

**Utah System of Higher Education
New Academic Program Proposal
Cover/Signature Page - Full Template**

Institution Submitting Request:	University of Utah
Proposed Program Title:	BFA in Graphic Design
Sponsoring School, College, or Division:	College of Fine Arts
Sponsoring Academic Department(s) or Unit(s):	Department of Art & Art History
Classification of Instructional Program Code¹:	50.0401
Min/Max Credit Hours Required to Earn Degree:	79 / 79
Proposed Beginning Term²:	Fall ▼ 2019 ▼
Institutional Board of Trustees' Approval Date:	

Program Type (check all that apply):

<input type="checkbox"/> (AAS)	Associate of Applied Science Degree
<input type="checkbox"/> (AA)	Associate of Arts Degree
<input type="checkbox"/> (AS)	Associate of Science Degree
<input type="checkbox"/>	Specialized Associate Degree (specify award type ³ : <input type="text"/>)
<input type="checkbox"/>	Other (specify award type ³ : <input type="text"/>)
<input type="checkbox"/> (BA)	Bachelor of Arts Degree
<input type="checkbox"/> (BS)	Bachelor of Science Degree
<input type="checkbox"/>	Professional Bachelor Degree (specify award type ³ : <input type="text"/>)
<input checked="" type="checkbox"/>	Other (specify award type ³ : BFA <input type="text"/>)
<input type="checkbox"/> (MA)	Master of Arts Degree
<input type="checkbox"/> (MS)	Master of Science Degree
<input type="checkbox"/>	Professional Master Degree (specify award type ³ : <input type="text"/>)
<input type="checkbox"/>	Other (specify award type ³ : <input type="text"/>)
<input type="checkbox"/>	Doctoral Degree (specify award type ³ : <input type="text"/>)
<input type="checkbox"/>	K-12 School Personnel Program
<input type="checkbox"/>	Out of Service Area Delivery Program

Chief Academic Officer (or Designee) Signature:

I, the Chief Academic Officer or Designee, certify that all required institutional approvals have been obtained prior to submitting this request to the Office of the Commissioner.

Please type your first and last name Date:

☐ I understand that checking this box constitutes my legal signature.

¹ For CIP code classifications, please see <http://nces.ed.gov/ipeds/cipcode/Default.aspx?y=66>.

² "Proposed Beginning Term" refers to first term after Regent approval that students may declare this program.

³ Please indicate award such as APE, BFA, MBA, MEd, EdD, JD

Utah System of Higher Education Program Description - Full Template

Section I: The Request

University of Utah requests approval to offer the following Baccalaureate degree(s): BFA in Graphic Design effective Fall 2019. This program was approved by the institutional Board of Trustees on .

Section II: Program Proposal

Program Description

Present a complete, formal program description.

The Department of Art & Art History currently offers a BFA in Art, Graphic Design Emphasis. This Graphic Design Emphasis has a long-standing reputation for excellence amongst design professionals in the region, and has been in existence for over 40 years. Graduates from the program have established themselves in creative directorial positions at award-winning internationally renowned agencies, and many have gone on to earn MFA degrees from such prestigious institutions as Yale University School of Art, School of Visual Arts NYC, California College of the Arts, and the Basel School of Design. Alumni Tom Antista, Thomas Fairclough, Rob Carter, Michael Mabry, Spencer Charles, and Professor Emeritus McRay Magleby are examples of our program's long-standing reputation. Their exceptional achievements have received prestigious honors and awards, and some have been recognized as having a significant historical impact on the practice of graphic design. Additionally, the Graphic Design Area has long been of a significant size within the Department, and in the past several years, has been the largest emphasis within the major.

Building on this success, a stand-alone BFA in Graphic Design will replace the Graphic Design Emphasis, thereby providing students with an opportunity for more rigorous studies in this area. The primary goal of the BFA in Graphic Design is to prepare students to enter the field as highly skilled creative professionals. By engaging students deeply within the discipline from the moment they arrive in the Department, the proposed degree will deliver a specialized education in graphic design, thereby improving the undergraduate student experience, remaining relevant within the industry, and ensuring that the University of Utah Graphic Design degree is competitive among other institutions. Offering a dedicated BFA in Graphic Design will enhance the long-term vitality and stature of the Department on campus and off, as well as enhance the stature of the University within the state, regionally, and nationally.

The National Association of Schools of Art & Design (NASAD) 2017-18 Handbook describes the field of graphic design as follows: "Communication designers work in static and dynamic formats, such as print-based design, interactive media, and environmental applications to address functional communication needs." The term Graphic Design implies a process, a product, and a practice. Designers combine words and/or images to communicate an idea or message for a commercial, educational, cultural, or political purpose through a physical or virtual form. The work can happen at any scale, from the design of one element, like a logo, to an entire branding system. It can be intended for a small number of people, such as a limited-edition book or exhibition design, or it can be viewed by millions online.

The curriculum of the BFA in Graphic Design has been designed to prepare students to enter the field as highly-skilled, nationally-competitive creative professionals in the field of graphic design. This field is broad, with myriad opportunities for students to apply their experience to a variety of specialties and media, including branding and identity systems, packaging, interactive spaces, environmental and experiential graphics, motion graphics, advertising design, illustration and editorial design. Additionally, the program equips students with a strong foundation from which to pursue graduate studies, should they choose.

Consistency with Institutional Mission

Explain how the program is consistent with the institution's Regents-approved mission, roles, and goals. Institutional mission and roles may be found at higheredutah.org/policies/policyr312/.

