FACULTY SENATE ISSUE FORM
Date Submitted: February 27, 2019
Title of Issue (a short descriptive title by which the issue may be referenced)
Proposal for a Bachelor of Fine Arts Degree in Graphic Design
Description of Issue: Old Dominion University (ODU) seeks approval to initiate a Bachelor of Fine Arts (BFA) degree program in Graphic Design to begin fall 2019. The program will be offered through the Department of Art in the College of Arts and Letters. The proposed Bachelor of Fine Arts in Graphic Design represents an expansion of an existing graphic design major within the BFA in Fine Arts. This expansion to a standalone degree program is necessary in order to: •   eliminate the curricular restraints of a major; and •   respond to the increasing demand for qualified graphic arts professionals to fulfill job demands and allow students to earn a degree that more clearly matches the curriculum and available job opportunities.
Rational for Submission: The purpose of the Bachelor of Fine Arts degree program in Graphic Design will be to prepare students for careers that utilize the design of visual and experiential communication systems that allow organizations to address targeted markets and diverse populations. The program will provide students with knowledge and skills in visual communications and design thinking. Graduates of the program will be prepared to apply these communications with increasing access to technologies and ideas. The program will prepare graduates to work (1) in comprehensive contract design studios, advertising agencies, and marketing firms, providing services for a broad range of industries and institutions; (2) in studios and agencies housed within these organizations; and (3) in specialized contract studios specifically designed for web-based delivery, product, packaging and editorial design. The program will expose students to strategies, technologies and processes employed in visual communication systems ideation and design, as well as creative problem solving, design integration within corporate product and services development, brand and brand narrative development, the integration of traditional and digital expressions and delivery, and communications research methodologies.

Name: Judy Bowman, submitted on behalf of Austin Agho
Department: Academic Affairs
Date: February 27, 2019
Signature:
For Faculty Senate Use Only
Assigned to Committee:
Date Assigned:

1. Institution Old Dominion University	2. Academic Program (Check one): New program proposal ☐ Spin-off proposal ☒ Certificate document ☐
3. Name/title of proposed program Graphic Design	4. CIP code 50.0409
5. Degree/certificate designation Bachelor of Fine Arts (BFA)	6. Term and year of initiation Fall 2019

7a. For a proposed spin-off, title and degree designation of existing degree program
   Bachelor of Fine Arts (BFA) in Fine Arts
7b. CIP code (existing program) 50.0701

8. Term and year of first graduates Fall 2019	9. Date approved by Board of Visitors

10. For community colleges:
   date approved by local board
   date approved by State Board for Community Colleges

11. If collaborative or joint program, identify collaborating institution(s) and attach
   letter(s) of intent/support from corresponding chief academic officers(s)

12. Location of program within institution (complete for every level, as appropriate and
   specify the unit from the choices).

   Departments(s) or division of Department of Art

   School(s) or college(s) of College of Arts and Letters

   Campus(es) or off-campus site(s) Main campus, Norfolk

Mode(s) of delivery: face-to-face ☒ hybrid (both face-to-face and distance) ☐	Distance (51% or more web-based) ☐

13. Name, title, and telephone number(s) of person(s) other than the institution's chief
   academic officer who may be contacted by or may be expected to contact Council
   staff regarding the modified program.
   Jeanie Kline, Ed.D., SCHEV Liaison, 757.683.3261

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<u>Description of the Proposed Program</u>

Program Background

Old Dominion University (ODU) seeks approval to offer a Bachelor of Fine Arts (BFA) degree program in Graphic Design to begin fall 2019 in Norfolk, Virginia. The program will be offered by the Department of Art within the College of Arts and Letters.

The purpose of the Bachelor of Fine Arts degree program in Graphic Design will be to prepare students for careers that utilize the design of visual and experiential communication systems that allow organizations to address targeted markets and diverse populations. The program will provide students with knowledge and skills in visual communications and design thinking. Graduates of the program will be prepared to apply these communications with increasing access to technologies and ideas. The program will prepare graduates to work (1) in comprehensive contract design studios, advertising agencies, and marketing firms, providing services for a broad range of industries and institutions; (2) in studios and agencies housed within these organizations; and (3) in specialized contract studios specifically designed for web-based delivery, product, packaging and editorial design. The program will expose students to strategies, technologies and processes employed in visual communication systems ideation and design, as well as creative problem solving, design integration within corporate product and services development, brand and brand narrative development, the integration of traditional and digital expressions and delivery, and communications research methodologies.

Broad fundamental changes in the scope, practice, production, and organizational integration of graphic design began with the advent of powerful desktop digital tools in the 1980s, and continued with the rise of the Internet in the 1990s. While production of traditional printed communication began a period of decline, these technologies allowed firms to consolidate the work of many outsourced specialists, then expand the services and products that could be offered in-house to clients. As graphic designers began to command a wider skill set, these same technologies facilitated global communications, redefining potential audiences and diversified target markets. Digital delivery of entertainment, social media and advertising began to combine in the 2000s, working in tandem with sophisticated web-based data gathering and marketing to reshape the scope of graphic design to include contemporary branding, content creation, and experience design. The arrival of mobile digital delivery of content and tools has reshaped geographic and corporate restrictions to advertising and design employment, allowing companies without design infrastructure to out-source talent and incorporate design thinking into front-end product and service development.

As evidenced by the creation of the major in graphic design in 1990 at ODU, the program within the BFA in Fine Arts has made significant strides towards a curriculum based in divergent creative problem-solving, technology utilization, and rigorous critical appraisal of the role of design in the dissemination of ideas across cultures. The proposed program will ensure that students have a specific focus on the professional practice of graphic design and visual communication systems to best address the expansion and specialization of the field beyond the traditional art studio practices which have defined the pedagogy and curricular methodologies of the Graphic Design program at ODU.

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Mission

The mission of the institution says: "Old Dominion University, located in the City of Norfolk in the metropolitan Hampton Roads region of coastal Virginia, is a dynamic public research institution that serves its students and enriches the Commonwealth of Virginia, the nation and the world through rigorous academic programs, strategic partnerships, and active civic engagement."

The proposed Bachelor of Fine Arts degree program in Graphic Design aligns with this mission by providing a "rigorous academic program" that will prepare graduates for professional practice as graphic designers. In addition, students will be "actively engaged" in the local and regional design/advertising communities through internships, professional memberships and events, student group activities, and attendance at design conferences and awards ceremonies.

Admission Criteria

Students seeking admission to ODU will submit the following:

- Online application and associated application fee
- Official high school transcript or GED transcript for freshmen, or transcripts from regionally-accredited institutions/equivalent foreign institutions for transfer students
- Official SAT/ACT scores or Apply Test Optional for freshmen

Students must first successfully complete required foundational art studio and graphic design coursework to apply for admission into the proposed BFA degree program in Graphic Design. Students must register for and pass the GDES 370 BFA Continuance Review in order to be admitted into the program. In the course, students will submit a portfolio of work (consisting of two pieces from ARTS 202, two pieces from ARTS 231, two pieces from ARTS 279 and a total of six pieces from GDES 280 and GDES 369) and a 500-word essay; they must also complete a test-of-skills exam. Since there is a limited number of seats in the upper-division graphic design courses, completion of the foundational art studio and graphic design courses does not guarantee acceptance into the program. Due to the sequence of the required graphic design courses, accepted students are admitted to the program only in the fall semester.

Transfer students must demonstrate equivalent preparation at another institution to receive credit for the art studio foundations courses. In order to receive credit for GDES 280: Introduction to Graphic Design, transfer students must submit a portfolio of work from an equivalent course for review by the graphic design faculty. Upon successful completion of foundational art studio and graphic design coursework, transfer students must register for and pass GDES 370: BFA Continuance Review for admission into the graphic design program.

Target Population

No specific population will be targeted for the proposed BFA in Graphic Design.

Curriculum

The proposed BFA degree program in Graphic Design will require a total of 120 credits for completion.

The program will provide a sequenced curriculum structured to prepare students for successful transition to professional work, designing communications for a wide range of traditional and digital delivery. Graduates' portfolios will represent a rich experience in print design, branding, packaging, interactive media, advertising, typography, and image making.

Further, the program provides a solid foundation of traditional art experiences and design practices and principles to build students' ability to create dynamic visual designs. The core graphic design curriculum stresses essential competencies in conceptual problem solving, research, analysis and articulation, aesthetics, design theory, productivity, and the application of technology, all necessary for both advanced exploration and entry into professional practice. The advanced elective coursework provides students concentrated study in specific specializations within design, which gives students the opportunity to craft their career goals by choosing among a range of print and digital deliveries.

