

**New Program Proposal
 Bachelor of Design in Graphic and Interactive Media
 Lander University**

Summary

Lander requests approval to offer a program leading to the Bachelor of Design in Graphic and Interactive Media, to be implemented in the Fall of 2020 through traditional course delivery. The chart below outlines the stages of approval for the proposed program. The Advisory Committee on Academic Programs (ACAP) voted to recommend approval of the proposal. The full program proposal is attached.

Stages of Consideration	Date	Comments
Program Proposal Received	8/1/19	Not Applicable
ACAP Consideration	9/12/19	<p>The Lander University representative presented the proposal concurrently with the proposal for a Master of Fine Art program. He suggested the high-demand design program has seen dramatic changes in recent years as offered across the U.S. As proposed, enrollees would gain foundations in art design and explore new media and technology that will equip graduates with the most current skills necessary to compete in the changing industry. The degree type is a move to clarify the difference between traditional fine art and design.</p> <p>There were concerns about how this program would be different than a traditional fine arts degree. The Winthrop representative inquired about the percentage of studio-based courses that differentiated it from a studio art degree. The Lander representative stated that the program is designed for enrollee immersion in the foundations of art while not demanding as many studio art requirements.</p> <p>Staff inquired about program uniqueness and statewide need, and Lander cited the program distinctness and professional format to contrast with current degrees offered. The Lander representative indicated the institution’s position that this degree would be the new standard for people who study the field of design. The Winthrop and the College of Charleston representatives offered revisions to the program comparison section of the proposal.</p> <p>The representative from the University of South Carolina Beaufort questioned whether graduates would be narrowly defined in the job market. Staff encouraged the Lander representative to provide letters of support to be part of the proposal. In response to staff and ACAP member inquiries about</p>

Stages of Consideration	Date	Comments
		<p>program accreditation, the Lander representative affirmed their interest to pursue it and intent to include the institution's interest in a revised proposal.</p> <p>Upon remaining discussion, ACAP voted unanimously to recommend approval of the program proposal.</p>
Staff comments to the institution	9/16/19	<p>Staff requested the proposal be revised to address the inquiries from ACAP including:</p> <ul style="list-style-type: none"> • Highlighting degree differences; • Expanding on employment opportunities; • Correcting comparative program differences; • Accreditation plans; and • Letters of support
Revised Program Proposal Received	9/27/19	The revised proposal satisfactorily addressed in the revisions requested.

Recommendation

The staff recommends that the Committee on Academic Affairs and Licensing approve the program leading to the Bachelor of Design in Graphic and Interactive Media, to be implemented in the Fall of 2020.

Lander University Student and Program Data

Undergraduate In-/Out-of-State Enrollment, Fall 2018	2,717 (91.48) / 253 (8.52%)
Number of Approved Programs in 10 Yrs. (FY 2008- 2018)	9
Number of Terminated Programs in 10 Yrs. (FY 2008- 2018)	7

Industry related Occupational Wages and Projections in South Carolina, 2016 – 2026*

Occupational Field ¹	2016 Median Income ²	2016 Estimated Employment ³	2026 Projected Employment	Total 2016-2026 Employment Change	2016-2026 Annual Avg. Percent Change	Total Percent Change
Arts, Design, Entertainment, Sports, and Media	\$36,330	25,317	27,205	1,888	0.72%	7.46%

¹ "Occupational Field" represents the closest related occupation category that includes the occupations aligned with the program proposal.

² SC Department of Employment & Workforce (DEW), Labor Market Information. (2019). Occupational Employment and Wage Rates (OES) for All Major Groups in South Carolina in 2016 [Data file]. Retrieved from <https://jobs.scworks.org/vosnet/lmi/default.aspx?pu=1>

³ SC Department of Employment & Workforce (DEW), Labor Market Information. (2019). Occupational Projections (Long-term) for Multiple Occupations in South Carolina in 2016-2026 [Data file]. Retrieved from <https://jobs.scworks.org/vosnet/lmi/default.aspx?pu=1>

* Data downloaded September 16, 2019; Most recent data available.

NEW PROGRAM PROPOSAL FORM

Name of Institution: Lander University

Name of Program (include degree designation and all concentrations, options, or tracks):
Bachelor of Design (B.Des.) in Graphic and Interactive Media

Program Designation:

- | | |
|---|--|
| <input type="checkbox"/> Associate's Degree | <input type="checkbox"/> Master's Degree |
| <input checked="" type="checkbox"/> Bachelor's Degree: 4 Year | <input type="checkbox"/> Specialist |
| <input type="checkbox"/> Bachelor's Degree: 5 Year | <input type="checkbox"/> Doctoral Degree: Research/Scholarship (e.g., Ph.D. and DMA) |
| <input type="checkbox"/> Doctoral Degree: Professional Practice (e.g., Ed.D., D.N.P., J.D., Pharm.D., and M.D.) | |

Consider the program for supplemental Palmetto Fellows and LIFE Scholarship awards?

- Yes
 No

Proposed Date of Implementation: August 2020

CIP Code: 50.0102

Delivery Site(s): Lander University Campus, 320 Stanley Avenue, Greenwood SC 29649

Delivery Mode:

- | | |
|---|---|
| <input checked="" type="checkbox"/> Traditional/face-to-face
*select if less than 25% online | <input type="checkbox"/> Distance Education |
| | <input type="checkbox"/> 100% online |
| | <input type="checkbox"/> Blended/hybrid (50% or more online) |
| | <input type="checkbox"/> Blended/hybrid (25-49% online) |
| | <input type="checkbox"/> Other distance education (explain if selected) |

Program Contact Information (name, title, telephone number, and email address):

James D Slagle, Professor of Art, 864.388.8259, jslagle@lander.edu

Asma Nazim-Starnes, Professor of Art, 864.388.8617, fnazimstarnes@lander.edu

Institutional Approvals and Dates of Approval (include department through Provost/Chief Academic Officer, President, and Board of Trustees approval):

4/11/2019: Approval by Art Department
4/12/2019: Approval by Dean of Arts and Humanities
4/17/2019: Approval by LU Undergraduate Programs Committee
4/17/2019: Approval by Provost & Vice President for Academic Affairs
4/29/2019: Approval by LU Curriculum Committee
5/08/2019: Approval by LU Faculty Senate
6/11/2019: Approval by LU President
6/11/2019: Approval by LU Board of Trustees

Background Information

State the nature and purpose of the proposed program, including target audience, centrality to institutional mission, and relation to the strategic plan.

