**SECTION I: The Request**

Dixie State College of Utah, hereafter referred to as DSC, requests approval to offer the Bachelor of Arts (BA) and Bachelor of Science (BS) Degrees in Art, including the BS in Art with an Emphasis in Art Education degree, effective Fall semester 2012 or the first full semester after approval. The program has been approved by the institution's Board of Trustees on \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

**SECTION II: Program Description**

**Complete Program Description**

A growing number of exciting jobs in today's market require creative visual skills. The rise of the Internet, the dominance of advertising and the omnipresence of diverse array of media offer a wealth of work opportunities for those with a baccalaureate degree in Art. DSC can prepare its students for this area of the job market by offering BA/BS degrees in Art. As a “core and foundational” area of other USHE institutions, DSC is now ready to add degrees in this discipline to its offerings. The DSC Art faculty have been teaching upper-division classes since 2007 and have seen enrollment in Art classes increase significantly with the introduction of the Art Emphasis in the BA/BS Integrated Studies degree. The Integrated Studies degree was intended as an incubator for individual departmental degrees and it is now appropriate for the DSC department to begin offering baccalaureate degrees in Art.

The core of the BA/BS in Art will require students to obtain a broad base of art and design skills consistent with the core offerings of other USHE institutions. It will also allow students to pursue one of a number of areas of emphasis, including 3D/Sculpture/Ceramics, Art Education, Art History, Graphic Design, Painting/Drawing, and Photography/Digital Imagery. The new degrees will prepare students to seek opportunities in art and design and will also allow them to develop a number of transferable skills that can be applied in other settings. The requirements for the new Art degrees are consistent with the guidelines and requirements set forth by the National Association of Schools of Art and Design (NASAD) in the 2010-2011 handbook.

**Purpose of Degree**

There is evidence of significant demand for the degrees, gathered by survey from students already enrolled at DSC and anecdotally from the larger St. George and Washington areas (see Student Demand). St. George has a vibrant visual arts community and BA/BS in Art degrees would recognize and support local artistic activities. According to DSC's mission statement, “The College also offers baccalaureate programs in high demand areas and in core or foundational areas consistent with four-year colleges.”[[1]](#footnote-1) DSC has identified Art as one of these “foundational areas” by observing that all institutions in the region and of comparable size already offered a baccalaureate degree in Art. A BA/BS in Art will help DSC better fulfill its mission and meet the needs of students.

**Institutional Readiness**

DSC first granted baccalaureate degrees in 1999 and now has over a decade of experience with these programs. The Art faculty started teaching upper division classes in 2005. In 2008, DSC started offering Integrated Studies baccalaureate degrees, including Integrated Studies with an Emphasis in Art. Both the College and the Art Department have matured since then. As an institution, DSC has matured in a number of significant ways, namely by only hiring full-time faculty with terminal degrees, developing and expanding student services and library resources, and by seeking and securing funds for new facilities. DSC is committed to supporting the new Art degrees by expanding the teaching facilities. The Art Department currently occupies half of the North Plaza Building, and in Fall 2012 will expand into other parts of the building. As a result, the Art Department will have a dedicated sculpture lab and there is a Mac lab in conjunction with Computer Science.

**Faculty**

The members of the art faculty at DSC are qualified and experienced. All of the full-time faculty members hold terminal (MFA) degrees, as do many of the adjuncts. The .74 FTE art historian holds a Ph.D. See Appendix C for a complete list of faculty and their credentials.

The degrees will require at least one new full-time faculty member. DSC plans to hire a full-time tenure-track faculty member with an MFA and a specialization in 3D. Unless the 3D hire also has Art Education qualifications, DSC additionally anticipates hiring a .74 Art Education faculty member. DSC also plans to hire a .74 FTE lecturer/advisor who will teach some classes and provide academic advisement and counseling. The 3D and lecturer/advisor positions will start Fall 2012 and if the Art Education position is required, it will be added in 2013. DSC anticipates that the Art degrees will be popular with students and recognizes the need to hire additional faculty as the program grows.

**Staff**

There is one full-time secretary that supports the Fine Arts Division, including Art, Dance, Music and Theatre. This secretary is not housed in the North Plaza Building, the home of the Art Program, but in the Eccles Fine Arts Center across campus. The Art department will need a part-time secretary to cover a growing number of clerical and administrative tasks. The secretary will also facilitate better communication between full-time faculty, part-time faculty, adjuncts, and students. The Art program will continue to employ student assistants as part-time staff members to maintain the photography lab and to load, unload and operate the kilns. This position would not involve any teaching. At present, these tasks are performed by full-time faculty members whose time would be better spent on teaching and teaching-related activities.

**Library and Information Resources**

DSC's Browning Library holds adequate book resources for the current art program, though the book collection will need to continue to expand to fully support the degree curriculum. Currently, a portion of the library's annual budget is dedicated to purchasing Art materials ($3,600), and one-time funding has been used in previous years to supplement that up to $10,000. In addition, the library subscribes to several annual publications that support various portions of the Art curriculum. This amount is insufficient to expand the book collection, ensure continuing access to database subscriptions, and subscribe to new databases.

The Art Department's educational and professional activities also require the use of online databases in the field. The library currently subscribes to a number of excellent online resources, including ARTstor, JSTOR, Oxford Art Online, and Oxford Reference Online – Premium. See Appendix F for a full list of DSC's relevant subscription databases. The pricing for some of these essential databases, e.g. Oxford Art Online, is not fixed, but depends on FTE enrollment for the college. As the college grows, the price increases. To create and maintain the collection necessary to support the curriculum, the library needs an annual allocation of $5,000 for monographs (books, videos, ebooks, periodicals, and standing orders). This sum is included in the budget. The proposed budget provides $10,000 per year to ensure that the library is able to continue database subscriptions and occasionally subscribe to new ones as the program expands. Total new library funding to support the Art degrees is $15,000.

**Admission Requirements**

The Art faculty will conduct a portfolio and grade review for each student wishing to enroll in the Art degrees. In order to be eligible for the review, students must complete ART 1001, ART 1110, ART 1120, and ART 1130. Assignments from these classes will make up the portfolio. In order to pass the review and be admitted to the program, each portfolio must demonstrate significant progress and personal investment in a range of artistic areas. The lecturer/advisor will prepare students for the review. Students must maintain an overall GPA of 2.0 and earn at least a B- in all art classes in order to be eligible to proceed. Once students have satisfied these requirements, they can declare Art as their major. The requirements for the review and admission to the program will be presented to students during the First Year Experience class and continuing contact with the lecturer/advisor.

**Student Advisement**

As previously mentioned, DSC is planning to hire a .74 FTE lecturer/adviser for the Art Department. This person will guide students through the post-sophomore review. It will also be their responsibility to teach the First Year Experience class, where students will learn about the degrees, areas of emphasis, requirements, departmental expectations and policies. The rest of the Art faculty play a less formal role in student advisement, with each faculty member mentoring the students in his or her area of emphasis.

All students who have declared an Art major will be required to undergo a Junior review in the second semester of their third year, after accruing 75 credits, or at least two semesters before enrolling in ART 4800 Senior Exhibition. The department will review the portfolio and transcript of each major and make recommendations as to needed improvements and/or work required before the senior project. This process will afford students the benefit of receiving needed guidance while also providing the department faculty with oversight of student progress.

**Justification for Graduation Standards and Number of Credits**

Students must complete 120 credits in order to graduate with an Art baccalaureate degree, which is within the 126 credit limit for a BA or BS degree, as determined by the Regents. Art degree emphases other than Art Education require 29 credits in General Education (minus requirements met through Art program core courses), 0-3 for the computer literacy institutional requirement, and 53 Art credits. The Bachelor of Arts degree also requires16 credits in a single foreign language. The Art Education emphasis is only available in the Bachelor of Science degree, and requires 52 credits of Art program courses (ART 4800 Senior Exhibition is not required). Both the BA and BS programs require 40 upper-division credits with the 120 required, and all students must complete at least 30 semester hours of upper-division credit from DSC for institutional residency.

See Appendix A for a complete list of the requirements for the Art degree requirements.

|  |  |
| --- | --- |
| **Degree Requirements for BA in Art** | **Credits** |
| General Education (minus requirements met through Art Program required courses) | 29 |
| Foreign Language | 16 |
| Art Program | 53 |
| Non-Art Upper-Division | 12 |
| CIS 1200 | 3 |
| Electives | 7 |
| **Total Semester Credits** | **120** |

|  |  |
| --- | --- |
| **Degree Requirements for BS in Art** | **Credits** |
| General Education (minus requirements met through Art Program required courses) | 29 |
| Art Program | 53 |
| Non-Art Upper-Division | 12 |
| CIS 1200 | 3 |
| Electives | 23 |
| **Total Semester Credits** | **120** |

|  |  |
| --- | --- |
| **Degree Requirements for BS in Art with an emphasis in Art Education** | **Credits** |
| General Education (minus requirements met through Art program required courses) | 29 |
| Art Program | 52 |
| CIS 1201 | 0 |
| SET Licensure Program | 39 |
| **Total Semester Credits** | **120** |

**External Review and Accreditation**

The Art Department contracted with Jay Kvapil, a consultant for the National Association of Schools of Art and Design (NASAD) to perform an assessment of the Art program at DSC. He is an acting dean at California State University at Long Beach and holds an MFA. Dean Kvapil visited the Art Department in January 2011, and subsequently submitted his recommendations. See Appendix D for the full text of the evaluation.

In the conclusions section of the report, Jay Kvapil noted a number of areas that require attention before converting to a BA/BS program with NASAD accreditation. The Art faculty have since been working to address his concerns and have made substantial progress, as detailed below. The numbers correspond to the numbers in Jay Kvapil's report.

