

**New Program Proposal  
 Master of Fine Arts in Visual Art  
 Lander University**

**Summary**

Lander requests approval to offer a program leading to the Master of Fine Arts in Visual Art with an emphasis in 2D and 3D studio, 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.

<b>Stages of Consideration</b>	<b>Date</b>	<b>Comments</b>
Program Proposal Received	8/1/19	Not Applicable
ACAP Consideration	9/12/19	<p>The Lander University representative presented the proposal concurrently with the Bachelor of Design in Graphic and Interactive Media. He stated the program will be rigorous, studio-based and will challenge students with innovative materials and techniques. Students will be encouraged to explore the relationship between multiple disciplines to develop a sustainable studio practice. This program will help people in the region who want to further develop their abilities in visual art.</p> <p>Staff inquired about graduate admissions into the program for students in the extant Bachelor of Fine Art program on campus. The Lander representative responded that students could qualify for admission to the M.F.A. program by completing their senior portfolio, a requirement of the undergraduate program. ACAP asked whether the completers of the proposed Bachelor of Design, if implemented, would qualify to apply and matriculate into the M.F.A. In response, the Lander representative stated that they would be eligible, and that the proposal authors would provide more clarity.</p> <p>Staff inquired about degree completion resources for students who fail to meet the retention grade requirements for students already in the program. The representative suggested the possibility for remediation for students who need it and affirmed that intervention or transition plans are better than a force-out that results with students with substantial coursework but no degree.</p> <p>Upon remaining discussion, ACAP voted unanimously to approve the program proposal.</p>

Stages of Consideration	Date	Comments
Staff questions to the institution	9/16/19	Staff requested the proposal be revised to address the inquiries from ACAP including: <ul style="list-style-type: none"> <li>• Clarification about the requirements of B.F.A. students at Lander to be admitted to the M.F.A. program;</li> <li>• Adding language allowing B.Des. students to be eligible to apply to the program; and</li> <li>• Expanding on the discussion of remediation options.</li> </ul>
Revised Program Proposal Received	9/27/19	Not Applicable

**Recommendation**

The staff recommends that the Committee on Academic Affairs and Licensing favorably commend to the Commission the program leading to the Master of Fine Arts in Visual Art, to be implemented in the Fall of 2020.

**Lander University Student and Program Data**

<b>Graduate In-/Out-of-State Enrollment, Fall 2018</b>	65 (87.84%) / 9 (12.17%)
<b>Number of Approved Programs in 10 Yrs. (FY 2008- 2018)</b>	9
<b>Number of Terminated Programs in 10 Yrs. (FY 2008- 2018)</b>	7

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

Occupational Field <sup>1</sup>	2016 Median Income <sup>2</sup>	2016 Estimated Employment <sup>3</sup>	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%

<sup>1</sup> “Occupational Field” represents the closest related occupation category that includes the occupations aligned with the program proposal.

<sup>2</sup> 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>

<sup>3</sup> 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):**

Master of Fine Arts (M.F.A.) in Visual Art with an emphasis in 2D or 3D Studio

**Program Designation:**

- Associate's Degree                       Master's Degree  
 Bachelor's Degree: 4 Year               Specialist  
 Bachelor's Degree: 5 Year               Doctoral Degree: Research/Scholarship (e.g., Ph.D. and DMA)  
 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:** Fall 2020

**CIP Code:** 50.0702

**Delivery Site(s):** Lander University Campus

**Delivery Mode:**

- Traditional/face-to-face                       Distance Education  
\*select if less than 25% online                       100% online  
 Blended/hybrid (50% or more online)  
 Blended/hybrid (25-49% online)  
 Other distance education (explain if selected)

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

Sandy Singletary  
Chair of the Art Department  
864-388-8512  
ssingletary@lander.edu

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

Art Department:	April 11, 2019
Dean, College of Arts and Humanities:	April 12, 2019
Provost & Vice President for Academic Affairs:	February 4, 2019
Graduate Program Committee:	April 15, 2019
Curriculum Committee:	April 18, 2019
Faculty Senate:	April 23, 2019
President:	June 11, 2019

## **Background Information**

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

#### Nature and Purpose

The Lander University Art Department is accredited by the National Association of Schools of Art and Design (NASAD). The purpose of the M.F.A. Program is to produce graduates with in-depth knowledge and professional competence in one or more art disciplines. This will directly prepare these graduates with the technical facility to enter the broad profession of art making and/or academia. To this end and in accordance with NASAD Standards, the program is designed to provide the following:

- Opportunity to create studio art or design work that shows specific intent, content, methodology, and product
- In-depth professional competence in one or more disciplines of studio art and design
- Opportunity to investigate the relationship between materiality, technique and conceptual content.
- Opportunity for research and scholarship in the areas of art and design history, theory, criticism, and pedagogy
- Opportunity to contextualize art and design research on a larger social, cultural, educational, economic and technological scale
- Opportunity to contribute to the body of knowledge and practice in art and design.
- Opportunity to enlarge breadth of competence between areas of art and design specialization
- Opportunity to gain Instructor of Record experience at the university level

#### Centrality to Lander University Mission

The Lander Mission Statement: "Lander University offers high-demand and market-driven programs to ambitious and talented students in South Carolina and beyond. These programs are delivered in a rich liberal arts environment to produce highly qualified and marketable graduates."

Vision: "All Lander graduates are educated, well rounded and prepared to continue their education or launch their careers."

According to LinkedIn data, the five soft skills that companies are most looking for in 2019 are creativity, persuasion, collaboration, adaptability, and time management. ([www.learning.linkedin.com](http://www.learning.linkedin.com)). A graduate degree in studio art directly prepares an individual with every one of these skills. Creative problem solving and adaptability are fundamental factors in every part of the creative process. Persuasion and collaboration are necessary components of a successful artist practice in dealing with commissions, exhibition, and clients; and time management is an imperative skill.

Lander's M.F.A. degree will directly prepare graduates for a broad range of professions which employ creativity and innovation, with the focus on experimental outcomes and innovative approach to materials. Students will gain many versatile hands-on skills with materials, tools, and techniques, as well as creative entrepreneurial knowledge. An additional component of Lander's M.F.A. program will be a commitment to pedagogy. In the second year of the program, each M.F.A. student will team teach with experienced professors and in the third year will teach as Instructor of Record (students must have completed at least 18 credit hours to qualify for this). Each graduate will be uniquely prepared with the

skills necessary to be an ambitious professional artist and/or to teach at the university level.

#### Target Audience.

The unique nature of the M.F.A. program at Lander will attract Bachelor of Arts and Bachelor of Fine Arts graduates who have a strong interest in a studio practice of “making”. The Lander M.F.A. program is structured for students to focus in a 2D or 3D concentration as opposed to a specific media emphasis, and the curriculum will encourage 2D image or 3D object making, with a strong focus in intermedia outcomes. Students will work one-on-one with art professors who will provide individual mentorship and instruction based on the student’s area of interest. This allows students to hone skills with more than one media and foster a mixed media approach to art. This as well as a required intermedia experimentation will prepare graduates with a varied and versatile studio skill set for a relevant contemporary art practice.

#### 2D Studio Emphasis

M.F.A. students may pursue an emphasis in 2D Studio. This emphasis is designed to meet the needs of students who are interested in teaching at the college level or pursuing a professional studio practice in 2-dimensional image making with a variety of media and in a variety of disciplines. These can be traditional disciplines such as drawing, painting, printmaking, photography, or experimental and/or mixed media. Students will be encouraged to consider 2D image making a mindset more than media specific. Experimentation will be highly encouraged.

