

## NEW PROGRAM PROPOSAL FORM

Name of Institution: **Clemson University**

Name of Program (include degree designation and all concentrations, options, or tracks):  
**BA Art (three concentrations: Studio Art; Digital Art and Design Media; and Art History)**

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: **15 August 2020**

CIP Code: **50.0702**

Delivery Site(s): **50104 Clemson University (Main Campus)**

Delivery Mode:

- |   |   |
|---|---|
| <input checked="" type="checkbox"/> Traditional/face-to-face<br>*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):

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

**University Curriculum Committee: 6 December 2019**  
**Provost: 11 December 2019**  
**Board of Trustees: 26 April 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.*

We request approval for a new academic BA Art degree program. Complementing Clemson's intensive, nationally-accredited BFA and MFA Visual Arts programs, the BA Art will encourage a broader more intellectually and creatively diverse population of students to cultivate an innovative mind, entrepreneurial spirit, and passion for the arts as principles of success across a broad spectrum of professional careers.

The BA distinguishes itself from the BFA by the nature of its interdisciplinary practice, and indicates more clearly the broad range of experience within our art and art history offerings and expertise. Based on a core value of combining ideas, techniques, and creative problem-solving, the BA program will serve as a platform for establishing student-directed pathways to applied minors and second majors, thus allowing students to tailor a uniquely Clemson educational experience that meets their professional needs and interests. This four-year degree program will seek professional accreditation by the National Association of Schools of Art & Design (NASAD).

The BA in Art will contribute to the University's Clemson *FORWARD* plan. This plan has as one of its four strategic priorities the strengthening of our academic occur, particularly in ways that will extend excellence in the undergraduate experience. One of the core strategies for achieving this strategic priority is building robust interdisciplinary programs that meet the needs of the future. The BA Art program will attract new students who seek a more flexible and interdisciplinary art and design curriculum that synergizes with Clemson's other degrees, and facilitates timely graduation of transfer students and change-of-majors. The new BA degree is leveraged 100% out of existing courses within the BFA Visual Arts program.

The proposed BA Art curriculum will encourage students to not only explore multiple media within the Art Department, but also combine studio art practice with interdisciplinary coursework across campus through a required minor or a second major. This reflects the BA's integration with and application to other fields - students will be asked to identify, evaluate, and analyze disciplinary knowledge in the larger academic context and disciplinary interaction with society-at-large.

### **Assessment of Need**

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

The need of the BA Art program is backed by multiple pieces of data-based evidence. For example, as noted above, the degree program is proposed in response to the popularity of the Art minor. Enrollment in the minor has grown from an enrollment of 45 in Fall 2013 to 97 students in Fall 2019, a 115% increase. Students minoring in art include those in all seven of our academic colleges and 71 of our undergraduate majors.

Additionally, in a Spring 2019 survey of Art minors, 59% of respondents indicated they were either "Interested" or "Very interested" in a BA Art degree as a major or a second major.

Comprehensive universities routinely offer both the BA and BFA degrees because the BA is appropriate for students whose educational goals and career aspirations include broader study in the liberal arts, design (including business, engineering, and computer science) fields, education, and sciences.

The National Association of Schools in Art and Design (NASAD) accreditation handbook articulates the following differences between a BFA and a BA degree:

- The BFA focuses on rigorous, concentrated studio work and professional training supported by a program in general studies (~2/3s fine arts courses; 1/3 liberal arts). A BFA degree is designed to prepare students to be working, professional artists.

- The BA is a comprehensive, liberal arts degree that focuses on the study of art, design, and art history in the context of a broader program of general study (~2/3s liberal arts / other courses; 1/3 fine arts). A BA provides preparation for a variety of creative career pathways, and has more flexibility for customization by the student.

Compared to Clemson’s existing professional BFA Visual Art which focuses on more advanced explorations in technique and concept, and concentrated study in specific areas of emphasis (e.g., Ceramics, Drawing, Painting, Photography, Printmaking, and Sculpture), the BA Art promotes the general study of a wide variety of media in its emphases (Studio Art, Digital Art & Design Media, and Art History). This suite of interdisciplinary emphases, plus potential pairings with Clemson’s institutional strengths can create unique applied double-majors or minor combinations that will distinguish Clemson’s BA Art degree from other BA Art programs in South Carolina.

While offering students an opportunity to focus on interdisciplinary approaches to art practice, the degree will also encourage forms of academic and professional engagement and experiential learning including internships and study abroad opportunities. By participating pan-disciplinary experiences, students can identify their roles in the larger professional and scholastic communities as part of capstone activities. This enables students completing the BA Art degree to prepare for their transition into creative careers or further study. Two of the most valuable skills and predictors for future success are resilience and creativity, which are at the foundation of art and design learning. Therefore, this program will not only facilitate career paths in the arts, but will also grow these desirable skillsets in students seeking marketability across diverse occupational sectors.