Adequately preparing students for "lives of impact as leaders and citizens" through generating "new knowledge, discoveries and innovations" while engaging with "local and global communities to promote education, health and quality of life" is now, more than ever, the role of the designer. Over the course of the last ten years, industry has defined design within a broad, strategic context. Movements such as "human-centered design," "design for social good," "creativity for a cause," and "social impact design" have redefined our profession. As a result of this, the Graphic Design Area's curriculum has evolved too. Within their coursework, students are charged with addressing challenging local and global community issues. They have engaged in campus and community projects addressing topics such as sustainability; gun rights; immigration; free speech; political rhetoric; and LGBTQ, minority, women's and religious rights. Community projects addressing food and packaging waste in cafeterias and the impact of single-use packaging on the oceans have been implemented in local grade schools, middle schools, and high schools. This research has resulted in educational exhibitions at the Utah Museum of Fine Arts, the Alvin Gittins Gallery, and through public service campaigns for local schools and the Marriott Library. With this degree program, curriculum that utilizes design thinking and strategy to address the social needs of our local and global community will continue to be implemented.

Section III: Needs Assessment

Program Rationale

Describe the institutional procedures used to arrive at a decision to offer the program. Briefly indicate why such a program should be initiated. State how the institution and the USHE benefit by offering the proposed program.

The Art & Art History faculty considered this proposal for a BFA in Graphic Design on February 21, 2018. All tenure line and career line faculty present at the meeting voted on the proposal: 19 in favor, 1 abstention, 0 opposed. Then, on April 6, 2018, the College of Fine Arts Curriculum Committee considered and voted unanimously in favor of the proposal.

This degree is being proposed now for the following reasons. First, both advisors and faculty have long heard from students that they are reticent to enter the Graphic Design Emphasis because it takes a year before they receive any specialized training because of the Art BFA's required Foundations year. Furthermore, the "closed" nature of the Graphic Design Emphasis has discouraged prospective students. In Fall 2017, the Department launched the new Foundations course sequence required of all students seeking a BFA in Studio Art. Through the new course/module "Matrix," all first-year students now receive an introduction to design principles, using software for both vector-based drawing and raster image editing. The flexibility of the new foundations module of eight-week courses allows the Graphic Design Area the opportunity to move two additional foundational design courses to the first year of study. Students will now be able to enroll immediately in courses and declare Graphic Design as their major. Additionally, the Area plans to dispense with its long-standing policy of granting permission into Graphic Design through portfolio review. Instead, these Art & Art History Department-wide and Graphic Design Area changes now make it possible for students to have the clear and immediate path into the major that they desire. At the end of the first year of studies students are required to meet a minimum GPA threshold among first year requirements.

Second, this degree is being proposed in order to pursue NASAD accreditation. NASAD's 2017/18 Handbook designates "Design" in its own major category — with multiple areas of study within it — distinct and separate from "Studio Art" studies in Visual/Fine Arts. Once thought of as an "applied art," the profession of graphic design has moved well beyond that designation and grown exponentially from its traditional roots. The practical and professional concerns of graphic design graduates are different from those of their peers in the other studio art emphasis areas. There is a critical need to respond to this. Upon graduation, studio artists need to understand the gallery-based system of professional art practice. This differs significantly from their peers in graphic design, who will enter their industry with opportunities in design firms, in-house design teams, and advertising agencies. This new major will offer students more intensive, focused studies in the discipline, which will, in turn, help them build a stronger connection to the profession and its career opportunities, and thereby enable NASAD accreditation.

Third, the profession is demanding a more qualified graduate, which this BFA in Graphic Design will provide. A

recent article published by AIGA (the professional association for design), entitled "AIGA Designer 2025: Why Design Education Should Pay Attention to Trends" states: "...these trends signal that the message-centered design approaches of the past will struggle in keeping design relevant and that the field risks losing influence to other disciplines if colleges and universities do not reset their expectations of design curricula." Additionally, as stated in NASAD's Advisory Statement on Design Curricula in Higher Education (Appendix II.A. Section 1: Basics F: Career Preparation and Entry): "Baccalaureate preparation for career entry into a professional design practice specialization requires significant amounts of time in highly focused, advanced study in that specialization." Unfortunately, the current Graphic Design Emphasis is no longer preparing students adequately for professional practice. This is primarily due to the lack of "significant time" spent in focused studies of graphic design. By introducing foundational studies in graphic design into the curriculum sooner, the BFA in Graphic Design will prepare students for more advanced practices in upper-division courses. Students will also be able to focus their studies through exposure to specialized disciplines prior to graduation and thereby be better prepared for professional practice. Specialized disciplines include the following: packaging, interactive, branding, environmental graphics, motion graphics, advertising design and editorial design. The 21st-century graphic designer is expected to be equipped with a more diverse skill set than ever before. Designers need to understand how technology is changing the world, and educators need to prepare them for designing for these shifting circumstances. Through offering a larger sampling courses with greater integration of technology, this program addresses these needs.

Lastly, allowing students to begin focused studies in their chosen field sooner will only help our Department's efforts to recruit nationally, regionally, and from the university at large. Salt Lake City has a huge cultural advantage when it comes to design. Annually, Salt Lake City hosts major design events such as Design Week and the AIGA 100 Show, which gives students exposure to both the field at large as well as local companies. These companies serve as industry advisors for the Graphic Design Area, and many of them teach (or have taught) for the Graphic Design Emphasis. It is their opinion that this change would better serve the need of the design community in Salt Lake City. Thus, offering the only BFA in Graphic Design within the Salt Lake City area will allow the University of Utah to recruit more students and then better prepare them to enter this vibrant industry.

Labor Market Demand

Provide local, state, and/or national labor market data that speak to the need for this program. Occupational demand, wage, and number of annual openings information may be found at sources such as Utah DWS Occupation Information Data Viewer (jobs.utah.gov/jsp/ui/utalmis/gotoOccinfo.do) and the Occupation Outlook Handbook (www.bls.gov/oco).

