## New Program Proposal
## Bachelor of Fine Arts (B.F.A.) Fine Art – 2D Studio and 3D Studio
## Lander University

**Summary**

Lander University requests approval to offer a program leading to the Bachelor of Fine Arts (B.F.A.) Fine Art – 2D Studio and 3D Studio to be implemented in the Fall of 2017. The following chart outlines the stages of approval for the proposal. The Advisory Committee on Academic Programs (ACAP) voted to recommend approval of the proposal. The full program proposal and support documents are attached.

| Stages of Consideration | Date | Comments |
|---|---|---|
| Program Proposal Received | 2/1/17 | Not Applicable |
| ACAP Consideration | 3/23/17 | The institutional representative introduced the proposed degree program by explaining that this program will be parallel to the existing B.S. curriculum; however, it will provide students with a more rigorous and professional program. This is a professional degree program that re-packages existing faculty, resources, and courses to address an interest that has organically blossomed amongst students. ACAP members discussed low enrollment projections as well as the need to incorporate an accurate budget chart that reflects the anticipated costs and revenue as it relates to the proposed program.<br><br>Staff asked institutional representatives to discern the number of students expected to pursue the M.F.A. versus those who are expected to seek employment upon completion of the proposed program.<br><br>After the remaining discussion, ACAP voted to approve the program proposal. Staff transmitted remaining questions for additional clarity. |
| Comments and suggestions from CHE staff sent to the institution | 4/4/17 | Staff requested the proposal be revised to address the following information:<br>• Potential impact of the proposed program to the existing B.S. staff;<br>• Available student support services provided by both the institution and the program;<br>• Institution's intention to financially support the program given the projected financial loss during the first four years of implementation;<br>• Clarity regarding institutional continuous improvement and assessment based on the provided program objectives and student learning outcomes; and<br>• Clarity regarding the intention to seek external accreditation. |

| Stages of Consideration | Date | Comments |
|---|---|---|
| Revised Program Proposal Received | 4/18/17 | The revised proposal satisfactorily addressed the requested revisions. |

**Recommendation**

The staff recommends that the Committee on Academic Affairs and Licensing approve the program leading to the Bachelor of Fine Arts (B.F.A.) Fine Art – 2D Studio and 3D Studio to be implemented in Fall 2017.

Name of Institution
 Lander University

Name of Program (include concentrations, options, and tracks)
 Degree: Bachelor of Fine Arts (B.F.A.)
 Major: Fine Art – 2D Studio and 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., DMA)

☐ Doctoral Degree: Professional Practice (e.g., Ed.D., D.N.P., J.D., Pharm.D., and M.D.)

Does the program qualify for supplemental Palmetto Fellows and LIFE Scholarship awards?
 ☐ Yes
 ☒ No

Proposed Date of Implementation          CIP Code
 August 17, 2017                            500701

Delivery Site(s)
 Lander University Main Campus (Site Code: 50401)

Delivery Mode

☒ Traditional/face-to-face*          ☐ Distance Education
*select if less than 50% online      ☐ 100% online

☐ Blended (more than 50% online)

☐ Other distance education

Program Contact Information (name, title, telephone number, and email address)
 **James D. Slagle, Chair, Department of Art**
 **(864) 388-8259**
 **jslagle@lander.edu**

Institutional Approvals and Dates of Approval
- Department of Art Faculty:                         November 18 2016
- Dean, College of Arts and Humanities:             December 7, 2016
- Undergraduate Programs Committee:                 December 8, 2016
- Provost and Vice President for Academic Affairs:  December 8, 2016
- Curriculum Committee:                             January 13, 2017
- Faculty Senate:                                   January 23, 2017
- Board of Trustees:                                March 7, 2017

## Background Information

State the nature and purpose of the proposed program, including target audience and centrality to institutional mission. (1500 characters)
<u>Nature and purpose of the program:</u>

The Lander Art Department is accredited by the National Association of Schools in Art and Design (NASAD).  Throughout this document, sections of the NASAD handbook are cited to clarify or support statements. The Art Department currently offers a Bachelor of Science (B.S.) degree in Visual Art, which is a liberal arts degree.

The proposed program, Bachelor of Fine Arts (B.F.A.) degree, is a professional degree in Fine Art. The National Association of Schools in Art and Design (NASAD) accreditation handbook states that a B.F.A. degree "focuses on intensive work in art and design supported by a program in general studies. Normally, the intent is to prepare for professional practice." (IV. C.1. b.2)

Compared to Lander's existing liberal arts B.S. degree, which promotes the general study of a wide variety of media, the proposed B.F.A. program will entail more advanced explorations in technique and concept, and opportunity for more concentrated study (more intermediate and advanced level courses) in specific areas of emphasis (ex. 2D Studio vs. 3D Studio).  The categories of 2D Studio and 3D Studio allow for students to work towards a mastery of materials within related media (clay, plaster, wood, etc.), while also encouraging students to work between discipline areas (such as Ceramics and Sculpture). This interdisciplinary element will distinguish Lander's B.F.A. degrees from other B.F.A. degrees in South Carolina.

The B.F.A. degree will thoroughly prepare students for either professional practice as a fine or commercial artist and/or thoroughly prepare them to enter graduate school to pursue a Master's of Fine Arts degree (MFA), the terminal degree in Visual Arts, immediately upon graduation.

In creating a B.F.A. degree, the Lander Art Department is responding to an expressed desire by an increasing number of students to be receiving more instruction and experience in art, especially as many of our students intend to pursue a Master's of Fine Arts degree upon graduation.  Specifically, students want to be exposed to more advanced techniques, have more opportunities to develop conceptually, and have more independent studio experience so that they may develop the strong and cohesive original body of artwork needed for admission to Master's of Fine Art programs.

Further, In his book "A Whole New Mind: Why Right Brainers will Rule the Future"[1], Daniel Pink writes that the most important skills of the current century will be those of the right brain, which are empathy, design, synthesis, and contextual thinking.  Right brain reasoning tasks such as drawing from observation, visually organizing a design, spatially arranging visual elements in

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[1] Pink, Daniel H. A Whole New Mind: Why Right-brainers will Rule the Future. New York: Riverhead , 2006. Print.

two and three dimensions, and contextual analysis of works of art are already an essential element of Lander's visual arts curriculum even at the foundational levels. The proposed B.F.A. program will allow students to perform these skills at more complex levels. Even outside of art-specific careers, the above listed right brain skills enable individuals to succeed in professionally in areas involving management, innovation, receiving and giving constructive criticism, engaging audiences, creative problem solving, communication, synthesizing knowledge from different domains, and working across disciplines. Because of these concerns, artists are increasingly recognized as the models of the kinds of minds needed in every field, including business and industry. Based on this relationship between the development of right brain thinking and general professional success, in his book Pink also says, "the MFA is the new MBA." So, while the B.F.A. will better prepare students for specific careers in fine art, it will also prepare them for a diversity of careers within the arts and beyond by more thoroughly addressing the needs of the whole individual, professional as well as personal.

Target Audience
Initially, the target audience will also be existing students who might desire to change from their current BS degree program to a new B.F.A. program.

Incoming freshmen from local and regional areas will also be targeted, especially in areas already being actively recruited by Lander University. The B.F.A. degree will address an expressed desire by an increasing number of students to be receiving more instruction and experience in art, so that they may pursue Master's of Fine Arts degrees upon graduation.

