional and societal needs that the program will address. *(300 word limit)*
	The DMD's primary goal is to improve the quality and variety of educational experiences for our undergraduates. We are committed to our mission, which primarily "is to link the study of art and visual culture to the broad aims of the University's undergraduate, liberal arts tradition by providing world-class instruction in the history, theory, and practice of art." To this basic mission we add opportunities for advanced study through undergraduate professional programs such as the DMD B.S. degree. By pulling together the physical and human resources now available to SA/VS and by integrating practices across multiple disciplines, students will be encouraged to apply their hard-won skills in a variety of digital-based technologies to career pathways consistent with the new economies of the digital age.

11b*	Explain how the program objectives above in item 11a support at least two aspects of UK's institutional mission and academic strategic plan? *(150 word limit)*
	1). We believe the program will positively impact student success by creating more motivated students who see clear career paths available upon degree completion. Similarly we believe the program will lead to higher graduation rates, for the same reason. 2). And because of the very nature of the B.S. degree's academic requirements, it will also inherently foster creative, and innovative, uses of technology. This lies at the core of the new degree's mission. In addition, within the School itself the new degree takes advantage of faculty hires that have already been made and thereby makes more effective and directed use of their talents. 3). Finally, Kentucky needs the kind of highly educated workforce within the field of the digital arts that this degree program will produce. Our graduates, first as interns and then in their post-graduate jobs will work closely with industrial designers, with engineers, and with business leaders. Their collaborative and creative talents will have a strongly positive impact on the quality of li
11c*	How do the program objectives above in item 11a support at least two aspects of the Council on Postsecondary Education's (CPE) Strategic Agenda and the statewide implementation plan? *(300 word limit)*
	1) The B.S. degree in Digital Media and Design has the advantage of becoming operational without requiring any additional recurring dollars. 2) The new degree will participate in the on-going assessment process required by both SA/VS's assessment body, the National Association of Schools of Art and Design (NASAD) and by the university's assessment body SACSCOC. We intend to ensure that our students attain the student learning outcomes set out in the degree's requirements. 3) We will be measuring the quality and value of the new degree by the number of majors enrolled (we expect 100 majors by the end of the second year) and by the graduation percentage rate (we set the low-end at 80%). We will be constantly monitoring retention rates from 1st to 2nd fall and from 2nd to 3rd fall, to make sure that students are progressing through the degree (we set minimum retention rate at 85% for 1st to 2nd fall and 80% for 2nd to 3rd fall—we hope to do significantly better). 4) The SA/VS B.S. degree in digital media and designed will be aligned with and meet the expectations of the College of Fine Arts' strategic plan for 2015-2021. 5) We hope to make such important data as retention and graduation rates for our degrees available on the School's website. We also will be featuring the successes of our graduates on our website and through social media. 6) The leadership of the College of Fine Arts and SA/VS are actively engaged in development. The goal is to achieve significant support for our programs through funding of scholarships, facilities, and faculty support. 7) While we believe that the new B.S. degree in Digital Media and Design will be very popular with current and prospective students, we will not allow the program to grow beyond the ability of our current faculty and facilities to manage. If we cannot find additional recurring dollars to support expansion of the degree once we have reached capacity, we will begin to limit enrollment through higher admission requirements, etc. While it is our goal to let any prospective student major in the new degree, we will
11d*	If an approval letter from an Education Professional Standards Board (EPSB) is required, check the box below and append a PDF version of the letter to this form. ☐ (E.g. any program leading to teacher, principal, or superintendent certification, rank change, etc.)

12. Resources

12a*	How will the program support or be supported by other programs within the institution? For example, shared faculty, shared courses, collaborative research, etc. *(300 word limit)*
	The new B.S. degree is an extension of, rather than a substitution for, current curricula and practices in SA/VS. As such, the program will offer undergraduates a greater variety of degree options without requiring significant reshuffling of academic assignments or course offerings. The School will simply be able to give greater coherence to the courses useful to students seeking digital-based skills.
12b	What will be the projected "faculty-to-student in major" ratio? *(150 word limit)*
	1/15

12c	Describe the library resources available[18] to support this program. Access to the qualitative and quantitative library resources must be appropriate for the proposed program and should meet recognized standards for study at a particular level or in a particular field where such standards are available. Adequacy of electronic access, library facilities, and human resources to service the proposed program in terms of students and faculty will be considered. *(300 word limit)*
	Library resources for the new degree are the same that supports our other degree programs in SA/VS. The Art collections in the Lucille Caudill Little Fine Arts Library comprise over 60,000 volumes of monographs. There are approximately 140 serials subscriptions and another eight subscriptions for online databases that specifically serve art studio and art history, such as ArtStor, Art Index, Artbibliographies Modern and Bibliography of the History of Art.
12d	Describe the physical facilities and instructional equipment available to support this program. Physical facilities and instructional equipment must be adequate to support a high-quality program. Address the availability of classroom, laboratory, and office space, as well as any equipment needs. *(300 word limit)*
	SA/VS has moved into a new facility (Fall 2015). Whereas before the building opened SA/VS operated three computer labs in various locations on the UK campus, in the new building we have five such labs and will be developing a computer inventory to outfit a sixth (for which we already have space). In addition, we have a photography suite which includes the capacity to make large scale digital prints; we have a "FabLab", a three-dimensional fabrication studio with computer-based laser cutters, 3-d printers, C-and-C router, vacuum former, and various light machinery; and we have a print shop set up to design and fabricate digital prints. All digital faculty have appropriate office or studio space. Finally, we operate a media center where students can check out film and digital cameras, lighting equipment, drawing pads, and similar digital technology.

13. Demand and Unnecessary Duplication

13a*	Provide justification and evidence to support the need and demand for this proposed program. Include any data on student demand, career opportunities at any level, or any recent trends in the discipline that necessitate a new program. *(300 word limit)* • This evidence is typically in the form of surveys of potential students and enrollments in related programs at the institution. • Anecdotal evidence is insufficient. Demonstrate a systematic collection of data, thorough study of the data, and a reasonably estimated student demand for the program. • Provide evidence of student demand at state and national levels.
	We surveyed the 73 public colleges and universities that are accredited both by SACS and by our national accreditation body, NASAD. We determined that of these schools SA/VS has the 9th largest faculty on staff. 46 of the 73 studio art programs offer B.A. or B.F.A. degrees in some form of graphic design, visual communication and/or digital media, as well as fine arts degrees. However, only the largest schools, typically the respective states' land grant and research institutions, offer programs comparable to what SA/VS is proposing. The sheer number of programs offering separate graphic design degrees is a clear reflection of student demand. In our experience prospective students and their parents typically ask first about the availability of graphic design courses and degree before inquiring about any other aspect of what SA/VS might offer students. SA/VS faculty have been strongly opposed to the idea of offering just another graphic design degree. There are enough of these already. We surveyed students currently enrolled in our digital-based courses (A-S 200, Introduction to Digital Art, Space and Time, A-S 280, Introduction to Photographic Literacy, A-S 300, Digital Photography, and A-S 340, Graphic Design to see what students were looking for that UK was currently not offering. 347 students responded, with 229 expressing interest in a major in digital media and design and 338 percent agreeing with the statement that the skills provided by digital-based courses are important to today's job market. Keep in mind that only 31 students who participated in the poll were majors or double majors in SA/VS, which is to say that 91% of the respondents were only enrolled in these courses to fulfill their UK Core Creativity requirement. Student interest in such a degree at UK parallels enrollments at other colleges and universities that offer either a graphic design B.A. or B.F.A. or a digital arts degree. We contacted administrators of units across the Southern Athletic

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[18] Please contact Institutional Effectiveness (institutionaleffectiveness@uky.edu) for more information.

	conference and they all report that the greater proportion of their majors are in these majors compa
13b	Clearly state the degree completion requirements for the proposed program. *(150 word limit)*
	The B.S. degree shares a number of basic requirements with the B.A. and B.F.A. in studio art. Among them, with some differences in emphasis are 19 hours of Foundations, including six guided electives in art history. There are 27 hours of required studio courses at the 300 level or above plus nine hours in what we call our "Career Pathway Core", which consists of a projects capstone course, a professional practices course which also serves as the degree's graduation communication and composition requirement, mandated by the UK Faculty Senate, and a credit bearing course for professional internships. Students also have at least six credit hours of guided electives in art history and visual culture at the 300-level and above. *Total number of hours required for degree 121 Number of hours in degree program core 49 Number of hours in guided electives 30 Number of hours in free electives 18*
13c*	Will this program replace or enhance any existing program(s) or tracks (or concentrations or specializations) within an existing program? *(300 word limit)* Yes ☒ No ☐
	If "Yes," explain: *It offers students with interests in art a wider range of degree choices. We expect in fact that students who might enter SA/VS as fine arts majors may transfer into the new degree or the converse result.*
13d	Identify the primary feeders for the program. *(150 word limit)*
	The Digital Media and Design major will attract students interested in pursuing careers in creative arts related fields. This degree will enhance Kentucky's workforce by producing creative, articulate, and collaboration-minded individuals with multiple competencies in digital-based visual design and communication fields that are in high demand in business and industry. As an applied arts degree, we expect to attract students with a fine arts background, either in high school or at the college level. The degree would offer a visual arts alternative to students who might otherwise seek degrees in the Colleges of Communication, Arts and Sciences, Design, and even some students who might otherwise major in the College of Engineering. However, our intention is not to draw students away from existing majors but rather to provide a practical alternative for students who want an art degree but who are concerned that the degree would lead to non-fine arts post-graduation employment opportunities. We believe that the primary feeders for this
13e	Describe the student recruitment and selection process. *(300 word limit)*
	The Digital Media and Design major will be advertised to students via University media and a University website that is linked to the School of Art and Visual Studies website. We will be sending out posters to Kentucky high school art faculty and to art faculty in the Commonwealth. We will also announce the new degree to the studio art program faculty in the state's colleges and universities. *Initially, all students academically eligible to be at the University of Kentucky will be eligible to major in Digital Media and Design. Students however must complete the Digital Foundations coursework before enrolling in advanced coursework in the major. To declare the major, students will go to the Undergraduate Studies offices to obtain the appropriate paperwork and turn this paperwork into the College of Fine Arts office. Students will then be considered declared and will be assigned an advisor in the program.*
13f*	Specify any distinctive qualities of the proposed program. *(300 word limit)*
	As noted above there are few comparable programs and these are only are the largest benchmark universities. We have taken an integrative approach and have combined the areas of photography, graphic design, web design, animation, video, print media and 3-d fabrication into a single degree program.
13g	Provide any evidence of a projected net increase in total student enrollments to the campus as a result of

the proposed program. *(300 word limit)*

13h	Use table below to estimate student demand for the first five years following implementation.		
	Academic Year	# Degrees Conferred	Majors (headcount) Fall Semester
	2016 - 2017	2	30
	2017 - 2018	15	60
	2018 - 2019	35	80
	2019 - 2020	45	140
	2020 - 2021	65	200

13i	Clearly describe all evidence justifying a new program based on changes in the academic discipline or other academic reasons. *(300 word limit)*
	SA/VS is the beneficiary of a brand new $22 million dollar facility that ranks among the best facilities of its kind in the United States. We possess an overall faculty that in size ranks among the top ten art schools in the Southeastern U.S. Whereas in our former facility we were a recruiting embarrassment to the University, we are now, or should be, a recruiting highlight for UK. With six digital media labs, a Fablab, a full service print media shop, a complete analogue/digital photography suite including a lighting studio, our students will be able to undertake state-of-the-art creative research in multiple areas and in two and three dimensions. Considering that our minor in digital media and design has only been active since Fall 2014, the 113 minors we already have is a clear indicator of the pent-up student demand for what the new degree will have to offer. It is hard to imagine how the new degree would not contribute to increasing the total student enrollment at U.K.

13j	Has the Council on Postsecondary Education identified similar programs?	Yes ☒ No ☐
	(Please contact Institutional Effectiveness (institutionaleffectiveness@uky.edu) for help with this question.).	
	If "Yes," the following questions (5h1 – 5h5) must be answered.	

