



## Background Information

State the nature and purpose of the proposed program, including target audience and centrality to institutional mission. (1500 characters)

Art history is the study of visual and material culture from the past and present. It involves the study of art production; the practice of art, aesthetics, and criticism; and the critical analysis of objects. Art History is an historical discipline that seeks to reintegrate the work of art into the original context of its making and reception, to understand the work as both historical document *and* act of social communication. Equally important to art historians is how the work of art transcends its original context by assuming different meanings in later historical periods, including the present. As part of their visual training, students of Art History become proficient in cultural analysis and historical interpretation. Art History thus envisions itself as uniquely well positioned to train students from a variety of disciplines in the light of the significant visual turn that has engaged the humanities and the sciences over the course of the last decade, with more and more disciplines becoming vitally interested in visual forms and modes of communication.

In today's strongly visual and media-based world, knowledge of the history of visual culture is essential for visual literacy. The Bachelor of Arts in Art History is an interdisciplinary approach to visual and material culture, which, in keeping with the university's mission, seeks to develop students who are both knowledgeable in their chosen fields and prepared to be productive, responsible, healthy citizens with a global perspective. Art History immerses students in the inherently related disciplines of the humanities (drama, literature, foreign language, gender studies, music, philosophy, religion, history, etc.). It fosters fundamental research skills, good writing, and the ability to critically evaluate diverse imagery and ideas. Therefore, a major in art history provides a solid foundation for a variety of career paths and graduate programs, including art history, arts management, curatorial and gallery work, studio work and its associated programs (graphic design, videography, film studies, architecture, as well as interior, landscape, and urban design).

The Bachelor of Arts in Art History will meet the needs of students seeking specialized humanities education in visual and material culture. We anticipate the majority of new majors will come from a variety of disciplines within the humanities, including, but not limited to, art studio, graphic design, history, and English majors. The program will offer foundational studies in global art history and practices, more advanced courses which culturally contextualize visual and material objects, and theoretical classes enhancing greater critical thinking, as well as capstone experiences intended to demonstrate advanced research and writing skills. A variety of experiential opportunities will be offered in the program, including university and local museum and gallery visits, internships, and travel abroad experiences.

The Visual Arts Department already offers an Art History Minor with a vibrant list of course offerings. A handful of new courses have been added (and approved) to the pre-existing list of Art History courses. The B.A. in Art History will be housed in the Edwards College of Humanities and Fine Arts building. This building has two dedicated smart classrooms for Art History with a capacity of 45 chairs each, as well as a seminar room, and an art gallery. Faculty and students have access to flatbed and slide scanners and a MakerBot Replicator II 3D printer. The nearby Rebecca Randall Bryan Art Gallery is approximately 1,400 square feet with 123 linear feet of wall space and is equipped with two HD TV flat screen monitors used to show student work during gallery exhibitions along with advertising new and/or current shows. The gallery features six shows per year including student portfolio shows.

List the program objectives. (2000 characters)

Knowledge of our history of global visual cultural heritage is crucial in today's world. More importantly, the skills and knowledge necessary to art history are quite transferrable in this age of video, digital, and media culture. Graduates of this program will be familiar with ancient through contemporary visual and material cultures from a global perspective.

The mission of the Bachelor of Arts in Art History program is to:

- prepare graduates for various career paths through critical examination of both academic and practical applications of key art historical principles.

The faculty will:

- challenge, engage, and cultivate students in becoming knowledgeable about both historical and contemporary global art and visual and material culture.

To that end, the program will:

- prepare students and graduates to utilize critical thinking and research skills, and to develop innovative solutions.

All employment sectors need individuals who have:

- strong skills in visual analysis, and
- the ability to read critically, write well and communicate clearly.

Art history students will:

- develop various research skills, and be introduced to a wide range of critical, historical and theoretical approaches; they will
  - have strong analytical skills (visual and textual),
  - think creatively,
  - be culturally aware, and
  - possess strong communication skills.