Centrality to institutional mission:
Lander University's Institutional Mission and Vision statements are:

Mission: "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."

The Lander Art Department is a vital force within the university. It not only contributes to Lander's General Education Fine Arts requirement (which must be taken by all Lander students regardless of major), but the presence of art department student artwork, and the active engagement of art students in university and community life contributes to the "rich liberal arts environment" upon which Lander prides itself. The exhibition of Lander student artwork on campus and in the community has created a sense of connection and conversation between disparate areas within the university. For this reason, the department and its students have gained positive attention in the community and region.

The department's current initiatives, activities, and intentions align well with Lander University's new mission and vision. The existing B.S. degree (a liberal arts degree) already contributes significantly to Lander's liberal arts mission, but a B.F.A. program will enable the art department

to offer a richer, more concentrated arts experience for more ambitious students.  Due to the ambitious recruitment and marketing efforts of the art department faculty, the Art Department has already successfully recruited increasingly talented students in recent years.  The B.F.A. would help to attract _and retain_ even more "ambitious and talented students in South Carolina and beyond". As a professional degree, the B.F.A. degree would help the Art Department to better fulfill the University and departmental visions for producing graduates who are "prepared to continue their education or launch their careers" as professional artists.

List the program objectives. (2000 characters)
The B.F.A. – Fine Art program objectives below harmonize well with Lander's Mission and Vision statements.  They also reflect relevant NASAD statements regarding the purpose of professional degrees in art; these are cited later in this document (NASAD Handbook VIII. A. 2). NASAD standards have been directly incorporated into Lander's B.F.A. program objectives (below). The B.F.A. - Fine Art program prepares students for a professional career or an advanced degree in art and design.  Two programs of study emphasize conceptual development, technical facility, and perceptual acuity – Fine Art with 2D Studio Emphasis and Fine Art with 3D Emphasis.  These programs of study provide:

- acquisition of knowledge about art and design
- demonstration of the skills and sensitivities needed by art and design professionals and scholars
- conceptual development in art and design
- insight into the role of art and design in intellectual and cultural life
- communication in and about the arts

## Assessment of Need

Provide an assessment of the need for the program for the institution, the state, the region, and beyond, if applicable. (1500 characters)

Currently no public SC higher education institutions offer the B.F.A. – Fine Art degree with majors in 2D Studio and 3D Studio. The categories of 2D Studio and 3D Studio will align well with and prepare students for the interdisciplinary focus of many regional Master's of Fine Art2 programs (i.e.: Clemson University, USC-Columbia, Winthrop University).  The 2D Studio and 3D Studio categories allow students to work between closely related disciplines, ensuring that they do not sacrifice adeptness with media for breadth of experience. At the same time, the 2D Studio and 3D Studio categories also align with interdisciplinary approaches to media that are a critical component of contemporary art practice. This program is at the cutting edge of a movement of art

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[2]The B.F.A. degree is the most appropriate prerequisite degree program for the MFA degree (the terminal degree in Fine Art, and thus a qualification for teaching in higher education).  Although "university professor" is an anticipated employment outcome for students earning their B.F.A. in Fine Art, the B.F.A. does not _directly_ qualify a student to be a university professor, and thus was not listed in the positions below.

programs towards concentrated, yet interdisciplinary explorations of media and technique.

**Employment Opportunities**

Is specific employment/workforce data available to support the proposed program?
☐Yes
☒No

If yes, complete the table and the component that follows the table on page 4.  If no, complete the single narrative response component on page 5 beginning with "Provide supporting evidence."

Provide additional information regarding anticipated employment opportunities for graduates. (1000 characters)

Provide supporting evidence of anticipated employment opportunities for graduates, including a statement that clearly articulates what the program prepares graduates to do, any documented citations that suggests a correlation between this program and future employment, and other relevant information. Please cite specific resources, as appropriate. (3000 characters)

The B.F.A. degree will thoroughly prepare students for either professional practice as a fine or commercial artist and/or thoroughly prepare them to enter graduate school to pursue a Master's of Fine Arts degree (M.F.A.), the terminal degree in Visual Arts, immediately upon graduation.

The B.F.A. degree is the most appropriate prerequisite degree program for the Masters of Fine Art (M.F.A.) degree: the terminal degree in Fine Art, and thus a qualification for teaching in higher education. Of the 12 current B.S., Visual Art graduating seniors, 2 have applied to MFA programs in the last 2 months. 4 additional graduating seniors plan to apply to MFA programs within the next 3 years.  1 student has been admitted to an artist residency in Peru to begin immediately after graduation; she plans to apply to MFA programs in the next 2 years.  In summary, 7 out of 12 students graduating with a Lander B.S., Visual Art degree in spring 2017 plan to seek the M.F.A.  These are the types of students the B.F.A. degree seeks to serve.  These 7 students would have benefited tremendously from a B.F.A. curriculum.  In fact, some of these students have taken art courses in amounts nearly equal to that required of a B.F.A. program.

With a B.F.A. degree, Lander expects to produce this many (7) M.F.A. bound students each year.  These B.F.A. students will have stronger portfolios of work due to the greater intensity of their coursework and individual work.  They will be more likely to be admitted to M.F.A. programs immediately or soon after graduation.

**Note: Only complete this if the Employment Opportunities table and the section that follows the table on page 4 have not previously been completed.**

**The US Bureau of Labor Statistics** includes employment data for *some*, but not all, B.F.A.-degree related jobs (https://data.bls.gov/projections/occupationProj).   Of the categories of jobs for which data was found, some include subcategories that do not necessarily relate to Fine Art. So, while the data is listed, it is not necessarily specific to Fine Art employment opportunities only.  These job categories and subcategories are listed below with the projected percentage growth between 2014 and 2024.
Specific data regarding some B.F.A. degree related jobs *were not* found in any of the recommended sources for employment projections (including Central SC Alliance, Charleston Regional Development Alliance, Economic Development Partnership, Northeastern Strategic Alliance, Southern Carolina Regional Development Alliance, Upstate Alliance, and SC Dept. of Commerce).  Lander University is not a member of the National Association of Colleges and Employers (NACE) and thus does not have access to their Job Outlook Survey.

1. **Set and Exhibit Designer** – 6.8%
2. **Designer**  - 2%
   (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) – 2%
3. **Curator** – 8%
   (Collections Curator, Collections And Archives Director, Curator, Educational Institution Curator, Exhibitions And Collections Manager, Herbarium Curator, Museum Curator, Photography And Prints Curator) -
4. **Craft Artist** – 0.6%
   (Furniture Artist, Hand Potter, Metal Arts Production Artist, Quilter)
5. **Art Director** – 2.4%
   (Art Director, Magazine Designer)
6. **Fine Artist** - 3.1%
   (Book Illustrator, Caricature Artist, Comic Artist, Comic Book Artist, Comic Illustrator, Commercial Artist, Concrete Sculptor, Editorial Cartoonist, Fashion Illustrator, Free Lance Artist, Fresco Artist, Glass Artist, Ice Sculptor, Medical Illustrator, Mural Painter, Muralist, Non-representational Metal Sculptor, Oil Painter, Pattern Illustrator, Political Cartoonist, Portrait Artist, Portrait Painter, Scientific Illustrator, Sketch Artist, Sports Cartoonist, Stained Glass Artist, Water Colorist, Watercolor Artist)
7. **Photographer** – 3.1%
   (Commercial Photographer, Photojournalism, Media Photographer, Product Photographer, Fashion Photographer
8. **Art Appraiser** – data not available
9. **Art Critic/Buyer/Dealer** – data not available
10. **Gallery Assistant** – data not available
11. **Gallery Director/Owner** – data not available