#### 3D Studio Emphasis

M.F.A. students may pursue an emphasis in 3D Studio. This emphasis is designed to meet the needs of students who are interested in teaching at the college level or pursuing a professional studio practice in 3-dimensional object making with a variety of media and in a variety of disciplines. These can be traditional disciplines such as sculpture or ceramics, or experimental and/or mixed media. Students will be encouraged to consider 3D object making a mindset more than media specific. Experimentation will be highly encouraged.

#### Intermedia Studies

Unique to our program, 2D and 3D classes will be complimented with intermedia classes and other optional studio electives. The intermedia studies will require that students deliberately integrate different media in a series of consecutive studio exercises. Through critique and written analysis, students will build a library of material outcomes which will inform their process. This will efficiently foster innovative ways to integrate various media resulting in new unique work which can energize a student’s studio practice and promote exponential growth.

In addition to studio experience, students will gain valuable teaching skills through team teaching and teaching as Instructor of Record of undergraduate majors and non-majors.

Graduates of the rigorous Lander BFA undergraduate program who meet the MFA program admissions requirements will qualify for admittance to the Program. Each BFA student will complete two semesters of independent studio practice culminating in a final solo exhibit, which can result in a cohesive body of artwork appropriate for a graduate portfolio. Lander senior BFA students will have until May 15 to submit a digital portfolio as part of their application package. An increasing number of students have requested a studio graduate offering.

### **Assessment of Need**

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

A Master of Fine Arts (M.F.A.) is the terminal degree in studio art practice. The College Art Association (CAA) defines the M.F.A. program as one that demands a high level of professional competency in contemporary studio art practice. “A successful M.F.A. candidate will demonstrate both strong conceptual development and creative, skillful use of tools, materials, and artistic techniques, regardless of disciplinary specialization and including programs rooted in innovative uses of technology, collaborative work, or interdisciplinary projects.” (<https://www.collegeart.org>)

The M.F.A. program at Lander, which has been requested by current students and graduates, will provide opportunities to Lander art graduates to continue to build their studio art practice and gain teaching skills at the university level. This M.F.A. program, which is structured to focus in a 2D or 3D direction is in-line with the B.F.A. programs at Lander, so it will be a natural continuation for these students. The unique focus on intermedia studies as well as a 2D or 3D mindset will insure that this program is challenging to students from other universities as well.

The US Department of Labor reports in 2017, “Overall employment of postsecondary teachers (art, music, drama) is projected to grow 15 percent (US) from 2016 to 2026, much faster than the average for all occupations. Enrollment at postsecondary institutions is expected to continue to rise.” ([www.bls.gov](http://www.bls.gov)). In fact, according to the Department of Labor, 10,000-49,000 new positions post-secondary (art, music, drama) positions will be needed, with the current median annual wage for postsecondary teachers of \$76,000. ([www.bls.gov](http://www.bls.gov))

This information was also reported by the US Department of Labor, “Overall employment of craft and fine artists is projected to grow 6 percent from 2016 to 2026, about as fast as the average for all occupations. Employment growth for artists depends in large part on the overall state of the economy and whether people are willing to spend money on art, because people usually make art purchases when they can afford to spend the money.” The current median annual wage for fine artists is \$49,160. ([www.bls.gov](http://www.bls.gov)).

**Transfer and Articulation**

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

None.

**Employment Opportunities**

Occupation	State		National		Data Type and Source
	Expected Number of Jobs	Employment Projection	Expected Number of Jobs	Employment Projection	
Post-Secondary Art Instructor	1010	13.5%	137,200	12%	Projectionscentral.com; Data.bls.gov
Fine Artist/Craft Artist	180	5.9%	29,900	6.8%	Projectionscentral.com;

(Book Illustrator, Caricature Artist, Ceramic Artist, Comic Artist, Comic Book Artist, Comic Illustrator, Commercial Artist, Concrete Sculptor, Editorial Cartoonist, Fashion Illustrator, Free Lance Artist, Fresco Artist, Glass Furniture Designer, Artist, Ice Sculptor, Medical Illustrator, Metal Arts, Mural Painter, Muralist, Non-representational Metal Sculptor, Oil Painter, Pattern Illustrator, Photographer, Political Cartoonist, Portrait Artist, Portrait Painter, Scientific Illustrator, Sketch Artist, Sports Cartoonist, Stained Glass Artist, Water Colorist, Watercolor Artist, Quilter)					Data.bls.gov
Art Director (Art Director, Magazine Designer)	480	4.3%	95,200	5.4%	Projectionscentral .com; Data.bls.gov
Museum Curator/Technician (Collections Curator, Collections And Archives Director, Curator, Educational Institution Curator, Exhibitions And Collections Manager, Herbarium Curator, Museum Curator, Photography And Prints Curator), Art Appraiser Gallery Director	160	6.7%	14,100	13.7%	Projectionscentral .com; Data.bls.gov
Designer (Automobile Designer, Bank Note Designer, Bicycle Designer, Car Body Designer, Ceramic Designer, Ceramic Mold Designer, Furniture Designer, Package Designer, Rug Designer, Snowboard Designer, Textile Designer, Tile Designer, Toy Designer)	No information	No information	9500	5.6%	Projectionscentral .com; Data.bls.gov

**Supporting Evidence of Anticipated Employment Opportunities**

Provide supporting evidence of anticipated employment opportunities for graduates.

In a 2013 [article](#) published in the Wall Street Journal, Arts graduates are described as, “resilient and resourceful,”. The article cited a report by Georgetown University’s Center on Education and the Workforce which found that M.F.A. graduates experienced less than 5% unemployment after graduation. (wsj.com). Lander’s unique M.F.A. program will produce versatile graduates who are qualified for academic positions in a broad range of studio arts as well as for a prolific studio practice. To this end, each student will gain teaching experience in, as well as, course preparations for 2D, 3D and Art

Appreciation classes. In addition to teaching experience, each M.F.A. student will develop hands-on studio processes, as well as self-promotional and creative entrepreneurial skills to uniquely prepare graduates for a studio practice, museum or gallery curating, and/or teaching.

An example of a current position opening in South Carolina is below.

**Assistant/Associate Professor of Studio Art**

**RESPONSIBILITIES:** The Department of Art at Claflin University is seeking applications for a full-time, tenure-track faculty position in Studio Art, with a focus in Painting. The successful candidate will be responsible for leading the painting area and overseeing development of the sources and physical infrastructure of the studio classrooms; designing and teaching introductory and advanced undergraduate courses; and teaching some foundation courses to undergraduate students. The candidate will have the opportunity to define courses, including, ones that incorporate other media into painting.

**QUALIFICATIONS:** M.F.A. is required; or equivalent, one to two years of teaching experience beyond graduate school preferred. The successful candidate should have a substantial exhibition practice engaged primarily with painting and an active record as a painter. Must possess a strong working knowledge of painting history, an in-depth knowledge of painting techniques, a broad command of the technical skills necessary for contemporary image-making, and working knowledge of other image-making processes. Expertise in traditional painting media, knowledge of the history, an understanding of contemporary painting/art issues, and ability to articulate contemporary theory and current debates on art required. Candidate should have knowledge of other fine art skills such as sculpture, printmaking, and/or digital media.

