

GRAPHIC DESIGN STUDENT HANDBOOK

**South Dakota State University
School of Design
Graphic Design Program
2020-2021**

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PROGRAM INTRO.

This handbook is designed to provide prospective students with information about the services provided by the Graphic Design program and our approach to providing students a safe, fair, and supported environment to participate in training and assessment. It also explains academic regulations and gives module descriptions. It is recommended that students keep abreast of changes in courses and prerequisites.

The structure of the Graphic Design major is based on distinguished universities in the United States, which allows students to strive for professional excellence and prepares students with competitive industry knowledge. Faculty members in the Graphic Design major are professional Graphic Designers with years of experience in the field. They provide interdisciplinary programs with their excellent credentials and diverse expert backgrounds to help students develop their skills and apply their learning to future pathways.

MISSION.

The Professional Bachelor of Fine Arts (BFA) in Graphic Design provides student-centered learning with a studio-based curriculum to apply transformative capacity of design creatively and purposefully. Graphic Design prepares students for emerging into the professional practice in the field with the consideration that students will apply their knowledge, skills, and abilities to other areas related to a broader design-thinking field.

VISION STATEMENT.

Graphic Design aims to support and help students innovate and thrive in the classroom and beyond, which provides graduates with an understanding of collaborative methods, pioneering uses of technology, and experimentation. The Graphic Design program in the School of Design creates exciting pathways that it aligns with shifts in the global economy and society in educating tomorrow's graphic design leaders.

PROGRAM LEARNING GOALS.

Graphic Design seeks to encourage creative growth and preparing students for a career in the field. A program study offers aesthetic, scholarly, historical, and technological instruction and application of processes and methods that lead to professional preparedness.

- Encourage the development of personal skills, critical thinking, and problem-solving abilities;
- Provide functional knowledge of professional design practices and processes, professional and ethical behaviors, and intellectual properties.
- Place humanity and culture in designing systems and environments to improve the human conditions that draw on design thinking;
- Place project-based learning at the center of the educational experience;
- Encourage experience and knowledge beyond the classroom (i.e., field research and experience, internships, collaborative program with professional and industry groups, and international experiences);
- Promote collaborative skills in order to work effectively in interdisciplinary or multidisciplinary teams to solve complex problems;
- Encourage to incorporate research regarding people and contexts into communication design decision-making.

PROGRAM LEARNING OUTCOMES.

SLO #1 Foundation

Acquire core knowledge of Graphic Design Practice

SLO #2 Essential Skills & Competencies

Demonstrate fluency in the visual vocabulary and technical skills relevant to Graphic Design – Typography, Grid systems across analog and digital media, visual narratives (photography, illustration, and type-as-image), and conceptualization of the work based on research

SLO #3 Critical Thinking & Creative Process & Contextual Relevance

Imagine and articulate research, conceptualization, and varied solutions (generate effective ideas) to any problem

SLO #4 Media Fluency & Areas of Emphasis

Display innovative synergies of media types across print, screen, packaging and emerging media and Excel in one or several of the following Areas of Emphasis: Print, Packaging & Environmental, Interaction Design, Media Fluency, Motion.

SLO #5 Teamwork

Demonstrate the ability to function as an effective member of a team.

SLO #6 Professional Practice

Demonstrate the professional awareness and physical preparation necessary to enter the design workspace

GENERAL INFO.

ACADEMIC CALENDAR.

<https://www.sdstate.edu/academics/academic-calendar>

KEY CONTACTS.

Lynn Sargeant
Dean of College of Arts, Humanities & Social Sciences
Lynn.Sargeant@sdstate.edu

Pat Crawford
Director of School of Design
Patricia.Crawford@sdstate.edu

Cynthia Runia
Secretary of School of Design
Senior Administrative Assistant
Cynthia.Runia@sdstate.edu

Young Ae Kim
Graphic Design Program Coordinator
Youngae.Kim@sdstate.edu

Diana Behl
Studio Arts Program Coordinator
Diana.Behl@sdstate.edu

ACADEMIC ADVISING & REGISTRATION.

Academic Advising aids students in choosing and completing their academic program. The advising staff provides academic advice and information to undergraduate students to provide resources for all students in need of academic advice. An academic advisor is responsible for assisting students in considering and completing an academic program, including course scheduling and planning. The college assigns all entering students a First-Year Advisor from the Office of Academic Advising. Thereafter, the advising program continues with the professional Academic Advisor at the School of Design. The office is located in Grove Hall, Room 103. All Graphic Design students, prospective students as well as students from other School of Design majors can arrange advising meetings with Donna Dunn.

Donna Dunn
Professional Academic Advisor of School of Design
Donna.Dunn@sdstate.edu
605-688-4104

ACCOMMODATION/DISABILITY.

South Dakota State University (SDSU) reaffirms that it is committed to a policy of non-discrimination on the basis of physical or mental disability/impairment in the offering of all benefits, services, educational and employment opportunities. The Coordinator for Disability Services has been designated the SDSU "Responsible Employee" to coordinate institutional compliance with the non-discrimination requirements of the Americans with Disabilities Act (ADA) of 1990. In that capacity, the Coordinator is committed to ensuring that SDSU provides an inclusive learning environment.

The Coordinator will also be responsible for the effective integration of ADA procedures, and Section 504 of the Rehabilitation Act of 1973. The Coordinator serves as the personal contact for students seeking information concerning the provisions of the ADA and their respective duties and rights provided therein.

The Office of Disability Services.

sdsu.disability@sdstate.edu

<https://www.sdstate.edu/disability-services>

605-688-4504

DISABILITY STATEMENT.

Any student who feels s/he may need an accommodation based on the impact of a disability should contact Nancy Hartenoff-Crooks, Coordinator of Disability Services (605-688-4504 or Fax, 605-688-4987) to privately discuss your specific needs. The Office of Disability Services is located in room 065, the Student Union.

CAREER SERVICES.

The Office of Career Development offers centralized, comprehensive, and coordinated career development, through appointments, sessions, and workshops, building relationships and longstanding collaborations between students/alumni and potential employers. The Office moved dynamically to the era of social media utilizing Facebook and LinkedIn. The variety of programs and services offered to students and alumni include: counselling sessions about career advising and graduate studies advising; an outline test which identifies strengths and personality preferences aiming to assist the students in their selection of a major, career networking events; career days where the students have the opportunity to have a short interviews with company representatives; international internships; skills workshops about job search and interview techniques. The Office of Career Development is located in the Student Union.

Office of Career Development.

Sherry Bordewyk

Director of Career Development

sherry.bordewyk@sdstate.edu

<https://www.sdstate.edu/career-development>

605-688-4425

Facebook Page.

<https://www.facebook.com/SDStateCareerDevelopment/?fref=ts>

Career Fairs for Students.

<https://www.sdstate.edu/office-career-development/career-fairs-sdsu-students>

Internship and Professional Career information.

<https://sdstate.joinhandshake.com/login>

STUDY ABROAD.

The Study Abroad program not only brings US and international students together, it also sends SDSU students to several partner universities in the US and other countries. The international internship and Study Abroad program provide a significant career and academic program for all undergraduate students. Students have the opportunity to analyze events in Germany or the Republic of Ireland and Northern Ireland and the resulting effects on the land, people and government and how this experience will impact their own college career and field of study. In addition, students can take a trip to international location with a professor on a faculty-led program.

International Affairs.

sdsu.intlstud@sdstate.edu

<https://www.sdstate.edu/international-affairs/study-abroad>

605-688-4122

Study Abroad Program List.

<https://sdstate-sa.terradotta.com/index.cfm?FuseAction=Programs.FeaturedPrograms>

Singing up for a Program.

<https://www.sdstate.edu/international-affairs/study-abroad/how-sign-program>

CAREER OPPORTUNITIES

Graphic Design is a rewarding career, but highly competitive. One of the great things about this career is the many branches it has! The Graphic Design major will provide you with a solid background for graduate work in the field. Career opportunities include work in design studios, advertising agencies, design consultancies, web/app design companies, publishing houses and more. The range of creative professions includes all kinds of design services for the private, public, and cultural sectors. Freelance work, Graphic Design studio ownership and academic careers are some of the additional options.

GRAPHIC DESIGN POSITIONS

- Creative Director
- Art Director
- Art Production Manager
- Brand Identity Developer
- UX (User Experience) & UI (User Interface) Designer
- Interface Designer
- Web & App Designer
- Package Designer
- Visual Journalist
- Illustrator
- Layout Artist
- Multimedia Developer
- Content Strategist
- Production Designer
- Editorial Designer
- Information Design Architect
- Interaction Designer
- Typographer
- Exhibition Designer
- Environmental Graphic Designer
- Textile Designer
- Visual Image Developer
- Broadcast Designer
- Animator
- Motion Graphic Artist
- Design Researcher

SECTION 1.

