

REQUEST to Elevate the B.A. in Graphic Design Option to a FULL Degree – B.A in Integrated Design Program at California State University, Fresno

April 20, 2018

1. Program Type (Please specify any from the list below that apply—delete the others)

- a. State-Support
- b. N/A
- c. Option Elevation

2. Program Identification

- a. Campus : **Fresno State**
- b. Full/exact degree designation and title: **B.A. in Integrated Design**
- c. Term and academic year of intended implementation : **Fall 2019**
- d. Total number of units required for graduation : **120 Units**
- e. Name of the department(s), division, or another unit of the campus that would offer the proposed degree major program. – **College of Arts and Humanities, Department of Art and Design**
- f. Name, title, and rank of the individual(s) primarily responsible for drafting the proposed option or concentration elevation to a full degree major program – **Prof. and Department Chair Dr. Martin Valencia, Assist. Prof. Dr. Laura Huisinga, and Assist. Prof. Dr. Holly Sowles**
- g. Please specify whether this proposed program is subject to WASC Substantive Change review. – **NO**
- h. Optional: Proposed Classification of Instructional Programs and CSU Degree Program Code – **50.0499 / 10091**
- i. Please provide teach-out policy language to accommodate those students who will complete the original program with the option or concentration. **As of Fall 2018, the BA in Graphic Design Option will stop enrolling any new students. The remaining students will be integrated into the BFA in GD or will finish the option as is. Most the graphic design courses required for the GD Option emphasis will still be offered after the elevation is approved; any remaining course can be used as an elective.**
- j. Provide evidence the current option will be discontinued once all existing students exit the program.

As of Fall 2018, the BA in GD Option has stopped enrolling any new students. The remaining students will be integrated into the BFA in GD or will finish the option as is.

3. Program Overview and Rationale

a. The rationale for Option elevation to a full degree program:

The Department of Art and Design, in response to departmental assessment activities, National Association of Schools of Art and Design (NASAD) Accreditation and Self Review proposes to elevate the B.A. in Graphic Design Option to a FULL Degree- B.A. in Integrated Design. This is necessary as the current GD Option was not providing a satisfactory trajectory to employment after graduation. There was no formal way of assessing students in the GD option track and no opportunity for a cohesive culminating experience. Both the NASAD and Self Review stressed the need for the elimination of the GD option for the previous reasons. Additionally, if the GD option is removed without elevating the option to B.A. students who apply for the GD BFA and are not excepted will have to choose a different major and set back their expected graduation by a year or even two. The B.A. in integrated design provides a continued path to a design degree that uses the same common core and many lower division classes. Additionally, it provides a design track for a student who is not interested in the BFA or interior design B.A.

This is tremendous added value in the elevation of the GD option to a B.A. in Integrated Design. This track provides design focused classes that facilitate collaboration, expose students to multiple paths and new technologies. Students will be well prepared for innovative, diverse design jobs right after graduation or entering an MA/MFA program.

As transformative tools that utilize augmented reality and virtual reality become increasingly available students will need to understand not only how to use them but to design for them as well. Moving forward the graphic design and the interior design programs at Fresno State plan to collaborate on this educational process. This collaboration will allow for a cross-disciplinary approach to studying technology, immersive design, and transformative tools that will prepare students for working in the industry. Intelligent Interior Design focuses on designing experience within space. These concentrations make the graphic design and interior design departments a natural fit for an educational partnership that will benefit students of both disciplines.

The opportunity for any design student to interact and create with art, interior design, graphics and multimedia design students through advanced technologies will provide them with a cutting-edge skill-set as they prepare for their professional careers. Collaborative, settings supported by advanced technologies allow the students to partner in teams with peers from other disciplines to expand and refine their creative thinking. This occurs by incorporating skills and expertise of the various fields into a single design outcome through explorative and experiential space.

The advanced technology-driven curriculum will combine distributive software such as Adobe Creative Cloud, Autodesk, BIM, and Rhinoceros. These advanced technologies will support the students of the design fields of digital media, multimedia, interior, and architectural design by preparing them to enter the world of experiential, mass-customization and meta-design. Learning these industry standard technologies is imperative for our students it teaches them to learn and adapt to new technologies as we continue to advance.

