

May 10, 2017

MEMORANDUM

TO: State Board of Regents

FROM: David L. Buhler

SUBJECT: Dixie State University – Bachelor of Fine Arts in Studio Art

Issue

Dixie State University (DSU) requests approval to offer a Bachelor of Fine Arts (BFA) in Studio Art effective in fall 2017. The institutional Board of Trustees approved the degree on January 27, 2017.

Background

DSU currently offers Bachelor of Arts (BA) and Bachelor of Science (BS) degrees in art, with emphases available in 3D/sculpture/ceramics, art education, graphic design, painting/drawing, and photography/digital imaging. The proposed BFA in Studio Art would not have emphases, but instead would allow students to pursue study in multiple media or focus on a single medium. The proposed degree would include initial courses in 2D design, 3D design, drawing, and art history, followed by a lower-division core in computer design, drawing, painting, sculpture, photography, and ceramics, to provide sufficient foundation and breadth; subsequent upper-division courses would allow for further study across multiple areas or more focused study in a single area, depending on a student's interests and goals. The proposed BFA is a professional degree developed to meet the standards of the National Association of Art and Design (NASAD) and position DSU art graduates to compete more effectively for career opportunities. NASAD accreditation would be sought within five years of BFA implementation.

There are currently more than 220 visual art majors at DSU, and many have expressed a preference for earning a BFA over a BA or BS. In some instances, DSU art students have left to pursue a BFA elsewhere, so the proposed BFA is seen as important for student retention, as well as a next step in the institution's development as a regional university. DSU has offered upper-division art courses since 2005, and the art program has expanded steadily over the years. Faculty, staff, courses, facilities, and library and information resources are largely in place at DSU to implement the proposed degree, and there is a plan to hire additional faculty in the first five years, if warranted by enrollment growth.

Policy Issues

The proposed degree has been developed and reviewed in accordance with processes established by Dixie State University and the Board of Regents. The Utah System of Higher Education (USHE) Chief Academic Officers and appropriate faculty at other USHE institutions reviewed and are supportive of Dixie State University's request to offer a BFA in Studio Art. There are no additional policy issues relative to approval of this program.

Commissioner's Recommendation

The Commissioner recommends the Regents approve the request by Dixie State University to offer a Bachelor of Fine Arts in Studio Art.

David L. Buhler
Commissioner of Higher Education

DLB/GVB
Attachment

Utah System of Higher Education Program Description - Full Template

Section I: The Request

Dixie State University requests approval to offer the following Baccalaureate degree(s): Bachelor of Fine Arts in Studio Art effective Fall 2017. This program was approved by the institutional Board of Trustees on January 27, 2017.

Section II: Program Proposal

Program Description

Present a complete, formal program description.

A growing number of in-demand jobs with strong potential for advancement require creative visual arts skills. The rise of the Internet, the dominance of advertising, and the omnipresence of a diverse array of media offer a wealth of work opportunities for those with a baccalaureate degree in Art. DSU can better prepare its students to compete in the job market by offering a BFA degree in Art. As a "core and foundational" area of other USHE institutions, DSU is now ready to bolster its offerings and value to the region and state with a BFA degree in this discipline. The DSU Art faculty have been teaching upper-division classes since 2005 and have seen enrollment in Art classes increase significantly with the introduction of the Art Emphasis in the BA/BS degree. It is now appropriate for DSU to begin offering a Bachelor of Fine Arts (BFA) degree.

All of the BFA degrees in Utah offer an emphasis within the BFA. Students pursuing a BFA must select and complete an emphasis. Although emphases differ by institution, most BFA's offer Photography, Painting/Drawing, Sculpture, and Graphic Design as options, allowing students to focus on and "specialize" in a single medium. Sometimes the student has options to take other media type classes, but they are very limited. The BFA at Dixie State University will not have an emphasis. It will be a Studio BFA, giving students the option to study multiple media or focus on a single medium. DSU students will be able to take courses in Photography, Design, Painting, Sculpture, and Ceramics giving them a broad understanding of various media, or, if they are only interested in one medium, they can take the courses necessary to understand it in greater depth. This programmatic feature would allow program majors to design and pursue customized coursework plans to support their postgraduate and professional goals.