MAJOR REQUIREMENTS & PROGRAM STRUCTURE.

1.1. PROGRAM INFORMATION.

The major in Graphic Design provides a comprehensive visual communication experience, including mobile technology, interface design, user experience design, animation and motion graphics, product/package design, brand identity design, data visualization design, and entrepreneurship. Graduates of the Graphic Design program will create professional portfolios, engage in real experiences working in industry, and have the opportunity to build strong connections with professionals nationally and internationally. South Dakota State University graduates are prepared to work in almost any field imaginable. A 12-credit visual arts core taken in conjunction with the graphic design sequence supports the degree and creates a foundation for success. Through taking the core and taking 6 additional ART, ARTH or ARTE courses, majors qualify for the Studio Arts Minor adding breadth and depth to the degree.

1.2. STUDENT LEARNING OUTCOMES.

- Understand the professional practice and the responsibilities for design professionals.
- Understand the use of basic visual communication principles and process, theory, principles and history, and creative approaches in design processes.
- Demonstrate collaborative skills and the ability to work effectively in interdisciplinary or multidisciplinary teams to solve complex problems.
- Demonstrate ability to incorporate research and analysis procedures regarding people and contexts into communication design decision-making.
- Demonstrate functional knowledge of professional design practices and processes, professional and ethical behaviors, and intellectual properties.
- Apply design knowledge and skills beyond the classroom i.e., field research, internships, and collaborative programs with professional and industry groups, and international experiences.

1.3. ACADEMIC REQUIREMENTS.

Graphic Design students must maintain at least a major GPA of 2.6 and an overall GPA of 2.5 on a 4.0 scale for the duration of the program. A grade of a “C” or better is required in all ART, ARTE, ARTH, GDES, DSGN, LA, ARCH, and ID courses. The Graphic Design degree requires the completion of internship experience during the summer between the junior and senior years and a travel studies course required during the summer any year between sophomore and senior years.



1.4. GRAPHIC DESIGN HARDWARE AND SOFTWARE EQUIPMENT.

The Graphic Design major requires students to own a laptop computer by the start of their second semester of their freshman year. The required computer specifications are listed on the SDSU website via <https://www.sdstate.edu/school-design/graphic-design-computer-specs> (See Section 7.2).

1.5. COURSE DELIVERY FORMAT.

Course content is delivered through hands-on studio work combined with lectures, demonstrations and critiques.

1.6. REQUIREMENTS FOR B.F.A. GRAPHIC DESIGN MAJOR: 120 CREDITS.

SUMMARY OF PROGRAM REQUIREMENTS

System General Education Requirements	30	Credit Hours
College of Arts, Humanities and Social Sciences Requirements	3	Credit Hours
School of Design Requirements*	12	Credit Hours
Major Requirements	54	Credit Hours
Supporting Coursework	20	Credit Hours
Electives **	1	Credit Hours
Total Credits	120	Credit Hours

*System General Education Requirements, Major Requirements, and Supporting Coursework may satisfy some or all of the above requirements.

**Taken as needed to complete any additional degree requirements.

GRAPHIC DESIGN MAJOR REQUIREMENTS

GDES 101	Computer Graphics	3	Credit Hours
GDES 203	Animation Foundations	3	Credit Hours
GDES 207	Interactive Design I	3	Credit Hours
GDES 209	Design Research	3	Credit Hours
GDES 216	Typography	3	Credit Hours
GDES 304	Motion Graphics	3	Credit Hours
GDES 307	Interactive Design II	3	Credit Hours
GDES 310	Branding Strategy and Identity Design	3	Credit Hours
GDES 312	Sustainable Package Design	3	Credit Hours
GDES 494	Internship or GDES 401 Professional Studio Practice	3	Credit Hours
GDES 402	Portfolio Design	3	Credit Hours
GDES 410	Data Visualization Design	3	Credit Hours
GDES 415	Publication Design	3	Credit Hours
GDES 417	UX & UI Design	3	Credit Hours
GDES 482	Travel Studies	3	Credit Hours
GDES	Elective	3	Credit Hours

GRAPHIC DESIGN MAJOR ELECTIVES

ART elective	3	Credit Hours
ART/GDES/MCOM (Animation, Photography or Video Media)	3	Credit Hours



ELECTIVES

Taken as needed to complete any additional degree requirements.

SCHOOL OF DESIGN REQUIREMENTS

ART 121	DESIGN I 2D [SGR #4]	3	Credit Hours
DSGN 110	Creative Thinking	3	Credit Hours
DSGN 152	Design Fundamentals II	3	Credit Hours
	School of Design Elective	3	Credit Hours

Students are required to take an elective shop or studio in another School of Design discipline (other than their major discipline). Contact the School of Design advisor for the approved list of courses.

SUPPORTING COURSEWORK

ART 111	Drawing I (COM) [SGR #4]	3	Credit Hours
ART 112	Drawing II (COM) [SGR #4]	3	Credit Hours
ART 122	Design II Color (COM)	3	Credit Hours
ARTH 211	History of World Art I (COM) [SGR #4]	6	Credit Hours
ARTH 212	History of World Art II (COM) [SGR #4]	3	Credit Hours
ARTH 312	History of Graphic Design (COM)	3	Credit Hours
ARTH 490	Seminar (COM)	3	Credit Hours
DSGN 140	Successful Design Student Practice	2	Credit Hours

SYSTEM GENERAL EDUCATION REQUIREMENTS

Goal #1	Written Communication: ENGL 101and ENGL 201	6	Credit Hours
Goal #2	Oral Communication: SPCM 101	3	Credit Hours
Goal #3	Social Sciences/Diversity	6	Credit Hours
Goal #4	Arts and Humanities/Diversity: ART 111 and SGR #4 Elective	6	Credit Hours
Goal #5	Mathematics	3	Credit Hours
Goal #6	Natural Science	6	Credit Hours

COLLEGE OF ARTS, HUMANITIES AND SOCIAL SCIENCES REQUIREMENTS

Goal #1	Written Communication: ENGL 101and ENGL 201	6	Credit Hours
Goal #2	Oral Communication: SPCM 101	3	Credit Hours
Goal #3	Social Sciences/Diversity	6	Credit Hours
Goal #4	Arts and Humanities/Diversity: ART 111 and SGR #4 Elective	6	Credit Hours
Goal #5	Mathematics	3	Credit Hours
Goal #6	Natural Science	6	Credit Hours

1.7. ACADEMIC ADVISING GUIDE SHEET.

The goal of the academic advising guide sheets and sample plans of study is to promote undergraduate student success by guiding all students to timely completion of an undergraduate degree. Students are not limited to the course sequence provided for their academic program. Instead, the sample plan of study is one possible path to completing your degree and is meant to be used as a guide for planning purposes in consultation with an academic advisor. The plans also help students prepare for meetings with their academic advisor and track their progress in their selected academic program.

The academic advising guide sheet

<https://www.sdstate.edu/sites/default/files/file-archive/2020-05/Graphic%20Design%20%28BFA%29%202020-2021%20Sample%20Plan.pdf> (See Appendix A).

SECTION 2.

ACADEMIC STAFF.

2.1. ADMINISTRATIVE STAFF.

Pat Crawford – Director of the School of Design

Patricia.Crawford@sdstate.edu

Cynthia Runia – Senior Administrative Assistant

Cynthia.Runia@sdstate.edu

Donna Dunn, Professional Academic Adviser

Donna.Dunn@sdstate.edu

2.2. GRAPHIC DESIGN STAFF.

YoungAe Kim - Graphic Design Program Coordinator, User Experience & User Interface

Youngae.Kim@sdstate.edu

Cable Hardin – Animation, Motion Graphics, & Film Studies

Cable.hardin@sdstate.edu

Beverly Krumm – Lecturer, Print Media

Beverly.Krumm@sdstate.edu

Marisa Tenbrink – Temporary Employee, Typography, Interactive Design

Marisa.Tenbrink@sdstate.edu

2.3. STUDIO ART STAFF.

Diana Behl

Studio Art Program Coordinator

Printmaking

Diana.Behl@sdstate.edu

Leda Cempellin – Art History

Leda.Cempellin@sdstate.edu

Scott Wallace – Sculpture

Scott.Wallace@sdstate.edu

Mark Stemwedel – Lecturer, Painting

Mark.Stemwedel@sdstate.edu

Peter Reichardt – Lecturer, Drawing & Illustration

Peter.Reichardt@sdstate.edu

Molly Wick – Instructor, Foundations

Molly.Wick@sdstate.edu

Elijah VanBenschoten – Instructor

Elijah.VanBenschoten@sdstate.edu

Shannon Frewaldt – Instructor, Ceramic

Shannon.Frewaldt@sdstate.edu

SECTION 3.