**Transfer and Articulation**

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

None

**Employment Opportunities**

State info: <https://jobs.scworks.org/vosnet/analyzer>

Occupation	State		National		Data Type and Source
	Expected Number of Jobs	Employment Projection	Expected Number of Jobs	Employment Projection	
Art Directors	39	4.79% growth 2016-2026	101,000	1% growth 2018-2028	US Bureau of Labor Statistics/ SC Dept. Of Employment & Workforce
Industrial Designers	N/A	N/A	43,000	3% growth 2018-2028	US Bureau of Labor Statistics
Fashion Designers	38	7.89% growth 2016-2026	25,800	1% growth 2018-2028	US Bureau of Labor Statistics / SC Dept. Of Employment & Workforce
Multimedia arts	411	10.71% growth 2016-2026	71,600	4% growth 2018-2028	US Bureau of Labor Statistics / SC Dept. Of Employment & Workforce

Interior designers	60	7.08% growth 2016-2026	75,400	4% growth 2018-2028	US Bureau of Labor Statistics / SC Dept. Of Employment & Workforce
Elementary and Middle school Teachers	11,265	9% growth 2016-2026	115,863	3%growth 2018-2028	US Bureau of Labor Statistics / SC Dept. Of Employment & Workforce
Post -Secondary Teachers	83	13.79% growth 2016-2026	81,982	3% growth 2018-2028	US Bureau of Labor Statistics / SC Dept. Of Employment & Workforce
Graphic Designers	2,322	5.25% growth 2016-2026	290,100	3%growth 2018-2028	US Bureau of Labor Statistics/ SC Dept. Of Employment & Workforce
Fine Artists: painters, sculptors, illustrators, craft	265	8.98% growth 2016-2026	50,300	3% growth 2018-2028	US Bureau of Labor Statistics / SC Dept. Of Employment & Workforce
Curators, Museum Technicians & Conservators	301	6.08-8.5% growth 2016-2026	35,900	9% growth 2018-2028	US Bureau of Labor Statistics/ SC Dept. Of Employment & Workforce

### Supporting Evidence of Anticipated Employment Opportunities

*Provide supporting evidence of anticipated employment opportunities for graduates.*

National projection: “Employment of arts and design occupations is projected to grow 3 percent from 2018 to 2028, slower than the average for all occupations, adding about 96,800 new jobs. 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. Other arts and design workers are employed in industries that are projected to decline, however, including publishing, manufacturing, and floral shops.” U.S. Bureau of Labor Statistics.

State projection: Arts Design, Entertainment, Sports, and Media occupations project at 25,317 jobs annually with a 7.46% growth from 2016-2026 resulting in 1888 added jobs.

We have also examined the Public Use Microdata Sample data from the most recent US Census Bureau’s 1-year American Community Survey data set, and found highly encouraging results. First, the 2018 workforce for those with Visual and Performing Arts degrees stood at 2.15M, and grew 5.42% year-over-year. The average workforce wage for those with Visual and Performing Arts degrees was \$58,627 and grew 2.69% year-over-year.

### Description of the Program

The Bachelor of Arts degree is a 121 credit hour, undergraduate, liberal arts degree in visual arts, with three emphasis areas (concentrations) in: Studio Art; Digital Art & Design Media; and Art History. The program offers students a balanced curriculum of academic coursework, studio art, and art history

courses. Students choose a minor or second major, which allows them to tailor their career interests and take advantage of Clemson’s unique strengths as a large comprehensive research university.

First-year art students participate in a four-studio foundations program, which introduces them to 2-D, 3-D, and 4-D studio practices. Students utilize both traditional and new media, and create a strong foundation of design understanding.

Sophomore students choose studio courses in four disciplines, exposing them to a broad range of practice. In the junior year, students continue with two intermediate-level studios of focused interest in order to hone skills learned in the first two years.

In the senior year, students choose their advanced level emphasis area, and refine their personal art concepts and projects. Students also complete a complementary professional preparation course, which is selected from art and art history internships, professional practice seminars, or one of the department’s signature Creative Inquiry projects.

<b>Projected Enrollment – Detailed Model</b>												
<b>Year</b>	<b>Fall Headcount</b>				<b>Spring Headcount</b>				<b>Summer Headcount</b>			
	<b>New</b>	<b>Continuing</b>	<b>Lost</b>	<b>Graduate</b>	<b>New</b>	<b>Continuing</b>	<b>Lost</b>	<b>Graduate</b>	<b>New</b>	<b>Continuing</b>	<b>Lost</b>	<b>Graduate</b>
2019-20	8	0	1	0	0	7	0	0	0	0	0	0
2020-21	9	7	1	0	1	15	1	1	0	0	0	0
2021-22	10	14	1	0	2	23	0	4	0	0	0	0
2022-23	12	21	0	0	1	33	1	8	0	0	0	0
2023-24	15	25	1	0	2	39	0	10	0	0	0	0

<b>Projected Enrollment- CHE</b>						
<b>Year</b>	<b>Fall Headcount</b>		<b>Spring Headcount</b>		<b>Summer Headcount</b>	
	<b>New</b>	<b>Total</b>	<b>New</b>	<b>Total</b>	<b>New</b>	<b>Total</b>
2019-2020	8	8	0	7	0	0
2020-2021	9	16	1	16	0	0
2021-2022	10	24	2	25	0	0
2022-2023	12	33	1	34	0	0
2023-2024	15	40	2	41	0	0

*Explain how the enrollment projections were calculated.*

We believe that enrollment in the BA Art program will eventually reach a level similar to that in the extant BFA program. Based on student feedback and growth over the past five years, we believe 3-5 BFA students would elect to pursue a BA instead. Additionally, we anticipate that approximately 25% of the current roughly 120 Art minors could take the BA as a second major instead.

