

California State University, Fresno

New Degree Proposal

Degree:	B.F.A. in Graphic Design
Department:	Art and Design
School:	College of Art and Humanities

Proposal for New Degree Major Program

1. Program Type

New Program

2. Program Identification

a. Campus

California State University, Fresno

b. Full and exact degree designation and title (e.g. Master of Science in Genetic Counseling, Bachelor of Arts with a Major in History).

B.F.A. in Graphic Design - Bachelor of Fine Arts in Graphic Design

c. Date the Board of Trustees approved adding this program projection to the campus Academic Plan.

Fall 2007

d. Term and academic year of intended implementation (e.g. Fall 2007).

Fall 2008

e. Name of the department(s), division, or other unit of the campus that would offer the proposed degree major program. Please identify the unit that will have primary responsibility.

Department of Art and Design - *primary responsibility*
College of Arts and Humanities

f. Name, title, and rank of the individual(s) primarily responsible for drafting the proposed degree major program.

Doug Hansen, Associate Professor
Charles Shields, Professor
Martin Valencia, Associate Professor

*g. Statement from the appropriate campus administrative authority that the addition of this program supports the campus mission and will not impede the successful operation and growth of existing academic programs. (CPEC “**Appropriateness to Institutional and Segmental Mission**”)*

See attachment.

h. Any other campus approval documents that may apply (e.g. curriculum committee approvals).

The BFA in Graphic Design proposal has been approved at the pertinent university's committees.

See attachments.

- i. *Please specify whether this proposed program is subject to WASC Substantive Change review.*

This program is not subject to WASC substantive change review.

- j. ***Optional: Proposed Classification of Instructional Programs (CIP) Code and CSU Degree Program Code***

CIP Code- 50.0409

CSU Degree Program Code – 10091

See attachments.

3. Program Overview and Rationale

- a. *Rationale, including a brief description of the program, its purpose and strengths, fit with institutional mission, and a justification for offering the program at this time. The rationale may explain the relationship among the program philosophy, design, target population, and any distinctive pedagogical methods. (CPEC “**Appropriateness to Institutional and Segmental Mission**”)*

Since the 1960s, the California State University, Fresno has offered Graphic Design as an area of study in different colleges and disciplines. The proposed B.F.A. in GD is the continual evolution of the existing degree- Bachelor of Arts with a Graphic Design Option (B.A. in Art). By adopting the fine arts and graphic design core components of the existing curriculum, the proposed degree allows for a straightforward transition and implementation for the student, faculty, and the university. It also creates a viable degree for the student and will enhance the program's depth for the future of the College of Art and Humanities, the Department of Art and Design, and the Graphic Design Area.

For the past few years, the graphic design area has seen a steady growth and demand of student enrollment, as evident by the statistics provided in this document. This demand is partly due to the continual ability and necessity of the graphic design field to integrate and apply new technologies to the diverse and ever-changing realm of the visual communications area that include not only print based technologies but also web and motion design. The continual adaptability and assimilation of graphic design attracts new students to the field and our program. The field in general has become very diverse in disciplines, technological applications, and competitive in the commercial market.

These notions illustrate that an extensive, high quality education is necessary to be able to contend with the competition and marketability of our students. Furthermore, the student who shows outstanding ability and potential direction in a particular aspect of graphic design is limited in their opportunities within the current program to further investigate and develop their particular aptitude that includes their career choice. The enrollment, the continual change of graphic design, and the student's necessity to compete in the educational and commercial aspects of graphic design confirm the need for a new professional degree - Bachelor of Fine Arts in Graphic Design (B.F.A. in GD) in our university, Fresno, and the San Joaquin Valley.

NASAD (National Association of Schools of Art and Design), and AIGA (American Institute of Graphic Arts) acknowledge two primary types of undergraduate degrees that are consistent with academic practice. To distinguish their basic point of reference, these are defined as “professional” and “liberal arts” degrees. The primary focus and concentration of the professional degree is intensive work in art or design supported by a program of general studies. The liberal arts degree central focus is on art and design in the context of a broad program of general studies.

The proposed degree is based on the guidelines set by NASAD accreditation for professional degrees that include Bachelor of Fine Arts in Graphic Design and normally require that at least 65% of the course credit be in the creation and study of art and design. Accreditation for liberal Arts degrees include Bachelor of Arts with a major in art or design normally requires that 30–45% of the total course credit toward the degree be in the creation and study of the visual arts. In calculating curricular guidelines, the association uses a four-year degree program of 120 semester hours as the basis for determining percentages of various components for the degree. Our proposed degree falls within the parameters of total units required for NASAD accreditation as well as the total 120 units set by the university.¹

Students, who are now enrolled in the “liberal arts” degree- B.A. in Art with a Graphic Design Option, enter with wide-ranging abilities, capacities and expectations that vary from an interest in traditional visual art techniques to the application of digital technology. Our current graphic design option provides a strong foundation in art and offers instruction in design, typography, illustration, computer graphics, Internet design, graphic design history, and professional practices. These are all significant and important components of the study of graphic design. However, the program has no particular emphasis for graphic design and lacks the intensive development needed for such an emphasis. The proposed degree offers three well-developed emphases; they are graphic design, illustration, and interactive multimedia design.

The B.F.A. in Graphic Design is an established professional degree in the academic and commercial field of art and design. We believe that the nomenclature of the degree itself, B.F.A. in Graphic Design, is important because it clearly signals the area of expertise and achievement level of those who have earned the degree. Thus, the degree awarded in the proposed program is a distinctive one.

The intrinsic, positive value of a B.F.A. degree in GD is reiterated in the findings of our survey of local (Fresno area) advertising and graphic design firms. It concludes that these agencies have high regard and strong consideration for students with a B.F.A. degree in GD versus those with a BA, AA, and/or high school diploma. The degree is also highly regarded in Academe when applying to graduate school, specifically those offering a Master's of Fine Art degree.

Finally, we the faculty of the graphic design area believe that this proposed B.F.A. in Graphic Design degree will help us better serve our students and have a positive effect on the continuing development of our department. For the students, it will provide a specific, concentrated, and fully developed course of study and superior choices in regards to career paths in the graphic design field. For the Department of Art and Design, it will serve notice that our school is ready to move forward and accept the challenge of offering a better quality education.

¹NASAD. "National Association of Schools of Art and Design Handbook: 2005 -2006." Reston, Virginia: NASAD, 2005.

- b. *Proposed catalog description, including program description, degree requirements, and admission requirements. For master's degrees, please also include catalog copy describing the culminating experience requirement(s).*

B.F.A. in Graphic Design

Areas of Emphasis:

- Graphic Design
- Illustration
- Interactive Multimedia Design

The Bachelor of Fine Arts in Graphic Design degree is a professional program providing directed studies and is designed for students seeking in-depth preparation for specialized educational and career goals.

The curriculum explores the many aspects of graphic design including the physical, cognitive, social, and cultural human factors. It will also explore theories, principles, and practice in relation to typography, illustration, computer graphics, web design, motion graphics, history of graphic design, and creative, critical visual thinking skills that are applicable to professional practice and to meet entrance requirements to graduate school.