FEEDBACK.

3.1. DESIGN CRITIQUES.

A design critique manifests as a group conversation with the ultimate goal of improving a design. Diverse inputs from peers and instructors help students to create higher quality work. A positive culture of critique supports team building in multiple ways as followings:

- 1) Stay up to date and in the loop on the work,
- 2) Give confidence about the work and build team consensus,
- 3) Creates trust among peer and prevents any destructive egos,
- 4) Influences the work of others,
- 5) And Enables collaboration.

A good critique can involve both positive and negative feedback. Learning how to give and receive a good critique is essential to improve design thinking.

To GIVE a good Design Review (Critique):

- Tell your fellow designers what aspects are successful about the piece. Be descriptive. Explain why using specific examples.
- Use Constructive Criticism. Asking the designer questions may help them to see the problem in the execution of the design that they may not have seen on their own.
- Limit your use of personal pronouns, like “you.” Make sure your critique is about the design work and not about the designer. We feel personal about our work, but it is about the piece, not the person.
- Put yourself in the other designers’ shoes. They deserve to get both good and bad feedback.
- Repeat or elaborate on what you liked about the piece, so the designer knows the piece may need some reworking, but there are aspects of the design that work too.

To RECEIVE a good Design Review (Critique):

- Hear the good and the bad feedback and take it in with stride. Design is not math. There is no right and wrong answer.
- Do not get defensive or take criticisms personally. (It is not about you!) Those who are giving you feedback want to help you grow as a designer. Remember that a critique is about your work and making it the BEST it can be.
- Seek feedback on your work always. Use professional social media to seek more feedback.
- HONEST and CONSTRUCTIVE feedback will be a good resource to improve your work!!!

3.2. BUILD THE PORTFOLIO.

While grades are important to students, parents, and the university, grades are not the only thing an employer considers important. The quality of the portfolio is a very important factor in finding employment. Always work towards building a portfolio that exhibits creative skills and professionalism. After graduation, under the best educational circumstances, students will still not be 100 percent ready to perform effectively in their chosen career area. Students will continue to learn on the job. Remember, “Commencement” not only means “...the conferring of a degree in recognition of the completion of academic courses,” but also, “to begin; to enter upon; to perform the first act of.” For long term success, students will have to commit to be a life-long learner.

SECTION 4.

GRADING STANDARDS.

4.1. GRADE REQUIREMENT

The demands and standards of college are greater than in high school. It requires adequately devoting time to major study and diligence to succeed in academic performance at the college level. Graphic Design students must maintain at least a major GPA of 2.6 and an overall GPA of 2.5 on a 4.0 scale for the duration of the program. A grade of a "C" or better is required in all ART, ARTE, ARTH, GDES, DSGN, LA, ARCH, and ID courses. It is important to keep track of degree requirements and responsibilities (credit hours earned, course requirements, sophomore and senior reviews, etc.).

4.2. MEANING OF EACH GRADE

A

- The work completed in the course of marked excellence.
- The course requirement has been met and exceeded with a level of involvement and production that indicates a mastery of course knowledge and skills.
- There is an excellent potential for success in advanced graphic design courses.
- Superior performance on all levels of evaluation, participation in class critiques, punctual attendance and meeting deadlines of all projects.

B

- The work completed in this course is of superior quality.
- The course requirements have been met with a level of involvement and/or production that indicates course knowledge and skills, while not mastered, are at a competent stage of development.
- There is a potential for success in advanced graphic design courses.
- Significantly above the level necessary to meet the requirements.

C

- The work completed in this course is of average quality within the arts.
- The course requirements have been met with a level of involvement and/or production that indicates course knowledge and skills at a marginally competent stage of development.
- There is concern regarding potential success in advanced art course, and a serious concern for potential success in major or graduate programs and the art professions.
- Meet the course requirements in every respect.

D

- The work completed in this course is of inferior quality.
- The course requirements have barely been met with a level of involvement and/or production that indicates weak course knowledge and skills.
- There is a grave concern regarding potential success in advanced art courses.

F

- There is no indication of a possibility for success in major programs
- A failure to do work of a passing quality.
- The course requirements have not been met with a level of involvement and/or production that indicates a grasp of course knowledge and skills.
- There is no indication of a possibility for potential success in advanced art courses, and in major.

SECTION 5.

ACADEMIC MISCONDUCT & PENALTIES.

5.1. ACADEMIC MISCONDUCT

University student code of conduct affords student conduct officers to resolve alleged policy violations without a structured hearing. For the purposes of academic integrity, the faculty member observes an apparent act of academic misconduct, discusses it with the student, and in most cases, comes to a resolution. When the Faculty of Record and the student in question reach resolution, the Academic Misconduct Resolution Form must be used. This resolution requires the student to admit to misconduct and accept the proposed punishment. All disciplinary records including those involving academic misconduct of any severity are retained for seven years. So, don't cheat and don't be a jerk!

5.2. DEFINITIONS.

Academic Misconduct includes, but is not limited to, the following:

1) Cheating

- Using any unauthorized assistance in, or having unauthorized materials while, taking quizzes, tests, examinations, or other assignments including copying from another's quiz, test, examination or other assignment or allowing another to copy from one's own quiz, test, examination or other assignment;
- Using sources beyond those authorized by the instructor in writing papers, preparing reports, solving problems, or carrying out other assignments;
- Acquiring, without permission, tests or other academic material belonging to the instructor or another member of the institutional faculty or staff;
- Engaging in any behavior prohibited by the instructor in the course syllabus or in class discussion;
- Falsifying or misrepresenting data or results from a laboratory or experiment; or
- Engaging in other behavior that a Reasonable Person would consider to be cheating.

2) Plagiarism

- Using, by paraphrase or direct quotation, the published or unpublished work of another person (words, ideas or arguments) without full and clear acknowledgment consistent with accepted practices of the discipline;
- Using materials prepared by another person or agency engaged in the selling or provision of term papers or other academic materials, without prior authorization by the instructor; or
- Engaging in other behavior that a Reasonable Person would consider plagiarism.

3) Fabrication

Intentional and unauthorized falsification or invention of any information or citation in an academic exercise.

- 4) Misrepresentation
Claiming to represent or act on behalf of the University when not authorized to so, represent, or so act.
- 5) Other forms of misconduct
Relating to academic achievement, research results, thesis dissertation on comprehensive, written or oral exams, or academically related public service, or Academic Misconduct as defined in other SDBOR or University policy sections, or federal or state law.

5.3. PROCEDURES

- 1) Allegation of Academic Misconduct
Allegations of Academic Misconduct must be reported by the Faculty Member to the Student Conduct Officer. At the Faculty Member's request, the Student Conduct Officer will inform the Faculty Member whether the Student has ever engaged in Academic Misconduct, which information may be used in determining any academic consequences should it be determined that the Student engaged in Academic Misconduct. The Faculty Member may request this information at any point throughout the informal resolution process.
- 2) Informal Resolution
The Faculty Member will meet with the Student to discuss the allegations and attempt informal resolution. Each party may invite one Advisor to the meeting, if desired. The Faculty Member may also request the assistance or presence of the Student Conduct Officer for this meeting.
- 3) Formal Resolution
Once the Student Conduct process is concluded, the Faculty Member will receive a copy of the informal resolution documentation or the written findings that include the facts found to have occurred. If the informal resolution documentation or the written findings include a determination that a violation of the Student Code for Academic Misconduct occurred, the Faculty Member may impose academic consequences for the Academic Misconduct.
- 4) Appeals
Appeals of academic remedy are processed through the Academic Appeals process herein. The Student Code appeals process applies to appeals based on lack of procedural due process, new information not available at the time of the hearing, sufficiency of evidence, or severity of the sanction assigned by the Student Conduct Officer.

5.4. RESOURCES.

South Dakota State University Policy and Procedure Manual

<https://www.sdstate.edu/sites/default/files/Student%20Academic%20Misconduct%20and%20Academic%20Appeals.pdf>

Academic Misconduct Resolution Form

<https://www.sdstate.edu/sites/default/files/policies/appendix/Forms/upload/Academic-Integrity-Resolution-Form.pdf>(See Appendix B)

SECTION 6.