1. There is no longer any confusion as to demand for a BA/BS in Art. The students survey, detailed in Section III, shows student demand for such a degree. Historical enrollment figures for the Art program and the BA/BS in Integrated Studies with an emphasis in Art degree, reveal significant interest in the Art Program and also show that student enrollment has grown dramatically in recent years.See Expansion of Existing Program.
2. Shane Prine, Associate Professor in Visual Technologies at DSC, joined the Art faculty on July 1, 2011. Further curricular changes will be made to bring the Graphic Design portion of the Visual Technologies program under the umbrella of the Art Program.
3. In addition to Shane Prine, Dr. Nancy Ross now occupies a .74 FTE position. DSC plans to hire a full-time tenure track 3D specialist to begin in Fall 2012 and a .74 FTE lecturer/adviser to start at the same time. When Jay Kvapil visited the Art faculty in January 2011, there were only three full-time members, but by August 2012 there will be 6.24. The increase in faculty will naturally bring about an increase of and diversity in course offerings.
4. DSC is in the process of reconstructing the Graphic Communications AAS degree and the new program will feature only a few Art-related courses, which will be administered by the Art department.
5. The Art faculty have worked to ensure a clear and coherent curriculum for the Art degrees. There is a clear separation of lower and upper division classes. See Appendix A for details.
6. The Art faculty have put forth considerable effort to bring the DSC Art Program in line with other Utah institutions. The 1000 and 2000-level requirements match those at UVU, USU, SUU and Weber.
7. DSC and the Art faculty are committed to ensuring that those who teach classes are qualified to do so.
8. As the number of full-time Art faculty increases, the department will naturally have more influence in college-level faculty governance, as faculty members will serve on more College committees. In the next few years it is likely that they will become a department. As a department organizationally separate from the performing arts, Art will have a voting membership in important College committees like Curriculum Committee.
9. St. George has a vibrant art community and the Art faculty believes that the BA/BS in Art degrees will appeal to more established artists as well as to traditional students.
10. DSC is committed to the growth of the Art Program and is prepared to keep up with growing administrative, maintenance and facilities costs. As mentioned previously, DSC is in the process of dedicating more facility space to the Art Department and has plans to hire more faculty members.
11. DSC and the Art faculty has made substantial progress in scheduling studio classes for the NASAD (National Association of Schools of Art and Design) requirement of 6 contact hours per week and will ensure that every studio class is fully meeting that requirement by Fall 2012.
12. The Art faculty is committed to student success. In preparing for the new degrees, the Art faculty has become much more aware of the issues surrounding recruitment, admission, retention, and advisement. The Art faculty is better prepared and committed to assisting students as they progress through their college careers.
13. The current library holdings are consistent with NASAD requirements. The Art faculty are working with the Browning librarians to maintain and increase the Art resources. See Section II Program Description, Library Information and Resources.
14. As demonstrated in this proposal, DSC plans to establish strong BA and BS degrees before requesting approval to grant BFA degrees.
15. DSC has a goal of eventually reducing faculty work load to 24 credits per year. This is consistent with other Utah institutions and will allow time for faculty to stay current in their fields.

**Projected Enrollment**

These numbers are based on the enrollment for the BA/BS Integrated Studies with Art Emphasis degree and its growth in the three years it has been offered.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Year | Student Headcount | # of Faculty, including adjunct FTE | Student-to-Faculty Ratio | Accreditation Req'd Ratio |
| 1 | 150 | 12 | 12.5:1 | None\* |
| 2 | 161 | 13 | 12.3:1 | None\* |
| 3 | 172 | 13 | 13.2:1 | None\* |
| 4 | 184 | 13 | 14.1:1 | None\* |
| 5 | 197 | 13 | 15.1:1 | None\* |

\*According to NASAD guidelines, individual classes involving creative work should not exceed 25 students. This standard applies to many of the courses taught by the Art Department, but not all of them. There is no NASAD guideline for student headcount-to-faculty ratio.

**Expansion of Existing Program**

The BA/BS in Art degrees will be an expansion of the existing Art Program. DSC students have been able to earn a BA/BS in Integrated Studies, including with Art as one of two required emphases. In the table below, data was taken from the third week of each term and summer terms were not included. The data in the following two tables shows an unduplicated head count of all degree-seeking students.

|  |  |  |  |
| --- | --- | --- | --- |
|  | **AY 2008-2009** | **AY 2009-2010** | **AY 2010-2011** |
| Fall | 0 | 26 | 51 |
| Spring | 25 | 46 | 55 |
| Total | 25 | 49 | 69 |
| Percentage change |  | 96% | 41% |

The following table details student enrollment in Art and Art History courses. The majority of these enrollments reflect the department’s General Education offerings. Summer terms are not included and the data comes from the third week of the semester.

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | **AY 2005/06** | **AY 2006/07** | **AY 2007/08** | **AY 2008/09** | **AY 2009/10** | **AY 2010/11** |
| Fall ART | 753 | 717 | 625 | 751 | 780 | 803 |
| Fall ARTH | 11 | 21 | 20 | 34 | 27 | 51 |
| Total | 764 | 738 | 645 | 785 | 807 | 854 |
| Spring ART | 654 | 690 | 753 | 695 | 788 | 848 |
| Spring ARTH | 10 | 11 | 11 | 29 | 40 | 39 |
| Total | 664 | 701 | 764 | 724 | 828 | 887 |
| **Total** | 1428 | 1439 | 1409 | 1509 | 1635 | 1741 |

**SECTION III: Need**

**Program Need**

In the student survey detailed below, over 220 students expressed an interest in receiving a BA/BS degree in Art from DSC. Apart from students currently enrolled at DSC, there is some anecdotal evidence that there are practicing artists in the community who would like a baccalaureate degree in Art. These individuals would likely enroll in the degree at DSC if it were offered. The degree should be initiated at DSC because it is in high demand in the local area. Apart from student demand, Art is now implemented as a foundational area almost always offered by four-year colleges of comparable size in the region.

**Labor Market Demand**

The US Bureau of Labor and Statistics projects that between 2008 and 2018, the demand for art and design jobs will grow by 10.57%, from 834,000 to 922,100 jobs nationally.[[2]](#footnote-2) At the state level, the Utah Department of Workforce Services expects to see a 2.1% increase in Art, Design, Entertainment, Sports, and Media jobs for that same period, reaching 37,260 jobs in 2018.[[3]](#footnote-3) This is a broad category, but graduates with a BA/BS in Art will gain employment across the discipline in a number of art-related jobs and will not be concentrated in a specific field. While some graduates will work in the fields of Art and Design, many will find employment in other areas. A liberal arts BA/BS degree in Art will provide them with transferable skills that are necessary in any job requiring a bachelor's degree. These skills include creative problem solving, written and oral communication, research, planning and executing projects, and working to a deadline.

**Student Demand**

In April and May 2011, the Art faculty surveyed students in Art, Art History, and Visual Technologies classes to determine how many of them would like to receive a BA/BS degree in Art from DSC. There were 325 responses. Question 1 of the survey asked students to indicate their feelings toward the statement “If I had the opportunity, I would like to receive a bachelor's degree in Art from Dixie State College.”They were instructed to circle one of five responses: Strongly Agree, Agree, No Opinion, Disagree and Strongly Disagree. The students were overwhelmingly in favor of an BA/BS in Art, with 41.23 % of students circling “Strongly Agree” and a further 26.46% circling “Agree”. See Appendix E for the full text of the survey.

|  |
| --- |
| **Question 1 Responses** |
| If I had the opportunity, I would like to receive a bachelor's degree in Art from Dixie State College. |
| |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | | **Year in School** | **Strongly Agree** | **Agree** | **No Opinion** | **Disagree** | **Strongly Disagree** | **Total (row)** | | Freshmen | 26 | 24 | 16 | 9 | 4 | 79 | | Sophomores | 23 | 13 | 15 | 4 | 4 | 59 | | Juniors | 36 | 22 | 9 | 8 | 2 | 77 | | Seniors | 40 | 18 | 16 | 8 | 5 | 87 | | Unidentified | 9 | 9 | 4 | 0 | 1 | 23 | | **Column Total** | **134**  **41.23%** | **86**  **26.46%** | **60**  **18.46%** | **29**  **8.92%** | **16**  **4.16%** | **325**  **100%** | |

The survey also asked Juniors and Seniors who were enrolled in the BA/BS in Integrated Studies with an Emphasis in Art degree to respond to the following statement, “If I had the opportunity, I would like to receive a bachelor's degree in Art from Dixie State College.” Of the responses gathered, 51.95% circled “Strongly Agree” and 16.88% circled “Agree”. The results of this table show that there is a need for a distinct Art degree that is not being met by the current Integrated Studies degree. The Art faculty believes that the BA/BS degrees would be very popular with students and the results of this survey support that belief.

|  |
| --- |
| **Question 3 Responses** |
| If I had the opportunity, I would change my major from “Integrated Studies with Art” to “Art”. |
| |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | | **Year in School** | **Strongly Agree** | **Agree** | **No Opinion** | **Disagree** | **Strongly Disagree** | **Total (row)** | | Juniors | 23 | 5 | 6 | 4 | 3 | 40 | | Seniors | 17 | 8 | 10 | 1 | 1 | 37 | | **Total (column)** | **40**  **51.95%** | **13**  **16.88%** | **16**  **20.78%** | **5**  **6.49%** | **3**  **3.90%** | **77**  **100%** | |

**Similar Programs**

The Art faculty is confident that the BA/BS Art curriculum is consistent with other institutions in the state. In preparing the BA/BS curriculum, the Art faculty examined Art programs at Utah Valley University, Weber State University, Southern Utah University and Utah State University. These institutions provide the most relevant comparisons because they are the most similar Art BA/BS-granting USHE institutions within the USHE system. The core classes offered by these institutions and DSC are similar, although the proposed core pathway, with its required and optional classes, is modeled on Utah State's BA/BS in Art. See Appendix G for a comparison of foundation and core requirements across comparable USHE Institutions.

When comparing the curriculum outlined in this proposal, it is important to compare it with other BA/BS programs and not with Bachelor of Fine Art (BFA programs). NASAD states that the BFA professional degree usually requires at least 65% of credits be completed in Art and Design for the purpose of preparing students for professional artistic practice. Liberal arts degrees, such as the BA and BS degrees, should allow students to study and develop artistic skills within a broader program of general studies, but they are not professional degrees. According to NASAD guidelines, BA and BS degrees in Art should require students to take 30-45% of credits in Art and Design.[[4]](#footnote-4) The 53 credits required by the proposed DSC program would represent approximately 43% of the credits required for the degree. UVU's Art BA/BS program requires 54 Art credits, Weber's program requires 48 credits, SUU requires 46, and USU requires 50.

Media-based emphases will recognize students' interest and achievement in particular areas. The Art degree at DSC will allow students to choose one of six emphases at the BA/BS level, including 3D Art with Sculpture and Ceramics, Art Education, Art History, Graphic Design, Painting and Drawing, and Photography and Digital Imagery. Other USHE institutions allow BA and BS students to choose classes that focus on variety of media, but DSC's BA/BS Art degree will acknowledge a student's interest and progress in a particular area. Again, it is not that the requirements are different at DSC and other USHE institutions. However, DSC's Art degrees will offer focus within an emphasis. The Art faculty believe that the emphases are valuable for students seeking further training and careers in Art as well as students who will seek post-graduation employment in other fields.