### 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)

The U.S. Census Bureau reported in 2014 that Myrtle Beach was the 7th fastest growing metro area in the U.S. The “creative class” thrives in urban areas, and this program positions our graduates to contribute to this emerging local and global economy. In the larger Myrtle Beach area, the “creative class” is the predominant class by over 20 percentage points.\* Richard Florida defines the *creative class* as: “a fast-growing, highly educated, and well-paid segment of the workforce on whose efforts corporate profits and economic growth increasingly depend. Members of the creative class do a wide variety of work in a wide variety of industries---from technology to entertainment, journalism to finance, high-end manufacturing to the arts. They do not consciously think of themselves as a class. Yet they share a common ethos that values creativity, individuality, difference, and merit.” \*\*

A B.A. in Art History intersects with the institution’s current profile of out-of-state students. For the 2014-15 entering class at CCU, 46% were out-of state (4,655 out of 9,976 total enrollment); 82% of that 46% (3,847 students) came from along the east coast. The majority of 4-year institutions in these states already offer the B.A. in Art History; out-of state CCU students may expect that CCU would offer this major, too. Given student interest in the proposed program (see demand study below), an increase in the state’s capacity to serve students in this discipline may encourage some of CCU’s out-of-state students to remain in South Carolina for their degree and contribute to the state’s intellectual capital. Likewise, students who seek a graduate degree in art history may choose to stay in South Carolina for graduate study at USC’s Masters of Art program in Art History. CCU, USC, and the state benefit from an additional program that increases the potential pool of qualified South Carolina applicants for graduate study in this area.

#### Demand Study

Local need: An informal survey of students in art history courses in Spring 2014 returned some 149 names of students interested in the proposed degree. Another survey in early Fall 2014 returned 166 names. A brief survey (5 days) of students in the College of Humanities and Fine Arts in Fall 2014 by CCU’s Office of Institutional Research (OIR) found 33% (61/184) of those who responded are interested in a B.A. in Art History; another 18% (33/184) said they need more information. The sample size was small, with only 10% of Humanities/Fine Arts students responding, but the number of respondents (N=184) provides statistically relevant data. It should also be noted that current art history classes run at full capacity. Given the success of the existing Art History Minor and the popularity of the current art history classes, as well as the indications of this survey data, it seems likely that there is a potential student base for this degree.

\*[http://www.arcgis.com/apps/Compare/storytelling\\_compare/index.html?appid=0a133439fc6e454f9c625725c99f41a5](http://www.arcgis.com/apps/Compare/storytelling_compare/index.html?appid=0a133439fc6e454f9c625725c99f41a5).

\*\* <http://www.washingtonmonthly.com/features/2001/0205.florida.html>

### 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."

| Employment Opportunities  |   |   |   |
|---|---|---|---|
| Occupation  | Expected Number of Jobs                           | Employment Projection                                       | Data Source   |
| Museum Work (registrars, archivists, curators, museum educators)  | 2012 jobs: 29,300; employment change: +3,300      | 11% increase (as fast as average for 2012-2022 projections) | <a href="http://www.bls.gov/ooh/education-training-and-library/curators-museum-technicians-and-conservators.htm">http://www.bls.gov/ooh/education-training-and-library/curators-museum-technicians-and-conservators.htm</a>       |
| Art directors   | 2012 jobs: 74,800; employment change: +2,200      | 3% increase   | <a href="http://www.bls.gov/ooh/arts-and-design/art-directors.htm">http://www.bls.gov/ooh/arts-and-design/art-directors.htm</a>   |
| Post-Secondary educators  | 2102 jobs: 1,267,700; employment change: +236,400 | 19% increase  | <a href="http://www.bls.gov/ooh/education-training-and-library/postsecondary-teachers.htm">http://www.bls.gov/ooh/education-training-and-library/postsecondary-teachers.htm</a>   |
| Claims adjusters, estate appraisers   | 2012 jobs: 311,100; employment change: +10,800    | 3% increase   | <a href="http://www.bls.gov/ooh/business-and-financial/claims-adjusters-appraisers-examiners-and-investigators.htm">http://www.bls.gov/ooh/business-and-financial/claims-adjusters-appraisers-examiners-and-investigators.htm</a> |
| Development officer, marketing director, events coordinator   |   |   | Graduates from Wofford's art history program have been successful here  |
| Art investment, art specialist (auction house, auction house-client liaison, various government agencies) |   |   | University of Notre Dame shows some placements here   |

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

As a discrete discipline, Art History does not have data available specific to these projections. Graduates will have the necessary skills for success in various fields and will be situated for a knowledge economy and the nationally and regionally growing "creative class." By 2022 the creative class sector in the south is expected to surpass manufacturing. (See <http://www.citylab.com/work/2014/02/where-good-and-bad-jobs-will-be-10-years-now/8470/>) Salaries are dependent on location. ([www.careerinfonet.org](http://www.careerinfonet.org))