(1)	Does the program differ from existing programs in terms of curriculum, focus, objectives, etc.? *(150 word limit)*	Yes ☒ No ☐
	If "Yes," explain: *Currently, there are no exact equivalents to the B.S. degree in digital media and design in the Commonwealth. However, in Kentucky, Murray State offers a full range of graphic design courses as an area of concentration within their studio program, but no separate degree. NKU offers a Visual Communication Design degree, which formerly was a graphic design degree. EKU offers a BFA in Graphic Design. WKU offers a graphic design track within their BA and BFA degrees. Finally the University of Louisville has a BFA in Communication and Design. Our degree is more expansive than any of these in that it includes digital fabrication, video, animation, sound, and photography within the major.*	

(2)	Does the proposed program serve a different student population (e.g., students in a different geographic area or nontraditional students) from existing programs? *(150 word limit)*	Yes ☐ No ☒
	If "Yes," explain:	

(3)	Is access to existing programs limited? *(150 word limit)*	Yes ☐ No ☒
	If "Yes," explain:	

(4)	Is there excess demand for existing programs? *(150 word limit)*	Yes ☐ No ☒
	If "Yes," explain:	

(5)	Will there be collaboration between the proposed program and existing programs? *(150 word limit)*	Yes ☐ No ☒

	If "yes," explain the collaborative arrangements with existing programs. If "no," explain why there is no collaboration with existing programs.		
13k*	Are there similar programs in other [Southern Regional Education Board (SREB)](#) states in the nation?	Yes ☒	No ☐
	If "Yes," please answer the questions below to demonstrate why this proposed program is needed in addition to the one(s) currently in existence.		
13k. i*	Identify similar programs in other SREC states and in the nation.		
	Several state flagship universities in SREB states offer programs resembling the U.K. degree. The University of Florida offers a B.F.A. degree in Art with an emphasis in what they term the Art + Technology program, which consists of such things as "digital imaging, computer programming, web design, digital video, animation, interactivity, gaming, installation, simulation, information visualization and special topics in emerging technologies and art forms." The University of Texas offers a B.F.A. degree in design, which includes "graphic design, product/industrial design, film/animation, and architecture, creating hybrid environments and artifacts." The University of Georgia has a program they call Art X, consisting "of time-based forms, digital video, computer and web-based art, digital photography, robotics, sound, performance, durational installation and computer-operated fabrication."		
13k.ii*	Does the program differ from existing programs in terms of curriculum, focus, objectives, etc.?	Yes ☐	No ☐
	If "Yes," explain. *(300 word limit)*		
	Each one of these programs, including our own, have different emphases and include or exclude different areas. Ours is probably the most unusual in the respect that it combines photography, print media and digital media in the most integrated way. However, if the program expands, we would want to expand our offerings in areas like animation and gaming, industrial deisgn and information visualizaiton.		
13k.iii*	Does the proposed program serve a different student population (e.g., students in a different geographic area and non-traditional students) from existing programs?	Yes ☐	No ☒
	If "Yes," explain. *(300 word limit)*		
13k.iv*	Is access to existing programs limited?	Yes ☐	No ☒
	If "Yes," explain. *(300 word limit)*		
13k.v*	Is there excess demand for existing similar programs?	Yes ☒	No ☐
	If "Yes," explain. *(300 word limit)*		
	There is an excess demand in the sense that this degree is in high demand by prospective as well as on-going undergraduates who wish to attend or to remain at the University of Kentucky.		
13k.vi*	Will there be collaboration between the proposed program and existing programs?	Yes ☐	No ☒
	If "No," explain. *(300 word limit)*		

13l	Would your institution like to make this program available through the [Academic Common Market](#)[19]?	Yes ☒	No ☐

13m	Clearly describe evidence of employer demand. Such evidence may include employer surveys, current labor market analyses, and future human resources projections. Where appropriate, evidence should demonstrate employers' preferences for graduates of the proposed program over persons having alternative existing credentials and employers' willingness to pay higher salaries to graduates of the proposed program. *(300 word limit)*

Graduates of the proposed B.S. degree in Digital Media and Design will be qualified for multiple related fields, as art directors, graphic designers, multimedia artists and animators, web developers, photographers, film and video editors, and commercial and industrial designers. Beginning with art directors, the U.S. Department of Labor, using 2012 statistics, cited 74,800 jobs nationally with a median salary of $80,080, and with an expected growth of 3%. In Kentucky the forecast is for a 10% growth in this area by 2022. Qualifications for art directors include training as graphic designers, illustrators, copy editors, and photographers (all of which will be addressed in the new degree). In the field of graphic design nationally in 2012 there were 259,500 jobs with a median salary of $44,150. The U.S. government projects a 7% growth in the field, but in Kentucky, a 14% growth has been projected. There were 68,000 jobs for multimedia artists and animators in 2012 with a median salary of $61,370. The Department of Labor expects a 6% growth in this field; in Kentucky a 13% growth has been projected. The Department of Labor expects a 20% growth in demand for web developers. In 2012 there were 141,400 jobs nationally with a median salary of $62,500. For students seeking jobs as photographers there were 136,300 jobs nationally in 2012 with a median salary of $28,490, and with an expected growth rate of 4%. A 11% growth in positions for film and video editors has been projected and a 16% growth in jobs for commercial and industrial designers by 2022. Some of our graduates will even acquire the skills necessary to be software developers, a booming business in which there were 1,018,000 jobs nationally in 2012 with a median salary of $93,350. Both in Kentucky and nationally a growth of about 21% is expected in this field.
In short, all these fields can expect at least moderate growth in available positions. Most job fields offer better than the state average in median salaries. These fields are vital components of the commercial sector of the state's economy.

13n*	Describe the types of jobs available for graduates, average wages for these jobs, and the number of anticipated openings for each type of jobs at the regional, state, and national levels.
	See answer 13m.

14. Assessment and Oversight

14a	Describe *program* evaluation procedures for the proposed program. These procedures may include evaluation of courses and faculty by students, administrators, and departmental personnel as appropriate. Program review procedures shall include standards and guidelines for the assessment of student outcomes implied by the program objectives and consistent with the institutional mission. *(300 word limit)*
	See attached assessment documents.

14b*	Identify both the direct and indirect methods by which the intended student learning outcomes (SLOs) will be assessed. *(300 word limit)*
	See attached assessment documents

14c Procedures for Course Mapping of SLOs *(related to question 5b)*

14c.i	Which components will be evaluated, i.e. course mapping? *(300 word limit)*
	See Attached Assessment Course Map.

14c.ii	When will components be evaluated? *(150 word limit)*
	See attached assessment course map.

14c.iii	When will the data be collected? *(150 word limit)*
	See the attached DMD assessment plan.

14c.iv	How will the data be collected? *(150 word limit)*
	See the attached DMD assessment plan

14c.v	What will be the benchmarks and/or targets to be achieved? *(150 word limit)*
	See the attached DMD assessment plan

14c.vi	What individuals or groups will be responsible for data collection? *(150 word limit)*
	See the attached DMD assessment plan

14c.vii	How will the data and findings be shared with faculty? *(150 word limit)*
	See the attached DMD assessment plan

14c.viii	How will the data be used for making programmatic improvements? *(150 word limit)*
	See the attached DMD assessment plan

14c.ix	What are the measures of teaching effectiveness? *(150 word limit)*
	See the attached DMD assessment plan

14c.x	What efforts to improve teaching effectiveness will be pursued based on these measures? *(150 word limit)*
	See the attached DMD assessment plan

14c.xi	What are the plans to evaluate students' post-graduate success? *(150 word limit)*
	See the attached DMD assessment plan

15. Cost and Funding of the Proposed Program[20]

15a	Will this program require additional resources?	Yes ☐	No ☒
	If "Yes," please provide a brief summary of additional resources that will be needed to implement this program over the next five years. *(300 word limit)*		

15b	Will this program impact existing programs and/or organizational units within your institution? *(300 word limit)*	Yes ☐	No ☒
	If "Yes, briefly describe.		

15c	Provide adequate documentation to demonstrate sufficient return on investment to the state to offset new costs and justify approval for the proposed program. *(300 word limit)*
	Since there are no new costs, the state gets the advantage of a job-creating degree without any investment. Should the program be as successful as we hope we would ask, but not expect, at least one new faculty line.

16.* Budget Funding Sources, by Year of Program (Please answer in terms of dollar amounts.)
(Please note – all the fields in number 16 are required for the CPE's pre-proposal form.)

Total Resources Available from	1st Year	2nd Year	3rd Year	4th Year	5th Year

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[20] For questions about cost and funding of the program, please contact your department chair, business officer, or associate dean for academic affairs.

Federal Sources					
New	*n/a*	*n/a*	*n/a*	*n/a*	*n/a*
Existing	*n/a*	*n/a*	*n/a*	*n/a*	*n/a*
Narrative/Explanation:					
Total Resources Available from Other Non-State Sources:					
	1st Year	**2nd Year**	**3rd Year**	**4th Year**	**5th Year**
New		*100,000*	*150,000*	*150,000*	*200,000*
Existing					
Narrative/Explanation:	*SA/VS is engaged in a vigorous development effort, which we hope will lead to significant recurring dollars to help support the new B.S. degree, its students, as well as the current degree programs. These figures are therefore tentative rather than fixed.*				

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State Resources	**1st Year**	**2nd Year**	**3rd Year**	**4th Year**	**5th Year**
New	*0*	*0*	*70,000*	*70,000*	*70,000*
Existing	*1,125,434*	*1,159,197*	*1,193,972*	*1,229,791*	*1,266,685*
Narrative/Explanation:	*State resources that would fund the new B.S. degree have already been committed in terms of full-time faculty salaries (totals listed). A possible new line would increase the State's commitment. Such a line is predicated on state budgets and student demand. Increase state resources are based upon 3% across-the-board increases each year.*				

Internal	**1st Year**	**2nd Year**	**3rd Year**	**4th Year**	**5th Year**
(New) Allocated Resources		*110,000*	*115,000*	*120,000*	*125,000*
(Existing) Reallocated Resources	*291,933*	*65,000*	*66,950*	*68,950*	*71,000*
Narrative/Explanation:	*Besides the UK commitment to the Bolivar facility (about $22,500,000), which will house six digital media labs, a "FabLab" for three-dimensional digital fabrication, a print media studio, a photography suite, and other related studios, fixtures and equipment, SA/VS uses student fees to provide at discount rates student course materials, such as printing, software licenses, student workers to supervise equipment use, and so on. These fees are listed in year one as existing allocations and then projected on student growth for the 2nd through the 5th year at about $5,000 in additional fee revenue per year corresponding to anticipated student growth in the major, while maintaining current non-major enrollment in SA/VS UK Core creativity courses.*				

Student Tuition	**1st Year**	**2nd Year**	**3rd Year**	**4th Year**	**5th Year**
New	*132228*	*198,342*	*330,570*	*495855*	*495855*
Existing					
Narrative/Explanation:	*0*				

<u>Total</u> Funding Sources	**1st Year**	**2nd Year**	**3rd Year**	**4th Year**	**5th Year**
<u>Total</u> New	*232228*	*408342*	*665570*	*835855*	*890855*
<u>Total</u> Existing	*1217367*	*1224197*	*1260922*	*1298741*	*$1,337,685*

17. Breakdown of Program Expenses/Requirements[4]

(Please note – all the fields in number 17 are required for the CPE's pre-proposal form.)

Staff: Executive, Administrative & Managerial	1st Year	2nd Year	3rd Year	4th Year	5th Year
New					
Existing	*197739*	*201739*	*205739*	*209739*	*214739*
Narrative/Explanation:	*We believe we can manage the new degree program without additional administrative and managerial staff..*				

Faculty	1st Year	2nd Year	3rd Year	4th Year	5th Year
New	*0*	*0*	*70,000*	*72,000*	*74,000*
Existing	*827,962*	*840,000*	*910,000*	*925,000*	*935,000*
Narrative/Explanation:	*We are hoping that the success of the program in terms of the number of new majors will lead to at least one new position. Other faculty dollars are based on faculty in the digital area currently on staff.*				

Student Employees	1st Year	2nd Year	3rd Year	4th Year	5th Year
New					
Existing	*9,749*	*10,200*	*11,000*	*11,300*	*11,700*
Narrative Explanation/Justification:	*We budget for student employees through related course fees. Growth in costs will be tied to inflation and increase in majors. But these should be modest increases over time.*				

Equipment and Instructional Materials	1st Year	2nd Year	3rd Year	4th Year	5th Year
New					
Existing	*354,933*	*65,000*	*66,950*	*68,950*	*71,000*
Narrative Explanation/Justification:	*U.K. resources that would fund the B.S. degree's acquisition of equipment and instructional materials have already largely been committed as part of the budget to outfit the new School of Art and Visual Studies Building. Subsequent investments in equipment and instructional materials will be derived from existing course fees. Growth in fee revenue through enrollment increases is targeted at about 3% per year.*				

Library	1st Year	2nd Year	3rd Year	4th Year	5th Year
New					
Existing					
Narrative Explanation/Justification:	*n/a*				

Contractual Services	1st Year	2nd Year	3rd Year	4th Year	5th Year
New					
Existing					