The core of the BFA will require students to obtain a broad base of art and design skills consistent with the core offerings of other USHE institutions. Every student will have to take 2D design, 3D design, drawing, first-year experience, and two art history courses as a foundation. After being accepted into the BFA degree, students will have to take lower-division core classes in computer design, drawing, painting, sculpture, photography, ceramics, and other introductory courses to gain a solid basis and breadth in the creative arts. After taking their foundation and core classes, students will have the choice to become acquainted with all upper-division media forms or focus in one area of study. The new degree will prepare students to compete more effectively for opportunities in art and design, and develop a number of transferable skills that can be applied in multiple settings. The requirements for the new Art degree are consistent with the guidelines and requirements set forth by the National Association of Schools of Art and Design (NASAD) in the 2015-2016 handbook.

Consistency with Institutional Mission

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

There is evidence of significant demand for the new degree, gathered by survey from students already enrolled at DSU and anecdotally from the larger St. George and Washington areas. St. George has a vibrant visual arts community, and a BFA degree would recognize and support local artistic activities. According to DSU's mission statement, "Dixie State University is a public comprehensive university dedicated to rigorous learning and the enrichment of the professional and personal lives of its students and community by providing opportunities that engage the unique Southern Utah environment and resources." DSU has identified Art as a foundation of culture in its community by recognizing the role of Art in General Education and observing that all institutions in the region and of comparable size already offer a BFA. A BFA will help DSU better fulfill its mission and meet the needs of students and the community by adding a new program. Employers have stated that they want employees with more creativity and a broader range of art and graphic design skills, experience, and training. This general BFA degree will

allow students to develop creativity and skills and gain marketable training and experience by allowing them to take courses to prepare for particular postgraduate opportunities, making them either more immediately employable or better positioned to successfully compete for graduate school opportunities. The fact that the new degree program can be initiated without requiring significant additional funding or resources makes it consistent with the need to achieve results while working within a strict budget.

Section III: Needs Assessment

Program Rationale

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

Currently every BFA degree in the state has a specific focus or emphasis. DSU seeks to meet an as yet unmet need for a general BFA degree to make its graduates competitive both in Utah and nationally. By doing so, the new degree would allow DSU to stop losing BFA-seeking students to other schools, finally allowing DSU to meet a known need. The program would also benefit USHE by creating an option for Utah students that is currently unavailable elsewhere. Most Utah students stay in the state when transferring to a different institution due to the high cost of obtaining a degree at an out-of-state school, so the BFA would increase DSU's regional value while also increasing USHE's ability to retain students. Because out-of-state tuition is below or equal to that of surrounding schools, adding a BFA degree to DSU's offerings would also allow it not only to attract and successfully compete for exceptional first-year and transfer students that might otherwise attend schools in Arizona, California, or Nevada, but also more effectively retain students seeking to prepare for particular postgraduate opportunities.

A new BFA Art degree will also provide the necessary skills for graduates to be self-employed as artists and graphic designers. If graduating students wish to stay in Washington County, they can do so, or more effectively compete for positions in regional and national job markets. It is projected that Artistic jobs will increase by 3% within the next 10 years. A general art BFA would provide the skills necessary to increase creativity and enhance key skill sets, making graduates more marketable.

Labor Market Demand

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

The median pay for a self employed fine artist is \$45,080/yr [1]. Most artists enter the field because they love creating and not for the sole purpose of earning money. Employment opportunities for Graphic Designers are projected to increase to 1% over the next 10 years and have a median income of \$46,900 [2]. Media artists and Animators earn a median income of \$61,000 and have a projected increase of 6% over the next 10 years [3].

[1]<http://www.bls.gov/ooh/arts-and-design/craft-and-fine-artists.htm>

[2]<http://www.bls.gov/ooh/arts-and-design/graphic-designers.htm>

[3]<http://www.bls.gov/ooh/arts-and-design/multimedia-artists-and-animators.htm>

Student Demand

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

Currently, DSU serves over 220 Visual Art majors. DSU surveyed its Art students, and 150 responded: 37% (55 students) stated that they would transfer or consider transferring to a different school to earn a BFA; 59% (88 students) expressed a preference for a BFA degree over a BA/BS. DSU surveyed 20 students that left DSU or transferred to other institutions, and 12 stated that they left or are leaving because DSU does not offer a BFA in Art. Currently, DSU is losing about 10% (20 students) of its Art students per year because it does not offer a BFA or a BFA of their choosing. Adding this degree to DSU's offerings will both increase retention and allow the Art Department to grow in a manner consistent with the school's transition from an area community college to a regional university.