As noted in USHE's *Higher-Ed Utah 2020* report, a post-secondary degree is a key necessity for success in our nation's knowledge-based economy. Recognizing this importance, the BFA in Graphic Design degree proposed here is based on research on industry trends within Utah's economic growth areas, and thus it responds to the Governor's call for 66% of Utahns to hold a post-secondary degree by 2020.

Graphic design is a growing field in the Salt Lake City Metro area, and the University of Utah has the opportunity to capitalize on this market demand. According to the Department of Workforce Services, there are 261,600 employed in this field nationwide, with an annual projected change of 0.14%. This exhibits stability in the workforce for this field. Yet, the true potential can be seen by looking at local employment within this creative field. Salt Lake City is a thriving and fast-growing city. In Salt Lake City alone there are 1,730 jobs in this field with a projected annual change of 2.76%. This places Salt Lake 2.62% above the nationwide growth rate. If the surrounding metropolitan areas of Provo and Ogden are taken into consideration as part of this job market, the current employment jumps up to 2,787. Compared to the Statewide employment of 3,122, it is easy to see that the University of Utah has impact on 89% of statewide employment for this field. <https://jobs.utah.gov/jsp/ui/utalmis/#/occupation/27-1024.00/report>

In addition, the current employment rate for BFA graduates from the existing Graphic Design Emphasis is extremely

high. A survey of recent graduates spanning 5 years reveals that at least 85% are currently working as professional designers. With the strengthening and deepening of the curriculum, student success in the labor market is likely to increase.

Student Demand

Provide evidence of student interest and demand that supports potential program enrollment. Use Appendix D to project five years' enrollments and graduates. Note: If the proposed program is an expansion of an existing program, present several years enrollment trends by headcount and/or by student credit hours that justify expansion.

This proposed BFA in Graphic Design is an expansion of an existing Graphic Design Emphasis. Currently, the Graphic Design Emphasis in the Department of Art & Art History serves approximately 100 students on average (Sophomore–Senior levels). This number exhibits a significant increase since 2007, when the average number of students was 65. Tracking enrollment over the past five years shows not only that the percentage of Graphic Design students is consistently highest among the studio art areas, but also that that percentage has been steadily increasing. As of Fall 2017, Graphic Design students comprise 41% of all BFA Studio Art majors, compared to 29% in Fall 2011. Since 2011, when the Graphic Design Emphasis dramatically increased in size, it has demonstrated that it is a growing and expanding area within the Department.

In order to understand projected enrollment numbers in Appendix D, it is important to point out that this program is a modification of the established Graphic Design Emphasis. Therefore, the anticipated growth of the program must also consider the 98 students that are already enrolled in the Graphic Design Emphasis. Immediate and drastic growth is not manageable for the 3 full-time faculty and 11 adjunct faculty that currently teach for the Graphic Design Emphasis. The Graphic Design Emphasis will be phased out over the course of the first four years of the implementation of the new program. It is anticipated that the BFA in Graphic Design, initiated at the freshman level of studies, will attract more students annually. Appendix D projects for this growth conservatively.

Appendix D only reflects the projected total growth number of proposed BFA in Graphic Design majors. It does not attempt to predict growth trends for the entire Department. A more accurate depiction of growth is to look at graduation trends. See the attached additional "Student Demand" appendix in order to compare graduation trends within the Graphic Design Emphasis to graduation trends for the Department as a whole. While department graduation rates have slightly declined in recent years, Graphic Design Emphasis graduates have been steadily increasing. This history more accurately predicts graduation trends for the proposed major.

Similar Programs

Are similar programs offered elsewhere in the USHE, the state, or Intermountain Region? If yes, identify the existing program(s) and cite justifications for why the Regents should approve another program of this type. How does the proposed program differ from or compliment similar program(s)?

A BFA in Graphic Design will yield a more valuable credential for students in the marketplace. GDUSA, an industry magazine in its 54th year of publication, annually ranks the top design programs in the nation. 77% of those schools offer a BFA in Graphic Design (or the equivalent). This indicates that a BFA in Graphic Design is highly valued by industry leaders.

Currently, there are only 3 universities in the Pac 12 that offer a BFA in Graphic Design: Oregon State University, University of Washington, and Arizona State University. Offering a BFA in Graphic Design will allow the University of Utah to be more competitive in regional and national recruitment efforts.

In the region, BYU and SUU both offer a BFA in Graphic Design. BYU is a private university and not considered part of the USHE system. SUU, located in Cedar City, attracts students from a different region. There is no public University in northern Utah that offers this type of degree program. Since 84% of all design jobs in Utah are in the Salt Lake City area, it is important to stay competitive in the region.

Currently, the Graphic Design Emphasis in the Department of Art & Art History is the only Graphics Design Emphasis in the state that is housed in a department without the word "design" in the title. The Graphic Design Emphasis at UVU, Utah State, and Weber State are all in departments whose titles include the word "Design." Thus, graphic design at the University of Utah becoming a dedicated degree program—the BFA in Graphic Design—will increase our visibility among students at the University of Utah, and in the community at large. It will also allow students to find the program more quickly.

Collaboration with and Impact on Other USHE Institutions

Indicate if the program will be delivered outside of designated service area; provide justification. Service areas are defined in higheredutah.org/policies/policyr315/. Assess the impact the new program will have on other USHE institutions. Describe any discussions with other institutions pertaining to this program. Include any collaborative efforts that may have been proposed.