**Collaboration with and Impact on other USHE Institutions**

Currently, students wishing to obtain a bachelor's degree in Art must go elsewhere or do without. College-bound students from Washington and Kane Counties traditionally attend DSC. A large majority of DSC's students, about 70%, are Washington County residents. Unfortunately, some are foregoing their desired degree because they are tied to the local area. DSC is prepared to meet the educational needs of these students, who need to be educated locally. Art degrees at DSC would not diminish enrollment numbers at other USHE institutions, but would tap into an overlooked market of students in Washington and Kane Counties. This will help USHE meet its HigherEdUtah2020 Master Plan, which includes a goal of 55% of Utahns aged 24-64 achieving an associate's degree or higher by the year 2020.[[5]](#footnote-5)

**Benefits**

Offering the BA/BS degree in Art at DSC is a clear benefit to the state, community and individual students. The Art faculty believe that these Art degrees will be very popular at DSC and will attract a number of students who would not have otherwise pursued a college education. Washington County has a reputation for lagging behind the rest of the state and nation in educational attainment. By increasing the diversity of its baccalaureate offerings, DSC can help to change the community and perceptions of the community. The Art faculty has developed and is continuing to refine a rigorous and demanding program that will allow students to develop as artists and teachers, while accumulating valuable transferable skills. The Art Department will be educating a segment of the community that might otherwise be content not to continue their higher education. Art baccalaureate degrees will support the cultural and artistic activities that are already present in the community and help them to grow.

**Consistency with Institutional Mission**

DSC recently identified Art as a “core and foundational area” of higher education in Utah. It is part of DSC's educational mission to increase its baccalaureate degree offerings in these areas. Furthermore, the addition of the Art degrees will help DSC fulfill a particular area of its mission in ways that other departments and degrees do not or cannot. DSC's mission statement includes the following paragraph:

Graduates will be able to think critically, communicate clearly, and solve problems. Through exposure to the breadth of human knowledge and experience, they will investigate and enhance their world views to achieve a global perspective. They will make responsible and meaningful contributions to society, in part through service to others. Graduates will become citizen-scholars.[[6]](#footnote-6)

The Art History classes taught by the Art faculty address the particular topics and issues of different world views and global perspectives, including courses that will fulfill the recently added General Education Global and Cultural Perspectives requirements.

**SECTION IV: Program and Student Assessment**

**Program Assessment**

DSC's Art Department is committed to enriching the lives of its students by instilling an appreciation and enjoyment of the visual arts and to providing students a strong foundational art curriculum that focuses on art application, conceptualization and theory and that helps students develop these skills in design, drawing, painting, photography, and in work with three-dimensional form.

The Art faculty spent the 2010-11 academic year mapping the curriculum. This has happened in several stages, including identifying the objectives for each course and their corresponding assessments. The Art faculty has collected, and will continue to collect, a body of student work representing A-grade, B-grade and C-grade work for each class, with the intent of unifying grade expectations across courses. In terms of the overall program, the introduction and development of particular skills have been mapped across courses. The Art faculty are in the process of unifying 1000-level and 2000-level courses, which are largely taught by adjuncts, in an effort to improve learning outcomes, achievement standards, and overall rigor.

The Art faculty will use the following methods of assessment to determine if these outcomes are being met:

1. Monitoring enrollment, retention, GPA, and progress toward degree
2. Yearly assessment of collected student work
3. Post-sophomore portfolio reviews
4. Junior portfolio reviews
5. Assessments of Senior Exhibitions
6. Graduation exit surveys
7. Acceptance to graduate programs and post-graduation job placement
8. Periodic meetings with individual students and groups of students to determine satisfaction and hear student concerns

A Junior Portfolio Review will be required in 3-D/Sculpture/Ceramics, Drawing/Painting, Graphic Design, Photography/Digital Imaging emphases.

At least two full semesters before the student enrolls in ART 4800 Senior Exhibition, the student must submit a portfolio for department review. The deadline is the end of the third week of the semester, and reviews will be scheduled by the department to take place between the third and tenth weeks of the semester. A student may be required to present additional works and/or engage in additional research or coursework before being allowed to enroll in ART 4800 Senior Exhibition. Successful completion of the Junior Portfolio Review is a prerequisite to ART 4800. The portfolio is submitted in a combination of a text submission followed by a presentation.

The print portion should contain:

* two-page self-assessment of the student’s work and progress in the major.
* list of classes taken in art history, studio art, and any related fields that have contributed to the student’s understanding and practice of art.
* one-page explanation of the concept, scope, media, and research process for the proposed Senior Exhibition.

The PowerPoint presentation should contain at least 10 works and demonstrating evidence of the student’s individual development through examples of the student’s work in art at all levels. The presentation:

* should include works clearly labeled with medium/support, date of creation, and size.
* may include detail photos in addition, but a minimum of 10 separate works must be presented.
* should include at least one piece that represents the major theme (either in concept or execution) of the intended senior exhibition.

During their presentation to the department faculty (which may include selected outside reviewers), students will be expected to explain the research processes they used in creating these works. The department faculty will offer a written critique of the student’s work and his/her development as well as suggesting areas for improvement and/or further study leading up to the Senior Exhibition. The written critique will be returned to the student not later than the end of the twelfth week of the semester to allow for the student to enroll in suggested courses during the next semester.

**Expected Standards of Performance**

According to the 2010-2011 handbook for the National Association of Schools of Art and Design (NASAD), students graduating with a BA/BS in Art must possess:[[7]](#footnote-7)

1. A developed sense of visual sensitivity
2. The technical skills, perceptual development, and understanding of the principles of visual organization sufficient to achieve basic visual communication and expression in one or more media
3. Ability to make workable connections between concepts and media
4. Some familiarity with the works and intentions of major artists/designers and movements of the past and present, both in the Western and non-Western worlds

The Art faculty have interpreted these guidelines and set forth their own student learning outcomes. Graduates of DSC's BA/BS Art degrees will demonstrate the following abilities:

1. To produce a body of work (portfolio) suitable for seeking opportunities in art and design
2. To solve creative problems within the field of art
3. To communicate their ideas using visual, oral and written presentation skills relevant to their field
4. To evaluate work, including their work, using professional terminology
5. To have a solid understanding of the development of art throughout history

These outcomes are consistent with the guidelines set forth by NASAD in their handbook for 2010-11. The Art Department will be seeking NASAD accreditation for the Art degree. All Art and Art History courses align with these program goals. The methods of program assessment are outlined in the previous section.

**SECTION V: Finance**

**Budget**

Projected FTE enrollment numbers were estimated by looking at the enrollment in Art and Art History classes for the last five years. Since offering the BA/BS in Integrated Studies, including the Art emphasis, enrollment in Art classes has grown approximately7-9% per year since 2008. The BA/BS degrees in Art would offer students a more widely recognized qualification, and, as a result, the Art faculty expects that the numbers will continue to grow at about 7% per year for the first five years of the proposed program.

The tuition rate for state residents for the 2011-12 academic year is $3,288. Tuition is likely to increase by the rate of 4% per year. Tuition to program is 35% of gross tuition.

Salaries, wages and benefits are listed at current levels for Year 1 and then increased by 4% per year thereafter.

|  |
| --- |
| **Financial Analysis for All R401 Documents** |
| |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Students** | **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** | | Projected FTE Enrollment | 60 | 64 | 69 | 74 | 79 | | Cost Per FTE | $2,425 | $2,778 | $2,660 | $2,565 | $2,483 | | Student/Faculty Ratio | 12.5:1 | 12.3:1 | 13.2:1 | 14.1:1 | 15.1:1 | | Projected Headcount | 150 | 161 | 172 | 184 | 197 | | **Projected Tuition** | **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** | | Gross Tuition | $197,280.00 | $218,880.00 | $245,364.00 | $273,726.00 | $303,834.00 | | Tuition to Program | $69,048.00 | $76,608.00 | $85,877.40 | $95,804.10 | $106,341.90 | |
| **5 Year Budget Projection** |
| |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Expense** | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | | Salaries & Wages\* | $87,000 | $116,680 | $121,201 | $126,201 | $131,249 | | Benefits | $27,500 | $30,100 | $31,304 | $32,556 | $33,858 | | Total Personnel | 20 | 20 | 20 | 20 | 20 | | Current Expense | 10,000 | 10,000 | 10,000 | 10,000 | 10,000 | | Travel | 3,000 | 3,000 | 3,000 | 3,000 | 3,000 | | Capital | 3,000 | 3,000 | 3,000 | 3,000 | 3,000 | | Library Expense | 15,000 | 15,000 | 15,000 | 15,000 | 15,000 | | **Total Expense** | $145,520 | $177,800 | $183,525 | $189,777 | $196,127 | | **Revenue** | **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** | | Legislative Appropriations | $76,472 | $101,192 | $97,648 | $93,973 | $89,786 | | Grants & Contracts | 0 | 0 | 0 | 0 | 0 | | Donations | 0 | 0 | 0 | 0 | 0 | | Reallocation | 0 | 0 | 0 | 0 | 0 | | Tuition to Program | $69,048.00 | $76,608.00 | $85,877.00 | $95,804.00 | $106,341.00 | | Fees | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | | **Total Revenue** | $145,520 | $177,800 | $183,525 | $189,777 | $196,127 | | **Difference** |  |  |  |  |  | | Revenue-Expense | $0 | $0 | $0 | $0 | $0 | |

\*Salary and Benefits for year one include a full time 3D faculty, a .74 Lecturer/Advisor, and a part-time secretary. Year two increase includes a .74 Art Education hire if needed.

**Funding Sources**

The funding for the new degrees will come from tuition revenue and institutional funds from state allocations. The Art faculty will pursue sources of external funding as time allows.

**Reallocation**

The new degrees will not require internal reallocation of resources.

**Impact on Existing Budgets**

Existing budgets will not be impacted by the new degrees.