**Bachelor of Fine Arts
Degree Requirements**

<i>Graphic Design Major</i>	<i>Units</i>
Major requirements	(72)*
Art and Design Core.....	(18)
ARTH 10 and 11.....	(6)
ART 13.....	(3)
ART 20 or ID 43.....	(3)
ART 24 or 30 or 40.....	(3)
ART 50 or 60 or 70.....	(3)

GD Lower-division requirements....(21)
GD 35, 37, 39, 41, 42, 50, 60
GD Upper-division requirements....(15)
GD 135, 179, 180, ART 116,
ARTH 132 or 136

Area of Emphasis
(I, II or III).....(18)
I.Graphic Design
GD 170, 171, 174, 175, 176, 178
II.Illustration **
GD 163,165,167,169
III.Interactive Multimedia Design
GD 150,153, 155, 157, ART 107, 117
General Education requirements..(48)

GD electives and remaining degree requirements
.....(6)**

Total units.....(120)*

* This total indicates that a maximum of two courses (6 units) in G.E. Breadth C1 and G.E. Breadth E1 will be applied to the graphic design major. These courses include ARTH 10, 11; ART 20, 40, 50 (G.E. C1); and/or ART 13 (G.E. E1). Consult the department chair or faculty advisor for additional details.

Advising Notes

1. A portfolio is required to apply to the BFA in Graphic Design degree.
2. The portfolio needs to be submitted for review only after the student has completed the art and design core courses and all the lower division graphic design required courses.
3. The student must PASS the portfolio review to be admitted into the BFA in Graphic Design degree.
4. For continuation in the BFA in Graphic Design degree, all courses required for the major must receive a letter grade of C or higher.
5. Student work may be retained for a limited period for display and accreditation visits.
6. The upper-division writing skills requirement can be met by passing the university examination or by completing a W course with a letter grade of C or higher, to be taken no sooner than the term in which 60 units are completed.
7. The General Education requirement of 48 units may be exceeded depending upon the selection of courses; such excess units may be counted under the Electives category toward the 120 -unit degree.

4. Curriculum

- a. *Goals for the (1) program and (2) [student learning outcomes](#). Program goals are very broad statements about what the program is intended to achieve, including what kinds of graduates will be produced. Student learning outcomes are more specific statements that are related to the program goals but that more narrowly identify what students will know and be able to do upon successful completion of the program.*

The GOALS for the B.F.A. in Graphic Design are:

*(Based on the 2005 STUDENT LEARNING OUTCOMES ASSESSMENT PLAN
UNDERGRADUATE PROGRAM for the Art and Design Department.)*

- To develop and provide appropriate emphasis areas of study within the graphic design curriculum that reflect contemporary paradigms, epistemologies and applications including technological advances;
- To expand and provide an extensive, concentrated graphic design curriculum with a strong foundation in fine arts;
- To graduate students who are intuitive and creative visual thinkers and are competent with the visual languages of art and design.

Within the learning outcomes of the proposed degree program, the student will be able:

- To elevate their knowledge of visual communication;
- To develop their capacity to be an intuitive and creative visual thinker including competence with the non-verbal languages of art and design;
- To enhance their skills and abilities in the use of traditional tools and computer technology in the creation, production, and distribution of graphic design, illustration, and interactive multimedia design;
- To expand their knowledge of social, cultural, ethical, and legal issues of graphic design;
- To develop the capacity to identify, research, analyze, ideate, evaluate and solve problems within a variety of physical, technological, social, and cultural context;
- To understand and apply principles of visual organization, composition, information, hierarchy, symbolic representation, typography, aesthetics, and the construction of meaningful images;
- To understand, evaluate and apply contemporary thinking about art and design including art and design history, theory and criticism from a variety of perspectives and disciplines.
- To develop and demonstrate competence in art and design techniques;
- To expand and enhance their skills and abilities in the production of graphic design;
- To become prepare to pursue a career in graphic design, illustration and/or interactive multimedia.
- To identify and evaluate a variety of fields and careers within the area of graphic design and advertising.
- To demonstrate their competency of art and design by developing a body of work for evaluation.

- b. *Plans for assessing program goals and student learning outcomes. Some planners find it helpful to develop matrices in which student learning outcomes and required courses are mapped, indicating where content related to the learning outcomes is introduced, reinforced, and practiced at an advanced level in required courses. (CPEC “Maintenance and Improvement of Quality”)*

Assessment will be done at different levels within the program. At the individual course level, each course will have its own goals and learning outcomes that will be addressed. The included matrices indicate the course, the goal and the stage and/or

level of the outcome being presented. At Graphic Design program level, all GD majors will be assessed through portfolios. The portfolio will be assessed at the entrance and exit points of the student's progress in the program. The culminating experience- senior show, will also be used to assess student's progress and final learning outcomes.

COURSE GOALS AND OBJECTIVES MATRIX

(Based on the 2005 STUDENT LEARNING OUTCOMES ASSESSMENT PLAN UNDERGRADUATE PROGRAM for the Art and Design Department. See Attachment)

I = Goal and learning outcomes are introduced in the course.

R = Goal and learning outcomes are reinforced in the course.

M = Goal and learning outcomes are met (advanced level) in the course.

GD = Graphic Design.

CG = Common Goals to all majors in the Art and Design department.

	Intro	Reinforced	Met Advanced
GD 35 Visual Communications Fundamentals	All CG All GD	All CG All GD	
GD 37 Graphic Design: Computer Imaging	CG 1,2,4,5 All GD	All CG	
GD 39 Graphic Design: Computer Layout	CG 1,2,4,5 All GD	All CG	
GD 41 Typography	CG 1,2,4	CG 1,2,4 GD 1,3,5	
GD 42 Graphic Design	All CG	All CG All GD	
GD 50 Internet Design	CG 1,2,4,5	All CG All GD	
GD 60 Illustration Techniques	CG 1,2,4,5	All CG All GD	
GD 135 History of Graphic Design	All CG All GD	All CG All GD	
GD 150 Advanced Internet Design		CG 1,2,4 All GD	All CG All GD
GD 153 Interactive Design		CG 1,2,4 All GD	All CG All GD
GD 155 Advanced Interactive Design		CG 1,2,4 All GD	All CG All GD
GD 157 Motion Graphics		CG 1,2,4 All GD	All CG All GD
GD 163 Illustration		CG 1,2,4 All GD	All CG All GD
GD 165 Digital Illustration Techniques		CG 1,2,4 All GD	All CG All GD
GD 167 Advanced Illustration		CG 1,2,4 All GD	All CG All GD
GD 169 Advanced Digital Illustration		CG 1,2,4 All GD	All CG All GD
GD 170 Typographic Design		CG 1,2,4 All GD	All CG All GD
GD 171 Advanced Typographic Design		CG 1,2,4 All GD	All CG All GD

GD 174 Graphic Systems		CG 1,2,4 All GD	All CG All GD
GD 175 Graphic Concept Development		CG 1,2,4 All GD	All CG All GD
GD 176 Packaging Design		CG 1,2,4 All GD	All CG All GD
GD 178 Professional Advertising Design		All GD	All CG All GD
GD 179 Professional Practices in GD		All GD	All CG All GD
GD 180 Graphic Portfolio Development		All GD	All CG All GD

OUTCOMES AND ASSESSMENTS

The following instruments are being used for collection of data. Faculty within each of the specific areas of study will review student data collected to evaluate performance of goals.

