



**ACADEMIC PROGRAM PROPOSAL FORM**

(Revised: January 2021)

**DIRECTIONS:** Use this form when proposing a new major or primary field of study, new emphasis (BAS only), or new degree or certificate (30+credits) program. For more detail on the NSHE program approval process, see the last page of this form.

**DATE SUBMITTED:** 5/1/2023

*Date of AAC Approval:*  
06-07-23

**INSTITUTION:** University of Nevada, Las Vegas

**REQUEST TYPE:**  New Degree  
 New Major or Primary Field of Study  
 New Emphasis (BAS only)

*Date of Board Approval:*

**DEGREE: Check applicable box**

- |   |  |
|---|--|
| <input type="checkbox"/> Certificate: 30+ Credits           | <input type="checkbox"/> Associate of Arts (AA)            |
| <input type="checkbox"/> Associate of Science (AS)          | <input type="checkbox"/> AA/AS                             |
| <input type="checkbox"/> Associate of Applied Science (AAS) | <input type="checkbox"/> Bachelor of Applied Science (BAS) |
| <input checked="" type="checkbox"/> Bachelor of Arts (BA)   | <input type="checkbox"/> Bachelor of Science (BS)          |
| <input type="checkbox"/> Master of Science (MS)             | <input type="checkbox"/> Master of Arts (MA)               |
| <input type="checkbox"/> Doctor of Philosophy (Ph.D.)       | <input type="checkbox"/> Other or Named Degree: _____      |

**MAJOR OR PRIMARY FIELD OF STUDY** (i.e. Animal Science): Creative Practice

**INCLUDED IN THE NSHE PLANNING REPORT:**  Yes  No

(Website for NSHE Planning Reports: <https://nshe.nevada.edu/administration/academic-student-affairs/reporting/planning/>)

**TOTAL NUMBER OF CREDITS TO PROGRAM COMPLETION:** 120

**PROPOSED SEMESTER/TERM OF IMPLEMENTATION:** Fall 2024

**Action requested (specify full program title):**

The University of Nevada, Las Vegas requests approval of a new Bachelor of Arts in Creative Practice in the College of Fine Arts.

**A. Brief description and purpose of proposed program. For proposed certificates (30+ credits), provide any existing degree or program under which the certificate falls.**

This proposed program is designed with a contemporary vision towards redefining how we think about and practice creativity and the Creative Arts. Future arts leaders must be innovative thinkers

who understand how changes in technology, globalization, social justice, economics, demographics, and environmentalism will impact and intersect with their professions. They must also be proactive in the creation of multidisciplinary initiatives that are at the forefront of societal change.

Creative individuals (Creatives) approach problem solving with original thinking and they display the ability to connect and engage with broad audiences. They have become sought after as employees for nearly any company or organization seeking a competitive edge. [\*Ready to Innovate\*](#), a new study published by the Conference Board (serving the Fortune 1000 U.S. companies) provides the first research-based evidence that connects the arts to creativity and innovation. U.S. employers rate creativity/innovation among the top five skills that will increase in importance over the next five years, and rank it among the top challenges facing CEOs. Ninety-seven percent of employers and 99 percent of school superintendents say creativity is increasingly important in U.S. workplaces. Seventy-two percent of employers say creativity is of primary concern when they're hiring—and 85 percent of these employers can't find the creative applicants they seek. "Arts-related study in college" is a key creativity indicator to potential employers.

The report concludes that "it is clear that the arts—music, creative writing, drawing, dance—provide skills sought by employers of the third millennium."

The B.A. Creative Practice is designed to appeal to two different types of students: those who are looking to shape the future of the arts in entrepreneurial ways as arts leaders; and those who have already achieved a number of credits towards a professional arts degree but are looking for opportunities to reframe and synthesize knowledge and experience in the arts to use in other fields as Creatives.

**B. Provide a list and description of institutionally approved expected student learning outcomes**

- 1) Students will be able to identify and discuss the fundamental concepts of arts leadership and creative practice, including personal awareness, innovative organizational design, external environmental change, diversity, equity and inclusion, curatorial thinking, and community engagement.
- 2) Students will be able to recognize and reflect on social, cultural, and ethical issues and apply local and international perspectives to practice in the Creative Arts.
- 3) Students will be able to interpret, communicate, and present ideas, problems, and arguments in modes suited to a range of audiences.
- 4) Students will be able to demonstrate a sound knowledge of contemporary arts, arts theory, and history within the United States and in an international context.
- 5) Students will be able to apply relevant skills and knowledge to produce and realize works, artefacts, and other forms of creative expression.
- 6) Students will be able to analyze the current industry needs and issues and illustrate creative and global paths forward.
- 7) Students will be able to develop, research, and evaluate ideas, concepts, and processes through creative, critical, and reflective thinking and practice.
- 8) Students will be able to work both independently and collaboratively in the Creative Arts in response to project demands.

**C. Provide an institutionally approved plan for assessing student learning outcomes**

See attached Assessment Plan.

**D. Contribution and relationship of program objectives to**

**i. NSHE Master Plan / Strategic Goals**

**a. Access – *Increase participation in postsecondary education***

This program will provide opportunities to reframe and synthesize knowledge and experience in the arts for students who choose not to continue towards a professional performance degree (i.e. a dancer, actor, performing musician). It may point them towards new thinking about graduate school. Some examples of graduate programs include University of Southern California M.S. in Arts Leadership, Columbia University M.A. in Arts Administration, University of Houston Arts Leadership Masters, Ohio University M.A. Administration, Seattle University M.F.A. Leadership, and Boston University M.S. in Arts Administration among many others.

**b. Success – *Increase student success***

One of the main goals of this proposed program is to increase student success by providing more than one pathway forward for those who study and practice the fine and performing arts. In the 2019-2020 academic year the College of Fine Arts had 58 students carrying dual majors within the college, adding at least a year to their completion of their degrees. Many of these students were seeking ways to expand their options in the job market and saw no way to do that without a double major. The approval of this degree would help manage completion rates for those students.

In Dance, Music, and Theatre, there are always a number of students who choose not to continue or are disqualified from continuing professional performance tracks. (In the performing disciplines, there is a “barrier” jury that occurs around the end of the sophomore year. Students who do not pass this milestone after a specified number of attempts are not permitted to continue in those majors. Art, design, and architecture majors have a portfolio review that serves a similar purpose.) In the past, these students have not been offered other options that allow them to remain in the arts, and these students are lost to other majors or other institutions when many would still prefer to work in the arts. The B.S. Architecture and B.S. Graphic Design degrees both require portfolio review to enroll in the upper division professional courses. In Architecture the annual average of students who are not accepted into the full degree is 15-20; in Art the annual average of students who are not accepted into the Graphic Design program is 100. This proposed degree should serve a number of our students who wish to continue in the arts in some other capacity (not a professional performer or designer/artist) and it may well point them towards an interesting new career or new thinking about graduate school.

**c. Close the Achievement Gap – *Close the achievement gap among underserved populations***

The proposed degree will offer a streamlined opportunity for students who were unable to complete their original Fine Arts degree to be prepared for employment and graduate in a timely manner.