**APPENDIX A: Program Curriculum**

**All Program Courses**

|  |  |  |
| --- | --- | --- |
| **Course Prefix & Number** | **Title** | **Credit Hours** |
| **Art Core Courses** | | |
| ART 1001\* | First Year Experience | 1 |
| ART 1110 | Drawing and Composition | 3 |
| ART 1120 | 2-Dimensional Design | 3 |
| ART 1130 | 3-Dimensional Design I | 3 |
| ARTH 2710 | Art History I | 3 |
| ARTH 2720 | Art History II | 3 |
|  | **Total Semester Core Credits** | **16** |
| **Art Emphasis Courses (see specific emphasis requirements, 36-37 credits)** | | |
| ART 1050 | Introduction to Photography | 3 |
| ART 2060 | Digital Photography | 3 |
| ART 2110 | Intermediate Drawing | 3 |
| ART 2190 | Intro to Sculpture | 3 |
| ART 2210 | Intro to Oil Painting | 3 |
| ART 2250 | Intro to Watercolor | 3 |
| ART 2270 | Phenomenon of Color | 3 |
| ART 2300\* | Intro to Contemporary Painting | 3 |
| ART 2410 | Intro to Life Drawing | 3 |
| ART 2420 | Intro to Portrait | 3 |
| ART 2570 | Intro to Ceramics | 3 |
| ART 3030\* | Intermediate Photography – Majors | 3 |
| ART 3040\* | Intermediate Digital Photography | 3 |
| ART 3050 | Advanced Photography I: Analog/Darkroom | 3 |
| ART 3060 | Digital Commercial Studio Photography | 3 |
| ART 3070\* | Advanced Photography II: Digital | 3 |
| ART 3110 | Creative Perspective Drawing | 3 |
| ART 3130 | 3-D Design II | 3 |
| ART 3190 | Intermediate Sculpture | 3 |
| ART 3200\*\* | Graphic Design Problems | 3 |
| ART 3210 | Head & Figure Painting | 3 |
| ART 3250 | Intermediate Watercolor | 3 |
| ART 3300\* | Intermediate Contemporary Painting | 3 |
| ART 3410 | Intermediate Life Drawing | 3 |
| ART 3420 | Intermediate Portrait Drawing | 3 |
| ART 3430 | Media Experimentation | 3 |
| ART 3500\* | Installation Art I | 3 |
| ART 3510\* | Art Methodology I | 3 |
| ART 3520\* | Art Methodology II | 3 |
| ART 3570 | Intermediate Ceramics | 3 |
| ART 3600\* | Installation Art II | 3 |
| ART 3700\*\* | Typography | 3 |
| ART 3710\*\* | Advanced Typography | 3 |
| ART 3780\*\* | Prepress and Print Design | 3 |
| ART 4000\* | Ceramic Technology | 3 |
| ART 4110 | Expressive Drawing | 3 |
| ART 4190 | Advanced Sculpture | 3 |
| ART 4210 | Advanced Head and Figure Painting | 3 |
| ART 4250 | Advanced Watercolor | 3 |
| ART 4300\* | Advanced Contemporary Painting | 3 |
| ART 4410 | Advanced Life Drawing | 3 |
| ART 4420 | Advanced Portrait Drawing | 3 |
| ART 4570 | Advanced Ceramics | 3 |
| ART 4650\*\* | Publication Design | 3 |
| ART 4700\* | Photographic Alternative Processes | 3 |
| ART 4750\*\* | Package Design | 3 |
| ART 4800\* | Senior Exhibition | 1 |
| ART 4950 | Art Internship | 1-3 |
| ARTH 3010\* | Ancient Egypt and the Ancient Near East | 3 |
| ARTH 3020\* | Classical Art and Architecture | 3 |
| ARTH 3030 | Medieval Art | 3 |
| ARTH 3050 | Renaissance Art | 3 |
| ARTH 3080 | Nineteenth Century Art | 3 |
| ARTH 3090 | Twentieth Century Art | 3 |
| ARTH 3100\* | History and Practice of Book Illustration | 3 |
| ARTH 3200\* | Gender in Art | 3 |
| ARTH 3700\* | History and Theory of Photography | 3 |
| ARTH 3750\*\* | Graphic Design History | 3 |
| ARTH 3900\* | Ceramic History and Contemporary Trends | 3 |
| ARTH 4100\* | Methodologies in Art History | 3 |
| ARTH 4800\* | Senior Capstone Project | 1 |
| COMM 2660 | Intro to Digital Motion Picture Production | 3 |
| COMM 3640 | Digital Motion Picture Pre-Production | 3 |
| COMM 3660/3665 | Digital Motion Picture Production/Lab | 2/1 |
| COMM 3680/3685 | Digital Motion Picture Post-Production/Lab | 2/1 |
| VT 1300 | Communication Design | 3 |
| VT 2500 | Computer Illustration | 3 |
| VT 2600 | Creative Imaging | 3 |
| VT 3800 | Corporate Identity | 3 |
|  | **Total Semester Emphasis Credits** | **36-37** |
|  | **Total Art Credits** | **52-53** |
|  | **General Education Requirements** | **29** |
|  | **Foreign Language Requirement (BA only)** | **16** |
|  | **Non-Art Upper-Division Credits** | **12** |
|  | **CIS 1200** | **3** |
|  | **Electives (BA)** | **7** |
|  | **Electives (BS, not Education Emphasis – see below)** | **24** |
|  | **Total Semester Credits** | **120** |

\*New courses to be added.

\*\*Courses currently existing under VT prefix to be moved to ART/ARTH

The core Art courses required of all majors total 16 credits. There are six areas of emphasis in the BA/BS Art degree: 3D/Sculpture/Ceramics, Art Education, Art History, Graphic Design, Painting/Drawing, and Photography/Digital Imagery. In order to be awarded an emphasis other than Art Education, students must complete 37 credits in the emphasis (Art Education requires 36 because ART 4800 Senior Exhibition is not mandatory.). The specific requirements for each emphasis follow, and electives draw upon established, well-regarded existing courses as well as selected new offerings.

**BA/BS Art Core Requirements**

Complete all:

|  |  |  |
| --- | --- | --- |
| **Course** | **Title** | **Credits** |
| ART 1001 | Art First Year Experience | 1 |
| ART 1110 | Drawing & Composition | 3 |
| ART 1120 | 2-Dimensional Design | 3 |
| ART 1130 | 3-Dimensional Design I | 3 |
| ARTH 2710 | Art History I | 3 |
| ARTH 2720 | Art History II | 3 |
|  | **Total Semester Credits** | **16** |

**BA/BS Art with 3-D/Sculpture/Ceramics   
Emphasis Requirementscourses required of all majors total 16 credits.**

Complete all:

|  |  |  |
| --- | --- | --- |
| ART 2190 | Intro to Sculpture | 3 |
| ART 2570 | Intro to Ceramics | 3 |
| ART 3130 | 3-D Design II | 3 |
| ART 4800 | Senior Exhibition | 1 |
|  | **Total Semester Credits** | **10** |

Complete 27 credits:

|  |  |  |
| --- | --- | --- |
| ART 3190 | Intermediate Sculpture | 3 |
| ART 3430 | Media Experimentation | 3 |
| ART 3570 | Intermediate Ceramics | 3 |
| ART 3500 | Installation Art I | 3 |
| ART 3600 | Installation Art II | 3 |
| ART 4000 | Ceramic Technology | 3 |
| ART 4190\* | Advanced Sculpture | 3 |
| ARTH 4200 | Ceramic History and Contemporary Trends | 3 |
| ART 4570\* | Advanced Ceramics | 3 |
|  | **Total Semester Credits** | **27** |
|  | **Total Art Credits** | **53** |

\*Repeatable up to six credits each

* *Must complete 12 upper-division credits in non-Art program courses*

**BA/BS Art with Art History Emphasis**

**Emphasis Requirements**

Complete both:

|  |  |  |
| --- | --- | --- |
| ARTH 4100 | Methodologies in Art History | 3 |
| ARTH 4800 | Senior Capstone Project | 1 |
|  | **Total Semester Credits** | **4** |

Complete 24 credits:

|  |  |  |
| --- | --- | --- |
| ARTH 3010 | Ancient Egypt and the Ancient Near East | 3 |
| ARTH 3020 | Classical Art and Architecture | 3 |
| ARTH 3030 | Medieval Art | 3 |
| ARTH 3050 | Renaissance Art | 3 |
| ARTH 3080 | Nineteenth Century Art | 3 |
| ARTH 3090 | Twentieth Century Art | 3 |
| ARTH 3100 | History and Practice of Book Illustration | 3 |
| ARTH 3200 | Gender in Art | 3 |
| ARTH 3700 | History and Theory of Photography | 3 |
| ARTH 3750 | Graphic Design History | 3 |
|  | **Total Semester Credits** | **24** |

Complete nine (9) credits:

|  |  |  |
| --- | --- | --- |
| ART 1050 | Intro to Photography | 3 |
| ART 2050 | Intermediate Photography | 3 |
| ART 2060 | Digital Photography | 3 |
| ART 2110 | Intermediate Drawing | 3 |
| ART 2190 | Intro to Sculpture | 3 |
| ART 2210 | Intro to Oil Painting | 3 |
| ART 2250 | Intro to Watercolor | 3 |
| ART 2270 | Phenomenon of Color | 3 |
| ART 2300 | Intro to Contemporary Painting | 3 |
| ART 2410 | Intro to Life Drawing | 3 |
| ART 2420 | Intro to Portrait Drawing | 3 |
| ART 2570 | Intro to Ceramics | 3 |
| COMM 2660 | Intro to Digital Motion Picture Production | 3 |
| VT 1300 | Communication Design | 3 |
|  | **Total Semester Credits** | **9** |
|  | **Total Art Credits** | **53** |

* *Must complete 12 upper-division credits in non-Art program courses*

**BA/BS Art with Graphic Design Emphasis**

**Emphasis Requirements**

Complete all:

|  |  |  |
| --- | --- | --- |
| ART 3700 | Typography | 3 |
| ART 4800 | Senior Exhibition | 1 |
| VT 1300 | Communication Design | 3 |
| VT 2500 | Computer Illustration | 3 |
| VT 2600 | Creative Imaging | 3 |
|  | **Total Semester Credits** | **13** |

Complete 24 credits:

|  |  |  |
| --- | --- | --- |
| ART 3200\* | Graphic Design Problems | 3 |
| ART 3710 | Advanced Typography | 3 |
| ART 3780 | Prepress and Print Design | 3 |
| ART 4700 | Publication Design | 3 |
| ART 4750 | Package Design | 3 |
| ART 4950 | Art Internship | 1-3 |
| ARTH 3750 | Graphic Design History | 3 |
| VT 3800 | Corporate Identity | 3 |
|  | **Total Semester Credits** | **24** |
|  | **Total Art Credits** | **53** |

\*Repeatable up to 6 credits

* *Must complete 12 upper-division credits in non-Art program courses*

**BA/BS Art with Painting/Drawing Emphasis**

**Emphasis Requirements**

Complete both:

|  |  |  |
| --- | --- | --- |
| ART 2210 | Intro to Oil Painting | 3 |
| ART 4800 | Senior Exhibition | 1 |
|  | **Total Semester Credits** | **4** |

Complete two (2):

|  |  |  |
| --- | --- | --- |
| ART 2110 | Intermediate Drawing | 3 |
| ART 2250 | Intro to Watercolor | 3 |
| ART 2300 | Intro to Contemporary Painting | 3 |
| ART 2410 | Intro to Life Drawing | 3 |
| ART 2420 | Intro to Portrait | 3 |
|  | **Total Semester Credits** | **6** |