The B.A. in Integrated Design will help prepare the student to go into a graduate MA or MFA program as well as prepare them for diverse design jobs in the industry post-graduation. This will prepare them to acquire if the desired certification in specific advanced technologies crucial to the distributive design industry.

No new courses required

The accreditation process will continue in September 2018 with a full program review by visiting NASAD representatives. By that time we hope to demonstrate a clear path forward toward implementing a BA in Integrated Design.

This proposal to elevate the Art, B.A. Graphic Design Option to a stand alone Integrated Design, B.A. major will bring the required set of courses into compliance with the revised EO 1071.

b. Proposed catalog copy:

Integrated Design, B.A.

Integrated Design, Major Requirements

Integrated Design

The B.A. in Integrated Design allows students many unique opportunities in the field of design. The B.A. in Integrated Design will help prepare the student to go into a graduate MA or MFA program as well as prepare them for diverse design jobs in the industry right after undergraduate graduation. The Integrated Design program will prepare students to acquire certified in specific advanced technologies crucial to the design industry.

1. Major requirements (69 – 71 units)

Art and Design Core (18 units)

ARTH 10 and 11 (6 units)

ART 13 (3 units)

ART 20 or ID 43 (3 units)

ART 24 or 30 or 40 (3 units)

ART 14 or 50 or 60 (3 units)

Lower-division requirements (15 - 17 units)

GD 35 or ID 70 (3 units)

GD 37 or ID 77 (3 units)

GD 41 (3 units)

GD 42 or ID 71 (3 – 4 units)

Lower-division elective requirements (3 units)

Select from: GD 39, 50, 60; ID 7, 70,

Upper-division requirements (15 units)

ART 116*; ID 111, 116, 120, 137

Upper-division electives (18 units)

Select from: ART 101,125, 126, 127, 130, 133, 181, 182, 185, 186*, 188; ARTH 132, 136; GD 135, 142, 150, 153, 155, 157, 158, 159, 163, 165, 167, 169, 170, 171, 174; ID 113, 134, 136, 138, 149, 150, 152; MCJ 131S, 144, 146, 148

Culmination class (3 units)

Select from: GD 180 or ID 155

2. General Education requirements (49 units)

3. Other requirements (6 units)

Upper-division writing and Multicultural and International (MI)

4. Sufficient elective units to meet required total units (varies)

5. Total units (120)**

* See advisor for prerequisites.

** G.E. and MI courses can be double counted with major requirements. The writing requirement may be met by taking the upper-division writing exam. This total indicates that courses in G.E. Breadth C1 and G.E. Breadth E1 may be applied to the art 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 adviser for additional details.

Advising Notes

1. All courses required for the major must receive a letter grade.
2. Student work may be retained for a limited period for display and accreditation visits.
3. 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.
4. A grade of C or higher in all graphic design coursework is necessary for successful completion of the major. Any course required as a prerequisite must be completed with a grade of C or better before registration in the subsequent course.

4. Curriculum – (These requirements conform to the revised 2013 WASC Handbook of Accreditation)

a. Side-by-side Comparison:

<p align="center">Current B.A. in GD Option in the Department of Art and Design (69 units)</p>	<p align="center">Proposed B.A. in Integrated Design in the Department of Art and Design (72-74 units)</p>
<p>ARTH 10 The Ancient Medieval Worlds and ARTH 11 The Early Modern World (6 units)</p>	<p>ARTH 10 The Ancient Medieval World and ARTH 11 The Early Modern World (6 units)</p>
<p>ART 13 Design (3 units)</p>	<p>ART 13 Design (3 units)</p>
<p>ART 20 Drawing or ID 43 Design Graphics I (3 units)</p>	<p>ART 20 Drawing or ID 43 Design Graphics I (3 units)</p>
<p>ART 24 Printmaking or ART 30 Introduction to Photography or ART 40 Painting (3 units)</p>	<p>ART 24 Printmaking or ART 30 Introduction to Photography or ART 40 Painting (3 units)</p>
<p>ART 14 3 Dimensional Design or ART 50 Beginning Sculpture or ART 60 Beginning Ceramics (3 units)</p>	<p>ART 14 3 Dimensional Design or ART 50 Beginning Sculpture or ART 60 Beginning Ceramics (3 units)</p>
<p><u>Lower-division requirements (21 units)</u> GD 35 Visual Communications Fundamentals GD 37 Graphic Design: Computer Imaging GD 39 Graphic Design: Computer Layout Design GD 41 Typography GD 42 Graphic Design GD 50 Internet Design GD 60 Illustration Techniques</p>	<p><u>Lower-division requirements (15 – 17 units)</u> GD 35 Visual Communications Fundamentals Or ID 70 Design History, Theory & Criticism I (3 units) GD 37 Graphic Design: Computer Imaging or ID 77 Design Graphics II (3 units) GD 41 Typography (3 units) GD 42 Graphic Design ID or 71 Design Studio II (3 - 4 units) (<i>milestone classes and portfolio creation</i>) Lower-division electives (3 – 4 units) <i>GD 39 Graphic Design: Computer Layout Design</i> <i>GD 50 Internet Design</i> <i>GD 60 Illustration Techniques</i> <i>ID 70 Design History, Theory & Criticism I</i> <i>ID 7 Design Studio I</i></p>

	<p><u>Upper-division required (15 units)</u> Art 116 Interaction of Color (3units) ID 111 Design Graphics III (3 units) ID 116 Design Graphics IV (3 units) ID 120 Design History/Theory & Tours III (3 units) ID 137 Interior Architectural Graphics and Models (3 units)</p>
<p><u>Upper-division electives (15 units)</u> ART 101 Content and Form ART 125 Lithography ART 126 Intaglio Processes ART 127 Screenprinting ART 130 Intermediate Black and White Photography ART 133 Alternative Approaches to Digital Imagery ART 181 2-D Animation I ART 185 Color Photography ART 186 Intermediate 3D Digital Art - Animation ART 188 Digital Video Art; ARTH 132 Twentieth Century Modern Art ARTH 136 Contemporary Art; MCJ 131S Online Media Design MCJ 144 Advertising Copy Writing MCJ 146 Advertising Media MCJ 148 Advertising Campaigns</p>	<p><u>Upper-division electives (18 units)</u> ART 101 Content and Form, ART 125 Lithography, ART 126 Intaglio Processes, ART 127 Screenprinting ART 130 Intermediate Black and White Photography, ART 133 Alternative Approaches to Digital Imagery, ART 181 2-D Animation I, ART 182 Large Format Photography, ART 185 Color Photography, ART 186 Intermediate 3D Digital Art - Animation, ART 188 Digital Video Art; ARTH 132 Twentieth Century Modern Art, ARTH 136 Contemporary Art; GD 135 History of Graphic Design GD 150 Advanced Internet Design GD 153 Interactive Design, GD 155 Advanced Interactive Design, GD 157 Motion Graphics, GD 158 Design Practicum , GD159 Immersive Design, GD 163 Illustration; GD 171 Advanced Typographic Design, GD 174 Graphic Systems, GD 165 Digital Illustration Techniques, GD 167 Advanced Illustration, GD 169 Advanced Digital Illustration, GD 170 Typographic Design, ID 113 Design History Theory & Criticism II ID 134 Restoration and Preservation, ID 136 Design Studio IV: Furniture/Product Design, ID 138 Design Studio V, ID 149 Design Studio VII: Advanced Design, ID 150 Senior Thesis Exhibits, ID 152 Design Practicum & Entrepreneurship, MCJ 131S Online Media Design, MCJ 144 Advertising Copy Writing, MCJ 146 Advertising Media, MCJ 148 Advertising Campaigns</p>
None	<p><u>Culmination class 3 units</u> ID 155 Design Studio VIII: Senior Thesis or GD 180 Graphic Portfolio Development</p>