The increase in the enrollment model from years 2 to 3 is due to the anticipated influx of transfer students from the Clemson-TCTC Bridge program. Graduates in year 2 would come from students changing their major from the BFA to the BA. While the table shows anticipated enrollment growth into the fifth year, we expect this to be when the program reaches near steady-state enrollment. If there are signs enrollment for the BA would continue to increase past the fifth year, steps can be taken to cap this growth.

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

The BA Art program is leveraged primarily out of the existing BFA program studio art and art history courses. New courses are not required at present for its launch, but offerings may evolve with student-driven interest in the proposed emphasis areas/concentrations.

Total Credit Hours Required: **121**

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>	
AAH 1010 Survey of Art and Arch. History I	3	AAH 1020 Survey of Art and Arch. History II	3		
ART 1050 Foundation Drawing I	3	ART 1060 Foundation Drawing II	3		
ART 1510 Foundations in Visual Art I	3	ART 1520 Foundations in Visual Art II	3		
ENGL 1030 Accelerated Composition <sup>2</sup>	3	Modern Language Requirement <sup>1</sup>	3		
Mathematics Requirement <sup>2</sup>	3	Arts/Humanities/Literature Requirement <sup>2</sup>	3		
Total Semester Hours	15	Total Semester Hours	15	Total Semester Hours	
<b>Year 2</b>					
<b>Fall</b>		<b>Spring</b>		<b>Summer</b>	
AAH 2050 History and Theory of Art I or 2060	3	Modern Language Requirement <sup>1</sup>	3		
2000 level Major Reqt <sup>3</sup>	3	2000 level Major Reqt <sup>3</sup>	3		
2000 level Major Reqt <sup>3</sup>	3	2000 level Major Reqt <sup>3</sup>	3		
Minor Requirement	3	Minor Requirement	3		
Math or Natural Science Requirement <sup>2</sup>	4	Social Science Requirement <sup>2</sup>	3		
Total Semester Hours	16	Total Semester Hours	15	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>	
Intermediate Major Requirement <sup>4</sup>	3	Intermediate Major Requirement <sup>4</sup>	3		
Minor Requirement	3	Minor Requirement	3		
General Elective	3	General Elective	3		
Oral Communication Requirement <sup>2</sup>	3	General Elective	3		
Natural Science Requirement <sup>2</sup>	3	Science & Technology in Society Requirement <sup>2</sup>	3		
Total Semester Hours	15	Total Semester Hours	15	Total Semester Hours	
<b>Year 4</b>					
<b>Fall</b>		<b>Spring</b>		<b>Summer</b>	
Major Emphasis Requirement <sup>5</sup>	3	Professional Preparation <sup>6</sup>	3		
Minor Requirement	3	Minor Requirement	3		
General Elective	3	General Elective	3		
General Elective	3	General Elective	3		
Social Science Requirement <sup>2</sup>	3	Cross-cultural Awareness Requirement <sup>2</sup>	3		
Total Semester Hours	15	Total Semester Hours	15	Total Semester Hours	

Footnotes:

<sup>1</sup> **Modern Language:** students must complete through 2020. See Modern Languages Requirement at Clemson University statement.

<sup>2</sup> **See General Education Requirements:** Six of these credit hours must also satisfy the Cross-Cultural Awareness and Science and Technology in Society Requirements.

<sup>3</sup> **Introductory Major Requirement:**

Studio Art or Digital Art & Design Media emphases: Select 4 classes from: ART 2050 Beginning Life Drawing, ART 2070 Beginning Painting, ART 2090 Beginning Sculpture, ART 2110 Beginning Printmaking, ART 2130 Beginning Photography, ART 2150 Beginning Graphic Design, ART 2170 Beginning Ceramics, ART 2210 Beginning New Media.

Art History emphasis requires both AAH 2050 History and Theory of Art I and AAH 2060 History and Theory of Art II, additionally select 3 classes from: ART 2050 Beginning Life Drawing, ART 2070 Beginning Painting, ART 2090 Beginning Sculpture, ART 2110 Beginning Printmaking, ART 2130 Beginning Photography, ART 2150 Beginning Graphic Design, ART 2170 Beginning Ceramics, ART 2210 Beginning New Media.