Complete 27 credits:

|  |  |  |
| --- | --- | --- |
| ART 3110 | Creative Perspective Drawing | 3 |
| ART 3210 | Head & Figure Painting | 3 |
| ART 3250 | Intermediate Watercolor | 3 |
| ART 3300 | Intermediate Contemporary Painting | 3 |
| ART 3410 | Intermediate Life Drawing | 3 |
| ART 3420 | Intermediate Portrait Drawing | 3 |
| ART 4110 | Expressive Drawing | 3 |
| ART 4210\* | Advanced Head and Figure Painting | 3 |
| ART 4220 | Advanced Landscape Painting | 3 |
| ART 4250\* | Advanced Watercolor | 3 |
| ART 4300 | Advanced Contemporary Painting | 3 |
| ART 4410\* | Advanced Life Drawing | 3 |
|  | **Total Semester Credits** | **27** |
|  | **Total Art Credits** | **53** |

\*Repeatable up to six credits each

* *Must complete 12 upper-division credits in non-Art program courses*

**BA/BS Art with Photography/Digital Imaging Emphasis**

**Emphasis Requirements**

Complete all:

|  |  |  |
| --- | --- | --- |
| ART 1050 | Introduction to Photography | 3 |
| ART 2060 | Digital Photography | 3 |
| ART 3030 | Intermediate Photography - Majors | 3 |
| ART 3040 | Intermediate Digital Photography | 3 |
| ART 3050 | Advanced Photography I: Analog/Darkroom | 3 |
| ART 4800 | Senior Exhibition | 1 |
| COMM 2660 | Intro to Digital Motion Picture Production | 3 |
|  | **Total Semester Credits** | **19** |

Complete 18 credits:

|  |  |  |
| --- | --- | --- |
| ART 3060 | Digital Commercial Studio Photography | 3 |
| ART 3070 | Advanced Photography II: Digital | 3 |
| ART 4700 | Photographic Alternative Processes | 3 |
| ARTH 3710 | History and Theory of Photography | 3 |
| COMM 3640 | Digital Motion Picture Pre-Production | 3 |
| COMM 3660/65 | Digital Motion Picture Production/Lab | 2/1 |
| COMM 3680/85 | Digital Motion Picture Post-Production/Lab | 2/1 |
|  | **Total Semester Credits** | **18** |
|  | **Total Art Credits** | **53** |

* *Must complete 12 upper-division credits in non-Art program courses*

**BS in Art with an Emphasis in Art Education**

It is appropriate to include Art Education with this proposal, as all comparable USHE institutions (UVU, USU, SUU and Weber) offer BA, BS, and/or BFA degrees in Art Education. The Art faculty at DSC will be able to accommodate Art Education, as the two programs are so closely aligned. Students will benefit from the additional job opportunities that are associated with this emphasis. DSC has an established and accredited Education Department with a Secondary Education Teaching (SET) licensure program, which will offer students the professional education training and practical experience necessary for the degree.

The requirements and pathway for an Art Education emphasis will be different from the other emphases, in order to accommodate NASAD guidelines and SET licensure. The Bachelor of Art degree will not be available to students in this emphasis because the credits required for that designation would put the degree far above the maximum allowed.

The requirements for a BS in Art with an emphasis in Art Education are detailed below.

**BA/BS Art Core Requirements**

Complete all:

|  |  |  |
| --- | --- | --- |
| **Course** | **Title** | **Credits** |
| ART 1001 | Art First Year Experience | 1 |
| ART 1110 | Drawing & Composition | 3 |
| ART 1120 | 2-Dimensional Design | 3 |
| ART 1130 | 3-Dimensional Design I | 3 |
| ARTH 2710 | Art History I | 3 |
| ARTH 2720 | Art History II | 3 |

**BS in Art with Art Education Emphasis   
Emphasis Requirementscourses required of all majors total 16 credits.**

|  |  |  |
| --- | --- | --- |
| **Complete three (3):** | | |
| ARTH 3010 | Ancient Egypt and the Ancient Near East | 3 |
| ARTH 3020 | Classical Art and Architecture | 3 |
| ARTH 3030 | Medieval Art | 3 |
| ARTH 3050 | Renaissance Art | 3 |
| ARTH 3080 | Nineteenth Century Art | 3 |
| ARTH 3090 | Twentieth Century Art | 3 |
| **Complete all:** | | |
| ART 2060 | Digital Photography | 3 |
| ART 2250 | Intro to Watercolor | 3 |
| ART 3510 | Art Methodology I | 3 |
| **Complete one (1):** | | |
| ART 2210 | Intro to Oil Painting | 3 |
| ART 2300 | Intro to Contemporary Painting | 3 |
| **Complete one (1):** | | |
| ART 2190 | Intro to Sculpture | 3 |
| ART 2570 | Intro to Ceramics | 3 |
| **Art Studio Electives** | Complete four upper-division Studio Art Courses | 12 |
|  | **Total ART/ARTH Semester Credits** | **52** |

**Secondary Education Teaching (SET) Requirements**

Students seeking a BS in Art Education must also meet the requirements for the Secondary Education Teaching (SET) Program. These requirements include completion of all General Education and institutional requirements (32 or more credits). Pre-professional classes may be taken at any time before admission into the SET program. The SET requirements are outlined below.[[8]](#footnote-8)

|  |  |  |
| --- | --- | --- |
| **Course** | **Title** | **Credit Hours** |
| **Pre-Professional SET Courses** | | |
| EDUC 1010 | Intro to Education | 3 |
| EDUC 2010 | Intro to Teaching Exceptional Learners | 3 |
| EDUC 2400 | Foundations of Multicultural & ESL | 3 |
| EDUC 2500 | Technology for Educators / Electronic Portfolios | 3 |
| EDUC 3110 | Educational Psychology | 3 |
|  | **Total Pre-Professional Semester Credits** | **15** |

To be admitted to the SET program and enroll in Professional courses, students must have completed all pre-professional Education classes with 3.0 or higher GPA with no D credit and students must pass the appropriate PRAXIS II content area subject test(s). In addition, **one** of the following must be completed:

• Students with BA/BS degrees in progress must have completed at least 95% of major coursework and have approval of major academic content area department advisor

• Students with completed BA/BS or higher degrees must have their transcripts reviewed by content area department advisor

|  |  |  |
| --- | --- | --- |
| **Course Prefix & Number** | **Title** | **Credit Hours** |
| **Professional SET Classes Semester 1** |  |  |
| SCED 3720 | Reading and Writing in the Content Areas | 3 |
| SCED 4100 | Curriculum, Instruction, and Assessment | 3 |
| SCED 4600 | Classroom Management | 3 |
| ART 3520 | Art Methodology II | 3 |
|  | **Total Credits for SET Semester I** | **12** |
| **Professional SET Classes Semester II** |  |  |
| SCED 4900 | Secondary Student Teaching | 10 |
| SCED 4989 | Student Teaching Seminar | 2 |
|  | **Total Credits for SET Semester II** | **12** |
|  | **Total SET Semester Credits** | **39** |

Minimum cumulative GPA must be attained to be eligible to graduate (2.75 or higher, and 3.00 GPA or higher in pre-professional education classes with no D credit.

**New Courses to Be Added in the Next Five Years**

ART 2300 Intro to Contemporary Painting, 3 credits

Studio class for Art students, and students interested in painting. Various techniques of non-representational painting will be explored in lectures, demonstrations, and studio practice, and incorporated into their individual styles. Successful completers will be able to use the visual elements of form, color, and line to create a composition with a level of independence from realistic references as well as continue study in the medium and genre. Fulfills prerequisite to ART 3200.

ART 3030 Intermediate Photography – Majors, 3 credits

Studio class or Art majors, and for experienced photography students. Explores studio lighting, large format cameras, special effects, and advanced lab techniques. Students will be encouraged to expand their knowledge through individualized problems and assignments. Includes lecture, demonstration, and studio practice. Students will be encouraged to work toward creating a portfolio of images. Prerequisite: ART 1050.

ART 3040 Intermediate Digital Photography, 3 credits

Studio class intended as a seamless continuation of ART 2060. Students are encouraged to explore the medium more fully through experience with “straight” and experimental photographic techniques. Emphasizes photography as a fine art, stressing visual awareness, craftsmanship, and printing techniques. Portfolio review required as part of final grade. Students must supply Digital SLR camera with manual controls (required). Prerequisite: Art 2060.

ART 3070 Advanced Photography II: Digital, 3 credits

Studio class intended to be a seamless continuation of ART 3040. Students are encouraged to explore the medium more fully through experience with “straight” and experimental photographic techniques. Emphasizes photography as a fine art, stressing visual awareness, craftsmanship, and printing techniques. Portfolio review required as part of final grade. Students must supply Digital SLR camera with manual controls (required). Prerequisite: Art 3040.

ART 3300 Intermediate Contemporary Painting, 3 credits

Studio class for Art students, and students interested in further abstract painting experience. Includes further exploration of non-representational painting using lectures, demonstrations, and studio practice to create compositions with a level of independence from realistic references using the visual elements of form, color, and line incorporated into individual styles. Fulfills prerequisite to ART 4200. Course fee required. Prerequisite: ART 2300.

ART 3500 Installation Art I, 3 credits

Studio class for Art students, and students interested in installation art. Includes the creation of installations with the use of both traditional and non-traditional use of sculptural format.  Students will examine contemporary interpretations of design and space within the numerous dynamics of installation art. Prerequisite: ART 3130.

ART 3510 Art Methodology I, 3 credits

Required for Art majors pursuing an emphasis in Art Education. Introduces all aspects of secondary education (grades 7 – 12) classroom Art activities inclusive of curriculum, lesson planning, and assessment. Specifics include foundations of art education, 2-D, 3-D, and Art History principles. Classroom management elements will be covered in detail. Adheres to State of Utah's core curriculum and national standards in the visual arts. Prerequisite: Junior standing.

ART 3520 Art Methodology II, 3 credits

Required for Art majors pursuing an emphasis in Art Education. Explores various pedagogical strategies and theoretical approaches to Art instruction. Further develops the skills and knowledge acquired in ART 3510, including curriculum development, lesson planning, assessment, and classroom management issues specific to Art classrooms. Adheres to State of Utah's core curriculum and national standards in the visual arts. Prerequisite: ARTH 3520 (Grade C- or higher).

ART 3600 Installation Art II, 3 credits

Studio class for Art students, and students interested in further study of installation art. Focuses on the study and production of original visual statements through installation work as an art form.  Students will study the vast field of contemporary installation art through experimental projects and produce work their preferred media. Prerequisite: ART 3500.