Program Requirements

*New course

General Education Courses (38-44 credit hours)	Credit Hours
Written Communication Skills	6
Oral Communication	3
Mathematical Skills	3
Language and Culture	0-6**
Information Literacy and Research	3
Human Creativity	3
Interpreting the Past	3
Literature	3
Philosophy and Ethics	3
The Nature of Science	8
Human Behavior	3
Impact of Technology (met in major)	0

**May be met prior to matriculation.

Art History Foundation Courses (12 credit hours)		
ARTH 150	Art History Global Survey	3
ARTH	200-Level Survey Course	3
ARTH 320W	History of Graphic Design	3
ARTH 435W	Modern Architecture	3

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Art Studio Foundations Courses (12 credit hours)

ARTS 202	2D Design + Color Theory	3
ARTS 231	Drawing I	3
ARTS 279	Digital Basics	3
ARTS 203	3D Design	3

Art Studio Required Courses (12 credit hours)

ARTS 211	Introduction to Digital Photography	3
ARTS 261	Introduction to Sculpture	3
ARTS 331	Drawing II	3
ARTS	200-Level Printmaking Course	3

Graphic Design Program Requirements (22 credit hours)

GDES 280	Introduction to Graphic Design	3
GDES 369	Basic Typography	3
GDES 370	BFA Continuance Review	1
GDES 371	Design Concepts	3
GDES 372	Advanced Typography	3
GDES 373	Design Systems	3
GDES 470	Design Seminar	3
GDES 471	Design Capstone	3

Graphic Design Restricted Electives (15 credit hours)

Students may select 15 credit hours, in consultation with advisor.

GDES 374	Web Design	3
GDES 375	Poster Design	3
GDES 376	Typographic Design	3
GDES 377	Illustrative Design	3
GDES 378	Brand Identity	3
GDES 379	Environmental Graphics*	3
GDES 380	Art Direction*	3
GDES 381	Interactive Design*	3
GDES 472	Package Design	3
GDES 473	Book Design*	3
GDES 474	Motion Graphics*	3
GDES 475	Editorial Design	3
GDES 476	Letterpress Design*	3
GDES 390	Internship	3
GDES	300- or 400-Level Topics Course	3
GDES 497/8	Tutorial Work	3

Upper Division General Education (6-30 credit hours)

Four options are available for students in the proposed program, as follows:

    Option A

    Disciplinary Minor or Second Major or Second Degree

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Option B
Interdisciplinary Minor
Option C
An approved certification program such as teaching licensure
Option D
Six (6) credit hours of elective upper division courses from outside the student's major discipline and college.

Electives
If needed, students will work with their advisor to select elective coursework sufficient to reach the minimum requirement of 120 credit hours for the baccalaureate degree.

Appendix A provides sample plans of study. Appendix B includes course descriptions.

Spin-Off

The proposed Bachelor of Fine Arts degree program in Graphic Design appears to meet the requirements for spin-off degree programs, with a curriculum that expands the existing major in graphic design within the Bachelor of Fine Arts in Fine Arts. The essential character, integrity, and objectives of the proposed program are identical to the existing major. Further, they both share the first two digits of each CIP Code (50) and more than three-fourths of the coursework. They would both have the identical faculty and are funded through the existing department that offers the graphic design major.

The proposed curriculum will decrease required coursework in art history and art studio in order to increase the graphic design elective coursework requirements from 9 credit hours to 15 credit hours. New graphic design elective courses will be implemented into the proposed program, and will expose students to a more diverse and specialized selection of print and digital deliveries.

A comparison of the existing program and the proposed program is available in Appendix C.

Student Retention and Continuation Plan

In order to facilitate student success, retention and eventual graduation, the graphic design faculty will implement the following measures:

- Arrange a major's meeting during the 3rd week of each fall semester to discuss the curriculum and program requirements, the continuance portfolio review, the ODU Graphic Design Student Organization, internship guidelines for elective course credit, design conferences, and competitions.
- Institute a once-a-semester advising/mentoring meeting with each student to monitor progress towards the degree.

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- Model professional preparation by introducing students to current design practices, and preparing them for conference attendance, submission to design competitions, and participation in professional design organizations, such as AIGA, the Professional Association for Design.
- Institute exit interviews for ongoing feedback to foster a supportive environment.

In addition to a major's meeting during the beginning of each fall semester, students will receive ongoing advisement from the program faculty. If a student is struggling to meet grade requirements, a faculty advisor will work with the student to put a plan of action in place to improve academic performance, which might include: recommending a tutor, recommending a change of study habits, additional resources for a difficult topic, or referral to the University's Student Success Center.

Faculty

The Department of Art has 3 full-time faculty members who will be dedicated to the proposed program. The faculty include one full professor, one associate professor and one assistant professor, all of whom hold terminal degrees.

Combined, the graphic design faculty have over 50 years of teaching experience in higher education within the field of graphic design. They also have established records as productive scholars and commissioned professional designers for local, regional, national, and international clients. Their collective body of work has been recognized and published in top-tier professional journals and specialized journals, as well as national and international professional competitions and exhibitions. Publications from the faculty represent works in the field related to conceptual, theoretical, and applied aspects of graphic design.

Curriculum vitae (abbreviated) for the faculty may be found in Appendix D.

Program Administration

The program will be housed in the Department of Art within the College of Arts and Letters. A full-time faculty member from the department will serve as the Program Director; this individual will teach in the program, serve on committees, and provide administrative oversight for the proposed Bachelor of Fine Arts in Graphic Design. The Program Director will also ensure program compliance with university policies and procedures.

An administrative assistant, currently housed in the Department of Art, will support the program. The administrative assistant will provide support for purchasing, scheduling of courses, handling registration errors, and updating course offerings.

Student Assessment

Throughout the program, student outcomes will be assessed through a variety of evaluations and measures such as tests and quizzes, written assignments, design projects, and portfolio reviews.

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The program is designed to meet the competencies and skill sets identified by NASAD (National Association of Schools for Art and Design, the body that has accredited Old Dominion University's Department of Art) as well as those identified by organizations seeking entry level design professionals. The expectation is that as a result of completion of the academic program, students will achieve the following learning outcomes:

1. Identify, develop, and solve graphic design problems.
2. Describe and respond to the physical, cognitive, cultural, and social human factors that shape design decisions.
3. Create and develop visual form in response to graphic design problems.
4. Apply design-related tools and technology to visual messages.
5. Use communication, presentation, and business skills necessary for professional practice in graphic design.
6. Analyze design history, theory, and criticism from a variety of perspectives.

Data related to the student learning outcomes will be collected on an annual basis and reported in the university's assessment database. Evidence of student achievement of learning objectives will be assessed during the program through design projects, written assignments and research papers, and portfolio presentations. Each course will have objectives that need to be met in order for the student to successfully pass that course.

As a means of ensuring that students are learning the major objectives of the program, faculty will assess student learning in several ways, including annual evaluations of all courses, tracking students' academic progress each semester, analyzing student learning in coursework by evaluating representative design projects and portfolios submitted at the sophomore and senior years, reviewing faculty evaluations conducted by the student, and through peer evaluation.

Below is a map of the student learning outcomes (SLOs) for the proposed BFA in Graphic Design degree program, as well as the method of assessment associated with each. Each SLO is addressed multiple times during the curriculum because acquiring the knowledge, skills and aptitude for mastery of the objectives is a process, rather than a one-time event. At completion of the curriculum each student will have had the opportunity to demonstrate mastery of each student learning outcome.