**Description of the Program**

<b>Projected Enrollment</b>			
<b>Year</b>	<b>Fall Headcount</b>	<b>Spring Headcount</b>	<b>Summer Headcount</b>
2020-2021	8	8	0
2021-2022	16	16	0
2022-2023	24	24	0
2023-2024	24	24	0
2024-2025	24	24	0

**Explain how the enrollment projections were calculated.**

Enrollment numbers have been estimated based on what can be accommodated with current faculty, equipment, and facilities. The scale of the M.F.A. program has been designed to accommodate current B.F.A. students and graduates who have expressed an interest in a graduate program in studio art at Lander University. The Lander Art Department is a close-knit community of students and professors who are passionate about the study of art. The professors work to establish rapport with students in an enthusiastic and high-energy learning environment that fosters creativity. The vast majority of art students are happy to be Lander, enjoy being part of the rigorous art program, and wish to be able to

stay in the program longer. There have been many student requests for a graduate program to be established so that they can continue their studies at the graduate level. The current undergraduate B.F.A. degree and the proposed M.F.A. degree are both structured in the same way so that one can be a continuation of the other. At the same time, this M.F.A. curriculum is unique in the state and will be challenging and attractive to undergraduates from other programs.

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

Yes

No

### **M.F.A. in Visual Art Admission Requirements**

Students must submit an application to Lander University for graduate studies by March 1 for the following Fall semester.

To be considered for admission into the M.F.A. Program at Lander University, applicants must submit the following with their application.

1. Undergraduate studio degree in Art or Design (B.F.A., B.A., B.S., BDes), and provide official transcripts for all undergraduate or graduate coursework.
2. GPA of 3.0 or better on a 4.0 scale.
3. Statement of intent. This should include an intended focus during graduate school.
4. Record of exhibition.
5. Three letters of recommendation from art professionals
6. Digital portfolio of 20 images (72dpi designed for screen media)
7. Interview with graduate faculty.

### **Conditional Admission**

Applicants not meeting the full admission requirements may be considered for conditional admission. Students admitted conditionally are required to demonstrate successful graduate work with a GPA of 3.0 at the end of the first semester, at which time they would be considered fully admitted into the M.F.A. Program. Students admitted conditionally and not achieving a GPA of 3.0 at the end of the first semester will be required to complete additional studio work outside the program before he/she can move forward. This time of remedial work may not be counted towards total number of degree credits for the MFA, but individual courses may be applied the other graduate degrees.

## **Curriculum**

### **New Courses**

**List and provide course descriptions for new courses.**

**ART 623. PHOTOGRAPHY STUDIO.** This course consists of advanced studies in photography that focus on investigation of process, and conceptual content. Students will work independently in a studio environment. This course can be taken multiple times for credit. Prerequisite: Bachelor's Degree in Art. Two three-hour labs. *Three credit hours.*

**ART 723. PHOTOGRAPHY RESEARCH.** This course consists of advanced studies in photography that focus on investigation and creative problem solving. Students will work independently in a studio

environment. This course can be taken multiple times for credit. Prerequisite: ART 623. Two three-hour labs. *Three credit hours.*

**ART 823. PHOTOGRAPHY THESIS I.** This course consists of advanced studies in photography that focus on synthesizing materials, process, and conceptual content for thesis preparation. Students will work independently in a studio environment. Prerequisite: Pass a 30-hour review. Two three-hour labs. *Three credit hours.*

**ART 833. PHOTOGRAPHY THESIS II.** This course consists of focused cohesive photography studio research that culminates in a final thesis exhibition and oral defense. Students will work independently in a studio environment. Prerequisite: ART 823. *Six credit hours.*

**ART 624. SCULPTURE STUDIO.** This course consists of advanced studies in sculpture that focus on investigation of process, and conceptual content. Students will work independently in a studio environment. This course can be taken multiple times for credit. Prerequisite: Bachelor's Degree in Art. Two three-hour labs. *Three credit hours.*

**ART 724. SCULPTURE RESEARCH.** This course consists of advanced studies in sculpture that focus on investigation and creative problem solving. Students will work independently in a studio environment. This course can be taken multiple times for credit. Prerequisite: ART 624. Two three-hour labs. *Three credit hours.*

**ART 824. SCULPTURE THESIS I.** This course consists of advanced studies in sculpture that focus on synthesizing materials, process, and conceptual content for thesis preparation. Students will work independently in a studio environment. Prerequisite: Pass a 30-hour review. Two three-hour labs. *Three credit hours.*

**ART 834. SCULPTURE THESIS II.** This course consists of focused cohesive sculpture studio research that culminates in a final thesis exhibition and oral defense. Students will work independently in a studio environment. Prerequisite: ART 824. *Six credit hours.*

**ART 625. PAINTING STUDIO.** This course consists of advanced studies in painting that focus on investigation of process, and conceptual content. Students will work independently in a studio environment. This course can be taken multiple times for credit. Prerequisite: Bachelor's Degree in Art. Two three-hour labs. *Three credit hours.*

**ART 725. PAINTING RESEARCH.** This course consists of advanced studies in painting that focus on investigation and creative problem solving. Students will work independently in a studio environment. This course can be taken multiple times for credit. Prerequisite: ART 625. Two three-hour labs. *Three credit hours.*

**ART 825. PAINTING THESIS I.** This course consists of advanced studies in painting that focus on synthesizing materials, process, and conceptual content for thesis preparation. Students will work independently in a studio environment. Prerequisite: Pass a 30-hour review. Two three-hour labs. *Three credit hours.*

**ART 835. PAINTING THESIS II.** This course consists of focused cohesive painting studio research that culminates in a final thesis exhibition and oral defense. Students will work independently in a studio environment. Prerequisite: ART 825. *Six credit hours.*

**ART 626. PRINTMAKING STUDIO.** This course consists of advanced studies in printmaking that focus on investigation of process, and conceptual content. Students will work independently in a studio environment. This course can be taken multiple times for credit. Prerequisite: Bachelor's Degree in Art. Two three-hour labs. *Three credit hours.*

**ART 627. CERAMICS STUDIO.** This course consists of advanced studies in ceramics that focus on investigation of process, and conceptual content. Students will work independently in a studio environment. This course can be taken multiple times for credit. Prerequisite: Bachelor's Degree in Art. Two three-hour labs. *Three credit hours.*

**ART 727. CERAMICS RESEARCH.** This course consists of advanced studies in ceramics that focus on investigation and creative problem solving. Students will work independently in a studio environment. This course can be taken multiple times for credit. Prerequisite: ART 627. Two three-hour labs. *Three credit hours.*

**ART 827. CERAMICS THESIS I.** This course consists of advanced studies in ceramics that focus on synthesizing materials, process, and conceptual content for thesis preparation. Students will work independently in a studio environment. Prerequisite: Pass a 30-hour review. Two three-hour labs. *Three credit hours.*

**ART 837. CERAMICS THESIS II.** This course consists of focused cohesive ceramics studio research that culminates in a final thesis exhibition and oral defense. Students will work independently in a studio environment. Prerequisite: ART 827. *Six credit hours.*

**ART 629. INTERMEDIA STUDIO.** This advanced studio course is designed to challenge a student's boundaries with art media by a sequence of required integrations with other media. This course may be taken multiple times for credit. Prerequisite: Bachelor's Degree in Art. Two three-hour labs. *Three credit hours.*

**ART 729. INTERMEDIA STUDIO.** This advanced studio course is designed to continue to challenge a student's boundaries with art media by a sequence of required integrations with other media. This course may be taken multiple times for credit. Prerequisite: Art 629. Two three-hour labs. *Three credit hours.*

**ART 829. INTERMEDIA STUDIO.** This advanced studio course is designed to continue to challenge a student's boundaries with art media by a sequence of required integration with other media. This course may be taken multiple times for credit. Prerequisite: ART 729. Two three-hour labs. *Three credit hours.*

**ART 750. SPECIAL TOPICS.** This advanced studio practice focuses on synthesizing materials, process, and conceptual content outside discipline studio classes. Students will work independently in a studio environment. This course may be taken multiple times for credit. Two three-hour labs. *Three credit hours.*