GOAL(S) ASSESSED:	ASSESSMENT INSTRUMENTS:	WHEN ADMINESTERED:	DATA COLLECTED BY:
GD: (Graphic Design) ALL GD GOALS	INTRO. PORTFOLIO Digital format / CD Rom	At the start of the student's graphic design curriculum. GD 35: Fundamentals of Visual Communications will be used as the starting point.	GD 35 Faculty. Portfolios will be collected in this class at the beginning of the semester.
ALL GD (Graphic Design) GOALS	EXIT PORTFOLIO Digital format / CD Rom and/or senior portfolio show	At the end of the student's graphic design curriculum and/or in the course GD 178 & 180.	GD 178 & 180 Faculty. Portfolios will be collected in this class at the end of the semester.

c. *Total number of units required for the major.*

120 units

- d. *Include a justification for any baccalaureate program that requires more than 120-semester units or 180-quarter units.*

Not Applicable.

- e. *If any formal options, concentrations, or special emphases are planned under the proposed major, identify and explain fully.*

The B.F.A. in Graphic Design will encompass three distinct areas of emphases within this degree: graphic design, illustration, and interactive multimedia design. The proposed emphases would allow the student to have a choice of area of study in which they could concentrate their education and career. The current program offers no particular area of emphasis for graphic design. Currently, the student who shows outstanding ability and direction in a particular aspect of graphic design is limited in their opportunities within the current program to further investigate and develop their particular aptitude that may include their career choice. Finally, the proposed areas of emphases would foster the focused integration of contemporary paradigms, technological advancements, research and application of graphic design that is limited within the current program.

Emphasis areas-

Graphic Design, Illustration, and Interactive Multimedia Design

The professional areas plan and execute the design of visual communication according to the needs of audiences and contexts for which communication is intended. They apply what they have learned about physical, cognitive, social, and cultural human elements to visual communication processes, planning and the creation of appropriate form that interprets, informs, instructs, educates or persuades a human response. These professionals use various technologies as means for creating visual form and as an environment through which communication takes place.

NASAD. "National Association of Schools of Art and Design Handbook: 2005 -2006." Reston, Virginia: NASAD, 2005.

Graphic Design:

Graphic designers plan, analyze, create, and evaluate visual solutions to visual communication problems. Their work ranges from the development of strategies and processes to solve large-scale visual communication problems, to the design of effective visual communication products, such as publications, packaging, exhibitions, and signage.

Graphic designers design mostly for print-based mediums that include but are not limited to corporate identities, magazines, newsletters, posters, product packaging, stationery, brochures, CD covers, newspapers, logos, and iconography. Their design processes are based on their knowledge of theories, principles and applications of graphic design including layout principles and craftsmanship in printing and

publishing. Graphic designers are responsible for creating original artwork with a visual style, design and layout that is appropriate to the project's concept and goals.

Source: American Institute of Graphic Arts, National Association of Schools of Art and Design

Illustration:

The use of visual elements such as symbols, composition, abstraction, perspective, gesture, expression or lighting, are used by the illustrator to create a specific impression or communicate a particular concept. Illustrations may be created in any medium and in any format, from two to three-dimensional. Traditional techniques of drawing, painting and collage have an honored place in illustration. Digital illustration techniques, including photographic image manipulation, are equally valid modes of communication for the illustrator. Traditional and digital techniques can be seamlessly integrated in contemporary illustrative applications

Work done by illustrators includes the following applications and venues:

Illustrators create rough sketches and finished artwork to clarify, decorate, or substitute for spoken or written messages. Illustrations may be found as components of every sort of commercial application from packaging to promotion and marketing.

The work of editorial illustrators appears in every printed medium including newspapers, graphic novels, magazines, comics, journals and books. Medical and Scientific Illustrators create graphics and three-dimensional models to demonstrate medical or biological concepts for fields such as anatomy, pathology, or surgery. Illustrators devise visual aids such as computer graphics to be used in teaching and research programs. Also, illustrators create conceptual drawings (storyboards) by hand or by computer for television and cinema. Finally, fashion artists create wearing apparel and accessory illustrations for newspapers, magazines, and catalogs.

Interactive Multimedia Design:

Interactive multimedia designers create visual solutions to visual communication problems based on interactive multimedia. Their work ranges from the development of strategies and processes to solve large-scale visual communication problems, to the design of effective visual communication products, such as web design, interactive media and computer interfaces.

Interactive multimedia designers design mostly for interactive-based mediums in which the user determines the order in which content is viewed and the execution of various functions of the interaction and/or program. This includes but is not limited to web page design, multimedia design, CD and DVD interactions, Flash motion and animation, and computer interface. Their design processes are based on their knowledge of theories, principles and applications of interactive and graphic design including layout principles and craftsmanship in video, sound and digital technologies. Interactive multimedia designers are responsible for creating original artwork with a visual style, design and layout that is appropriate to the project's

concept and goals. Some of the work done by interactive multimedia designers includes:

Creating web pages that contain information in the form of text, graphics and/or multimedia. Web pages can serve any communicative purpose, and published on the World-wide Web.

Creating time-based multimedia that incorporate image and typography sequences, animated graphics, sound and video.

Creating information architecture, interfaces, and narratives for the Internet

Creating time-based media in inter-disciplinary projects.

Creating animated graphics for television using electronic video equipment. They may create screen layouts, menus, icons and symbols, logos, charts and diagrams.

- f. *A list of all courses required for the major, specifying catalog number, title, units of credit, and prerequisites or co-requisites (ensuring that there are no “hidden” prerequisites that would drive the total units required to graduate beyond the total reported in 4c above).*

Please refer to **degree requirements** in section **3b** for a concise look at the structure of the program and the requirements for the three areas of emphases.

Bachelor of Fine Arts Degree Requirement				
Catalog Number	Course Titles	Units	NEW Courses Needed to Initiate Program and Needed After Two Years N Column	ELECTIVE Courses that can be used to satisfy requirements for the major (Depending on Emphasis of Study) X Column
	GRAPHIC DESIGN COURSES			
GD 35	GD: Visual Communication Fundamentals-	3		
GD 37	GD: Computer Imaging-	3		
GD 39	GD: Computer Layout Design-	3	N	
GD 41	Typography	3		
GD 42	Graphic Design	3		
GD 50	Internet Design	3		
GD 60	Illustration Techniques	3		
GD 135	History of Graphic Design-	3		
GD 150	Advanced Internet Design-	3		X
GD 153	Interactive Design-	3	N	X
GD 155	Advanced Interactive Design-	3	N	X
GD 157	Motion Graphics-	3	N	X
GD 163	Illustration-	3		X
GD 165	Digital Illustration Techniques-	3		X

GD 167	Advanced Illustration-	3	N	X
GD 169	Advanced Digital Illustration -	3	N	X
GD 170	Typographic Design-	3		X
GD 171	Advanced Typographic Design-	3		X
GD 174	Graphic Systems-	3		X
GD 175	Graphic Concept Development-	3	N	X
GD 176	Packaging Design-	3	N	X
GD 178	Professional Advertising Design-	3		X
GD 179	Professional Practices in Graphic Design-	3		
GD 180	Graphic Portfolio Development-	3	N	
	ART & ARTH COURSES			
ARTH 10	The Ancient & Primitive World	3		
ARTH 11	The Modern World	3		
ART 13	Design	3		
ART 20 or ID 43	Drawing or Rapid Viz.	3		
ART 24 or 30 or 40	Printmaking or Photography or Painting	3		
ART 50 or 60 or 70	Sculpture or Ceramics or Crafts	3		
ART 116	Interaction of Color	3		
ARTH 132 or 136	20 th Century Modern Art or Contemporary Art	3		
ART 107	2D Computer Art	3*		
ART 117	3D Computer Art	3*	* Interactive Multimedia Emphasis	

- g. List of elective courses that can be used to satisfy requirements for the major, specifying catalog number, title, units of credit, and prerequisites or co-requisites. Include proposed catalog descriptions of all new courses. For graduate program proposals, identify whether each course is a graduate or undergraduate offering.