**12. Art Dealer** – data not available
**13. Community Arts Administrator** – data not available
**14. Museum Educator** – data not available
**15. Artist Assistant (includes Photo Location Scout, model, etc.)** – data not available
**16. Rapid Prototype Designer** – data not available


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

☒Yes

☐No

If yes, explain. (500 characters).
As some existing students change from the B.S. degree to the B.F.A. degree, the total number of B.S. students will decrease.  However, we expect some students to remain in the B.S. major because, as a liberal arts degree, it will allow them more flexibility to pursue double majors, minors, and/or the more general art curriculum that they might desire. B.S. faculty will not be impacted as some current B.S. students change to the B.F.A. degree because the B.S. and the B.F.A. faculty and courses are the same.

The B.S. and B.F.A. "Foundations" and "Major Core Requirements" are identical.  The two degrees differentiate only in the category of "Major Emphasis Requirements", which consists of upper-level courses in studio art that begin during the students' junior years.

The creation of the B.F.A. degree will impact the department only in that more students will take upper-level studio art courses which are already be taught by B.S. faculty members.  Upper-level course enrollment caps and frequency of course offerings can already accommodate the projected enrollment increases resulting from creation of the B.F.A..  Positively, as a result of the B.F.A. degree, these courses will experience greater consistency and predictability of enrollment semester to semester. Since no new courses are being added (the B.F.A. is essentially a "repackaging" of the existing course offerings for the B.S.), there will be no significant impact on B.S. faculty.

The B.F.A. program does not require any new courses to be created.  Rather, existing upper-level courses have been modified so that students may take them multiple times for additional credit.  This is appropriate because these courses focus on such a wide range of advanced technique and materials and increasingly conceptual and contextual problem-solving.  In addition, specific course projects change semester to semester. Exact duplication of coursework will not occur as courses are taken again because one semester of study cannot provide an exhaustive investigation of the wide range of possibilities within any one medium. Rather, additional semesters in an advanced course provide the student with opportunity to adequately explore the range of technique and materials appropriate for a B.F.A. degree.

ART 401, formerly 1 credit hour, has been modified to be 3 credit hours and must be taken once in each of the final two semesters of study (ART 401 will take the place of Directed Independent Studies courses, which are currently taken by upperclassmen B.S. Visual Art Majors who are seeking additional experience in studio areas).   ART 401 will allow B.F.A. students to take 2 semesters of advanced independently driven coursework without having to take Directed Independent Studies courses.  In these classes, students will create a body of original artwork that will be exhibited in the Senior Show and documented in their professional portfolios.  Professional portfolios will be used for applying for graduate schools and/or jobs.

## List of Similar Programs in South Carolina

| Program Name | Institution | Similarities | Differences |
|---|---|---|---|
| B.F.A., Musical Theatre | Anderson University | Not Applicable | Musical Theatre rather than 2D or 3D Visual Art |
| B.F.A., Studio Art, Graphic Design, Interior Design | Bob Jones University | Similar Foundational Course Content – Foundations I, II, II, Drawing I<br><br>6 credit hours of Directed Study<br><br>Similar content for required Art History Survey courses (prehistoric – contemporary)<br><br>Liberal Arts University | Total Major Credits (includes art history) = 54<br><br>Foundation Course Requirements do not include similar content to Lander's Drawing 2 - Drawing Development<br><br>Advanced Drawing is an elective, not a requirement<br><br>Graphic Design is not listed as a requirement for B.F.A. Studio Art<br><br>No ceramics courses available.<br><br>No photography courses required for major.<br><br>Only 6 credit hours of Art History required<br><br>Art is taught and practiced "through the lense of a Biblical worldview."<br><br>Upper-level coursework is not specific to one media – no specialization in a defined emphasis area.<br><br>Interdisciplinary methods are not targeted. |

| B.F.A., Visual Arts | Clemson University | Similar content for required Art History Survey courses<br><br>Foundations courses include 2D, 3D, Drawing I, and Drawing II<br><br>In the sophomore year, students take courses in 6 disciplines<br><br>6 credit hours of Senior Studies (Directed Study)<br><br>Public University<br>NASAD accredited | Total Credits in Major (includes Art History and Seminars) = 83<br><br>Students focus on only one media area:  Ceramics, Drawing, Painting, Photography, Printmaking, or Sculpture.<br><br>Interdisciplinary methods are not targeted.<br><br>Foundations courses include New Media (also called "4D")<br><br>No Graphic Design course offered or required<br><br>15 total credit hours of specified Art History courses<br><br>Required Courses in History and Theories of Art I, History and Theories of Art II, and Contemporary Art |
|---|---|---|---|
| B.F.A., (Musical Theatre) (Theatre Arts) | Coastal Carolina University | Not Applicable | Musical Theatre or Theatre Arts rather than 2D or 3D Visual Art |
| B.F.A., (Dance) | Coker College | Not Applicable | Dance rather than 2D or 3D Visual Art |
| B.F.A., Studio Art, Interior Design | Converse College | Similar foundations course content: 2D Design, 3D Design, Drawing I, Drawing II<br><br>Students must take introductory courses in 6 different disciplines<br>6 credit hours of "Senior Project" (Directed Study) | Total Major Credits (includes Art History, Senior Seminar, and "Arts Foundations") = 74<br><br>Foundations courses include ATM 100 and 200 (courses taken by all School of Art students, including Art and Design, Theatre, Dance, Music.). These courses aim at exploring creative process, collaboration between areas, performance, and practices of Fine Arts professionals) |

| | | | |
|---|---|---|---|
| | | "Senior Seminar" and "Senior Exhibition" courses are similar to Lander's ART 499 – Art Issues course<br><br>Liberal Arts University<br><br>NASAD accredited | No Graphic Design courses offered or required<br><br>Upper-level coursework can include all media – no specialization in a defined emphasis area.<br><br>Interdisciplinary methods are not targeted. |
| B.F.A., Art Studio | University of South Carolina (Columbia) | Foundations courses include: Fundamentals of Art (2D Design), 3D Design, and Basic Drawing I.<br><br>12 credit hours of Art History<br><br>Public University<br>NASAD accredited | Total Major Credits (including Art History) = 75<br><br>Students focus in only one major area: Ceramics, Graphic Design, Drawing, Painting, Photography, Printmaking, or Sculpture.<br><br>Foundations courses include:  Introduction to Visual Computing, and Color and Composition.<br><br>Foundations courses do not include: Drawing II<br><br>No "Studio Core" requirements<br><br>Advanced Drawing is not required for all majors<br><br>Additional elective courses are non-specified |
| B.F.A.: Art, Interior Design (not applicable), Visual Communications | Winthrop University | Foundations courses include: 2D Design, 3D Design, Drawing I, Drawing II<br><br>12 credit hours of Art History required for most B.F.A. Art | Total Major Credits (including Art History and Seminars) = 93<br><br>Students focus on one major area: Ceramics, Jewelry/Metals, Drawing, Photography (Commercial or Fine Arts), Printmaking, Painting, Sculpture, |

| | | | |
|---|---|---|---|
| | | majors (Ceramics, Jewelry/Metals, Drawing, Printmaking, Painting, Sculpture and General Studio) | or General Studio (combination of 2 areas).