**d. Workforce – *Collaboratively address the challenges of the workforce and industry education needs of Nevada***

This program will include a culminating experience designed by both the student and their major professors aligned with a specific community arts organization or project, based on their needs. There is also an optional internship with a local arts group, depending on the student’s areas of focus. The students who graduate with this degree will be shaping the future of all our arts organizations with leadership and entrepreneurial thought. They could work for local, regional, and national arts organizations as well as creating new arts organizations that are not connected to the old models.

**e. Research – *Co-develop solutions to the critical issues facing 21<sup>st</sup> century Nevada and raise the overall research profile***

This program is designed for future arts leaders who will be expected to create and lead new interdisciplinary movements and projects. Old arts models for organizations and fundraising are well on their way to becoming obsolete; the pandemic has sped up the process. A more global and inclusive approach is being sought across the country as traditional orchestras, ballet companies, theater companies, and museums fold.

Other institutions such as USC, University of Iowa, Indiana University, University of Michigan, Eastman School of Music, New England Conservatory, Savannah College of Art and Design, Syracuse University, and Duke University are also beginning to address the need for a new kind of arts leader, one that is well versed in not only the arts and arts philosophy and aesthetics, but also in other areas such as business, philanthropy, entrepreneurship, diversity/equity/inclusion, and global strategy and thinking. The graduates of these programs will be our future arts leaders.

One of the best models is the University of California M.A. in Arts Leadership, a one year, small program designed for future arts leaders who arrive at the institution with a proposed plan in place with the goal of launching their initiative after they graduate. Another good model is the Seattle University B.A. in Interdisciplinary Arts with a specialization in arts leadership. This degree is designed for students who want to create, manage, or administer creative activities within a specific arts discipline. The proposed program would use some elements from each of these programs and others like it, but it will be unique in that students may specialize in more than one discipline within the arts.

## **ii. Institutional mission and core themes**

As the entertainment capital of the world, Las Vegas and UNLV should lead the way for economic and cultural diversification by involving creatives in all aspects of urban, regional, and state improvement efforts. This speaks to the mission statement regarding “fostering a climate of innovation, stimulating economic diversification and workforce development” and “enriching cultural vitality.” It also addresses some of the core areas such as “foster community partnerships,” “stimulate socio-economic development,” and “advance student achievement.” The changing nature of the arts disciplines in society demands that institutions produce graduates who are well prepared to enter the workforce or continue their education with new entrepreneurial skills. This program will be closely connected to local, regional, and national arts groups too numerous to mention here, fostering strong, reciprocal, and interdependent relationships between UNLV and the region around us.

## **iii. Campus strategic plan and/or academic master plan**

The B.A. Creative Practice will help to cement the UNLV College of Fine Arts as a key player in the economic, social, and cultural development of our region. Some of the strategic plan goals that this degree seeks to achieve include:

- Student Achievement
  - Offer degree and certificate programs for the 21st century economy that are valued by employers and associated with high-demand occupations in the region.
  - Evaluate available degree and certificate programs as they relate to high-growth job sectors, and to the outputs compared to demand.
  - Ensure that academic programs incorporate interdisciplinary content to build bridges to high-demand occupations.
  - Develop and structure student opportunities for quality experiential learning and access to internships, applied research, creative work, or community service projects that enhance workplace skills and build professional networks across campus.

- Research, Scholarship, Creative Activity
  - Identifying existing and potential university-wide interdisciplinary research opportunities and centers.
  - Establish creative and robust mentorship programs to support and expand student research, scholarly, creative, and professional engagement, and do so in ways that promote diversity, equity, inclusion, and justice on campus and in student outcomes.
  - Increase the number of research opportunities for undergraduate students in a way that highlights the distinctiveness of a UNLV education.
  - Increase impactful scholarship activities and make these activities and positive outcomes more visible on and off campus.
  - Promote creative activities and a culture of innovation that enlivens the campus community and connects to the broader community at large.
- Socio-Economic Development
  - Develop networks and facilitate connections to spur economic development and innovation.
  - Drive entrepreneurship, innovation, and economic development.
  - Integrate and align initiatives that support economic development for all sectors.
- Community Partnerships
  - Leverage UNLV's strength to develop collaborative networks and address community needs and challenges.
  - Provide cultural, educational, and service programs that are valued, advance learning, and benefit our communities.
  - Targeted, intentional engagement efforts to identify, establish, and steward mutually beneficial partnerships with aligned stakeholders centered on distinct and strategic intersections.

The program will develop new and productive partnerships with the local, state, and regional community. By graduating new entrepreneurial thought leaders in the arts, the program will provide expertise, service, and support to the community. This program will help with economic recovery, as arts and entertainment are a major economic driver in the state.

**iv. Other programs in the institution**

This program is enthusiastically supported by the Lee Business School. Although not an interdisciplinary degree, the curriculum includes three courses in entrepreneurship, which will bring arts students into close contact with business students to the benefit of each group. Multidisciplinary interactions will result in better outcomes for all.

**v. Other related programs in the System**

There are no other related programs within the NSHE system.

**vi. If the program was not included in the NSHE Planning Report, please explain why.**

The proposed program is included in the NSHE Planning Report.

**E. Evaluation of need for the program**

**i. The need for the program and the data that provides evidence of that need**

Over the past 12 years, advisors and recruiting specialists from the College of Fine Arts have met with prospective and current students during recruiting events (Transfer Day, Rebel Preview, New Student Orientation, Cashman College Fair, Scholar Achievement Receptions, Major Madness, etc.) regarding the possibility of a Fine Arts degree that would allow them to study the

Arts in a more expansive and all-encompassing way. Many students request preparation for real world practice.

In the 2019-2020 academic year the College of Fine Arts had 58 students carrying dual majors within the college, adding at least a year to their completion of their degrees. Many of these students were seeking ways to expand their options in the job market and saw no way to do that without a double major. The approval of this degree would help manage completion rates for those students.

**ii. Student population to be served**

The students are undergraduate students who will either enter the program as freshmen, or fine arts students who will transfer into the program after their sophomore year. It is expected that a group of students who are interested in this type of degree will seek out the program, as it will be relatively unique, only offered at a few other institutions nationally.

The students who transfer will begin as arts majors and are either uninterested in or unable to proceed into a performing, designing, or art professional discipline. Standards are high, the job market is competitive, and a love for the arts does not always come with the necessary discipline or skill set to succeed in such difficult fields. The College of Fine Arts loses these students to other majors when quite a few of them would love to continue to be connected to the arts in other ways. This proposed program will allow us to retain these students in the college and see them through to successful completion of a useful degree.

**iii. Procedures used in arriving at the decision to offer the program**

Over the past 12 years, advisors and recruiting specialists from the College of Fine Arts have met with prospective and current students during recruiting events (Transfer Day, Rebel Preview, New Student Orientation, Cashman College Fair, Scholar Achievement Receptions, Major Madness, etc.) regarding the possibility of a Fine Arts degree that would allow them to study the Arts in a more expansive and all-encompassing way. Many students are requesting preparation for real world practice.

Faculty members within the college were also looking for alternative pathways for students who want to work in the arts, but not as professional performers, artists, or designers.