REVIEWS.

Sophomore, Junior, and Senior Reviews are scheduled each year. Students are required to present their work in a prepared manner for review by faculty. This is not only for another form of assessment by the faculty, but also prepares the student for presenting in front of other people in preparation of the professional setting outside of the classroom. These may be scheduled outside of class as a highly beneficial activity, or they may be integrated into regular instruction as a required component of the professional degree.

6.1. PURPOSE

Annual student reviews are part of the B.F.A. Graphic Design program in the School of Design. This method of periodic assessment is strongly supported by NASAD, the national accrediting agency of the Art and Graphic Design undergraduate and graduate university degrees.

The purpose of these mandatory reviews is to provide the entire faculty and students the opportunity to review and assess student work near the end of the sophomore, junior, and senior years of study, and to provide a forum for review with all faculty in the B.F.A. Graphic Design program. It also provides an opportunity for both students and jurors to freely exchange and express ideas. The dialogue will consider the student's works' uses of visual elements and design principles, themes and concepts explored relevant activities and perceived future career goals and objectives.

Through this process, the faculty provides each student with professional reactions and constructive recommendations regarding current studio work as students progress toward their graduation.

These reviews aid the Graphic Design program in its own self-evaluation by gauging strengths and weaknesses in its curricula, teaching methods, and program objectives. Additionally, the reviews foster student self-evaluation through comparison with the work of fellow students, providing a basis for increasing critical insight and analysis among students and between students and faculty.

These reviews serve as a checkpoint or test of an individual student's ability and potential to successfully continue in the Graphic Design program. The evaluation document, from faculty recommendations to constructive criticism, is available to each student and further professional advising is facilitated at all levels. Grades received in an art class for the works under Review are not relevant to the Review.

6.2. SCHEDULE

Reviews are scheduled each year during several days in November and February. The review days supersede all Graphic Design and foundation classes scheduled during this time and, in effect, become the class sessions in which all enrolled students are expected to attend. Graphic design majors who do not participate in Annual Reviews are likely to experience delays toward graduation. *(Below information is Guidelines only. Schedules and procedure subject to change, based on progress, need, and conditions)*

When

- Sophomore Review – February
- Junior Review – November
- Senior Review – April



Where

- Sophomore Review – Grove Hall Room 105 and 107
- Junior/Senior Review – Grove Hall 115 and 108

How

- Sophomore Review – 10 mins. of presentation and 5 min. of feedback session per student.
- Junior/Senior Review – 10 min. of presentation and 10 min. of feedback session per student.

6.3. PROCESS & ELIGIBILITY

All students will participate in a review session at which all faculty (barring professional conflicts of scheduling) are present. Students are to display a selection of their recent work that demonstrates their interest, direction, and skills. Please see Appendix D for the review forms.

Sophomore Review

Sophomore reviews reflect beginnings of Graphic design program.

GDES 216 Typography and GDES 207 Interactive Design I Graphic Design Major students are required to participate in the Sophomore Review.

Junior Review

Junior reviews reflect serious explorations, concerted, related effort toward attainment of the B.F.A. Graphic Design degree.

GDES 402 Portfolio Design students are required to participate in the Junior Review.

Senior Review

Senior reviews reflect related effort toward attainment of the B.F.A. Graphic Design degree.

GDEs 417 UX & UI students are required to participate in the Senior Review.

6.4. FACULTY

The faculty members from Graphic Design are jurors of student reviews. Each faculty member, in writing, assesses individual student strengths and weaknesses, and makes suggestions for further improvement and progress with the evaluation document. The evaluation document from faculty recommendations and constructive criticism are available to each student and further professional advising is facilitated at all levels.

6.5. EVALUATION

The outcomes of the graphic design review are to prepare a knowledge base and an activity base in graphic design study, as well as provide an understanding of how the arts and graphic design are part of a liberal arts education as well as preparing the student for intermediate and advanced study and practice in graphic design. There is an expectation that the student has satisfactorily applied and can discuss basic visual elements and design principles in the work presented.

During the review, the student should expect questions from the faculty about the work they have chosen to present and its relationship to their program area. Answers to the questions should reflect the student's ability to understand and communicate concepts that are relevant to their art and design foundations classes and their program area.

The faculty will provide written evaluations and comments that will be compiled and sent electronically or printed copy to the student. The evaluation forms will be electronically archived by the Art & Design office. If the faculty review team has serious concerns about the quality of a student's portfolio and the potential



for success in their chosen major, a letter stating that concern will be sent to the student. In addition, the letter will notify the student of the requirement to meet with a program area faculty representative to discuss these concerns.

6.6. REQUIRED CLASSES

SOPHOMORE REVIEW REQUIRED CLASSES (Sophomore year Spring)

ART 111	Drawing I
ART 112	Drawing II
ART 121	Design I 2D
DSGN 152	Design Fundamentals II
GDES 101	Computer Graphics
GDES 201	Graphic Design
GDES 203	Animation Foundation I
GDES 216	Typography
GDES 209/309	Design Research

JUNIOR REVIEW REQUIRED CLASSES (Junior Year Fall/Non-Tradition Course Scheduled Senior)

ART 111	Drawing I
ART 112	Drawing II
ART 121	Design I 2D
DSGN 152	Design Fundamentals II
GDES 101	Computer Graphics
GDES 201	Graphic Design
GDES 203	Animation Foundation I
GDES 216	Typography
GDES 209/309	Design Research
GDES 310	Brand Strategy and Identity Design
GDES 312	Sustainable Package Design
GDES 402	Portfolio Design

SENIOR REVIEW REQUIRED CLASSES (Senior Year Spring)

ART 111	Drawing I
ART 112	Drawing II
ART 121	Design I 2D
DSGN 152	Design Fundamentals II
GDES 101	Computer Graphics
GDES 201	Graphic Design
GDES 203	Animation Foundation I
GDES 216	Typography
GDES 209/309	Design Research
GDES 310	Brand Strategy and Identity Design
GDES 312	Sustainable Package Design
GDES 402	Portfolio Design
GDES 304	Motion Graphics
GDES 410	Data Visualization Design
GDES 415	Publication Design
GDES 417	UX & UI Design



TRANSFERRED STUDENTS

Please contact Young Ae Kim (YoungAe.Kim@sdstate.edu) or Bev Krumm (Bev.Krumm@sdstate.edu) to discuss what reviews are the best fit. When you meet faculty, please bring following items:

- Portfolio
- Transcript
- List of Classes currently taking

6.7. SOPHOMORE REVIEW PRESENTATION

Student works are to be installed (salon style), prior to the scheduled review starting time at the designated place for each student. Each session begins with an introduction by the students to their previous experience and their work. Then, faculty comment on the visible strengths of the work, ask further questions, and continue discussion with the student during the given time.

The student must dress appropriately (as one would for a formal interview). The student will be expected to make a formal introduction identifying who he or she is, class rank, and degree program, as well as area of concentration or emphasis if applicable. In addition, the student will be expected to make a verbal presentation about his or her work. The verbal presentation should not exceed ten minutes. The faculty expects the student to use language and terminology appropriate to the graphic design discipline.

SELECTION

- Choose the best work.
- Visual ideas, expressiveness, and graphic design principles and processes also should be considered in selection
- Must present TWO projects from each class.
- Must be completed. (DO NOT include work in progress.)
- Bring the actual work, NOT photographs or reproduction of the artwork.
- Digital, web, app, or motion work is permitted for presenting digitally. (sophomore review only. Jr/Sr Review can be done all digitally)

ARRIVAL

- Arrive at least 15 minutes prior to your presentation.

PRESENTATION FORMAT

- 10 minutes presentation and 10 minutes faculty feedback
- Closed to the public. Only a student and Graphic Design faculty.

MATERIAL TO SUBMIT (See Appendix E)

- All must be typewritten.
- Designer's Statement
- A list of classes a student has taken (DO NOT include the grade of class)
- Sketch books
- Relevant Activities & Service Statement



6.8. JUNIOR/SENIOR REVIEW PRESENTATION

Students will give a presentation with either Keynote or MS Power Point. Each session begins with an introduction by the student to their previous experience and their work. Then, faculty comment on the visible strengths of the work, ask further questions, and continue discussion with the student during the given time.

The student must dress appropriately (as one would for a formal interview). The student will be expected to make a formal introduction identifying who he or she is, class rank, and degree program, as well as area of concentration or emphasis if applicable. In addition, the student will be expected to make a verbal presentation about his or her work. The verbal presentation should not exceed ten minutes. The faculty expects the student to use language and terminology appropriate to the graphic design discipline.