Curricular Map for the Proposed BFA in Graphic Design

Student Learning Outcomes	Courses	Assessment Methods
1. Identify, develop, and solve graphic design problems.	GDES 280 Intro to Graphic Design; GDES 369 Basic Typography; GDES 371 Design Concepts; GDES 372 Advanced Typography;	Formative: Studio projects based on graphic design problems, typographic projects, verbal critiques, peer feedback, creative research and conceptual strategies statements, word list, visual conceptualization sketches, design production

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	GDES 373 Design Systems; GDES 470 Design Seminar; GDES 471 Design Capstone	<u>Summative:</u> Graphic design campaign project; final portfolio review assessed with program level rubric
2. Describe and respond to the physical, cognitive, cultural, and social human factors that shape design decisions.	GDES 280 Intro to Graphic Design; GDES 369 Basic Typography; GDES 371 Design Concepts; GDES 372 Advanced Typography; GDES 373 Design Systems; GDES 470 Design Seminar; GDES 471 Design Capstone	<u>Formative:</u> Studio projects based on graphic design problems, typographic projects, verbal critiques, peer feedback, creative research and conceptual strategies statements, word list, visual conceptualization sketches, design production, written assignments <u>Summative:</u> Graphic design campaign project assessed with program level rubric; final portfolio review assessed with program level rubric
3. Create and develop visual form in response to graphic design problems.	ARTS 202 2D Design + Color Theory; ARTS 231 Drawing I; ARTS 279 Digital Basics; ARTS 203 3D Design; GDES 280 Intro to Graphic Design; ARTS 311 Drawing II; GDES 369 Basic Typography; GDES 370 BFA Continuance Review; ARTS 211 Intro to Digital Photography; GDES 371 Design Concepts; GDES 372 Advanced Typography; ARTS 200 Level Printmaking Course; ARTS 261 Intro to Sculpture; GDES 373 Design Systems; GDES 470 Design Seminar; GDES 471 Design Capstone	<u>Formative:</u> Studio projects based on the principles and elements of design, graphic design and typographic projects, verbal critiques, peer feedback, creative research and conceptual strategies statements, word list, visual conceptualization sketches, design production <u>Summative:</u> Continuance portfolio review assessed with program level rubric; final portfolio review assessed with program level rubric

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4. Apply design-related tools and technology to visual messages.	ARTS 202 2D Design + Color Theory; ARTS 231 Drawing I; ARTS 279 Digital Basics; ARTS 203 3D Design; GDES 280 Intro to Graphic Design; ARTS 311 Drawing II; GDES 369 Basic Typography; GDES 370 BFA Continuance Review; ARTS 211 Intro to Digital Photography; GDES 371 Design Concepts; GDES 372 Advanced Typography; ARTS 200 Level Printmaking Course; ARTS 261 Intro to Sculpture ; GDES 373 Design Systems; GDES 470 Design Seminar; GDES 471 Design Capstone	<u>Formative:</u> Studio projects based on the principles and elements of design, studio projects based on graphic design problems, typographic projects, verbal critiques, peer feedback, creative research and conceptual strategies statement, word list, visual conceptualization sketches, design production <u>Summative:</u> Continuance portfolio review assessed with program level rubric; final portfolio review assessed with program level rubric
5. Use communication, presentation, and business skills necessary for professional practice in graphic design.	GDES 280 Intro to Graphic Design; GDES 369 Basic Typography; GDES 371 Design Concepts; GDES 372 Advanced Typography; GDES 373 Design Systems; GDES 470 Design Seminar; GDES 471 Design Capstone	<u>Formative:</u> Studio projects based on graphic design problems, typographic projects, verbal critiques, peer feedback, creative research and conceptual strategies statements, word list, visual conceptualization sketches, design production, written assignments <u>Summative:</u> Graphic design campaign project assessed with program level rubric; final portfolio review assessed with program level rubric

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6. Analyze design history, theory, and criticism from a variety of perspectives.	ARTH 150 Art History Global Survey; ARTS 211 Level Survey; GDES 370 BFA Continuance Review; ARTH 320W Graphic Design History; GDES 470 Design Seminar	Formative: Research papers, written assignments, exams, quizzes, essays, class discussions, independent projects Summative: Continuance portfolio review assessed with program level rubric; research paper assessed with disciplinary writing skills rubric

Employment Skills/Workplace Competencies

Graduates of the proposed BFA degree program in Graphic Design will have the ability to:

1. Conceive and design visual communications and systems involving various integrations of the elements of professional practice.
2. Understand and use basic visual communication principles and processes.
3. Incorporate research and findings regarding people and contexts into communication design decision-making.
4. Collaborate and work effectively in interdisciplinary or multidisciplinary teams to solve complex design problems.
5. Effectively and efficiently use technology for print and digital deliveries.
6. Use basic research and analysis procedures and skills to develop research-supported design decisions.
7. Demonstrate knowledge of professional design practices and processes.

Program Assessment

The program will be assessed by the Department of Art, the College of Arts and Letters, and the Office of Academic Affairs. The department review will be completed annually in the fall of each year, and the program review will start with the graphic design continuance portfolio review and end with the design capstone course. The reviews will consist of:

- Analyzing retention and attrition rates in order to maximize the positive influences and ameliorate the negative ones that affect program completion; and
- Analyzing graduate job placement to assess if the program is preparing students with the knowledge, skills and abilities for jobs in the field and evaluate the program's ability to meet market demands.

Results from these assessments will be used to evaluate the quality of the program, to stimulate program development, and to assess the role of the program in fulfilling ODU's institutional mission. The program review may result in strategic decisions about the program, may identify

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areas of potential improvement, may make resource recommendations, and may consider other aspects of programmatic quality with respect to policies and practices relative to:

- Student recruitment, admissions, advising, and retention;
- Enrollment projections including consideration of 5-year benchmarks and other on-going enrollment targets;
- Course descriptions and implementation;
- Curriculum changes and development;
- Faculty development and research activities;
- Facilities;
- Internal and external funding; and
- Description of strengths and weaknesses with attention to points of action for the future.

The results of the annual review will be incorporated into the College of Arts and Letter's annual review. The dean and associate dean will read the program review each year to ensure that progress is being made with respect to meeting student learning outcome measures, ensuring that benchmarks are met and excellence is maintained. Similarly, the college's annual review/report will be sent to the Vice Provost for Academic Affairs for review each year. The Vice Provost summarizes the results for the Provost, and makes recommendations, if needed, for meeting benchmarks or updating student learning outcomes.

It is important to note that ODU does not have a set cycle for reviews, but rather has ongoing annual evaluations, assessment and a planning system. Information provided on the annual evaluations would be collected by the graduate program coordinator each semester and reported in September of each year to the Office of Institutional Effectiveness and Assessment. Because data are collected on an annual basis, it allows for flexibility in reporting. NASAD (National Association of Schools for Art and Design) requires annual reporting for each program to maintain accreditation status within the Department of Art.

Benchmarks of Success

Benchmarks of success for this program will include enrollment goals and professional placement of graduates. Success will be determined by the way the program affects academic and career goals as well as the future job prospects and mobility of its students:

- Approximately 55 students will be admitted into the program each year;
- 80% of the students who begin the program will successfully complete the program in 4 years;
- 80% of the students will have earned jobs in the design profession within six months of program completion;
- 50% of the students will advance in their jobs within 3-5 years of completing the program; and
- 80% of students who complete the program will be satisfied with the program as determined by the university's Senior Assessment Survey.

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Faculty and administrators will conduct an evaluation of the success of the program in meeting these benchmarks. Methods of benchmark-related data collection will include surveys, interviews, and consultations with interested parties. If the proposed BFA in Graphic Design has not met one or more of the benchmarks of success, the Program Director will meet with program faculty and determine what course of action is required to make sure that the inadequacy is addressed. The plan of action will be submitted to the Department Chair and Associate Dean for approval, suggestions, and any allocation of resources necessary for success.

Expansion of Existing Program

The proposed Bachelor of Fine Arts in Graphic Design represents an expansion of an existing graphic design major within the Bachelor of Fine Arts (BFA) in Fine Arts. This expansion to a standalone degree program is necessary in order to:

- eliminate the curricular restraints of a major; and
- respond to the increasing demand for qualified graphic arts professionals to fulfill job demands and allow students to earn a degree that more clearly matches the curriculum and available job opportunities.

First, increased demands graphic design programs has resulted in a gradual shifting and separation of program goals and core coursework within the fine arts majors in the existing BFA. The faculty determined that the graphic arts major does not offer a sufficient number of credit hours to cover curricular needs and to prepare students with the skill level required by employers looking to hire a graphic design graduate. In a stand-alone degree program, the curriculum can be expanded to include all didactic, experiential learning, and capstone coursework needed to fully and adequately educate students as undergraduates in graphic design. These graduates would then have the knowledge and skills to be competitive for employment and to fulfill their career aspirations.