**ART 641. GRADUATE SEMINAR.** All graduate art students meet together weekly to investigate the contemporary artist practice and current issues. This course is to be taken twice for credit. *One credit hour.*

**ART 741. GRADUATE SEMINAR.** All graduate art students meet together weekly to investigate the contemporary artist context. This course is to be taken twice for credit. *One credit hour.*

**ART 841. GRADUATE SEMINAR.** All graduate art students meet together weekly to investigate creative entrepreneurial skills. This course is to be taken twice for credit. *One credit hour.*

**ART 851. THESIS SUPPORT.** In this course, students will focus on the written research component of their final thesis project. Through research students will determine the contemporary context of their own artwork in preparation for a written thesis. Prerequisite: Pass a 30-hour review. *Three credit hour.*

**ART 852. THESIS SUPPORT II.** In this course, students will synthesize research and graduate studio work in a written thesis which supports their final exhibition. *Three credit hours.*

**ART 651. THEORIES OF MODERNIST ART.** This course examines the ideas, and issues of modernist art, including the conceptual rational as well as implications of Modernist art. This course, which emphasizes methods of critical looking and processes of making, combines classroom, online, and gallery-based instruction. *Three credit hours.*

**ART 652. THEORIES OF CONTEMPORARY ART.** This course maps the global field of contemporary art in all media. Students will focus on identifying where they would aim to situate their own work within the multiple potential creative dialogs. This course, which emphasizes methods of critical looking and processes of making, combines classroom, online, and gallery-based instruction. *Three credit hours.*

**ART 653. AESTHETICS AND ART CRITICISM.** This course will critically examine the history of 20th and 21st century aesthetics and criticism. As it is designed to complement ART 651 and ART 652 (which are not prerequisites), this course considers the essential texts of art theorists, critics, and historians to examine methods of critical thinking and writing about contemporary art. *Three credit hours.*

**M.F.A.-2D**

**Total Credit Hours Required: 60 total credit hours.**

Curriculum by Year					
Course Name	Credit Hours	Course Name	Credit Hours	Course Name	Credit Hours
<b>Year 1</b>					
<b>Fall</b>		<b>Spring</b>		<b>Summer</b>	
<b>Art 2D Studio</b> Art 623, 625, 626, 750	3	<b>Art Studio 2D</b> Art 623, 625, 626, 750	3		
<b>Intermedia Studio</b> Art 629	3	<b>Intermedia or Studio Elective</b> Art 629, Art 729, Art 623, 624, 625, 626, 627, 723, 724, 725, 727, 750	3		
<b>Art History</b> Art 651	3	<b>Art History</b> Art 652	3		
<b>Seminar</b> Art 641	1	<b>Seminar</b> Art 641	1		
Total Semester Hours	10	Total Semester Hours	10	Total Semester Hours	
<b>Year 2</b>					
<b>Fall</b>		<b>Spring</b>		<b>Summer</b>	
<b>Art 2D Studio</b> Art 723, 725, 650	3	<b>Art Studio 2D</b> Art 723, 725, 650	3		
<b>Intermedia Studio</b> Art 729	3	<b>Intermedia or Studio Elective</b> Art 629, Art 729, Art 623, 624, 625, 626, 627, 723, 724, 725, 727, 750,	3		
<b>Elective</b>	3	<b>Art History</b> Art 653	3		
<b>Seminar</b> Art 741	1	<b>Seminar</b> Art 741	1		
Total Semester Hours	10	Total Semester Hours	10	Total Semester Hours	

Course Name	Credit Hours	Course Name	Credit Hours	Course Name	Credit Hours
<b>Year 3</b>					
<b>Fall</b>		<b>Spring</b>		<b>Summer</b>	
<b>Art 2D Studio</b> Art 823, 825, 750	3	<b>Studio Thesis 2D</b> Art 833, 835	6		
<b>Intermedia Studio</b> Art 829	3	<b>Thesis</b> Art 852	3		
<b>Thesis</b> Art 851	3	<b>Seminar</b> Art 841	1		
<b>Seminar</b> Art 841	1				
Total Semester Hours	10	Total Semester Hours	10	Total Semester Hours	

**Semester Reviews**

Twice per semester, M.F.A. students will conduct a casual review of studio endeavors, which will include a visual/verbal presentation to graduate faculty and fellow students. Faculty advisors will follow-up with normally scheduled advisement meetings.

Midterm. Students will present current in process work for discussion with graduate faculty and students. This will include a current artist statement as well as a verbal presentation of work. Faculty will offer guidance and informed critique.

Final. Students will present that semester's work to graduate faculty in a formal arena. Students will be required to speak about the direction of their work and plans for future works. Faculty will assess student's progress and offer critique and insight.

**30 Hour Review**

30-hour review. Upon the completion of the second year, second semester, each Candidate will present their developing body of work to the graduate faculty with one of the following outcomes:  
Accepted Status  
Conditional Status  
Unaccepted Status

**Thesis**

During the last semester of the degree program, each M.F.A. Candidate will complete a final thesis project composed of a written thesis statement and an exhibition of graduate artwork.

**Oral Presentation**

While the Candidate's thesis exhibition is on display in the gallery, he/she will present a verbal statement of work to graduate faculty, followed by a series of questions by graduate faculty.

**M.F.A. 3D Studio**

**Total Credit Hours Required: 60 total credit hours.**

Curriculum by Year					
Course Name	Credit Hours	Course Name	Credit Hours	Course Name	Credit Hours
<b>Year 1</b>					
<b>Fall</b>		<b>Spring</b>		<b>Summer</b>	
<b>Art Studio 3D</b> Art 624, 627, 750	3	<b>Art Studio 3D</b> Art 624, 627, 750	3		
<b>Intermedia Studio</b> Art 629	3	<b>Intermedia or Studio Elective</b> Art 629, Art 729, Art 623, 624, 625, 626, 627, 723, 724, 725, 727, 750	3		
<b>Art History</b> Art 651	3	<b>Art History</b> Art 652	3		
<b>Seminar</b> Art 641	1	<b>Seminar</b> Art 641	1		
Total Semester Hours	10	Total Semester Hours	10	Total Semester Hours	
<b>Year 2</b>					
<b>Fall</b>		<b>Spring</b>		<b>Summer</b>	
<b>Art Studio 3D</b> Art 724, 727, 650	3	<b>Art Studio 3D</b> Art 724, 727, 650	3		
<b>Intermedia Studio</b> Art 729	3	<b>Intermedia or Studio Elective</b> Art 629, Art 729, Art 623, 624, 625, 626, 627, 723, 724, 725, 727, 750	3		
<b>Elective</b>	3	<b>Art History</b> Art 653	3		
<b>Seminar</b> Art 741	1	<b>Seminar</b> Art 741	1		
Total Semester Hours	10	Total Semester Hours	10	Total Semester Hours	

Course Name	Credit Hours	Course Name	Credit Hours	Course Name	Credit Hours
<b>Year 3</b>					
<b>Fall</b>		<b>Spring</b>		<b>Summer</b>	
<b>Art Studio 3D</b> Art Art 824, 827, 650	3	<b>Studio Thesis 3D</b> Art 834, 837	6		
<b>Intermedia Studio</b> Art 829	3	<b>Thesis</b> Art 852	3		
<b>Thesis</b> Art 851	3	<b>Seminar</b> Art 841	1		
<b>Seminar</b> Art 841	1				
Total Semester Hours	10	Total Semester Hours	10	Total Semester Hours	

**Semester Reviews**

Twice per semester, M.F.A. students will conduct a casual review of studio endeavors, which will include a visual/verbal presentation to graduate faculty and fellow students. Faculty advisors will follow-up with normally scheduled advisement meetings.