The program will be delivered within the designated service area on the University of Utah campus. Within USHE institutions, SUU is the only school that offers an equivalent degree in Graphic Design. Remaining USHE institutions offer either Associates Degrees or BFAs in Art with a Graphic Design Emphasis. This is a great opportunity to better serve students in northern Utah. The development of this program is not seen as a competitor to SUU, specifically because these two institutions serve different regions. Cedar City's SUU, located just 2 hours from Las Vegas, caters to a smaller student population of approximately 9000. The University of Utah campus is an extension of Salt Lake City and serves an undergraduate population of approximately 25,000.

This program is not viewed as a competitor to schools within the region that offer a BFA with a Graphic Design Emphasis. The Graphic Design Emphasis has already existed within the Department of Art & Art History at the University of Utah for 40+ years. The proposed degree will now offer a more focused curriculum of study.

There is an established history of working with other institutions in the region that will continue through collaborative community events such as the AIGA Salt Lake City Student Portfolio Review. This degree plan has been reviewed by fellow USHE institutions such as USU, UVU and SUU. There have been recent collaborations with BYU, a private university that offers a BFA in Graphic Design, in the development of curriculum that culminated in a group exhibition of student work from both universities. These types of collaborative experiences will continue with fellow USHE institutions.

External Review and Accreditation

Indicate whether external consultants or, for a career and technical education program, program advisory committee were involved in the development of the proposed program. List the members of the external consultants or advisory committee and briefly describe their activities. If the program will seek special professional accreditation, project anticipated costs and a date for accreditation review.

Decades of sustained growth of the existing BFA in Art, Graphic Design Emphasis informed the development of this proposal. Throughout this time, graphic design faculty have informally and formally surveyed students about their needs and interests. Through tracking alumni it is evident that a large portion of the 85% of graduates currently working in the field of graphic design are doing so within and around Salt Lake City. The majority of the 10-12 adjuncts hired annually to teach courses for the existing Graphic Design Emphasis are also creative directors and principals at design firms and advertising agencies in Salt Lake City. These businesses also participate in the

internship program. Surveys of instructors and mentors engaged in the internship program assess the quality and relevancy of the students' graphic design education. Additionally, in planning this proposal, an advisory committee comprised of local industry leaders and adjunct teachers discussed and brainstormed ways to improve the students' educational experience. Members of this advisory committee include: Randall Smith, Principal of Modern 8 Design; Scott Sorenson, Creative Director at Struck Creative; Kevin Perry, Director of Talent and Operations at Struck Creative; James Rabdau, Partner/Creative Director at The Summit Group; Michael Kern, President/Creative Director at We Like Small; Danell Murdock, Owner, Design of Today; and Jill Bustamante, Creative Director at O.C. Tanner. This advisory board supports the creation of a BFA in Graphic Design and continues to weigh in on curriculum offerings for the degree program.

The proposed BFA in Graphic Design curriculum has been designed to fulfill NASAD accreditation standards. The Department of Art & Art History is in the early stages of the NASAD accreditation process and anticipates the final review to occur in Fall of 2019. Costs associated with this accreditation will be incurred by the Department as a whole.

Section IV: Program Details

Graduation Standards and Number of Credits

Provide graduation standards. Provide justification if number of credit or clock hours exceeds credit limit for this program type described in R401-3.11, which can be found at higheredutah.org/policies/R401.

Students in the BFA in Graphic Design will complete 79 units in the major, as well as university-wide General Education and Bachelor Degree Requirements. All these requirements can be met within the University's required 122 credits.

The proposed curriculum for the BFA in Graphic Design meets NASAD recommendations for the "Curricular Structure for Specific Professional Baccalaureate Degrees: Communication Design" (Section X.C.1). These recommendations are listed below, with the **correlating percentages/unit counts in the BFA in Graphic Design shown in parentheses/bold**:

"Studies in Communication Design": 25–35% **(28% / 34 units)**

"Supportive Courses in Design, Related Technologies, and the Visual Arts": 20–30% **(23% / 28 units)**

"Studies in Art/Design Histories and Theory": 10–15% **(14% / 17 units)**

"General Studies": 25–35% **(30–35% / 36–43 units)**

The same NASAD recommendations state: "Studies in the major area; supportive courses in design, related technologies, and the visual arts; and studies in visual arts/design histories and theory normally total **at least 65%** of the curriculum." The proposed BFA in Graphic Design meets this recommendation.

Admission Requirements

List admission requirements specific to the proposed program.

DECLARING A MAJOR

A student enter the BFA in Graphic Design on probationary status.

FIRST-YEAR PROBATION REVIEW

Once the first-year requirements are fulfilled (see Curriculum & Degree Map) and the following conditions are met,

probationary status is removed and students advance to the second-year (Sophomore) level:

1. Earn a C+ minimum in each of the following courses:

- ART 2205 - Mapping
- ART 2206 - Matrix
- ART 2207 - Seeing
- DESGR 1100 - Communication Design I
- DESGR 1600 - Typography I

2. Earn a C- minimum in three of the five required Foundations courses (two remaining courses to be completed in the second year):

- ART 2201 - Action
- ART 2202 - Construct
- ART 2203 - Evidence
- ART 2204 - Illusion
- ART 2208 - Touch

3. Earn an average 2.7 grade (B-) among the above courses (8 total).

SECOND-YEAR SOPHOMORE REVIEW

At the culmination of their second year, all BFA in Graphic Design students undergo "Sophomore Review" before advancing to the third year of the program. The following conditions must be met:

1. Earn a C+ minimum in each of the following courses:

- ART 3600 Graphic Design History
- DESGR 2200 Communication Design 2
- DESGR 2300 Communication Design 3
- DESGR 2700 Typography 2

2. Earn a C- minimum in two of the remaining required Foundations courses:

- ART 2201 - Action
- ART 2202 - Construct
- ART 2203 - Evidence
- ART 2204 - Illusion
- ART 2208 - Touch

3. Earn an average 2.7 grade (B-) among the above courses (6 total).

4. Attend an in-person review with the full-time Graphic Design faculty. In this short meeting (generally 10-15 minutes) students present a portfolio comprised of projects completed in the Sophomore-level studio courses. This review is an opportunity for the student and faculty to get an overview of the student's work, and to discuss strengths and weaknesses in regards to professionalism, work ethic and diligence, creativity, technical skills, comprehension, and overall progress.