b. Assessment Plan attached as an appendix

	SLO1a	SLO1b	SLO2a	SLO2b	SLO3a	SLO3b	SLO3c	SLO4a	SLO4b
GD35/ID70	I	I	I	I	I	I	I	I	I
GD 37/ID 77	I	I	I	I	I	I	I	I	I
GD 41	I	I	I	I	I	I	I	I	I
ID 71 /GD 42	D	D	D	D	D	D	D	D	D
ID 111	D	D	D	D	D	D	D	D	D
Art116	D	D	D	D	D	D	D	D	D
ID 116	D	D	D	D	D	D	D	D	D
Art 136	D	D	D	D	D	D	D	D	D
ID 120	D	D	D	D	D	D	D	D	D
ID137	M	M	M	M	M	M	M	M	M
ID155/GD180	M	M	M	M	M	M	M	M	M

Institutional Learning Outcomes, Program Goals, and SLO's

A. Institutional Learning Outcomes. Fresno State ILO's are posted on the following webpage:

<http://fresnostate.edu/academics/oie/assessment/fresno-state-assessment.html>

1. Acquiring Specialized Knowledge
2. Applying Knowledge

B. Program Learning Outcomes (Also known as Goals) and related SLO's

Program Learning Outcomes or GOALS are the specific knowledge and skills that the department/program will develop or strengthen in students. These PLO's or Goals may be broader than SLO's but must be measurable and each PLO must have at least one SLO to which is directly linked/aligned.

GOAL 1: Students will acquire a working knowledge of user-centered experience design.

SLO 1.a. Students will identify, define, and apply theories of Graphic, Interior, and User Experience Design.

SLO 1.b. Students will be able to pull principles and theories from traditional and contemporary Graphic and Interior Design history and apply it to user-centered Experience Design.

GOAL 2: Students will understand the historical factors (including the cultural, political, economic and other factors) that shaped the development of architectural, interior, graphics, and experiential design.

SLO 2.a. Students will explain the meaning and function of both exterior, interior design and semiotic philosophies within their historical context.

SLO 2.b. Students will analyze and critique differences between individual design outcomes as they compare within a historical context.

GOAL 3: Students will analyze the use of formal elements and design principles.

SLO 3.a. Students will recognize the formal elements (such as space, color, line, and texture) and explain how they are used in individual design outcomes.

SLO 3.b. Students will recognize and explain how formal elements vary by designer, period, and/or geographical region.

SLO 3.c. Students will respond in writing to aesthetic experiences, considering how formal elements and design principles come together in design outcome to form a whole, and the impact these elements and principles have on the viewer.

GOAL 4: Students will gain proficiency in the methods and theories of design history and usability.

SLO 4.a. Students will demonstrate an understanding of the strengths and limitations of various methods of critical design thinking, and usability research.

SLO 4.b. Students will demonstrate a critical understanding of the strengths and limitations of various theoretical approaches to design research methodology.

5. Evidence of Potential Student Demand

Sustained and possible future interest in B.A. in Interdisciplinary Design is evidenced by enrollment numbers in the program. Since Fall, 2012, these numbers are as follows:

Fall13	Fall14	Fall15	Fall16	Fall17
145	155	108	115	107

The above numbers reflect a stable program within the option. The B.A. in Integrated Design would maintain the around the same numbers.

California State University, Fresno
College of Arts and Humanities
Integrated Design, B.A.
Interior Design Program Coordinator: Holly Sowles
Graphic Design Area Coordinator: Laura Huisinga
Martin Valencia, Chair

Student Outcomes Assessment Plan (SOAP)

I. Mission Statement

The Department of Art and Design provides the skills and understanding, humanistic values and cultural awareness that form the foundation of knowledge in the visual arts. The department offers programs in fine and applied areas of visual art and design that engage students in inquiry and discovery. These programs help prepare students to be artists, historians of art, designers, educators, and informed and thoughtful citizens in the community and in a global society.