Midterm. Students will present current in process work for discussion with graduate faculty and students. This will include a current artist statement as well as a verbal presentation of work. Faculty will offer guidance and informed critique.

Final. Students will present that semester's work to graduate faculty in a formal arena. Students will be required to speak about the direction of their work and plans for future works. Faculty will assess student's progress and offer critique and insight.

**30 Hour Review**

30-hour review. Upon the completion of the second year, second semester, each Candidate will present their developing body of work to the graduate faculty with one of the following outcomes:  
Accepted Status  
Conditional Status  
Unaccepted Status

**Thesis**

During the last semester of the degree program, each M.F.A. Candidate will complete a final thesis project composed of a written thesis statement and an exhibition of graduate artwork.

**Oral Presentation**

While the Candidate's thesis exhibition is on display in the gallery, he/she will present a verbal statement of work to graduate faculty, followed by a series of questions by graduate faculty.

**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.**

Program Name and Designation	Total Credit Hours	Institution	Similarities	Differences
M.F.A. Visual Art	60	Clemson University	<ul style="list-style-type: none"> <li>• M.F.A. is a terminal degree in both programs</li> <li>• Both are public universities</li> <li>• Both Programs are NASAD accredited</li> <li>• Both Programs require 9 hours of Graduate Art History</li> <li>• Students will create a body of work that examines aesthetics, and studio practice in both programs.</li> <li>• Both programs require a 30-hour review</li> <li>• Both programs require students to complete a written thesis and oral presentation.</li> <li>• Students gain Instructor of Record experience in both programs</li> </ul>	<ul style="list-style-type: none"> <li>• Clemson University is a research institution as opposed to a teaching institution</li> <li>• The Clemson M.F.A. Program:</li> <li>• Requires students choose a major and a minor from the studio media of drawing, painting, printmaking, ceramics, photography and sculpture as opposed a 2D or 3D studio approach</li> <li>• Interdisciplinary and collaborative projects are encouraged but not required</li> <li>• Has no dedicated Intermedia courses which require deliberate combinations of media</li> <li>• Graduate seminars offered the first two semesters of the program as opposed to every semester</li> <li>• Program is a two-year program.</li> <li>• Program requires a full-time residency</li> <li>• Large Campus by comparison</li> <li>• Location in the state</li> </ul>

M.F.A. Studio Arts	60	University of South Carolina	<ul style="list-style-type: none"> <li>• M.F.A. is a terminal degree in both programs</li> <li>• Both are public universities</li> <li>• Both Programs are NASAD accredited</li> <li>• Both Programs require 9 hours of Graduate Art History</li> <li>• Both Programs require an oral defense</li> <li>• Both M.F.A. programs are three-year programs</li> <li>• Students will create a body of work that examines aesthetics, and studio practice in both programs.</li> </ul>	<ul style="list-style-type: none"> <li>• USC is a research institution as opposed to a teaching institution.</li> <li>• The USC M.F.A. Program:</li> <li>• Requires students choose a studio major and minor from 3-D Studies, drawing, ceramics, painting photography, sculpture and printmaking as opposed to a 2D or 3D studio approach</li> <li>• Has no dedicated Intermedia courses which require deliberate combinations of media</li> <li>• Curriculum includes 6 less studio hours</li> <li>• Curriculum includes 3 hours of art education</li> <li>• Students complete an M.F.A. project with proposal and documentation as opposed to a thesis</li> <li>• Curriculum includes 3-6 more hours of graduate electives</li> <li>• Program does not include Graduate seminar courses</li> <li>• Students are not guaranteed Instructor of Record experience</li> <li>• Location in the state</li> </ul>
M.F.A. Studio Arts	60	Winthrop University	<ul style="list-style-type: none"> <li>• Both Universities are teaching institutions.</li> <li>• M.F.A. is a terminal degree in both programs</li> <li>• Both are public universities</li> <li>• Both Programs are NASAD accredited</li> <li>• Both programs include 9-hours of Graduate Art History</li> </ul>	<ul style="list-style-type: none"> <li>• The Winthrop M.F.A. program:</li> <li>• Students may choose a studio major from General Studio, Painting, Sculpture or Craft</li> <li>• Students may choose to work with interdisciplinary methods</li> <li>• Required deliberate Intermedia focus is not indicated in published course titles and descriptions</li> <li>• Students are not guaranteed Instructor of Record experience</li> <li>• Larger University Campus</li> </ul>

			<ul style="list-style-type: none"><li>• Both Programs include a graduate seminar each semester</li><li>• Both M.F.A. programs are three-year programs</li><li>• Students will create a body of work that examines aesthetics, and studio practice in both programs.</li><li>• Students required to complete a written thesis and oral presentation.</li></ul>	<ul style="list-style-type: none"><li>• Location in the state</li></ul>

**Faculty**

<b>Rank and Full- or Part-time</b>	<b>Courses Taught for the Program</b>	<b>Academic Degrees and Coursework Relevant to Courses Taught, Including Institution and Major</b>	<b>Other Qualifications and Relevant Professional Experience (e.g., licensures, certifications, years in industry, etc.)</b>
Associate Professor Full time	ART 623, ART 723, ART 823, ART 833 ART 629, ART 729, ART 829, ART 750, ART 641, ART 741, ART 841, ART 851, ART 852	M.F.A. – Savannah College of Art and Design (Photography)	
Associate Professor Full time	ART 624, ART 724, ART 824, ART 834, ART 629, ART 729, ART 829, ART 750, ART 641, ART 741, ART 841, ART 851, ART 852	M.F.A. – Winthrop (Sculpture)	
Associate Professor Full time	ART 651, ART 652, ART 653, ART 641, ART 741, ART 841, ART 851, ART 852	Ph.D. – City University of New York  Dissertation: "Constructing a Beloved Community: The Methodological Development of Tim Rollins and K.O.S."	
Associate Professor Full time	ART 627, ART 727, ART 827, ART 837, ART 629, ART 729, ART 829, ART 750, ART 641, ART 741, ART 841, ART 851, ART 852	M.F.A. – Winthrop (Sculpture)	
Associate Professor Full time	ART 625, ART 725, ART 825, ART 835, ART 629, ART 729, ART 829, ART 750, ART 641, ART 741, ART 841, ART 851, ART 852	M.F.A. – Clemson University (Painting)	
Adjunct Lecturer Part Time	ART 626, ART 641, ART 741, ART 841	M.F.A. – Clemson University (Printmaking) M.F.A. – Clemson University (Photography)	

**Total FTE needed to support the proposed program:**

Faculty: 7 (1 New full-time studio faculty, 4 Existing full-time studio faculty, 1 Existing full-time art history faculty, 1+ Adjunct studio/seminar faculty)

Staff: 1 (Existing)

Administration: 1 (Existing)

### **Faculty, Staff, and Administrative Personnel**

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

1 new Foundations Studio Coordinator is needed to teach a full load of 100-level studio courses, and to coordinate additional adjunct instructors also teaching 100-level freshmen studio courses. This faculty line, which is a current need, is necessary to free-up other full-time studio faculty to teach 200-800 level courses.

There are currently 4 studio faculty members in the Art Department who will support the M.F.A. program by teaching graduate level studio classes. These courses will be taught in the same manner as the current B.F.A. course ART 410, which are scheduled concurrently with 400-level studio art courses. Graduate studio classes will entail weekly consultation and in-progress critique with the instructor of independent projects. This workload is easily accommodated with existing studio faculty without sacrificing quality and integrity of other programs.