GD 150	Advanced Internet Design-
GD 153	Interactive Design-
GD 155	Advanced Interactive Design-
GD 157	Motion Graphics-
GD 163	Illustration-
GD 165	Digital Illustration Techniques-
GD 167	Advanced Illustration-
GD 169	Advanced Digital Illustration -

GD 170	Typographic Design-
GD 171	Advanced Typographic Design-
GD 174	Graphic Systems-
GD 175	Graphic Concept Development-
GD 176	Packaging Design-
GD 178	Professional Advertising Design-

See attachments for proposed catalog descriptions of all courses.

Note: With regard to Sections 4f and 4g, a proposed program should take advantage of courses already offered in other departments when subject matter would have considerable overlapping content.

- h. List of any new courses that are: (1) needed to initiate the program and (2) needed during the first two years after implementation. Only include proposed catalog descriptions for new courses. For graduate program proposals, identify whether each course is a graduate-level or undergraduate-level offering.*

39. Graphic Design: Computer Layout Design (3)

Prerequisite: ART 13, GD 35. Exploration and application of layout design and pre-press software as related to the graphic design field through projects encompassing the basic skills, theories and principles of graphic design. Presents the graphics-oriented computer as a visual communication design tool. (6 lab hours)

153. Interactive Design (3)

Prerequisite: GD 41, 42, 50. Interactive design for graphic designers. Use of contemporary software to develop professionally designed, visually integrated, interactive graphics and content for Web and multimedia applications. (6 lab hours)

155. Advanced Interactive Design (3)

Prerequisite: GD 153. Integration of advanced and complex interactive content for Web and multimedia applications. Emphasis on experimentation and concept development incorporating elements from different thematic structures. (6 lab hours)

157. Motion Graphics (3)

Prerequisite: GD 153. Application of software to create visually integrated, concept driven motion graphics and interactive content multimedia and Web applications. Emphasis on research and production on advanced projects. (6 lab hours)

167. Advanced Illustration (3)

Prerequisite: GD 163. Advanced techniques in non-digital illustration. Creating illustrative visual solutions to a range of problems in graphic design, including complex and abstract subjects. Developing distinctive individual work. (6 lab hours)

169. Advanced Digital Illustration (3)

Prerequisite: GD 163, 165. Advanced digital illustration techniques. Analyzing and applying components of a visual style. Combining traditional and digital illustrative components. (6 lab hours)

175. Graphic Concept Development (3)

Prerequisites: GD 174. Examination of the importance of an underlying concept development to successful graphic design solutions. Emphasis placed on the production of strong concepts in projects such as identity applications and environmental graphics. (6 lab hours)

176. Packaging Design (3)

Prerequisites: GD 171, 175. Advanced projects in packaging with emphasis on the application and exploration of the socio-cultural, physical and legal requirements of packaging systems. (6 lab hours)

180. Graphic Portfolio Development (3)

Prerequisites: GD 176, 178 or GD 155, 157, or GD 167, 169. Organization and creation of a professional portfolio. Advanced approaches and production of various media and professional applications including practices encompassing the portfolio, exhibitions and competitions. (6 lab hours)

See attachment.

- i. *Attach a proposed course-offering plan for the first three years of program implementation, indicating, where possible, likely faculty teaching assignments.*

See attachments.

- j. *For master's degree proposals, include evidence that program requirements conform to the minimum requirements for the culminating experience, as specified in [Section 40510 of Title 5 of the California Code of Regulations](#).*

Not Applicable.

- k. *Admission criteria, including prerequisite coursework.*

After finishing their art and design core and lower division graphic design requirements, all students classified as GD majors in the B.A. in Art with GD Option may apply for the B.F.A. in Graphic Design. A formal supplemental application for the BFA program will be required. Each student must submit a portfolio of art and design work in the spring semester preceding the beginning of the fall admission cycle and pass the faculty-juried portfolio review. Students must have earned a letter C or above in all of their foundation art courses and lower-division graphic design courses. No more than three prerequisite courses may be in progress at the time of application to the program. The GD area will establish an assessment rubric for this process.

- l. *Criteria for student continuation in the program.*

For continuation in the proposed program, the student must pass their remaining upper division requirements with a C or better.

- m. *For undergraduate programs, planned provisions for articulation of the proposed major with community college programs.*

Any provision for articulation of the proposed undergraduate major with community college programs must follow university standards and procedures. Also, community college program articulation agreements must adhere to the Art and Design Department's Student Learning Outcomes Assessment Plan (SOAP). The department will continue to maintain the following classes for articulation.

Art H 10 Ancient and Primitive World
Art H 11 Modern World
Art 13 Design
ID 43 Visualization and Illustration
Art 20 Drawing
Art 24 Printmaking
Art 30 Photography
Art 40 Painting
Art 50 Beginning Sculpture

Art 60	Beginning Ceramics
Art 70	Crafts
Art 40	Painting
Art 50	Beginning Sculpture
Art 60	Beginning Ceramics
Art 70	Crafts

- n. If there is a [Lower-Division Transfer Pattern \(LDTP\)](http://www.calstate.edu/AcadAff/ldtp.shtml) for this major, indicate the relationship between the LDTP and the requirements presented in this proposal. Information on LDTP is available at: <http://www.calstate.edu/AcadAff/ldtp.shtml>

The Lower Division Transfer Pattern for this major is at Phase I. The transfer pattern illustrates the coursework available to students when transferring into our institution. The pattern indicates that students can transfer the art core requirements of the BFA program including most of the general education requirements.

See Attachment.

- o. Advising “roadmaps” that have been developed for the major.

Advising “roadmaps” have been developed for the program. They include the three different areas of emphasis- Graphic Design, Illustration and Interactive Multimedia. Also included are the “sequence of courses” patterns for each of the areas of emphasis that illustrate the required coursework planned in a four-year term.

See Attachments.

- p. Provision for meeting accreditation requirements, if applicable, and anticipated date of accreditation request (including the WASC Substantive Change process).

NASAD (National Association of Schools of Art and Design) accreditation will be proposed after the full implementation of the B.F.A. in Graphic Design degree. The anticipated application would be 2013 – 2014 academic year, five years after implementation. The proposed degree is based upon the requirements of the accreditation body that include the following guidelines: studies in **graphic design comprise 25–35%** of the total program; **supportive courses in art and design, 20–30%**; studies in **art and design history, 10–15%**; and **general studies and electives, 25–35%**. Studies in the major area, supportive courses in art and design, and studies in visual arts and design history normally total at least 65% of the curriculum. Also, curricular programs with majors in specific areas of specialization need to be represented and taught by faculty with appropriate training and experience in that area of concentration.¹ Other requirements include a formal entrance and exit evaluation to the program via a body of work for evaluation that demonstrates the student’s competency in art and design.

5. **Need for the Proposed Degree Major Program**
(CPEC “Societal Need,” “Number of Existing Programs in the Field,” and “Advancement of the Field”)

- a. *List of other California State University campuses currently offering or projecting the proposed degree major program; list of neighboring institutions, public and private, currently offering the proposed degree major program.*

The following California State University campuses currently offer similar or related B.F.A. degree major programs.