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)

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

A major in art history provides a solid foundation for a variety of career paths and graduate programs: art history, arts management, curatorial and gallery work, studio work and its associated programs (graphic design; videography; film studies; architecture; and interior; landscape and urban design). Art history's skills can lead to careers in personal property appraising and insurance. Even the FBI has a division to investigate art crimes; in fact, the Department of Justice has ranked art crime as the third most costly crime. Likewise, knowledge of our global cultural heritage is crucial in today's world. For those eager to continue work in fields related directly to art history, graduates will be positioned for employment in museum work (registrars, museum education, archivists, curators). The Bureau of Labor and Statistics (Occupational Outlook Handbook, 2014-2015; see web links above), considers the job outlook for this sector from 2012-2022 to keep pace with other sectors (at 11% nationally, 9% for South Carolina). Art history graduates may also find employment as art directors, with the 2012-2022 projection slightly slower than average at 3%; appraising is similar at 3%. For graduates wishing to pursue advanced degrees in the field, however, employment prospects are higher than average at 19% for postsecondary teaching.

Compared to the national average, South Carolina's specific employment averages are comparable in the above listed areas:

- Art directors: +10% (from 2012-2022); 20 projected annual job openings in SC (2,000 annual job openings nation-wide)
- Archivists: +3%; 10 projected annual job openings in SC (250 nation-wide)
- Curators: +9%; possible replacement jobs in SC (390 nation-wide)
- Post-secondary teaching (history): +16%; 10 projected annual job openings in SC (830 nation-wide)
- For the above information see <http://www.careerinfonet.org/carout2.asp?next=carout2&Level=&optstatus=&id=1&nodeid=210&socode=&stfips=45&jobfam=27&jobfam=25&SOC=271011&SOC=254011&SOC=254012&SOC=251125>
- This site (<https://www3.nd.edu/~crosenbe/jobs.html>) from Notre Dame University lists both general and specific jobs for which art history provides suitable training and describes why students with this background can find success in various career arenas.
  - Art Advisor and Consultant for hotels or corporations
  - Freelance Collection Manager and Visual Resources Curator
  - Publishing and freelance writing
  - Art Law and Law Enforcement

Art history provides broad-based training for a highly adaptable workforce that can continue to acquire new skills, quickly and deftly analyze problems, and develop creative solutions. The graduate from this program will have a rich and creative knowledge base and skill set that will allow the graduate to thrive in a variety of industries. The intent of the program is not to create a fleet of art historians per se, but to prepare students of the program for various life experiences

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and careers in the creative and cultural sector. With the frequency of career and job changes throughout one's earning life, a strong liberal arts education can prepare one for a variety of worthwhile career challenges.

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)

**List of Similar Programs in South Carolina**

| <b>Program Name</b> | <b>Institution</b>  | <b>Similarities</b>   | <b>Differences</b>   |
|---------------------|---|---|--|
| Art History         | USC<br>(25 majors)  | Broad knowledge of Western art; skills in research, analysis, and criticism; public university                                  | According to USC's website, USC focuses on Western art and the cultures it generated. CCU's major will include a global approach to art history. USC offers the M.A. |
| Art History         | College of Charleston<br>(67 majors)  | Diverse educational experiences in the history of art and culture of Western civilizations, plus Asia and the Americas; public  | College of Charleston includes historic preservation   |
| Art History         | Wofford College<br>(39 majors)  | Investigate the visual arts of painting, sculpture, and architecture, and explore questions about the making and meaning of art | Wofford includes possibility of a concentration in studio art and is private.  |
| Art History         | Winthrop University<br>(9 majors currently, but historically up to 35 majors) | Covers global art, also includes studio classes; public   |  |
| Art History         | Converse College<br>(17 majors, 5 of whom just graduated)                     | Broad knowledge of Western art; skills in research, analysis, and criticism; students also take 2D and 3D design                | Converse requires either a museum internship or art history travel course and is private.  |

The proposed major at CCU is in keeping with state and discipline standards. To that end, we expect similar, albeit not identical offerings that would meet the needs of CCU's unique student demographic, which includes 46% out-of-state students. See assessment of need above. CCU's proposed major includes a global approach to the discipline and requires some foundational studio art training that helps to make CCU's proposal distinctive. Prospective majors at will also benefit from CCU's digital humanities program, which includes a digital art history class (ARTH 450: Ashes2Art).