Bachelor of Design (B.Des.) in Graphic and Interactive Media

Over the last decade, the Bachelor of Design degree (BDes) has become popular around the world, and colleges and universities within the United States are now beginning to use the designation to more accurately reflect the learning content and successive skills of graduates. With focus areas including Graphic Design, Web Design, Interactive and Mobile Design, New Media, Professional Photography, Interior Design, Industrial Design, Architecture, and other design related areas of study, NASAD (National Association of Schools of Art and Design) approves and recognizes this degree and will evaluate the program under this new title as a "professional degree." Our proposed degree structure aligns with the standards of rigor and content as set forth by NASAD for curricular guidelines.

Identifying with 21st century design education is paramount for the identity of our degree. The courses proposed within, focus on new models of design thinking, and expands on the concept of design as dictated by current trends, forecasts, and industry demands.

Ultimately the new degree will more clearly communicate to employers, what is offered within the program and what professional skills are being acquired by our graduates.

In The Bachelor of Design degree (as opposed to the Bachelor of Fine Arts degree) better reflects professional field demands, design education and pedagogy, and the recommendation standards from both the AIGA (the professional organization for design) and the NASAD (the accrediting body for Art and Design).

This degree follows suit with the philosophy of modern design education which is expressed in the following excerpt from an article, [Introduction to Design Futures](#), published by AIGA, the foremost authority on design practices and education:

“Educators must rethink how to deliver lasting concepts and principles in light of a radically changed landscape for professional practice that bears little resemblance to the past. Curricula must be rethought from the ground up, not modified through endless additions to an industrial-age model.”

The target audience for this distinctive degree are students who are interested in pursuing a career in the vast array of jobs associated with graphic and interactive design, and new media. These areas include traditional Print Design for advertising, Web Design, Interactive Design and Mobile applications, Motion Graphics and Animation, UX/UX Design, Experiential Design, Social Media Design, Art Direction, and Creative Direction to name a few. The tremendous growth of high school design course offerings is clear evidence that the numbers of students interested in this degree are plentiful.

The degree is consistent with Lander University’s vision and mission as it targets well-rounded students preparing them to continue their education or launch their careers. It is a high-demand and market-driven program delivered in a rich liberal arts environment to produce highly qualified and marketable graduates.

The Bachelor of Design degree reflects the core values of the Lander University Strategic Plan, most specifically: Relevant, Timely, Innovative, Responsive, Competitive, Sustainable, Responsible, Diverse

The degree also supports the “Pillars for Success” of the strategic plan specifically Pillar One:

PILLAR ONE: High–Demand, Market Driven programs

- **“A school that looks ahead”** – Developing this degree early in the game, will result in an easily marketable product that would produce tremendous return. It would also put Lander on the map as other schools would use our model to develop their transitions to this degree just as we are using other schools that have beat us to the punch.
- **“meets the needs of an evolving work force”** – the outlook for fine art and design occupations according to the Bureau of Labor Statistics shows slower than average growth in almost every area including traditional Graphic Design (print and desktop publishing). The areas that have faster growth than average and that are projected to continue to thrive are those that include animation, motion, new media, UI/UX design and experiential design.
- **“partnership with other national and international institutions”** the B.Des. degree is a popular degree in other parts of the world most notably in Australia and Europe. This could be an exciting time to develop partnerships with institutions around the globe.

Assessment of Need

Provide an assessment of the need for the program for the institution, the state, the region, and beyond, if applicable.

The field of Graphic Design has been the fastest growing field of Art and Design for decades. According to the Bureau of Labor Statistics (<https://www.bls.gov/ooh/arts-and-design/home.htm>), employment of arts and design occupations is projected to continue to steadily grow. Indications are that “more workers will be needed to meet the growing demand for animation and visual effects in video games, movies, television, and on smartphones, as well as to help create visually appealing and effective layouts of websites and other media platforms.”

Graphic designers who are landing the highest-quality positions need to demonstrate that they have experience with the key trends in the industry. As a result, it is important for designer to showcase valuable skills in the latest and fastest growing areas within the vast field of visual communications.

The Bachelor of Design degree we are proposing will address the areas of growing demand in ways our current BS Visual Art – Graphic Design emphasis model does not. In addition to adding courses that focus on motion and animation, we also see a need to address technologies most programs in the state are not seeming to offer. Experiential Graphic Design (EGD) and Augmented Reality (AR) are two areas of design that we would like to develop as a specialty within our degree. These exciting topics are not offered in most schools and are areas that offer significant employment opportunities for our graduates. Partnership with an organization like the [Society for Experiential Design \(SEGD\)](#) would allow us to join a small list of Universities that offer this type of programming.

Transfer and Articulation

Identify any special articulation agreements for the proposed program. Provide the articulation agreement or Memorandum of Agreement/Understanding.

Not applicable.

Employment Opportunities

Occupation	State		National		Data Type and Source
	Expected Number of Jobs (2026)	Employment Projection	Expected Number of Jobs (2026)	Employment Projection	
Graphic Designer	2440	230 projected job openings (5% growth)	277,400	11,100 projected job openings (4% growth)	Bureau of Labor Statistics Occupational Outlook Handbook
Multimedia artists and animators	460	40 projected job openings (11% growth)	79,900	6,200 projected job openings (8% growth)	Bureau of Labor Statistics Occupational Outlook Handbook
Art Directors	480	40 projected job openings (5% growth)	95,200	7,700 projected job openings (5% growth)	Bureau of Labor Statistics Occupational Outlook Handbook
Web Designer/Developer	1,300	100 projected job openings (16% growth)	187,200	24,000 projected job openings (15% growth)	Bureau of Labor Statistics Occupational Outlook Handbook

Supporting Evidence of Anticipated Employment Opportunities

Provide supporting evidence of anticipated employment opportunities for graduates.

Technology continues to reform the jobs of the future including the creative and design industry. In the past, almost every company needed the services of a graphic designer or a web designer. While these professions are still important to the success of the design industry, new job titles and directions have emerged as the career choices that have the potential for the highest growth rates. Jobs tied to user and customer experience are becoming increasingly necessary and driving the market to create designers who create customized products and personalized experiences. Print-only roles are becoming obsolete, so graduates seeking employment need to have the experiences and education that we plan to deliver in the BDes degree including Web Design, Interactive Design and Mobile applications, Motion Graphics and Animation, UX/UX Design, Experiential Design, Social Media Design, Art Direction, and Creative Direction.