Source: www2.assist.org 8/13/07

San Jose State University

Graphic Design BFA

132 units required.

Source: www.sjsu.edu

Cal State East Bay

Art BFA, Graphic Design Option

Total units required: 180-183 units. (102 units in Graphic design).

Source: www.csuhayward.edu 8/13/07

California State Polytechnic University, Pomona*

Art BFA, Graphic Design Option

Total units for graduation: 180 units minimum.

(79 units in core Art and design courses required plus 33 units of required and elective “support courses.”)

Source: www.csupomona.edu 8/13/07

California State University, Long Beach *

Art BFA, Graphic Design Option

Art BFA, Illustration.

*Impacted program

Total units for graduation: 132.

Source: www.csulongbeach 08/13/07

California State University, Fullerton*

Art BFA, Graphic Design Concentration

Art BFA, Illustration Concentration

Total units for graduation: 132.

Source: www.fullerton.edu 08/13/07

*Impacted campus. Source: www.calstate.edu/SAS/impactioninfo.shtml 08/13/07

List of neighboring institutions, public and private, currently offering the proposed degree major program:

Academy of Art University – San Francisco

Program: B.F.A. Graphic Design: Graphic Design

Units: 132

Tuition: \$600 per undergraduate unit.

Art Center College of Design – Pasadena

Program: B.F.A. Graphic Design; B.F.A. Illustration

Units: 130 – 144

Cost: \$14,055 per semester.

Chapman University – Orange County

Program: B.F.A. Graphic Design: Graphic Design

Units: 132

Tuition: \$15,850 per semester

Otis Parson College of Art and Design – Los Angeles

Program: B.F.A. Communication Arts

Units: 120

Tuition: \$13,498 per semester (2006/07).

San Francisco Art Institute – San Francisco

Program: B.F.A. Design + Technology

Units: 120

Tuition: \$14,210 per semester.

University of the Pacific – Stockton

Program: B.F.A. Graphic Design

Units: 136

Tuition: \$28,480 per year.

Source: Respective college websites. Updated 8/13/07.

- b. *Differences between the proposed program and programs listed in Section 5a above.*

Other California State University programs compared

At the California State Universities at Fullerton, Long Beach and East Bay, and Pomona, the B.F.A. degree awarded is an Art B.F.A. degree with graphic design cited as an option or a concentration. Only San Jose State University offers a B.F.A. in Graphic Design. We believe that the very nomenclature of our proposed degree, B.F.A. in Graphic Design, is important because it clearly signals the area of expertise and achievement level of those who have earned the degree. The responses of the businesses we surveyed support this contention. Thus the degree awarded in the proposed program is seen as distinctive and desirable.

A noteworthy difference between the proposed B.F.A. program and the B.F.A. programs offered by other CSU campuses is the number of units required to earn the B.F.A., and the consequent difference of additional time and money invested. The proposed B.F.A. degree at California State University, Fresno requires 120 units, appreciably fewer than the 132 (or more) units required elsewhere. For example, the San Jose State roadmap for its B.F.A. in Graphic Design is structured over five years. Accessibility is an important difference. Of the five CSU campuses mentioned above, San Jose State University, the nearest to Fresno, is located in the Bay Area. To students living in the San Joaquin Valley, the proximity of the California State University, Fresno campus is a significant factor in their choice of program. To many

or our students who are in financial need accessibility becomes an issue to attend college. Additionally, the CSU campuses at Pomona, Long Beach and Fullerton are all impacted campuses, further diminishing their ready accessibility when compared with California State University, Fresno.

Neighboring institutions, public and private, compared

A conspicuous difference between the proposed B.F.A. program and the B.F.A. programs offered by other, non-CSU campuses is the cost of the program.

Undergraduate registration fees at California State University, Fresno (for California residents taking more than 6 units) are \$3,298 per for academic year 2007–08. That is only 22% of the \$14,370 average tuition of the private institutions listed previously. The affordability of an education at California State University, Fresno is a powerful incentive for enrollment in the proposed program.

Accessibility remains a critical difference. Of the institutions listed above, only the University of the Pacific campus in Stockton is less than 200 miles from Fresno. Again, to students living in the San Joaquin Valley, the proximity of the California State University, Fresno campus is a key consideration.

- c. *List of other curricula currently offered by the campus that are closely related to the proposed program.*

Mass Communication and Journalism

The following courses in this area are closely related to our program. Don Priest, the chairperson for the department, has been consulted and has approved the proposed degree.

- MJC 106: Desktop Publishing
- MJC 131: Interactive Media Design
- MCJ 132: Photo Editing and Digital Imaging

- d. *Community participation, if any, in the planning process. This may include prospective employers of graduates.*

The Graphic Design area surveyed graphic design businesses located within the Fresno/Clovis metropolitan area including those in Visalia, Madera and Modesto. Businesses contacted in the survey include design studios, advertising agencies, printing establishments, newspapers, and large businesses with in-house art and design departments. 41 surveys were mailed out on or near 1/16/01. 19 surveys (48%) were returned by 2/3/03

Analysis of survey of local design community

Ninety percent of the respondents to our survey of the local professional design community agreed with our primary contention, that a B.F.A. in Graphic Design program would benefit the graphic design community in Fresno and the surrounding areas. Of those who agreed, more than half agreed strongly, and not one respondent disagreed. These responses constitute a resoundingly positive endorsement of the proposed program. 68% of all respondents believe a graphic designer needs a four-year degree. Nearly three-quarters of the respondents ranked a B.F.A. in Graphic Design as a high priority in their search for suitable job candidates. Graduation from

our current program was rated as a high priority with 58% of the respondents. All of these respondents are affirming the desirability of graphic design studies at the university level. But when asked to choose between the existing program and the proposed B.F.A., two-thirds would give stronger consideration for employment to students with the B.F.A. These are encouraging levels of support for our proposed program and we predict that our B.F.A. in Graphic Design graduates can anticipate preferred status among the majority of their future employers.

e. *Applicable workforce demand projections and other relevant data.*

National trends

The Occupational Outlook Handbook published by the U.S. Department of Labor Bureau of Labor Statistics offers commentary and occupational employment projections in occupations that include art directors, graphic designers, illustrators, multi-media artists, and animators. The projections are for the ten-year period 2004-2014. Employment is expected to “grow about as fast as average” which is 9 to 17 percent. Outlooks for graphic designers, especially those with Web site design and animation experience are the best but they will face keen competition for available positions. About 30% of graphic designers are self-employed (freelance) and many do freelance work in addition to holding a salaried job. Illustrators will have fewer opportunities for salaried jobs as newspapers and magazines increasingly rely on freelance work. Cartoonists increasingly find opportunities online. Multi-media artists and animators should have “better opportunities than other artists” as demand for video game, video and special effects and 3D animation increases but will nevertheless experience competition.

A significant aspect of work in this field is the necessity of a bachelor’s degree for “most entry-level and advanced graphic design positions;” an associate degree is sufficient only for entry-level technical positions. “Creativity, communication and problem-solving skills are crucial.” Lower-level technical jobs are being outsourced, but higher-level graphic design jobs are expected to remain in the U.S.

Our proposed program is perfectly poised to serve our students by enabling them to compete for satisfying and meaningful careers in an industry that expects skilled, competent candidates with at least a bachelor’s degree in their chosen profession.