**Description of the Program**

| <b>Projected Total Headcount</b> |                           |                     |                           |                     |                    |                 |
|----------------------------------|---------------------------|---------------------|---------------------------|---------------------|--------------------|-----------------|
| Year                             | Fall Semester             |                     | Spring Semester           |                     | Summer Semester    |                 |
|                                  | Total<br>Headcount<br>(1) | Credit<br>Hours (2) | Total<br>Headcount<br>(1) | Credit<br>Hours (2) | Total<br>Headcount | Credit<br>Hours |
| 2016-2017                        | 10                        | 150                 | 14                        | 207                 | NA                 | NA              |
| 2017-2018                        | 21                        | 320                 | 24                        | 356                 | NA                 | NA              |
| 2018-2019                        | 29                        | 442                 | 31                        | 464                 | NA                 | NA              |
| 2019-2020                        | 35                        | 531                 | 36                        | 542                 | NA                 | NA              |
| 2020-2021                        | 37                        | 555                 | 36                        | 543                 | NA                 | NA              |

Note 1: Based on enrollment of 10 new students each fall and 5 new students each spring.

Note 2: Credit hours based on 15 hours per semester.

Note 3: First year total headcount based on 88% returning fall to spring and 82% returning spring to fall.

Note 4: Years 2-5 headcount based on 80% graduation rate of returning students after Spring semester, 88% of students returning fall to spring, and 82% of students returning spring to fall.

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)

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

| Curriculum by Category*        |                 |  |  |  |
|--------------------------------|-----------------|--|--|--|
| <b>Core Curriculum</b>         | <b>39-44 cr</b> |  |  |  |
| <b>University 110 Grad Req</b> | <b>0-3 cr</b>   |  |  |  |
| <b>Foundations</b>             | <b>18 cr</b>    |  |  |  |
| ARTS 103                       | 3 cr            |  |  |  |
| ARTS 104                       | 3 cr            |  |  |  |
| ARTS 105                       | 3 cr            |  |  |  |
| ARTH 105                       | 3 cr            |  |  |  |
| ARTH 106                       | 3 cr            |  |  |  |
| ARTH 107                       | 3 cr            |  |  |  |
| <b>Major Requirements</b>      | <b>33 cr</b>    |  |  |  |
| 1 @ ARTS 2XX or ARTD 2XX       | 3 cr            |  |  |  |
| 1 @ ARTS 2XX or ARTD 2XX       | 3 cr            |  |  |  |
| ARTH 250                       | 3 cr            |  |  |  |
| 2 @ ARTH 2XX                   | 6 cr            |  |  |  |
| 2 @ ARTH 3XX                   | 6 cr            |  |  |  |
| 2 @ ARTH 4XX                   | 6 cr            |  |  |  |
| 1 @ ARTH 341 or ARTH 342       | 3 cr            |  |  |  |
| ARTH 497                       | 3 cr            |  |  |  |
| <b>Cognates</b>                | <b>12 cr</b>    |  |  |  |
| <b>Electives</b>               | <b>10-18 cr</b> |  |  |  |
| <b>TOTAL</b>                   | <b>120 cr</b>   |  |  |  |

- ARTH = Art History; ARTS = Art Studio; ARTD = Graphic Design

Total Credit Hours Required: 120

### Course Descriptions for New Courses

\*CCU's Visual Arts Department has a pre-existing minor in art history; therefore, many of the classes to be offered in the proposed new major are already in the Catalog course offerings. Below are a handful of new courses that have been recently approved to support the new major.