Similar Programs

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

No other USHE institution offers a general BFA in Studio Art. All other institutions offer a specific emphasis within their BFA. DSU surveyed other NASAD-accredited institutions of similar in size outside of the state and identified Shippensburg University in Pennsylvania, Valdosta State University in Georgia, and Stephen F. Austin State University in Texas as comparable to help determine what a general BFA in Studio Art would look like and how to develop one that would achieve NASAD accreditation. DSU is unaware of any universities within a 500-mile radius that currently offer a general BFA in Studio Art. Because no other institutions can provide a competing BFA in the western region, adding this major would allow DSU to draw more non-resident students to a USHE institution by offering something not otherwise available. Most BFA programs have an emphasis, but DSU's proposed degree would not. This programmatic feature would allow program majors to design and pursue customized coursework plans to support their postgraduate and professional goals.

Collaboration with and Impact on Other USHE Institutions

Indicate if the program will be delivered outside of designated service area; provide justification. Service areas are defined in higher.utah.gov/policies/policy315/. Assess the impact the new program will have on other USHE institutions. Describe any discussions with other institutions pertaining to this program. Include any collaborative efforts that may have been proposed.

Currently, students wishing to obtain a BFA degree must either leave DSU or settle for a BA/BS. College-bound students from Washington and Kane Counties traditionally attend DSU. A significant majority of DSU's students, about 70%, are Washington County residents. Unfortunately, some must forego their desired degree, because they are tied to the local area. DSU is prepared to meet the educational needs of students with a need to be educated locally. Adding this major to DSU's programs will help USHE meet the goals of its HigherEdUtah2020 Master Plan, which includes a goal of 66% of Utahans aged 24-64 achieving an associate degree or higher by the year 2020 [1].

Adding this major to DSU's offering might result in a slight decrease (20 students per year) in enrollment in other USHE BFA degree programs, since roughly that number of students will prefer to stay at DSU to earn their degrees. However, the new BFA could also attract additional students rooted in the region that might not have enrolled if no BFA in Art were available. If so, the result of the program could well be a modest total increase in USHE's Art enrollments. In addition, since DSU would need to add digital art classes to its curriculum to meet market demand for breadth of training, DSU would also be helping to meet the University of Utah's need for more and better qualified students to enter its Master's program in Entertainment Arts & Engineering.

[1]<http://www.higheredutah2020.org/>

External Review and Accreditation

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

DSU spoke with Associate Dean Michael T. Schmidt at Valdosta State University (accredited by NASAD last year with a general BFA) about what requirements and reviews they worked on to receive accreditation. DSU plans to pursue NASAD accreditation within five years of the BFA degree implementation. This time line will give DSU ample time to make any necessary adjustments in faculty work load, classroom size, and degree requirements. The cost to be assessed by NASAD would be around \$10,000. This assessment and evaluation would be done five years after the implementation of a BFA.

Section IV: Program Details

Graduation Standards and Number of Credits

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

Students must complete 120 credits in order to graduate with a Bachelor of Fine Arts degree, which is within the 126-credit limit for a BFA degree, as determined by the Regents as stated in R401-3.12.5.1. The BFA requires 40 upper-division credits within the 120 required, and all students must complete at least 30 semester hours of upper-division credit from DSU for institutional residency.

Admission Requirements

List admission requirements specific to the proposed program.

The Art faculty will conduct a portfolio and grade review for each student wishing to enroll in the BFA degree. 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 program's academic advisor will prepare students for the review. Students must maintain an overall GPA of 2.0 and earn at least a B- in all core art classes in order to be eligible to proceed. Once students have satisfied these requirements, they can apply for the BFA program. The requirements for the review and admission to the program will be presented to students during the First-Year Experience class (Art 1001), continual contact with the advisor and faculty, and in the DSU Catalog.

Curriculum and Degree Map

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

Section V: Institution, Faculty, and Staff Support

Institutional Readiness

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

The new program would further enhance undergraduate and lower-division education as a key component in the growth of the DSU Art Department, which has been ongoing. DSU was 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, DSU started offering Integrated Studies baccalaureate degrees, including Integrated Studies with an Emphasis in Art. In 2012, DSU offered BA/BS degrees in Art with an emphasis in 3D/Ceramics/Sculpture, Art Education, Graphic Design, Painting/Drawing, and Photography/Digital Imaging. As an institution, DSU 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 seeking and securing funds for new facilities. DSU is committed to supporting the new Art degrees by expanding teaching facilities. The Art Department currently occupies half of the North Plaza Building, and in Fall 2015 the program expanded to new parts of the building. As a result, the Art Department will have a dedicated drawing and photography studio lab. No funding will be necessary at the inception of the BFA degree, but if demand increases in relation to the projected growth additional classrooms will be needed.