Source: Bureau of labor statistics, U.S. Department of Labor, Occupational Outlook Handbook, 2006-07 Edition, Artists and related Workers & Graphic Designers <http://www.bls.gov/oco/ocos092.htm> - Visited August 13, 2007.

Projections for California and Fresno County

Occupational projections for 2004-2014 are available for Art and Design workers, Art Directors, Fine Artists including Illustrators, Multi-Media Artists and Animators, and Graphic Designers. The average predicted growth for all graphic design categories in Fresno county is 13.1%. The average predicted statewide employment change for these categories is 15.4%. Multi-media artists and animators can expect the most employment growth at 18%. Students in the San Joaquin Valley are fortunate to have

an increased abundance of employment opportunities when they look statewide.

Source: State of California Employment Development Department – www.labormarketinfo.edd.ca.gov - Visited August 13, 2007.

- f. *If the program was proposed to meet society's need for the advancement of knowledge, please specify the need and explain how the program meets that need.*

The practice of graphic design not only requires the knowledge of the theories, principles and techniques of design but also a breadth of knowledge concerning society. Design is a problem solving, creative and critical thinking process that strives to achieve balance between the values of “a society, desires of a client, constraints of economics, technology, politics and the environment, and the subjective art of aesthetics.”¹ This process of synthesis is an evaluation of contrasting sets of factors: harmony of form versus requirements of technology; aesthetic inspiration versus research; freedom of expression versus economic constraints; ethical and cultural implications versus economic gains.

The BFA in Graphic Design meets this challenge by providing the student with a breadth of knowledge that starts with the general education requirements and continues in our program. Our program engages the student in social, cultural and environmental issues that concern today's society. As our goals and learning outcomes indicate the specific courses that will address such issues.

1. Kent University, School of Architectur. (2007). <http://www.caed.kent.edu/>. Retrieved 2007.

6. **Student Demand (CPEC “Student Demand”)**

- a. *Compelling evidence of student interest in enrolling in the proposed program. Types of evidence vary and may include national, statewide, and professional employment forecasts and surveys; petitions; lists of related associate degree programs at feeder community colleges; reports from community college transfer centers; and enrollments from feeder baccalaureate programs, for example.*

The clearest evidence of serious student interest in the future of the graphic design program is the solid enrollment in the program, as it is currently constituted. The graphic design program has grown steadily, and at times rapidly, in the preceding decade in the last five years alone, the enrollment has risen from 96 to 235 graphic design majors.

Table of Declared Graphic Design Students by Academic Year

A/Y:	95/96	96/97	97/98	98/99	99/00	00/01	01/02	02/03	03/04	04/05	05/06*	06/07*
Students:	96	94	96	106	148	175	179	183	186	217	213	235

Numbers are for the spring semester except * fall.

Sources: CSUF Institutional research, 3/13/03, and Department of Art and Design

- b. *Issues of access considered when planning this program.*

Access to the design program within the California state University system:

The relative geographical isolation of our campus from others in the state university system makes our program a vital resource for the design student population of the Central San Joaquin Valley. CSU Bakersfield and CSU Stanislaus are located in the Central San Joaquin Valley but neither have a graphic design program even at a B.A. level.

Access to the program within California State University, Fresno:

Every student who declares as a major- Art with GD Option has the potential to enter the BFA program through a portfolio requirement. Through our portfolio screening process we can maintain student enrollment in the B.F.A. at a supportable level by matching the number of participants in the program with the resources available. The existing BA in Art with the Graphic Design Option would remain in place for students who aren't admitted to the B.F.A. program. It would serve as a safety net and as a desirable option for students who prefer a liberal arts orientation to their design studies rather than the professional format of the B.F.A. in Graphic Design.

- c. *For master's degree proposals, the number of declared undergraduate majors and the degree production over the preceding three years for the corresponding baccalaureate program, if there is one.*

Not Applicable.

- d. *Professional uses of the proposed degree program.*

The B.F.A. in Graphic Design that is being proposed is structured to provide our graphic design students ample opportunity to enhance their advanced studies and opportunity for employment in one of the three following areas: graphic design, illustration and interactive multimedia design. The following list provides a limited indication of the type of professional uses for the proposed degree major program.

Careers in Graphic Design, Illustration and Interactive Multimedia:

- Art director / Creative director
- Advertising designer
- Graphic designer
- Freelance graphic designer
- Corporate designer
- Institutional designer/In-house design
- Editorial designer
- Packaging designer
- Environmental graphic designer/signage
- Exhibition designer
- Design manager
- Freelance illustrator
- Medical and scientific illustrator
- Children's book illustrator
- Fashion illustrator
- Court and legal illustrator
- Animation and Multi-media artist
- Cartoonist
- Sketch artist
- Film title designer
- Web designer
- Interactive media designer
- Web-motion designer
- Multimedia designer
- Design educator

Sources include: What Designers need to Know www.aiga.org, Graphic Design: A Career Guide and Education Directory Edited by Sharon Helmer Poggenpohl Copyright 1993 The American Institute of Graphic Arts

- e. *The expected number of majors in the year of initiation and three years and five years thereafter. The expected number of graduates in the year of initiation, and three years and five years thereafter.*

Expected number of majors and graduates

Because our current Graphic Design program is the basis for the proposed B.F.A. program, a review of data based on our current program provides a plausible basis for expected numbers of students enrolled in the program, and graduating from the program.

Projection Chart

Discipline Division	Year of Initiation – 2008-09				Three Years Thereafter – 2011-12				Five Years Thereafter – 2013-14			
	Without the Program		With the Program		Without the Program		With the Program		Without the Program		With the Program	
	FTEF	FTEF	FTEF	FTEF	FTEF	FTEF	FTEF	FTEF	FTEF	FTEF	FTEF	FTEF
Agriculture and Natural Resources												
Architecture and Environmental Design												
Area Studies												
Biological Sciences												
Business and Management												
Communications												
Computer and Information Sciences												
Education												
Engineering												
Fine and Applied Arts	63.51	4.275	83.22	5.218	63.51	4.275	89.79	6.123	63.51	4.275	93	6.123
Foreign Languages												
Health Professions												
Home Economics												
Letters												
Library												
Mathematics												
Military Science												
Physical Sciences												
Psychology												
Public Affairs and Services												
Social Sciences												
Interdisciplinary Study												
Campus Total												

Table of Declared Graphic Design Students by Academic Year (Five Most Recent Years)

Numbers are for the spring semester.

A/Y:	02/03	03/04	04/05	05/06*	06/07*
Students:	183	186	217	213	235

Projecting enrollment

The number of students enrolled in the existing graphic design program has grown steadily during the last decade (see data above), even sharply at times, and the full-time faculty was increased from 1 to 3 in fall 2002 to accommodate that growth. Recent numbers of declared graphic design students demonstrate strong continuing interest in the program.

The average enrollment growth in Graphic Design over the last 5 academic years was 3.6%, following the trend in the College of Arts and Humanities. The enrollment projections are therefore based on a 3.6% annual increase of students entering the

program as freshmen and as junior transfer students. Seniors constitute about 40% of our pool of Graphic Design students ensuring a ready group of students for the initiation of the BFA.