Second, the need for graphic design practitioners and places of employment are increasing. A stand-alone BFA in Graphic Arts allows for a core curriculum focused on graphic design work applicable in a variety of settings, and extends the knowledge, skills and competencies mastered in the core to the more specific and in-depth requirements of the graphic design workplace. Thus, a stand-alone degree program in graphic design will provide students with a degree title that more accurately reflects the completed curriculum and achieved competencies. The curriculum for the proposed degree program represents a variation of the existing curriculum within the BFA in fine arts (graphic design major). The degree title is also becoming the sought after qualification recognized in industry for professionals employed in the field of graphic design.

If the proposed BFA in Graphic Design is approved, the university will discontinue the existing graphic design major in the BFA in Fine Arts.

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Relationship to Existing ODU Degree Programs

The proposed Bachelor of Fine Arts in degree program in Graphic Design is not similar or related to other baccalaureate programs at the university.

Compromising Existing Programs

No degree programs will be compromised or closed as a result of the initiation and operation of the proposed degree program.

Collaborative or Standalone Program

This is a standalone program. No other organization was involved in its development, and no other organization will collaborate in its operation.

Justification for the Proposed Program

Response to Current Needs
(Specific Demand)

The field of graphic design has no requirement for licensure or certification as a representation of preparedness for employers. Designers have generally been hired on the basis of a review of a creative portfolio with only anecdotal representation of proficiencies in process or practice. As expectations on the part of employers have shifted to a more comprehensive practice-ready model, there has been increasing concern within the industry for a consistent standard which designates an appropriate level of achievement and preparedness. The American Institute for Graphic Arts (AIGA, also known as the Professional Association for Design) is the largest and most widely regarded organization of professional graphic designers in the U.S. and is working to promote a credential such as the BFA in Graphic Design as a standard for employers who seek professionals in this field. In addition, NASAD (National Association of Schools of Art and Design) is promoting the BFA in Graphic Design as a key credential for those wishing to enter or advance in the field. Both organizations have worked together, as well, to support BFA in Graphic Design programs across the country.

The two organizations have consistently stated that, "the presence of graphic design content in college courses or curricula, or even its designation as an area of emphasis or concentration, does not automatically indicate that the degree program adequately prepares students for professional practice."[1] The statement goes on to identify the BFA in Graphic Design as the recognized "professional" degree while designating the BFA with emphases or concentrations in Graphic Design as "pre-professional."

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[1] https://nasad.arts-accredit.org/publications/assessment-policy/briefing-paper-graphic-design/

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In their briefing paper for students, "Making Choices About the Study of Graphic Design," the two organizations state, "these programs provide students with a little, some, or a significant amount of pre-professional preparation for practice in graphic design." They conclude by advising students to expect to "pursue additional study at the bachelor's or master's level to qualify for practice careers."[2] The degree promoted by these organizations as "designed for students who know they want to become graphic designers," and meeting NASAD standards for proper career preparation is titled "Bachelor of Fine Arts in Graphic Design or Bachelor of Graphic Design"[3] with "the overwhelming majority of credits (at least 65%) dedicated to design-related coursework with at least 25% in graphic design."[4] They go on to state that "specific coursework may also make them qualified for subspecialties (examples: electronic multimedia vs. print, exhibition, packaging, environmental, or advertising design). Further, these students should possess the education necessary to move toward management and/or leadership positions within the field and also be ready for advanced graduate study in the field of graphic design."[5]

As technology advances and new forms of communication are developed, the designer of today is expected to have a thorough understanding of both print and digital platforms, and the various communication experiences which can be derived from the interchange of the two. Concurrently, new perspectives on the advantages of the inclusion of designers in front end development has changed the scope of designers' involvement with clients, business units within companies, and related design disciplines. As the financial value of design to business has become better understood, top performing companies have begun to "break down functional silos and integrate designers with other functions,"[6] building demand for more versatile designers. The proposed BFA degree program in Graphic Design has been developed in response to ongoing changes in the design processes and final deliverables that graphic designers deploy, as well as changes in the role of designers within product and service development.

Two large groundbreaking studies, conducted by the Design Management Institute (DMI Design-Centric Index) and prominent design management consultancy, McKinsey & Company (McKinsey Design Index or MDI), demonstrate the need for, and value of, highly-trained flexible designers. Both studies first set out to quantify the financial value of design to business and the importance of integrating design at all levels by tracking financial performance against design indexes measuring best design practices. Results from both studies found "the revenue and returns to shareholders to companies that scored high in the (design) index outperformed competitors" and "a strong correlation between high MDI scores and superior business performance."[7]

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[2] https://nasad.arts-accredit.org/publications/assessment-policy/briefing-paper-graphic-design/.
[3] https://nasad.arts-accredit.org/publications/assessment-policy/briefing-paper-graphic-design/.
[4] https://nasad.arts-accredit.org/wp-content/uploads/sites/3/2016/03/AIGA_NASAD_GD_degree_programs.pdf
[5] https://nasad.arts-accredit.org/publications/assessment-policy/briefing-paper-graphic-design/.
[6] https://www.mckinsey.com/business-functions/mckinsey-design/our-insights/the-business-value-of-design
[7] https://www.forbes.com/sites/forbesproductgroup/2018/10/26/ignore-design-at-your-companys-peril/amp/

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Based upon these findings, the MDI further promotes a set of actions across the industry which demonstrated the greatest correlation with improved financial performance. The actions include "cross-functional talent"[8] to support the impulse to provide a greater range of experiences for design students through expanded and more diverse course offerings focused upon the skills necessary to nurture "T-shaped" hybrid designers, who work across functions while retaining their depth of design savvy."[9]

Natalie Norcross, CEO of A Design Partnership, has stated that "it goes without saying that technology and creativity never take on a steady form, so it is inevitable for graphic design to change as we move forward. The rise of content marketing and good design is going to continue to make an impact on businesses' bottom-line revenue."[10] While "graphic design will always be a necessary tool for artistic, economic, marketing and architectural expression, it will continue to evolve as a result of advances in technology and online mediums."[11] Graphic designers will be expected to expand their mastery at translating messages into visual forms, and become core participants in content creation which not only adds "visual integrity and consistency to your brand," but also "creative thinking skills that help innovate your business."[12]

To prepare students to function effectively within these larger systems, "design education for the future is not one in which technology is simply a tool for the design or display of information but a data-rich, data-aware landscape that is reading and responding to everything we do."[13] This enhanced profile of a contemporary designer requires students to gain mastery of a rapidly evolving skillset to conceive, design and produce within a data enabled marketplace and "evaluate design solutions in terms of their social, cultural, technological, economic, and environmental impact."[14] These changes in the design landscape reflect a continuation of trends which originated with the advent of connected desktop computing in the early 1990s. Ultimately, undergraduate curricula in graphic design within Virginia and nationally have shifted from credit hours that included traditional art studio and art history to content that offers more focused technical training, broader experiences across disciplines, and discipline-specific creative and critical thinking.

Graduates of the proposed BFA in Graphic Design will be well suited to assume the responsibilities of practice and leadership in the field based on a curriculum that will prepare them to (1) utilize and apply knowledge of visual communications systems; (2) apply technological advances in tools, processes, and media to research and conceive design solutions; (3) perform collaboratively within complex systems to solve design problems that are typified by

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[8] https://www.mckinsey.com/business-functions/mckinsey-design/our-insights/the-business-value-of-design

[9] https://www.mckinsey.com/business-functions/mckinsey-design/our-insights/the-business-value-of-design

[10] https://www.forbes.com/sites/forbesagencycouncil/2017/10/09/how-graphic-design-is-evolving/#29fcf1d11ff3

[11] https://www.forbes.com/sites/forbesagencycouncil/2017/10/09/how-graphic-design-is-evolving/#29fcf1d11ff3

[12] https://idesigni.co.uk/blog/hire-a-graphic-designer-now/

[13] https://educators.aiga.org/wp-content/uploads/2017/08/DESIGNER-2025-SUMMARY.pdf

[14] https://educators.aiga.org/wp-content/uploads/2017/08/DESIGNER-2025-SUMMARY.pdf

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interdependent physical, psychological, social, technological, and economic relationships; and (4) engage in active critical analysis of design and communication products for feedback and evaluation of the consequences of design actions.