Faculty

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

Currently 20% of DSU Art faculty are full time. Two new courses will need to be offered to accommodate a BFA, but as a whole little, faculty movement will need to be implemented to cover these offerings. No full-time faculty hires will be needed to

implement the program. Adjuncts will teach additional foundation courses, and the hiring of two additional full-time faculty within the next five years would be sufficient to accommodate projected enrollment growth and cover the new courses needed for the BFA degree. If enrollment falls short of expectations, no full-time hires would be needed.

Staff

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

Currently, the Art Department has part-time secretarial support shared with the Interdisciplinary Arts and Sciences Department. If projected growth occurs, a full-time hire would need to cover the clerical and administrative tasks necessary to support a department with so many majors. The secretary would 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.

Student Advisement

Describe how students in the proposed program will be advised.

Currently DSU has a full-time Art Advisor. This person will guide students through the post-freshman review, BFA admission requirements, degree requirements, and course selection. Faculty will help with advisement in coursework and professional career direction once students are in the BFA program and as they make decisions about applying. The advisor will also continue to help students with the current BA/BS degrees.

Library and Information Resources

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

DSU's Holland 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 field-specific online databases. The library currently subscribes to a number of excellent online resources, including ARTstor, JSTOR, Oxford Art Online, and Oxford Reference Online-Premium. The pricing for some of these essential databases (e.g., Oxford Art Online) is not fixed but depends on a university's FTE enrollment. 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. If the BFA degree shows growth according to projections the proposed budget should provide \$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.

Projected Enrollment and Finance

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

Section VI: Program Evaluation

Program Assessment

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

DSU'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 skills in design, drawing, painting, photography, graphics, and in work with three-dimensional form.

The Art faculty spent the 2014-15 academic year mapping the curriculum. This has happened in several areas, 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 norming 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 clarifying, codifying, and making consistent the requirements and expectations of 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 have and will use the following methods of assessment to ensure that 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. Data collection on 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 for the BFA before students enroll in ART 4900 BFA Exhibition. Depending on the results of the reviews, students may be required to present additional works and/or engage in additional research or coursework before being allowed to enroll in ART 4900 BFA Exhibition. Portfolios will be submitted in combination with a text submission followed by a presentation.

The print portion should contain:

- a 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
- a one-page explanation of the concept, scope, media, and research process for the proposed Senior Exhibition

The PowerPoint presentation should contain high-quality images of at least 10 works 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. Department faculty will offer written critiques of student work and development, and suggestions for areas for improvement and/or further study leading up to the BFA Exhibition. The written critique will be returned to the student not later than the end of the twelfth week of the semester to allow student ample time to enroll in suggested courses during the next semester.

Student Standards of Performance

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

All students who have been accepted into the BFA will be required to undergo a Junior review before enrolling in ART 4900 BFA 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. DSU will be using NASAD Bachelor of

Fine Arts in Art Essential Competencies, Experiences, and Opportunities as our guide for graduating students (NASAD Handbook 2015-16 pg 106), which places emphases on:

- a. Understanding of basic design principles, concepts, media, and formats in the various fine arts disciplines. Development of this sensitivity continues throughout the degree program.
- b. Ability to apply principles of design and color and competency in drawing to work in specific fine arts specializations.
- c. The ability to conceive, design, and create works in one or more specific fine arts fields.
- d. Working knowledge of various aesthetic issues, processes, and media and their relationship to the conceptualization, development, and completion of works of art.
- e. Understanding of the similarities, differences, and relationships among the various fine arts areas.
- f. Experiences that encourage familiarity with a broad variety of work in various specializations and media, including broad exposure to works of art.
- g. Opportunities to develop an area of emphasis in at least one fine arts area

These standards were chosen because of the rigorous training and experience students need to earn a BFA. Assessment occurs before being accepted into the BFA, their Junior year of review before their Senior year of school, and then post Senior year to determine if students have met all BFA program standards. This approach provides three major and personal assessment times throughout students' DSU experience. If students are not showing competency then additional courses may be repeated or taken until the student reaches the standard of education.