5. Complete a self-evaluation form in advance of the above review with faculty.

If a student fails to meet the minimum grade requirements or fails to attend the in-person interview, they will not be allowed to advance to the junior-level graphic design courses. A follow-up conference will be arranged in which the student and full-time faculty will together devise a plan for the student to repeat appropriate Sophomore-level courses in order to improve their grade average. If a student fails to pass Sophomore Review a second time, they are subject to dismissal from the program.

Curriculum and Degree Map

Use the tables in Appendix A to provide a list of courses and Appendix B to provide a program Degree Map, also referred to as a graduation plan.

Section V: Institution, Faculty, and Staff Support

Institutional Readiness

How do existing administrative structures support the proposed program? Identify new organizational structures that may be needed to deliver the program. Will the proposed program impact the delivery of undergraduate and/or lower-division education? If yes, how?

The BFA in Art, Graphic Design Emphasis is currently administered by the Graphic Design Area within the Department. Like all areas in the Department, Graphic Design is administered by an Area Head who is well prepared to shift from administering the BFA in Art, Graphic Design Emphasis to administering the BFA in Graphic Design. It is not anticipated that there will be any additional structures needed to deliver the BFA in Graphic Design. The curricular changes necessary to shift from the Graphic Design Emphasis to the BFA in Graphic Design will not impact the ability to deliver any undergraduate or lower-division education.

Faculty

Describe faculty development activities that will support this program. Will existing faculty/instructors, including teaching/graduate assistants, be sufficient to instruct the program or will additional faculty be recruited? If needed, provide plans and resources to secure qualified faculty. Use Appendix C to provide detail on faculty profiles and new hires.

Currently, the Graphic Design Area utilizes three tenure line faculty and 8-12 adjunct professors annually. In the new curriculum structure, it is anticipated that the Graphic Design Area will require at least one additional Career-line faculty position. Both John Scheib, dean of the College of Fine Arts, and Paul Stout, chair of the Department of Art & Art History, have expressed their support and willingness to work with Graphic Design to secure an additional faculty position. Funding opportunities to support this hire are currently being investigated.

Staff

Describe the staff development activities that will support this program. Will existing staff such as administrative, secretarial/clerical, laboratory aides, advisors, be sufficient to support the program or will additional staff need to be hired? Provide plans and resources to secure qualified staff, as needed.

At this time, existing staff within the Department of Art & Art History support the BFA in Art, Graphic Design Emphasis and are prepared to shift to supporting the BFA in Graphic Design. New staff support is not needed.

Student Advisement

Describe how students in the proposed program will be advised.

The College of Fine Arts uses a College-wide advising team for students in four of our five academic units, including the Department of Art & Art History. Specifically, four professional advisors are cross-trained in all of the degrees and emphases offered by the Department of Art & Art History. Thus, each advisor is already prepared to advise students in any of the dozens of emphases available to students across the CFA, and they have been advising existing undergraduate students in the BFA in Art, Graphic Design Emphasis. Every student is able to easily schedule an appointment with an advisor at least once every semester. Advisors are thus well prepared to serve the BFA in Graphic Design students.

Library and Information Resources

Describe library resources required to offer the proposed program if any. List new library resources to be acquired.

The Marriott Library has a comprehensive collection of printed books and digital research resources for graphic design students to utilize. It also provides various printing capabilities and scanning services. The Marriott's Book Arts Studio is a widely used resource for graphic design. Students utilize type, letterpress, photo engravings, and bookbinding equipment in supplemental courses to their design studies and will continue to do so. No new library resources are needed for the BFA in Graphic Design.

Projected Enrollment and Finance

Use Appendix D to provide projected enrollment and information on related operating expenses and funding sources.

Section VI: Program Evaluation

Program Assessment

Identify program goals. Describe the system of assessment to be used to evaluate and develop the program.

PROGRAM GOALS

1. To deliver a rigorous curriculum that engages students deeply and provides an advanced skill set.

Assessment: Gateway evaluations and consistent reviews with faculty will assess student engagement and how advanced students' skills are. Fulfillment and implementation of NASAD accreditation standards will also serve as an external system of program assessment.

2. To serve industry by preparing students to enter the field as highly skilled creative professionals.

Assessment: Surveying alumni and their employers will determine workplace preparedness. Feedback from industry leaders serving on the Graphic Design Program Advisory board will also serve as a tool for program assessment.

Student Standards of Performance

List the standards, competencies, and marketable skills students will have achieved at the time of graduation. How and why were these standards and competencies chosen? Include formative and summative assessment measures to be used to determine student learning outcomes.

Skills and Competencies

Skills and competencies listed here are based on the long established BFA in Art, Graphic Design Emphasis, with an eye toward the future of the profession. In addition, local industry professionals, adjunct instructors, AIGA (the professional association for design), the 2017-18 NASAD Accreditation Handbook, student and alumni surveys, peer institution requirements, and labor market trends assisted with determining marketable and relevant skills. These competencies provide the diverse skill set needed for 21st-century professional design practice.