Employment Demand

According to Bureau of Labor Statistics (BLS) data, employment of graphic design specialists within all listed occupations addressed by program curriculum (Graphic Design, Art Director, Multimedia Artists and Animators, Front-end Web Developers, Experiential Designers, and Advertising, Promotions and Marketing Managers) are projected to grow an average of 8%, slightly above the average for all occupations. While the BLS projects that the demand for graphic designers will remain steady over the next seven years, the 2018 data indicate "graphic designers are expected to face strong competition for available positions."[15] The BLS notes that the employees usually require a bachelor's degree in graphic design. They also state that, "Candidates for graphic design positions should demonstrate their creativity and originality through a professional portfolio that features their best designs."[16]

Occupation	2016-2026 Employment Projections
Art Director	5% (as fast as average)
Multimedia Artists and Animators	8% (as fast as average)
Front-end Web Developers	15% (much faster than average)
Experiential Designers	8% (as faster as average)
Advertising, Promotions and Marketing Managers	10% (faster than average)

The Virginia Employment Commission (VEC) projects that between 2016 and 2026 employment of graphic designers and related occupations is expected to increase, as shown below.[17]

Occupation	2016-2026 Employment Projections
Art Director	12.63%
Graphic Designer	9.99%
Multimedia Artists and Animators	8.70%
Web Developers	16.33%
Advertising and Promotions Managers	11.29%

Graphic design is a field with steady employment demand. Graphic designers can be found in design studios, advertising agencies, marketing firms, and in-house design departments within large corporations and non-profits, working as full-time employees and freelancers. With the rise of digital media over the last 25 years, the field has expanded beyond a focus on printed materials to address design for multimedia communication, either via the Internet including websites and apps, or in stand-alone kiosk and instructional applications. During the same

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[15] https://www.bls.gov/ooh/arts-and-design/graphic-designers.htm
[16] https://www.bls.gov/ooh/arts-and-design/graphic-designers.htm
[17] https://data.virginialmi.com/vosnet/analyzer/

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period, graphic designers have seen expanded opportunities within user interface and experience design including product design, packaging, and exhibition design.

Job announcements commonly state a degree in graphic design as a required qualification, despite the abundance of resources available for those who prefer to be self-taught. "Many large companies like Amazon and Starbucks for example, have highly automated application processes that weed out applicants who do not have their college degree" regardless of experience. [18] As Collegis education consultant, Malvik, stated in *Is a Graphic Design Degree Worth it or Worthless?* "We used real-time job analysis software to examine more than 32,000 graphic design job postings from the past year. The data revealed that 91 percent of employers prefer candidates to have a degree."[19] Salary data was also analyzed, revealing that "The average salary of those requiring a degree was $65,011, compared to the $54,749 average offered for those with no degree needed."[20] Employers find more value in a candidate with a degree, as it presents more concrete evidence of expertise and knowledge in a specific field. Malvik also talked to professionals in the field "who say if they were making a hiring decision between two skilled designers, they would choose the degree holder over the self-taught designer."[21]

Below are statements by experts in the field Callie Malvik highlighted in her article:[22]

> "Obtaining a degree in graphic design validates your dedication and brings credibility to your occupation," says Lisa Chu, CEO of Black N Bianco. In her opinion, a graphic designer with a degree will be hired over one without nine out of 10 times.

> Steven Annese frequently hires graphic designers for EliteFixtures.com, an eCommerce retailer. He also favors formally educated designers because they require less training and explanation and are more efficient overall.

> "Given a choice, I will only hire formally trained graphic designers," Riemer says.

Job announcements may be found in Appendix E.

Student Demand

Two areas of evidence demonstrate strong student demand for the proposed Bachelor of Fine Arts (BFA) degree program in Graphic Design:

1. Enrollment from the past five years in the graphic design major within the existing BFA in Fine Arts, based on data from the Office of Institutional Research at Old Dominion University.

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[18] http://thedeependdesign.com/graphic-design-education/
[19] https://www.rasmussen.edu/degrees/design/blog/graphic-design-degree-worth-it/
[20] https://www.rasmussen.edu/degrees/design/blog/graphic-design-degree-worth-it/
[21] https://www.rasmussen.edu/degrees/design/blog/graphic-design-degree-worth-it/
[22] https://www.rasmussen.edu/degrees/design/blog/graphic-design-degree-worth-it/

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YEAR	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018
HEADCOUNTS	42	52	24	39	62

2. A survey conducted among…..

Survey results are presented in Appendix F.

Projected enrollment:

Year 1		Year 2		Year 3		Year 4 **Target Year** (2-year institutions)			Year 5 **Target Year** (4-year institutions)		
2019 - 2020		2020 - 2021		2021 - 2022		2022 - 2023			2023 – 2024		
HDCT	FTES	HDCT	FTES	HDCT	FTES	HDCT	FTES	GRAD	HDCT	FTES	GRAD
55	50	55	50	55	50	55	50		55	50	13

Assumptions:
Retention percentage: 80%
Full-time students: 90% / Part-time students: 10%
Full-time student average credits hours per semester: 15
Part-time student average credits hours per semester: 6-9
Full-time students graduate in 4 years
Part-time students graduate in 8 years

Duplication

Two public institutions, Longwood University and Virginia Commonwealth University, offer degree programs that are similar or related to the proposed program. In addition, James Madison University, Norfolk State and Virginia Tech offer majors that are similar to the proposed degree program within their BFA in Art or BA in Fine Arts.

Longwood University (LU) offers a BFA in Graphic Design and Animation (GAND) that requires 120 credit hours.

Similarities:
The LU program has three required courses in its core that are similar to three courses in the ODU core. Common content is covered in History or Western Art, Modern Art and History of Graphic Design. There are some similarities between the graphic design courses offered at LU and those offered in the proposed program at ODU, such as Typography 1 and 2, and Illustration.

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Differences:
At LU, students are not required to take art foundations or art studio courses, and ODU students will be required to take such courses in the proposed program. LU students take two art history courses, while students in the proposed program at ODU will take four art history courses. ODU's core includes art studio and art history courses. As a graduation requirement, all students in the LU program must participate in, and pass, five annual portfolio assessments. They also have a student-run agency course, Design Lab, which students can take up to four times. ODU doesn't have a student-run agency course.

Virginia Commonwealth University (VCU) offers a BFA in Graphic Design, requiring 120 credit hours.

Similarities:
The VCU program has three required courses in its core that are similar to three required courses in the ODU core. Common content is covered in two art history survey courses and a drawing studio course. Students at VCU are required to apply to the graphic design program in their second year. ODU's proposal has a similar second year application requirement. There are some similarities between the graphic design required courses offered at VCU and in the proposed ODU program, such as Typography 1 and 2, Design Systems, Interaction, Seminar and Capstone.

Differences:
The VCU program has two portfolio reviews, one at the end of the second year and another at the end of the junior year. These reviews determine whether the student can continue in the program. ODU has one review at the end of the second year. VCU has a professional studio called Design Center that students can take as a course up to 4 times. ODU does not have a professional studio course. VCU students take 51 credit hours in required graphic design coursework, and 12 credit hours in graphic design elective credits.

James Madison University (JMU) offers a BFA in Art with a major in graphic design that requires 120 credit hours.

The program is similar to ODU's existing Bachelor of Fine Arts in Fine Arts with a major in graphic design. A number of required courses at JMU are comparable to those in the proposed program; however, the major is not a stand-alone degree program and does not offer the full depth and breadth of the coursework offered in the proposed ODU degree program.

Norfolk State University (NSU) offers a BA in Fine Arts with a track in graphic design that requires 120 credit hours.

The program is similar to ODU's existing Bachelor of Fine Arts in Fine Arts with a major in graphic design. A number of required courses at VT are comparable to those in the proposed program; however, the major is not a stand-alone degree program and does not offer the full depth and breadth of the coursework offered in the proposed ODU degree program.

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Virginia Tech (VT) offers a BFA in Art with a major in visual communication design that requires 120 credit hours.

The program is similar to ODU's existing Bachelor of Fine Arts in Fine Arts with a major in graphic design. A number of required courses at VT are comparable to those in the proposed program; however, the major is not a stand-alone degree program and does not offer the full depth and breadth of the coursework offered in the proposed ODU degree program.

Fall headcounts[23] and graduates[24] are available for the LU and VCU degree programs in the chart below.

Headcounts	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018
Longwood		82	87	98	104
VCU	226	208	213	238	251
Graduates	**2013-2014**	**2014-2015**	**2015-2016**	**2016-2017**	**2017-2018**
Longwood			5	13	16
VCU	72	70	72	53	66

Projected Resources for the Proposed Program

Resource Needs

Old Dominion University has adequate faculty, staff, equipment, space, and library resources to launch and maintain the proposed BFA degree program in Graphic Design. The following subsections detail the resources required to operate the program from its initiation through the target year. The proposed program allocates 1.0 FTE of instructional effort for every 18.0 FTE of enrollment. The proposed program will therefore require a total of 2.75 FTE of instructional effort in 2019-20, and remaining the same through the target year 2023-2024.