**iv. Organizational arrangements required within the institution to accommodate the program**

There is a small advisory group of faculty with which to start the program, representing the most relevant units in the college. The College of Fine Arts will need to hire part time faculty to teach some specialized courses and will hire them from local and regional arts organizations. The proposed program will use existing studios, workshops, and classrooms. The College of Fine Arts is not requesting GAs for the program at this time. Any additional funding needed will come from The College of Fine Arts' donor and/or self-supporting accounts.

**v. The timetable, with dates, for implementation steps**

The faculty voted to pursue the program on 10/18/22, and the College Curriculum Committee vote was 8-0. The pre-proposal was approved by the Office of the Executive Vice President and Provost on 4/11/22. If approved by the Board of Regents, admissions into the program will start in Spring/Summer 2024 and classes will begin in Fall 2024.

**vi. If this or a similar program already exists within the System, what is the justification for this addition? Please describe the nature and extent of the consultation with other institutions that have similar programs.**

There are no other programs like this in the NSHE system. Within the Mountain West region, there are some programs that are similar, but only one program that offers a complete undergraduate degree with interdisciplinary options outside of the arts, and that one is for music only (San Diego State University B.M. in Music Entrepreneurship and Business-see below). Our program is for any discipline in the college. By including entrepreneurship classes from the Lee Business School, we are able to offer a more specialized training in entrepreneurship from a highly respected program. These are the Mountain West programs that are most like ours:

Certificates

Arizona State University: Arts Entrepreneurship certificate

<https://herbergerinstitute.asu.edu/degree-programs/arts-entrepreneurship-certificate>

Salt Lake Community College: Creative Arts Entrepreneurship Certificate Program

[http://catalog.slcc.edu/preview\\_program.php?catoid=12&poid=4475&returnto=1193](http://catalog.slcc.edu/preview_program.php?catoid=12&poid=4475&returnto=1193)

University of Colorado at Boulder: Certificate in Music Entrepreneurship

<https://www.colorado.edu/academics/certificate-music-entrepreneurship>

University of Iowa: Certificate in Performing Arts Entrepreneurship

<https://iowajpec.org/arts-entrepreneurship-certificate>

Undergraduate Minors

Cal State San Bernardino: Art Entrepreneurship minor

<https://iece.csusb.edu/content/entrepreneurship-in-the-arts-minor>

Similar Undergraduate Programs

Seattle University: Bachelor of Arts in Interdisciplinary Arts

<https://www.seattleu.edu/artsci/undergraduate-degrees/interdisciplinary-arts/>

San Diego State University: BM in Music Entrepreneurship and Business

[https://catalog.sdsu.edu/preview\\_program.php?catoid=5&poid=4228&returnto=371](https://catalog.sdsu.edu/preview_program.php?catoid=5&poid=4228&returnto=371)

Masters programs

University of Southern California: Graduate Certificate in Arts Leadership

<https://music.usc.edu/departments/arts-leadership/>

Seattle University: Master of Arts Management

<https://www.seattleu.edu/artsci/mfa/>

There are some similar undergraduate and graduate programs, but almost none that result in a specific undergraduate degree. Most interdisciplinary degrees are found in Masters level programs. For example, there are a number of schools that provide a minor in arts business or arts administration. However, few if any of these minors are for more than one discipline in the arts. There are also a number of Masters programs for Arts Administrators, some geared towards one discipline and some that are interdisciplinary.

**vii. Evidence of employment opportunities for graduates (state and national). Include information on institutional review of the need for the program based on data from the Nevada P-20 Workforce Research Data System and/or any other applicable sources.**

Employment in management occupations is projected to grow 9 percent from 2020 to 2030, about as fast as the average for all occupations, and will result in about 906,800 new jobs. Employment growth is expected to be driven by the formation of new organizations and expansion of existing ones, which should require more workers to manage these operations. The median annual wage for management occupations was \$109,760 in May 2020, which was the highest wage of all the major occupational groups. (US Bureau of Labor Statistics Occupational Outlook Handbook).

Employment of entertainment and sports occupations is projected to grow 22 percent from 2020 to 2030, much faster than the average for all occupations. Employment is projected to increase by about 160,600.

Employment in architecture and engineering occupations is projected to grow 6 percent from 2020 to 2030, about as fast as the average for all occupations. About 146,000 new jobs are projected to be added. (US Bureau of Labor Statistics Occupational Outlook Handbook).

The integration of the arts into numerous other fields is on the cutting edge of the future of arts education. A2ru, the Alliance for the Arts in Research Institutions, has published numerous examples of recent projects and collaborations that show the value arts adds to many organizations, disciplines, and projects: <https://a2ru.org/>



## F. Detailed curriculum proposal

### i. Representative course of study by year (options, courses to be used with/without modification; new courses to be developed)

120 total credits

Gen Ed (38-44)

Multicultural and International (credits are factored into the Gen ed totals which creates the variance above).

\*\*Major Arts Area Core (18-24 depending on area: Architecture, Art, Dance, Film, Music, Theatre)

Arts Electives (1-12, any arts area)

\*Creative Practice (48-see below for classes)

## Bachelor of Arts in Creative Practice 4-year Plan

### Year 1

1 <sup>st</sup> Year Fall	Cr.		1 <sup>st</sup> Year Spring	Cr.
CFA 100 (First Year Seminar) – Gen Ed	3		MATH 120 – Gen Ed	3
ENG 101 or equivalent – Gen Ed	3		ENG 102 – Gen Ed	3
COM 101	3		CFA 106	1
CFA 105	3		US/NV Constitution – Gen Ed	4
CFA 106	1		Arts Area core course	3
Social Science/International – Gen Ed	3			
Total credits	16		Total Credits	14

### Year 2

2 <sup>nd</sup> Year Fall	Cr.		2 <sup>nd</sup> Year Spring	Cr.
JOUR 210	3		CFT 150 (Social Science) – Rec. Gen Ed	3
CFA 206	1		CFA 206	1
Science – Gen Ed	3		Analytical Thinking – Gen Ed	3
Social Science/MC – Gen Ed	3		Science w/lab – Gen Ed	4
Second Year Seminar – Gen Ed	3		Arts Area core course	3
Arts Area core course	3			

2 <sup>nd</sup> Year Fall	Cr.	2 <sup>nd</sup> Year Spring	Cr.
<b>Total credits</b>	16	<b>Total credits</b>	14

### Year 3

3 <sup>rd</sup> Year Fall	Cr.	3 <sup>rd</sup> Year Spring	Cr.
CFA 305	3	CFA 306	1
MGT 302	3	MGT 304	3
Upper Division Business course	3	Upper Division Business Course	3
Arts Area core course	3	Arts Area Core Course	3
Arts Area core course	3		
CFA 306	1	Arts Elective (UD)	3
Total credits	16	Total Credits	13

### Year 4

4 <sup>th</sup> Year Fall	Cr.	4 <sup>th</sup> Year Spring	Cr.
MGT 497	3	Arts Leadership Internship	12
Upper Division Business course	3	Arts Elective	1-3
Arts Entrepreneurship/Sen Synthesis	3		
Arts Core Course	3		
Arts Core Course	3		
Total credits	15	Total Credits	13-15