SELECTION

- Choose the best work.
- Visual ideas, expressiveness, and graphic design principles and processes also should be considered in selection
- Must present TWO projects from each class.
- Must be completed. (DO NOT include work in progress.)

ARRIVAL

- Arrive at least 15 minutes prior to your presentation and test your computer with a projector to make sure it is working properly.

PRESENTATION FORMAT

- Must use either Keynote (Recommend) or MS Power Point.
- 10 minutes presentation and 10 minutes faculty feedback.
- Open to public. All Graphic Design students and faculty.

MATERIAL TO SUBMIT (See Appendix E)

- All must be typewritten.
- Designer's Statement
- A list of classes a student has taken (DO NOT include the grade of classes)
- Sketch books & Process books
- Relevant Activities & Service Statement
- Resume & Reference List (Senior Review Only)

SECTION 7.

RESOURCES.

7.1. HILTON M. BRIGGS LIBRARY

Hilton M. Briggs library offers a variety of resources for students to utilize during their study at SDSU and through the school of design. Study areas and support for writing, international affairs, and the center for teaching and learning are also located on-site.

Students, faculty, and staff have access to a large collection of print and non-print resources including 693,000 books and e-books, more than 38,000 online subscriptions, 560,000 government documents, and 7,000 linear feet archival materials. These resources and other research tools are accessible through the library website <https://www.sdstate.edu/hilton-m-briggs-library>.

In addition to a wide range of resources, the library offers to incoming students training sessions in information discovery and research. Students learn how to use the library website to access, select, evaluate and effectively use information resources. Moreover, in collaboration with faculty, special training sessions are organized for the needs of specific courses or disciplines. The reference desk is staffed throughout the day by specially trained personnel who can assist students and faculty in using the library and its various resources.

The library provides 80 computer workstations (78 Windows and 2 Macs), viewing and listening station, ample space for studying, individual study carrels and comfortable seating. A wireless network allows users to access all electronic resources from their laptops, tablets or hand-held devices. Printing and photocopy facilities are also available.

Tutorials

<https://libguides.sdstate.edu/tutorials>

Reserve a Study Room

<https://libcal.sdstate.edu/booking/GroupRooms>

Journal Search

https://sdstate-primo.hosted.exlibrisgroup.com/primo-explore/jsearch?vid=01SDBOR_SDB&lang=en_US

All Collections

<https://www.sdstate.edu/sdsu-archives-and-special-collections/all-collections>

Writing Center

<https://www.sdstate.edu/english/writing-center>

Center for the Enhancement of Teaching and Learning (CETL)

<https://www.sdstate.edu/center-enhancement-teaching-and-learning>

Contact information

blref@sdstate.edu

605-688-5107

Appointment with a Librarian: <https://www.sdstate.edu/hilton-m-briggs-library/email-librarian>



7.2. COMPUTER HARDWARE & SOFTWARE REQUIREMENTS

Computer Hardware

Computers are dramatically affecting the way designers see and think about design. To address this issue, studios will address how technology impacts the design process. Graphic Design is a discipline dependent on up-to-date computer hardware and software which places a very large demand on the equipment. Digital design processes can take many hours to completely render even on the best computers. As students progress through the program, their resulting work can become more complex and places further strains on aging hardware. As a result, the minimum requirements are based on recommendations of the most computer intensive software and looking to the future when students will be required to do more complex presentations when their computers are 3 years old.

Hardware	Spec	Cost
CPU	2.4GHz 8-core 9th-generation Intel Core i9 processor, Turbo Boost up to 5.0GHz	\$2799~\$3899 Depending on upgrade options
Display	16-Inch Retina Display with True Tone	
RAM	64GB 2666 MHz DDR 4 Memory	
Graphics Card	AMD Radeon Pro 5500M with 8GB of GDDR 6 memory	
Storage	1TB SSD storage	
Warranty	3-Year warranty strongly recommended	
External Mouse	Magic Mouse 2	
External Hard Drive	Portable Mac Use 4TB external Hard Drive or Cloud Storage strongly recommended for file & system back-ups	
Flash Drive	128GB Flash Drive	
Purchase	University Bookstore	

Adobe Creative Cloud and other Software

To facilitate student competency in software products demanded by industry standards, SDSU requires students to purchase or subscribe to current versions of software packages from Adobe. It is imperative that students have the required software packages purchased and properly installed PRIOR to their first day of studio in their second year of the program (FALL of 2nd year).

Students may be asked to purchase additional software, such as Webflow and InVision in conjunction with additional coursework. Any additional software purchases will be disclosed prior to students' class registration.

Purpose	Software	Cost
Business	MS office for mac 2011 (FREE through SDSU - Jacks e-mail Office 365 to access)	\$149.99
Design	Adobe Creative Cloud	\$19.99/mo.
App/Web Design	Invision (9 months) or	\$25.00/mo.
App/Web Design	Webflow (9 months)	\$12.00/mo.

Important Notes

SDSU and the School of Design at SDSU prohibit the use of pirated software. Be advised that it takes 2-6 weeks for laptops with custom specifications to be received after purchase. Students should plan ahead accordingly to ensure their computer has been received, software loaded, and full functionality ensured prior to the first day of class in their second year. Direct sales of specific software packages may be required. See the following websites for information about those packages.



**SOUTH DAKOTA
STATE UNIVERSITY**
School of Design

Software Installation Help

SDSU Support Desk

SDSU.SupportDesk@sdstate.edu

605-688-6776

SECTION 8.

STUDIO ARTS & GRAPHIC DESIGN SCHOLARSHIPS.

GRAPHIC DESIGN & STUDIO ART SCHOLARSHIP

Scholarships are adjudicated and awarded by the Graphic Design and Studio Arts faculty based on portfolio. Monies awarded range from \$50 to \$1000. All Art majors (Studio Arts, Art Education, and Graphic Design) are eligible to submit work. Art minors and non-Art majors are not eligible. Some scholarships are discipline or medium specific. Other variables, such as recommendation letters and minimum GPA standards may also be required for some scholarships.

Pieces submitted must be the student's own original work. Graphic design and small drawings must be matted or mounted. Paintings on canvas do not need to be framed. All work in any medium is acceptable for inclusion in the scholarship competition.

For motion work (film/video/animation), provide a flash drive or playable DVD with either auto play enabled or navigable DVD menu. Content should be of highest quality possible for Standard or Blu-ray player. (NTSC DVD or Blu-Ray Disc) Each motion work will count as a separate work submitted (there may be one flash drive/DVD submitted with 4 pieces on it. This would count as 4 separate works).

Currently Available Scholarships

- Alice Berry Memorial — GPA 2.0+ required
- Anita Moore Scholarship in Art — Jr./Sr. ; 2 letters of reference; 2.5+ GPA
- Dr. Scotty and Ardelle Roberts Scholarship in the Arts — good academic standing
- Eileen and J. Huber Denn Scholarship in Visual Arts — Jr./Sr.; overall 2.5+ GPA and major 3.0+ GPA
- Ila and Ernest Telkamp Award in Visual Arts — Jr./Sr. in Painting/Printmaking/Drawing; statement of goals and objectives; NOTE: awardee will be required to exhibit work in the North Gallery of Grove Hall
- Kenneth and Elizabeth Redman Scholarship in Art — No criteria specified
- Larson Manufacturing Company Scholarship in Visual Arts — Jr./Sr. in Graphic Design; 2 letters of reference; overall 2.5+ GPA and major 3.0+ GPA
- Madeline Ritz Memorial Art Scholarship (award from SDAM) — No criteria specified
- Visual Arts Group Scholarship — overall 2.5+ GPA and major 3.0+ GPA

Notes for ALL Graphic Design/Studio Arts and Jackrabbit Guarantee Scholarship students

- All Scholarship applicants must apply online AND via School of Design guidelines.
- Student submissions should include five original works (five only – no more, no less).
- Works must be presented in a manner complementary to the media/medium and content of the work. Poorly presented work will be rejected.



Applications

All applicants must fill out followings along with submission of their artwork;

- Paper Applications must be complete (See Appendix E).
- Online Application – All Graphic Design/Studio Arts applicants, including Jackrabbit Guarantee Scholarship students, must fill out an online application.
 - Log on to <https://mystate.sdstate.edu> to complete and submit the SDSU Continuing Student Scholarship Application.

Deadline & Drop off Location

Application (paper copy) deadline is 5:00 pm on Wednesday, 3rd week of January @ Grove Hall 101
Work must be placed in The Ritz Gallery (Name must be placed on the piece either front or back).