15 Art History credits required for B.F.A. Photography majors (includes History of Photography)

All Art History courses are specified/prescribed (Introduction to Art History I, Introduction to Art History II, Modernism, Contemporary Art and Criticism, and History of Photography for photography majors only)

Media Studies courses required

Figure Drawing is required

In all majors except General Studio, students do not gain experience in other media areas.

B.F.A. Art majors in "General Studio" must choose between similar 2D or 3D areas to satisfy major requirements.  So, they cannot take courses in all media areas.  For example, students must choose between taking Sculpture I, Ceramics I, and Jewelry and Metals I, but could not take all three.  They would choose between taking Serigraphy Printmaking, Relief Printmaking, Intaglio printing, or Painting I, but could not take all four. |
| | | Liberal Arts University NASAD accredited | |

## Description of the Program

| Projected Enrollment | | | | | | |
|---|---|---|---|---|---|---|
| | Fall | | Spring | | Summer | |
| Year | Headcount | Credit Hours | Headcount | Credit Hours | Headcount | Credit Hours |
| 2017 - 2018 | 2 | 30 | 3 | 45 | 0 | 0 |
| 2018 - 2019 | 7 | 105 | 8 | 120 | 0 | 0 |
| 2019 - 2020 | 13 | 195 | 14 | 210 | 0 | 0 |
| 2020 - 2021 | 20 | 300 | 21 | 315 | 0 | 0 |
| 2021 - 2022 | 28 | 420 | 29 | 435 | 0 | 0 |

*new enrollment is expected to take place primarily in the fall semester.

Projections are based on expected aggregate enrollment in the B.F.A. program from new students and existing B.S. students. Note: typically the number of Visual Art majors (vs. Graphic Design or K-12 Art Education majors) per cohort is smaller in the freshman year, and increases in the sophomore and junior years as students gain more experience in courses from a wider range of media and disciplines and may choose to change majors. For example, there are currently 6 freshmen art majors who identify as Visual Art majors; there are 12 graduating senior Visual Art Majors. This growth in Visual Art majors from freshman to senior year is a consistent trend that has been observed for many years. In a poll of the current freshmen Visual Art majors, 5 of 6 indicated that they would elect to pursue a B.F.A. degree if it were offered. Of the graduating senior Visual Art Majors, 12 of 12 indicated that they would have elected to pursue a B.F.A. degree if it had been offered. Still, based on this information, the estimates above are purposely conservative.

The program does not require students to take courses during the summer terms since studio art courses are not offered; therefore, summer enrollment has been left at zero.

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

☒Yes

☐No

If yes, explain. (1000 characters)
From the National Association of Schools of Art and Design (NASAD) accreditation handbook:

"Professional Undergraduate Degrees. Admission procedures for professional undergraduate degrees in art/design should develop evidence that the candidate possesses exceptional talent, the potential to develop high-level competencies, artistic and/or design sensibilities, and a strong sense of commitment." (V. D.5.)

"Professional undergraduate and graduate programs in art/design are shaped by the realities and expectations in the field to seek the development of competencies at the highest possible levels. At these levels, competencies are far beyond minimum learning expectations and are usually not amenable to evaluation in purely mathematical terms. The higher the level of achievement, the more each work is judged by experts on the terms and expectations it sets for itself. "(III.B.4)
Since the B.F.A. degree would entail much more advanced study, a more rigorous course load, and the intention of pursuing an advanced degree or professional stature after graduation, the art department will ensure that each student wanting to pursue a B.F.A. degree demonstrates the ambition and skillset needed to earn and excel in that degree.

B.F.A. students will participate in a B.F.A. Candidacy Review at the end of their sophomore year (after major foundational and major core requirements are completed).  This will take the form of an individual portfolio review and critique. It will consist of a 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 intense advanced study of the B.F.A. program.  This review will set a tone of professionalism and seriousness for the student's intermediate and advanced level coursework.  It is a "gate" through which students must pass to officially pursue the B.F.A. degree.  At the time of the "B.F.A. Candidacy Review", the student will declare a major of 2D Studio or 3D Studio.

Students who do not pass the "B.F.A. Candidacy Review" will not be able to take ART 401 – Senior Seminar (a requirement for the B.F.A. degree).

At the end of their final semesters, B.F.A. Candidates will participate in a "B.F.A. Review".  At this time, students will present their most advanced artwork to the art faculty for review as they complete their degree.  Artwork will be assessed based on the degree at which it meets the objectives of the department (stated earlier in this document).  These are:

- acquisition of knowledge about art and design
- demonstration of the skills and sensitivities needed by art and design professionals and scholars
- conceptual development in art and design
- insight into the role of art and design in intellectual and cultural life
- communication in and about the arts

Upon successful completion of this review a student may graduate with a B.F.A. degree from Lander University.

Are there any special articulation agreements for the proposed program?
    ☐Yes

⊠No

If yes, identify. (1000 characters)

**Curriculum**  Select one of the following charts to complete: Curriculum by Year **or** Curriculum by Category

* Add category titles to the table (e.g., major, core, general education, concentration, electives, etc.)

**DEGREE:**      **BACHELOR OF FINE ARTS**
**MAJOR:**       **FINE ART**
**EMPHASIS:**    **2D STUDIO**

| | Credit Hours |
|---|---|
| **UNIVERSITY REQUIREMENTS** | |
| FALS 101 | 1 |
| Foreign Language | 0-3 |
| Foreign Language | 0-3 |
| UNI 101 | 1 |
| **GENERAL EDUCATION REQUIREMENTS** (For approved courses see the General Education section) | |
| Behavioral Science | 3 |
| Fine Arts (DANC 101 or MUSI 101 or MUSI 201 or THTR 201) | 3 |
| Global Issues/Nonwestern Studies | 3 |
| History | 3 |
| Literature | 3 |
| Humanities or Literature | 3 |
| Laboratory Science | 4 |
| Laboratory Science | 4 |
| Logic & Analytical Thought | 3 |
| Mathematics | 3 |
| Political Economy | 3 |
| Wellness (PEES 175) | 2 |
| Wellness (PEES 176) | 1 |
| Writing (ENGL 101) | 3 |
| Writing (ENGL 102) | 3 |
| TOTAL GENERAL EDUCATION AND UNIVERSITY REQUIREMENTS | 46-52 |
| **MAJOR PROGRAM CORE REQUIREMENTS** | |
| ART 103 | 3 |
| ART 104 | 3 |
| ART 105 | 3 |
| ART 106 | 3 |
| ART 111 | 3 |
| ART 112 | 3 |
| ART 202 | 3 |
| ART 203 | 3 |
| ART 204 | 3 |
| ART 205 | 3 |
| ART 207 | 3 |
| ART 499 | 1 |
| **MAJOR PROGRAM ADDITIONAL REQUIREMENTS** | |
| ART 320 | 3 |
| ART History (ART 309-316, 371) | 3 |
| ART History (ART 309-316, 371) | 3 |