AIGA and NASAD do not recognize professional undergraduate degree programs with less than a full major in communication design as providing full preparation for entry and later upward mobility within the profession. Lander University's current degree track is a B.S. in Visual Art with an emphasis in Graphic Design. The limited number of courses available within an emphasis (as opposed to a full major) is not enough to claim preparation for employment in the field. The BDes degree will be a "full major" rather than an emphasis.

The data collected for the employment opportunities reported by the Bureau of Labor Statistics is general and does not include the most current job titles that are associated with the growing trends in Graphic and Interactive Design. According to one of the top creative talent agencies, Onward Search (www.onwardsearch.com/digital-creative-salary-guide-2019/), the job titles of the most in-demand digital creative talent for 2019 are Digital Product Designer, UX Designer, UI Designer, and Visual Designer. These types of jobs are in high demand and will be a focus of the Bachelor of Design degree.

A search of current graphic design job openings on ZipRecruiter.com (conducted on July 23, 2019) produced the following results:

- Nationally 28,736
- South Carolina 1,666+
 - Columbia 42
 - Charleston 46
 - Greenville 39
 - Rock Hill/Charlotte 135
 - Spartanburg 37
 - Myrtle Beach 19

Sample South Carolina job ads:

UX & UI Designer_Charleston eHouse Studio - Charleston, SC

Do you have a strategic, problem-solving mindset? Do new design practices get you psyched up? We're looking for an experienced, enterprising UX & UI designer to help build killer brands, convert more customers and deliver outstanding business results for our eCommerce clients.

- Design high-quality, responsive eCommerce user experiences and user interfaces
 - Help clients build brands and convert more customers
 - Implement and maintain eCommerce web and mobile designs patterns for new and existing clients
 - Do design research to better deliver winning results for clients
 - Collaborate with internal teams, developers and client teams
 - Clearly communicate design solutions to team members and clients
 - Provide leading-edge design solutions.
 - Rigorously educate yourself on the latest design practices, software, eCommerce design strategies, and best practices
 - Provide design support for ongoing accounts
 - Collaborate internally to continue to improve process and company growth goals
-
- **Table Stakes**
 - 2+ years of experience designing for web and mobile
 - Expert proficiency in Sketch, Photoshop, and Illustrator
 - Portfolio that demonstrates not only a passion for user-centered design, but a passion for visual aesthetics
 - Obsessive attention to detail and the desire to provide clients with leading-edge designs
 - Clear understanding of information architecture and user flows
 - Expert knowledge of the current design trends and techniques
 - Clear understanding of HTML & CSS as it affects your designs and responsive design
 - Proficient in developing strong visual concepts for the web

- Experience working with project parameters such as the goals of the client, research work, usability, and timeline to deliver the best work possible
- Excellent written and verbal communication skills
- Self-motivation and accountability for your work
- Desire for continued education and enjoys keeping up with tech eCommerce / industry trends and learning new strategies
- Ability to collaborate effectively and communicate clearly
- Creative problem-solver and out-of-the-box thinker
- Ability to juggle multiple priorities in a fast-paced work environment

UI / UX Specialist

Moondog Animation Studio, Mount Pleasant, SC

Are you a web designer/developer who can design and program with the user's emotions in mind? Working directly under the Studio Director and the Project Manager, you will design intelligible Web, Screen and Virtual interfaces, ensure they work, and make them an exciting, and memorable part of the customer experience.

Responsibilities and Duties

- Execute all visual **design stages** from concept to final hand-off for application development
- Develop wireframes, visual mockups and **prototypes** that clearly illustrate how mobile and web interfaces should function and look
- **Document** and maintain standards for design and development teams
- Create original **graphic designs** (e.g. images, animations, sketches and tables)
- Design for **multiple platforms** and maintain a consistent look and feel throughout
- Manage **tight deadlines** and generate high output of quality work product
- Knowledge of usability best practices for **web and mobile** applications
- Focused on best **user-centered** design practices and have an eye for detail
- Ensure all UX/UI **versions** documents are complete, current, and archived appropriately
- Work alongside **front-end** engineers to ensure concepts are executed properly
- Keep management **informed** of progress, changes and other critical issues

Qualifications and Skills

- **3+ years** of UI/UX design experience resulting in successfully launched web, mobile, and/or software applications
- **BS/MS** in Graphic Design, Visual Design, Interaction Design, or equivalent
- Professional and strong interpersonal and **time-management** skills
- Experience **interpreting** requirements and defend design decisions
- Expert level skills in Adobe **Creative Suite**, Graphical project support (PowerPoint, Word)
- Up-to-date with the latest **UI trends**, techniques, and technologies for Mobile and Web
- Skilled in **wireframing/prototyping** tools (e.g. UXPin InVision, AdobeXD)
- Familiarity with **web technologies** and their impact on feasibility of design solutions; hands-on expertise with HTML, CSS3, JavaScript, React, Node.js, etc.
- Ability to work well in a **collaborative** environment and take direction from Management
- Passion for **excellence** and hard worker

Benefits and Perks

- Personal Time Off (**PTO**), the details of which are to be determined in the coming months but it will be no less than 1 week of your choice, plus one week per year at Christmas.
- Employee Benefits program (99% health insurance, full dental, Long term disability and options).

Graphic Designer II-Licensed Brands

MVP Group International- Charleston, SC 29492

- Working closely with the design director and team, translate trends and concepts into designs that respond to business. Needs for the relevant product category.
- Develop designs from initial concept through approval.
- Ensure outgoing materials undergo brand reviews and adhere to brand standards
- Create presentation board and assemble concepts.
- Create and maintain packaging design, sales support tools and advertising materials as directed in order to increase sales and profitability.
- Own the development process through daily communication with the brand team.
- Support sales with product mock-ups when needed
- Ensure outgoing materials undergo brand reviews and adhere to brand standards
- Prepare, resize and upload images on a variety of platforms
- Communicate and collaborate on feedback with internal and external resources during the execution of the creative process
- Assist with photography pre and post-production
- Archive, audit, maintain and organize all creative assets and projects including image databases, design libraries and storage servers
- Design, modify, update, and deliver print ready artwork for sales samples
- Package and preflight all final files, manage proofing process, and place orders with printers, external vendors or media partners

Graphic Designer of Brands Qualifications

- Minimum 5 year professional experience required.
- Degree in design or equivalent experience
- Working knowledge of Adobe programs (Photoshop, InDesign, Illustrator), Microsoft Office (Word, Excel, PowerPoint)
- Previous experience in production and package design is strongly preferred
- Use of Microsoft Word, Excel, and Outlook
- Knowledge of Macintosh Operating Systems
- Strong interpersonal, written and verbal communication skills, along with the ability to think and act cross-functionally
- Good organizational skills
- Work individually or with a team