**4 Intermediate Major Requirement:**

Studio Art or Digital Art & Design Media emphases: select 2 courses from: ART 3050 Intermediate Drawing, ART 3070 Painting, ART 3090 Sculpture, ART 3110 Printmaking, ART 3130 Photography, ART 3150 Graphic Design, ART 3170 Ceramic Arts, ART 3210 New Media Art II, and ART 3230 Digital Sculpture

Art History emphasis requires AAH 3050 Contemporary Art History, and select 1 course from: ART 3050 Intermediate Drawing, ART 3070 Painting, ART 3090 Sculpture, ART 3110 Printmaking, ART 3130 Photography, ART 3150 Graphic Design, ART 3170 Ceramic Arts, ART 3210 New Media Art II, and ART 3230 Digital Sculpture

**5 Major Emphasis Requirement:**

Studio Art: ART 4050 Advanced Drawing, ART 4070 Advanced Painting, ART 4090 Advanced Sculpture, ART 4110 Advanced Printmaking, ART 4130 Advanced Photography, or ART 4170 Advanced Ceramics

Digital Art and Design Media: ART 4150 Advanced Graphic Design, ART 4160 Advanced Media Art: Interactive Objects and Environments, or ART 4210 Two-Dimensional Digital Animation

Art History: AAH 4300 Twentieth Century Art I, AAH 4320 Twentieth Century Art II, or AAH 4110 Directed Research in Art History

**6 Professional Preparation:**

All emphases select one course from ART 3570 Community Supported Art, ART 4200 Art Career Creation, ART 4550 Atelier InSite Public Art Creative Inquiry II, ART 4730 Senior Seminar in Professional Career Preparation, or ART 4890 Art and Art History Internship, ART 4900 Clemson Curation Creative Inquiry

**SAMPLE CURRICULUM for Digital Art & Design Media Emphasis**

SAMPLE DIGITAL ART & DESIGN MEDIA 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>	
AAH 1010 Survey of Art and Arch. History I	3	AAH 1020 Survey of Art and Arch. History II	3		
ART 1050 Foundation Drawing I	3	ART 1060 Foundation Drawing II	3		
ART 1510 Foundations in Visual Art I	3	ART 1520 Foundations in Visual Art II	3		
ENGL 1030 Accelerated Composition <sup>2</sup>	3	Modern Language Requirement <sup>1</sup>	3		
Mathematics Requirement <sup>2</sup>	3	Arts/Humanities/Literature Requirement <sup>2</sup>	3		
Total Semester Hours	15	Total Semester Hours	15	Total Semester Hours	
<b>Year 2</b>					

SAMPLE DIGITAL ART & DESIGN MEDIA Curriculum by Year					
Course Name	Credit Hours	Course Name	Credit Hours	Course Name	Credit Hours
Fall		Spring		Summer	
AAH 2050 or 2060 History and Theory of Art I or II	3	Modern Language Requirement <sup>1</sup>	3		
ART 2150 Beginning Graphic Design	3	ART 2090 Beginning Sculpture	3		
ART 2130 Beginning Photography	3	ART 2210 Beginning New Media	3		
Minor Requirement	3	Minor Requirement	3		
Math or Natural Science Requirement <sup>2</sup>	4	Social Science Requirement <sup>2</sup>	3		
Total Semester Hours	16	Total Semester Hours	15	Total Semester Hours	

Year 3					
Fall		Spring		Summer	
ART 3150 Graphic Design	3	ART 3210 New Media Art II	3		
Minor Requirement	3	Minor Requirement	3		
General Elective	3	General Elective	3		
Oral Communication Requirement <sup>2</sup>	3	General Elective	3		
Natural Science Requirement <sup>2</sup>	3	Science & Technology in Society Requirement <sup>2</sup>	3		
Total Semester Hours	15	Total Semester Hours	15	Total Semester Hours	

Year 4					
Fall		Spring		Summer	
ART 4210 2D Digital Animation	3	ART 4730 Senior Seminar	3		
Minor Requirement	3	Minor Requirement	3		
General Elective	3	General Elective	3		
General Elective	3	General Elective	3		
Social Science Requirement <sup>2</sup>	3	Cross-cultural Awareness Requirement <sup>2</sup>	3		
Total Semester Hours	15	Total Semester Hours	15	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.*

<b>Program Name and Designation</b>	<b>Total Credit Hours</b>	<b>Institution</b>	<b>Similarities</b>	<b>Differences</b>
<b>Art Studio, BA</b>	120 total, 39 in major	University of South Carolina	<ul style="list-style-type: none"> <li>• NASAD accreditation</li> <li>• Offers MFA and BFA</li> <li>• BA accommodating second majors</li> <li>• Public R1 University</li> </ul>	<ul style="list-style-type: none"> <li>• 5 course Foundations</li> </ul>
<b>Visual Arts, BA</b>	121 total, 54 in major	SC State University	NASAD accredited	<ul style="list-style-type: none"> <li>• BA only</li> <li>• Requires specific studio concentrations                             <ul style="list-style-type: none"> <li>• Higher credit hour BA</li> </ul> </li> <li>• Requires studio concentrations</li> </ul>
<b>Studio Art, BA</b>	128 total, 39 in major	Furman University	BA accommodating second majors	<ul style="list-style-type: none"> <li>• No NASAD accreditation</li> <li>• Final exhibition for BA's</li> <li>• Private liberal arts college</li> </ul>
<b>Visual Arts, BA</b>	120 total, 48 in major	Francis Marion University	NASAD accredited	<ul style="list-style-type: none"> <li>• BA only</li> <li>• Requires specific studio 4 areas of study: painting, ceramics, photography, graphic design                             <ul style="list-style-type: none"> <li>• High credit hour BA</li> <li>• Public liberal arts</li> </ul> </li> </ul>
<b>Art Studio with Emphasis in Graphic Design, BA</b>	120 total, 48 in major	USC Upstate	NASAD accredited	<ul style="list-style-type: none"> <li>• BA only</li> <li>• Graphic Design program</li> <li>• High credit hour BA</li> </ul>
<b>Studio Art, BA</b>	120 total, 50 in major	Converse College	BFA and BA NASAD accredited	<ul style="list-style-type: none"> <li>• BA only</li> <li>• No NASAD</li> <li>• High credit hour BA</li> <li>• Private liberal arts masters university</li> <li>• Women's undergraduate college</li> </ul>
<b>Visual Art, BS</b>	120 total, 55 in major	Lander University	Recent addition of BFA NASAD accredited	<ul style="list-style-type: none"> <li>• BS Visual Art</li> <li>• High credit hour BA</li> <li>• Public liberal arts institution</li> </ul>