1 art history faculty currently serves the Art Department. This faculty member will teach the graduate art history courses as part of his course load. The department's current list of adjunct instructors will continue to support the department by teaching general education art appreciation classes in order for the Art History faculty to take on these new graduate courses.

1 studio adjunct will serve the Art Department by teaching graduate level printmaking. In addition, adjunct instruction may occasionally be employed to cover graduate seminar courses.

In the third year of the M.F.A. program, M.F.A. students will teach 100-level studio classes, and art appreciation classes as Instructor of Record. This will replace adjunct instruction that is currently needed by the Art Department to cover these classes.

### **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:

Master of Fine Art in Visual Art: 2D or 3D Design

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.

**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 and photography. The ProQuest Ebook Central Collection contains 12,512 books about the fine arts and architecture. 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 758 in photography. 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.

**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.

No new student support services are needed for this degree. Current academic support services include advising and mentoring by full-time faculty member. Lander also has a Wellness Center (disability services, counseling center, and health services) available to students as well as a Student Affairs division (student activities, etc.) that are established and ready to serve all students.

The Art Department plans frequent events for art students of all kinds. These include hiking trips, themed parties, gallery openings, artist's talks, local and regional trips to art museums, art competitions/challenges, and collaborative art making events. These outings successfully foster camaraderie and trust between students and faculty, which improves student experience and creates a support system within the art department.

The Art Alliance is a student led art organization on campus, which is sponsored by a faculty member. Members seek opportunities for professional and artistic development as well as social and community engagement. The Art Alliance provides leadership opportunities, fellowship, and a support system for all art students. Invariably, mentor/mentee relationships develop between underclassmen and advanced students.

**Physical Resources/Facilities**

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

Existing space will be utilized for this program.

**Equipment**

Identify new instructional equipment needed for the proposed program.

None

**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

**Financial Support**

<b>Sources of Financing for the Program by Year</b>												
<b>Category</b>	<b>1<sup>st</sup></b>		<b>2<sup>nd</sup></b>		<b>3<sup>rd</sup></b>		<b>4<sup>th</sup></b>		<b>5<sup>th</sup></b>		<b>Grand Total</b>	
	<b>New</b>	<b>Total</b>	<b>New</b>	<b>Total</b>								
Tuition Funding	\$78,720	\$78,720	\$157,440	\$157,440	\$236,160	\$236,160	\$236,160	\$236,160	\$236,160	\$236,160	\$944,640	\$944,640
Program-Specific Fees	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
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
<b>Total</b>	\$78,720	\$78,720	\$157,440	\$157,440	\$236,160	\$236,160	\$236,160	\$236,160	\$236,160	\$236,160	\$944,640	\$944,640
<b>Estimated Costs Associated with Implementing the Program by Year</b>												
<b>Category</b>	<b>1<sup>st</sup></b>		<b>2<sup>nd</sup></b>		<b>3<sup>rd</sup></b>		<b>4<sup>th</sup></b>		<b>5<sup>th</sup></b>		<b>Grand Total</b>	
	<b>New</b>	<b>Total</b>	<b>New</b>	<b>Total</b>								
Program Administration and Faculty/Staff Salaries	\$75,350	\$130,350	\$75,350	\$130,350	\$75,350	\$130,350	\$75,350	\$130,350	\$75,350	\$130,350	\$376,750	\$651,750
Facilities, Equipment, Supplies, and Materials	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
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
<b>Total</b>	\$75,350	\$130,350	\$75,350	\$130,350	\$75,350	\$130,350	\$75,350	\$130,350	\$75,350	\$130,350	\$376,750	\$651,750
<b>Net Total (Sources of Financing Minus Estimated Costs)</b>	\$3,370	-\$51,630	\$82,090	\$27,090	\$160,810	\$105,810	\$160,810	\$105,810	\$160,810	\$105,810	\$567,890	\$292,890

**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 current rate of \$492/credit hour. For existing faculty contributions, 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 includes 37% for benefits. This line will not teach courses in this program, but will teach foundation courses in the undergraduate program. This will free up the existing faculty to teach in the proposed program.

**Evaluation and Assessment**

Program Objectives	Student Learning Outcomes Aligned to Program Objectives	Methods of Assessment
<p>Demonstrate a high degree of knowledge and professional competence in contemporary studio art practice through a significant body of work.</p>	<p>Students will maintain a studio practice in their emphasis area and will design and create a cohesive body studio work based on a well-considered design process. Students will complete this work in a sequence of 600-, 700-, and 800- level graduate studio courses</p>	<p>M.F.A. students meet regularly with their M.F.A. studio advisor.</p> <p>Twice per semester, M.F.A. students will host an informal review of studio endeavors, which will include a visual/verbal presentation to graduate faculty and fellow students. Faculty advisors will follow-up with normally scheduled advisement meetings.</p> <p>At midterm, students will present current in process work for discussion with graduate faculty and students. This will include a current artist statement as well as a verbal presentation of work. Faculty will offer guidance and informed critique.</p> <p>At the completion of each semester, students will present that semester’s work to graduate faculty in a formal arena. Students will be required to speak about the direction of their work and plans for future works. Faculty will assess student’s progress and offer critique and insight.</p> <p>M.F.A. students are evaluated in their complete program of study with the following schedule:</p> <p>30-hour review. Upon the completion of the second year, second semester, each student will present their developing body of work to the graduate faculty with one of the following outcomes:</p> <ol style="list-style-type: none"> <li>1. Accepted status: Student continues in the M.F.A. program. From this point forward he or she will be considered an M.F.A. Candidate. At this point the Candidate will select a graduate committee composed of at least 3 faculty members.</li> </ol>

		<p>2. Conditional status: Student complete additional studio course work before he/she can move forward in the program. This time of remedial work may not be counted towards total number of degree credits. Students may pursue a 30-hour review twice.</p>
<p>Demonstrate a breadth of understanding in one or more art disciplines through independent thought and studio practice, and art historical contextualization- both past and current.</p>	<p>Students are required to take a sequence of 600-, 700-, and 800-level Intermedia study classes that will complement their studio emphasis.</p> <p>The intermedia studies will require that students deliberately integrate different media to create new art work. This will foster innovative ways to work with various media resulting in new unique work.</p>	<p>M.F.A. students meet regularly with their M.F.A. studio advisor.</p> <p>Twice per semester, M.F.A. students will host an informal review of studio endeavors, which will include a visual/verbal presentation to graduate faculty and fellow students. Faculty advisors will follow-up with normally scheduled advisement meetings.</p> <p>At midterm, students will present current in process work for discussion with graduate faculty and students. This will include a current artist statement as well as a verbal presentation of work. Faculty will offer guidance and informed critique.</p> <p>At the completion of each semester, students will present that semester’s work to graduate faculty in a formal arena. Students will be required to speak about the direction of their work and plans for future works. Faculty will assess student’s progress and offer critique and insight.</p> <p>M.F.A. students are evaluated in their complete program of study with the following schedule:</p> <p>30-hour review. Upon the completion of the second year, second semester, each student will present their developing body of work to the graduate faculty with one of the following outcomes:</p> <ol style="list-style-type: none"> <li>1. Accepted status: Student continues in the M.F.A. program. From this point forward he or she will be considered an M.F.A. Candidate. At this point the Candidate will select a graduate committee composed of at least 3 faculty members.</li> <li>2. Conditional status: Student to complete additional studio course work before he/she can move forward in the program. This time of remedial work may not be counted towards total number of degree credits. Students may pursue a 30-hour review twice.</li> </ol>
<p>Demonstrate an understanding of contemporary art practice and ideals in primary area of focus in</p>	<p>Students will complete a sequence of 600-, 700-, and 800-level studio classes in their</p>	<p>M.F.A. students are evaluated in their complete program of study with the following schedule:</p>