Job Type: Full-time

Salary: \$40,000.00 to \$55,000.00 /year

Motion Graphic Designer

Relentless Church - Greenville, SC 29607

Requirements:

- Associate's Degree in a related field of study or at least 2 years multimedia and graphic design experience
- Expert proficiency in Adobe Creative Suite required
- Experience with 'motion graphics' [After Effects, Premiere, Creative Suite – *Cinema 4D a plus]
- Compelling aesthetic sensibilities and general understanding of layout, typography, color theory and design principles
- Knowledge of print production process a plus
- Wildly creative with the ability to brainstorm with a creative team and develop innovative and unexpected ideas

- Collaborative, passionate and fun to work with
- Eagerness to learn new skills and keep up with changing technology
- Excellent verbal, written and interpersonal communication skills
- Strong organizational and planning skills a must; outstanding digital file management
- Able to work calmly under pressure and to juggle multiple tasks and projects simultaneously and make quick decisions in a fast-paced environment while maintaining a pleasant attitude
- Self-motivated with ability to work with little or no supervision, take initiative to solve issues as they arise and accept constructive criticism as given
- Desire to be an integral part of a team and work together to accomplish goals
- Working knowledge of basic office equipment (printers, fax, copiers, scanners, cutting machinery)

Art Director/Graphic Designer

DELTA Power Equipment - Spartanburg, SC 29302

Delta Power Equipment Corporation is seeking an Art Director who will be responsible for handling design and production of point of purchase, packaging and collateral while managing the Design Department.

Responsibilities

- Utilize proven art skills and experience to maintain, create and implement new DPEC brands and identities
- Manage the design team members to implement creative direction
- Work as a team player to instill trust and facilitate a good working environment with the creative team while having a positive attitude, work well under pressure, good problem solving skills, detail oriented, and be able to multitask
- Communicate effectively across all departments
- Support the vision of the organization to help fulfill short and long term goals
- Work to procure equipment and items necessary for new art projects

Qualifications

- Bachelor's degree required in Graphic Design or Art Degree
- 7 or more years of experience in an advertising agency or design firm
- Previous business experience to include sales and marketing
- Ability to communicate across levels of an organization, including with executives and other senior-level officers
- A strong understanding of modern graphic design software, including products such as InDesign, Illustrator and Photoshop
- Proven leadership skills and a talent for providing effective feedback and direction
- Notably creative with a desire to merge knowledge and experience with business and art

Graphic Designer (with Advertising, Social Media, & Newsletter Marketing Experience)

MVP Brands – Charleston, SC

We are a Charleston, SC retailer and manufacturer of AR-15 Firearms and products - an exciting and viral industry with dedicated and loyal customers. This position is for a physical (in-person) full-time employment position where the right candidate will work from our office location in North Charleston. We will not entertain any applicants offering to work remotely from another location - applicant must be physically present and work from our North Charleston office Monday through Friday 8:30AM - 5PM. We are looking for an energetic and competent Graphic Designer who has experience in the creation of marketing material for eCommerce product sales. Experience in design for Social Media, Featured Product Newsletters, and online ads is highly preferred. The right candidate will be trained in the

process of product newsletter creation and execution. Additional tasks will include editing and updating product images, advertorials, and marketing materials for both digital and print media. Please respond with examples of your design work and/or a link to your design portfolio. We look forward to hearing from you!

Job Type: Full-time

Salary: \$35,000.00 to \$45,000.00 /year

The Graphic Designer of MVP Brands and Licensed Brands will design and develop products that are consistent with seasonal trends and concepts, and customer/business needs. Under the leadership of the Director own the development process for each product from sketch to approval. This graphic designer position is instrumental in the production and organization of creative assets and will drive collaboration, workflow, and successful execution of deliverables in coordination with brand team and vendors. Will need to be deadline driven and detail orientated.

Description of the Program

Projected Enrollment			
Year	Fall Headcount	Spring Headcount	Summer Headcount
2020-2021	16	18	NA
2021-2022	30	32	NA
2022-2023	44	46	NA
2023-2024	58	60	NA
2024-2025	65	68	NA

Explain how the enrollment projections were calculated.

Projections were conservatively estimated using past growth rates and data for the current BS in Visual Art (Graphic Design concentration). These projections are assuming minimal expansion of space and resources. Should that change, and there be the possibility of acquiring even more studio and lab space, these projections could easily double.

Besides the general institutional admission requirements, are there any separate or additional admission requirements for the proposed program? If yes, explain.

Yes

No

Curriculum

New Courses

List and provide course descriptions for new courses.

- **DES 101.INTRODUCTION TO DESIGN**

This course offers an overview of the fields of design and focuses on the fundamental skills relevant to the discipline of graphic design. Through lecture and creative projects, students learn visual communication design and become familiar with digital and analog production processes, and learn about professional directions within in the field. **Three credit hours.**

- **DES 204.GRAPHIC DESIGN II**

This course builds on what was learned in DES 203 with intermediate proficiency development of industry standard software for graphic design and studio lab experiences using graphic design software including Photoshop, Illustrator, and InDesign. Cross-listed with ART 224. Prerequisites: DES 203. **Three credit hours.**

- **DES 301.TYPOGRAPHY II**

This course explores how to design and communicate complex information that is primarily of typographic nature. The course readings, lectures, exercises, presentations, and projects provide a framework to expand thinking and practice related to diverse forms of typographic expression. How to design and communicate complex information that is primarily of typographic nature will be explored. Prerequisites: DES 201.

Three credit hours

- **DES 302.PUBLICATION DESIGN I**

This course is a practical application of design fundamentals for single and multipage publications. Students use industry standard page assembly software while creating well-designed layouts for publications of all kinds. In addition to the functions of the software, topics include typography, graphics, color, aesthetic page flow, and transition design. Prerequisites: DES 201 and DES 204. **Three credit hours**

- **DES 303.PACKAGE DESIGN I**

This course emphasizes the application of graphic design elements to various forms of packaging. Packages are analyzed and positioned from a marketing point of view. Brand marks, visual graphics, and color schemes are developed for individual products and extended product lines. This class is geared to those interested in product packaging and graphic design as well as those seeking to create portfolio-quality design work. **Three credit hours.**

- **DES 304.LOGO AND BRANDING DESIGN I**

This course will provide the student with a working knowledge of branding and logo design. Students will learn how to effectively design a brand for a company that communicates that company's purpose statement and identity. Color theory and visual communication skills will be developed through this course.