Full-time Faculty
All three existing faculty members will teach in this proposed program, and will dedicate 100% of their teaching load to this program. Full-time faculty represent 2.75 FTE in the first year and into the target year.

Part-time Faculty
No part-time faculty will teach in the proposed program.

Adjunct Faculty
The department anticipates that no adjunct faculty will to be hired to teach in the proposed program.

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[23] http://research.schev.edu/enrollment/E16_report.asp
[24] http://research.schev.edu/Completions/C1Level2_Report.asp

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Graduate Assistants
No graduate assistantships are being requested to launch and sustain the proposed program.

Classified Positions
One classified position in the Department of Art, an Administrative Office Specialist, will provide support for students and faculty in the proposed degree program. It is estimated that 20% ($6,000 in salary; $2,314 in benefits) of the individual's time will be devoted to this program.

Equipment (including computers)
No new equipment resources are needed to initiate and sustain this proposed program.

Library
No additional resources are needed to launch and sustain the proposed degree program. The University Libraries have a comprehensive collection in the graphic design discipline ranging from foundational to advanced design topics. Many current journals, such as Communication Arts and EYE Magazine, are found in the library or on online databases, and the library has a robust interlibrary loan program for resources outside of the current collection.

Telecommunications
No new telecommunication resources are needed to launch and sustain the proposed program.

Space
No additional space is required to launch and sustain the proposed program.

Targeted Financial Aid
Financial aid will not be available or required to launch and sustain the proposed program.

Other Resources (specify)
No other resources are needed to initiate and sustain this proposed program.

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Resource Needs: Parts A-D

Part A: Answer the following questions about general budget information.

- Has the institution submitted or will it submit an addendum budget request to cover one-time costs?   Yes ☐ No ☒

- Has the institution submitted or will it submit an addendum budget request to cover operating costs?   Yes ☐ No ☒

- Will there be any operating budget requests for this program that would exceed normal operating budget guidelines (for example, unusual faculty mix, faculty salaries, or resources)?   Yes ☐ No ☒

- Will each type of space for the proposed program be within projected guidelines?   Yes ☒ No ☐

- Will a capital outlay request in support of this program be forthcoming?   Yes ☐ No ☒

Part B: Fill in the number of FTE and other positions needed for the program				
	Program Initiation Year **2019-2020**		**Expected by** **Target Enrollment Year** **2023- 2024**	
	On-going and reallocated	**Added (New)**	**Added (New)***	**Total FTE positions**
Full-time faculty FTE*	2.75			2.75
Part-time faculty FTE**				0.00
Adjunct faculty				0.00
Graduate assistants (HDCT)				0.00
Classified positions	0.20			0.20
TOTAL	2.95	0.00	0.00	2.95
*Faculty dedicated to the program. **Faculty effort can be in the department or split with another unit.				
*** Added **after** initiation year				

Part C: Estimated resources to initiate and operate the program				
	Program Initiation Year **2019- 2020**		**Expected by** **Target Enrollment Year** **2023- 2024**	
Full-time faculty	2.75	0.00	0.00	2.75
salaries	$173,250			$173,250
fringe benefits	$66,823			$66,823
Part-time faculty (faculty FTE split with unit(s))	0.00	0.00	0.00	0.00
salaries				$0
fringe benefits				$0
Adjunct faculty	0.00	0.00	0.00	0.00
salaries				$0
fringe benefits				$0
Graduate assistants	0.00	0.00	0.00	0.00
salaries				$0
fringe benefits				$0
Classified Positions	0.20	0.00	0.00	0.20
salaries	$6,000			$6,000
fringe benefits	$2,314			$2,314
Personnel cost				
salaries	$179,250	$0	$0	$179,250
fringe benefits	$69,137	$0	$0	$69,137
Total personnel cost	$248,387	$0	$0	$248,387
Equipment				$0
Library				$0
Telecommunication costs				$0
Other costs				$0
TOTAL	**$248,387**	**$0**	**$0**	**$248,387**

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Part D: Certification Statement(s)

The institution will require additional state funding to initiate and sustain this program.

_____ Yes _____
Signature of Chief Academic Officer

__X__ No _____
Signature of Chief Academic Officer

Please complete Items 1, 2, and 3 below.

1. Estimated $$ and funding source to initiate and operate the program.

Funding Source	Program initiation year 2019 - 2020	Target enrollment year 2023 - 2024
Reallocation within the department *(Note below the impact this will have within the department.)*	$248,387	$248,387
Reallocation within the school or college *(Note below the impact this will have within the school or college.)*		
Reallocation within the institution *(Note below the impact this will have within the institution.)*		
Other funding sources *(Specify and note if these are currently available or anticipated.)*		

2. Statement of Impact/Funding Source(s). A separate explanation is required for each source used.

Reallocation within the department
The Department of Art will be the primary funding source to initiate and sustain the proposed degree program. Department funding includes reallocation of resources used for the existing major in graphic design within the BFA in Fine Arts.

Specifically, faculty, administrative support, laboratory and clinical space, library holdings, and other resources that are currently available to the graphic design major will be available

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for the proposed BFA in Graphic Design. No adverse impact is anticipated in the Department of Art or to programs offered by the department as a result of opening the proposed degree program.

3. Secondary Certification.

If resources are reallocated from another unit to support this proposal, the institution will **not** subsequently request additional state funding to restore those resources for their original purpose.

<u>X</u> Agree _____

Signature of Chief Academic Officer

___ Disagree _____

Signature of Chief Academic Officer

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APPENDICES

APPENDIX A
SAMPLE PLAN OF STUDY—FULL TIME

YEAR 1	
Fall: 12-15 Credit Hours	**Spring: 12-15 Credit Hours**
ENGL 110C (3) Mathematics (3) Language and Culture (if needed, 0-3) ARTS 202 2D Design + Color Theory (3) ARTS 231 Drawing I (3)	ENGL 211C (3) Oral Communication (3) Language and Culture (if needed, 0-3) ARTS 279 Digital Basics (3) ARTS 203 3D Design (3)
YEAR 2	
Fall: 16 Credits Hours	**Spring: 17 Credit Hours**
The Nature of Science (4) Literature (3) GDES 280 Introduction to Graphic Design (3) ARTS 311 Drawing II (3) ARTH 150 Art History Global Survey (3)	The Nature of Science (4) Information Literacy & Research (3) GDES 369 Basic Typography (3) GDES 370 BFA Continuance Review (1) ARTS 211 Introduction to Digital Photography (3) ARTH 200-Level Survey (3)
YEAR 3	
Fall: 15 Credit Hours	**Spring: 15 Credit Hours**
Human Behavior (3) GDES 371 Design Concepts (3) GDES 372 Advanced Typography (3) ARTS 200-Level Printmaking Course (3) ARTH 320W Graphic Design History (3)	Interpreting the Past (3) GDES 373 Design Systems GDES Graphic Design Elective GDES Graphic Design Elective ARTS 261 Introduction to Sculpture
YEAR 4	
Fall: 15 Credit Hours	**Spring: 15 Credit Hours**
Human Creativity (3) GDES 470 Design Seminar (3) GDES Graphic Design Elective (3) GDES Graphic Design Elective (3) ARTH 435W (3)	GDES 471 Design Capstone GDES Graphic Design Elective Philosophy and Ethics Option D (Upper Division Course) Option D (Upper Division Course) Elective (if needed to earn 120 hours)