Formative Assessment: Every studio class involves this type of assessment. Group and teacher critiques along with grading of assignments provide a consistent and formal assessment to help students learn and understand their strengths and weaknesses. Because of the diversity of classes required for the degree, students will experience various forms of critiquing and assessment from various professors on an individualized basis. Once in the BFA, students will receive additional critiques of their work as part of the program's applications process.

Summative assessment (see Program Assessment for a description): In summary, students will have to create and offer formal Power Point presentations, a written assessment of their work, and art show to summarize their experience and artistic growth at DSU.

Course Number	NEW Course	Course Title	Credit Hours
Core Curriculum Credit Hour Sub-Total			120

Program Curriculum Narrative

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

The first group of courses are BFA foundation classes. Students must take these courses and pass with a B- or higher before being able to apply into the BFA degree. The second group of required courses are required core classes within the BFA. All are lower division to help students gain a solid foundation before going into more advanced course work. All courses with an "R" at the end of the number are available for repeat one additional time. According to NASAD accreditation requirements, 65% or more of a professional degree needs to be art related. With 42 credits being GE and 78 credits being art, our proposed program meets the required percentage needed for BFA degree accreditation.

Students can choose between ART 1050 (film) and ART 2060 (digital photography) within the required courses.

ART 4900R is a 1-credit class that the student must take their last year of school to prepare a portfolio of work for a show. This class will be taken each semester (1 credit fall semester, 1 credit spring semester).

ARTH 3-4xxx represents any of DSU's 7 upper-division art history classes. Each class is 3 credits, and students taking a total of 12 credits of Art History fulfill the NASAD's BFA requirement standard.

ART 3xxx and 4xxx represent any upper-division art class. Students need to select 36 upper-division elective credits.

Summary:

42 credits are GE
 42 credits are required (8 of those credits are upper division)
 36 credits are upper-division electives

120 total credits (44 upper division, 76 lower division)

Listed are the available classes a student can take for their ART 3xxx and ART 4xxx:

ART 3030 Intermediate Photography 3
 ART 3040 Intermediate Digital Photography 3
 ART 3050 Advanced Photography 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 Contemporary Painting I 3
 ART 3210 Head & Figure Painting 3
 ART 3250 Intermediate Watercolor 3
 ART 3300R Graphic Design Problems 3
 ART 3410 Life Drawing 3
 ART 3420R Portrait Drawing 3
 ART 3430R Assemblage Sculpture 3

ART 3440 Artist Materials and Methods 3
ART 3450R Anatomy for the Artist 3
ART 3570 Intermediate Ceramics 3
ART 3600 Installation Art I 3
ART 3610 3-D Visualization 3
ART 3650 3-D Animation 3
ART 3710 Advanced Typography 3
ART 3780 Prepress and Print Production 3
ART 3800 Business of Art 3
ART 3910R Digital Painting 3
ART 4000R Ceramic Technology 3
ART 4110R Expressive Drawing 3
ART 4190R Advanced Sculpture 1 3
ART 4200R Contemporary Painting II 3
ART 4210R Advanced Head & Figure Painting 3
ART 4220R Advanced Painting, Landscape 3
ART 4250R Advanced Watercolor 3
ART 4410R Advanced Life Drawing 3
ART 4570R Advanced Ceramics 1 3
ART 4600R Installation Art II 1 3
ART 4650 Publication Design 3
ART 4700 Photographic Alternative Process 3
ART 4750 Package Design 3
ART 4950R Art Internship 1-3

Below are the lists of available ARTH 3xxx and ARTH 4xxx classes available:

ARTH 3030 Medieval Art 3
ARTH 3050 Renaissance Art 3
ARTH 3080 Nineteenth Century Art 3
ARTH 3090 Twentieth Century Art 3
ARTH 3700 History/Theory of Photography 3
ARTH 3750 Graphic Design History 3
ARTH 4200 Ceramic History & Contemporary Trends 3