Three credit hours

- **DES 306.MOTION GRAPHICS I**

This course offers instruction in establishing motion graphics fundamentals including visual rhythm, kinetic typography, multiplanar effects, and other intermediate industry techniques. It teaches several different approaches to animation with the goal of refined movement to tell stories and deliver

messages while maintaining a highly designed approach. Students can apply skills learned in this class to other design and animation classes. **Three credit hours.**

- **DES 307. EXPERIENCE DESIGN I**

This course teaches the practice of designing products, processes, services, events, and environments with a focus placed on the quality of the user experience and culturally relevant solutions. Class content includes the designer's social responsibility, designing for public spaces, and recognizing and exploring commercial applications for experience design. **Three credit hours.**

- **DES 308.SUSTAINABLE DESIGN I**

This course will explore the tools, resources, and best practices of sustainable design. Additionally, this course covers the philosophy of designing physical objects, the built environment, and services to comply with the principles of social, economic, and ecological sustainability. The technical and social innovations that are making real change possible, across a variety of disciplines will be explored. **Three credit hours**

- **DES 309.DIGITAL ILLUSTRATION**

This course is an introduction to digital illustration using computer tools and includes the study of illustration as visual interpretation of words, concepts, and ideas. Students learn basic software skills while developing drawing abilities in a digital environment. Strategies for communicating content through pictorial narrative are also explored. **Three credit hours.**

- **DES 310.SOCIAL MEDIA AND NETWORKING I**

Students will explore the possibilities and limitations of social media and will have hands-on experience with several forms of social media technology. Those who complete this course will know how to use social media productively, and develop a framework for understanding and evaluating new tools and platforms. **Three credit hours.**

- **DES 350.SPECIAL TOPICS**

Formal courses offered infrequently to explore, in depth, a comparatively narrow subject which may be topical or of special interest. This course may be repeated for additional credit as the topic changes. **Three credit hours.**

- **DES 401.TYPOGRAPHY III**

This course will cover theory and practice of letter forms and typography as they apply to graphics, advertising, and other areas of design and visual communication. Projects cover principles of typography, letter structure, typeface selection, fundamentals of computer typesetting, and typographic layout. **Three credit hours.**

- **DES 402.PUBLICATION DESIGN II**

This course is a continuation of the practical application of design fundamentals for single and multipage publications. Students use industry standard page assembly software while creating well-designed layouts for publications of all kinds. In addition to the functions of the software, topics include typography, graphics, color, aesthetic page flow, and transition design. **Three credit hours.**

- **DES 404.LOGO AND BRANDING DESIGN II**

This course builds upon branding and logo design from DES 304. Students will learn how to effectively design a brand for a company that communicates that company's purpose statement and identity. Color theory and visual communication skills will be developed through this course. **Three credit hours.**

- **DES 406.MOTION GRAPHICS II**

This advanced course for motion graphics includes the categories of commercial, broadcast, title sequence, and music video. It includes lectures, demonstrations of techniques, and applications of motion graphics, with an emphasis on 3D digital media. Projects will cover design, composition, narrative, sequencing, and sound development and manipulation. Current industry standard computer applications will be introduced and applied. **Three credit hours.**

- **DES 407 EXPERIENCE DESIGN II**

This advanced course teaches students how to design and evaluate digital interfaces (e.g., websites, software products, and mobile/tablet applications) from a user-centered perspective, with an emphasis on understanding users and their contexts and applying that knowledge to make digital tools more user-friendly and engaging. **Three credit hours.**

- **DES 408.SUSTAINABLE DESIGN II**

A continuation of DES 308, this course will explore the tools, resources, and best practices of sustainable design. Additionally, this course covers the philosophy of designing physical objects, the built environment, and services to comply with the principles of social, economic, and ecological sustainability. Technical and social innovations that are making real change possible across a variety of disciplines will be explored. **Three credit hours.**

- **DES 409.DIGITAL ILLUSTRATION II**

This course focuses on a challenging and expressive area of graphic design. Various styles of storyboarding will be explored. The art of narration will be explored in comics, graphic novels, and various storyboards both traditional and digital (still and animated). In this advanced digital illustration course, students will learn professional illustration conception, production, and finish. Students will execute illustration projects using professional procedures and equipment. Emphasis is on student creative and technical development. **Three credit hours.**

- **DES 410.SOCIAL MEDIA AND NETWORKING II**

This course will provide students with an advanced understanding of social media, marketing plans, and social media analytics. Students will build company and/or journalistic profiles on the top social networks to engage with audiences and communities and utilize analytical tools to track success. **Three credit hours.**

Total Credit Hours Required: 121

Curriculum by Year					
Course Name	Credit Hours	Course Name	Credit Hours	Course Name	Credit Hours
Year 1					
Fall		Spring		Summer	
ART 103 Drawing I	3	ART 104 Drawing II	3		
ART 105 Basic Design I	3	ART 106 Basic Design II	3		
ART 111 Art History I	3	ART 112 Art History II	3		
DES 101 Intro to Design	3	DES 113 Hist of Graphic Design	3		
ENGL 101	3	ENGL 102	3		
LINK 101	1				
Total Semester Hours	16	Total Semester Hours	15	Total Semester Hours	
Year 2					
Fall		Spring		Summer	
DES 201 Typography I	3	ART 203 Photography I	3		
DES 203 Graphic Design I	3	DES 204 Graphic Design II	3		
ART 2XX	3	ART 2XX	3		
Foreign Language	3	Behav/Social Perspectives GenEd	3		
Gen Ed Elective (1)	3	Mathematics (Core Academic)	3		
Total Semester Hours	15	Total Semester Hours	15	Total Semester Hours	

Course Name	Credit Hours	Course Name	Credit Hours	Course Name	Credit Hours
Year 3					
Fall		Spring		Summer	
DES 3XX (1)	3	DES 3XX (3)	3		
DES 3XX (2)	3	DES 3XX (4)	3		
ART History 3XX	3	DES related elective (1)	3		
Humanities & FA GenEd(1)	3	Laboratory Science GenEd	4		
Math Reasoning Elective GenEd	3	Global Issues & Cultures GenEd	3		
Total Semester Hours	15	Total Semester Hours	16	Total Semester Hours	
Year 4					
Fall		Spring		Summer	
DES 4XX	3	DES 420	1		
DES related elective (2)	3	DES related elective (4)	3		
DES related elective (3)	3	DES related elective (5)	3		
Behav/Social Perspectives GenEd	3	Gen Ed Elective (3)	3		
Gen Ed Elective (2)	3	Gen Ed Elective (4)	3		
		DES 499 Capstone	1		
Total Semester Hours	15	Total Semester Hours	14	Total Semester Hours	
Year 5					
Fall		Spring		Summer	
Total Semester Hours		Total Semester Hours		Total Semester Hours	

Similar Programs in South Carolina offered by Public and Independent Institutions

Identify the similar programs offered and describe the similarities and differences for each program.