Narrative Explanation/Justification:	n/a				
Academic and/or Student Services	1st Year	2nd Year	3rd Year	4th Year	5th Year
New					
Existing	52,000	53,040	54,648	55,700	56.814
Narrative Explanation/Justification:	U.K. resources that fund professional advisors in the College of Fine Arts should be adequate to manage advising services. Salary increases for the existing advisor, including benefits, has been pegged at 2% annually.				
Other Support Services	1st Year	2nd Year	3rd Year	4th Year	5th Year
New					
Existing					
Narrative Explanation/Justification:	n/a				
Faculty Development	1st Year	2nd Year	3rd Year	4th Year	5th Year
New					
Existing					
Narrative Explanation/Justification:	We currently do not have funds supporting faculty development. All such efforts (and funding) come either out of the College of Fine Arts' or the Provost's Office.				
Assessment	1st Year	2nd Year	3rd Year	4th Year	5th Year
New					
Existing					
Narrative Explanation/Justification:	We do not have budget support for our assessment efforts. They are part of the regular duties of administrative staff and faculty.				
Other	1st Year	2nd Year	3rd Year	4th Year	5th Year
New					
Existing					
Narrative Explanation/Justification:	NOTE: We expect to cover all costs for this program with existing resources or through our development efforts. If we fail to raise additional revenues to fund an expanding degree program, and if there are no university recurring dollars to support these growing enrollments, we will place an enrollment cap on the degree, ensuring that our existing resources are adequate to meet expenses for the new major.				
Total Program Budgeted Expenses/Requirements	1st Year	2nd Year	3rd Year	4th Year	5th Year
New	$0	$0	$70,000	$72,000	$74,000
Existing	$1,490,116	$1,218,662	$1,297,973	$1,321,245	$1,340,709
TOTAL Program Budgeted Expenses/Requirements:	$1,490,116				

GRAND TOTAL	1ˢᵗ Year	2ⁿᵈ Year	3ʳᵈ Year	4ᵗʰ Year	5ᵗʰ Year
TOTAL NET COST:	$159,479	$413,877	$558,519	$741,351	$813,831

18. Course Descriptions

18a — Program Core Courses (includes pre-major and pre-professional courses)

Prefix & Number	Course Description (from the Bulletin or the most recent new/change course form)
A-S 101	*Creativity Practices in Art Studio. This seminar course for incoming Art Studio and Art Education majors is designed to develop creative strategies and orient students to the Department and University. Through discussion, in-class exercises, and out-of-class assignments, students will gain knowledge of arts- related resources and programming at UK and in the local community. Students will acquire skills for a sustained career in the visual arts, including an introduction to professional practices and portfolio development. Art Studio and Art Education Majors only; no prerequisites*
A-S 001	*Foundation Exhibition. An annual exhibition where all first-year Foundation students will select and exhibit one of their works created in a course at UK during their first year. Students will be required to select their own work, present it professionally, and provide an accompanying artist's statement. The exhibition will occur each spring semester. Grade: P or F. Prereq or concur: A-S 101, A-S 102 and A-S 130.*
A-S 102	*Two-Dimensional Surface. A broad, cross-disciplinary studio course exploring design elements and principles as the basic means of organizing two-dimensional space. Each student develops the ability to form strategies, concepts and ideas to enhance creativity and articulate personal expression.*
A-S 130	*Three-Dimensional Form. A broad, cross-disciplinary studio course exploring the visual language of drawing through observation. Students learn the mechanisms of visual perception, how individual components of a drawing relate to the organization of the composition as a whole. Each student develops not only observational skills rooted in traditional drawing media for realistic renderings, but also gradually builds strategies, concepts, and ideas for abstract expression*
A-S 200	*Introduction to Digital Art, Space and Time. This course provides fundamental instruction in digital media as a creative tool. Students will learn the basics of digital collage, video editing and sound design. An overview of historical and contemporary digital art practice will be presented as well as elements of designs and composition. Four studio hours and one 50-minute lecture per week.*
A-S 285	*Lens Arts. A-S 285 is an introductory course in digital image making that focuses on the still and moving image as an art practice. Students will learn the fundamentals of camera operation and still and moving image editing software in order to build an individualized portfolio. Students will be introduced to contemporary lens arts practice through research and assignments.*
A-H 101	*Introduction to Visual Studies (recommended--additional visual studies or art history courses from approved list)). The course introduces students to the concepts and techniques of visual literacy. It explores a full spectrum of man-made visual forms encountered by contemporary Americans from architecture and works of art to graphic novels, advertisements, television programs and films, photos and the Internet.*

18b — Program Guided Electives Courses (for the major)

Prefix & Number	Course Description (from the Bulletin or the most recent new/change course form)
samples	*Required Outside Concentration:* *In addition to the major requirements, each student with the approval of his or her academic advisor will*

	select a minimum of 18 credits in related course work in an outside area of concentration, of which 12 hours must be from a single discipline or focused area, such as film studies, WRD, Media Arts, Business, etc. and at the 300 level or above. *Note: It is recommended that students pursuing a B.S. degree in Digital Media and Design enroll in at least one 3-credit internship under one of the following course numbers: A-H 399, A-S 399, EXP 396, and EXP 397. These extra Career Pathway Core courses may be substituted for an equal number of credits to be taken in the area of outside concentration.* *The DMD will use updated lists of courses outside major required to fulfill outside concentration.*
A-H 350	*Contemporary Art. Through lectures, readings, discussions, and research, this course examines major issues raised in art and art criticism since 1965. Particular attention is given to the impact of social, intellectual, and technological developments upon art making and concepts of art ad the artist. Prereq. A-H 106 recommended*
A-H 360	*Visual Culture of Politics. The course examines specific instances of visual political discourse across a range of historic periods, cultural contexts, politial positions, and media. Although a significant portion of the historic part of the course focuses on works of art and architecture, the course also examines popular print culture and political use of mass media from film to television and Internet. Some of the themes covered in the course are: symbols and symbolism of political power, imagery of specific political values, emotional appeal, political propaganda, politics of gender and race, and visual strategies of political opposition and resistance.*

18c	**Program Free Electives Courses**	
Prefix & Number	Course Description (from the Bulletin or the most recent new/change course form)	
	Students must complete six hours of free electives.	

18d	**Courses for a Track.** (If multiple tracks are available, click <u>HERE</u> for a template for additional tracks. Append a PDF to the end of this form with each track's courses and descriptions.	
Prefix & Number	Course Type	Course Description (from the Bulletin or the most recent new/change course form)
n/a	☐ Track Core ☐ Track Elective	

	☐ Track Core ☐ Track Elective	
	☐ Track Core ☐ Track Elective	
	☐ Track Core ☐ Track Elective	
	☐ Track Core ☐ Track Elective	
	☐ Track Core ☐ Track Elective	
	☐ Track Core ☐ Track Elective	
	☐ Track Core ☐ Track Elective	
	☐ Track Core ☐ Track Elective	
	☐ Track Core ☐ Track Elective	

19. Specific faculty involved in the degree program.

(similar to question 4d) Fill out the SACS[21]-required faculty roster below, for full-time and part-time faculty teaching in the program. Abbreviations for the NAME and COURSES TAUGHT columns are below the table. *Please contact Institutional Effectiveness (institutionaleffectiveness@uky.edu) for help with this question.*

NAME List name & Identify faculty member as FT or PT.	COURSES TAUGHT Include term; course prefix, number and title; & credit hours. Identify courses as D, UN, UT or G.	ACADEMIC DEGREES AND COURSEWORK List relevant courses taught, including institution and major.	OTHER QUALIFICATIONS AND COMMENTS Note qualifications and comments as they pertain to course taught.
See Section A, 4d above.			
FT = full time PT= part time	D = developmental UN = undergraduate nontransferable UT = undergraduate transferable G = graduate		

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[21] Southern Association of Colleges and Schools Commission on Colleges (SACS).

Digital Curriculum Map

Total Hours 121hours	Digital Foundations 19hours
UK Core 30 Hours Digital Foundations 19 Hours Major Hours 39 Hours Outside Concentration 18 Hours Electives 9 Hours College Electives 6 Hours	A-S 101 Creative Practice in Art Studio A-S 102 Two-Dimensional Surface A-S 130 Drawing A-S 200 Digital Art, Space, and Time A-S 285 Lens Arts Choose any two Art History and Visual Studies courses or related subjects (advisor approved) A-S 001 Foundational Exhibition

1st Year
Fall
UK Core	6 credits
Digital Foundations	6 credits
Art His (for foundations)	3 credits
A-S 101	1 Credit

Total 16 credits

Spring
UK Core	6 credits
Digital Foundations	6 credits
Art His (for foundations)	3 credits
Foundational Exhibition	0 credits

Total 15 credits

2nd Year
Fall
UK Core	6 credits
Major Requirements	6 credits
Outside Concentration	3 credits

Total 15 credits

Spring
UK Core	3 credits
Major Requirements	6 credits
Outside Concentration	3 credits
College Requirement	3 credits

Total 15 credits

3rd Year
Fall
UK Core	3 credits
Major Requirements	6 credits
College Requirement	3 credits
Outside Concentration	3 credits

Total 15 credits

Spring
UK Core	3 credits
Major Requirements	6 credits
Industry Pathways	3 credits
Outside Concentration	3 credits

Total 15 credits

4th Year
Fall
UK Core	3 credits
Major Requirements	6 credits
Outside Concentration	3 credits
Electives	3 credits

Total 15 credits

Spring
Outside Concentration	3 credits
Major Requirements	3 credits
Electives	6 credits
Digital Media Projects	3 credits

Total 15 credits

Total Credits=121

Digital Media and Design – B.S.

Requirements for Bachelor of Science in Digital Media and Design

The B.S program will allow for development of more intensive digital media practice at a pre-professional level. This degree is available to students who plan to undertake careers in practical and commercial applications of digital design and creation and use of digital imagery. Students seeking the Bachelor of Science in Digital Media and Design must complete the following:

College Requirements
Music, Theatre and/or Arts Administration............................ 6
plus 39 hours at 300-level or above

Subtotal: College Required hours.......................................6

UK Core Requirements
See the *UK Core* section of the *2013-2014 Undergraduate Bulletin* for the complete UK Core requirements. The courses listed below are (a) recommended by the college, or (b) required courses that also fulfill UK Core areas. Students should work closely with their advisor to complete the UK Core requirements.

NOTE: Students majoring in Digital Media and Design may use no more than three credit hours of courses meeting Major Requirements to fulfill UK Core Requirements.

I. Intellectual Inquiry in Arts and Creativity
Choose one course from approved list................................... 3

II. Intellectual Inquiry in the Humanities
Choose one course from approved list................................... 3

III. Intellectual Inquiry in the Social Sciences
COM 101 Introduction to Communications
or
Choose one course from approved list................................... 3

IV. Intellectual Inquiry in the Natural, Physical, and Mathematical Sciences
Choose one course from approved list 3

V. Composition and Communication I
CIS/WRD 110 Composition and Communication I 3

VI. Composition and Communication II
CIS/WRD 111 Composition and Communication II 3

VII. Quantitative Foundations
Choose one course from approved list................................... 3

VIII. Statistical Inferential Reasoning
Choose one course from approved list................................... 3

IX. Community, Culture and Citizenship in the USA
A-H 360 Visual Culture of Politics - recommended
or
Choose one course from approved list................................... 3

X. Global Dynamics
Choose one course from approved list................................... 3

Premajor Requirements
Progression Requirement
Students must have earned at least a letter grade of C in each of the premajor foundation courses to progress from premajor to major status.

Digital Media and Design Foundations	**Hours**
1. A-S 101 Creative Practices in Art Studio (taken first semester)...	1
2. A-S 001 Portfolio Exhibition or Presentation……..………..	0
A-S 102 Two-Dimensional Surface*……………………..….	3
A-S 130 Drawing…………………………………………..…..	3
A-S 200 Introduction to Digital Art, Space, and Time	3
A-S 285 Lens Arts…………………………………………..…3	

* Note: for students interested In 3D sculpture and/or 3-d or fabrication, A-S 103 3 Dimensional Form will be required as well.

3. Choose **two** of the following):
      Any Art History and Visual Studies course,
      A-H 101 Intro to Visual studies – recommended …….…..3
       and
      one course from approved list.................................…...........3

Subtotal: Premajor hours 19

Premajor Foundation Exhibition
Each first-year student in the Foundation Program must participate in an annual exhibition to occur late each spring semester. Students will submit one work of their own selection from the first year's work for the exhibition, present it professionally, and provide an accompanying artist's statement. Participation in this exhibition is required and is tracked in *A-S 001, Foundation Exhibition.

*A-S 001 offered spring only. Transfer students should enroll in A-S 001 the first spring semester in which they are enrolled or with their last foundations course.

Major Requirements

1. Twenty four hours of *advisor-approved plan of study* art studio courses at or above the 300 level. …………………………………..24

2. Career Pathway Core:

A-S 547 Digital Media Projects Capstone………………………...…3
A-S 585 Professional Practice and Entrepreneurship……………...3

Note: a 3 credit internship, A-S 399, is recommended, but not required; This extra Career Pathway Core class would reduce the number of credits to be taken as a free elective.