<b>Art Studio, BA</b>	120 total, 57 in major	Coastal Carolina U	NASAD accredited	<ul style="list-style-type: none"> <li>• BA only</li> <li>• High credit hour BA</li> <li>• Public liberal arts</li> </ul>
<b>Studio Art, BA</b>	128 total, 70 in major	Benedict College	NASAD accredited	<ul style="list-style-type: none"> <li>• High credit hour requirement</li> <li>• Private liberal arts university</li> </ul>
<b>Fine Arts, BA Art Education, BA Graphic Design, BA, Photography, BA</b>	120 total, 48 in major	Coker College	NASAD accredited	<ul style="list-style-type: none"> <li>• BA only</li> <li>• Separate BA in Fine Arts, Art Education, Graphic Design, and Photography</li> <li>• Private liberal arts university</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>
Chair, Associate Professor #1, Full-time (MFA)	Ceramics, Community Supported Art	M.F.A., Kanazawa College of Art, Japan Crafts/Ceramics; B.F.A., The University of the Arts, Crafts/Ceramics	
Professor #2, Full-time (MFA)	Sculpture, Atelier Insite Public Art	M.F.A., Alfred University, Sculpture; B.F.A., Kansas City Art Institute, Ceramics	
Professor #3, Full-time (PhD)	Art History, Graduate Seminar	Ph.D., City University of New York in Art History; M.Phil., City University of New York, Art History; B.A., Williams College, Art History	
Associate Professor #4, Full-time (MFA)	Painting, Graduate Seminar	M.F.A., Arizona State University, Painting; B.F.A., University of Texas at Austin, Painting	
Associate Professor #5, Full-time (MFA)	Animation, Digital Production Arts	M.F.A., Bowling Green State University, Animation; B.F.A., Eastern Michigan University	
Associate Professor #6, Full-time (MFA)	Photography, Graduate Seminar	M.F.A., University of Houston, Photography; B.A., The University of the South	
Associate Professor #7, Full-time (MFA)	New Media	M.F.A., Carnegie Mellon University, Digital Art; B.F.A., Atlanta College of Art	
Associate Professor #8, Full-time (MFA)	Drawing, Foundations, Graduate Seminar	M.F.A., Bowling Green State University, Drawing; B.F.A., Maryland Institute, College of Art, Drawing	
Associate Professor #9, Full-time (MFA)	Printmaking, Graduate Seminar	M.F.A., University of New Mexico, Printmaking; B.F.A., University of Wisconsin-Madison	
Senior Lecturer #10, Full-time (MFA)	Gallery Internship, Atelier Insite Public Art, Clemson Curates	M.F.A., Alfred University, Ceramics; B.F.A., Wichita State University	

Senior Lecturer #11, Full-time (MFA)	Sculpture, Art Appreciation, Senior Seminar in Professional Practices	M.F.A., Alfred University, Sculpture; B.F.A., Clemson University	
Senior Lecturer #13, Full-time (MFA)	Art History, Directed Research	Ph.D., University of California Los Angeles, Art History; B.A., University of California, Los Angeles	
Lecturer #14, Full-time (MFA)	Ceramics, Foundations	MFA, Alfred University, Ceramics; BFA, University of the Arts	
Provost's Pathway Fellow #15, Full-time (MFA)	Foundations, Digital Art	MFA Indiana University, Bloomington in Digital Art; BFA Flagler College, Painting / Fibers	
Lecturer #16, Part-time (MFA)	Graphic Design	MFA, Clemson University, Visual Art/Printmaking; BA in Studio Art and Communications Studies, Sonoma State University	10+ industry years as a Graphic Designer, Web Designer, and Marketing Consultant
Lecturer #17, Part-time (MA)	Art Appreciation	M.A., Louisiana State University, Art History; B.A., Louisiana State University	
Lecturer #18, Part-time (MFA)	Art Appreciation, Foundations	M.F.A. University of Pennsylvania in Painting; B.A., Dartmouth College in Studio Art	
Lecturer #19, Part-time (MFA)	Art Appreciation, Painting & Drawing	M.F.A. Clemson University, Visual Art / Painting; B.F.A. East Carolina University in Painting & Drawing	

Total FTE (full-time equivalent) needed to support the proposed program:  
Faculty: 3.75 (no additional FTE's needed because courses and delivery are extant)  
Staff: 0.33  
Administration: 0.33

**Faculty, Staff, and Administrative Personnel**

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

No additional personnel are needed since curriculum delivery and student advising needed for delivering the program are extant in delivering the current BFA program. The estimates above measure the FTE of load needed to deliver the program, but this load is a sunk expense.