Total credits: 120-122  
Upper Division credits included: 42

## Creative Practice Core

### First Year

- (3) Communications COM 101 or Honors Communications HON101
- (3) College of Fine Arts CFA 105 *Introduction to Arts Leadership* (NEW)
- (1) CFA 106 *Arts Entrepreneurship Seminar* (NEW) Fall
- (1) CFA 106 *Arts Entrepreneurship Seminar* (NEW) Spring

### Second Year

- (3) Journalism JOUR 210 *Introduction of Public Relations*
- (3) Couple and Family Therapy Program CFT 150 *Personal Growth*
- (1) CFA 206 *Arts Entrepreneurship Seminar* (NEW) Fall
- (1) CFA 206 *Arts Entrepreneurship Seminar* (NEW) Spring

### Third Year

- (3) CFA 305 *Arts Fundraising and Resource Development* (NEW)
- (3) CFA 307 *Contemporary Arts Theory and History* (NEW)
- (3) Management/Entrepreneurship MGT 302 *Small Business Management*\*\*\*
- (3) Management/Entrepreneurship MGT 304 *Lean Start Ups*\*\*\*
- (1) CFA 306 *Arts Entrepreneurship Seminar* (NEW) Fall
- (1) CFA 306 *Arts Entrepreneurship Seminar* (NEW) Spring

### Fourth Year

- (3) Management/Entrepreneurship MGT 497 *Business Plan Creation*\*\*\*
- (3) *Arts Entrepreneurship/Senior Synthesis* (NEW)
- (12) *Arts Leadership Internship* (NEW)

## Major Arts Area core

Architecture: Core courses in BS Architecture, Bachelor of Interior Architecture and Design, or Bachelor of Landscape Architecture (24-30 credits total)

### Architecture Basic Design Core (24 Credits)

- AAD 180 - *Design Foundation I*
- AAD 201 - *History of the Built Environment/Discussion*
- AAD 201D - *History of the Built Environment/Discussion*
- AAD 202 - *Analysis of the Built Environment*
- AAD 267 - *Introduction to Digital Media*
- AAI 280 - *Design Foundation II*
- AAI 282 - *Design Foundation III*

### Interior Architecture and Design Core (30 Credits-adds 6 credits to degree total)

- AAI 180 - *Design Foundation I*
- AAI 253 - *History of Architectural Interiors I*
- AAI 254 - *History of Architectural Interiors II*
- AAD 267 - *Introduction to Digital Media*
- AAD 268 - *3D Presentation Graphics*
- AAI 271 - *Regulations, Standards, and Codes for Interiors*
- AAI 280 - *Design Foundation II*
- AAI 282 - *Design Foundation III*

### Landscape Architecture Core (24 Credits)

- LAND 180 - *Design Foundation I*
- LAND 240 - *Introduction to Horticulture*

LAND 255 - *History of Landscape Architecture*  
LAND 267 - *Introduction to Digital Media*  
LAND 280 - *Design Foundation II*  
LAND 282 - *Landscape Architecture Design II*

Art: Art core (24 credits total)

ART 101 - *Drawing I*  
ART 107 - *Design Fundamentals I*  
ART 108 - *Design Fundamentals II-3D*  
ART 156 - *Design Fundamentals III*  
ART 260 - *Survey of Art History I*  
ART 261 - *Survey of Art History II*  
ART 266 - *Survey of Art History III*  
ART 291 - *Intro to Visual Arts Seminar*

Dance: Dance minor (21 credits total)

DAN 365 - *Dance History I: Dance History to 1900*  
DAN 465 - *Dance History II: 1900 to Present*

15 credits of electives (Dance minors must have a total of at least 12 upper-division Dance Department credits. This should not include DAN 384/484. Two semesters of DAN 199 (Seminar in Dance) are recommended.

Film: Film core (18 credits total)

FILM 100 - *Introduction to Film (3)*  
FILM 110 - *Language of Film (3)*  
FILM 216 - *Introduction to Screenwriting (3)*  
FILM 220 - *Film Production I (3)*  
FILM 414 - *Cinematic Structure (3)*  
and either  
FILM 300 - *Film Criticism (3)*  
Or  
FILM 400 - *Film Theory (3)*

Music: Music minor or Music Technology minor (23-24 credits total)

Music minor (23 credits)

MUS 201 - *Musicianship I*  
MUS 202 - *Musicianship II*  
MUS 341 - *Music History I*  
MUS 342 - *Music History II*  
MUS 343 - *Music History III*  
Two semesters of applied music (two credits each)  
One three-credit upper-division elective  
One semester of ensemble participation

Music Technology Minor (24 credits)

MUS 139 - *Introduction to Music Technology*  
MUS 231 - *Recording Technology I*  
MUS 232 - *Recording Technology II*  
MUS 239 - *Virtual Studio Technology*  
MUS 319 - *Multimedia for the Professional*  
MUS 320 - *Large Console Recording*  
MUS 321 - *Studio Recording III*

Theatre: Theatre minor (24 credits total)

THTR 199 *Play Structure and Analysis I*

21 credits prefixed THTR, at least 12 credits must be at the Upper Division (300-400) level

**\*\*\* Courses in Entrepreneurship Minor (18 credits) OPTIONAL**

MGT 302 (3) *Small Business Management*

MGT 304 (3) *Lean Start-Ups*

MGT 497 (3) *Business Plan Creation*

Three, three-credit upper-division (300- or 400-level) business courses selected from the following disciplines: ACC, BLW, ECON, FIN, IB, MGT, IS, MKT, RE. A minimum of 12 credits must be unique to the minor. A course is considered unique if it is not satisfying a requirement for another business major, degree, and/or minor

**ii. Program entrance requirements**

Acceptance into any CFA degree program without the requirement of an audition or portfolio review.

**iii. Program completion requirements (credit hours, grade point average; subject matter distribution, preprogram requirements)**

120 credit hours, Required minimum GPA 2.0

Subject Matter Distribution

Gen Ed (18-21)

Multicultural and International (6)

\*\*Major Arts Area Core (18-24 depending on area: Architecture, Art, Dance, Film, Music, Theatre)

Arts Electives (12-21, any arts area)

\*Creative Practice (48)

Preprogram requirements dependent upon Major Arts area.

**iv. Accreditation consideration (organization (if any) which accredits program, requirements for accreditation, plan for attaining accreditation - include costs and time frame)**

Not applicable.

**v. For certificates only: Name of any state, national and/or industry recognized certification(s) or licensing examination(s) for which certificate prepares the student, if applicable**

Not applicable.

**G. Method of Delivery (for the purpose of state authorization [NC-SARA])**

**i. How will this academic program be delivered when the program begins?  
(mark all that apply)**

100% face-to-face courses

- Hybrid (some online courses, some face-to-face courses)
- 100% online courses

**ii. Learning Placements**

**Does the academic program have learning placements (e.g. internships, externships, clinical placements, student teaching, etc.) that *may take place outside the state of Nevada*?**

- Yes
- No.

There will be internship opportunities available with arts organizations such as the Chautauqua Institution, Aspen, several international arts festivals and organizations. Students will also be able to do their internships locally.