ART 4000 Ceramic Technology, 3 credits

Covers kiln design, construction, and maintenance; ceramic surfaces; glaze calculations; and firing techniques. Students will be asked to apply these concepts in the ceramics studio as part of their coursework. Prerequisite: ART 3570.

ART 4300 Advanced Contemporary Painting, 3 credits

Studio class for Art students, and students interested in advanced abstract painting experience. Includes further exploration of non-representational painting using lectures, demonstrations, and studio practice to create compositions with a level of independence from realistic references using the visual elements of form, color, and line incorporated into individual styles. Prerequisite: ART 3300.

ART 4700 Photographic Alternative Processes, 3 credits

Studio course in photography course that explores 19th-century and other early photographic processes with an emphasis on hand-coated, non-silver emulsions. Some of the objectives of the course include development of 1) an understanding of non-silver photography in theory and in practice), 2) an appreciation for photography as it originated in the 19th century, 3) an aesthetic sense for evaluating photos, 4) knowledge of digital techniques as applied to photography, 5) an ability to use the camera as a tool for creative expression as well as a form of visual thinking, 6) the ability to manipulate formal elements to achieve better compositions, and 7) craftsmanship to produce portfolio-quality photographs. Prerequisite: ART 2050.

ART 4800 Senior Exhibition, 1 credit

Required for Art Majors. Students will prepare a senior portfolio, learn professional methods for preparing art work for show, and present their work to the public in the Eccles Fine Arts Center. Students must successfully complete Junior Portfolio Review before enrolling in this course. Prerequisite: Instructor permission.

ARTH 3010 Ancient Egypt and the Ancient Near East, 3 credits

For students interested in the art and architecture of Ancient Egypt and the Ancient Near East. Covers the development of artistic styles, media, and ideas within these civilizations while addressing religious beliefs, practices, mythology, and theories of art specific to this period.

ARTH 3020 Classical Art and Architecture, 3 credits

For students interested in the art and architecture of Ancient Greece and Ancient Rome. Covers the development of artistic styles, media, and ideas within these civilizations while addressing religious beliefs, practices, mythology, and theories of art specific to this period.

ARTH 3050 Renaissance Art, 3 credits

For students interested in a detailed study of European art from 1400-1550. Traces the development of the Renaissance in art and ideas by looking at a wide range of media, documents, and artists. Students will read selections from Giorgio Vasari's *Lives of the Artists* and learn about the birth of art history as an academic discipline.

ARTH 3100 History and Practice of Book Illustration, 3 credits

For students interested in the art of the book. Explores the history of book illustration from the Middle Ages to the present day. Students will learn how and why illustration developed and changed over time by examining the particular challenges and issues in illustrating books. Students will learn from history and theory but will also have the opportunity to recreate illustrations from the past and, at the end of the course, to create their own illustrations. Prerequisite: ART 1020 or ART 1100.

ARTH 3200 Gender in Art, 3 credits

Explores the different ideas and ideals surrounding gender and sexuality in Art History, examining different theories of gender from a number of different historical and art historical periods, including Ancient Greece, Ancient Rome, the Middle Ages, the Renaissance, the Baroque, and the nineteenth and twentieth centuries. Students will examine works of art through the lens of gender and will understand how theories of gender change over time.

ARTH 3700 History and Theory of Photography, 3 credits

Addresses historical and contemporary issues of photographic art practices. Development of a critical understanding of the historical development and contemporary practice of photography as fine art is achieved through assigned readings, written projects, and class discussions. The influence of photography on the history of art, and the broader cultural impact of photography and digital media, are also discussed. Reading, writing, and discussion are integral components of this course.

ARTH 3900 Ceramic History and Contemporary Trends, 3 credits

Study of the historical diversity of ceramic in style and form from ancient times to the present. Includes ceramic art from the Far East, Islam, Europe, Pre- and Post-Columbian America, as well as contemporary directions.

ARTH 4100 Methodologies in Art History, 3 credits

Explores the methodologies being employed in current art historical research and their theoretical and historiographical backgrounds. Students will learn to apply these methodologies in their own research. Prerequisite: ART 2710 and ART 2720.

ARTH 4200 Ceramic History and Contemporary Trends, 3 credits

Study of the historical diversity of ceramics in style and form, from 6000 BCE to the present. Includes Far East, Islam, Europe and Pre-Columbian, as well as other directions.

ARTH 4800 Senior Capstone Project, 1 credit

Students will select and carry out an individual research project under the guidance of the instructor. Students will be expected to give an oral presentation on their projects to members of the college and community at the end of the semester. Prerequisite: ARTH 4100.

**APPENDIX B: Program Schedule**

Hypothetical Program Schedule, Baccalaureate of Science in Art with an Emphasis in Digital Imaging and Photography.

|  |
| --- |
| **Semester 1** |
| |  |  | | --- | --- | | **Course** | **Credits** | | ART 1001 First Year Experience | 1 | | ART 1110 Drawing & Composition | 3 | | ART 1120 2D Design | 3 | | ENGL 1010 Intro to Writing | 3 | | LIB 1010 Information Literacy | 1 | | Elective | 3 | | Total | 14 | |

|  |
| --- |
| **Semester 2** |
| |  |  | | --- | --- | | **Course** | **Credits** | | ART 1130 3D Design I | 3 | | Art Emphasis Course | 3 | | CIS 1200 Computer Literacy | 3 | | ENGL 2010 Intermediate Writing | 3 | | GE Mathematics | 3 | | Elective | 1 | | Total | 16 | |

|  |
| --- |
| **Semester 3** |
| |  |  | | --- | --- | | **Course** | **Credits** | | ARTH 2710 Art History I | 3 | | Art Emphasis Course | 3 | | GE American Institutions Course | 3 | | GE Life Sciences Course | 3 | | GE Social & Behavioral Sciences Course | 3 | | Elective | 1 | | Total | 16 | |

|  |
| --- |
| **Semester 4** |
| |  |  | | --- | --- | | **Course** | **Credits** | | Art Emphasis Course | 3 | | Art Emphasis Course | 3 | | ARTH 2720 Art History II | 3 | | Physical Science GE Course/Lab | 3/1 | | Elective | 3 | | Total | 16 | |

|  |
| --- |
| **Semester 5** |
| |  |  | | --- | --- | | **Course** | **Credits** | | Art Emphasis Course | 3 | | Art Emphasis Course | 3 | | Art Emphasis Course | 3 | | GE Humanities Course | 3 | | Elective | 3 | | Total | 15 | |

|  |
| --- |
| **Semester 6** |
| |  |  | | --- | --- | | **Course** | **Credits** | | Art Emphasis Course | 3 | | Art Emphasis Course | 3 | | Art Emphasis Course | 3 | | GE Exploration Course | 3 | | Elective | 3 | | Total | 15 | |

|  |
| --- |
| **Semester 7** |
| |  |  | | --- | --- | | **Course** | **Credits** | | Art Emphasis Course | 3 | | Art Emphasis Course | 3 | | Elective | 3 | | Upper-division Elective | 3 | | Upper-division Elective | 3 | | Total | 15 | |

|  |
| --- |
| **Semester 8** |
| |  |  | | --- | --- | | **Course** | **Credits** | | ART 4999 Senior Exhibition | 1 | | Elective | 3 | | Elective | 3 | | Upper-division Elective | 3 | | Upper-division Elective | 3 | | Total | 13 | |

**Total Credits: 120**

Hypothetical Program Schedule, Baccalaureate of Science in Art with an emphasis in Art Education.

|  |
| --- |
| **Semester 1** |
| |  |  | | --- | --- | | **Course** | **Credits** | | ART 1001 First Year Experience | 1 | | ART 1110 Drawing & Composition | 3 | | ART 1120 2D Design | 3 | | CIS 1201 Computer Literacy | 0 | | EDUC 1010 Intro to Education | 3 | | ENGL 1010 Intro to Writing | 3 | | LIB 1010 Information Literacy | 1 | | Total | 14 | |

|  |
| --- |
| **Semester 2** |
| |  |  | | --- | --- | | **Course** | **Credits** | | ART 1130 3D Design | 3 | | ART 2060 Digital Photography | 3 | | ENGL 2010 Intermediate Writing | 3 | | GE Exploration Course | 3 | | GE Mathematics Course | 3 | | Total | 15 | |

|  |
| --- |
| **Semester 3** |
| |  |  | | --- | --- | | **Course** | **Credits** | | ART 2570 Intro to Ceramics | 3 | | ARTH 2710 Art History I | 3 | | FCS 1500, PSY 1010, or PSY 1100 | 3 | | GE Physical Sciences Course/Lab | 3/1 | | HIST 1700 or POLS 1100 | 3 | | Total | 16 | |

|  |
| --- |
| **Semester 4** |
| |  |  | | --- | --- | | **Course** | **Credits** | | ART 2300 Intro to Contemporary Painting | 3 | | ARTH 2720 Art History II | 3 | | GE Life Sciences Course | 3 | | Upper-division Art History Course | 3 | | Upper-division Art Studio Course | 3 | | Total | 15 | |

|  |
| --- |
| **Semester 5** |
| |  |  | | --- | --- | | **Course** | **Credits** | | ART 2250 Intro to Watercolor | 3 | | EDUC 2010 Intro to Teaching Exceptional Learners | 3 | | EDUC 2400 Foundations Multicultural/ ESL | 3 | | GE Humanities Course | 3 | | Upper-division Art Studio Course | 3 | | Total | 15 | |

|  |
| --- |
| **Semester 6** |
| |  |  | | --- | --- | | **Course** | **Credits** | | ART 3510 Art Methodology I | 3 | | EDUC 2500 Tech for Educators / Electronic Portfolios | 3 | | EDUC 3110 Educational Psychology (K-12) | 3 | | Upper-division Art History Course | 3 | | Upper-division Art Studio Course | 3 | | Total | 15 | |

|  |
| --- |
| **Semester 7** |
| |  |  | | --- | --- | | **Course** | **Credits** | | ART 3510 Art Methodology II | 3 | | SCED 3720 Reading and Writing in the Content Areas | 3 | | SCED 4100 Curriculum, Instruction, and Assessment | 3 | | SCED 4600 Classroom Management | 3 | | Upper-division Art History Course | 3 | | Upper-division Art Studio Course | 3 | | Total | 18 | |

|  |
| --- |
| **Semester 8** |
| |  |  | | --- | --- | | **Course** | **Credits** | | SCED 4900 Secondary Student Teaching | 10 | | SCED 4989 Student Teaching Seminar | 2 | | Total | 12 | |

**Total Credits: 120**

**APPENDIX C: Faculty**

The following table lists all full-time and instructor-level faculty members. The adjuncts that are included are those that Art Department uses regularly. Depending on need, the Art Department uses adjuncts that are not included in this table.

|  |  |  |  |
| --- | --- | --- | --- |
| **Name** | **Position** | **Degree** | **Institution** |
| Del Parson | Professor,  Program Coordinator | MFA | Brigham Young University |
| Glen Blakley | Professor | MFA | Brigham Young University |
| Dennis Martinez | Professor | MFA | University of Colorado at Boulder |
| Shane Prine | Associate Professor | MFA | Washington State University |
| Nancy Ross | Instructor (.74 FTE) | Ph.D. | University of Cambridge |
| Patty Bingham | Adjunct | M. Ed | Southern Utah University |
| M. Shane Christensen | Adjunct | MFA | University of Pennsylvania |
| James Larkin | Adjunct | M.Ed. | Utah State University |
| Michelle Kurtz | Adjunct | MFA | University of Utah |
| Jeff Layne | Adjunct | M.Ed | Brigham Young University |
| Shazad Sheikh | Adjunct | MFA | University of Punjabi |

**APPENDIX D: External Consultant's Report**

Consultative Visitor’s Report

Dixie State College

Jay Kvapil, NASAD Consultant

January, 2011

**Preface**

The consultant wishes to thank hosts Professor Del Parsons for arranging the visit and showing great hospitality, and to the faculty and administration of Dixie State College for their frank and productive discussions.