## 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.*

The Clemson University Libraries' resources required for the proposed program are already in place; therefore, there is no need for additional library resources. All major journals and periodicals in the discipline are available online or through open access. The Clemson University Libraries hold more than 1.8 million items including books, periodicals, electronic resources, digital media collections, government publications and patents, musical recordings, maps and microforms. Over 4,000 print journal titles, 49,000 e-journals, 170,000 e-books, and 480 online databases are available. Cooper Library is linked electronically to the On-line Computer Library Center Inc. and *WorldCat* database providing access to more 71,000 libraries worldwide for interlibrary loan services. PASCAL and Kudzu Consortium provide access to 12 million volumes held by academic libraries in SC and 30 million volumes by 17 SE universities. Additionally, Clemson has a dedicated Art & Architecture branch library, the Emory A. Gunnin Library in Lee Hall, which boasts significant art and design texts and periodicals, as well as an Art & Architecture Research Librarian.

Students can request materials through interlibrary loan and are emailed in 2-3 days. Reference librarians assist students by telephone, text, instant message and in-person consultation 79 hours per week and the College of Arts Architecture and Humanities and the art discipline have a dedicated research librarian. In addition to annual expenditures, current Library policy allocates additional funds for the exclusive purchase of materials for newly approved programs, if needed.

*My Library Account:* Students, including those enrolled in off campus programs, can log in to their My Library Account to search the Clemson Libraries catalog and request the delivery of print books. In addition to print books, Clemson affiliates have access to 458,239 electronic books via individual subscriptions, aggregator databases, and consortial agreements.

*Books and Articles not owned by Clemson University Libraries:* Students may use the PASCAL Delivers service to borrow materials from any college or university in South Carolina. Requests are made through the Clemson University Libraries home page and delivered to any participating library. Students can borrow up to 25 books for six weeks, with an additional three-week renewal period.

If a book is not owned by the Clemson University Library and is not available via PASCAL Delivers, students may directly request the item from the Reference Librarian. Approved materials will be rush ordered/cataloged and sent to the requesting patron, who will be responsible for returning them to Cooper Library; this can also be done via either mail or return to another PASCAL Delivers library.

Articles owned by Clemson University Libraries: Students requiring articles from print journals owned by the Library may request a scanned copy via <http://www.clemson.edu/culib/forms/secure/ill/emp/dd-rp.php>. Articles not available from Clemson University Libraries: Students also have free access to interlibrary loan to request copies of articles from journals not available at Clemson. Students must create an account prior to borrowing via the following website: <http://libguides.clemson.edu/ill>.

*Reference Assistance:* Students encountering difficulties finding resource materials may contact the Reference Librarian, who will respond to requests often immediately or within 24 hours. Students also have access to the Ask a Librarian service to request immediate assistance via phone/chat /text/ or email during normal Reference Desk hours.

### **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.*

- **Clemson Computing and Information Technology (CCIT)** - Provides a leading-edge integrated information environment integral to learning and research. Students may (but are not limited to) take advantage of services such as Clemson email account, emergency text messages, mobile guidebooks, video conferencing, web development, and data storage. Help services are available via phone, email, or online chat.
- **Student Accessibility Services** – Students may register with Student Accessibility Services to use services such as academic access letters, assistive technology, communication services, test proctoring center and electronic textbooks.
- **Center for Career and Professional Development** – Clemson University is dedicated to engaging students in career development that will empower them to successfully pursue their educational and professional goals. Services provided by the career center include career workshops, resume writing, career development, job search assistance, and networking.
- **Legal Assistance** - All Clemson students are eligible to receive one legal aid voucher per semester. Each voucher entitles the student to one-half hour consultation with a lawyer off campus.
- **International Services** – The Office of Global Engagement's International Services area works with incoming international students to provide valuable information, service and advice to meet their unique needs. International Services is a valuable resource for international students' immigration, employment, and support needs, and works to create a welcoming, positive environment for Clemson's international student population to help them meet their academic and research goals while making sure their personal goals are taken into consideration.
- **Counseling and Psychological Services (CAPS)** - Counseling and Psychological Services (CAPS), the mental health department of Student Health Services, offers a wide array of services along a continuum of intensity for various psychological issues.
- **Clemson University Writing Center** – The goal of the writing center is to help all members of the Clemson community become more confident and effective writers.
- **The Harvey and Lucinda Gantt Multicultural Center** - The Harvey and Lucinda Gantt Multicultural Center is committed to creating diverse learning environments that enhance the intercultural competence of our students. The center supports and advocates for the needs of all students, challenges students to think critically about themselves and their communities, provides engaging experiential learning opportunities and empowers students to be positive change agents.
- **Clemson Online** - Clemson Online staff are here to ensure that all online students have access to the same resources and support that a first-class Clemson education comprises for students enrolled in programs or courses having in-person modalities. Clemson University is devoted to ensuring an innovative and substantive educational experience for all students.