3. History and Theory:

At least 9 hours of art history, visual studies, film history or theory at or above the 300 level from approved list.……………………………9

Subtotal: Major

UK Core hours..**30**	**hours:**……………………………………………………………**39** Students are required to complete a minimum of two semesters at the University of Kentucky following admission into the B.S. program. **Required Related Outside Concentration** ==To support the collaborative and interdisciplinary needs of digital media major's educational and employment goals, we have added a *related outside concentration* to the degree instead of a minor. Courses in several departments might be selected such as Asian studies, Business Administration, Gender and Women's Studies, Media Arts or WRD to create a well rounded and competitively and individually focused concentration. Each student in consultation with his or her academic advisor will select a minimum of **21 credit hours in one theme and from at least two departments** in course work as an outside concentration, of which **12 hours must be above the 300 level**, and **12 hours must come from a single discipline.**== **Subtotal: Required Outside Concentration**………….…………**21** **Electives** Students my take up to 6 hours of free electives. **Subtotal: Electives** .... **6** **TOTAL HOURS:** **121**

University of Kentucky
BS - BACHELOR OF SCIENCE
50.0102-Digital Arts.

Full Proposal - Basic Info

Institution :   University of Kentucky
Program Type :   Single Institution
Program Name :   Digital Media and Design
Degree Level :   Baccalaureate
Degree Designation :   BACHELOR OF SCIENCE
CIP Code (2-Digit) :   50-VISUAL AND PERFORMING ARTS.
CIP Code :   50.0102-Digital Arts.

Academic Unit (e.g. Department, Division, School): School

 Name of Academic Unit: School of Art and Visual Studies

Name of Program Director: Dr. Robert Jensen

Intended Date of Implementation: 8/26/2016

Anticipated Date for Granting First Degrees : 12/5/2017

Date of Governing Board Approval : 6/5/2015

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Full Proposal - Mission: Centrality to the Institution's Mission and Consistency with State's Goals

1. List the objectives of the proposed program. These objectives should deal with the specific institutional and societal needs that this program will address.

1. Meeting student demand while growing our majors
2. Attracting and developing a higher quality cadre of students in our programs
3. Attracting students regionally as well as within the Commonwealth
4. Fully utilizing the skills our faculty has to offer
5. Developing a program designed for inter-college collaboration
6. Furthering undergraduate and graduate research within designed collaborative environments
7. Offering students the best possible training in the latest digital technologies and related applications
8. Fostering the creativity of students in design-related fields

2. Explain how the proposed program relates to the institutional mission and academic strategic plan.

The Digital Media and Design B.S. Degree's Alignment with UK's Institutional Mission and Strategic Plan:
The DMD's primary goal is to improve the quality and variety of educational experiences for our undergraduates. We are committed to our mission, which primarily "is to link the study of art and visual culture to the broad aims of the University's undergraduate, liberal arts tradition by providing world-class instruction in the history, theory, and practice of art." To this basic mission we add opportunities for advanced study through undergraduate professional programs such as the DMD B.S. degree. By pulling together the physical and human resources now available to SA/VS and by integrating practices across multiple disciplines, students will be encouraged to apply their hard-won skills in a variety of digital-based technologies to career pathways consistent with the new economies of the digital age.

Anyone can master the software. Rhino, InDesign, Illustrator, Final Cut Pro, and similar applications are tools, but the business world and industry need graduates able to apply such software to create innovative solutions to common problems. These individuals are valued for their creativity, for their knowledge of contemporary and past visual culture, and for the skills they are able to bring to any task. SA/VS is late to the game vis-à-vis graphic design and media arts programs. Yet we see this as an advantage; our program leaps beyond the siloed degrees such as graphic design in favor of a significantly more integrated degree program incorporating computer-based and lens-based creation, expressed through both two- and three-dimensional digital technologies.

Alignment with Statewide Implementation plan:

Adequately funded - short-term, SA/VS rolls out the B.S. degree in Digital Media and Design without any additional revenue, capitalizing on resources that have recently been made available. Farther out, growth and UK and State budgets will determine whether we seek to add faculty and/or staff lines or simply make admissions more restrictive.

Accountable - SA/VS has been a campus leader in implementing government-mandated assessment procedures. SA/VS has also had a long history of being fiscally responsible. The College of Fine Arts has a new Integrated Business Unit (IBU), which has led to ever greater transparency in budgeting and administrative accountability.

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3. Explain how the proposed program addresses the state's postsecondary education strategic agenda.

The new B.S. degree in Digital Media and Design conforms to at least three major areas of Kentucky's strategic agenda for postsecondary education as well as the forthcoming strategic plan for the University of Kentucky. 1). We believe the program will positively impact student success by creating more motivated students who see clear career paths available upon degree completion. Similarly we believe the program will lead to higher graduation rates, for the same reason. 2). And because of the very nature of the B.S. degree's academic requirements, it will also inherently foster creative, and innovative, uses of technology. This lies at the core of the new degree's mission. In addition, within the School itself the new degree takes advantage of faculty hires that have already been made and thereby makes more effective and directed use of their talents. 3). Finally, Kentucky needs the kind of highly educated workforce within the field of the digital arts that this degree program will produce. Our graduates, first as interns and then in their post-graduate jobs will work closely with industrial designers, with engineers, and with business leaders. Their collaborative and creative talents will have a strongly positive impact on the quality of life and the economic vitality of the Kentucky communities in which they live.

4. Explain how the proposed program furthers the statewide implementation plan.

A. Adequately funded
The B.S. degree in Digital Media and Design has the advantage of becoming operational without requiring any additional recurring dollars.

B. Accountability
The new degree will participate in the on-going assessment process required by both SA/VS's assessment body, the National Association of Schools of Art and Design (NASAD) and by the university's assessment body SACSCOC. We intend to ensure that our students attain the student learning outcomes set out in the degree's requirements.

C. Performance Metrics and Targets
We will be measuring the quality and value of the new degree by 1) the number of majors enrolled (we expect 100 majors by the end of the second year) and by the graduation percentage rate (we set the low-end at 80%). We will be constantly monitoring retention rates from 1st to 2nd fall and from 2nd to 3rd fall, to make sure that students are progressing through the degree (we set minimum retention rate at 85% for 1st to 2nd fall and 80% for 2nd to 3rd fall—we hope to do significantly better).

D. Implementation Plan
The SA/VS B.S. degree in digital media and designed will be aligned with and meet the expectations of the College of Fine Arts' strategic plan for 2015-2021.

E. Reporting and Benchmarking
We hope to make such important data as retention and graduation rates for our degrees available on the School's website. We also will be featuring the successes of our graduates on our website and through social media.

F. Incentives
The leadership of the College of Fine Arts and SA/VS are actively engaged in development. The goal is to achieve significant support for our programs through funding of scholarships, facilities, and faculty support.

G. Balancing Quality and Quantity
While we believe that the new B.S. degree in Digital Media and Design will be very popular with current and prospective students, we will not allow the program to grow beyond the ability of our current faculty and facilities to manage. If we cannot find additional recurring dollars to support expansion of the degree once we have reached capacity, we will begin to limit enrollment through higher admission requirements, etc. While it is our goal to let any prospective student major in the new degree, we will take a realistic approach to expansion and be careful not to outgrow our resources.

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Full Proposal - Quality: Program Quality and Student Success

1. List all student learning outcomes of the program.

The School of Art and Visual Studies is accredited by the National Association of Schools of Art and Design (NASAD). In proposing the B.S. degree in Digital Media and Design we are following the national standards set by NASAD:

1. Knowledge of the concepts related to the visual, spatial, sound, motion, interactive, and temporal elements/features of digital technology and principles for their use in the creation and application of digital media-based work.

2. Understanding of narrative and other information/language structures for organizing content in time-based or interactive media; the ability to organize and represent content structures in ways that are responsive to technological, social, and cultural systems.

3. Understanding of the characteristics and capabilities of various technologies (hardware and software); their appropriateness for particular expressive, functional, and strategic applications; their positions within larger contexts and systems; and their influences on individuals and society.

4. Knowledge of the processes for the development and coordination of digital-based art and design strategies (for example, storyboarding, concept mapping, and the use of scenarios and personas.)

5. Ability to analyze and synthesize relevant aspects of human interaction in various contexts (physical, cognitive, cultural, social, political, and economic) and with respect to technologically-mediated communication, objects, and environments.

6. Knowledge of history, theory, and criticism with respect to such areas as film, video, technology, and digital art and design.

7. Ability to work in teams and to organize collaborations among people from different disciplines.

8. Ability to use the above competencies in the creation and development of professional quality digital media productions.

2. Explain how the curriculum achieves the program-level student learning outcomes by describing the relationship between the overall curriculum or the major curricular components and the program objectives.

See attached curricular map (appendix #1) for the B.S. degree that indicates the correlation between the student learning outcomes and the courses in which these outcomes are addressed.

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3. Highlight any distinctive qualities of this proposed program.

The DMD B.S. degree will bring U.K up to the degree offering standards available to most students enrolled in similar studio art programs in other Southern Regional Education Board (SREB) states. But its integrative approach to digital media most closely resembles only those degree programs offered by comparable flagship, research I universities, such as the University of Florida, the University of George, and the University of Texas. And even these institutions do not possess a degree program that weaves so closely together graphic design, video, web design, photography, 3-D fabrication and print media. And we took the unique step of shaping the degree as a bachelor of science degree, emphasizing not only the applied nature of the program but also the number of studios required by students, more than a B.A. in studio art and only slightly less than a B.F.A.

We currently have 13 faculty whose creative research occurs in and through digital-based platforms. Our faculty includes many artists with national and international reputations and exhibition records. We anticipate the School of Art and Visual Studies Building will further connect the pedagogical and research interests of the digital faculty, since for the first time in SA/VS' history they will be working and teaching in close proximity to each other. We expect our new studios to foster unprecedented levels of collaboration among faculty and between faculty and students.

We are always looking to collaborate with other programs. We see our majors pursuing extensive coursework at UK in the Writing, Rhetorical and Digital Media program (WRD) in the College of Arts and Sciences. There are also natural collaborative possibilities with the College of Communication and the College of Design. We are currently pursuing the possibility of offering a Ph.D. in 3-d virtual visualization in partnership with UK Healthcare's department of Thoracic and Cardiovascular Radiology. And as soon as the School of Art and Visual Studies Building opens in the summer 2015 we will be partnering with the College of Agriculture's Department of Biosystems and Ag Engineering's technical systems management (TSM) degree program. The current plan is to have students enrolled in the TSM program do their first required internship hours in SA/VS's Fabworks, the 3-d design studio, working with faculty and students by providing technical support. We hope to place SA/VS's DMD majors in some TSM courses and to have access to Ag Engineering's professional light manufacturing facilities.

As the DMD program matures we hope to add an integrated internship program, similar to Ag's TSM program to place currently enrolled students in jobs closely related to their degree interests. We hope to create an environment where students can make seamless transitions from school to the workforce.

The DMD degree will serve a student population seeking immediate job-related skills rather than training specific to careers as fine artists. (However we expect many graduates to go on to graduate programs in fine arts with a digital basis.) We currently have about a 200-major capacity above those majors we already serve. Our capacity is directly related to the number of instructional staff available. Future investments to enlarge the program would have to be a College of Fine Arts and UK decision. In the absence of faculty growth we would cap enrollments at 200 students. Initially, the degree would be open to any student regardless of background who wishes to pursue a career in digital media and design.

We are confident that there is more than sufficient demand for this degree. There is certainly nothing comparable to it at UK and we have a faculty size and expertise that is unrivaled in the Commonwealth.

4. Will this program replace any existing program(s) or specializations within an existing program?

YES

Please specify.

The new B.S. degree is an extension, rather than a substitution for current curricula and practices in SA/VS. As such, the program will offer undergraduates a greater variety of degree options without requiring significant reshuffling of academic assignments or course offerings. The School will simply be able to give greater coherence to the courses useful to students seeking digital-based skills.

5. Include the projected faculty/student in major ratio.

At full capacity (approximately 200 majors) the faculty/student ratio would be 1/15.

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6. Is there a specialized accrediting agency related to this program?

YES

Please identify the agency.

National Schools of Art and Design

Do you plan to seek accreditation?

Yes

Please explain your plans for accreditation.

Upon approval by the University Senate and Board of Trustees, we will submit the new degree for accreditation by the National Schools of Art and Design.

7. Attach SACS Faculty Roster Form.

See attachment (appendix #3).

8. A. Describe the library resources available to support this program. You may attach any documentation provided to SACS.