Announcement of Awards

The Financial Aid office will be announcing recipients around May.

SECTION 9.

RELEVANT POLICIES.

9.1. ATTENDANCE POLICY

Faculty members determine the specific attendance policy for courses under their direct supervision and instruction. Attendance procedures must be stated in written form, in the course syllabus, and distributed or posted electronically to students at the beginning of each course. If attendance is required and will impact grading, this expectation shall be included in the syllabus.

Absences for vacations, breaks, or personal interviews do not constitute a valid reason for absence. Faculty and administration will honor officially approved absences where individuals are absent in the interest of officially representing the University.

Students with official excused absences are not to be penalized in course progress or evaluation. However, should excused absences be excessive, the faculty member may recommend withdrawal from the course(s) or award an incomplete grade.

If a student has an accident, falls ill, or suffers some other emergency over which they have no control, the student needs to gather whatever documentation is available (e.g., copies of repair or towing bills, accident reports, or statements from health care provider) to show the instructor. Such exceptions must be communicated and negotiated between the student and faculty member prior to the absence whenever possible.

Requests for excused absences due to approved university-sponsored/recognized trips must be submitted one week prior to the trip or event. Faculty members are not required to honor incomplete or late cards. Absences for trips or activities will not be approved during finals week.

South Dakota State University Attendance Policy

<https://www.sdstate.edu/sites/default/files/2017-07/Class-Attendance.pdf>

9.2. PUNCTUALITY POLICY

Be on time. Know your expectations. Others depend on your attentive practice just as you benefit from it too. Be advised that classes and instructors may have different policies and expectations based on class and activity. Individual instructors reserve the right to have more stringent policy, provided that this policy is listed in the syllabus.

9.3. TRANSFER OF CREDITS

Students who transfer must be in Good Academic Standing at their previous institutions. Students who wish to transfer from US institutions must have a cumulative index (CI) or overall Grade point Average (GPA) of 2.75 or above. Transfer students must contact the Professional Academic Advisor of School of Design (Donna Dunn, Donna.Dunn@sdstate.edu) after they are admitted to the college.



9.4. EVALUATION OF TRANSFER CREDITS

The transfer credit process begins immediately after the student's first registration and only after the student has submitted both the official transcript(s) and the course syllabi or descriptions of substantial length from official publications of the institution. Course syllabi may be required for a better evaluation of the student's completed prior academic work. The assessment process of the student's prior academic work will be completed no later than two months (excluding vacation period) after the student has submitted a complete application of the required documents.

9.5. SAFETY, HEALTH, AND WELLBEING

In an emergency, dial 911. The School of Design and South Dakota State University takes safety and security of its student as a top priority. Please consider your physical and mental health and well-being a top factor in being successful.

Student Health Clinic and Counseling Service

The Student Health Clinic and Counseling Services located in the Wellness Center at South Dakota State University. We specialize in college health. We offer high-quality primary care services. We understand today's college students and are committed to assisting with your healthcare needs. If you wish to make an appointment please call 605-688-4157. Appointments are also available online by going to your MyState account and accessing your Jackrabbits Health Clinic and Counseling Portal.

Contact

<https://www.sdstate.edu/health-wellness/student-health-clinic-and-counseling-services>

605-688-4157

Environmental Health and Safety

The Department of Environmental Health & Safety (EHS), as part of the Office of Safety & Security, is committed to assisting South Dakota State University in making the university a safe learning, teaching, and working environment, and to contribute to the long-term goal of environmental, sustainable, and social responsibilities.

EHS provides services to the university community to ensure university functions are performed in a safe environment and that SDSU is in compliance with applicable federal, state, and local safety and environmental regulations. By working with other administrative and academic departments, EHS works to minimize the university's loss, exposure, and liability.

The EHS staff looks forward to engaging with the community to create the safest teaching and learning environments possible. While fully capable of responding efficiently to problems we are able to serve the community more effectively when we are involved before incidents occur. We ask that you look to the office as a planning and training resource to reduce the potential for an incident and to mitigate the effects should an incident occur.

Contact

<https://www.sdstate.edu/safety-security/environmental-health-and-safety>

ehs@sdstate.edu

605-688-4264



University Police Service

The University Police Department (UPD) provides year-round 24/7 law enforcement service for South Dakota State University. Police officers are state trained and certified with full law enforcement authority. The UPD provides a full range of investigative, crime prevention, protective and public education services to the SDSU community.

The department is responsible for protecting the campus community, ensuring a safe environment for continued education and research, providing enhanced security for the campus infrastructure and large scale public events, investigating crimes, providing uniformed patrol, deterring and detecting criminal activity, and other policing services as needed.

Contact

<https://www.sdstate.edu/safety-security/university-police>

sdsu.upd@sdstate.edu

605-688-5117

APPENDIX.

APPENDIX A – The Academic Advising Guide Sheet



Bachelor of Fine Arts

Major: Graphic Design

2019-2020 Sample 4-Year Plan

Total Degree Requirements: 120 credits

Student _____ Student ID# _____ Student Phone # _____
 Advisor _____ Minimum GPA 2.50 Minor/Career Interest(s) _____

Students are not limited to this plan; it is meant to be used as a guide for planning purposes in consultation with your advisor. The sample schedule is one possible path to completing your degree within four years. For official program requirements, please refer to the [Undergraduate Catalog](#).

First Year

Fall

Prefix + Number	Course Title	Prerequisites/Comments	Credits	Semester	Grade
ART 111	Drawing I (SGR #4)		3	F/S	
ART 121	Design I 2D		3	F/S	
ART 122	Design II Color		3	F/S	
DSGN 140	Successful Design Student Practices		2	F	
AHSS 111	Introduction to Global Citizenship and Diversity		3	F/S	
Total Credit Hours			14		

Spring

Prefix + Number	Course Title	Prerequisites/Comments	Credits	Semester	Grade
ART 112	Drawing II	p. ART 111	3	F/S	
DSGN 110	Creative Thinking		3	S	
DSGN 152	Design Fundamentals II		3	F/S	
GDES 101	Computer Graphics		3	F/S	
ENGL 101	Composition I (SGR #1)	p. Placement	3	F/S	
Total Credit Hours			15		

Second Year

Fall

Prefix + Number	Course Title	Prerequisites/Comments	Credits	Semester	Grade
GDES 203	Animation Foundations I	p. ART 111	3	F/S	
GDES 209	Design Research	p. GDES 101	3	F/S	
GDES 216	Typography	p. GDES 101	3	F	
ARTH 211	History of World Art I		3	F/S	
SPCM 101	Fundamentals of Speech (SGR #2)		3	F/S	
Total Credit Hours			15		

Spring

Prefix + Number	Course Title	Prerequisites/Comments	Credits	Semester	Grade
GDES 207	Interactive Design I	p. GDES 216	3	S	
GDES 310	Brand Strategy & Identity Design	p. GDES 216	3	S	
ARTH 212	History of World Art II		3	F/S	
ENGL 201	Composition II (SGR #1)	p. ENGL 101	3	F/S	
SGR #5	Mathematics	p. Placement	3	F/S	
Total Credit Hours			15		

Summer

Prefix + Number	Course Title	Prerequisites/Comments	Credits	Semester	Grade
GDES 482		Travel Studies (or 3 rd year Summer)	3		
Total Credit Hours			3		



Third Year

Fall

Prefix + Number	Course Title	Prerequisites/Comments	Credits	Semester	Grade
GDES 307	Interactive Design II	p. GDES 207	3	F	
GDES 312	Sustainable Package Design	p. GDES 310	3	F	
GDES 402	Portfolio Design	p. GDES 310	3	F	
ARTH 312	History of Graphic Design		3	F	
SGR #3	Social Sciences/Diversity	SGR #3 satisfied by coursework from 2 different disciplines.	3		
Total Credit Hours			15		

Spring

Prefix + Number	Course Title	Prerequisites/Comments	Credits	Semester	Grade
GDES 304	Motion Graphics	p. GDES 203	3	S	
GDES 410	Data Visualization Design	p. GDES 310	3	S	
ART/GDES Elective		Animation, photography, or video media	3		
SGR #3	Social Sciences/Diversity	SGR #3 satisfied by coursework from 2 different disciplines.	3		
SGR #6	Natural Sciences		3		
Total Credit Hours			15		

Summer

Prefix + Number	Course Title	Prerequisites/Comments	Credits	Semester	Grade
GDES 401 or GDES 494	Professional Studio Practice or Internship	p. GDES 402	3		
Total Credit Hours			3		

Fourth Year

Fall

Prefix + Number	Course Title	Prerequisites/Comments	Credits	Semester	Grade
GDES 415	Publication Design	p. GDES 310	3	F	
ART/GDES Elective		Illustration, Letterpress, Animation II, Advanced Digital Photography, Digital Art, Figure Drawing	3		
SGR #4	Arts and Humanities/Diversity	Choose non-ART or ARTH course	3		
SGR #6	Natural Sciences		4		
Total Credit Hours			13		

Spring

Prefix + Number	Course Title	Prerequisites/Comments	Credits	Semester	Grade
GDES 417	UX and UI Design	Capstone	3	S	
ARTH 490	Seminar: History of Modern Design		3	S	
ART Elective	Art Studio Elective		3	F/S	
School of Design Elective		See School of Design advisor for list. (outside the major, inside the School of Design)	3	F/S	
Total Credit Hours			12		

Comments/Notes

Students from all academic majors can pursue graduation with Fishback Honors College distinction. View the [Honors program requirements](#).