Degree titles within this table include the B.A. and B.F.A. This proposal is for the first BDes degree in the state of South Carolina. It should be noted in the comparisons that a B.A. degree is classified as a **liberal arts** degree whereas a B.F.A. and the BDes is defined as a **professional** degree.

Program Name and Designation	Total Credit Hours	Institution	Similarities	Differences
B.A. ART – Graphic Des	128	Anderson University	Some of the same art foundation courses are taken. Similar basic graphic design courses.	Less required upper level courses that focus on design. BA vs BDes
B.F.A. Graphic Design	128	Bob Jones University	First year foundation in studio art and traditional introductory graphic design course schedule is similar.	No NASAD accreditation Overall less upper level courses are required and are more traditional rather than new trends and technologies. B.F.A. vs BDes
B.A. Graphic Design	125	Charleston Southern Univ	Graphic Design curriculum is similar with foundational courses in typography, history of design, and digital imaging.	No NASAD accreditation. Only 2 traditional foundation classes in CSU program and no fine art history component. Less overall design related courses required. BA vs BDes
B.A. ART – Graphic Des	120	Coker College	Foundation courses are almost identical for studio and art history.	Concentration in Graphic Design only requires 6 courses specific to graphic design as oppose to the minimum of 12 courses the B.Des. provides BA vs BDes
B.A. Digital Design	120	Claflin University	Students will take some of the same foundation courses. Some of the same lower and mid level graphic design courses are offered.	No NASAD accreditation Less foundation art required. Required Digital Digital course work includes 2 CAD classes. BA vs BDes

B.A. Computing in the Arts, concentrations in Digital Media and Game Development and Interaction	122	College of Charleston	Relatively no similarities in either concentration as the program resides in the Computer Science department not in Art.	No NASAD accreditation CIS Dept not Art Dept – no studio art requirements BA vs BDes
B.A. Visual Art – Graphic Design concentration	120	Francis Marion University	Similar breadth within the art studio foundation courses and with the Art History survey courses.	As this is a concentration, the upper level requirements in Graphic design related coursework is considerable less rigorous. BA vs BDes
B.A. Studio Art – Graphic Design concentration	120	Limestone College	Few similarities within the foundation and art survey courses although not a thorough.	No NASAD accreditation Concentration provides less content overall with graphic and interactive content. BA vs BDes
B.A. Graphic Design	120	Newberry College	9 courses in graphic design related courses make up the major portion of this degree and are consistent with many of our courses.	No NASAD accreditation. Much less comprehensive foundation leading into the graphic design curriculum. BA vs BDes
B.A. Digital Media	120-121	North Greenville University	The few similarities would be a basic graphic design, photography, designing for social media and websites.	No NASAD accreditation This degree is offered through the Department of Mass Communications rather than an Art Department so the differences are many. No Art courses are required. BA vs BDes
B.A. Studio Arts – Digital Media concentration	121	South Carolina State Univ	Similar foundation art program. Some similar courses within the digital media concentration.	As this is a concentration within an Art degree, there are fewer total courses that directly relate to graphic or interactive design. BA vs BDes
B.F.A. ART – Graphic Design concentration	120	USC Columbia	2D/3D design & Art Survey courses required for foundations. Thorough exploration of graphic design coursework with opportunities for	Less focus on traditional studio coursework during foundations and second year students. B.F.A. vs BDes

			electives to specialize in different areas of graphic design.	
B.A. Art Studio – Graphic Design concentration	120	USC Upstate	Nearly identical foundations program (only one drawing course required).	Concentration provides less content overall with graphic and interactive content. BA vs BDes
B.F.A. Visual Communications Design – Graphic Design Track BS Digital Information Design - concentrations in Digital Commerce, Interactive Media, Digital Mass Media, Web Design;	120	Winthrop University	The B.Des. degree is most similar to the B.F.A.degree at Winthrop as it offers thorough graphic design foundation and core classes as well as the opportunity to use upper level electives to focus on different specialties within the field.	The B.F.A. degree at Winthrop differs by having fewer Art History and Studio Foundation courses. B.F.A. vs BDes The BS degree options are highly specialized and narrowly focused options unlike the B.Des. degree which offers some of the same options of classes within a broad and versatile degree.

Faculty

Rank and Full- or Part-time	Courses Taught for the Program	Academic Degrees and Coursework Relevant to Courses Taught, Including Institution and Major	Other Qualifications and Relevant Professional Experience (e.g., licensures, certifications, years in industry, etc.)
Associate Professor of Art	Foundations/Painting	B.A., Furman Univ; M.F.A., Clemson Univ; Other, Studio Art Centers International	
Associate Professor of Art	Foundations/Sculpture	M.F.A., Winthrop Univ	
Associate Professor of Art	Foundations/Ceramics	M.F.A., Winthrop Univ	
Associate Professor of Art	Photography	B.A., St. Andrews College; M.F.A., SCAD	
Associate Professor of Art	Art History	Ph.D., The City Univ of New York	
Associate Professor of Art	Graphic Design	B.S., Towson St Univ; M.F.A., Florida Atlantic Univ	
Associate Professor of Art	Graphic Design	B.S., Florida Southern Univ; M.F.A., Florida Atlantic Univ	

Total FTE needed to support the proposed program:

Faculty: 7 existing, 1 new

Staff: 1 existing, 0 new

Administration: 1 existing, 0 new

Faculty, Staff, and Administrative Personnel

Discuss the Faculty, Staff, and Administrative Personnel needs of the program.

The two faculty members who teach the graphic design courses within the current degree offered (B.S. Visual Art with Graphic Design Emphasis) are well versed and equipped to teach the majority of courses for the new B.Des. degree including foundations of graphic design graphic design history, traditional print design, web and interactive design, environmental graphic design, sustainable design, social media design among others. An additional full time faculty member will be needed to add courses that focus on UI/UX design, animation, game design, augmented reality, and other emerging technologies. This faculty hire will be needed the second year that the degree is in place. Staff and administrative support is already in place.