Upon graduation students will exhibit the following competencies and marketable skills:

- drawing skills (observational, perspective & visualization)
- color theory
- photography basics
- Adobe Creative Suite basics
- visual hierarchy
- visual problem-solving
- visual communication
- understanding of semiotics, iconography & narrative structures
- conceptual thinking skills
- process/methods/thinking (visual and conceptual)
- design of visual systems
- designing across media for both speculative and practical applications

- typographic skills
- explorations with research methods
- presentation skills
- understanding of business practices (freelancing, proprietorship)
- ethics
- design thinking
- user-centered design experiences
- understanding of the history of graphic design

Student performance will be evaluated in the following ways:

Formative Assessment: At the end of the second year of studies all BFA in Graphic Design majors undergo a review process before advancing to the third year of the program. Students must earn an average 2.7 grade (B-) among the required 6 courses. They must also complete a self-evaluation and attend an in-person review and portfolio assessment with the full-time Graphic Design faculty. Students present a portfolio comprised of projects completed in the Sophomore-level studio courses. At this time the faculty conduct a competency evaluation with the student in which feedback is provided. The following criteria will be used by the faculty in this formative assessment of each student's overall performance.

- **PROFESSIONALISM:** Critical thinking and articulation in class discussions and critiques, organization and time management skills, receptiveness, commitment level, collegiality, focus and attention in class
- **WORK ETHIC & DILIGENCE:** overall focus and depth in regard to process, time and effort put into coursework, initiative, drive, persistence. Overall growth as a designer since starting the program.
- **CREATIVITY & RESEARCH:** ability to think conceptually and critically, brainstorming and idea-generating skills, problem definition, research and visual problem solving.
- **TECHNICAL SKILLS:** craftsmanship, typographic sensitivity, software skills, and overall quality of work
- **DESIGN COMPREHENSION:** understanding of basic design principles and basic typographic design principles, composition, visual hierarchy, visual acuity and understanding of historical precedents, ability to articulate and defend one's point of view.

Summative Assessment: In the final year of studies all BFA in Graphic Design majors must successfully complete two consecutive capstone courses. In these courses, students identify a problem, develop a thesis statement, engage in research, explore design methods, and implement and present their BFA project through a public exhibition. Students are evaluated not only on the entirety of these thesis projects, but also on how their performance in these courses reflects the essential skills and competencies of the Graphic Design program (listed above). Upon public exhibition of work developed in these courses, students will then present their exhibition project to a team of Graphic Design Faculty advisory members. This oral presentation should clearly state and defend their thesis problem and solution. Explanations must cite evidence on how thesis project fulfills the solution while also exhibiting creativity, technical skills and design comprehension criteria listed above. Faculty utilize these criteria to evaluate competency and overall performance.

The program will assess impacts and outcomes that will be reviewed biennially. Program assessment will include: annual self-study evaluation; student surveys; alumni employment data and program performance data (degree completion, scholarly/creative outputs and awards). This will provide information regarding successes and challenges related to learning outcomes within curriculum and program structure.

Appendix A: Program Curriculum

List all courses, including new courses, to be offered in the proposed program by prefix, number, title, and credit hours (or credit equivalences). Indicate new courses with an X in the appropriate columns. The total number of credit hours should reflect the number of credits required to be awarded the degree.

For variable credits, please enter the minimum value in the table for credit hours. To explain variable credit in detail as well as any additional information, use the narrative box at the end of this appendix.

Course Number	NEW Course	Course Title	Credit Hours
General Education Courses (list specific courses if recommended for this program on Degree Map)			
General Education Credit Hour Sub-Total			
Required Courses			
ART 2201	<input type="checkbox"/>	Action	2
ART 2202	<input type="checkbox"/>	Construct	2
ART 2203	<input type="checkbox"/>	Evidence	2
ART 2204	<input type="checkbox"/>	Illusion	2
ART 2205	<input type="checkbox"/>	Mapping	2
ART 2206	<input type="checkbox"/>	Matrix	2
ART 2207	<input type="checkbox"/>	Seeing	2
ART 2208	<input type="checkbox"/>	Touch	2
DESGR 1100	×	Communication Design 1: Primer	2
DESGR 2200	<input type="checkbox"/>	Communication Design 2: Process (new subject, #, name for existing course)	3
DESGR 2300	<input type="checkbox"/>	Communication Design 3: Voice (new subject, #, name for existing course)	3
DESGR 3400	<input type="checkbox"/>	Communication Design 4: Systems (new subject, #, name for existing course)	3
DESGR 3500	<input type="checkbox"/>	Communication Design 5: Cross-Media (new subject, #, name for existing course)	3
DESGR 1600	×	Typography 1: Form & Space	2
DESGR 2700	<input type="checkbox"/>	Typography 2: Structure (new subject, #, name for existing course)	3
DESGR 3800	<input type="checkbox"/>	Typography 3: Context (new subject, #, name for existing course)	3
DESGR 4100	×	Visiting Designer Studio	3
DESGR 4600	×	Graphic Design Capstone 1	3
DESGR 4700	<input type="checkbox"/>	Graphic Design Capstone 2 (new subject, #, name for existing course)	3
ARTH 2500	<input type="checkbox"/>	Intro to Art History HF	3
ART 3600	<input type="checkbox"/>	History of Graphic Design	3
DESGR 3900	×	Design Strategy	3
DESGR 4900	×	Professional Practices Seminar	3
DESGR 4800	×	Design Theory & Practice	2
	<input type="checkbox"/>		
Add Another Required Course			
Required Course Credit Hour Sub-Total			61
Elective Courses			
DESGR 3000-4900	<input type="checkbox"/>	1 Graphic Design Studio Elective	3
ART/DESGR 3000	<input type="checkbox"/>	3 Art/Graphic Design Studio Electives	9
ART 3130, 3135	<input type="checkbox"/>	1 Drawing class: Drawing 1, Digital Drawing, Drawing Installation, Digital Drawing	3
FA 3600, WRTG 3600	<input type="checkbox"/>	1 CW class in Art related area: Writing for New Media CW, Visual Rhetoric	3
	<input type="checkbox"/>		

Course Number	NEW Course	Course Title	Credit Hours
	<input type="checkbox"/>		
	<input type="checkbox"/>		
	<input type="checkbox"/>		
	<input type="checkbox"/>		
	<input type="checkbox"/>		
Add Another Elective Course			
Elective Credit Hour Sub-Total			18
Core Curriculum Credit Hour Sub-Total			79

Add An Emphasis

Program Curriculum Narrative

Describe any variable credits. You may also include additional curriculum information.