Degree Map

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

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

First Year Fall	Cr. Hr.	First Year Spring	Cr. Hr.
ART 1001 FYE: Art and Design	1	CIS 1200 Computer Literacy	3
ART 1110 Drawing and Composition	3	Math 103-40 GE Math	4
ART 1130 3D Design	3	ART 1120 2D Design	3
ENGL 1010 Intro to Writing	3	ENGL 2010 Interm Writing	3
LIB 1010 Information Literacy	1	ARTH 2720 Art History 2	3
ARTH 2710 Art History 1	3		
Total	14	Total	16
Second Year Fall	Cr. Hr.	Second Year Spring	Cr. Hr.
General ED Life Science	3	General Ed Physical Science	3
General ED American Institutions	3	General Ed Physical Science Lab	1
ART 2060 Digital Photography	3	ART 2210 Intro to Oil Paint	3
ART 2110 Intermediate Drawing	3	ART 2570 Intro to Ceramics	3
ART 2190 Intro to Sculpture	3	ART 2000 Digital Art	3
		ARTH 3xxx upper-division art history	3
Total	15	Total	16
Third Year Fall	Cr. Hr.	Third Year Spring	Cr. Hr.
General Ed Fine Art	3	General Ed Social/Behavioral Science	3
General Ed Literature/Humanities	3	General Ed Exploration	3
ART 3xxx any upper-division art	3	ART 3xxx any upper-division art	3
ART 3xxx any upper-division art	3	ART 3xxx any upper-division art	3
ARTH 3xxx upper-division art history	3	ART 3xxx any upper-division art	3
Total	15	Total	15
Fourth Year Fall	Cr. Hr.	Fourth Year Spring	Cr. Hr.
GE GLOCUP	3	GE GLOCUP	3
ART 4xxx any upper-division art	3	ART 4xxx any upper-division art	3
ART 4xxx any upper-division art	3	ART 4xxx any upper-division art	3
ART 4xxx any upper-division art	3	ART 4xxx any upper-division art	3

ART 4900R BFA Exhibition	1	ART 4900R BFA Exhibition	1
ART 3xxx any upper-division art	3		
Total	16	Total	13

Appendix C: Current and New Faculty / Staff Information

Part I. Department Faculty / Staff

Identify # of department faculty / staff (headcount) for the year preceding implementation of proposed program.

	# Tenured	# Tenure -Track	# Non -Tenure Track
Faculty: Full Time with Doctorate			
Faculty: Part Time with Doctorate			
Faculty: Full Time with Masters	3	3	0
Faculty: Part Time with Masters			10
Faculty: Full Time with Baccalaureate			
Faculty: Part Time with Baccalaureate			14
Teaching / Graduate Assistants	////	////	
Staff: Full Time			
Staff: Part Time			1

Part II. Proposed Program Faculty Profiles

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

	First Name	Last Name	Tenure (T) / Tenure Track (TT) / Other	Degree	Institution where Credential was Earned	Est. % of time faculty member will dedicate to proposed program.	If "Other," describe
Full Time Faculty							
	Delwin	Parson	T	MFA	Brigham Young University	10	
	Glen	Blakley	T	MFA	Brigham Young University	10	
	Dennis	Martinez	T	MFA	University of Colorado at Boulder	10	
	M. Shane	Christensen	TT	MFA	Edinboro University of Pennsylvania	10	
	Nancy	Ross	TT	PhD	University of Cambridge	10	
	Alex	Chamberlain	TT	MFA	Full Sail University	10	
Part Time Faculty							
	D. McGarren	Flack	other	MFA	University of Utah	5	adjunct
	Rob	Wilson	other	MFA	Academy of Art University- San Francisco	0	adjunct
	Michelle	Kurtz	other	MFA	University of Utah	5	adjunct
	Shazad	Sheikh	other	MFA	University of Punjabi	5	adjunct
	Jeff	Layne	other	MEd	Brigham Young University	5	adjunct
	Abraham	McCowan	other	MFA	Utah State University	5	adjunct
	Heath	Papa	other	MFA	Edinboro University of Pennsylvania	5	adjunct
	Jamie	Robertson	other	MFA	New York Figurative Academe of Art	5	adjunct
	Steven	Stradley	other	MFA	University of Michigan	5	adjunct
	Morgan	Clements	other	MFA	Academy of Art University -San Francisco	5	adjunct

Part III: New Faculty / Staff Projections for Proposed Program

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

	# Tenured	# Tenure -Track	# Non -Tenure Track	Academic or Industry Credentials Needed	Est. % of time to be dedicated to proposed program.
Faculty: Full Time with Doctorate					
Faculty: Part Time with Doctorate					
Faculty: Full Time with Masters		1		MFA in studio art	10
Faculty: Part Time with Masters					
Faculty: Full Time with Baccalaureate					
Faculty: Part Time with Baccalaureate					
Teaching / Graduate Assistants					
Staff: Full Time			1	Secretary	10
Staff: Part Time					

Appendix D: Projected Program Participation and Finance

Part I.