**H. Institutional Review Process**

**i. Date of Faculty Review (may include additional information, as needed)**

In September 2022, the CFA College Curriculum Committee voted unanimously to support the degree as it moves through the proposal stages. There will be another official vote once the program and courses are listed in Curriculog. Additionally, there is an Advisory Board of faculty members interested in working with these students who are meeting regularly to plan the degree. There is at least one faculty member from each unit represented in the degree program.

**ii. Describe the process for review and approval by the appropriate academic policy body of the institution**

Initial meeting with Vice Provost for Academic Programs was in the Fall of 2021.

The pre-proposal approved April 11, 2022.

Faculty Senate Curriculum approval was completed on April 7, 2023.

**I. Readiness to begin program**

**i. List the educational and professional qualifications of the faculty relative to their individual teaching assignments**

All faculty who will be involved in the proposed program possess the appropriate terminal degrees in their areas of expertise, and are qualified to teach in the major areas.

**ii. List the anticipated sources or plans to secure qualified faculty and staff**

The College of Fine Arts will hire local and regional professionals as Part Time Instructors to teach the four new classes from various arts organizations. Some of these people already work in the college as PTIs.

**iii. Contribution of new program to department's existing programs (both graduate and undergraduate) and contribution to existing programs throughout the college or university**

The proposed program will complement existing degrees in the College of Fine Arts, and will serve as a way to retain and complete students who began their studies hoping to become a professional in the arts, but chose not to or were unable to persist in those degrees for any number of reasons such as the realization that the time and discipline commitment is not something they wish to continue for a lifetime or the failure to pass their barrier juries or portfolio reviews. Students who complete this program may also complement existing graduate programs at UNLV such as a Master of Business Administration, Graduate Certificate in Entrepreneurship, Master of Fine Arts-Writing for Dramatic Media, Master of Public

Administration, Master of Public Health, Doctor of Public Policy, and technical Master's degrees in Dance and Theatre.

**iv. Recommendations from prior program review and/or accreditation review teams**

Not applicable.

**J. Resource Analysis**

**i. Proposed source of funds (enrollment-generated state funds, reallocation of existing funds, grants, other state funds)**

Enrollment-generated state funds and some reallocation of existing funds, including donor and self-supporting accounts in the college budget.

**ii. Each new program approved must be reviewed for adequate full-time equivalent (FTE) to support the program in the fifth year. Indicate if enrollments represent 1) students formally admitted to the program, 2) declared majors in the program, or 3) course enrollments in the program.**

**a. (1) Full-time equivalent (FTE) enrollment in the Fall semester of the first, third, and fifth year.**

**1st Fall semester** 20

**3rd Fall semester** 40

**5th Fall semester** 60

**(2) Explain the methodology/assumptions used in determining projected FTE figures.**

FTE was calculated by multiplying the number of students times the fall credit hours and dividing by 15, which is the expected course load per academic semester.

**b. (1) Unduplicated headcount in the Fall semester of the first, third, and fifth year.**

**1st Fall semester** 20

**3rd Fall semester** 40

**5th Fall semester** 60

**(2) Explain the methodology/assumptions used in determining projected headcount figures.**

These numbers represent a conservative estimate based on the number of students who are likely to transfer into the degree determined by the number of students who choose not to complete their degree, plus a conservative estimate for new students based on the number of students who have asked for the degree.

**iii. Budget Projections – Complete and attach the Five-Year Program Cost Estimate and Resource Requirements Table.**

See attached budget.

**K. Facilities and equipment required**

**i. Existing facilities: type of space required, number of assignable square feet, space utilization assumptions, special requirements, modifications, effect on present programs**

All existing CFA classrooms, studios, performance halls, and others depending on the student's major area. Classroom space will be required for the four new classes.

**ii. Additional facilities required: number of assignable square feet, description of space required, special requirements, time sequence assumed for securing required space**

Current facilities are adequate; no new facilities are required.

**iii. Existing and additional equipment required**

Existing resources and equipment are adequate.

**L. Describe the adequacy and availability of library and information resources**

College of Fine Arts leaders met with UNLV Libraries staff in Spring of 2023 to discuss library resources needed.

**M. Student services**

**i. Describe the capacity of student support services to accommodate the program. Include a description of admissions, financial aid, advising, library, tutoring, and others specific to the program proposal**

Current institutional student support services are adequate to accommodate the proposed program. Academic advisors will be updated on program admission requirements in order to effectively guide the relevant students toward this program.

**ii. Describe the implications of the program for services to the rest of the student body**

This degree program is not expected to impact other services for the rest of the student body.



**N. Consultant Reports – If a consultant was hired to assist in the development of the program, please complete subsections A through C. A copy of the consultant’s final report must be on record at the requesting institution.**

**i. Names, qualifications and affiliations of consultant(s) used**

Not applicable.

**ii. Consultant’s summary comments and recommendations**

Not applicable.

**iii. Summary of proposer's response to consultants**

Not applicable.

**O. Articulation Agreements**

**i. Articulation agreements were successfully completed with the following NSHE institutions. (Attach copies of agreements)**

Articulation agreements have been completed.

**ii. Articulation agreements have not yet been established with the following NSHE institutions. (Indicate status)**

Not applicable

**iii. Articulation agreements are not applicable for the following institutions. (Indicate reasons)**

Not applicable

**P. Summary Statement**

This proposed program is designed with a contemporary vision towards redefining how we think about and practice creativity and the Creative Arts. Future arts leaders must be innovative thinkers who understand how changes in technology, globalization, social justice, economics, demographics, and environmentalism will impact and intersect with their professions. They must also be proactive in the creation of interdisciplinary initiatives that are at the forefront of societal change. Creative individuals (Creatives) approach problem solving with original thinking and they display the ability to connect and engage with broad audiences. They have become sought after as employees for nearly any company or organization seeking a competitive edge.

The Bachelor of Arts in Creative Practice is designed to appeal to two different types of students: those who are looking to shape the future of the arts in entrepreneurial ways as arts leaders; and those who have already achieved a number of credits towards a professional arts degree but are looking for opportunities to reframe and synthesize knowledge and experience in the arts to use in other fields as Creatives.

---

## 3-Year Academic Assessment Plan Cover Sheet

Email to: [assessment@unlv.edu](mailto:assessment@unlv.edu)

**Program Information:**

Program Assessed	Bachelor of Arts in Creative Practice
Department	All CFA units except Entertainment Engineering Design
College	Fine Arts
Department Chair	Various
Assessment Coordinator	Stacy Shapin
Date Submitted	7/28/22
Contact Person for This Plan	
Name	Janis McKay
Phone	702-895-3929
Email	janis.mckay@unlv.edu

Please address the following items:

- What are the student learning outcomes? Please provide a numbered list.
- **Plans must include a curriculum map showing which courses will address which learning outcomes.**  
Examples can be found here: <https://www.unlv.edu/assessment/resources/curriculum-map>
- Which learning outcomes will be assessed in each cycle year (i.e., assessment timeline)?
- How will the learning outcomes be assessed? (Programs must use at least one direct assessment of student learning.)
- Undergraduate programs should assess at least one University Undergraduate Learning Outcome (UULO) each year, which may or may not overlap with a program learning outcome.
- Graduate programs should assess at least one outcome related to one of the following graduate level requirements each year:
  - student engagement in research, scholarship, creative expression and/or appropriate high-level professional practice.
  - activities requiring originality, critical analysis and expertise.
  - the development of extensive knowledge in the field under study.
- What is your plan for sharing the assessment results and acting on them (i.e., closing the loop)?