The curriculum of the BFA in Graphic Design program is comprised of 79 units in-major, and is structured to prepare students to enter the field as highly-skilled creative professionals.

In their first year, Graphic Design majors (on probationary status) complete a series of Art Foundations studio courses that address basic competencies in drawing, color theory, photography, digital media, critical thinking, and basic visual design principles. These half-semester courses, which are currently part of the Foundations curriculum for all BFA Studio Art majors (including the Graphic Design emphasis), remain a crucial part of graphic design training. Additionally, introductory courses in Communication Design and Typography will be required in the first year.

The second year of studies will expose students to more complex systems of typographic design, conceptual thinking, and process-based methodologies, as well as the history of graphic design and the continued development of technical skills. (Please also refer to the section "Admission Requirements" which outlines the advancement gateways before and after the second year of studies.)

During the third and fourth years of studies, students continue with core Communication Design and Typography courses which expose students to critical thinking, design strategy, and design theory. Of particular note is a new upper-level course entitled Visiting Designer Studio, which will invite 3 different local design professionals each semester to challenge students with design projects that emulate professional concerns from a variety of perspectives, and within various specializations and media. Through elective courses (12 credit hours), students have the opportunity to take advantage of offerings within and outside of the Department and College, such as courses offered by Book Arts, Film & Media Arts, and Multi-Disciplinary Design, with the Graphic Design faculty providing mentorship and advisement on these offerings. Since inter-disciplinary collaboration is a key skill for today's creative professionals, students will be encouraged to enroll in elective courses that foster collaboration and provide them opportunities to apply their skills in teams composed of participants from other creative and non-creative disciplines.

Finally, a two-semester, thesis-based capstone experience (discussed in more detail in the section Student Standards of Performance) is required for graduation from the program.

Degree Map

Degree maps pertain to undergraduate programs ONLY. Provide a degree map for proposed program. Degree Maps were approved by the State Board of Regents on July 17, 2014 as a degree completion measure. Degree maps or graduation plans are a suggested semester-by-semester class schedule that includes prefix, number, title, and semester hours. For more details see <http://higheredutah.org/pdf/agendas/201407/TAB%20A%202014-7-18.pdf> (Item #3).

Please cut-and-paste the degree map or manually enter the degree map in the table below.

Toggle Cut-and-Paste

Toggle Table

First Year Fall	Cr. Hr.	First Year Spring	Cr. Hr.
DESGR 1100 Communication Design 1: Primer	2	DESGR 1600 Typography 1: Form & Space	2
ART 2205 Mapping	2	ART 2207 Seeing	2
ART 2206 Matrix	2	ART 2203 Evidence	2
ART 2202 Construct	2	ART 2204 Illusion	2
ARTH 2500 Intro to Art History HF	3		
Add Courses Total	11	Total	8
Second Year Fall	Cr. Hr.	Second Year Spring	Cr. Hr.
DESGR 2200 Communication Design 2: Process	3	DESGR 2300 Communication Design 3: Voice	3
ART 3600 History of Graphic Design	3	DESGR 2700 Typography 2: Structure	3
ART 2201 Action	2	ART 3130 Drawing 1	3
ART 2208 Touch	2		
Add Courses Total	10	Total	9
Third Year Fall	Cr. Hr.	Third Year Spring	Cr. Hr.
DESGR 3400 Communication Design 4: Systems	3	DESGR 3500 Comm. Design 5: Cross-Media	3
DESGR 3800 Typography 3: Context	3	DESGR (3000/4000-level) GD Studio Electives	3
DESGR 3900 Design Strategy	3	ART/DESGR (3000/4000-level) Studio Electives	3
ART/DESGR (3000/4000-level) Studio Electives	3	FA 3600 Writing for New Media CW	3
Add Courses Total	12	Total	12
Fourth Year Fall	Cr. Hr.	Fourth Year Spring	Cr. Hr.
DESGR 4600 Graphic Design Capstone 1	3	DESGR 4700 Graphic Design Capstone 2	3
DESGR 4100 Visiting Designer Studio	3	DESGR 4800 Design Theory & Practice	2
DESGR 4900 Professional Practices Seminar	3	ART/DESGR (3000/4000-level) Studio Electives	3
Add Courses Total	9	Total	8

Part I. Department Faculty / Staff

	# Tenured	# Tenure -Track	# Non -Tenure Track
Faculty: Full Time with Doctorate	6	1	1
Faculty: Part Time with Doctorate	0	0	0
Faculty: Full Time with Masters	9	3	11
Faculty: Part Time with Masters	0	0	18
Faculty: Full Time with Baccalaureate	0	0	0
Faculty: Part Time with Baccalaureate	0	0	6
Teaching / Graduate Assistants			15
Staff: Full Time	0	0	5
Staff: Part Time	0	0	1

List current faculty within the institution – with academic qualifications – to be used in support of the proposed program(s).