Resources

Library and Learning Resources

Explain how current library/learning collections, databases, resources, and services specific to the discipline, including those provided by PASCAL, can support the proposed program. Identify additional library resources needed.

Lander Art Department – Library Resources

Lander University library services currently subscribes to a variety of online and print resources that support the Art Department and the new degree program it is proposing:

Bachelor of Design (B.Des.), Graphic and Interactive Media

In addition to the full-text multidisciplinary database **Academic Search Complete** library database holdings include:

JSTOR: includes 152 full text journals that draw on titles across the language, performing, and visual arts. Important titles include *The Burlington Magazine*, published for more than 100 years, and *the Journal of the Warburg and Courtauld Institutes*. Also noteworthy are the *Art Journal*, *The Art Bulletin*, *Architectural History*, *the Journal of the Society of Architectural Historians*, and a number of publications from prominent museums such as the Smithsonian Institution and The Metropolitan Museum of Art.

Art Full Text: Full-text coverage dating back to 1977 provides a comprehensive resource for art information featuring full-text articles from more than 320 periodicals dating back to 1995, high-quality indexing and abstracting of over 680 periodicals dating as far back as 1984, including 350 peer-reviewed journals, as well as indexing and abstracting of over 14,000 art dissertations. Indexing of almost 220,000 art reproductions provides examples of styles and art movements, including works by emerging artists. The database covers fine, decorative and commercial art, folk art, photography, film, and architecture, and also includes a database-specific thesaurus. Topics covered include art history & criticism, architecture & architectural history, archaeology, antiques, museum studies, graphic arts, industrial design, landscape architecture, interior design, folk art, painting, photography, pottery, sculpture, decorative arts, costume design, advertising art, non-western art, textiles, and much more.

Humanities Full Text: includes full-text content from more than 200 active journals and magazines and 160 active peer-reviewed journals. Includes obituaries, original works of fiction, and reviews of books, performing arts events, motion pictures, and radio & television programs. The database provides coverage of feature articles, interviews, bibliographies, obituaries, and original works of fiction, drama, poetry and book reviews, as well as reviews of ballets, dance programs, motion pictures, musicals, radio and television programs, plays, operas, and more.

Business Source Complete: offers premium full-text content and peer-reviewed business journals and is an essential tool for business students. This resource covers all disciplines of business, including marketing, management, accounting, banking, finance, healthcare management, financial services, and more. It contains more than 2,000 active full-text journals and magazines, more than 1,200 active full-text peer-reviewed journals, more than 800 active full-text peer-reviewed journals with no embargo, and more than 820 active full-text journals indexed in Web of Science or Scopus.

Hospitality and Tourism Complete: includes full text for the top resources in the field. Many of these resources are unique to this database. In addition to its full-text resources, the database includes all the comprehensive indexing and abstracts from *Hospitality & Tourism Index (HTI)*. HTI combines the records of three renowned collections: Cornell University's former *Hospitality Database*, *Articles in Hospitality and Tourism*, and *Restaurant & Tourism Index*, formerly produced by Purdue University. This is the

premier collection of scholarly research containing more than 1.4 million records dating back to 1924 and full text for nearly 500 publications relating to all areas of hospitality and tourism.

Applied Science and Technology Full Text: covers core literature in the field of applied science and beyond. This database provides more than 115 full-text journals and magazines including professional and technical society journals, specialized periodicals, buyers' guides, directories and conference proceedings. Content areas related to Computer Information Systems include communication and information technology, engineering, and mathematics.

Computer Source: covers a vast knowledgebase pertaining to traditional computing and applied sciences challenges and resources. This database provides more than 670 active full-text journals and magazines including academic journals, professional publications, and reference sources from a diverse collection. Content areas related to Computer Information Systems include computer theory, computer systems, engineering disciplines, new technology, and social and professional context.

Biography in Context: offers authoritative reference content alongside magazine and journal articles, primary sources, videos, audio podcasts, and images. It covers a vast array of people from historically significant figures to present-day newsmakers, including prominent artists from the past and present. It is continuously updated to ensure that students have access to the very latest information.

Biography Reference Bank: Wilson's largest biography database has in-depth, original profiles, thorough periodicals coverage, full-text articles, page images, and abstracts. Also includes biographical profiles, feature articles, interviews, essays, book reviews, performance reviews, speeches, or obituaries. With links to every article focused on any individual in nearly every WilsonWeb database, *Biography Reference Bank* offers a breadth and depth of information like no other biography database. It covers over 500,000 people and includes over 36,000 images.

Book and film collections: Lander University library services subscribes to two major eBook databases, EBSCO eBook Collection and ProQuest Ebook Central Collection. The EBSCO eBook Collection contains 5,273 books in the visual arts, design, and photography, 2,788 on marketing, and 22,287 on computers. The ProQuest Ebook Central Collection contains 12,512 books about the fine arts, design, and architecture, over 550 titles on marketing, and 19,210 titles relating to Computers and Information Technology. Library services subscribes to a number of visual arts journals, including *Aperture*, *Ceramics Monthly*, *Communication Arts*, and *SignCraft*. The current issues of these journals are available in the Library as well as older issues, which have been bound for long-term use. Our print book resources include 5,517 books dealing with visual arts and design, 758 in photography, 2,287 in marketing, and 1,831 in computers. The library also subscribes to a database of documentary films called *Films on Demand*, which contains 1,486 films on the topic of visual arts and contains 1,236 films on the topics of computers, engineering, and technology.

Newspaper resources: Library services offers a variety of online newspaper resources that could be useful to visual arts students. The library has purchased campus-wide access to *The New York Times*. The library also offers a full-text digital collection of 1,200 newspapers from the database *Newspaper Source Plus*.

Student Support Services

Explain how current academic support services will support the proposed program. Identify new services needed and provide any estimated costs associated with these services.

Lander University has an Academic Success Center (ASC) that offers a Peer Tutoring Program free of charge to students of all majors.

The ASC also provides academic advisement to first-year students. Full-time faculty serve as advisors for sophomore, junior, and senior students. These advising services are already covered as costs and the expectations for faculty to serve as advisers is already been established.

Lander also has a Wellness Center (disability services, counseling center, and health services) available to students as well as a Division of Student Affairs division (student activities, etc.) that are established and ready to serve students.

Physical Resources/Facilities

Identify the physical facilities needed to support the program and the institution's plan for meeting the requirements.