Please limit the narrative portion of your report to no more than four pages. You may attach appendices with data, tables, charts, or other materials as needed. Please explain the relevant conclusions from any appendices in your narrative. Please contact the Office of Academic Assessment if you have questions or need assistance.

### **Bachelor of Arts in Creative Practice**

This program is designed with a contemporary vision towards redefining how we think about and practice creativity and the Creative Arts. Future arts leaders must be innovative thinkers who understand how changes in technology, globalization, social justice, economics, demographics, and environmentalism will impact and intersect with their professions. They must also be proactive in the creation of interdisciplinary initiatives that are at the forefront of societal change. Creative individuals (Creatives) approach problem solving with original thinking and they display the ability to connect and engage with broad audiences. They have become sought after as employees for nearly any company or organization seeking a competitive edge.

The Bachelor of Arts in Creative Practice is designed to appeal to two different types of students: those who are looking to shape the future of the arts in entrepreneurial ways as arts leaders; and those who have already achieved a number of credits towards a professional arts degree but are looking for opportunities to reframe and synthesize knowledge and experience in the arts to use in other fields as Creatives.

As such, there will be two different tracks within the degree that include two different advising models. Both tracks of the new degree are rigorous, involving some interdisciplinary courses. Both tracks will have a capstone project and involve an internship in an arts organization. Course selection is intentionally flexible in order not only to serve a broad constituency but also to allow students to hone leadership and thinking skills in particular areas of interest. There will be at least two faculty members serving as major advisors, from different disciplines. Students will have to be able to work well both independently and with others to complete this program.

There are some similar undergraduate and graduate programs, but almost none that result in a specific undergraduate degree. Most interdisciplinary degrees are found in Masters level programs. For example, there are a number of schools that provide a minor in arts business or arts administration. However, few if any of these minors are for more than one discipline in the arts. There are also a number of Masters programs for Arts Administrators, some geared towards one discipline and some that are interdisciplinary.

One of the best models is the University of California Master of Arts in Arts Leadership, a one year, small program designed for future arts leaders who arrive at the institution with a proposed plan in place with the goal of launching their initiative after they graduate.

Another good model is the Seattle University Bachelor of Arts in Interdisciplinary Arts with a specialization in arts leadership. This degree is designed for students who want to create, manage, or administer creative activities within *a specific arts discipline*. Our program would use some elements from each of these programs and others like it, but it will be unique in that students may specialize in *more than one discipline within the arts*.

**Track number one** is designed for future arts leaders. Students in this track will be expected to create and lead new interdisciplinary movements and projects. Old arts models for organizations and fundraising are well on their way to becoming obsolete; the pandemic is merely speeding up the process. A more global and inclusive approach is being sought across the country as orchestras, ballet companies, theater companies, and museums fold.

Other institutions are beginning to address the need for a new kind of arts leader, one that is well versed in not only the arts and arts philosophy and aesthetics, but also in other areas such as business, philanthropy, entrepreneurship, diversity/equity/inclusion, and global strategy and thinking. The graduates of these programs will be our future arts leaders.

There will be a culminating experience designed by both the student and their major professors aligned with a specific community arts organization or project. There is also an internship with a local arts group, depending on the student's areas of focus. This track will be both exclusive and very rigorous, attracting serious scholars, artists, and leaders.

**Track number two** will provide opportunities to reframe and synthesize knowledge and experience in the arts for students who choose not to continue towards a professional performance degree (i.e. a dancer, actor, or performing musician). This track should serve a number of our students who wish to have a career in the arts in some other capacity than as a professional performer and it may well point them towards an interesting new career or new thinking about graduate school. Students in this track will most likely become leaders in arts organizations and/or attend graduate school. This track will utilize previously earned credits up to the junior year with the addition of the CFA Core courses, the Interdisciplinary Core courses, and a culminating project and an internship. This track will also be rigorous but will probably attract more students overall.

### **Student Learning Outcomes-Track One**

1. Students will be able to identify and discuss the fundamental concepts of arts leadership and creative practice, including personal awareness, innovative organizational design, external environmental change, diversity, equity and inclusion, curatorial thinking, and community engagement.

2. Students will be able to recognize and reflect on social, cultural, and ethical issues and apply local and international perspectives to practice in the Creative Arts.
3. Students will be able to interpret, communicate, and present ideas, problems, and arguments in modes suited to a range of audiences.
4. Students will be able to demonstrate a sound knowledge of contemporary arts, arts theory and history within the United States and in an international context.
5. Students will be able to apply relevant skills and knowledge to produce and realize works, artifacts, and other forms of creative expression.
6. Students will be able to analyze the current industry needs and issues and illustrate creative and global paths forward.
7. Students will be able to develop, research, and evaluate ideas, concepts, and processes through creative, critical, and reflective thinking and practice.
8. Students will be able to work both independently and collaboratively in the Creative Arts in response to project demands.

#### **Student Learning Outcomes-Track Two**

1. Students will be able to identify and discuss the fundamental concepts of arts leadership and creative practice in at least two of the fine arts, including personal awareness, innovative organizational design, external environmental change, diversity, equity and inclusion, curatorial thinking, and community engagement.
2. Students will be able to recognize and reflect on social, cultural, and ethical issues and apply local and international perspectives to practice in the Creative Arts.
3. Students will be able to interpret, communicate, and present ideas, problems, and arguments in modes suited to a range of audiences.
4. Students will be able to demonstrate a sound knowledge of contemporary arts, arts theory and history within the United States and in an international context in at least two of the fine arts.
5. Students will be able to apply relevant skills and knowledge to produce and realize works, artifacts, and other forms of creative expression.
6. Students will be able to develop, research, and evaluate ideas, concepts, and processes through creative, critical, and reflective thinking and practice.
7. Students will be able to work both independently and collaboratively in the Creative Arts in response to project demands.

## **Assessment Timeline**

### Track One

First Year: SLO1, SLO2, SLO3, SLO6

Second Year: SLO3, SLO7

Third Year: SLO1, SLO2, SLO3, SLO4, SLO5, SLO6, SLO7

Fourth Year: SLO2, SLO3, SLO4, SLO5, SLO6, SLO7, SLO8

First Year: UULO 2 and UULO 3

Second Year: UULO 1, UULO 3, UULO 4

Third Year: All five UULOs

Fourth Year: UULO 1, UULO 2, UULO 3, UULO 4

### Track Two

First Year (of track): SLO1, SLO2, SLO3

Second Year (of track): SLO2, SLO3, SLO4, SLO5, SLO6, SLO7

First Year (of track): UULO1, UULO2, UULO3, UULO 4

Second Year (of track): UULOs1-5

## **How learning outcomes are assessed**

### Track One

First Year assessment: Final project from CFA 105 Introduction to Arts Leadership

Second Year assessment: Major area benchmark (i.e. successful completion of four semesters of major area coursework)

Third Year assessment: Final project from CFA 306 Contemporary Arts Theory and History

Fourth Year assessment: Capstone project for CFA 405, Senior Synthesis project, and the Culminating Experience of CFA 406, Arts Leadership Internship

### Track Two

First Year (of track) assessment: Final project from CFA 105 Introduction to Arts Leadership; Final project from CFA 306 Contemporary Arts Theory and History

Second Year (of track) assessment: Capstone project CFA 405; Culminating Experience CFA 406

### In Person/Hybrid/Fully Remote

Fully remote students will be able to complete everything online except for the Culminating Experience internship (unless their particular organization allows that.) Students who complete work online will be assessed in exactly the same way as their in person

counterparts. If some type of performance discipline is involved, we will utilize live streaming and recording as we have been doing in the CFA since the pandemic.