Library resources for the new degree are the same that supports our other degree programs in SA/VS. The Art collections in the Lucille Caudill Little Fine Arts Library comprise over 60,000 volumes of monographs. There are approximately 140 serials subscriptions and another eight subscriptions for online databases that specifically serve art studio and art history, such as *ArtStor*, *Art Index*, *Artbibliographies Modern* and *Bibliography of the History of Art*.

B. Describe the physical facilities and instructional equipment available to support this program. Physical facilities and instructional equipment must be adequate to support a high quality program. The proposal must address the availability of classroom, laboratory, and office space as well as any equipment needs.

SA/VS has moved into a new facility (Fall 2015). Whereas before the building opened SA/VS operated three computer labs in various locations on the UK campus, in the new building we have five such labs and will be developing a computer inventory to outfit a sixth (for which we already have space). In addition, we have a photography suite which includes the capacity to make large scale digital prints; we have a "FabLab", a three-dimensional fabrication studio with computer-based laser cutters, 3-d printers, C-and-C router, vacuum former, and various light machinery; and we have a print shop set up to design and fabricate digital prints. All digital faculty have appropriate office or studio space. Finally, we operate a media center where students can check out film and digital cameras, lighting equipment, drawing pads, and similar digital technology.

9. Clearly state the admission, and retention, and completion standards designed to encourage high quality.

As the state's flagship and land grant university we have an obligation, as far as possible, to admit any student who is academically qualified to attend U.K. into our major. Initially, we should be able to admit any student into the degree program who wishes to major in digital media and design. Once we reach near capacity, around 200 majors, we will have to begin restricting admissions through a combination of grade point average and portfolio review (we have not developed the precise metrics yet). We initially will be able to provide scholarships to students who maintain a 3.0 g.p.a. or better, but we expect with rising numbers of majors we will have to raise the g.p.a.s for scholarship support. We hope that by financially helping to support the better students in the program we will be acting to raise retention and completion rates in SA/VS overall.

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10. Clearly state the degree completion requirements for the program.

The B.S. degree shares a number of basic requirements with the B.A. and B.F.A. in studio art. Among them, with some differences in emphasis are 19 hours of Foundations, including six guided electives in art history. There are 27 hours of required studio courses at the 300 level or above plus nine hours in what we call our "Career Pathway Core", which consists of a projects capstone course, a professional practices course which also serves as the degree's graduation communication and composition requirement, mandated by the UK Faculty Senate, and a credit bearing course for professional internships. Students also have at least six credit hours of guided electives in art history and visual culture at the 300-level and above.

Program	Total number of hours required for degree	Number of hours in degree program core	Number of hours in guided electives	Number of hours in free electives
B.S. Digital Media and Design	121	49	30	18

12. Describe how the proposed program will articulate with related programs in the state. It should describe the extent to which student transfer has been explored and coordinated with other institutions. Attach all draft articulation agreements related to this proposed program.

Currently, there are no exact equivalents to the B.S. degree in digital media and design in the Commonwealth. However, in Kentucky, Murray State offers a full range of graphic design courses as an area of concentration within their studio program, but no separate degree. NKU offers a Visual Communication Design degree, which formerly was a graphic design degree. EKU offers a BFA in Graphic Design. WKU offers a graphic design track within their BA and BFA degrees. Finally the University of Louisville has a BFA in Communication and Design. Our degree is more expansive than any of these in that it includes digital fabrication, video, animation, sound, and photography within the major. Nonetheless any student who begins a degree in studio at any community college or four-year institution should be able to transfer into the U.K. SA/VS B.S. degree program with only a minimum of extra coursework at the studio foundation level. Thus no degree agreements have been deemed necessary.

13. List courses under the appropriate curricular headings.

See attached (appendix 4).

14. Will this program utilize alternative learning formats (e.g. distance learning, technology-enhanced instruction, evening/weekend classes, accelerated courses)?

YES

YES	Distance learning
NO	Courses that combine various modes of interaction, such as face-to-face, videoconferencing, audio-conferencing, mail, telephone, fax, e-mail, interactive television, or World Wide Web
NO	Technology-enhanced instruction

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NO	Evening/weekend/early morning classes
NO	Accelerated courses
NO	Instruction at nontraditional locations, such as employer worksite
NO	Courses with multiple entry, exit, and reentry points
NO	Courses with "rolling" entrance and completion times, based on self-pacing
NO	Modularized courses

Please describe planned alternative methods of program delivery involving greater use of technology, distance education, and/or accelerated degree designs, to increase efficiency, better address student educational and workforce needs, and maximize student success, for both traditional and non-traditional students.

Less than 5% of the B.S. degree program will initially be offered via distance learning. We offer only one course, A-S 280 Introduction to Photographic Literacy, that is fully online, and several other courses, A-S 200, Introduction to Digital Art, Space and Time, and A-S 340, Graphic Design, which have been designed to be delivered wholly online, but which have not yet been taught in this format. We do offer courses that combine various modes of interaction, such as face-to-face, videoconferencing, audio-conferencing, mail, telephone, email, etc. By the nature of the material our courses are based on technology-enhanced instruction. The online delivery of lectures for A-S 200 and A-S 340 do allow students to pursue their coursework in the evenings and on weekends.

We would like to develop further the online presence of the degree, but we are constrained by limited resources in terms of technology support. This is something we expect to work on in the years ahead.

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Full Proposal - Demand: Program Demand/Unnecessary Duplication

1. Student Demand:

a. Provide evidence of student demand at the regional, state and national levels.

We surveyed the 73 public colleges and universities that are accredited both by SACS and by our national accreditation body, NASAD. We determined that of these schools SA/VS has the 9th largest faculty on staff. 46 of the 73 studio art programs offer B.A. or B.F.A. degrees in some form of graphic design, visual communication and/or digital media, as well as fine arts degrees. However, only the largest schools, typically the respective states' land grant and research institutions, offer programs comparable to what SA/VS is proposing. The University of South Carolina offers a B.A. in Media Arts. Louisiana State University offers a BFA in Digital Art. The University of Texas at Austin offers a BFA in Design (inside the studio art program). The University of Tennessee at Chattanooga has a BFA in photography and media art. The University of Georgia has what it terms an "Art X" BFA, a digital-based intermedia degree. East Carolina University offers a BFA in Cinematic Arts and Media Production. Appalachian State has majors in Graphic Arts & Imaging and Technology and Commercial Photography. In Kentucky, Murray State offers a full range of graphic design courses as an area of concentration within their studio program, but no separate degree. NKU offers a Visual Communication Design degree, which formerly was a graphic design degree. EKU offers a BFA in graphic Design. WKU offers a graphic design track within their BA and BFA degrees. Finally the University of Louisville has a BFA in Communication and Design.

The sheer number of programs offering separate graphic design degrees is a clear reflection of student demand. In our experience prospective students and their parents typically ask first about the availability of graphic design courses and degree before inquiring about any other aspect of what SA/VS might offer students. SA/VS faculty have been strongly opposed to the idea of offering just another graphic design degree. There are enough of these already. They want to create a degree program that responds to the growing integration of computer-based design and the variety of lens-based media. Our degree will integrate photography (represented by five full-time faculty), digital media and graphic design (Five full-time faculty), Printmedia (one faculty), three-dimension digital fabrication (two faculty), and other faculty and disciplines with a strong interest in incorporating digital media into their studio practices.

We surveyed students currently enrolled in our digital-based courses (A-S 200, Introduction to Digital Art, Space and Time, A-S 280, Introduction to Photographic Literacy, A-S 300, Digital Photography, and A-S 340, Graphic Design to see what students were looking for that UK was currently not offering. 347 students responded, with 229 expressing interest in a major in digital media and design and 338 percent agreeing with the statement that the skills provided by digital-based courses are important to today's job market. Keep in mind that only 31 students who participated in the poll were majors or double majors in SA/VS, which is to say that 91% of the respondents were only enrolled in these courses to fulfill their UK Core Creativity requirement.

Student interest in such a degree at UK parallels enrollments at other colleges and universities that offer either a graphic design B.A. or B.F.A. or a digital arts degree. We contacted administrators of units across the Southern Athletic conference and they all report that the greater proportion of their majors are in these majors compared to those students enrolled in traditional fine arts degree programs. Colleges and universities who start up such programs routinely receive strong bursts in enrollment growth.

b. Identify the applicant pool and how they will be reached.

Currently, the University has nearly 113 students who have declared for the minor in Digital Media and Design and another 24 minoring in photography. It is expected that a large majority of these students will declare a Digital Media and Design major once they are able to do so. Extensive outreach will be employed to inform other students of the Digital Media and Design major using mailings, social media, and our extensive network of high school art teachers throughout the state.

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We also intend to use the usual public relations media, such as UKNow and the University faculty, staff, and student listserv to inform advisors and students of the availability of the new degree. We also intend to target the art faculty at the state's community colleges to alert them of the possibility for transfer into the new degree program (currently almost 50% of the majors in the School of Art and Visual Studies are transfer students).

c. Describe the student recruitment and selection process.

The Digital Media and Design major will be advertised to students via University media and a University website that is linked to the School of Art and Visual Studies website. We will be sending out posters to Kentucky high school art faculty and to art faculty in the Commonwealth. We will also announce the new degree to the studio art program faculty in the state's colleges and universities.

Initially, all students academically eligible to be at the University of Kentucky will be eligible to major in Digital Media and Design. Students however must complete the Digital Foundations coursework before enrolling in advanced coursework in the major. To declare the major, students will go to the Undergraduate Studies offices to obtain the appropriate paperwork and turn this paperwork into the College of Fine Arts office. Students will then be considered declared and will be assigned an advisor in the program.

d. Identify the primary feeders for the program.

The Digital Media and Design major will attract students interested in pursuing careers in creative arts related fields. This degree will enhance Kentucky's workforce by producing creative, articulate, and collaboration-minded individuals with multiple competencies in digital-based visual design and communication fields that are in high demand in business and industry. As an applied arts degree, we expect to attract students with a fine arts background, either in high school or at the college level. The degree would offer a visual arts alternative to students who might otherwise seek degrees in the Colleges of Communication, Arts and Sciences, Design, and even some students who might otherwise major in the College of Engineering. However, our intention is not to draw students away from existing majors but rather to provide a practical alternative for students who want an art degree but who are concerned that the degree would lead to non-fine arts post-graduation employment opportunities. We believe that the primary feeders for this new degree will be the state's high schools and community colleges.

e. Provide any evidence of a projected net increase in total student enrollments to the campus as a result of the proposed program.

SA/VS is the beneficiary of a brand new $22 million dollar facility that ranks among the best facilities of its kind in the United States. We possess an overall faculty that in size ranks among the top ten art schools in the Southeastern U.S. Whereas in our former facility we were a recruiting embarrassment to the University, we are now, or should be, a recruiting highlight for UK. With six digital media labs, a Fablab, a full service print media shop, a complete analogue/digital photography suite including a lighting studio, our students will be able to undertake state-of-the-art creative research in multiple areas and in two and three dimensions. Considering that our minor in digital media and design has only been active since Fall 2014, the 113 minors we already have is a clear indicator of the pent-up student demand for what the new degree will have to offer. It is hard to imagine how the new degree would not contribute to increasing the total student enrollment at U.K.

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c. **Project estimated student demand for the first five years of the program.**

Academic Year	Degrees Conferred	Majors (Headcount) - Fall Semester
2016-2017	0	5
2017-2018	0	60
2018-2019	10	80
2019-2020	30	140
2020-2021	50	200

2. **Employer Demand:**
a. **Describe the types of jobs available for graduates, average wages for these jobs, and the number of anticipated openings for each type of jobs at the regional, state, and national levels.**
Graduates of the proposed B.S. degree in Digital Media and Design will be qualified for multiple related fields, as art directors, graphic designers, multimedia artists and animators, web developers, photographers, film and video editors, and commercial and industrial designers. Beginning with art directors, the U.S. Department of Labor, using 2012 statistics, cited 74,800 jobs nationally with a median salary of $80,080, and with an expected growth of 3%. In Kentucky the forecast is for a 10% growth in this area by 2022. Qualifications for art directors include training as graphic designers, illustrators, copy editors, and photographers (all of which will be addressed in the new degree).
In the field of graphic design nationally in 2012 there were 259,500 jobs with a median salary of $44,150. The U.S. government projects a 7% growth in the field, but in Kentucky, a 14% growth has been projected. There were 68,000 jobs for multimedia artists and animators in 2012 with a median salary of $61,370. The Department of Labor expects a 6% growth in this field; in Kentucky a 13% growth has been projected. The Department of Labor expects a 20% growth in demand for web developers. In 2012 there were 141,400 jobs nationally with a median salary of $62,500. For students seeking jobs as photographers there were 136,300 jobs nationally in 2012 with a median salary of $28,490, and with an expected growth rate of 4%. A 11% growth in positions for film and video editors has been projected and a 16% growth in jobs for commercial and industrial designers by 2022. Some of our graduates will even acquire the skills necessary to be software developers, a booming business in which there were 1,018,000 jobs nationally in 2012 with a median salary of $93,350. Both in Kentucky and nationally a growth of about 21% is expected in this field.
In short, all these fields can expect at least moderate growth in available positions. Most job fields offer better than the state average in median salaries. These fields are vital components of the commercial sector of the state's economy. They serve for example Office and Administrative Support Occupations, where an expected 16,000 new jobs will develop by 2022. As the commercial sector grows the demand for graduates with our training will only increase.