**MAJOR PROGRAM EMPHASIS REQUIREMENTS**

| | |
|---|---|
| ART 303 | 3 |
| ART 305 | 3 |
| ART 403 | 3 |
| ART 405 | 3 |
| Art Studio 2D *(ART 320, 303, 305, 403, 405, 350; may not include summer travel courses)* | 3 |
| Art Studio 2D *(ART 320, 303, 305, 403, 405, 350; may not include summer travel courses)* | 3 |
| Art Studio Elective *(ART 320, ART 302 - 308, 402 - 408, 350;)* | 3 |
| ART 401 | 3 |
| ART 401 | 3 |

| | |
|---|---|
| TOTAL MAJOR PROGRAM REQUIREMENTS | 70 |
| **OTHER ELECTIVES** | 0 |
| TOTAL FOR BFA DEGREE | 122 |

DEGREE:     **BACHELOR OF FINE ARTS**
MAJOR:       **FINE ART**
EMPHASIS:   **3D STUDIO**

|  | Credit Hours |
|---|---|
| **UNIVERSITY REQUIREMENTS** | |
| FALS 101 | 1 |
| Foreign Language | 0-3 |
| Foreign Language | 0-3 |
| UNI 101 | 1 |

**GENERAL EDUCATION REQUIREMENTS** (For approved courses see the General Education section)

|  |  |
|---|---|
| Behavioral Science | 3 |
| Fine Arts (DANC 101 or MUSI 101 or MUSI 201 or THTR 201) | 3 |
| Global Issues/Nonwestern Studies | 3 |
| History | 3 |
| Literature | 3 |
| Humanities or Literature | 3 |
| Laboratory Science | 4 |
| Laboratory Science | 4 |
| Logic & Analytical Thought | 3 |
| Mathematics | 3 |
| Political Economy | 3 |
| Wellness (PEES 175) | 2 |
| Wellness (PEES 176) | 1 |
| Writing (ENGL 101) | 3 |
| Writing (ENGL 102) | 3 |
| TOTAL GENERAL EDUCATION AND UNIVERSITY REQUIREMENTS | 46-52 |

**MAJOR PROGRAM CORE REQUIREMENTS**

|  |  |
|---|---|
| ART 103 | 3 |
| ART 104 | 3 |
| ART 105 | 3 |
| ART 106 | 3 |
| ART 111 | 3 |
| ART 112 | 3 |
| ART 202 | 3 |
| ART 203 | 3 |
| ART 204 | 3 |
| ART 205 | 3 |
| ART 207 | 3 |
| ART 499 | 1 |

**MAJOR PROGRAM ADDITIONAL REQUIREMENTS**

|  |  |
|---|---|
| ART 320 | 3 |
| ART History (ART 309-316, 371) | 3 |
| ART History (ART 309-316, 371) | 3 |

**MAJOR PROGRAM EMPHASIS REQUIREMENTS**

|  |  |
|---|---|
| ART 302 | 3 |
| ART 307 | 3 |
| ART 402 | 3 |
| ART 407 | 3 |
| Art Studio 3D (ART 320, ART 302, 307, 402, 407, 350; may not include summer travel courses) | 3 |
| Art Studio 3D (ART 320, ART 302, 307, 402, 407, 350; may not include summer travel courses) | 3 |
| Art Studio Elective (ART 320, ART 302 - 308, 402 - 408, 350) | 3 |
| ART 401 | 3 |
| ART 401 | 3 |

|  |  |
|---|---|
| TOTAL MAJOR PROGRAM REQUIREMENTS | 70 |
| **OTHER ELECTIVES** | 0 |
| TOTAL FOR BFA DEGREE | 122 |

## Course Descriptions for New Courses

| Course Name | Description |
|---|---|
| No new courses are being proposed | |

## Faculty

| Faculty and Administrative Personnel | | | | |
|---|---|---|---|---|
| **Rank** | **Full- or Part-time** | **Courses Taught or To be Taught, Including Term, Course Number and Title, Credit Hours** | **Academic Degrees and Coursework Relevant to Courses Taught, Including Institution and Major** | **Other Qualifications and Comments (i.e., explain role and/or changes in assignment)** |
| Associate Professor and Chair of Department | Full | ART 204 (fall) – 3 cr. hrs.<br>ART 304 (fall) – 3 cr. hrs.<br>ART 350 (both) – 3 cr. hrs.<br>ART 308 (spring) – 3 cr. hrs.<br>ART 404 (spring) - – 3 cr. hrs. | MFA – Graphic Design<br>Florida Atlantic University (Graphic Design) | |
| Associate Professor | Full | ART 203 (fall) – 3 credits<br>ART 303 (fall) – 3 credits<br>ART 403 (spring) – 3 credits<br>ART 350 (both) – 3 credits<br>ART 401 (both) – 3 credits | MFA – Savannah College of Art and Design (Photography) | |
| Associate Professor | Full | ART 103 (fall) – 3 credits<br>ART 104 (spring) – 3 credits<br>ART 205 (fall) – 3 credits<br>ART 305 (spring) – 3 credits<br>ART 405 (spring) – 3 credits<br>ART 350 (fall) – 3 credits<br>ART 401 (both) | MFA – Clemson University (Painting) | |
| Associate Professor | Full | ART 106 (spring) – 3 credits<br>ART 202 (fall) – 3 credits<br>ART 302 (fall) – 3 credits | MFA – Winthrop (Sculpture) | |

| | | ART 402 (spring) – 3 credits<br>ART 401 (both) – 3 credits | | |
|---|---|---|---|---|
| Associate Professor | Full | ART 105 (fall) – 3 credits<br>ART 207 (spring) – 3 credits<br>ART 307 (fall) – 3 credits<br>ART 407 (spring) – 3 credits<br>ART 320 (spring) – 3 credits<br>ART 350 (fall) – 3 credits<br>ART 401 (both) | MFA – Winthrop (Sculpture) | |
| Associate Professor | Full | ART 111 (fall) – 3 credits<br>ART 112 (spring) – 3 credits<br>ART 311 (variable) – 3 credits<br>ART 312 (variable) – 3 credits ART 313 (variable) – 3 credits<br>ART 314 (variable) – 3 credits<br>ART 315 (variable) – 3 credits<br>ART 316 (variable) – 3 credits<br>ART 371 (variable) – 3 credits | Ph.D. – City University of New York<br><br>Dissertation: "Constructing a Beloved Community: The Methodological Development of Tim Rollins and K.O.S." | |
| Assistant Professor | Full | ART 204 (both) – 3 credits<br>ART 113 (variable) – 3 cr. hrs.<br>ART 408 (spring) – 3 cr. hrs.<br>ART 350 (variable) – 3 cr. hrs. | MFA – Graphic Design Florida Atlantic University (Graphic Design) | |

Note: Individuals should be listed with program supervisor positions listed first. Identify any new faculty with an asterisk next to their rank.

Total FTE needed to support the proposed program (i.e., the total FTE devoted just to the new program for all faculty, staff, and program administrators):

Faculty: 7          Staff: 2[3]          Administration: 1[4]

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[3] One Administrative Assistant for the Department of Art and one Administrative Assistant for the College who works with four departments.

[4] One Dean who works with four departments.