| Course Name                                 | Description  |
|---|--|
| ARTH 219 Islamic Art and Architecture (3)   | This course serves as an introduction to pre-modern Islamic artistic and architectural traditions in the Mediterranean, Middle East, Central Asia and India. Students will learn how Islamic beliefs have shaped these traditions and the importance of cultural exchange between the Islamic world and the rest of Africa, Asia, and Europe.  |
| ARTH 250 Concepts in Art History (3)        | This course provides an introduction to aesthetics, art theory, and art criticism, as well as a foundation in the practice of research and writing in the arts. We will read theoretical and critical writing on art and art history, explore questions about the nature of art, and work with a number of theories and methodologies by which to understand art. Students will be introduced to the skills necessary to think, research, and write clearly. |
| ARTH 266 Art of China (3)                   | This course serves as an introduction to the visual and intellectual richness of Chinese art and architecture from the Neolithic period to the present. Some topics covered will include Shang and Zhou ritual bronze vessels, the Terracotta Army, Buddhism in China, Landscape Painting, the Forbidden City, Porcelain Production, and Chinese Contemporary Art.   |
| ARTH 497 Senior Capstone in Art History (3) | The Senior Capstone in Art History exposes students to the most pervasive and important varieties of art historical interpretation and the methodologies employed by art historians through the centuries. A research thesis is required.  |

**Faculty**

| <b>Faculty and Administrative Personnel</b> |                           |   |  |  |
|---|---------------------------|---|--|--|
| <b>Rank</b>                                 | <b>Full- or Part-time</b> | <b>Courses Taught or To be Taught, Including Term, Course Number &amp; Title, Credit Hours</b>  | <b>Academic Degrees and Coursework Relevant to Courses Taught, Including Institution and Major</b> | <b>Other Qualifications and Comments (i.e., explain role and/or changes in assignment)</b> |
| Associate Professor                         | Full                      | ARTH 106 Western Art II (f, s; 3 cr)<br>ARTH 250 Concepts in Art History (f, s; 3 cr)<br>ARTH 308 History of Photography (f; 3 cr)<br>ARTH 341 Modern Art (f; 3 cr)<br>ARTH 342 Post-Modern & Contemporary (s; 3 cr)<br>ARTH 350 Art & Ideas (f; 3 cr)<br>ARTH 497 Senior Capstone (f, s; 3 cr)<br>ARTH 499 Special Topics (f, s; 3 cr)                                   | Ph.D., Art History,<br>University of North<br>Carolina-Chapel Hill                                 |  |
| Assistant Professor                         | Full                      | ARTH 105 Western Art I (s, f; 3 cr)<br>ARTH 250 Concepts in Art History (f, s; 3 cr)<br>ARTH 322 Medieval Art & Architecture (f; 3 cr)<br>ARTH 323 Renaissance Art & Architecture (s; 3 cr)<br>ARTH 324 Baroque Art & Architecture (f; 3 cr)<br>ARTH 330 Rococo to Romanticism (f, s; 3 cr)<br>ARTH 425 Art & the City (s; 3 cr)<br>ARTH 497 Senior Capstone (f, s; 3 cr) | Ph.D., Art History,<br>Indiana University-<br>Bloomington  |  |
| Assistant Professor                         | Full                      | ARTH 107 Non-Western Art (f, s; 3 cr)<br>ARTH 219 Islamic Art & Architecture (f; 3 cr)<br>ARTH 250 Concepts in Art History (f, s; 3 cr)<br>ARTH 266 Art of China (s; 3 cr)<br>ARTH 499 Special Topics (s; 3 cr)<br>ARTH 497 Senior Capstone (f, s; 3 cr)  | Ph.D., Art History,<br>University of<br>Pittsburgh   |  |
| Assistant Professor<br>(replacement)        | Full                      | ARTH 105 Western Art I (s, f; 3 cr)<br>ARTH 250 Concepts in Art History (f, s; 3 cr)<br>ARTH 350 Art & Ideas (f; 3 cr)<br>ARTH 425 Art & the City (f, s; 3 cr)<br>ARTH 450 Ashes2Art: (s; 3 cr)<br>ARTH 497 Senior Capstone (f, s; 3 cr)  | Search in Fall 2015  |  |

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|--------------------|-----------|---|---|--|
| Teaching Associate | Part time | ARTH 105 Western Art I (s, f; 3 cr)<br>ARTH 106 Western Art II (f, s; 3 cr) | M.A., Art History,<br>West Virginia<br>University | Assistant Gallery Director,<br>Rebecca Randall Bryan Art<br>Gallery, CCU |
|--------------------|-----------|---|---|--|

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 | 3.00 | Staff | .33 | Administration | .33 |
|---------|------|-------|-----|----------------|-----|

### **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)

The existing Administrative Assistant in the department will provide some staff support, and the current coordinator of the Art History Minor can advise students and help coordinate the new major. There are sufficient qualified faculty on staff to deliver the program, so no additional hires are anticipated except for one replacement hire.