3. **Academic Disciplinary Needs:**

Recent studies by cultural economists such as John Howkins, Douglas DeNatale, Gregory Wassall, Richard Fields and many others have not the importance of creativity in contemporary economies. While there are innumerable graphic design degree programs around the country, there is a shortage of programs that are tailored to the creative professionals who give the designers their charge. Similarly, increasingly design demands cross traditional disciplinary boundaries, and includes everything from expertise in programming, web design, layout, photography and so on. The new generation of designers needs to be versed in all aspects of visual production because increasingly they are called upon to work in all digital media. The new B.S. degree services precisely this need for both creative and diversely equipped employees.

a. **If the proposed program is an advanced practice doctorate, explain the new practice or licensure requirements in the profession and/or requirements by specialized accrediting agencies that necessitate a new doctoral program.**

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This digital media and design major is currently proposed only as an undergraduate degree.

4. Similar programs:
a. Are there similar programs in other Southern Regional Education Board (SREB) states and in the nation?

YES

Please identify similar programs in other SREB states and in the nation.
Several state flagship universities in SREB states offer programs resembling the U.K. degree. The University of Florida offers a B.F.A. degree in Art with an emphasis in what they term the Art + Technology program, which consists of such things as "digital imaging, computer programming, web design, digital video, animation, interactivity, gaming, installation, simulation, information visualization and special topics in emerging technologies and art forms." The University of Texas offers a B.F.A. degree in design, which includes "graphic design, product/industrial design, film/animation, and architecture, creating hybrid environments and artifacts." The University of Georgia has a program they call Art X, consisting "of time-based forms, digital video, computer and web-based art, digital photography, robotics, sound, performance, durational installation and computer-operated fabrication."

b. Our records indicate the following similar programs exist at public institutions in Kentucky.

---- No Programs Exist----

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Full Proposal - Cost: Cost and Funding of the Proposed Program

1. Will this program require additional resources?

NO

Please provide a brief summary of additional resources that will be needed to implement this program over the next five years.

2. Will this program impact existing programs and/or organizational units within your institution?

NO

Please describe the impact.

3. Provide adequate documentation to demonstrate sufficient return on investment to the state to offset new costs and justify approval for the proposed program.

Since there are no new costs, the state gets the advantage of a job-creating degree without any investment. Should the program be as successful as we hope we would ask, but not expect, at least one new faculty line.

A. Funding Sources, by year of program	1st year	2nd year	3rd year	4th year	5th year
	$1,649,595	$1,632,539	$1,926,492	$2,134,596	$2,228,540
Total Resources Available from Federal Sources					
New :	0	0	0	0	0
Existing :	0	0	0	0	0
Narrative Explanation/Justification : NA					
Total Resources Available from Other Non-State Sources					
New :	0	100000	150000	150000	200000
Existing :	0	0	0	0	0
Narrative Explanation/Justification : SA/VS is engaged in a vigorous development effort, which we hope will lead to significant recurring dollars to help support the new B.S. degree, its students, as well as the current degree programs. These figures are therefore tentative rather than fixed.					
State Resources					
New :	0	0	70000	70000	70000
Existing :	1125434	1159197	1193972	1229791	1266685
Narrative Explanation/Justification : State resources that would fund the new B.S. degree have already been committed in terms of full-time faculty salaries (totals listed). A possible new line would increase the State's commitment. Such a line is predicated on state budgets and student demand. Increase state resources are based upon 3% across-the-board increases each year.					
Internal					
Allocation :	0	110000	115000	120000	125000
Reallocation :	291933	65000	66950	68950	71000

**Kentucky Postsecondary
Program Proposal System**

**University of Kentucky
BS - BACHELOR OF SCIENCE
50.0102-Digital Arts.**

A. Funding Sources, by year of program	1st year	2nd year	3rd year	4th year	5th year
Narrative Explanation/Justification :	Besides the UK commitment to the Bolivar facility (about $22,500,000), which will house six digital media labs, a "FabLab" for three-dimensional digital fabrication, a print media studio, a photography suite, and other related studios, fixtures and equipment, SA/VS uses student fees to provide at discount rates student course materials, such as printing, software licenses, student workers to supervise equipment use, and so on. These fees are listed in year one as existing allocations and then projected on student growth for the 2nd through the 5th year at about $5,000 in additional fee revenue per year corresponding to anticipated student growth in the major, while maintaining current non-major enrollment in SA/VS UK Core creativity courses.				

Student Tuition					
New :	132228	198342	330570	495855	495855
Existing :	0	0	0	0	0
Narrative Explanation/Justification :	No info for this section on pre-prop DMD submitted.				

Total					
New :	$232,228	$408,342	$665,570	$835,855	$890,855
Existing :	$1,217,367	$1,224,197	$1,260,922	$1,298,741	$1,337,685
Total Funding Sources :	$1,649,595	$1,632,539	$1,926,492	$2,134,596	$2,228,540

B. Breakdown of Budget Expenses/Requirements	1st year	2nd year	3rd year	4th year	5th year
Staff: Executive, administrative, and managerial					
New :	0	0	0	0	0
Existing :	197739	201739	205739	209739	214739
Other Professional					
New :	0	0	0	0	0
Existing :	47733	48683	49636	50556	51456
Faculty					
New :	0	0	70000	72000	74000
Existing :	827962	840000	910000	925000	935000
Graduate Assistants (if master's or doctorate)					
New :	0	0	0	0	0
Existing :	0	0	0	0	0
Student Employees					
New :	0	0	0	0	0
Existing :	9749	10200	11000	11300	11700

Kentucky Postsecondary Program Proposal System

KPPPS

University of Kentucky
BS - BACHELOR OF SCIENCE
50.0102-Digital Arts.

B. Breakdown of Budget Expenses/Requirements	1st year	2nd year	3rd year	4th year	5th year
Narrative Explanation/Justification :	We believe we can manage the new degree program without additional administrative and managerial staff. Current professional staff can manage the new degree program. However, funding the addition of one more technical staff person is desirable, depending on enrollment and available funding. State resources that would fund the B.S. degree have already been committed to full-time faculty salaries (total listed). A possible new line would increase state commitments, but the line would be predicated on state and university budgets and student demand. We budget for student employees through related course fees. Growth in costs will be tied to inflation and increase in majors. But these should be modest increases over time.				

Equipment and Instructional Materials

	1st year	2nd year	3rd year	4th year	5th year
New :	0	0	0	0	0
Existing :	354933	65000	66950	68950	71000
Narrative Explanation/Justification :	U.K. resources that would fund the B.S. degree's acquisition of equipment and instructional materials have already largely been committed as part of the budget to outfit the new School of Art and Visual Studies Building. Subsequent investments in equipment and instructional materials will be derived from existing course fees. Growth in fee revenue through enrollment increases is targeted at				

Library

	1st year	2nd year	3rd year	4th year	5th year
New :	0	0	0	0	0
Existing :	0	0	0	0	0
Narrative Explanation/Justification :	NA				

Contractual Services

	1st year	2nd year	3rd year	4th year	5th year
New :	0	0	0	0	0
Existing :	0	0	0	0	0
Narrative Explanation/Justification :	NA				

Academic and/or Student Services

	1st year	2nd year	3rd year	4th year	5th year
New :	0	0	0	0	0
Existing :	52000	53040	54648	55700	56814
Narrative Explanation/Justification :	U.K. resources that fund professional advisors in the College of Fine Arts should be adequate to manage advising services. Salary increases for the existing advisor, including benefits, has been pegged at 2% annually.				

Other Support Services

	1st year	2nd year	3rd year	4th year	5th year
New :	0	0	0	0	0
Existing :	0	0	0	0	0
Narrative Explanation/Justification :	NA				

Kentucky Postsecondary
Program Proposal System
KPPPS

University of Kentucky
BS - BACHELOR OF SCIENCE
50.0102-Digital Arts.

B. Breakdown of Budget Expenses/Requirements	1st year	2nd year	3rd year	4th year	5th year
Faculty Development					
New :	0	0	0	0	0
Existing :	0	0	0	0	0
Narrative Explanation/Justification :	We currently do not have funds supporting faculty development. All such efforts (and funding) come either out of the College of Fine Arts' or the Provost's Office.				
Assessment					
New :	0	0	0	0	0
Existing :	0	0	0	0	0
Narrative Explanation/Justification :	We do not have budget support for our assessment efforts. They are part of the regular duties of administrative staff and faculty.				
Student Space and Equipment (if doctorate)					
New :	0	0	0	0	0
Existing :	0	0	0	0	0
Narrative Explanation/Justification :	NA				
Faculty Space and Equipment (if doctorate)					
New :	0	0	0	0	0
Existing :	0	0	0	0	0
Narrative Explanation/Justification :	NA				
Other					
New :	0	0	0	0	0
Existing :	0	0	0	0	0
Narrative Explanation/Justification :	NOTE: We expect to cover all costs for this program with existing resources or through our development efforts. If we fail to raise additional revenues to fund an expanding degree program, and if there are no university recurring dollars to support these growing enrollments, we will place an enrollment cap on the degree, ensuring that our existing resources are adequate to meet expenses for the new major.				
Total					
New :	$0	$0	$70,000	$72,000	$74,000
Existing :	$1,490,116	$1,218,662	$1,297,973	$1,321,245	$1,340,709
Total Budget Expenses/Requirements :	$1,490,116	$1,218,662	$1,367,973	$1,393,245	$1,414,709
Grand Total					
Total Net Cost :	$159,479	$413,877	$558,519	$741,351	$813,831

University of Kentucky
BS - BACHELOR OF SCIENCE
50.0102-Digital Arts.

Full-Proposal - Assess: Program Review and Assessment

1. For each assessment method, please provide direct indicators of achievement of program-level student learning outcomes and frequency of data collection:
   a. Which components will be evaluated?

Student contributions to the Foundation Exhibition will be assessed in the freshman year; A-S 200 Introduction to Digital Art, Space and Time will be assessed, usually in a student's sophomore year; A-S 547 Digital Media Capstone course offers a third assessment point, which would normally be taken in the student's senior year. We will carry out a different assessment plan for the university-mandated GCCR course (A-S 301—we are going to submit a minor course change to renumber ART 301 to A-S 301 this academic year).

b. When will the components be evaluated?

All assessment materials will be evaluated at the end of the spring semester annually.

c. When will the data be collected?

The Foundation exhibition is held annually near the end of the spring semester; A-S 200 will be assessed in the fall semester annually; the Digital Media Capstone course will be assessed each spring.

d. How will the data be collected?

An independent juror assesses the work exhibited in the Foundations exhibition according to a scorecard developed by the Foundations advisory committee; the Digital Media and Design assessment committee will review a 10% sample of online student portfolios as submitted to A-S 200 Digital Art, Space and Time; the Digital Media and Design assessment committee will evaluated student portfolios for their application of applied digital design concepts, related to the visual, spatial, sound, motion, interactive, and temporarl elements/features of digital technology and principles using a scorecard developed by the committee.

e. What will be the benchmarks and/or targets to be achieved?

We have targeted a mean rubric score of 2 or greater on a scorecard of four points for each SLO (1 least mastery; 2 below average, 3 competent; and 4 exemplary).

f. What individuals or groups will be responsible for data collection?

For the Foundations exhibition we use an independent juror; the Digital Media and Design assessment committee, composed to faculty within the major are charged for gathering and evaluating the data.

g. How will the data and findings be shared with faculty?

The faculty of record will receive a summary document detailing the specific, mean numerical outcomes (based on our rubric for assessments of each SLO) for each assessment per year. This will be an electronic communication. If areas of concern are noted (for example, if mean numerical assessments are lower than "2" on the "0-4" assessment scale of the rubric), a meeting of all relevant faculty of record will be convened and a plan of remediation will be designed and subsequently implemented.

h. How will the data be used for making programmatic improvements?

If targets described above are not achieved (e.g. a mean evaluation score of higher than 2 is not realized on any given assessment measure), the Foundation Director and the Digital Media and Design assessment committee will initiate a review of the relevant SLO(s) and the courses in which that SLO(s) is assessed to identify areas of strength and potential weakness. If clear corrective measures or revisions are not readily identified, the relevant assessment officers will convene a meeting of the faculty of record to initiate a collaborative discussion with regard to designing a remediation plan.