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

Three Year Projection: Program Participation and Department Budget						
	Year Preceding Implementation	New Program				
		Year 1	Year 2	Year 3	Year 4	Year 5
Student Data						
# of Majors in Department	220	240	242	244	246	248
# of Majors in Proposed Program(s)		120	130	140	150	160
# of Graduates from Department	25	30	32	34	36	38
# Graduates in New Program(s)		0	20	24	26	28
Department Financial Data						
	Department Budget					
	Year Preceding Implementation (Base Budget)	Year 1	Year 2	Year 3		
		Addition to Base Budget for New Program(s)	Addition to Base Budget for New Program(s)	Addition to Base Budget for New Program(s)		
<i>Project additional expenses associated with offering new program(s). Account for New Faculty as stated in Appendix C, "Faculty Projections."</i>						
EXPENSES – nature of additional costs required for proposed program(s)						
<i>List salary benefits for additional faculty/staff each year the positions will be filled. For example, if hiring faculty in year 2, include expense in years 2 and 3. List one-time operating expenses only in the year expended.</i>						
Personnel (Faculty & Staff Salary & Benefits)	\$0	\$0	\$80,000	\$80,000		
Operating Expenses (equipment, travel, resources)	\$0	\$0	\$0	\$0		
Other:	\$0	\$0	\$0	\$0		
TOTAL PROGRAM EXPENSES		\$0	\$80,000	\$80,000		
TOTAL EXPENSES	\$0	\$0	\$80,000	\$80,000		
FUNDING – source of funding to cover additional costs generated by proposed program(s)						
<i>Describe internal reallocation using Narrative 1 on the following page. Describe new sources of funding using Narrative 2.</i>						
Internal Reallocation						
Appropriation			\$80,000	\$80,000		
Special Legislative Appropriation						
Grants and Contracts						
Special Fees						
Tuition						
Differential Tuition (requires Regents approval)						
PROPOSED PROGRAM FUNDING		\$0	\$80,000	\$80,000		
TOTAL DEPARTMENT FUNDING	\$0	\$0	\$80,000	\$80,000		
Difference						
Funding - Expense	\$0	\$0	\$0	\$0		

Part II: Expense explanation

Expense Narrative

Describe expenses associated with the proposed program.

Currently the Art Department has a large enough facility and faculty willing to increase efforts in order to obtain a BFA for its students. Obtaining the degree would require an addition of two classes to the curriculum. Initially, the Art Department would not need any additional funds to implement the BFA degree. Another FT tenure-track MFA faculty member would need to be hired by Y2 to add breadth and depth to the program. If growth continues at the projected rate, a second FT tenure-track faculty member would be required by Y5. A starting average salary for this position would be ~\$50,000 and ~\$30,000 for benefits. Within the first five years, additional space and funds will also need to be designated for a computer lab in the North Plaza building to accommodate a digital art track along with additional library funding of \$15,000 and \$10,000 for NASAD accreditation. Y1 = \$0, Y2 = \$80k, Y3 = 80k, Y4 = 80k, Y5 = 185k Total: \$425K

Part III: Describe funding sources

Revenue Narrative 1

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

DSU is projected to grow 3% per year, and after evaluating growth in the art program since its inception three years ago, the program expects to see a 5-10% increase each year. In fall 2012, DSU Art had 50 students. In 2013, that number increased to 150, followed by 200 students in fall 2014 and 220 in fall 2015. With the addition of a BFA, DSU expects to see an addition/retention of 20 students the first year.

- Y1. 20, \$273,560
- Y2. 22, \$300,916
- Y3. 24, \$328,272
- Y4. 26, \$355,628
- Y5. 28, \$382,984

= \$1,641,360 Revenues

= Simple ROI = 5.05

Revenue Narrative 2

Describe new funding sources and plans to acquire the funds.

DSU will be applying for technology grants after receiving a BFA degree to support teaching additional Digital Art/Animation classes. With grants available with STEM, DSU will also pursue additional funding through grants and private donors.