**Closing the Loop**

The BACP faculty will meet once each academic year to discuss the assessment results of each cohort and will make any adjustments or changes to the curriculum based on these results.

Year One: CFA 105 Introduction to Arts Leadership final projects

Year Two: Major area benchmark (i.e.: Music barrier jury, etc.)

Year Three: CFA 306 Contemporary Arts Theory and History final project

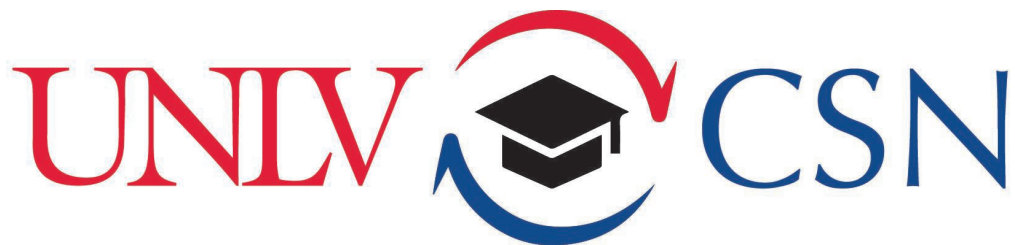
Year Four: Senior synthesis project and internship successfully completed

**Curriculum Map**

Student Learning Outcomes (SLO)								SL
Course	SL 01	SL 02	SL 03	SL 04	SL 05	SL 06	SL 07	SL 08
<b>Track One</b>								
COM 101 or HON 101 (3)			X					
CFA 105 Introduction to Arts Leadership (3)	X	x				x		
CFA 305 Arts Fundraising and Resource Development (3)	x	x	x			x		
CFA 306 Contemporary Arts Theory and History (3)		x	x	x			x	
CFA 405 Arts Entrepreneurship/Senior Synthesis (3-6)		x	x		x	x	x	x
CFA 406 Arts Leadership Internship (9)		x	x		x	x	x	x
CFT 150 (3) Personal Growth	x							
JOUR 210 Introduction to Public Relations (210)			x				x	
MGT 302 Small Business Management			x		x	x	x	x
MGT 304 Lean Start-ups			x			x	x	x
MGT 497 Business Plan Creation			x			x	x	x
Major area classes	x				X			

Course	SL 01	SL 02	SL 03	SL 04	SL 05	SL 06	SL 07
Track Two							
COM 101 or HON 101 (3)			X				
CFA 105 Introduction to Arts Leadership (3)	X	x				x	
CFA 305 Arts Fundraising and Resource Development (3)	x	x	x			x	
CFA 306 Contemporary Arts Theory and History (3)		x	x	x			x
CFA 405 Arts Entrepreneurship/Senior Synthesis (3-6)		x	x		x	x	x
CFA 406 Arts Leadership Internship (3)		x	x		x	x	x
JOUR 210 Introduction to Public Relations (210)			x				x
MGT 302 Small Business Management			x		x	x	x
MGT 304 Lean Start-ups			x		x	x	x
Major area classes	x				X		





# TRANSFER PROGRAM

## TRANSFER AGREEMENT: 2023-2024

University of Nevada Las Vegas Bachelor’s Degree Program:

**BA Creative Practice**

College of Southern Nevada Associate’s Degree Program:

**AA No emphasis**

<b>CSN</b>	<b>Fall – 1st year</b>	<b>Total Credits: 16</b>
------------	------------------------	--------------------------

Course	Prerequisite	Credits
ENG 100, 101, 110, or 113	English Placement Test; or completion of ENG 098 with a grade of C- or better; or ESL 139 with a grade of C- or better	3
MATH 120 or 120E	120: A grade of C or better in either MATH 95 (for CSN High School and Jumpstart students) or a grade of C or better in an Elementary Algebra course; or a D or better in MATH 120E, or a satisfactory ACT/SAT/Placement Test score. 120E: None	3
SOCIAL SCIENCE (CFT 150 recommended by UNLV)		3
CFA 105  (May need to be dual enrolled at UNLV in order to finish in 4 years until this class is offered at CSN)		3
CFA 106  (May need to be dual enrolled at UNLV in order to finish in 4 years until this class is offered at CSN)		1
Arts area core course (ART, THTR, or MUS)		3

CSN		Spring – 1st year	Total Credits: 16
Course	Prerequisite		Credits
ENG102 OR 114	ENG 100 or ENG 101 or ENG 101H or ENG 110 or ENG 113 with a grade of C- or higher		3
ART ELECTIVE			3
NATURAL SCIENCE NO LAB			3
ELECTIVE Arts area core course (ART, THTR, or MUS)			3
SOCIAL SCIENCE			3
CFA 106 (May need to be dual enrolled at UNLV in order to finish in 4 years until this class is offered at CSN)			1

CSN		Fall – 2nd year	Total Credits: 17
Course	Prerequisite		Credits
ENG 223 - Themes of Literature or above	ENG 100 or ENG 101 or ENG 101H or ENG 110 or ENG 113 with a grade of C- or higher		3
NATURAL SCIENCE W/ LAB			4
ELECTIVE Arts area core course (ART, THTR, or MUS)			3
SOCIAL SCIENCE			3
JOUR 210			3
CFA 206 (May need to be dual enrolled at UNLV in order to finish in 4 years until this class is offered at CSN)	CFA 106		1

CSN		Spring – 2nd year	Total Credits: 14
Course	Prerequisite		Credits
PHIL102 or 114			3
ELECTIVE Arts area core course (ART, THTR, or MUS)			3

<b>Course</b>	<b>Prerequisite</b>	<b>Credits</b>
CONSTITUTIONS (HIST100 or PSC101)		4
COM 101		3
CFA 206  (May need to be dual enrolled at UNLV in order to finish in 4 years until this class is offered at CSN)	CFA 106	1

**Total Credits at CSN: 63 (7 credits may need to be dual enrollment at UNLV until CFA classes are available at CSN).**

**Multicultural and International requirements waived if CSN AA, AS, or AB is completed**

<b>UNLV</b>		<b>Fall – 3rd year</b>	<b>Total Credits: 16</b>
<b>Course</b>	<b>Prerequisite</b>		<b>Credits</b>
CFA 305	CFA 105		3
MGT 302			3
Upper Division Elective			3
Arts Area core course			3
Arts Area core course			3
CFA 306	CFA 206		1

<b>UNLV</b>		<b>Spring –3rd year</b>	<b>Total Credits: 16</b>
<b>Course</b>	<b>Prerequisite</b>		<b>Credits</b>
CFA 307	CFA 305		3
MGT 304	Jr Standing		3