## Faculty /Administrative Personnel Changes

Provide a brief explanation of any additional institutional changes in faculty and/or administrative assignment that may result from implementing the proposed program. (1000 characters)

No changes in faculty will result from the creation and implementation of the B.F.A. degree. Current faculty are able to accommodate B.F.A. students in currently-offered classes.  For example, many current B.S., Visual Art students can already utilize all of their electives to take additional upper-level art courses to prepare them better for graduate school.  In doing this, they end up taking an amount of coursework that resembles that of a B.F.A. curriculum already (This was noted in our most recent NASAD accreditation visit).  B.F.A. students would differ from current students in that they take more upper level coursework.  Currently, enrollment in intermediate and upper-level art courses only rarely exceeds capacity.  So, we do not expect to have to add additional sections or faculty to carry the load of B.F.A. students taking the required number of upper level studio courses.

## Library and Learning Resources

Identify current library/learning collections, resources, and services necessary to support the proposed program and any additional library resources needed. (1000 characters)

Lander University exceeds operational norms in Jackson Library with its physical and electronic holdings. In addition to the usual variety of books for art and design, the main collection boasts over 5,900 art monographs. In individual discipline areas of the department, faculty are proactive in maintaining and displaying for student use periodical subscriptions appropriate to their disciplines.  Art-related periodical subscriptions are updated annually and the library maintain a subscription to JSTOR, an online database of journals, primary sources, and books.

The annual budget for art/design library acquisitions is $400 per faculty member, with additional funds available when other departments leave an unspent surplus. The annual library expenditures in support of this department indicate that faculty participation is robust and goes beyond the initial allowance annually.

### Student Support Services

Identify academic support services needed for the proposed program and any additional estimated costs associated with these services. (500 characters)

The institution provides support services to all Lander students in the following ways:

An Academic Success Center (ASC) offers a Peer Tutoring Program free of charge to students. This service serves art students in successfully completing their General Education curriculum, but studio art courses do not have tutors.

In addition, the University hired three professional advisors in summer 2016 (in addition to the ASC staff already in place) that assists first-year students with advising issues.  Full-time faculty serve as secondary advisors for these students and primary advisors for sophomore, junior, and senior students. These advising services are already covered as costs and the expectations for faculty to serve as advisors has already been established.

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.

Since the nature of art studio courses isn't conducive to traditional academic peer tutoring through the Academic Success Center, the Art Department provides relevant support services to its majors through an "art major mentor" program.  This student-to-student mentor program is embedded within the student art organization, the Art Alliance.  Interested first semester art majors can request to be paired with an upperclassman art major mentor, who is available to assist and encourage their mentee as they navigate through the rigorous art foundations courses (taken in their first year).  The mentor also encourages their mentee to attend department gatherings and provides social support during the often-overwhelming transition to college life. 2016-2017 was the first year of this art major mentoring program.

## Physical Resources
Identify any new instructional equipment needed for the proposed program. (500 characters)

The program anticipates updating sculpture equipment ($5,000) in Year 2 and purchasing a new gas kiln ($10,000) in Year 3.  See the Financial Support table for details.

Will any extraordinary physical facilities be needed to support the proposed program?
☐Yes
☒No

Identify the physical facilities needed to support the program and the institution's plan for meeting the requirements, including new facilities or modifications to existing facilities. (1000 characters)
Not Applicable

## Financial Support

| Estimated New and Existing Costs by Year | | | | | | |
|---|---|---|---|---|---|---|
| Category | 1st | 2nd | 3rd | 4th | 5th | Total |
| Program Administration[5] | $8,653 | $8,653 | $8,653 | $8,653 | $8,653 | $43,267 |
| Faculty and Staff Salaries[6] | $193,309 | $193,309 | $193,309 | $193,309 | $193,309 | $966,544 |
| Indirect Costs (utilities, etc.)[7] | $67,658 | $67,658 | $67,658 | $67,658 | $67,658 | $338,290 |
| Graduate Assistants | 0 | 0 | 0 | 0 | 0 | 0 |
| Equipment[8] | 0 | $5,000 | $10,000 | 0 | 0 | $15,000 |
| Facilities | 0 | 0 | 0 | 0 | 0 | 0 |
| Supplies and Materials[9] | $485 | $1,190 | $2,210 | $3,400 | $4,760 | $12,045 |
| Library Resources[10] | $7,186 | $7,186 | $7,186 | $7,186 | $7,186 | $35,930 |
| Other* | 0 | 0 | 0 | 0 | 0 | 0 |
| Total | $277,291 | $282,996 | $289,016 | $280,206 | $281,556 | $1,411,076 |
| Sources of Financing | | | | | | |
| Category | 1st | 2nd | 3rd | 4th | 5th | Total |
| Tuition Funding[11] | $26,750 | $80,250 | $144,450 | $219,350 | $304,950 | $775,750 |

[5] Arts and Humanities has 17 programs/emphases, including the two emphases for the proposed program; therefore, each program requires 5.88% (1/17) of the dean's and the college's administrative assistant's compensation for program administration. In addition

[6] Calculated as 57.4% (70 required hours divided by 122 total hours for the B.F.A.) of compensation of all Art faculty.

[7] Indirect costs are 35% of Faculty and Staff Salaries.

[8] Sculpture Equipment update in Year 2 ($5,000) and new Gas Kiln in Year 3 ($10,000).

[9] Art supplies (clay, steel, paper, glaze materials, etc.).

[10] Print periodicals, books, JSTOR Database Collection ($3,600/year).

[11] Tuition at Lander is $10,700 per year for in-state students and is frozen for until 2020-2021. Tuition funding was calculated using the projected enrollment in the previous table. For example, one student enrolls in the fall and stays for the entire academic year for a total of $10,700 in tuition. A second student enrolls only in spring and pays $5,350 ($10,700 divided by 2). Therefore, the total Tuition funding for that year would be $16,050 ($10,700 + $5,350).

| | | | | | | |
|---|---|---|---|---|---|---|
| Program-Specific Fees | $485 | $1,190 | $2,210 | $3,400 | $4,760 | $12,045 |
| State Funding (i.e., Special State Appropriation)* | 0 | 0 | 0 | 0 | 0 | 0 |
| Reallocation of Existing Funds* | 0 | 0 | 0 | 0 | 0 | 0 |
| Federal Funding* | 0 | 0 | 0 | 0 | 0 | 0 |
| Other Funding* | 0 | 0 | 0 | 0 | 0 | 0 |
| **Total** | $27,235 | $81,440 | $146,660 | $222,750 | $309,710 | $787,795 |
| **Net Total[12] (i.e., Sources of Financing Minus Estimated New Costs)** | $(250,056) | $(201,556) | $(142,356) | $(57,456) | $28,144 | $(623,281) |
| **Ratio of Program Financing to Program Cost** | 0.10 | 0.29 | 0.51 | 0.79 | 1.10 | 0.56 |

*Provide an explanation for these costs and sources of financing in the budget justification.
There are no new costs or sources of financing needed since current faculty will be teaching current courses within the current administrative framework of the Department of Art.

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[12] While the proposed program displays a net loss for the first four years and a net gain only in the fifth year, the University is committed to the program beyond the fifth year. Headcount enrollment in the existing B.S., Visual Arts program has been strong (93, 99, 87, 86, and 93 for Fall 2012 through Fall 2016, respectively) and while the proposed program does not anticipate doubling the total number of students enrolled in the two programs combined, it does anticipate a modest increase in those numbers over time (see Projected Enrollment table, p. 14). The University monitors program productivity continuously, using Program Productivity Standards set by the South Carolina Commission on Higher Education, and has a history of terminating programs that no longer meet those standards.