To accomplish this mission, the department sets several goals for itself. First, it teaches mastery of the tools, techniques, and concepts necessary to produce art and design work. Secondly, the department teaches an understanding of the history of art and the appreciation of diverse cultures. Third, the department teaches methods of inquiry and critical thinking that engage students with contemporary ideas in art and design and foster understanding of what is significant and worthy of effort in a humanities-centered program in art and design. Fourth, the department offers programs in education and exhibition that help illuminate and develop the experience of art and design in the community.

II. Institutional Learning Outcomes, Program Goals, and SLO's

- A. Institutional Learning Outcomes. Fresno State ILO's are posted on the following webpage:
<http://fresnostate.edu/academics/oie/assessment/fresno-state-assessment.html>

1. Acquiring Specialized Knowledge
2. Applying Knowledge

- B. Program Learning Outcomes (Also known as Goals) and related SLO's

Program Learning Outcomes or GOALS are the specific knowledge and skills that the department/program will develop or strengthen in students. These PLO's or Goals may be broader than SLO's but must be measurable and each PLO must have at least one SLO to which is directly linked/aligned.

GOAL 1: Students will acquire a working knowledge of user-centered experience design.

SLO 1.a. Students will identify, define, and apply theories of Graphic, Interior, and User Experience Design.

SLO 1.b. Students will be able to pull principles and theories from traditional and contemporary Graphic and Interior Design history and apply it to user-centered Experience Design.

GOAL 2: Students will understand the historical factors (including the cultural, political, economic and other factors) that shaped the development of architectural, interior, graphics, and experiential

design.

SLO 2.a. Students will explain the meaning and function of both exterior, interior design and semiotic philosophies within their historical context.

SLO 2.b. Students will analyze and critique differences between individual design outcomes as they compare within a historical context.

GOAL 3: Students will analyze the use of formal elements and design principles.

SLO 3.a. Students will recognize the formal elements (such as space, color, line, and texture) and explain how they are used in individual design outcomes.

SLO 3.b. Students will recognize and explain how formal elements vary by designer, period, and/or geographical region.

SLO 3.c. Students will respond in writing to aesthetic experiences, considering how formal elements and design principles come together in design outcome to form a whole, and the impact these elements and principles have on the viewer.

GOAL 4: Students will gain proficiency in the methods and theories of design history and usability.

SLO 4.a. Students will demonstrate an understanding of the strengths and limitations of various methods of critical design thinking, and usability research.

SLO 4.b. Students will demonstrate a critical understanding of the strengths and limitations of various theoretical approaches to design research methodology.

III. Curriculum Map: Courses in which SLO's are addressed and evaluated

	SLO1a	SLO1b	SLO2a	SLO2b	SLO3a	SLO3b	SLO3c	SLO4a	SLO4b
GD35 or ID70	I	I	I	I	I	I	I	I	I
GD 37 or ID 77	I	I	I	I	I	I	I	I	I
GD 41	I	I	I	I	I	I	I	I	I
ID 71 Or GD 42	D	D	D	D	D	D	D	D	D
ID 111	D	D	D	D	D	D	D	D	D
Art 116	D	D	D	D	D	D	D	D	D
ID 116	D	D	D	D	D	D	D	D	D
Art 136	D	D	D	D	D	D	D	D	D
ID 120	D	D	D	D	D	D	D	D	D
ID 137	M	M	M	M	M	M	M	M	M
ID155 or GD180	M	M	M	M	M	M	M	M	M

For courses in the major, using the abbreviations below, indicate which outcomes are introduced, which are developed, and which are mastered in that particular course.

I = Introduced D = Developed M=Mastered

IV. SLO's Mapped to Assessment Measures and Methods [e]

Assessment Measure	In-Class Exams Questions	Take-Home Exams	Formal Analysis Essays	Iconographic Analysis Essays	Interpretive Essays	Research Essays	Exit Surveys
Evaluation Method	Rubric	Rubric	Rubric	Rubric	Rubric	Rubric	Scores/Ratings
SLO 1a	X				X		X
SLO 1b	X						X