We cannot expect to support an ever-growing body of graphic design majors. We can use the portfolio review/screening process to control the number of BFA students entering the program as well as to sustain it at a supportable level. The number of majors is anticipated to remain at levels in excess of 200 for at least the next decade and 240 majors would be ideal. The increase of classes offered during the first two years of implementation is expected to diminish the high percentage of seniors in the program as graduation numbers rise.

**Expected number of graphic design students
With BFA portfolio/entrance screening**

2008/09, the year of initiation: **252**
2011/12, three years thereafter: **245**
2013/14, five years thereafter: **240**

**Table of Graphic Design Graduates by Academic Year
(Five Most Recent Years)**

Numbers total spring and fall semesters

A/Y:	02/03	03/04	04/05	05/06*	06/07*
Students Graduating	29	39	43	36	43

Sources: CSUF Institutional research 3/14/03 and College of Arts and Humanities convocation programs.

Projecting graduate numbers

The average percentage of graphic design students graduating from 98/99 to 02/03 was 21.6%. We applied that graduation rate to project the number of graduates in 2008/09. With the BFA in place, the number of graduates per Academic Year would be limited by the enrollment in the culminating GD179 and GD180 classes to an expected maximum of 60.

Projected number of graphic design student graduates

2008/09, the year of initiation: **51**
2011/12, three years thereafter: **56**
2013/14, five years thereafter: **60**

7. Existing Support Resources for the Proposed Degree Major Program (CPEC “Total Costs of the Program”)

Note: Sections 7 and 8 should be prepared in consultation with the campus administrators responsible for faculty staffing and instructional facilities allocation and planning. A statement from the responsible administrator(s) should be attached to the proposal assuring that such consultation has taken place.

- a. *Faculty who would teach in the program, indicating rank, appointment status, highest degree earned, date and field of highest degree, professional experience, and affiliations with other campus programs. For master’s degrees, include faculty publications or curriculum vitae.*

Art and Design Faculty				
Name	Title / Rank /Appointment	Degree	Date of Degree	Vitae
Anderson, Larry	Professor/T	MA	1969	
Brian, Nancy	Professor/T	MFA	1976	
Durette, Paula	Assistant Professor/TT	MFA	2002	
El Kharbawry, A. Sameh	Assistant Professor/TT	PhD	2003	
Fleming, Paulette	Associate Professor/T	PhD	1985	
Gillum, Edward	Associate Professor/T	MFA	1981	
Hansen, Douglas	Associate Professor/T	MA	2001	X
Hennings, Patricia	Professor/T	MS	1969	
Jordan, Keith	Assistant Professor/TT	ABD	Exp. PhD 2007	
McQuone, Richard	Associate Professor/T	MCRP	1983	
Meyer, Laura	Assistant Professor/TT	PhD	2003	
Mjurka, Una	Assistant Professor/TT	MFA	1996	
Nadaner, Daniel	Professor/T	PhD MFA	1981 1987	
Potter, Nick	Associate Professor/T	MFA	1988	
Reichert, Raphael	Professor/T	PhD	1971	
Ryan, Stephanie	Associate Professor/T	MFA	1997	
Sharma, Joan	Associate Professor/T	MFA	1981	
Shields, Charles	Professor/T	MFA	1969	X
Strumwasser, Gina	Professor/T	PhD	1979	

Valencia, Martin	Associate Professor/T	MFA	1993	X
<i>T/ tenured TT/ tenure track X/ GD faculty vitae attached</i>				

b. *Space and facilities that would be used in support of the proposed program.*

The current graphic design program is adequately provided for, and has thus far integrated its needs for room usage with the rest of the department and college. The proposed program is designed to function with the resources currently available to graphic design. Although the Art and design facility has a fairly high level of usage, some flexibility remains in future room assignments should it become necessary. The program will continue to use the Conley Arts building (CA) as its primary facility. The CA228 computer lab and CA212 are the specific rooms being utilized. The ED174 computer lab is an existing lab space that sees necessary use by the Graphic design program. The CA101 lecture hall is used by our Visual Communication Fundamentals class and each year our graduating seniors elect to exhibit their work in the Senior Portfolio Show in the Phebe Conley Gallery. Our students must enroll in Art foundation courses that are conducted in other rooms throughout the Conley Arts building.

ED174

The ED 174-computer lab located in the Kremen Education building is used by the College of Art and Humanities. The lab is equipped with thirty 20 inch Intel core 2 duo iMacs - 2.16 gigahertz processors, 2 gigabytes RAM, 256 meg ATI video card, 500 gigabyte hard disk, 8X double layer DVD burners, built-in iSight cameras, and all are equipped to boot into Mac OS or Windows XP. There are four Agfa USB scanners and one Epson PowerLite 703 XGA projector, as well as two HP printers. The software has been updated to Adobe Creative Suite 3 (CS3). The software loaded on all computers includes most of the pertinent titles being used in the graphic design industry.

Source: David Gaines- College of Arts and Humanities - 08/07

CA212

Conley Arts 212 is a multi-use classroom space with preference given to Graphic Design classes. The 900 square-foot room is accessible from the hallway by two doors, and from an adjacent Interior Design resource room by two more doors. The main wall is suitable to display of artwork. A sink, counter space and storage cabinets fill the opposite wall. A 4x10 foot white board is mounted at one end and waist-to-ceiling art display board fills the fourth wall. Color-balanced fluorescent lighting, in addition to four adjustable ceiling-mounted spotlights, illuminate the room. Equipment found within the room includes a Kodak Ektagraphic IIIA slide projector, a 69" Luna projection screen, a steel light table with 21" x 25" glass, a Lucygraf opaque projector, a 30" x 30" paper cutter, twenty Lietz 36" x 48" wooden worktables with tilting tops, and two Hamilton Industries 36" x 60" wooden worktables.

Surveyed by Martin Valencia, David Gaines and Doug Hansen

Phebe Conley Gallery

The Phebe Conley Gallery is a gallery space that serves the entire department of Art and Design. It is comprised of three flexible gallery areas. A 710 square-foot rear gallery has a ceiling height of 11 feet, Two adjacent spaces in the front have a ceiling height of 16 feet, and total 1,560 square feet. Lighting is flexible and can be adjusted to suit exhibition requirements.

Graduating seniors in Graphic Design traditionally exhibit their work each spring in the Phebe Conley Gallery. This showcase event brings working professionals from the community in contact with the Graphic Design students.

CA101

This auditorium-style space is suited to large lecture classes, and is located adjacent to the Phebe Conley Gallery. Graphic design courses such as History of Graphic Design and Visual Communication Fundamentals can be scheduled in this space to take advantage of its seating capacity (76 seats) and its configuration as a “smart classroom.” It contains the following equipment: a large-format video projector that will accept a laptop computer, a 15’ x 20’ projection area on the wall, a CD / VCR player with amplifier, and two carousel slide projectors.

Surveyed by Doug Hansen

The CSUF Department of Art and Design Slide Library

The slide library is located within the Conley Arts building itself. It is open to students and instructors 25 hours a week and is staffed by a student assistant. It is an important resource for the History of Graphic Design class. Included in its holdings are:

- 500 slides that document historic works of Graphic Design.
- 5 VHS format videotapes that deal with design and designers.

Surveyed by Doug Hansen 11/02

In spring 2007, the Department of Art and Design faculty voted to subscribe to ArtSTOR, a substantial art and design digital gallery currently comprised of about 750,000 images. Among the ten specialized archives included in ArtSTOR is the MoMA Architecture and Design Collection. It includes 6,800 images of interest to “individuals engaged with modern art, architecture, book arts, design, graphic design, and international modernism.”