Graphic Design students must maintain at least a major GPA of 2.6; overall GPA of 2.5 on a 4.0 scale for the duration of the program. A grade of a "C" or better is required in all ART, ARTE, ARTH, GDES, DSGN, LA, ARCH, and ID courses.

As part of the College of Arts, Humanities and Social Sciences, students in this program must complete

- a minimum of 33 upper division credits (300-400 level courses),
- a capstone course in their major, and
- a designated diversity, equity, and inclusion course – AHSS 111 (or AIS 211 for teaching specialization students only)

Information Subject to Change. This is not a contract.

p. = Course Prerequisite
Semester: F = Fall, S = Spring, SU = Summer

APPENDIX B – Academic Misconduct Resolution Form

Academic Misconduct Resolution Form

The University student code of conduct affords student conduct officers to resolve alleged policy violations without a structured hearing. For the purposes of academic integrity, the faculty member observes an apparent act of academic misconduct, discusses it with the student, and in most cases, comes to a resolution. When the Faculty of Record and the student in question reach resolution, this form must be used. This resolution requires the student to admit to misconduct and accept the proposed punishment. All disciplinary records including those involving academic misconduct of any severity are retained for seven years.

If a resolution cannot be reached, the matter is adjudicated by student affairs conduct hearing officers. Please include this form and all pertinent information when completing the report of academic misconduct at:

https://publicdocs.maxient.com/reportingform.php?SouthDakotaStateUniv&layout_id=3.

Please enter or print the following information:

Faculty of Record	Course Number (i.e., ENGL 101-02)
Student	Student ID

Nature of Academic Misconduct Allegation

(Check all that apply: Refer to the University Policy 2.4 regarding Academic Integrity if needed)

- | | |
|---|--|
| <input type="checkbox"/> No misconduct | <input type="checkbox"/> Using unauthorized materials prepared by another person or agency engaged in the selling of term papers or other academic materials |
| <input type="checkbox"/> Using unauthorized assistance or materials including sources beyond those authorized by the instructor and acquisition of tests or other academic material | <input type="checkbox"/> Engaging in other conduct that a Reasonable Person would consider dishonesty relating to academic achievement, research results, or academically related public service |
| <input type="checkbox"/> Prohibited behavior stated in course syllabus or class discussion | <input type="checkbox"/> Furnishing false information or false representations to any University Official, instructor, or office |
| <input type="checkbox"/> Falsifying or misrepresenting data or results from a laboratory or experiment | <input type="checkbox"/> Engaging behavior that a Reasonable Person would consider to be academic misconduct |
| <input type="checkbox"/> Using published or unpublished work of another person without full and clear acknowledgement | |

Academic Sanction

(check all that apply)

- | | |
|---|--|
| <input type="checkbox"/> Conversation and resubmit assignment | <input type="checkbox"/> Assess lower grade for course |
| <input type="checkbox"/> Resubmit assignment with grade reduction | <input type="checkbox"/> Remove from course |
| <input type="checkbox"/> Assess zero points for assignment | <input type="checkbox"/> Assess failing grade for course |

Notes (below or on back of page if and as needed):

By signing below, both the student and faculty acknowledge the discussion regardless of the final outcome.

Faculty of Record	Date	Student	Date
-------------------	------	---------	------

By signing below, both the student and faculty acknowledge the student has accepted responsibility for academic misconduct. By accepting responsibility, the student waives the right to appeal the charges as stated.

Faculty of Record	Date	Student	Date
-------------------	------	---------	------

By signing below, both the student and faculty acknowledge the student has accepted the sanctions associated with academic misconduct. By accepting responsibility, the student waives the right to appeal the sanctions as stated.

Faculty of Record	Date	Student	Date
-------------------	------	---------	------

APPENDIX C – Sophomore Review

SOPHOMORE Review Evaluation Form

Student Name _____ Date _____
 Student Rank _____ Reviewer Signature _____

Evaluation criteria		Poor			Fair			Good			Very Good			Excellent		
1	Foundation (SLO #1)	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
	The work demonstrates student's understanding of design in relation to communicating their intent.															
	Composition/Design Ability (SLO #1)															
	2D & 3D															
	Color Use															
2	Process & Technique (SLO #1 & #4)															
	The student artwork demonstrates craftsmanship and engagement of materials.															
3	Essential Skills & Competencies (SLO #2)															
	The student is able to identify specific acclaimed contemporary and historical artists, designers, and works as sources of inspiration for their own work and is able to explain the connections between their own work and these influences															
4	Critical Thinking & Creative Process & Contextual Relevance (SLO #3)															
	The student work clearly explores and develops ideas, concepts and insights.															
	Imagine and articulate research, conceptualization, and varied solutions (generate effective ideas) to any problem															
5	Media Fluency & Area of Emphasis (SLO #4)															
	Display innovative synergies of media types across print, screen, packaging and emerging media and Excel in one or several of the following Areas of Emphasis: Print, Packaging & Environmental, Interaction Design, Media Fluency, Motion															
6	Professional Practice (SLO #6)															
	The student presented them self and their work in an appropriate/professional manner and used their time effectively															
	The student prepared their work in a manner consistent with the professional standards.															
7	Verbal Communication and Listening Skills (SLO #5)															
	Verbal Communication The student presents professional speaking skills that effectively communicate knowledge of process and content.															
	The student applies active listening and thoughtful reflective response during their presentation.															
Overall Merit																
Total Point																

Other comments:

POOR - No indication seen of possible success in this field, based on work presented.

FAIR - Some serious questions concerning student's chances for success in this field exist. A significant number of weaknesses in the student's work and understanding need to be addressed.

GOOD - Only a few areas of concern or weakness exist. Student is likely to find success in their field, as long as these concerns are addressed.

VERY GOOD - Student's work and understanding indicates he or she is prepared to have long-term success in this field as long as any concerns are addressed and student continues to show evidence of improved growth.

EXCELLENT - Continuing this rate of performance, student growth should lead to outstanding success. Student's work and understanding are consistent with those who have had a high degree of success in this field.

APPENDIX C – Junior/Senior Review

JUNIOR/SENIOR Review Evaluation Form

Student Name _____
Student Rank _____

Date _____
Reviewer Signature _____

	Evaluation criteria	Poor			Fair			Good			Very Good			Excellent		
1	Foundation (SLO #1)	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
	The work demonstrates student's understanding of design in relation to communicating their intent.															
2	Process & Technique (SLO #1 & #4)															
	The student artwork demonstrates craftsmanship and engagement of materials.															
3	Essential Skills & Competencies (SLO #2)															
	The student is able to identify specific acclaimed contemporary and historical artists, designers, and works as sources of inspiration for their own work and is able to explain the connections between their own work and these influences															
4	Critical Thinking & Creative Process & Contextual Relevance (SLO #3)															
	The student work clearly explores and develops ideas, concepts and insights.															
	Imagine and articulate research, conceptualization, and varied solutions (generate effective ideas) to any problem															
5	Media Fluency & Area of Emphasis (SLO #4)															
	Display innovative synergies of media types across print, screen, packaging and emerging media and Excel in one or several of the following Areas of Emphasis: Print, Packaging & Environmental, Interaction Design, Media Fluency, Motion															
6	Professional Practice (SLO #6)															
	The student presented them self and their work in an appropriate/professional manner and used their time effectively															
	The student prepared their work in a manner consistent with the professional standards.															
7	Verbal Communication and Listening Skills (SLO #5)															
	Verbal Communication The student presents professional speaking skills that effectively communicate knowledge of process and content.															
	The student applies active listening and thoughtful reflective response during their presentation.															
	Overall Merit															
	Total Point															

Other comments:

POOR - No indication seen of possible success in this field, based on work presented.