SLO 1c	X				X		X
SLO 2a	X				X	X	X
SLO 2b	X	X		X			X
SLO 3a	X		X		X	X	X
SLO 3b	X						X
SLO 3c			X		X		X
SLO 4a						X	X
SLO 4b						X	X
SLO 5a	X			X	X	X	X
SLO 5b	X				X	X	X
SLO 5c						X	X

V. Assessment Measures: Description of Assignment and Method (rubric, criteria, etc.) used to evaluate the assignment [f]

- A. Direct Measures (Department/Program must use a minimum of three different direct measures)
 1. In-Class Exams. These may include multiple choice, identifications, vocabulary terms and essay questions
 2. Take-Home Exams. These require typed 2-3 page essays on a choice of topics addressing comparisons and contrasts, socio-historical context, critical thinking, synthesis of information
 3. Formal Analysis Essays
 4. Iconographical Analysis Essays
 5. Interpretive Essays
 6. Research Essays

- B. Indirect Measures (Department/Program must use a minimum of one indirect measure)
 1. Exit Survey – Integrated Design students will complete a senior exit survey during their last semester in the program and the survey will ask specific questions about how proficient students are in the programs student learning outcomes.

VI. Assessment Schedule/Timeline [g]

Academic Year	Measure	SLO	SLO							
---------------	---------	-----	-----	--	--	--	--	--	--	--

2017-2018										
2018-2019	Formal Analysis/ARTH 11 Exit Survey	3.a	3.c							
2019-2020	Slide Exam/ARTH 10	1.a	1.b							
2020-2021	Research Essay/ ARTH 132	5.b	5.c							
2021-2022	Research Paper/ ARTH 124 or ARTH 126	2.a	5.a							
2022-2023	Research Paper/ ARTH 180	4.a	4.b							
2023-2024	Take-Home Exam/ ARTH 170, 175, 173 or 160	2.b								
2024-2025	Compare and contrast exam question/ ARTH 11	1.c	3.b							

VII. Closing the Loop [h,j,k]

Fresno State Closing the Loop process is described immediately below.

A major assessment report, which focuses on assessment activities carried out the previous academic year, is submitted in September of each academic year and evaluated by the Learning Assessment Team and Director of Assessment at Fresno State.

Program/Department Closing the Loop process: The faculty who teach Graphic Design and Interior Design Courses will evaluate student work and write up a report indicating the extent to which students are proficient in the student learning outcomes for integrated design. Integrated students will take some Art courses, therefore the results of Integrated Design assessment activities will be discussed at a department meeting where all faculty is present. Department faculty will discuss any deficiencies and recommendations for improvement. Depending on the issues that emerge, changes will either be implemented by Graphic and Interior Design faculty in Integrated Design courses or by another faculty in Art courses.



WSCUC Substantive Change Program Screening Form

Directions: Institutions planning to implement new degree programs beginning on or after July 1, 2017 should submit this screening form to WSCUC to determine if a Substantive Change review and approval is necessary prior to implementation. A determination on the necessity of review is made after submission of the form and any further information requested by WSCUC. The form should be submitted to John Hausaman (jhausaman@wscuc.org).

Institution: California State University, Fresno

ALO Name and contact information: Dennis Nef, Vice Provost; Telephone: 559.278.2636; email: dennisn@csufresno.edu; mailing address: Haak Center, Library 4116, M/S ML54, 5200 N. Barton Ave., Fresno, CA 93740

Date: 10-18-18

Proposed program name, modality, and CIP code:

Program: B.A. in Integrated Design

Modality: face-to-face

CIP: 50.0499

Anticipated Implementation date: **Fall 2019**

1. Names and CIP codes of the two most closely related programs to the proposed program:

- 1) Graphic Design 50.0409
- 2) Interior Design 50.0408

2. Number of programs currently offered at the degree level of the proposed program, overall and at the proposed modality: 39 B.S./36 B.A. programs, Modality: face-to-face

3. The number of new courses being required for this program:

None

4. How many new faculty members will be required for this program?

None

5. Please describe any significant additional equipment or facilities needed for the program:

None

6. Please describe any significant additional financial resources needed:

None

7. Please describe any significant additional library/learning resources needed:

None