- c. *A report provided by the campus Library, detailing resources available to support the program (discussion of subject areas, volume counts, periodical holdings, etc. are appropriate).*

The CSUF Henry Madden Library

Volume count

Out of 30,000 volumes dealing with all aspects of art, the search was narrowed to include books relating to the following topics:

Advertising Images
Advertising Layout
Commercial Art
Computer Graphics
Corporate Identity
Design
Graphic Design
Illustration of Books
Illustrators
Magazine Illustration
Typography

The total count was 1,675 volumes.

Periodical holdings

A survey of the periodical holdings yielded 3 titles that relate to graphic design:

Communication Arts
Graphis
Print

Search conducted by Karen Kinney, Associate University Librarian, 12/02.

Electronic resources

The Madden Library has numerous electronic resources available to students and faculty. Those resources include an E-reserve site, where electronic access to reserve materials is available continuously. Besides, interlibrary loans, book, and reference requests may be initiated on-line. The library catalogue (ALIS), article indexes, and databases, links to other libraries, including CSU, UC, and the public library, and to selected search engines and directories are all available on-line.

Additional library resources include online access to several databases grouped under the category Art and Design. The indexes include Art Index, Expanded Academic ASAP, Grove Art Online (which is in an encyclopedia format), JSTOR, Lexis Nexis Academic, and Project Muse.

Information provided by Kimberly Robles, CSUF Madden Library 2/24/06.

Evaluation of library holdings

The current number of volumes is deemed appropriate to initiate the B.F.A. program. Before fall 2002, only one full-time faculty member represented the area of Graphic design and volume counts may be a reflection of the past status of the program. According to a briefing paper published by the AIGA and NASAD, scholarly discourse of design issues has only begun to evolve significantly in the last two decades, and there are still only two refereed design journals in the United States. Thus a body of critical literature is still emerging.

The graphic design profession is among the first fine arts disciplines to embrace the computer. Current design-related resources are widely and immediately available on specialized and professional websites and graphic design students and faculty are increasingly comfortable with utilizing them for research and as aids to learning.

Representatives of the Madden Library have expressed their eagerness to work with Graphic Design faculty and accommodate requests for appropriate volumes as soon as faculty designates them.

- d. *Existing academic technology, equipment, and other specialized materials currently available.*

The application of graphic design has always moved in tandem with changes in technology, from moveable type to the computer. Currently computers and ever-evolving design software are critical and necessary for the understanding and participation in contemporary graphic design progress.

The computers and software in the two computer labs CA212 and ED174 are detailed in section 7b. under "Space and Facilities." The College of Arts and Humanities has a number of programs that similarly rely on computers and digital software programs and has demonstrated increasingly strong support of the technological requirements of the programs. Hardware upgrades have been implemented in both labs during the last two academic years and software upgrades annually since at least 2002.

8. **Additional Support Resources Required** **(CPEC "Total Costs of the Program")**

Note: If additional support resources will be needed to implement and maintain the program, a statement by the responsible administrator(s) should be attached to the proposal assuring that such resources will be provided.

- a. *Any special characteristics of the additional faculty or staff support positions needed to implement the proposed program.*

Additional full-time faculty

One additional full-time Graphic Design faculty with demonstrated expertise in graphic design interactive media will be necessary to teach three lab sections per semester of the proposed Interactive Multimedia emphasis. This individual is also expected to share Graphic Design student advising and departmental duties as well as to be an advocate and resource for the Interactive Multimedia emphasis.

Dean Vida Samiian has approved a search for a full-time lecturer to inaugurate this position in fall 2008, the projected first year of implementation of the BFA. The need for a full-time specialist in the area of Interactive Multimedia will continue for the life of the program. We believe the necessity of a full-time tenure track position to succeed that of the lecturer will become evident, and believe a tenure track position is the way to attract the quality and long-term commitment the program requires of such an instructor.

Additional part-time faculty

We currently draw our part-time graphic design faculty from the pool of professional graphic designers working in Fresno and the nearby central San Joaquin Valley. All but one of these faculty are employed full time in graphic design careers and are dedicated enough to the profession to make time to teach at least one section. At this time we typically use five PT faculty per semester to teach six classes.

We project part-time faculty will be needed to teach 6 to 12 class sections per semester during the first three years of implementation of the BFA, and 8 to 9 sections thereafter. We have begun to identify suitable candidates in our community for those positions.

Technical Support

The GD area recommends a technical support person for the entire Department of Art and Design. Graphic Design, Studio Art and Interior Design make intensive use of the computers and labs available to them. A TA or GA could be hired for 10 hours a week to assist with troubleshooting and assessing computer hardware and software problems.

Staff

Other areas of Art and Design make use of student assistants in various capacities. A GD student lab assistant could be found for 4 to 6 hours a week to supervise the existing CA228 computer lab, perhaps keeping it open for student use during lunch hours or a block of hours in selected evenings or late on Fridays to allow students to work independently.

- b. *The amount of additional lecture and/or laboratory space required to initiate and to sustain the program over the next five years. Indicate any additional special facilities that will be required. If the space is under construction, what is the projected occupancy date? If the space is planned, indicate campus-wide priority of the facility, capital outlay program priority, and projected date of occupancy.*

One facet of the proposed BFA program has always been a goal to utilize only existing lab and lecture spaces. Charts of proposed room usage outline how the BFA could be supported by existing facilities. We expect the room usage pattern shown for the third year of implementation would be the same for the fifth year.

About 75% of our classes are held in Computer Lab spaces for six hours a week. The CA228 computer lab would expect to see 100% usage, which we are close to already. Additional demand is anticipated to be greatest for the ED174 computer lab space that would need much greater access by graphic design class sections than currently. Some of our part-time faculty prefers to teach during the day, and this should add flexibility to scheduling available spaces.

A few courses, like GD35 Visual Communication Fundamentals (30 students), GD135 History of Graphic Design (30 students), GD179 Professional Practices in Graphic Design (20-30 students), and GD180 Graphic Portfolio Development (60

students) require a suitable lecture space. The CA101 lecture hall is the only such venue in the Art Department and has significant demand already from the Art History classes. We will continue to share that space in CA101 and anticipate that similar lecture spaces (perhaps in the nearby Peters Business building) will be available for our classes with lecture components.

We expect that we will continue to use CA212 for traditional studio illustration classes.

- c. *A report written in consultation with the campus librarian, indicating any additional library resources needed. Indicate the commitment of the campus either to purchase or borrow through interlibrary loan these additional resources.*

See attachment.

- d. *Additional academic technology, equipment, or specialized materials that will be (1) needed to implement the program and (2) needed during the first two years after initiation. Indicate the source of funds and priority to secure these resource needs.*

Additional Equipment

While recognizing that technological change is unpredictable and relentless, no new or major additional hardware requirements are planned with the initiation of the BFA. All of our envisioned digital courses can be taught in the familiar environment of the computer lab spaces. The College of Arts and Humanities has supported our program equipment needs thus far by equipping the labs in CA228 and ED174 with needed hardware and regular software upgrades. Upgrades in software programs and in operating systems occur nearly every year or two and should be anticipated as a necessary part of maintaining a current BFA in Graphic Design program.

Anticipated “smart classroom” conversions with necessary digital projectors and display surfaces are awaited in the department of Art and Design. A department upgrade to CA212 is projected.