**The Nature of the Visit**

The visit took place on January 10 and 11, 2011 with the purpose of advising the College about adding a four-year art degree and potential application for accreditation for its Art and Design programs through the National Association of Schools of Art and Design. The consultant indicated to all concerned at the College and reiterates here, that the views expressed were his views alone based upon his experience, and that a consultative visit is only intended to help faculty and administrators prepare for application for accreditation. It was explained that a consultative visit is not the same as one conducted by visiting evaluators. The suggestions that a consultant gives cannot be construed to be a preview of what visiting evaluators might say or write, nor a reflection of potential decisions by the NASAD Commission on Accreditation.

**Background**

As the consultant could best understand from discussions during the visit and from the online catalog, Dixie State College currently offers the following degrees related to Art and Design:  
1) BA/BS in Integrated Studies with Emphasis in Art

2) BA/BS in Integrated Studies with Emphasis in Visual Technology

3) BS in Computer and Information Technology with Emphasis in Visual Technology

4) An Associate of Arts Applied Science Degree in Graphic Communication

Additionally the College offers Certificate Programs in Visual Technology and Graphic Communication. The Consultant will set aside discussion of Certificate Programs because the College specifically requested information and advice about moving to four-year degree programs and potential accreditation of those programs.

The consultant spoke with the following full-time faculty: Del Parson, Dennis Martinez and Glenn Blakely from Art; Shane Prine from Computer and Information Technology (Visual Technology); adjunct faculty Patty Bingham and Nancy Ross. The consultant additionally had the opportunity to meet with administrators: [Dr. Donna Dillingham-Evans](http://www.dixie.edu/education/donna.html), Academic Vice President; Dr. Don Hinton, Dean of the School of Arts and Letters; Dr. Brent Hanson, Associate Dean of Fine Arts Dept.

The Consultant also had access to the especially well-written Visiting Evaluator’s Report by Brian Hoover of October of 2010. This report was especially helpful, and generally on the mark regarding NASAD standards. This Consultant had no disagreements with the observations and conclusions reached in that Report.

**General Impressions**

In the visual arts Dixie State College enjoys good faculty doing a good job with their students in the programs visited, most specifically in Art. The Art Program is somewhat limited in scope at this time, but it appears there is

demand in the community for additional Art offerings. It would be best for the College to expand its Art offerings and its full-time faculty before seeking accreditation. There is some confusion about where programs should be aligned and perhaps also some unnecessary overlap between programs, specifically in Graphic Communication and Visual Technology. Like similar programs throughout the county, the Visual Technology Program is popular and has expanded accordingly, although the curriculum is not in line with national trends.

**The Art Program**

The offerings in Art are very good, however limited in scope at this time, centering on ceramics, photography, and Drawing and Painting with some typical general background courses in two-dimensional design. Additionally, the Art History offerings are robust due to the good fortune of finding a well-credentialed Art Historian in the local community, who despite being a part-time faculty member, covers a broad array of courses. These course offerings are now directed to an Emphasis in the Integrated Studies Program, rather than being an Art Degree, per se. In that capacity, it appears that the curriculum functions well. The Program does well what it is designed to do now.

**Art Facilities**

The Program is currently housed in a converted supermarket. This facility appears to have enough space for the current state of the Program. The ceramics, photography, Drawing and Painting, and general Program spaces are well lighted, clean, organized, and well ventilated. It is of special note that the College had paid good attention to health and safety issues when converting the space for Art use. It is noted, however, that the placement of a wet photography facility immediately adjacent to a ceramics studio – even sharing space with ceramics – is likely to present problems at some point, if not already. It is natural for an active ceramics program to create some dust. Photography, on the other hand, has great need to be in a dust-free environment, and this is especially true in wet photography. Luckily, the way the space is arranged it would not take a major expenditure to isolate those studios from one another.

If the Program is to grow as projected -- even if it weren’t converted to a four-year degree program – there would be need for more facilities. Fortunately, it was learned during the visit to campus that the tenant leasing a major portion of the building would be leaving, making way for Art to grow and expand its offerings, as would be needed in a four-year program. It is noted that although the classrooms and studios were quite adequate, there was a lack of feeling of “place.” The building still appears as a converted supermarket set in a large parking lot with little or no landscaping. And although it could be argued that this issue may have little relevance to the quality of a program, it could equally be argued that as the Art Program grows into department status, students, faculty, and visitors would all benefit from a sense of arriving in a place centered around the teaching, making, and display of student and faculty artworks. A student gallery would go a long way toward helping this problem. Such improvements can have serious positive effect on the general health and strength of a program.

It is noted that the Sears Art Gallery located in the performing arts complex is a handsome space for the exhibiting of art and terrific asset to the College and the Art Program, though physically distant from the Art Program facilities. Involvement of the Art Program faculty in programming this facility – beyond the annual student show – would help close this distance.

**Art Curriculum/Faculty**

The Art Program offerings, as stated above, are adequate for the type of program that exists today. However, if the Program expands to four-year degree status and becomes its own department, and especially an accredited department, those offerings would have to be expanded. It would be typical for even a small art department to have a full-time tenure-track art historian and a full-time tenure-track sculptor/3D media faculty member at a minimum in addition to the three current full-time tenured faculty members. The consultant would note that an additional faculty member in the area of Drawing and Painting/Illustration would be a natural addition as well. Professor Parson is a highly accomplished painter with a national following. Students would be well served by having the influence of another 2D artist, -- whether it be painter, illustrator, or printmaker -- whose work presents other contemporary approaches to the medium. In discussion of this topic on site, Professor Parson indicated he would welcome such an addition to the faculty.

In regard to student contact hours, there appears to be some inconsistency in the number of minutes of instruction from once course to another. It is typical for studio (sometimes called activity) mode classes to meet with the instructor for five and one-half to six hours per week, separating them from lecture-mode classes, which typically meet for three hours or the equivalent. There is typically no difference to this pattern in the various media in the studio arts. This is also a parity issue between faculty who teach similar courses, but who meet with students less or more often or who teach more or fewer courses without apparent explanation other than historical precedent. The consultant strongly recommends attention to these issues before applying for accreditation.

It is noted that the College spent the necessary funds to upgrade the wet photography facility and to make it a safe and healthful place to work. It’s a very nice small facility and a popular program for students. However, over the past fifteen years, wet photography has become much less emphasized in collegiate-level Art and Design programs nationally. Many have done away with it altogether as digital photography has taken over both in industry and in the art/design world. Although students can learn much from experiencing wet photographic methods – and why many schools have kept some wet photography while moving toward the digital mode – it is no longer the standard and will likely continue to fade in popularity and in practical use.

The three tenured faculty in the Art Program have appropriate credentials from good institutions and all have respectable exhibition records and appear to be keeping current in their respective fields.

The consultant was unclear on the Program’s intent with respect to online or distant learning courses. These course-delivery modes can be effective in delivering course content, but not always. These courses will need to be carefully monitored to ensure program quality. Such evaluation should be done by other than the course instructor, who has a vested interest in continuing in this mode, and will likely be time consuming.

**The Visual Technology Program**

The consultant briefly toured the Visual Technology facilities and spoke briefly with one faculty member from the program. It is assumed that, although this Program is not currently part the Art Program, there is an awareness by the campus leadership that the Visual Technology Program does teach courses that might be housed in Art at other colleges and universities. That awareness is a good first step in considering future application for accreditation because there is a fairly common misunderstanding at some schools that a school could apply for accreditation from NASAD for some of its visual art and design, programs but not all of them. It is the rule in NASAD that when a university, college, or school seeks accreditation, NASAD would review all visual art and design programs containing at least 25% art and/or design course content, regardless of where that program is housed within the school.

From review of the course content in the Visual Technology Program, it is the view of the consultant that the program would easily fall under the purview of NASAD. A program with curriculum and course content like that of Visual Technology would most commonly be called Graphic Design or Visual Communication in other universities and colleges and would typically be housed in an Art or Design or Art and Design Department. Nevertheless, NASAD wouldn’t care so much about the title of a program and its location as it would care about whether the program delivers its announced intent and mission. In the case of Visual Technology, it appears that it is the intent of the Program to train students for careers in Graphic Design. As such, it is apparent that the program grew out of the Computer and Information Technology Department, rather out of Art, which is more common.

**Visual Technology Curriculum**

The consultant notes that if the Visual Technology Program’s intent is to train students for careers in Graphic Design as stated in the College Catalog, then the curriculum is not in keeping with NASAD accredited programs. Most striking is the lack of the requirement of lower division Art foundation courses such 2D Design, Beginning Drawing, and Color Theory, to mention just three. Most Graphic Design Programs are based in Art and Design practice as a foundation. In fact, many strong programs, do not introduce computers in the curriculum until the second year precisely for the purpose of ensuring that students understand the computer as only one effective tool for the design two-dimensional projects, understanding that it is the vision of the designer that makes for strong work, not the computer or computer program. It is further noted that inclusion of computer programming courses in a Graphic Design curriculum is unusual. Very few graphic designers ever write their own programs, most have no idea of how the programs work, but great designers know how to use the programs effectively for making advertisements, brochures, periodicals, websites, and the like.