TOTAL: 120 Credit Hours

SAMPLE PLAN OF STUDY—PART TIME

YEAR 1	
Fall: 6-9 Credit Hours	**Spring: 6-9 Credit Hours**
ENGL 110C (3) Mathematics (3) Language and Culture (if needed, 0-3)	ENGL 211C (3) Oral Communication (3) Language and Culture (if needed, 0-3)
YEAR 2	
Fall: 6 Credits Hours	**Spring: 9 Credit Hours**
ARTS 202 2D Design + Color Theory (3) ARTS 231 Drawing I (3)	ARTS 279 Digital Basics (3) ARTS 203 3D Design (3) Information Literacy & Research (3)
YEAR 3	
Fall: 7 Credit Hours	**Spring: 7 Credit Hours**
The Nature of Science (4) Literature (3)	The Nature of Science (4) GDES 280 Introduction to Graphic Design (3)
YEAR 4	
Fall: 9 Credit Hours	**Spring: 7 Credit Hours**
ARTS 311 Drawing II (3) ARTH 150 Art History Global Survey (3) ARTH 200-Level Survey (3)	GDES 369 Basic Typography (3) GDES 370 BFA Continuance Review (1) ARTS 211 Introduction to Digital Photography (3)
YEAR 5	
Fall: 9 Credit Hours	**Spring: 6 Credit Hours**
Human Behavior (3) GDES 371 Design Concepts (3) GDES 372 Advanced Typography (3)	ARTS 200-Level Printmaking Course (3) ARTS 261 Introduction to Sculpture
YEAR 6	
Fall: 9 Credit Hours	**Spring: 6 Credit Hours**
Interpreting the Past (3) ARTH 320W Graphic Design History (3) GDES 373 Design Systems (3)	GDES Graphic Design Elective GDES Graphic Design Elective
YEAR 7	
Fall: 6 Credit Hours	**Spring: 9 Credit Hours**
Human Creativity (3) GDES Graphic Design Elective (3)	GDES 470 Design Seminar (3) GDES Graphic Design Elective (3) ARTH 435W Modern Architecture (3)
YEAR 8	
Fall: 9 Credit Hours	**Spring: 6 Credit Hours**
GDES Graphic Design Elective Option D (Upper Division Course) Option D (Upper Division Course)	Philosophy and Ethics GDES 471 Design Capstone Elective (if needed to earn 120 hours)

TOTAL: 120 Credit Hours

Art History Foundation Courses

ARTH 150. Art History Global Survey. 3 Credits.
This course provides an opportunity to discover, appreciate, and acquire broad knowledge of art history through the ages, from the Prehistoric era to contemporary times within a global perspective. Students will learn to examine and critically analyze major forms of artistic expression from diverse cultures and periods of art in order to understand their individual and collective contributions to the arts.

ARTH 320W. History of Graphic Design. 3 Credits.
A critical study of the formal, cultural, and intellectual developments of the graphic design discipline, including related activity in fine art, illustration, and industrial design. This is a writing intensive course.

ARTH 435W. Modern Architecture. 3 Credits.
An examination of the architecture, planning, and related design of the twentieth and twenty-first centuries around the globe. Special emphasis is placed on the formation of the international style between the world wars and its disintegration in the recent past. This is a writing intensive course; the course also satisfies the general education impact of technology requirement.

Art Studio Foundation Courses

ARTS 202. 2D Design + Color Theory. 3 Credits.
An introduction to pictorial design via an intensive study of the elements and principles of art and design and Gestalt Theory. These fundamental ideas are reinforced as color theory principles are introduced, such as: additive and subtractive color systems, color interaction, and harmonies as well as the phenomenon of simultaneous contrast.

ARTS 231. Drawing I. 3 Credits.
An intensive studio course that fosters observational and visualization skills through a comprehensive exploration of composition, linear perspective, and sighting and measuring techniques. These principles are executed by utilizing line and value with a variety of media including graphite, charcoal, and ink. Investigations of the discipline's historic and contemporary dimensions support the course objectives.

ARTS 279. Digital Basics. 3 Credits.
An introduction to the Macintosh computer and operating system and its applications to visual arts project production. Includes an overview of computer hardware and software used in print multimedia and imaging for visual communications and examines the impact of digital technologies upon art and design.

ARTS 203. 3D Design. 3 Credits.
A basic course examining the relation of form and structure in a three-dimensional environment.

Art Studio Courses

ARTS 211. Introduction to Digital Photography. 3 Credits.
Introduction to conceptual, technical and historical aspects of photography as a creative medium using digital technology. Technical areas covered include camera use, digital image processing, and digital printing. Class time is divided between demonstrations of applicable skills, in class work time, lectures and critiques.

ARTS 261. Introduction to Sculpture. 3 Credits.
Conceptual thinking in three dimensions; the development of visual capacity and spatial sense through direct experience in materials.

ARTS 331. Drawing II. 3 Credits.
This is an intensive studio course that builds on the perceptual and technical skills developed in ARTS 231. Using a variety of media including ink, charcoal, graphite, and chalk pastels, initial coursework will act as a review of direct observational drawing skills with an introduction to the formal optics of color perception and interaction through the framework of drawing. Students will begin exploring the expressive potential of drawing through thematically-driven projects during the second half of the semester.

ARTS. 200-Level Printmaking Course. 3 Credits.
Select one of the following:

ARTS 257. Print I: Intaglio and Relief. 3 Credits.
A basic introduction to the aesthetic and conceptual possibilities of print media, focusing primarily on Intaglio and Relief printing techniques. Studio projects and demonstrations will be supplemented with lectures and readings exploring the significance of print to contemporary artists.

ARTS 258. Print I: Screenprint and Lithography. 3 Credits.
A basic introduction to the aesthetic and conceptual possibilities of print media, focusing primarily on Screenprinting and Lithography. Studio projects and demonstrations will be supplemented with lectures and readings exploring the significance of print to contemporary artists.

ARTS 259. Print I: Letterpress and Book Arts. 3 Credits.
A basic introduction to the aesthetic and conceptual possibilities of print media, focusing primarily on Letterpress and Book Arts. Studio projects and demonstrations will be supplemented with lectures and readings exploring the significance of print to contemporary artists.

Graphic Design Courses

GDES 280. Introduction to Graphic Design. 3 Credits.
This course is restricted to graphic design intended majors, and is the first course in the graphic design sequence. This course includes intensive study of the basic principles, theories and methods of graphic design, and the creation of visual communication. Topics of study include

the characteristics and compositional principles applied to symbol, image, and letterform, as well as the history and practice of graphic design. Emphasis will be placed on creative process, developing visual concepts, formal values, use of materials, and craft.

GDES 369. Basic Typography. 3 Credits.
This course is restricted to graphic design intended majors, and is the second course in the graphic design sequence. This course includes intensive study of the history, terminology, theory, and application of typography, and the creation of visual communication with particular emphasis on typographic content. Topics of study include typographic form and meaning, hierarchy, legibility and readability, structure and composition, and the management of written content within the design process. Specialized technical instruction includes software applications for document construction, layout, and letterform manipulation, building upon the experiences of ARTS 279.

GDES 370. BFA Continuance Review. 1 Credit.
This course is restricted to graphic design intended majors seeking continuance into the Graphic Design Program, and is the third course in the graphic design sequence. It must be taken concurrently with GDES 369: Basic Typography. Students will document their creative work from the required courses (ARTS 202, ARTS 231, ARTS 279, GDES 280 and GDES 369) and prepare a portfolio and application materials for the continuance review. At the conclusion of the semester, students will submit their review materials and complete the test of digital imaging skills. Students must pass this course to be admitted into the graphic design program.

GDES 371. Design Concepts. 3 Credits.
This course is restricted to students admitted to the graphic design program, and is the fourth course in the graphic design sequence. This course includes intensive study of the development of creative and effective ideation for application to graphic design problems from selected aspects of the field. Topics of study include project research, content development, messaging, and individual and collaborative creative processes. Emphasis will be placed on critical skills, articulation, productivity, and response to clients, audiences and contexts.

GDES 372. Advanced Typography. 3 Credits.
This course is restricted to students admitted to the graphic design program, and is the fifth course in the graphic design sequence. It must be taken concurrently with GDES 371: Design Concepts. This advanced course continues the development of typographic practice, and the creation of visual communication with an emphasis on the integration of typographic content and image. Topics of study include advanced issues in typographic hierarchies and composition, the organization, management and delivery of content, typeface selection, and typesetting. The course will also explore issues pertaining to meaning, concept, and expression.

GDES 373. Design Systems. 3 Credits.
This course is restricted to students admitted to the graphic design program, and is the sixth course in the graphic design sequence. This course includes intensive study of the development of creative and effective ideation for application across coordinated graphic design campaigns. Projects will address design in series and across multiple formats and media for commercial, promotional, educational, and informational contexts.

GDES 470. Design Seminar. 3 Credits.
This course is restricted to students admitted to the graphic design program, and is the seventh course in the graphic design sequence. This course introduces students to the broader opportunities and directions present in contemporary design. Through readings, discussion, and self-directed and self-determined projects, students will explore personal directions and sensibilities in their design practice.