<p>order to actively contribute to the growth of current knowledge base in the field of art and design.</p>	<p>chosen emphasis, as well as a series of Intermedia studio courses and chosen electives. Students will contextualize their studio practice with the study of Modern and Contemporary Art History, as well as the study of Aesthetics and Criticism. Each semester, students will participate in a sequence of graduate-level seminars where they will be required to present research on contemporary artists and art practice.</p>	<p>30-hour review. Upon the completion of the second year, second semester, each student will present their developing body of work to the graduate faculty with one of the following outcomes:</p> <ol style="list-style-type: none"> <li>1. Accepted status: Student continues in the M.F.A. program. From this point forward he or she will be considered an M.F.A. Candidate. At this point the Candidate will select a graduate committee composed of at least 3 faculty members.</li> <li>2. Conditional status: Student to complete additional studio course work before he/she can move forward in the program. This time of remedial work may not be counted towards total number of degree credits. Students may pursue a 30-hour review twice.</li> </ol> <p>During the last semester of the degree program, each M.F.A. Candidate will complete a final thesis project composed of a written thesis document and an exhibition of graduate artwork. This exhibition will be a cohesive body of work which has resulted from research completed during the M.F.A. program. The written document will accompany the exhibition and be structured and published as determined by the Graduate Studies Department. The thesis content will be the responsibility of the Candidate under the direction of his/her Graduate Committee. Final approval of the thesis manuscript must be unanimous by the Thesis Committee.</p> <p>While the Candidate's thesis exhibition is on display in the gallery, he/she will present a verbal statement of work to graduate faculty, followed by a series of questions by graduate faculty.</p>
<p>Demonstrate breadth of competence and engagement in areas beyond the major area of specialization, the ability to connect art to other fields, and an understanding of art historical context, art theory and criticism</p>	<p>Students will complete a sequence of 600-, 700-, and 800-level studio classes in their chosen emphasis, as well as a series of Intermedia studio courses and chosen electives. Students will contextualize their studio practice with the study of Modern and Contemporary Art History, as well as the study of Aesthetics and Criticism. Each semester, students will participate in a sequence of graduate-level seminars where they will be required to present research</p>	<p>M.F.A. students are evaluated in their complete program of study with the following schedule:</p> <p>30-hour review. Upon the completion of the second year, second semester, each student will present their developing body of work to the graduate faculty with one of the following outcomes:</p> <ol style="list-style-type: none"> <li>1. Accepted status: Student continues in the M.F.A. program. From this point forward he or she will be considered an M.F.A. Candidate. At this point the Candidate will select a graduate committee composed of at least 3 faculty members.</li> <li>3. Conditional status: Student to complete additional studio course work before he/she can move forward in the program. This time of remedial work may not</li> </ol>

	<p>on contemporary artists and art practice.</p>	<p>be counted towards total number of degree credits. Students may pursue a 30-hour review twice.</p> <p>During the last semester of the degree program, each M.F.A. Candidate will complete a final thesis project composed of a written thesis document and an exhibition of graduate artwork. This exhibition will be a cohesive body of work which has resulted from research completed during the M.F.A. program. The written document will accompany the exhibition and be structured and published as determined by the Graduate Studies Department. The thesis content will be the responsibility of the Candidate under the direction of his/her Graduate Committee. Final approval of the thesis manuscript must be unanimous by the Thesis Committee.</p> <p>While the Candidate's thesis exhibition is on display in the gallery, he/she will present a verbal statement of work to graduate faculty, followed by a series of questions by graduate faculty.</p>
<p>Plan and execute an exhibition of a cohesive thesis body of work in chosen area(s) of emphasis in studio art, to be accompanied by a formal published thesis statement and an oral presentation.</p>	<p>Students will be required to create a final body of work that exhibits final use of materials. While the work is on display, the M.F.A. student will give an oral presentation of their research and provide a written thesis of work.</p>	<p>M.F.A. students are evaluated in their complete program of study with the following schedule:</p> <p>30-hour review. Upon the completion of the second year, second semester, each student will present their developing body of work to the graduate faculty with one of the following outcomes:</p> <ol style="list-style-type: none"> <li>1. Accepted status: Student continues in the M.F.A. program. From this point forward he or she will be considered an M.F.A. Candidate. At this point the Candidate will select a graduate committee composed of at least 3 faculty members.</li> <li>2. Conditional status: Student to complete additional studio course work before he/she can move forward in the program. This time of remedial work may not be counted towards total number of degree credits. Students may pursue a 30-hour review twice.</li> </ol> <p>During the last semester of the degree program, each M.F.A. Candidate will complete a final thesis project composed of a written thesis document and an exhibition of graduate artwork. This exhibition will be a cohesive body of work which has resulted from research completed during the M.F.A. program. The written document will accompany the exhibition and be structured and published as determined by the Graduate Studies Department. The thesis content will be the responsibility of the Candidate under the direction of</p>

		<p>his/her Graduate Committee. Final approval of the thesis manuscript must be unanimous by the Thesis Committee.</p> <p>While the Candidate’s thesis exhibition is on display in the gallery, he/she will present a verbal statement of work to graduate faculty, followed by a series of questions by graduate faculty.</p>
<p>Demonstrate advanced capabilities with technology in areas of specialization and resources associated with the field of art, art studio practice, and pedagogy.</p>	<p>M.F.A. Students will have the opportunity to gain teaching experience as part of their graduate studies, both in a team teaching model and as Instructor of Record. This will include teaching majors and non-major undergraduate students in the areas of studio foundations and art history.</p>	<p>In the second year of the M.F.A. program students will shadow and assist professors teaching freshmen foundations and art appreciation classes. In the third year of the M.F.A. program students will teach freshmen foundations and art appreciation classes as Instructor of Record. Students will work with a supervising professor for course content. Supervising professors will observe and write a letter each semester which reviews Instructor of Record student teachers.</p>

**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.**

M.F.A. Program Assessment will occur twice during the program, at the end of the third semester, and again at the end of the final semester. Studio process of M.F.A. students will be assessed using a rubric designed around the program objectives. This data is recorded and reported by art professor Doug McAbee. The data is used as formative assessment for the department. Scores are analyzed and used to determine strengths and weaknesses of the program. Based on this analysis, changes may be made to strengthen specific program elements. This data will be used for summative assessment as well. It is reported to accreditation agencies such as NASAD and SACSCOC.

On both occasions, M.F.A. studio process and presentation will be evaluated by graduate faculty based on the following categories:

- Studio Practice
- Independent thought
- Knowledge of contemporary art practice
- Knowledge of art history, art theory and criticism
- Breadth of competence
- Capability with technology

The data is used as formative assessment for the department. Scores are analyzed and used to determine strengths and weaknesses of the program. Based on this analysis, changes may be made to strengthen specific program elements. This data will be used for summative assessment as well. It is reported to accreditation agencies such as NASAD and SACSCOC.

**Track Employment**

Instructors of the final ART 841 Seminar will administer anonymous exit surveys designed to measure students’ thoughts about the curriculum and program content, as well as collecting information about initial employment and long range plans of graduating seniors. The Chair of the Art Department will conduct periodic surveys of alumni to

track alumni employment. The Lander Office of University Advancement has recently obtained software that maintains contact information of alumni.

**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

**NASAD**

Lander University is accredited by the National Associations of Schools of Art and Design, (NASAD). NASADS’s policy states that Plan approval will be granted once Lander confirms all institutional approvals. I verified with a representative from NASAD the “Institutional approvals “include approval by all Lander University entities that are responsible for approving new curriculum. The M.F.A. degree proposal will be submitted to NASAD by their September 1 deadline, after all required Institutional (Lander University) approvals: it will be considered at the upcoming October NASAD meetings. CHE final approval is not required for NASAD to grant their Plan Approval of the proposed M.F.A. program.