## Budget Justification

Provide a brief explanation for the other new costs and any special sources of financing (state funding, reallocation of existing funds, federal funding, or other funding) identified in the Financial Support table. (1000 characters)

**Note: Institutions need to complete this budget justification *only* if any other new costs, state funding, reallocation of existing funds, federal funding, or other funding are included in the Financial Support table.**

 n/a

## Evaluation and Assessment

**Programmatic Assessment:** Provide an outline of how the proposed program will be evaluated, including any plans to track employment. Identify assessment tools or software used in the evaluation. Explain how assessment data will be used. (3000 characters)

The Lander University Art Department is accredited by The National Association of Schools of Art and Design (NASAD). Program changes, including new programs, must be approved by NASAD prior to implementation. Further, NASAD performs a periodic extensive accreditation review that involves an Institutional Self Study and onsite visit by 2 external reviewers.

The last program assessment occurred in 2011-2012 after which the Department of Art's NASAD accreditation was renewed for a 10-year period. The next program assessment will occur in 2021-22.

The Department of Art annually assesses its effectiveness by evaluating student work at various points during their completion of the program. These assessment tools generate numerical scores for each student (formative assessment), which are combined and averaged (summative assessment). These scores provide the department with data that help assess strengths and areas for improvement at all levels of study (from foundations to advanced courses).

Foundations Course Assessments
This assessment occurs twice in a student's first year of the program and a third time in their final semester. It occurs first in the fall semester, upon entry into their first foundation course (typically assessed ART 105). It occurs again in the spring semester upon completion of the foundations curriculum (typically assessed in ART 106). Lastly, it occurs in ART 499, the capstone course for art, which is taken in the final semester of study. The assessment involves writing an essay on "Critical Comparisons of Two Artworks". A critical thinking prompt asks students to compare and contrast two works of art (one 2D and one 3D) using the elements and principles of design and to identify the artistic styles of each work. The same artworks are used for the first, second, and third assessments. Essays are evaluated based on three categories in a "Critical Thinking Assessment" rubric:
- "Knowledge and Comprehension: Vocabulary of Design and Media: 1-3 points possible
- "Analysis: Historical Context": 1-3 points

- "Synthesis: Concept, Function, Purpose, Evaluation with Supportive Reasons": 1-3 points

Initial scores and second scores should show improvement:
- Met Expectations: average scores improve by 3 points
- Partially Met Expectations: average scores improve by less than 3 points
- Not Met Expectations: average score does not improve in this first year

Significant improvement is expected again when the students are evaluated in the third assessment in capstone course during their final semester:
- Met Expectations: 80% or more students score 6 or higher
- Partially Met Expectations: between 60% and 79.9% score 6 or higher
- Not Met Expectations: 59.9% or less score 6

Program Candidacy Assessments
B.F.A. students will participate in a Candidacy Review at the end of their sophomore year (after major foundational and major core requirements are completed). This will take the form of an individual portfolio review and critique. It will consist of a formal presentation of artwork with verbal explanation by the student to the art faculty. While this review functions as formative assessment for the student, it is also functions as summative assessment of 100-level and 200-level studio art courses for the degree.

Each student's artwork and presentation will be evaluated in a descriptive rubric based on the following criteria:
- Execution (technique, growth and development, use of material, consistency): 1-3 points
- Creative Inquiry (themes, concepts, influences, and evidence of intellectual curiosity): 1-3 points
- Articulation (use of visual language, professionalism, verbal communication, expression of goals/objectives for the future): 1-3 points

Individual reviews receive a total score ranging from 3 ("does not meet expectations") to 9 ("exceeds expectations") and these scores are both shared with students and used to determine entry into the program.

All Candidate Review scores are collected, averaged, and analyzed on each of the above criteria for program assessment purposes:
- Met Expectations: 80% or more of Candidate Reviews score 6 or higher
- Partially Met Expectations: 60 – 79.9% of Candidate Reviews score 6 or higher
- Not Met Expectations: less than 59.9% of Candidate Reviews score 6 or higher

Program Requirement (Advanced Courses) Assessments
The Lander Art Department assesses a portfolio of all 400-level course (advanced course) visual art students in order to evaluate the success of the various elements of the program. This assessment occurs in the students' junior and senior years in every 400-level course a student takes, excluding ART 499. So, student portfolios will be assessed a minimum of 4

times over the course of their junior and senior years, based on the curriculum table and course map for the degree.

Every 400-level art student must complete and submit to their instructor a thematic portfolio or process-folio that also includes a written component such as artist statement. The 400-level course instructor and a chosen foundations course instructor evaluate this portfolio or process-folio by completing a descriptive rubric (called the "400-Level Assessment") organized to assess the following criteria:

- Concept Development (in process/media or in theme) (1-3 points possible)
- Craftsmanship/Technical Skill (single work or groups of works) (1-3 points possible)
- Aesthetic Decisions (focus, consistency, and justification in oral or written presentation) (1-3 points possible)

Individual portfolios receive a total score ranging from 3 ("does not meet expectations") to 9 ("Exemplary").  Student scores are collected, averaged, and analyzed on each of the above criteria for program assessment purposes:

- Met Expectations: 90% or more of 400-level student process-folios score 6 or higher
- Partially Met Expectations: between 80% - 89.9% of 400-level students score 6 or higher
- Not Met Expectations: less than 80% of 400-level students score 6 or higher

Program improvements at all three levels will be made as indicated by the analysis of program assessment results.

The South Carolina Commission on Higher Education's *Academic Degree Program Productivity Standards* will also be used as measures of programmatic evaluation.

## Student Learning Assessment

| Expected Student Learning Outcomes | Methods of/Criteria for Assessment |
|---|---|
| Functional competence with principles of visual organization, including the ability to work with visual elements in two and three dimensions; color theory and its applications; and drawing. | **Foundations Courses:**<br>**ART 103 - Drawing Fundamentals and ART 104 - Drawing Development**<br>• Course content: Lessons and activities target the practical application of two-dimensional visual organization using traditional drawing media to draw objects, spaces, and the human figure from observation.  Focus is specifically on the visual elements of line and value.<br>• Course structure: Students complete daily representational drawings using traditional drawing materials (graphite, charcoal, colored pencil, and ink)<br>• Assessment:<br>  o Students receive individual feedback from instructor <u>during each class</u> during the entire process of creating each drawing.<br>  o This feedback is verbal and specific to each student.  The instructor focuses on identifying unique areas of strength and weakness for each student and demonstrating techniques to improve outcomes.<br>  o Students participate in group critiques of each completed project.  They receive formal verbal critique from the instructor and fellow students at this time.<br>  o Projects are then evaluated by instructor using a descriptive rubric based on the degree to which they meet criteria for the assignment (specific objectives for the use of drawing materials and organization of visual elements).<br>**ART 105 – Basic Design**<br>• Course content: Course covers two-dimensional visual organization (composition).<br>• Course structure: Divided into 5 units of content, each of which targets 1 visual element of two-dimensional design (line, shape, texture, value, and color).<br>• Assessment:<br>  o Students receive individual feedback from instructor during each class during the entire process of creating each work. Instructor monitors student growth. |