<b>Course</b>	<b>Prerequisite</b>	<b>Credits</b>
Upper Division Elective		3
Arts Area Core Course		3
CFA 306	CFA 206	3
Arts Elective (UD)		

**UNLV**                      **Fall – 4th year**                      **Total Credits: 15**

<b>Course</b>	<b>Prerequisite</b>	<b>Credits</b>
MGT 497	Jr Standing	3
Upper Division Elective		3
CFA 406	CFA 307	3
Arts Core Course		3
Arts Core Course		3

**UNLV**                      **Spring – 4th year**                      **Total Credits: 13-15**

<b>Course</b>	<b>Prerequisite</b>	<b>Credits</b>
CFA 407 Arts Leadership Internship	CFA 406	12
Arts Elective		1-3

**Total Credits at UNLV: 60**

**Degree Total: 123**

**Note**

Some courses that fulfill specific general education requirements at CSN may fulfill different general education requirements at UNLV. Please see a UNLV/CSN Transfer Program Advisor to confirm your choices.

### **Program Specific Information**

Revised on: 01/24/23

November 29, 2021

To Whom It May Concern:

The proposed new degree, the Bachelor of Arts in Creative Practice, is the most important new degree the College of Fine Arts has proposed in many years. It fits into the college curriculum as a strong priority because it is the first non-specialist degree in the history of the college. The B.A. curriculum will open up a host of new and vital career possibilities for our students. It will help retain students and build for students a creative and entrepreneurial mindset for careers and occupations of the future. Faculty lines and other costs for the program are already in the college's budget. Because we expect the enrollment of the college to increase as a result of this new degree program, the future funding of the program will be congruent with the goals of the dynamic budget allocation decision-making process at UNLV.

I endorse this new degree program with enthusiasm and without reservation.

Sincerely,



Nancy J. Uscher Ph. D.  
Dean, College of Fine Arts  
University of Nevada Las Vegas

NSHE Academic Program Proposal - Five-Year Program Cost Estimate and Resource Requirements Enter N/A if the information is not applicable to the program proposal

Program Resource Requirements. Indicate all resources needed including the planned FTE enrollment, projected revenues, and estimated expenditures for the first, third and fifth fiscal years of the program. Include reallocation of existing personnel and resources and anticipated or requested new resources. Third and fifth year estimates should be in dollars adjusted for inflation. If the program is contract related, explain the fiscal sources and the year-to-year commitment from the contracting agency(ies) or party(ies). Note: This form reflects the NWCCU's Substantive Change Budget Worksheet as of 8/28/17.

College/University: <u>UNLV College of Fine Arts</u>				Program: <u>Bachelor of Arts in Creative Practice</u>			
<b>I. PLANNED STUDENT ENROLLMENT</b>							
<i>Note: Enrollment numbers (A + B) for each fiscal year should match the FTE/Headcount numbers in the Academic Program Proposal Form (Sect. I.ii).</i>	<b>FY 1: FY 25</b>		<b>FY 3: FY 27</b>		<b>FY 5: FY 29</b>		
	FTE	Headcount	FTE	Headcount	FTE	Headcount	
	A. New enrollments to the Institution	5	5	12	12	22	22
B. Enrollments from Existing Programs	15	15	28	28	38	38	
<b>II. REVENUE</b>							
		<b>FY 1: FY 25</b>		<b>FY 3: FY 27</b>		<b>FY 5: FY 29</b>	
		On-going	One-time	On-going	One-time	On-going	One-time
1. New Appropriated Funding Request							
2. Institution Funds (from enrollments from existing programs)	\$30,094		\$56,175		\$76,238		
3. Federal (e.g. grant, appropriation)							
4. New Tuition Revenues (registration fee) from Increased Enrollments*	\$10,031		\$24,075		\$44,137		
5. Other Student Fees (associated with the program)*							
6. Other (i.e., Gifts)							
<b>Total Revenue</b>	\$40,125	\$0	\$80,250	\$0	\$120,375	\$0	
<i>Note: Total Revenue (Section I) should match Total Expenditures (Section III)</i>							
<b>III. EXPENDITURES</b>							

NSHE Academic Program Proposal - Five-Year Program Cost Estimate and Resource Requirements Enter N/A if the information is not applicable to the program proposal

		FY 1: FY 25		FY 3: FY 27		FY 5: FY 29	
		On-going	One-time	On-going	One-time	On-going	One-time
<b>A. Personnel Costs</b>							
1. FTE (Total FTE for all personnel types)		1.2	0	1.7	0	2.2	0
Faculty				0.5		1	
Adjunct Faculty		1		1		1	
Grad Assts							
Research Personnel							
Directors/Administrators		0.1		0.1		0.1	
Administrative Support Personnel		0.1		0.1		0.1	
Other: _____							
<b>Expenditures for personnel type below must reflect FTE levels in Section A.1. above.</b>							
2. Faculty				\$35,000		\$70,000	
3. Adjunct Faculty		\$10,288		\$10,288		\$10,288	
4. Graduate Assistants							
5. Research Personnel							
6. Directors/Administrators		\$8,504		\$8,504		\$8,504	
7. Administrative Support Personnel		\$4,034		\$4,034		\$4,034	
8. Fringe Benefits		\$9,710		\$16,720		\$24,049	
9. Other:							
<b>Total Personnel Costs</b>		<b>\$32,536</b>	<b>\$0</b>	<b>\$74,546</b>	<b>\$0</b>	<b>\$116,875</b>	<b>\$0</b>

		FY 1: FY 25		FY 3: FY 27		FY 5: FY 29	
--	--	-------------	--	-------------	--	-------------	--



NSHE Academic Program Proposal - Five-Year Program Cost Estimate and Resource Requirements Enter N/A if the information is not applicable to the program proposal

	On-going	One-time	On-going	One-time	On-going	One-time
<b>B. Operating Expenditures</b>						
1. Travel	\$2,000		\$2,000		\$2,000	
2. Professional Services						
3. Other Services						
4. Communications	\$589		\$704			
5. Materials and Supplies						
6. Rentals						
7. Marketing materials and Advertising	\$5,000		\$3,000		\$1,500	
8. Miscellaneous						
<b>Total Operating Expenditures</b>	<b>\$7,589</b>	<b>\$0</b>	<b>\$5,704</b>	<b>\$0</b>	<b>\$3,500</b>	<b>\$0</b>

NSHE Academic Program Proposal - Five-Year Program Cost Estimate and Resource Requirements Enter N/A if the information is not applicable to the program proposal

	FY 1: FY ____		FY 3: FY ____		FY 5: FY ____	
	On-going	One-time	On-going	One-time	On-going	One-time
<b>C. Capital Outlay</b>						
1. Library Resources						
2. Equipment						
<b>Total Capital Outlay</b>	\$0	\$0	\$0	\$0	\$0	\$0
<b>TOTAL EXPENDITURES (IIIA + IIIB + IIIC):</b>	\$40,125	\$0	\$80,250	\$0	\$120,375	\$0
<b>Note: Total Expenditures (Section IIIA-C total) should match Total Revenue (Section I)</b>						