	First Name	Last Name	Tenure (T) / Tenure Track (TT) / Other	Degree	Institution where Credential was Earned	Est. % of time faculty member will dedicate to proposed program.	If "Other," describe
Full Time Faculty							
	Carol	Sogard	T	MFA	University of Utah	100	
	Dan	Evans	T	MFA	California Institute of the Arts	100	
	Henry	Becker	TT	MFA	Maryland Institute of Contemporary Art (MICA)	100	
							Add Another Full Time
Part Time Faculty							
	Holly	Johnson	Adjunct	MFA	Utah State University	20	2 courses annually
	Ken	Messenger	Adjunct	BFA	Lyndon State College	10	1 course annually
	David	Habben	Adjunct	MFA	University of Utah	20	2 courses annually
	Jaimee	Christensen	Adjunct	MFA	Utah State University	10	1 course annually
	Amy	Thompson	Adjunct	MFA	Washington University	10	1 course annually
	Kent	Christensen	Adjunct	MFA	University of Utah	10	1 course annually
	Sean	Douglas	Adjunct	MFA	University of Washington	20	2 courses annually
	James	Rab dau	Adjunct	BFA	Brigham Young University	10	1 course annually
	Randall	Smith	Adjunct	BFA	University of Utah	20	2 courses annually
	Kevin	Perry	Adjunct	BFA	Utah State University	10	1 course annually
	Michael	Aberman	Adjunct	BFA	Minneapolis College of Art & Design	30	3 courses annually
							Add Another Part Time

Part III: New Faculty / Staff Projections for Proposed Program

Indicate the number of faculty / staff to be hired in the first three years of the program, if applicable. Include additional cost for these faculty / staff members in Appendix D.

	# Tenured	# Tenure -Track	# Non-Tenure Track	Academic or Industry Credentials Needed	Est. % of time to be dedicated to proposed program
Faculty: Full Time with Doctorate	0	0	0		
Faculty: Part Time with Doctorate	0	0	0		
Faculty: Full Time with Masters	0	0	1	MFA is highest possible degree earned in Graphic Design	100
Faculty: Part Time with Masters	0	0	0		
Faculty: Full Time with Baccalaureate	0	0	0		
Faculty: Part Time with Baccalaureate	0	0	0		
Teaching / Graduate Assistants			0		
Staff: Full Time	0	0	0		
Staff: Part Time	0	0	0		

Appendix D: Projected Program Participation and Finance

Part I.

Project the number of students who will be attracted to the proposed program as well as increased expenses, if any. Include new faculty & staff as described in Appendix C.

Three Year Projection: Program Participation and Department Budget						
	Year Preceding Implementation	New Program				
		Year 1	Year 2	Year 3	Year 4	Year 5
Student Data						
# of Majors in Department	402					
# of Majors in Proposed Program(s)		50	95	140	145	150
# of Graduates from Department	65					
# Graduates in New Program(s)		0	0	0	40	45
Department Financial Data						
	Department Budget					
		Year 1	Year 2	Year 3		
<i>Project additional expenses associated with offering new program(s). Account for New Faculty as stated in Appendix C, "Faculty Projections."</i>	Year Preceding Implementation (Base Budget)	Addition to Base Budget for New Program(s)	Addition to Base Budget for New Program(s)	Addition to Base Budget for New Program(s)		
EXPENSES – nature of additional costs required for proposed program(s)						
<i>List salary benefits for additional faculty/staff each year the positions will be filled. For example, if hiring faculty in year 2, include expense in years 2 and 3. List one-time operating expenses only in the year expended.</i>						
Personnel (Faculty & Staff Salary & Benefits)	\$393,567	\$37,821	\$46,053	\$100,649		
Operating Expenses (equipment, travel, resources)	\$23,457	\$4,463	\$1,251	\$5,038		
Other: 0	\$0	\$0	\$0			
TOTAL PROGRAM EXPENSES		\$42,284	\$47,304	\$105,687		
TOTAL EXPENSES	\$417,024	\$459,308	\$464,328	\$522,711		
FUNDING – source of funding to cover additional costs generated by proposed program(s)						
<i>Describe internal reallocation using Narrative 1 on the following page. Describe new sources of funding using Narrative 2.</i>						
Internal Reallocation		\$0	\$0	\$0		
Appropriation	\$0	\$0	\$0	\$0		
Special Legislative Appropriation	\$0	\$0	\$0	\$0		
Grants and Contracts	\$0	\$0	\$0	\$0		
Special Fees	\$14,813	\$4,630	\$21,051	\$38,038		
Tuition	\$402,211	\$20,021	\$26,253	\$67,649		
Differential Tuition (requires Regents approval)						
PROPOSED PROGRAM FUNDING		\$24,651	\$47,304	\$105,687		
TOTAL DEPARTMENT FUNDING	\$417,024	\$441,675	\$464,328	\$522,711		
Difference						
Funding - Expense	\$0	(\$17,633)	\$0	\$0		

Part II: Expense explanation

Expense Narrative

Describe expenses associated with the proposed program.

Because the Graphic Design Area already exists within the Department, additional expenses are currently being funded through course fees. However, additional expenses will be incurred as new students enroll in this new program. For this reason, we are submitting a proposal for program fees. This program fee request will replace all course fees. The program fee proposal has been submitted to the College Curriculum Committee and is currently under review.

Part III: Describe funding sources

Revenue Narrative 1

Describe what internal reallocations, if applicable, are available and any impact to existing programs or services.

In the new curriculum structure, it is anticipated that the Graphic Design Area will require at least one additional Career Line faculty position. This request has recently been approved by the Department of Art & Art History and the College of Fine Arts.

Revenue Narrative 2

Describe new funding sources and plans to acquire the funds.

Upon approval of degree and with implementation of first year and anticipated growth, additional funding sources have been identified and addressed in the program fee request submitted in conjunction with this proposal.