**Visual Technology Faculty**

It is noted that the faculty of the Visual Technology Program all come from a background other than Studio Art and Design, except one, the most recent hire, who holds the MFA degree. This also might be an issue in the accreditation process, as faculty should have background and degrees appropriate to the field in which they teach, in this case, Graphic Design. It is not unusual for there to be some cross-over faculty, nonetheless, the majority should have degrees consistent with their area of teaching.

**Visual Technology Facilities**

It appears that the Visual Technology Program has facilities adequate for the courses it offers, mostly in the form of computer labs. There are two problematic issues related to facilities, however. First, Macintosh computers are the standard for the Graphic Design industry, and most schools teach exclusively using Macs, or nearly exclusively, in recognition that it is best for students to learn on what they will likely be using in their careers. Second, Visual Technology students spend so much of their time away from Art Program facilities and Art students that their own sense of creativity and a sense of belonging to the greater Art and Design community may suffer.

**The Graphic Communications Program**

The consultant was unaware of the Graphic Communications until he did further research in the catalog upon return from the visit. Without having spoken the faculty in this program (it appears there is just one), it is difficult to know the history and intent of the program. From the course offerings listed, it would appear that this is a program that has roots in printing techniques for commercial printers, but has now morphed into something like Graphic Design utilizing modern digital technologies. This would seem to be an unnecessary overlap with the Visual Technologies Program found elsewhere in the College. Like Visual Technology, it appears that this program would also come under the purview of NASAD, should the College seek accreditation. It is unknown if the program has the appropriate faculty and facilities to fulfill its intent and mission. The consultant regrets not having the chance to learn more about this program while on campus.

**Conclusions**

If the College wishes to convert the Art Program to a four-year degree program and seek NASAD accreditation it has important issues to consider first:

1. There was some confusion evidenced regarding the demand for art course offerings. Some individuals interviewed indicated that it was one of the most popular emphases in the Integrated Studies Program; others indicated that it was much less popular. Statistics regarding demand for art courses would be easily attained and would be important in making decisions about the future of the program.
2. Sort out the Visual Technologies program – either make it a full-fledged Graphic Design program or make it a computer-programming program. Don’t try to do both. Programming skills are unnecessary for designers. Recognize that if the Visual Technology Program is merged with Art, then the necessary budget for regular computer lab replacement must come with it. Otherwise solving one problem will only create another.
3. Increase the number of tenure-track faculty and course offerings. Potential retirements in the coming years will likely afford the opportunity to restructure programs and allow the College to build an Art Department based on student needs and demand. Additionally, the ratio of adjunct to full-time faculty is not good. Adjunct positions will need to be cobbled together to create new tenure-track positions.
4. Decide where Graphic Communications belongs and merge it.
5. Make a clear distinction between Foundation-Level and Upper-Division course offerings. This appears to be somewhat muddled at this point.
6. Make the four-year degree parallel to offerings elsewhere in the arts at Dixie State College.
7. It appears that some of the Art/Design course offerings at Dixie State came about from the need to assign existing faculty, especially in Visual Technology, rather than hiring faculty to meet the needs of a program. Future hiring should be based on the needs of students and programs, not upon who is available.
8. The consultant urges the Art/Design faculty to become more involved in College-level faculty governance in order to increase visibility of strengths and weaknesses in the program and usher in change.
9. It is fortunate for Dixie State that as the surrounding area has grown, the local art community has become robust. Dixie can capitalize on this by creating demand for more Art and Design offerings.
10. Growth of the program will likely necessitate hiring of some technical staff, in addition to faculty, to help with labs and studios for computers, ceramics, sculpture, and so on.
11. Clarify articulation issues. It appears that articulation is uneven and not well defined (as indicated in the Outside Evaluator’s Report of October 2010). Future students transferring into a four-year Art Program will need to have consistent training in lower-division courses.
12. Art/Design faculty will need to become more aware of recruitment, admission, retention, and advisement issues if the program is to move toward four-year degree status. These issues are important to ensure student success.
13. Ensure that Library holdings are consistent with NASAD standards.
14. It is recommended that the College take one step at a time before applying for accreditation, don’t get ahead of yourself. Specifically, build a strong BA Program before attempting to build one or more BFA programs, unless the College is willing to pour vastly more resources in the Art and Design Programs. Keep in mind that a BA Program could have Concentrations or Emphases that might later morph into individual BFA programs.
15. Keep in mind that in an accredited program, faculty are expected to have degrees consistent with their teaching areas and are expected to stay current in their fields through research and creative activity. Thus, faculty teaching load need to allow time for faculty to stay current in their fields.

**APPENDIX E: Student Survey**

**Student Survey for the Art Department**

In order to better meet the needs of students, Dixie State College is attempting to augment its offering of bachelor’s degrees. Accordingly, this survey was designed to determine student interest in a bachelor’s degree in Art. Please consider your educational goals while answering the following questions. The results of this survey will be used in planning future degree programs. Your participation is sincerely appreciated.

*Please fill in the blank or circle the appropriate answer.*

**Gender :** Male Female **Age:** \_\_\_\_\_\_\_\_

**Student Classification:** Freshman Sophomore Junior Senior

Not sure what kind of student you are? How many college credits have you completed? \_\_\_\_\_\_\_\_

**How many Art classes did you take in high school?** \_\_\_\_\_\_\_\_

**How many Art classes have you taken at Dixie State College of Utah?** \_\_\_\_\_\_\_\_

**Please check one or more appropriate areas of your interest within Art:**

Installation Painting Photography Ceramics

Sculpture Art History I am not interested in art

**If I had the opportunity, I would like to receive a bachelor's degree in Art from Dixie State College.**

Strongly Agree Agree No Opinion Disagree Strongly Disagree

**If I had the opportunity, I would like to major in another field but minor in Art and receive a bachelor's degree from Dixie State College.**

Strongly Agree Agree No Opinion Disagree Strongly Disagree

*The last question is only for students in Integrated Studies with an emphasis in Art. If this is not your major, please skip this question.*

**If I had the opportunity, I would switch my major from “Integrated Studies with Art” to “Art”.**

Strongly Agree Agree No Opinion Disagree Strongly Disagree

**APPENDIX F: Library Databases**

The following Art databases are available through the Val A. Browning Library:

**Article databases:**

[**Academic Search Premier (EBSCOhost)**](http://libproxy.dixie.edu/login?url=http://search.ebscohost.com/login.asp?profile=asp)

A scholarly, multi-disciplinary, database; with full text coverage of 4600 journals in a range of subjects. This database is a good starting place for almost any topic search.

[**Art Full Text (WilsonWeb)**](http://libproxy.dixie.edu/login?url=http://hwwilsonweb.com/?sp.dbid.p=S(Y7)&sp.nextform=advsrch.htm)

Full text coverage from the Wilson database of periodicals and journals of articles on art, architecture and archaeology throughout the world.

[**Arts & Humanities Citation Index (Web of Science)**](http://libproxy.dixie.edu/login?url=http://isiknowledge.com)

Citation index that provides consolidated searching of a social science citation index, art and humanities citation index and multi-disciplinary databases—may be searched by author, title, subject, and topic. These are citations of usage, not full text and will be useful primarily to upper division students and faculty doing research.

[**ARTstor**](http://libproxy.dixie.edu/login?url=http://library.artstor.org/library/welcome.html)

Curated collections of art images and associated data for scholarly use. Includes links to art images in museum collections and reference materials.

[**JSTOR**](http://libproxy.dixie.edu/login?url=http://www.jstor.org/jstor/)

A scholarly journal archive that provides image and full text access to archival (more than 5 years old) scholarly journals in a wide variety of subject areas.

[**Oxford Art Online**](http://libproxy.dixie.edu/login?url=http://www.oxfordartonline.com/subscriber/)

This database includes the *Grove Dictionary of Art, Oxford Companion to Western Art,* links to Images from ARTSTOR, and other sources.

[**Project MUSE**](http://libproxy.dixie.edu/login?url=http://muse.jhu.edu/muse.html)

Provides full-text access to a selection of humanities and social sciences journals.

**Reference databases:**

[**Gale Virtual Reference Library**](http://libproxy.dixie.edu/login?url=http://infotrac.galegroup.com/itweb/dixiesta?db=GVRL)

An online reference utility that hosts selected encyclopedias and other reference publications.

[**Oxford Reference Online - Premium**](http://libproxy.dixie.edu/login?url=http://www.oxfordreference.com)

Language and subject reference works from Oxford Press into single cross searchable reference. Limited to 1 user at a time.

**Appendix G: Foundation Requirements Across Comparable USHE Institutions**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Course** | **UVU** | **Weber** | **SUU** | **USU** | **DSC** |
| First Year Experience or equivalent |  | Required |  |  | Required |
| Drawing 1 | Required | Required | Required | Required | Required |
| 2D Design | Required | Required | Required | Required | Required |
| 3D Design | Required | Required | Required | Required | Required |
| Art History 1 or eq. |  | Required | Required | Required | Required |
| Art History 2 or eq. | Required | Required | Required | Required | Required |
| Color Theory or eq. | Required |  |  |  | Optional |
| Computers and Art or eq. | Required |  | Required | Optional | Optional |
| Intro to Photography or eq. | Required | Required | Required | Optional | Optional |
| Intro to Sculpture |  | Optional |  | Optional | Optional |
| Intro to Ceramics |  | Optional |  | Optional | Optional |
| Painting 1 |  |  |  | Optional | Optional |
| Intro to Printmaking |  | Required |  | Optional |  |
| Drawing 2 |  |  |  |  | Optional |
| Intro to Portrait Drawing |  |  |  |  | Optional |
| Digital Photography |  |  |  |  | Optional |
| Foundation Review |  |  | Required |  | Required |

1. <http://www.dixie.edu/aboutdixie/mission_statement.php> [↑](#footnote-ref-1)
2. <http://www.bls.gov/emp/ep_table_106.htm> [↑](#footnote-ref-2)
3. <http://jobs.utah.gov/opencms/wi/pubs/outlooks/state/> [↑](#footnote-ref-3)
4. NASAD Handbook for 2010-11, p. 72-74. [↑](#footnote-ref-4)
5. <http://www.higheredutah2020.org/> [↑](#footnote-ref-5)
6. <http://www.dixie.edu/aboutdixie/mission_statement.php> [↑](#footnote-ref-6)
7. <http://nasad.arts-accredit.org/index.jsp?page=Books>, “Free Access to PDF version”, p. 81 [↑](#footnote-ref-7)
8. <http://www.dixie.edu/education/secondary_education.php>, SET Course Requirements [↑](#footnote-ref-8)