| Expected Student Learning Outcomes | Methods of/Criteria for Assessment |
|---|---|
| | o Units culminate in projects, which are formally critiqued by the class and evaluated by the instructor (using a rubric) based on the student's ability to work organize the visual elements into an effective composition. **ART 106 – Basic Design II** <br>• Course content: three-dimensional visual organization (composition). <br>• Course structure: Divided into multiple content units, each of which targets 1 visual element of three-dimensional design, (including space and 3D form). <br>• Assessment: <br>  o Students receive individual feedback from instructor during each class during the entire process of creating each work. <br>  o Each unit culminates in projects, which are formally critiqued by the class and evaluated by the instructor (using a rubric) based on the student's ability to work organize the visual elements into an effective composition. <br><br>**B.F.A. Candidacy Review (described in the section above regarding program admission requirements)** <br>• Structure: Student presents selection of their strongest artwork from Foundations and Core Curriculum classes to a committee of art faculty in person. <br>• Assessment: <br>  o Faculty assesses student's readiness for BFA program based, in part, on how much/little evidence of competence in two dimensional/three dimensional visual organization (composition) and use of materials.  A descriptive rubric is used. <br>  o Comments are shared with student verbally and in written form <br><br>If a student does not pass the B.F.A. Candidacy Review, he/she may reapply in the next semester, in which case they can address areas of concern expressed by the art faculty. |

| Expected Student Learning Outcomes | Methods of/Criteria for Assessment |
|---|---|
| Presentation of original artwork that demonstrates advanced conceptual understanding, and technical facility. | **400-Level Review**<br>• Structure: Every 400-level art student must complete and submit to their instructor a thematic portfolio or process-folio that also includes a written component such as artist statement.<br>• Assessment:<br> o o The 400-level course instructor and a chosen foundations course instructor evaluate this portfolio or process-folio by completing a descriptive rubric (called the "400-Level Assessment") organized by the following parameters:  Concept Development (in process/media or in theme), Craftsmanship/Technical Skill (single work or groups of works), and Aesthetic Decisions (focus, consistency, and justification in oral or written presentation).<br> o o Each student receives a score, which is recorded by the instructor and reported to Associate Professor Doug McAbee, who archives the data for internal and external assessment and accreditation purposes. |
| Familiarity with the historical achievements, current major issues, processes, and directions in an emphasis area. | **ART 302, 303, 304, 305, 306, 307 – Intermediate Level Studio Art Courses in Major Area**<br>• Prior to major projects, students engage in concept development stage that includes sketching ideas, researching artists/relevant artwork, and daily discussions with instructor and in small groups.<br>• Student presents proposals to instructors prior to starting work on each project and instructors give advice, critique, and often demonstrations on the use of materials/techniques/processes.<br>• Students receive individual feedback from instructor during each class during the entire process of creating each work.<br>• Projects culminate in a final formal group critique during which the entire class (including instructor) engages in discipline specific critical discussion about the strengths and weaknesses of the work.<br>• Projects are evaluated by the instructor (using a rubric) based on the student's ability to demonstrate familiarity and proficiency with processes and techniques in the major area. |

| Expected Student Learning Outcomes | Methods of/Criteria for Assessment |
|---|---|
| | **ART 402, 403, 404, 405, 406, 407 – Advanced Level Studio Courses**<br>• Prior to all projects, students engage in extensive research of historical and contemporary processes and issues in the content area.<br>• Student presents proposals to instructors prior to starting work on each project and instructors give advice, critique, and often demonstrations on the use of materials/ techniques/processes.<br>• Students receive individual feedback from instructor during each class during the entire process of creating each work.<br>• Projects culminate in a final formal group critique during which the entire class (including instructor) engages in discipline specific critical discussion about the strengths and weaknesses of the work. Emphasis is placed on development of strengths and acknowledgment of aesthetic tendencies.<br>• Projects are evaluated by the instructor (using a rubric) based on the student's ability to demonstrate proficiency with processes and techniques in the major area, ability to solve visual problems creatively, and incorporate contemporary themes/issues into artwork. |
| Creation and exhibition of a cohesive body of original artwork, accompanied by an artist statement | **ART 401 – Senior Studio courses**<br>• Structure: Independent work on special projects approved by studio advisor. To be taken by Bachelor of Fine Arts degree candidates in their senior year (6 credits taken in the final 2 semesters of BFA coursework). Each student's objective is to create a cohesive body of original artwork that will be exhibited at the end of their final semester. Students draft and distribute artist statements prior to each critique.<br>• Assessment:<br>    o Students receive individual feedback from instructor during each class during the entire process of creating each work.<br>    o Individual and small group in-progress critiques are conducted throughout the semester/year. |

| Expected Student Learning Outcomes | Methods of/Criteria for Assessment |
|---|---|
| | o   Projects and artist statements are evaluated by the instructor (using a rubric) throughout each semester based on technical proficiency, conceptual acuity, and ability to articulate connections between materials, processes, and concepts.<br><br>**ART 499: Senior Exhibition**<br>• Structure:  1 credit hour course designed to assist graduating seniors in creating a professional portfolio, drafting a final artist statement, and exhibiting a cohesive body of original artwork.<br>• Assessment:  Students must deliver a professional presentation of their portfolio of artwork to the art faculty.  Post presentation, as a group the art faculty discusses each student's work and recommends artwork for exhibition.  At this time, faculty can also give feedback on artwork still in progress and insight into framing/installation design.<br><br>**BFA Review (described in the section above regarding program admission requirements)**<br>• Structure:  Each graduating senior must deliver a presentation to the art faculty during their Senior Exhibition. At this time, students will present their most advanced artwork to the art faculty for review as they complete their degree.  Upon successful completion of this review a student may graduate with a BFA degree from Lander University.<br>• Assessment: Artwork and presentation will be assessed based on the degree to which it meets the objectives of the department (stated earlier in this document). These are:<br>  o   acquisition of knowledge about art and design<br>  o   demonstration of the skills and sensitivities needed by art and design professionals and scholars<br>  o   conceptual development in art and design<br>  o   insight into the role of art and design in intellectual and cultural life<br>  o   communication in and about the arts |

Will the proposed program seek program-specific accreditation?

☒Yes

☐No

If yes, provide the institution's plans to seek accreditation, including the expected timeline for accreditation. (500 characters)

The Department of Art is accredited by The National Association of Schools of Art and Design (NASAD). NASAD's policy states that "An official request for Plan Approval is required after institutional approval and before students are admitted into the new degree or program." The program proposer has verified with a representative from NASAD that "institutional approvals" include approval at the institutional level only. South Carolina Commission in Higher Education approval is not required for NASAD to grant their Plan Approval of the proposed B.F.A. program.

The B.F.A. degree proposal was submitted to NASAD by their March 1st deadline, after all required institutional approvals, and it will be considered at the upcoming NASAD meetings beginning April 19th, 2017 (a decision from NASAD will likely be available by the time of the Committee on Academic Affairs and Licensing meeting on May 12, 2017).

Will the proposed program lead to licensure or certification?

☐Yes

☒No

If yes, explain how the program will prepare students for licensure or certification. (500 characters)

## Teacher or School Professional Preparation Programs

Is the proposed program a teacher or school professional preparation program?

☐Yes

☒No

If yes, complete the following components.

Area of Certification

Please attach a document addressing the South Carolina Department of Education Requirements and SPA or Other National Specialized and/or Professional Association Standards.