University of Kentucky
BS - BACHELOR OF SCIENCE
50.0102-Digital Arts.

2. What are the measures of teaching effectiveness?

All faculty of record will be evaluated using University Teacher Course Evaluations (TCEs) completed by their student each term. All TCEs are public record and accessed via the University website. The Director biennially reviews tenured faculty and annually reviews lecturers and un-tenured faculty for their teaching effectiveness.

3. What efforts to improve teaching effectiveness will be pursued based on these measures?

Areas of concern will be summarized and communicated to the individual faculty of record as part of their regular evaluation. If deemed necessary the director of the School of Art and Visual Studies will request a plan of remediation from the respective faculty members. Additional options aimed at improving teaching, if needed, include supporting faculty development through College and University programs, as well as participation in relevant pedagogical conferences and symposia.

4. What are the plans to evaluate students' post-graduate success?

The Director will obtain data from the Alumni Survey annually and will additionally create a separate and brief web-based survey of educational and career outcomes to be communicated to current students and alumni in electronic format.

(A) BS Degree in Digital Media and Design School of Art and Visual Studies, CFA, UK

(B) Plan for Assessment of BS in Digital Media and Design Student Learning Outcomes

Doreen Maloney, Assessment Coordinator

for the academic year 2016-2017

(C) MISSION STATEMENT

The Digital Media and Design (DMD) bachelor of science degree in the School of Art and Visual Studies educates its students in studio-based digital media practices at the pre-professional level. This degree is available to students who plan to undertake careers that require creative use of digital imagery with artistic and/or commercial applications, involving digital design and illustration, photography, video, sound and digital-based fabrication.

(D)   STUDENT LEARNING OUTCOMES for the PROGRAM

The assessment the student learning outcomes will be grouped into two, four-year cycles. The SLO numbered 1-4 will be assessed during the first four years of the degree program. The SLOs numbered 5-8 will be assessed during the second four years of the degree program.

1. Knowledge of basic and advanced concepts related to the visual, spatial, sound, motion, interactive, and temporal elements/features of digital technology and principles for their use in the creation and application of digital media-based work.

2. Understanding of narrative and other information/language structures for organizing content in time-based or interactive media; the ability to organize and represent content structures in ways that are responsive to technological, social, and cultural systems.

3. Understanding of the characteristics and capabilities of various technologies (hardware and software); their appropriateness for particular expressive, functional, and strategic applications; their positions within larger contexts and systems; and their influences on individuals and society.

4. Knowledge of the processes for the development and coordination of digital-based art and design strategies (for example, storyboarding, concept mapping, and the use of scenarios and personas.)

5. Ability to analyze and synthesize relevant aspects of human interaction in various contexts (physical, cognitive, cultural, social, political, and economic) and with respect to technologically-mediated communication, objects, and environments.

6. Knowledge of history, theory, and criticism with respect to such areas as film, video, technology, and digital art and design.

7. Ability to work in teams and to organize collaborations among people from different disciplines.

8. Ability to use the above competencies in the creation and development of professional quality digital media productions.

(E) ASSESSMENT METHODS

1.   Knowledge of basic and advanced concepts related to the visual, spatial, sound, motion, interactive, and temporal elements/features of digital technology and principles for their use in the creation and application of digital media-based work.

> **Method 1A.** The juror of the Foundation Exhibition will assess the work as shown. Work will be evaluated for applied digital design concepts, using a scorecard developed by the Foundations Advisory Committee. (The juror will fill out two assessment forms, one for the B.A. and B.F.A. degrees and one for the DMD program.)
>
> **Timeline 1A:** The Foundation Exhibition occurs each spring semester and all students in the Foundations Program are required to participate.
>
> **Method 1B.** The Digital Media and Design Assessment Committee will review a 10% sample of the work as proposed and created in A-S 547 Digital Media Capstone Class. Work will be evaluated for applied digital design concepts, related to the visual, spatial, sound, motion, interactive, and temporal elements/ features of digital technology and principles using a scorecard developed by the the Digital Media Projects Capstone Committee.
>
> **Timeline 1B.** The Digital Media Projects Capstone class occurs each spring semester and all students graduating in the degree program must participate.
>
> **Method 1C.** The Digital Media and Design Assessment Committee will review a 10% sample of online student portfolios as submitted for A-S 200 Digital Art Space and Time.
>
> **Timeline 1C:** The Digital Media and Design Assessment Committee will review these portfolios in the fall semester.

2.   Understanding of narrative and other information/language structures for organizing content in time-based or interactive media; the ability to organize and represent content structures in ways that are responsive to technological, social, and cultural systems.

Method 2A. The Digital Media and Design Assessment Committee will review a 10% sample of the work as proposed and created in A-S 547 Digital Media Capstone Class. Work will be evaluated for applied understanding of narrative and other information/language structures for organizing content in time-based or interactive media; the ability to organize and represent content structures in ways that are responsive to technological, social, and cultural systems using a scorecard developed by the the Digital Media Projects Capstone Committee.

Timeline 2A: The Digital Media Projects Capstone class occurs each spring semester and all students graduating in the degree program must participate.

Method 2B. The Digital Media and Design Assessment Committee will review a 10% sample of online student portfolios as submitted for A-S 346 Video Art and A-S 347 Multimedia Art.

Timeline 2B: The Digital Media and Design Assessment Committee will review these portfolios in the spring semester.

3.   Understanding of the characteristics and capabilities of various technologies (hardware and software); their appropriateness for particular expressive, functional, and strategic applications; their positions within larger contexts and systems; and their influences on individuals and society.

Method 3A. The Digital Media and Design Assessment Committee will review a 10% sample of the work as proposed and created in A-S 547 Digital Media Capstone Class. Work will be evaluated for applied understanding of the characteristics and capabilities of various technologies (hardware and software); their appropriateness for particular expressive, functional, and strategic applications; their positions within larger contexts and systems; and their influences on individuals and society using a scorecard developed by the the Digital Media Projects Capstone Committee.

Timeline 3A: The Digital Media Projects Capstone class occurs each spring semester and all students graduating in the degree program must participate.

Method 3B.   The Digital Media and Design Assessment Committee will review a 10% sample of online student portfolios as submitted for A-S 285 Lens Arts.

Timeline 3B: The Digital Media and Design Assessment Committee will review these portfolios in the fall semester.

Method 3C. The Digital Media and Design Assessment Committee will review a 10% sample of online student portfolios as submitted for A-S 546 Digital Fabrication.

Timeline 3C: The Digital Media and Design Assessment Committee will review these portfolios in the spring semester.

4. **Knowledge of the processes for the development and coordination of digital-based art and design strategies (for example, storyboarding, concept mapping, and the use of scenarios and personas.)**

Method 4A. The Digital Media and Design Assessment Committee will review a 10% sample of the work as proposed and created in A-S 547 Digital Media Capstone Class. Work will be evaluated for applied understanding or the development and coordination of digital-based art and design strategies (for example, storyboarding, concept mapping, and the use of scenarios and personas.) using a scorecard developed by the the Digital Media Projects Capstone Committee.

Timeline 4A: The Digital Media Projects Capstone class occurs each spring semester and all students graduating in the degree program must participate.

Method 4B. The Digital Media and Design Assessment Committee will review a 10% sample of online student portfolios as submitted for A-S 340 Graphic Design.

Timeline 4B: The Digital Media and Design Assessment Committee will review these portfolios in the fall semester.

Method 4C. The Digital Media and Design Assessment Committee will review a 10% sample of online student portfolios as submitted for A-S 346 Video Art and A-S 347 Multimedia Art.

Timeline 4C: The Digital Media and Design Assessment Committee will review these portfolios in the spring semester.

(F) USING RESULTS TO IMPROVE THE PROGRAM

Results of assessments of these four learning outcomes will be presented by the BS in Digital Media and Design Assessment Committee to the Director and School of Art and Visual Studies. These results may also be presented to the Dean of the College of Fine Arts and the Provost, along with any actions needed to improve the curriculum and increase students' achievement of the expected learning outcomes.

BS Degree in Digital Media and Design School of Art and Visual Studies, CFA, UK

Curricular Map of BS in Digital Media and Design Student Learning Outcomes

MISSION STATEMENT

The Digital Media and Design (DMD) bachelor of science degree in the School of Art and Visual Studies educates its students in studio-based digital media practices at the pre-professional level. This degree is available to students who plan to undertake careers that require creative use of digital imagery with artistic and/or commercial applications, involving digital design and illustration, photography, video, sound and digital-based fabrication.

STUDENT LEARNING OUTCOMES for the PROGRAM

The eight student learning objectives adopted for this program are stipulated below. Following this list is a list of all degree courses offered at the present time to fullfil this degree.

In the table below, the numbers following each course title correspond to the NASAD learning objectives met by that course.

1. Knowledge of basic and advanced concepts related to the visual, spatial, sound, motion, interactive, and temporal elements/features of digital technology and principles for their use in the creation and application of digital media-based work.

2. Understanding of narrative and other information/language structures for organizing content in time-based or interactive media; the ability to organize and represent content structures in ways that are responsive to technological, social, and cultural systems.

3. Understanding of the characteristics and capabilities of various technologies (hardware and software); their appropriateness for particular expressive, functional, and strategic applications; their positions within larger contexts and systems; and their influences on individuals and society.

4. Knowledge of the processes for the development and coordination of digital-based art and design strategies (for example, storyboarding, concept mapping, and the use of scenarios and personas.)
5. Ability to analyze and synthesize relevant aspects of human interaction in various contexts (physical, cognitive, cultural, social, political, and economic) and with respect to technologically-mediated communication, objects, and environments.

6. Knowledge of history, theory, and criticism with respect to such areas as film, video, technology, and digital art and design.

7. Ability to work in teams and to organize collaborations among people from different disciplines.

8. Ability to use the above competencies in the creation and development of professional quality digital media productions.

Digital Media and Design Courses	Learning Objective Met
A-S 101 Creative Practices in Art Studio (taken first semester)	1, 2 ,5
A-S 001 Foundation Exhibition	1,4,5,7
A-S 102 Two-Dimensional Surface	5
A-S 130 Drawing	5
A-S 200 Introduction to Digital Art, Space and Time	1,2,3,4,5,6
A-S 285 Lens Arts	1,2,3,4,5,6
A-S 305 Studio Lighting	1,2,3,4,5,6,7,8
ART 301 GCCR	5,6,7,8
A-S 340 Introduction to Graphic Design, Meaning and Image	1,2,3,4,5,6
A-S 341 Graphic Design: Layout	1,2,3,4,5,6
A-S 345 Introduction to Web Design	1,2,3,4,5,6
A-S 346 Video Art	1,2,3,4,5,6
A-S 347 Multimedia: Topical (currently 2D Animation)	1,2,3,4,5,6
A-S 348 Circuits & Bits: Introduction to Hardware and Software Topics in Art	1,2,3,4,5,6,7
A-S 385 Digital Methods for Photography	1,2,3,4,5,6,
A-S 387 Topics in Photography	1,2,3,4,5,6,7,8
A-S 390 Digital Printmaking	1,2,3,4,5,6,7
A-S 480 Professional Practices in Photography	5,6,7,8
A-S 540 Graphic Design: Publication Design	1,2,3,4,5,6,7,8
A-S 541 Graphic Design: Advanced Design	1,2,3,4,5,6,7,8

A-S 546 Intermedia Studio	1,2,3,4,5,6,7,8
A-S 547 Digital Media and Design Projects	1,2,3,4,5,6,7,8
A-S 585 Industry Pathways and Practice	1,2,3,4,5,6,7,8
A-S 587 Advanced Topics in Photography	1,2,3,4,5,6,7,8
A-S 596 Workshop	1,2,3,4,5,6,7,8
A-S 687 Graduate Topics in Photography	1,2,3,4,5,6,7,8
A-S 777 Problems in Intermedia	1,2,3,4,5,6,7,8

Faculty Roster Form
Qualifications of Full-Time and Part-Time Faculty

Name of Institution: University of Kentucky

Name of Primary Department, Academic Program, or Discipline: School of Art and Visual Studies, BS, Digital Media and Design