Lander University currently has one computer lab equipped with 16 Apple iMac computers and cloud-based Adobe Creative Cloud software. By the second year of this degree's existence, we anticipate the need for a second teaching lab as well as a designated area for design preparation and critique. This lab would be a smartroom teaching space where students would work on their laptops rather than on desktop computers. The ideal space would reflect the collaborative working environments of creatives in the field at design agencies or in-house art departments.

Equipment

Identify new instructional equipment needed for the proposed program.

The new lab space would require collaborative work stations, tabloid laser printer, large format inkjet printer, tables for design preparation, and a digital projector. This cost has been included in the Financial Support table.

Impact on Existing Programs

Will the proposed program impact existing degree programs or services at the institution (e.g., course offerings or enrollment)? If yes, explain.

Yes

No

Currently, we offer a B.S. in Visual Art with a concentration in Graphic Design. As the new B.Des. degree is implemented, we anticipate a large percentage will switch to it as it will be a more rigorous and streamlined curriculum for those who have high aspirations in the field of design. We believe that there will still be another group of students who will want to have a more rounded visual art experience and the emphasis within the Visual Art degree would better suit them. It is likely therefore, that enrollment in the emphasis will decrease but still be more than adequate to warrant its existence.

Financial Support

Sources of Financing for the Program by Year												
Category	1st		2nd		3rd		4th		5th		Grand Total	
	New	Total	New	Total								
Tuition Funding	\$181,900	\$181,900	\$331,700	\$331,700	\$481,500	\$481,500	\$631,300	\$631,300	\$711,550	\$711,550	\$2,337,950	\$2,337,950
Program-Specific Fees	\$900	\$900	\$3,300	\$3,300	\$6,200	\$6,200	\$8,100	\$8,100	\$6,450	\$6,450	\$24,950	\$24,950
Special State Appropriation	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Reallocation of Existing Funds	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Federal, Grant, or Other Funding	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Total	\$182,800	\$182,800	\$335,000	\$335,000	\$487,700	\$487,700	\$639,400	\$639,400	\$718,000	\$718,000	\$2,362,900	\$2,362,900
Estimated Costs Associated with Implementing the Program by Year												
Category	1st		2nd		3rd		4th		5th		Grand Total	
	New	Total	New	Total								
Program Administration and Faculty/Staff Salaries	\$0	\$127,500	\$82,200	\$209,700	\$82,200	\$209,700	\$82,200	\$209,700	\$82,200	\$209,700	\$328,800	\$966,300
Facilities, Equipment, Supplies, and Materials	\$0	\$0	\$22,200	\$22,200	\$0	\$0	\$0	\$0	\$0	\$0	\$22,200	\$22,200
Library Resources	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Other (specify)	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Total	\$0	\$127,500	\$104,400	\$231,900	\$82,200	\$209,700	\$82,200	\$209,700	\$82,200	\$209,700	\$351,000	\$988,500
Net Total (Sources of Financing Minus Estimated Costs)	\$182,800	\$55,300	\$230,600	\$103,100	\$405,500	\$278,000	\$557,200	\$429,700	\$635,800	\$508,300	\$2,011,900	\$1,374,400

Note: New costs - costs incurred solely as a result of implementing this program. Total costs - new costs; program's share of costs of existing resources used to support the program; and any other costs redirected to the program.

Budget Justification

Provide an explanation for all costs and sources of financing identified in the Financial Support table. Include an analysis of cost-effectiveness and return on investment and address any impacts to tuition, other programs, services, facilities, and the institution overall.

For the calculations in the Financial Support table, the tuition generated is based on the current rate of \$5350/semester for full time students. Fees included are course fees and they are used for supplies and equipment costs. For existing faculty, a percentage of full-time faculty pay is used and is based on courses taught in this program in relation a typical course load. The new faculty line in year two includes 37% for the cost of benefits. Equipment is needed for a new lab in year two and has been added in the Facilities, Equipment, Supplies and Materials section.

Evaluation and Assessment

Program Objectives	Student Learning Outcomes Aligned to Program Objectives	Methods of Assessment
An understanding of design theories and principles as they apply to graphic and interactive design	Students produce professional quality projects that demonstrate necessary design theories and principles.	DES 499 – Capstone evaluation
Proficiency with industry standard hardware, software and design production.	Successful completion of projects will demonstrate discipline-based skills showing proficiency with industry standard hardware, software and design production.	DES 499 – Capstone evaluation
Understanding of professional practices and quality within the field of graphic and interactive design.	Through innovative client based projects students will demonstrate all aspects of the design process, design thinking, and professional standards and practices.	DES 499 – Capstone evaluation

Explain how the proposed program, including all program objectives, will be evaluated, along with plans to track employment. Describe how assessment data will be used.

Assessment of the program objectives will be accomplished in several stages:

- A sophomore review will established to allow continuation with the B.Des. degree
- A capstone experience resulting in a design portfolio along with a senior show will be taken in the final semester.
- Students will submit a portfolio to be evaluated by B.Des. degree faculty using a robust assessment rubric. The data collected from these rubrics will be evaluated annually to identify strengths and areas for improvement.
- Communication with graduates will be established through social media to track employment and continue networking connections.

Accreditation and Licensure/Certification

Will the institution seek program-specific accreditation (e.g., CAEP, ABET, NASM, etc.)? If yes, describe the institution's plans to seek accreditation, including the expected timeline.

Yes

No

Lander University is accredited by The National Association of Schools of Art and Design (NASAD). NASAD is listed among the NASAD's policy states that Plan Approval will be granted once Lander confirms all institutional approvals. The Bachelor of Design degree proposal will be submitted to NASAD for the upcoming October NASAD meeting. CHE final approval is not required for NASAD to grant their Plan Approval of the proposed BDes program.

Relevant Accreditation Information can be found in the NASAD handbook, which is found at: https://nasad.arts-accredit.org/wp-content/uploads/sites/3/2015/11/NASAD_HANDBOOK_2016-17.pdf). Policies and Procedures for Reviews of New Curricula are found at: <https://nasad.arts-accredit.org/wp-content/uploads/sites/3/2016/03/AD-Policies-and-Procedures-for-Reviews-of-New-Curricula-2016.pdf>

Will the proposed program lead to licensure or certification? If yes, identify the licensure or certification.

Yes

No

Explain how the program will prepare students for this licensure or certification.

If the program is an Educator Preparation Program, does the proposed certification area require national recognition from a Specialized Professional Association (SPA)? If yes, describe the institution's plans to seek national recognition, including the expected timeline.

Yes

No