GDES 471. Design Capstone. 3 Credits.
This course is restricted to students admitted to the graphic design program, and is the eighth course in the graphic design sequence. Students in this course will prepare for transition to design practice through the creation of a portfolio of design work or the completion of a thesis project appropriate to their personal and career goals. Course topics will include career options, self-promotion, resume preparation, portfolio design and production, market selection, and interview skills. All students are required to present their work at the Graphic Design Senior Exit Review.

Graphic Design Restricted Elective Courses

GDES 374. Web Design. 3 Credits.
This advanced course is an introduction to the basic methods and techniques used to design for web based delivery. Topics of study include; site management and organization, navigation, grid structures, hierarchy and inventory of content, appropriate use of type and graphics, and format. Emphasis will be placed on process and research, appropriateness, accessibility, dynamic user interface experiences.

GDES 375. Poster Design. 3 Credits.
This advanced course is devoted to the creation of creative and thought provoking posters for organizations, events, productions and companies. Problem solving is structured to develop conceptual skills and research methodology for the design of posters. The class will utilize analog and digital formats for production.

GDES 376. Typographic Design. 3 Credits.
This advanced course continues the study of typographic form, context, and communication in graphic design. Projects will address exploration in application, letterform creation, experimentation in media, and discovery of letterform traditions outside the western foundry tradition. The course will also explore issues pertaining to meaning, concept, legibility, and expression.

GDES 377. Illustrative Design. 3 Credits.
This advanced course is devoted to the study and creation of graphic illustration. Through lecture and demonstration students will explore the particular design and conceptual characteristics and techniques that distinguish the work of notable graphic designers and illustrators. Studio exercises are structured to develop the use of advanced digital imaging tools with an emphasis upon integrating traditional drawing skills and media.

GDES 378. Brand Identity. 3 Credits.
This advanced course is devoted to the study and design of coordinated systems of visual communication elements used to identify a company or cause. Projects will address project research, creative brief development, messaging, and effective ideation for application across coordinated graphic design campaigns for print and digital delivery.

GDES 379. Environmental Graphics. 3 Credits.
This advanced course is devoted to the study and creation of designed elements, spaces, and experiences that communicate identity and information while connecting people to place. Projects will address wayfinding systems, architectural graphics, signage, point of purchase design, exhibit design, and mapped and themed environments.

GDES 380. Art Direction. 3 Credits.
This advanced course is devoted to the development of conceptual strategies for communication design across a variety of advertising media. Topics of study will include project research, creative brief development, messaging, headline development, and the development of creative and effective ideation for application across coordinated advertising campaigns. This course introduces contemporary advertising strategies and practice for traditional and digital delivery and explores the interaction of advertising and graphic design.

GDES 381. Interactive Design. 3 Credits.
This advanced course is devoted to creating dynamic design solutions for interactive devices, systems, and services. Students will learn to apply observational techniques to understand interactions in context, develop conceptual models and representations to assess the perspectives of prospective users, and develop interactions that are understandable and useful. Students will be introduced to the fundamental digital design process, and will experiment with a variety of interactive and dynamic design applications.

GDES 382. Design Internship. 3 Credits.
This advanced course is an individualized internship that focuses on the student's emphasis within the graphic design industry. Each credit purchased equates to 40 hours of on-site industry specific training and is normally taken during the last semester of a student's major. Students participate on-site with professionals and are evaluated by predetermined curriculum objectives that have been agreed upon by the employer, instructor and student. This course provides the student with valuable on-the-job experience, interaction with industry professionals, and preparation for job entry. Students must interview for and acquire their internship site. It is recommended that the student seek out instructor expertise for possible recommendation.

GDES 472. Package Design. 3 Credits.
This advanced course is devoted to the study and creation of packaging, package labeling, and associated collateral materials. Problem solving is structured to develop conceptual skills and research methodology for the design of forms employed to contain, protect, preserve, transport, and display information about a product. The course utilizes traditional and digital formats.

GDES 473. Book Design. 3 Credits.
This advanced course is devoted to the study and creation of single volume and limited edition books. Problem solving is structured to develop conceptual skills and research methodology for the creation of original content intended for publication. Studio exercises emphasize the integration of traditional image creation and media with advanced digital imaging tools.

GDES 474. Motion Graphics. 3 Credits.
This advanced course is an introduction to the basics of motion graphic design processes, and focuses on the creative and technical processes of creating motion graphics (predominantly 2D) for a variety of mediums including film, broadcast, DVD, and web. Students will gain practical experience in the development of an animated broadcast graphics package. Motion graphics in the context of interactive interfaces is also explored.

GDES 475. Editorial Design. 3 Credits.
This advanced course is an examination of conceptual and design strategies associated with the layout of multi-page publications. Emphasis is placed on organizational and hierarchical systems, continuity and pacing, and the integration of image and type.

GDES 476. Letterpress Design. 3 Credits.
This advanced course is devoted to the study and creation of expressive printed matter by means of foundry and wood type. Through lecture and demonstration students will explore the design and conceptual opportunities unique to moveable typographic composition and letterpress printing.

GDES 395/396 or GDES 495/496. Topics in Graphic Design. 3 Credits.
A course of selected topics designed for elective credit within the graphic design program. These courses will appear in the course schedule, and will be more fully described in information distributed to all academic advisors.

GDES 497/498. Tutorial Work in Graphic Design. 3 Credits.
An independent investigation of a subject selected and conducted under the advisement of a graphic design instructor.

APPENDIX C
EXISTING AND SPIN-OFF CURRICULA

	BFA in Fine Arts Major in Graphic Design Existing Curriculum	BFA in Graphic Design Spin-Off Curriculum
Lower-Division General Education	**38-47 credit hours**	**38-44 credit hours**
Art History	ARTH 150 (3)	ARTH 150 (3)
	200-level ARTH (3)	ARTH 200 (3)
	300-level ARTH (3)	ARTH 320W (3)
	400-level ARTH (3)	300- or 400-level ARTH (3)
	Writing-Intensive Course (3)	
	Total 15 credit hours	**Total 12 credit hours**
Art Studio Foundations	ARTS 202 (3)	ARTS 202 (3)
	ARTS 203 (3)	ARTS 203 (3)
	ARTS 204 (3)	ARTS 231 (3)
	ARTS 231 (3)	ARTS 279 (3)
	ARTS 279 (3)	
	Total 15 credit hours	**Total 12 credit hours**
Art Studio	ARTS 211 (3)	ARTS 211 (3)
	ARTS 261 (3)	ARTS 261 (3)
	ARTS 331 (3)	ARTS 331 (3)
	200-level printmaking (3)	200-level printmaking (3)
	ARTS 241, 263, 281, 291 or 392 (3)	
	Total 15 credit hours	**Total 12 credit hours**
Major Coursework	ARTS 271 Intro Graphic Design (3)	GDES 280 Intro Graphic Design (3)
	ARTS 370 Basic Typography (3)	GDES 369 Basic Typography (3)
	ARTS 365 Graphic Design Continuation Review (1)	GDES 370 Graphic Design Continuation Review (1)
	ARTS 371 Design Concepts (3)	GDES 371 Design Concepts (3)
	ARTS 379 Advanced Typography (3)	GDES 372 Advanced Typography (3)
	ARTS 372 Design Systems (3)	GDES 373 Design Systems (3)
	ARTS 471 Design Seminar (3)	GDES 470 Design Seminar (3)
	GDES 471 Design Capstone (3)	GDES 471 Design Capstone (3)
	Restricted Elec (9)	Restricted Elec (15)
	Total 31 credit hours	**Total 37 credit hours**
Upper-Division General Education	**6-15 credit hours**	**6-15 credit hours**
Elective, if needed		
Total	**120-135 credit hours**	**120-135 credit hours**

APPENDIX D
ABBREVIATED CVs

Ivanete Blanco, MFA in Visual Communication, 2003, University of Oklahoma, Associate Professor of Art. Specialization area: Graphic Design (branding, typography and digital design)

Kenneth FitzGerald, MFA in Design, 1996, Massachusetts College of Art, Professor of Art. Specialization areas: Graphic Design (history, theory and criticism)

David Shields, MFA in Graphic Design, 1992, Savannah College of Art and Design, Assistant Professor of Art. Specialization area: (branding, typography and graphic design systems)

APPENDIX E
EMPLOYMENT DEMAND
JOB ANNOUNCEMENTS

APPENDIX F
STUDENT DEMAND
SURVEY AND SURVEY RESULTS