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

## Tom Stanley Artworks, LLC

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September 29, 2019

Commission for Higher Education,

I am writing on behalf of Lander University's Art Department and their proposal to establish an M.F.A. Program at their Greenwood campus. I have read the Nature and Purpose of the program and considered their 3-year curricular guide. Currently three South Carolina state supported universities house M.F.A. programs in visual arts. I believe Lander's program is sufficiently different; attracts a distinct population of students; and supports a new cultural awareness in the Emerald City area.

The University enrollment is reflective of a trend making Lander a new choice in higher education within South Carolina.

"With enrollment for the 2019-20 academic year totaling 3,227 students at the conclusion of the first week of classes – a 5.6% increase over last year – the university now has the largest enrollment in Lander's 147-year history. Freshman enrollment continues to break records, with three consecutive years of increasing growth. This year's freshman class – 944 students representing 22 states and four continents – is an approximately 8.5% increase over last year, and a nearly 70% increase since President Richard Cosentino's arrival in 2015."

(<https://www.lander.edu/node/16356>)

The Lander University Art Department enrollment is up over 65% for the last several years. The Department typically serves students from smaller rural areas and they have chosen Lander because they are more comfortable in a smaller academic setting. Because Lander and the Art Department's energetic faculty are aware of this, they are very supportive, creating many opportunities for student interaction outside of classes, and opportunities to work closely with faculty and other professional mentors. This suggests an M.F.A. Program will establish a credible enrollment while helping to compliment a cultural community within the University and area of the Emerald Triangle.

In terms of curriculum, the program has been fashioned to emphasize critical thinking and analysis across visual arts disciplines and skill sets. Many of my former M.F.A. students who earned their degrees are now working successfully in administrative positions or complementary studio positions in a growing cultural industry. Their studio practice is not only a component of their lives, but pivotal in their ability to be employable. I see Lander's program designed to fill an important need in our state.

Looking at either an M.F.A. emphasis in 2D or 3D Studio as opposed to one specific medium, the curriculum provides a wide range of opportunities for students to explore related and cross discipline media. I cannot over emphasize how important broad based, hands-on and technical knowledge are to a successful career in the arts. Unique to Lander's program, 2D and 3D classes will be complimented with intermedia classes and other optional studio electives.

“Intermedia studies will require that students deliberately integrate different media in a series of consecutive studio exercises. Through critique and written analysis, students will build a library of material outcomes which will inform their process. This will efficiently foster innovative ways to integrate various media resulting in new unique work which can energize a student’s studio practice and promote exponential growth.”

This approach to thinking has proven to be vital in a contemporary work place and within an emerging civic environment.

Another element unique to Lander’s program is a required teaching component for upper level M.F.A. candidates. Not only will students be required to observe teaching techniques from faculty mentors, but they will be given teaching responsibilities. I recognize that in promotional materials many higher ed programs suggest that all undergrad studios or classes are taught by qualified faculty with earned degree. However, if indeed the M.F.A. does in part qualify a candidate to teach once they earn their degree, then they need some teacher training. Having an appropriate teaching experience also helps prepare candidates for working with larger audiences and civic engagement groups. Artists need to know how to communicate. My personal career was enhanced when in graduate school at USC I took Professor Boyd Saunders beginning printmaking class, and then had the opportunity to teach the same class. I carry that experience with me till this day. It served me well as a gallery director, a department chair, a public artist/designer, and most recently as a visiting curator at McColl Center for Art + Innovation.

I support Lander’s proposed M.F.A. program as it will make a difference within the state’s offerings and provide a unique program for many qualified students who might not otherwise consider an M.F.A. at larger institutions. I firmly believe they have demonstrated the foundational qualities within their growing undergrad program to now assume this new role.

Sincerely,

A handwritten signature in black ink that reads "Tom Stanley". The signature is written in a cursive, flowing style.

Tom Stanley  
Professor Emeritus  
Former Chair and Graduate Advisor  
Department of Fine Arts  
Winthrop University

October 10, 2019

South Carolina Commission on Higher Education  
1122 Lady Street  
Columbia, SC 29201

Members of the Commission:

Lander University's proposed Master of Fine Arts program is designed to educate a specific cohort of students. Many Lander University students grow up in culturally deprived areas of South Carolina. Many others may also be reared in culturally deprived families. They arrive on campus from small, often insular, communities with little exposure to cultural differences or the arts in any form. Too often they have prescriptive views of the world. These students comprise a substantial portion of South Carolina students seeking higher education degrees.

Recently The New York Times Magazine dedicated an issue to students like many of Lander University students, students with not only financial obstacles to higher education but also personal identity obstacles. As the Times states, financial aid may be a lower hurdle to overcome for these students in comparison their social and identity issues. Colleges and universities have an office and staff for financial aid. Students often must navigate through social and identity hurdles without institutional help or mentoring.

Art students are by definition the harbingers of creativity - of new, fresh, even outlandish ideas. Many Lander students will find these expectations uncomfortable, even daunting. Lander University's Bachelors of Fine Arts program is vibrant and successful because its faculty and staff shepherd these students, broadening their worldview slowly so they can become comfortable expanding their view and begin to embrace and even enjoy differences and begin to question prescriptions. Lander University is proposing a Masters of Fine Arts program to extend the current BFA program, particularly for Lander graduates, but also welcoming graduates from other BFA programs looking for small, supportive, inclusive study of studio art.

Contemporary art defies labels and exclusivity. It is inclusive of any media, any material. Media once labeled as craft is now considered fine art. The materials of kitch, home stitchery, cooking, graffiti can all be included in a fine art practice. Lander is designing a MFA program to enhance students' experimentation with media and materials in preparation for a contemporary studio practice, arts-related occupation or teaching position. MFA candidates will not study within the confines of a particular discipline, (painting, for example) but will experiment and make art within either a two-dimensional or three-dimensional genre.

This is particularly apt for MFA students pursuing a teaching career. Art instructors in only in the largest and most prestigious higher education institutions teach only painting or sculpture, for example. Much more often, instructors are expected to teach any or all two dimensional studio courses from design to drawing to painting. Even photography instructors may teach design as well as photography. Three-dimensional instructors often teach three-dimensional design, ceramics and sculpture including installations.

As a Gallery Director within an institution whose mission is to provide opportunities for students who must overcome financial, emotional, familial, and identity obstacles to graduate, I can personally speak to the importance of a well-rounded MFA program. Though my own studio practice is sculpture, I must have an appreciation and knowledge of all visual art media to curate and design exhibitions. The study of art history has prepared me to see and understand the contemporary arts dot on the continuum of art from the past into the future. It has also prepared me to read and write about contemporary art and help students entertain the ideas within contemporary art. An open, inclusive, well-rounded program like Lander's proposed MFA program is perfect for an arts administrator's career.

As a current sculptor, I understand the value of Lander's MFA curriculum with few media prescriptions and boundaries. My own studio practice involves the use of acrylic fabricators, steel fabricators, textiles, and found objects. These found objects range from antique linens and silver to peach pits. Personally I often garner ideas from actual materials as well as experiencing art and reading about art. Lander's proposed MFA program will require experimental play with media to discover what it can do and say.

As an arts administrator within higher education and a practicing studio artist, I believe Lander University's proposed Master of Fine Arts program will meet the educational and career needs of a specific group of South Carolina students and through them enrich the cultural lives of the citizens of our state.

Sincerely,



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