Academic Term(s) Included: Fall 2016 – Spring 2017

Date Form Completed: September 11, 2015

1	2	3	4	5
Course Instructor Name NAME (F, P)	COURSES TAUGHT Including Term, Course Number & Title, Credit Hours (D, UN, UT, G)	ACADEMIC DEGREES& COURSEWORK Relevant to Courses Taught, Including Institution & Major List specific graduate coursework, if needed	OTHER QUALIFICATIONS & COMMENTS Related to Courses Taught	NEW Courses Includes Course Prefix, #, & title)
Ruth Adams (F) Associate Professor, Photography	A-S 580:Photography Projects – each Fall or Spring; 3cr hr (U) A-S 384: Color Photography – Every 3rd semester; 3cr hr (U) A-S 386: Non-Silver Photography – Every 3rd Semester; 3cr hr (U)	* M.F.A. University of Miami, 1999; Concentration in Photography and Digital Art *B.F.A. Rochester Institute of Technology, 1994; Photojournalis *B.S. Syracuse University 1988; Computer Science	Active as member and on the board of directors for the Society for Photographic Education, the professional organization for photography educators.	
Robert Dickes (F) Lecturer, Photography	A-S 300 Digital Photography: F16, S17 3cr (U) A-S 346 Video Art; F16 3cr (U) A-S 305 Studio Lighting: S17; 3cr (U) A-S 585 Industry Pathways & Practice: F16, S17; 3cr (U)	BFA, Rochester Institute of Technology, 1996 Teaching Certificate, Florida Atlantic University, 2001 MFA, University of Kentucky, 2009 Distance Learning, VASA International, 2011	Commercial Photographer, Entrepreneur 1996-2002 Graphic Design, photography and digital media teacher, Spanish River High School 2000-2004, The Villages High School 2004-2005, Lexington Christian Academy 2009-2010	ART 485 Industry Pathways & Practice Practices in Photography

			Taught graphic design, photography, video, web design, typography, screen printing, layout and lighting.	
Garrett Hansen (F) Assistant Professor, Photography	AS 300: Introduction to Digital Photography '2013 Fall, 2014 & 2015; 3 cr (U) AS 280: Photographic Literacy '2013 Fall, 2014 Spring 3 cr (U) AS 380: Black and White Photography '2014 Fall, 2015 Fall 3 cr (U) AS 381: Advanced Black and White Photography '2014 Spring' 3cr (U) AS 580: Problems in Photography '2014 Fall, 2015 Spring' 3cr (U)	* MFA., Photography, Indiana University, 2011	Exhibited both black and white and digital photographs in juried and solo shows throughout the US and Asia.	AS 381: Lens Arts AS 390: Documentary Photography
Doreen Maloney (F) Associate Professor, New Media	A-S 346 Video Art '2016,'2017; 3 cr (U) A-S 398 Coordinated Studies /Advanced Video '2016, '2017; 3 cr (U) A-S 490 Street Scenes and Zines: Berlin, Germany A-S 546: Intermedia Topics: '2016,; 3 cr (U) (G) A-S 780 Problems in Design '2016,'2017; 3 cr (G) A-S 777 Problems in Intermedia '2016,'2017; 3 cr (G) A-S 795 Independent Research '2016,'2017; 3 cr (GR)	* MFA/MA Installation, Video Art and Performance , University of Wisconsin, Madison 1999 * MA Ottoman History, University of Wisconsin, Madison, 1996	BA in German, Indiana Univeristy, 1985. Director, Berlin Program; Kentucky Institute for International Studies '2015, '2016	A-S 547: A-S 547 Digital Projects '2017; 3 cr (U) A-S 546: Advanced Studio Lighting / Advanced Video: Performance of the Self '2016; 3 cr (G) (U)
Jonathan McFadden (F) Assistant Professor, Printmedia	A-S 320 Printmedia: Relief/ Screen Print A-S 321 Printmedia: Intaglio/ Lithography A-S 520 Printmedia: Topics (Previously taught as Digital Applications, Photolithography, and Advanced Screen Print) A-S 521 Printmedia: Contemporary Practices	MFA, Printmaking, Edinburgh College of Art, 2009 BFA, Printmaking, Texas State University, 2006 BA, French, Texas State University, 2006	Assistant Printer, Tandem Press, 2009-10 Jerome Fellowship, Highpoint Center For Printmaking, 2011-12	A-S 322 Screen Printing A-S 390 Digital Printmaking A-S 520 Printmedia: Topics (Photogravure)

	A-S 720 Problems in Printmaking			
Matt Page (F) Lecturer of Digital Media	A-S 340 Introduction to Graphic Design A-S 341 Graphic Design: Layout	M.F.A Vermont College of Fine Arts, Montpelier, Vermont, 2006	Founding member of critically acclaimed, internationally known musical group Dream the Electric Sleep.	A-S 347 Multimedia: Sound Design A-S 541 Advanced Graphic Design A-S 540 Publication Design
Lee Ann Paynter (F) Lecturer, Digital Media & Photography	A-S 200 Intro to Digital Art: Space & Time (F16 & S17) 3 credit, UG A-S 300 Digital Photography (F16) 3 credit, UG A-S 346 Digital Video (S17) 3 credit, UG	MFA Photography & Media, California Institute of the Arts, 2011	Working digital media artist and photographer with a busy exhibition schedule CAA New Media Caucus Society of Photographic Educators American Photographic Society	A-S 285 Lens Arts (F16 & S17) 3 credit, UG
James R Southard (F) Lecturer, Photography	AS 280--F 2014 to present AS 300-F 2014 to present AS 385 F 2015 Other Schools: Digital Canvas: Adv Dig Photo Digital Media & Intro to Photo)	*MFA Carnegie Mellon University, 2011 MacDowell 2013, Yaddo 2014, Millay 2015, Al Smith 2015 and Skowhegan 2012 Fellow	Medium I've been working with: Dig Photo, Illustration, Dig Illustration, Dig Video & Sculptural performance	AS ??? Digital Canvas: Constructed workspace. AS ??? Video Installation
Dmitry Strakovsky (F) Associate Professor, Photography	A-S 348 Circuits and Bits: Introduction to Software and Hardware in Arts, F 2010, SP 2011, SP 2013, 3cr (U); A-S 390 Topical Studies (Dynamic Web and Game Production): F 2010, F 2012, SP 2014, 3cr (U); A-S 793 Graduate Studio Seminar: F 2007, S 2011, 1cr (GR); A-S 390 Topical Studies (Software and Hardware in Arts): S 2011, 3cr (U); A-S 200 Studio I: F 2009, SP 2007, F 2006, F 2007, SP 2008, F 2008, 3cr (U); A-S 390 Topical Studies (Introduction to Software and Hardware in Arts): F 2009, F 2008, F2007, 3cr (U); A-S 390 Topical Studies (Studio.Post.Studio): SP 2009, SP 2010, 3cr (U);	* MFA The School of the Art Institute of Chicago	CTO MakeTime, Inc. 2014-2015 Freelance Software developer 2001-present	A-S 200 Introduction to Digital Art, Space and Time A-S 345 Introduction to Web Design A-S 348 Circuits & Bits: Introduction to Hardware and Software Topics in Art A-S 546 Intermedia Studio A-S 547 Digital Meda and Design Projects ART 585 Industry Pathways and Practice A-S 596 Workshop A-S 777 Problems in Intermedia

	A-S 546 Intermedia Studio (Software and Hardware in Arts): F 2008, SP 2009, SP 2010, 3cr (U); A-S 345 Web Design: F 2006, SP 2013, SP 2014 3cr (U); A-S 347 Multimedia (Introduction to Programming): SP 2007, 3cr (U); A-S 347 Multimedia (Introduction to Mobile Development): SP 2013, 3cr (U); A-S 546 Intermedia Studio (Studio.Post.Studio): SP 2012, 3cr (U); A-S 546 Intermedia Studio ([IN]Sound): SP 2013, 3cr (U);			
Sarah Wylie VanMeter, Lecturer	A-S 101: Creativity Practices in Art Studio (1) A-S 200: Introduction to Digital Art (3) A-S 201: Professional Practices in Art Studio (1) A-S 346: Digital Video (3)	MFA Filmmaking, San Francisco Art Institute, 2009 BFA Photography and New Media, University of Kentucky, 2003	Co-Founder & Co-Director, Lexington Film League; Additional Photography, The Seer: Documentary on Wendell Berry (2015); Director of Photography, Elbow of Light: A Film on James Baker Hall (2010)	
James Wade (F) Senior Lecturer, Foundations, Hybrid Fabrication and Sculpture	A-S 103: Three Dimensional Form; F2004 to present; 3 cr (U) A-S 355: Introduction to Sculpture; F2011-Sp2014; 3 cr (U) A-S 390: Hybrid Fabrication; F2014; 3 cr (U) A-S 546: Digital Design and Fabrication; 3 cr (U)	MFA – Sculpture, The University of Georgia, 1996 BFA – Studio Art (Sculpture and Drawing), University of Kentucky, 1994		A-S 347: Hybrid Fabrication A-S 347: Digital Design and Fabrication
Nicole White (F), Lecturer, Photography	A-S 285: Lens Arts, 3 cr (U) A-S 300: Digital Photography, 3 cr (U) A-S 200: Digital Art, Space and Time (U)	MFA, Studio, School of the Art Institute of Chicago, 2012 MA, Art History, University of Connecticut, 2010	(2015 only) Artist-in-Residence, Latitude Lab, Chicago, IL; Guest Lecturer, MWSPE 2015 Conference, Louisville, KY; Panelist, Failure And The Artist Symposium, Sam Fox School of Design & Visual Arts, Washington University, St. Louis, MO; Curator, Project 9, Zephyr Gallery, Louisville, KY; 4) Two/three person national exhibitions. (4) Regional and national group exhibitions.	

			Work published online internationally and in print nationally. New gallery representation in Chicago, IL.	
David Wischer (F) Lecturer, Digital Media	A-S 200: Introduction to Digital Art, Space, and Time -- F 2013, Sp 2014, F 2014, Sp 2015, F 2015; 3 cr (UT) A-S 340: Introduction to Graphic Design -- Sp 2014, F 2014, Sp 2015, Summer 2015, F 2015, Sp 2016; 3 cr (UT) A-S 320: Printmaking 1 – Summer 2014, Summer 2015, F 2015; 3 cr (UT) A-S 322: Screen Print – Sp 2015, Sp 2016; 3 cr (UT) A-S 102: 2D Surface – Sp 2014; 3 cr (UT) A-S 101: Creativity Practices – F 2014, Sp 2015, F 2015; 1 cr (UT)	BFA, Graphic Design, Northern Kentucky University, Highland Heights KY, 2000 MFA, Fine Art, Purdue University, West Lafayette IN, 2012	Panel Chair, "Finding Printmaking's Place in an Interdisciplinary and Post-digital World," MAPC Conference, Detroit MI (2014); Visiting Artist and Animation Workshop, University of the Arts, Philadelphia PA (2013); Presenter, Demonstration of Animated Prints, MAPC Conference, Southeast Missouri State, Cape Girardeau MO (2012)	A-S 341: Graphic Design Layout; A-S 346: Digital Video; A-S 347: Mulitimedia Animation

F, P: Full-time or Part-time; D, UN, UT, G: Developmental, Undergraduate Nontransferable, Undergraduate Transferable, Graduate

From: **Lindlof, Thomas R** lindlof@uky.edu
Subject: **MAS Comment on DMAD degree proposal**
Date: **March 31, 2016 at 11:25 AM**
To: **Jensen, Robert** Robert.Jensen@uky.edu

Dear Rob,

Thank you for the opportunity to comment on the proposed B.S. degree program in Digital Media and Design (DMAD). As you know, we have discussed this proposal on several occasions, and the Media Arts and Studies (MAS) faculty have also weighed in with their views after becoming familiar with your faculty, the curriculum, and the proposed degree. I think I can speak for the MAS faculty when I say that we are satisfied that approval of the B.S. degree in DMAD will have mostly positive outcomes for both of our programs. To be sure, there are a few courses in your curriculum – especially in the areas of video, web, and multimedia design – that resemble courses already offered by MAS. However, I think we come at these areas of media design and production with rather different pedagogical objectives. In addition, the overall missions of our degree programs are different, with MAS more focused on preparing students for career paths in the media industries. This orientation includes not just content creation, but also media distribution, management, and analysis of the social and cultural influences of media. Thus I see our programs as complementary, rather than competitive, and I foresee many fruitful ways in which we might take advantage of this complementarity. For example, students can be encouraged to double-major in MAS and DMAD, and our faculties might explore joint ventures (projects, classes, etc.) that will benefit students from both programs. In summary, I see no real downsides for MAS if the B.S. degree program in DMAD is approved. In fact, if our very collegial relationship with DMAD continues, as I fully expect it will, there is reason to believe that it will be a win-win for both programs.

Best regards

Tom

Thomas R. Lindlof
Professor

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Undergraduate Council
March 30, 2016

This letter confirms that Writing, Rhetoric and Digital Studies supports and is aware of Art and Visual Studies' proposed B.S. degree in Digital Media and Design. We hope to collaborate with Art and Visual Studies on coursework as well as encourage students from both programs to minor in the other program.

Sincerely,

Jeff Rice
Chair, Writing, Rhetoric and Digital Studies.