FAIR - Some serious questions concerning student's chances for success in this field exist. A significant number of weaknesses in the student's work and understanding need to be addressed.

GOOD - Only a few areas of concern or weakness exist. Student is likely to find success in their field, as long as these concerns are addressed.

VERY GOOD - Student's work and understanding indicates he or she is prepared to have long-term success in this field as long as any concerns are addressed and student continues to show evidence of improved growth.

EXCELLENT - Continuing this rate of performance, student growth should lead to outstanding success. Student's work and understanding are consistent with those who have had a high degree of success in this field.

APPENDIX D – Designer's Statement

DESIGNER'S STATEMENT

WHAT IS THE DESIGNER'S STATEMENT?

A Designer's Statement is much like an Artist's Statement; a brief description by an inventive person about their creative process—and the work they produce. Drafting a statement helps the designer focus on their inspirations and style, as well as providing insight into their perspective on the world for others to appreciate. Every piece of work that a designer creates can be considered in relation to such a statement—is it in alignment with the designer's philosophy, does it break new ground, or is it in conflict with the designer's goals and style?

WRITE A DESIGNER'S STATEMENT

A short paragraph that describes and defines your creative identity. The statement should be between 10 to 15 sentences in length—a concisely written thumbnail of why you do what you do, and where your work is coming from and hopefully going to. This statement is often included in a designer's portfolio—and like the artist it is constantly evolving.

A FEW QUESTIONS TO ASK YOURSELF BEFORE WRITING A DESIGNER'S STATEMENT:

- What do you want to say as a designer?
- What kind of impact would you like to make?
- What is your style?
- What are your inspirations?
- Who are your inspirations?
- What areas of art & design are most interesting to you?
- Have art & design always been a part of your life?
- Are you compelled to design, or is it more of a career skill, or both?
- What would the world be like without designers?
- Can you talk about/write about your approach to Art? Design? Life?
- What are you resistant to in terms of design?
- Is design an action or a reaction for you?

WHAT WOULD YOU SAY ABOUT YOUR DESIGN WORK IN TERMS OF THE FOLLOWING?

clarity of concept	history
influence	beauty
color	location
visual impact	culture
humor	storytelling
rhythm	aesthetics
sophistication	illustration
typography	synthesis
social commentary	photography
composition	music
artistic	communication
observation	inspiration
reaction	desire

APPENDIX D – List of Classes

LIST OF CLASSES

Student Name	_____	Date	_____
Student Rank	_____	Year	_____
Majors	_____	Hometown	_____

CLASSES HAVE TAKEN:

- ART 111 Drawing I
- ART 112 Drawing II
- ART 121 Design I 2D
- DSGN 152 Design Fundamentals II
- GDES 101 Computer Graphics
- GDES 201 Graphic Design I
- GDES 203 Animation Foundations I
- GDES 216 Typography I
- GDES 217 Typography II
- GDES 207 Interactive Design I
- GDES 307 Interactive Design II
- GDES 309 Design Research

CLASSES CURRENTLY TAKING:

- ART 111 Drawing I
- ART 112 Drawing II
- ART 121 Design I 2D

APPENDIX D – Relevant Activities & Service Statement

RELEVANT ACTIVITIES & SERVICE STATEMENT

The Graphic Design program strongly encourages students actively involving in art and design.

WRITE A RELEVANT ACTIVITIES & SERVICE STATEMENT

A short paragraph that describes and defines each activity. The statement should be a page long—a concisely written thumbnail of what you have done and what you do. It must include descriptions of relevant enriching involvements and service activities. In addition, it includes special art and design events, experiences, and trips taken on your own or outside-of-class, and assigned class trips, whether optional or required.

Local Relevant Art and Design Activities

These relevant activities should not be just a list. They can include designer/scholar talks, work-shops, presentations and exhibitions in the department studios that you have found relevant to your education, such as: shows at The Ritz Gallery, the Union's Program Council or Arts and Exhibits Committee, South Dakota Art Museum, the Brookings Community Cultural Center, Washington Pavilion, and the galleries at Augustana College, the University of South Dakota, the Sioux City Art Center, IPSO Gallery at Fresh Produce, etc. etc. Student tours of local professional artist and designer studios, offices, and industrial centers, or art or design-related employment like Daktronics Inc. should be listed and described in brief.

Regional Activities

Short descriptions of the specific value of field trips to visit design or art studios, such as to Omaha, Minneapolis, etc.

National Centers, Museums & Galleries

Short descriptions of field trips to Minneapolis/St. Paul, Kansas City, Chicago, New York, and so forth are encouraged.

International Programs & Study Abroad

Contact the SDSU International Programs Office for possible course credit for foreign travel, as well as Study Abroad programs, such as, England, Sweden, and other centers. If you have taken a study abroad experience at the university level, it should be described.

Institutional Service, Volunteer or Related Engagements

- Volunteering for DVAGI, the Design and Visual Arts Group, Inc.
- Discuss volunteering with your art and design instructors and advisor.
- Pro Bono work may include creating art or design works for non-profit organizations.
- Department Office Volunteers are needed for DVAGI
- Van Zante events
- Hosting campus tours for visiting artists/designers/scholars, Art Fair, AIGA, etc.
- Other art institutions and organizations need volunteers: the South Dakota Art Museum, Brookings Community Cultural Center, 4-H outreach art events, Success Academy, etc.



Career, Discipline-Based, and Service Organizations

- American Institute of Graphic Arts (AIGA) student group in Brookings
- AIGA state chapter in Sioux Falls
- Mid America Print Council (MAPC)
- National Ceramic Education College Association (NCECA)
- National Art Education Association (NAEA)
- and/or the College Art Association (CAA)
- Internships

Exhibitions, Research, and Scholarship

- Submissions to juried competitions in art and design
- Works accepted in these juried competitions
- Awards received in these juried competitions
- Works critically reviewed
- Work presented at campus, local, regional, national, and international conferences
- Submissions to essay competitions, such as the SDSU Schultz-Werth Award (cash prizes)
- Essays, plays, and poetry published, ex) in Oakwood.
- Video or computer art published on a Web Site, blog or broadcast, etc.
- To report these activities, include the title of the event, place where it occurred, and date. For publications, provide an accurate citation, i.e., title, date, page number. For on-line works, cite the Web address.

National Centers, Museums & Galleries

- Short descriptions of field trips to Minneapolis/St. Paul, Kansas City, Chicago, New York, and so forth are encouraged.

APPENDIX E – Scholarship Application

GRAPHIC DESIGN/STUDIO ART SCHOLARSHIP APPLICATION

NOTE. All application must be typewritten to be considered.
All personal information must be filled out and will be kept confidential.

APPLICANT INFORMATION

Name	_____	ID No.	_____
Address	_____	Phone No.	_____
Home City	_____	Home State	_____

PRIMARY MAJOR

Graphic Design	_____	Studio Art	_____	Art Education	_____
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SECOND MAJOR (If applicable) _____

GRADUATION PLAN (Senior Student Only)

FALL 2020	_____	SPRING 2021	_____
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CURRENT ACADEMIC LEVEL AND CREDIT HOURS

(Check one with completed semester hour credits as of end of Spring)

Senior (91-120 credits)	_____	Junior (61-90 credits)	_____
Sophomore (31-60 credits)	_____	Freshman (0-30 credits)	_____
Overall GPA	_____	Major GPA	_____

ARE YOU A NON-TRADITIONAL STUDENT?

YES	_____	NO	_____
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DO YOU RECEIVE FINANCIAL AID?

Attachments to include in your applications:

- List of past awards – present on a separate sheet with the names, amounts and dates awarded of any scholarships received while at SDSU.
- Synopsis of your goals and objectives as an artist, graphic designer, or art educator.
- Larson Scholarship (Graphic Design) applicants must have two letters of reference attached to this application (none may be from Graphic Design/Studio Arts faculty or staff).

JACKRABBIT GUARANTEE RENEWAL REQUIREMENTS

Are you eligible to receive a jackrabbit guarantee scholarship? YES _____ NO _____

If yes, have you ever received one, and if so, when? _____

What other Scholarship have you received, and when? _____

Jackrabbit Guarantee eligible students will need to complete 30 credit hours per academic year (fall and spring semesters) and:

- Achieve a 2.8 cumulative GPA at the end of their first year
- Achieve a 3.0 cumulative GPA for the remaining three years

If you have questions regarding the Jackrabbit Guarantee Scholarship, please contact the Office of Financial Aid, at 688-4695 or email sdsu.finaid@sdsu.edu.