### **Physical Resources/Facilities**

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

No new costs for additional physical space and equipment are required for the successful implementation of the proposed initial program. Existing facilities already in the Department of Art's resource portfolio and used to support the BFA program will suffice unless long-term project enrollment is significantly

exceeded. The existing Lee Hall complex and Freeman Hall buildings will be adequate for at least the first five years of implementation. These facilities have fully equipped art studios for ceramics, drawing, painting, photography, printmaking, and sculpture, as well as access to university lecture rooms for art history and seminars. There is also a dedicated computer lab, a flexible studio, and access to a large materials laboratory and Makerspace.

### **Equipment**

*Identify new instructional equipment needed for the proposed program.*

Existing equipment and facilities already in the Department of Art's resource portfolio and used to support the BFA program will suffice unless long-term project enrollment is significantly exceeded. Exceeding the cap on the long-term enrollment plan—especially in the Digital Art and Design Media concentration—may require expansion or rehabilitation of existing classroom space into an additional dedicated computer lab.

### **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>	<b>New</b>	<b>Total</b>	<b>New</b>	<b>Total</b>	<b>New</b>	<b>Total</b>	<b>New</b>	<b>Total</b>
Tuition Funding	122,400	122,400	265,037	265,037	412,264	412,264	572,446	572,446	702,950	702,950	2,075,097	2,075,097
Program-Specific Fees												
Special State Appropriation												
Reallocation of Existing Funds	204,300	204,300	211,034	211,034	218,007	218,007	225,228	225,228	232,706	232,706	1,091,275	1,091,275
Federal, Grant, or Other Funding												
<b>Total</b>	<b>326,700</b>	<b>326,700</b>	<b>476,071</b>	<b>476,071</b>	<b>630,271</b>	<b>630,271</b>	<b>797,674</b>	<b>797,674</b>	<b>935,656</b>	<b>935,656</b>	<b>3,166,372</b>	<b>3,166,372</b>
<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>	<b>New</b>	<b>Total</b>	<b>New</b>	<b>Total</b>	<b>New</b>	<b>Total</b>	<b>New</b>	<b>Total</b>
Program Administration and Faculty/Staff Salaries	212,633	212,633	219,596	219,596	226,805	226,805	234,267	234,267	241,994	241,994	1,135,296	1,135,296
Facilities, Equipment, Supplies, and Materials												
Library Resources												
Other (specify)	24,480	24,480	53,007	53,007	82,453	82,453	114,489	114,489	140,590	140,590	415,019	415,019
<b>Total</b>	<b>237,113</b>	<b>237,113</b>	<b>272,604</b>	<b>272,604</b>	<b>309,257</b>	<b>309,257</b>	<b>348,757</b>	<b>348,757</b>	<b>382,584</b>	<b>382,584</b>	<b>1,550,315</b>	<b>1,550,315</b>
<b>Net Total (Sources of Financing Minus Estimated Costs)</b>	<b>89,587</b>	<b>89,587</b>	<b>203,467</b>	<b>203,467</b>	<b>321,013</b>	<b>321,013</b>	<b>448,917</b>	<b>448,917</b>	<b>553,072</b>	<b>553,072</b>	<b>1,616,057</b>	<b>1,616,057</b>

**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.*

The program leverages current teaching resources in the Bachelor of Fine Art (BFA) program, and will need minimal existing resources to support the curriculum. The tuition revenue projection is based on the enrollment model with 2% tuition growth each year. Because a BFA program is currently taught, there will be no new courses required for the proposed program.

**Revenue Highlights:**

- **Tuition and Reallocation of Existing Funds<sup>1</sup>:** The program will use current undergraduate tuition at \$544 per credit hour. Reallocated instructional resources are approximately \$204K in Year 1 and \$234K by Year 5. The proposed BA program will take advantage of these resources through the existing BFA faculty/staff salary and fringe at an estimated average of \$10K per course.

**Expense Highlights:**

- **Program Administration and Faculty and Staff Salaries:** The reallocated resources, which are sunk human capital costs, will be used to support the existing faculty and staff salaries at a cost of \$10K plus fringe per course. These sunk personnel costs are approximately \$213K in Year 1 and \$242K by Year 5. Because the BA Art program will be supported through resources currently existing within the BFA program, a stipend of \$8K per year will be granted to the Program Director that will oversee both programs. This is the only true new net cost associated with the proposed program.
- **Other Expenses:** Administrative Overhead was calculated at 20 percent of tuition revenue each year.

**Evaluation and Assessment**

In accordance with the mission of Clemson University, the primary purpose of the proposed BA Art program is to educate and motivate students in the disciplines and scholarship of art. The skills relevant to design, materials, and process are taught in a studio environment in order to facilitate creative endeavors and self-expression, and to prepare the student for advanced study and/or for pursuing a career in fine arts. Through critical review of technique and concept, students create and develop a senior exhibition that meets all expectations of this degree as defined by the National Association of Schools of Art and Design (NASAD), our accrediting body. Our next programmatic accreditation visit will occur in 2024-2025. Each such accreditation review is comprehensive, with the department creating an extensive Self-Study, and hosting two Commission on Accreditation assessors.

Substantive program modifications, including all new programs, must be submitted for review by NASAD prior to advertising or implementation. NASAD also provides standards and guidelines for both professional (BFA) and liberal arts (BA) art degrees. The learning outcomes under NASAD’s Accrediting Standards and Guidelines are:

[https://nasad.arts-accredit.org/wp-content/uploads/sites/3/2015/11/BAorBS-Art\\_or\\_Design.pdf](https://nasad.arts-accredit.org/wp-content/uploads/sites/3/2015/11/BAorBS-Art_or_Design.pdf)

Program Objectives	Student Learning Outcomes Aligned to Program Objectives	Methods of Assessment
Develop visual sensitivity, and the technical skills, perceptual development, and understanding	SLO 1: Demonstrate Creative Competence and Critical Thought	Foundations Review: Students submit portfolios that include

<sup>1</sup> Academic Tuition and Fees do not directly fund undergraduate departments and programs; rather, they are collected and distributed centrally; the ascription to the undergraduate program level in the budget here is a virtual one.

<p>of principles of visual organization sufficient to achieve basic visual communication and expression in one or more media.</p>	<ul style="list-style-type: none"> <li>BFA students demonstrate a diverse range of technical and conceptual competencies within a broad spectrum of art disciplines, as well as a more focused demonstration of creative competence and evidence of critical thinking within an emphasis area.</li> </ul>	<p>work from foundation classes: ART 1050 &amp; 1060 (Foundation Drawing I &amp; II) and ART 1510 &amp; 1520 (Foundations of Visual Art I &amp; II), which are evaluated either department committee using a rubric.</p> <p>Senior Review: A second assessment will take place in the students' in selected advanced courses, depending on emphasis area. In each emphasis, students will be evaluated by professors in their major area courses in studio or art history, or by an evaluation committee.</p>
<p>Comprehend the works and intentions of major artists/designers and movements of the past and the present, both in the Western and non-Western worlds.</p>	<p>SLO 2: Understand Historical and Contemporary Perspectives in Art</p> <p>BFA students demonstrate the ability to analyze works of art aesthetically, conceptually and technically, and to understand the historical and contemporary contexts in which they operate.</p>	<p>Discussions, exams, and papers assigned in the art history sequence (AAH 1010, AAH 1020, and AAH 2050) that require students to reflect on creation, analysis, and evaluation of art across periods and disciplines.</p>
<p>Prepare students for post-baccalaureate education and/or career opportunities in the arts and related fields.</p>	<p>SLO 3: Prepare for Post-baccalaureate Education and Careers in Art</p> <p>Students apply working knowledge of various production methods and accompanying conceptual and historical frameworks to execute a body of work for exhibition, digital portfolio, or thesis paper, as well as consider further study and arts-based professional career paths.</p>	<p>Students will maintain a studio practice in their emphasis area, and design and create a cohesive body of artwork based on a well-considered design process to develop a final portfolio.</p> <p>In the senior year, BA students will undertake a professional preparation course. In their final semester, an exit interview will be conducted in which students will demonstrate their most advanced artwork and communicate the results of their professional preparation coursework. Artwork &amp; coursework will be assessed by rubric according to the degree at which it meets the program standards</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.*

Clemson's Department of Art conducts annual program assessment for both the BFA and MFA programs by evaluating student work during their progress through the program. Each student work assessment measure is recorded by a numerical score for the benefit of providing each student with formative assessment, and then combined and averaged for program summative assessment. These scores provide the department and the University with data that help assess strengths and areas for continuous improvement at all levels of study (from foundations to advanced courses).

BA students will participate in a Foundations Review at the end of their freshman year, similar to the existing BFA program. This takes the form of an individual portfolio review and critique. Presentation of artwork by the student to the art faculty and will be the mechanism by which the faculty assesses the student's readiness for the next sequence of studio coursework in the program. This review sets a tone of professionalism and seriousness for the student's intermediate and advanced level coursework. At this time a student will also select an emphasis area and receive individualized advising of the appropriate course of study.

In the final year, BA students will undertake a professional preparation course. In their final semester, an exit interview will be conducted in which students will demonstrate their most advanced artwork and communicate the results of their professional preparation coursework. Artwork & coursework will be assessed based on the degree at which it meets the standards of NASAD for liberal arts programs (see above).

The University systematically surveys its graduates three times—immediately upon graduation, one year after graduation, and three years after graduation to gather employment (and other) data. The University also maintains a relationship with a private sector HR/financial credit vendor who reports aggregated and de-identified (both to the University and the vendor) data on employment, salaries, sectors, geographic location by degree program for up to 20 years past graduation.

### **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

This program will require Plan Approval by the National Association of Schools of Art and Design, which accredits Clemson as an institution. The existing BFA and MFA Visual Art programs are already accredited. Preliminary visit by a NASAD consultant was held in Spring 2019, with follow-up meeting with NASAD staff at the annual meeting in Fall 2019. Plan approval is expected in April 2020, for program enrollment beginning Fall 2020.

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

Yes

No

*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