### **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)

The library collection supports the university curriculum and teaching research for art education. Each academic program receives an annual allocation from the library materials budget for one-time purchases. In response to the diverse and changing nature of information, students have access to resources in various formats. The Kimble Library at CCU holds **7337 titles** in the Library of Congress call number range N-NZ (Art), TR (Handicraft), and TT (Photography). All content owned or provided by the library is accessible via the library's online catalog (Innovative Interfaces/Millennium), through a discovery service (EDS) and through the A-Z journal list. Access to full-text serial content is provided via an open-URL link resolver. Library holdings are supplemented with other library collections and resources through the statewide consortia (PASCAL, DISCUS, ArtStor, Art Source, JSTOR, Architectural Index and BHA/RILA) and interlibrary loan. A modest annual library allowance of **\$2,500** will allow for the collection's growth to keep pace with advancements in the discipline. The Library's web page can be accessed via: <http://www.coastal.edu/library/>.

### **Student Support Services**

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

Existing support services should be sufficient .The University offers a Writing Lab, Math Lab, Science Resource Center, and a Foreign Language Instructional Center as part of its Learning Assistance Center. More specific peer and faculty mentoring/tutoring is offered within the department: including peer-peer tutoring weekly @ 6-8 PM; and faculty-student mentoring three times a semester. Likewise, lab monitors/mentors are provided evenings for each studio: EHFA 108 (design), 242 (design), 143 (photography), 140 (sculpture), 139 (printmaking), and 122 (ceramics).

Outside of the Visual Arts Department, students are supported by a wide variety of University services, such as: Student Computing Services, the Office of Accessibility and Disability Services, the previously mentioned academic support services (including writing center, learning assistance center, etc.), library assistance services, Career Services, and Counseling Services.

### **Physical Resources**

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

No new instructional equipment is needed for the proposed program. The necessary classroom and gallery spaces already exist.

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)

N/A

### Financial Support

| Estimated Costs by Year  |                  |                  |                  |                  |                  |                    |
|--|------------------|------------------|------------------|------------------|------------------|--------------------|
| Category   | Year 1           | Year 2           | Year 3           | Year 4           | Year 5           | Totals             |
| Program Administration (1)                                       | \$30,840         | \$31,457         | \$32,086         | \$32,728         | \$33,382         | \$160,493          |
| Faculty and Staff Salaries                                       | \$100,217        | \$102,222        | \$127,755        | \$130,310        | \$132,917        | \$593,421          |
| Graduate Assistants  | \$0              | \$0              | \$0              | \$0              | \$0              | \$0                |
| Equipment  | \$3,000          | \$0              | \$3,000          | \$0              | \$0              | \$3,000            |
| Facilities   | \$0              | \$0              | \$0              | \$0              | \$0              | \$0                |
| Supplies and Materials   | \$1,000          | \$1,000          | \$1,000          | \$1,000          | \$1,000          | \$5,000            |
| Library Resources  | \$2,500          | \$2,500          | \$2,500          | \$2,500          | \$2,500          | \$12,500           |
| Other*   | \$0              | \$0              | \$0              | \$0              | \$0              | \$0                |
| <b>Totals</b>  | <b>\$137,557</b> | <b>\$137,179</b> | <b>\$166,341</b> | <b>\$166,538</b> | <b>\$169,799</b> | <b>\$777,415</b>   |
| Sources of Financing by Year                                     |                  |                  |                  |                  |                  |                    |
| Tuition Funding  | \$251,328        | \$475,982        | \$638,093        | \$755,072        | \$772,882        | <b>\$2,893,357</b> |
| Program-Specific Fees  |                  |                  |                  |                  |                  | \$0                |
| State Funding  |                  |                  |                  |                  |                  | \$0                |
| Reallocation of Existing Funds                                   |                  |                  |                  |                  |                  | \$0                |
| Federal Funding  |                  |                  |                  |                  |                  | \$0                |
| Other Funding  |                  |                  |                  |                  |                  | \$0                |
| <b>Totals</b>  | <b>\$251,328</b> | <b>\$475,982</b> | <b>\$638,093</b> | <b>\$755,072</b> | <b>\$772,882</b> | <b>\$2,893,357</b> |
| Net Total (i.e., Sources of Financing Minus Estimated New Costs) | <b>\$113,771</b> | <b>\$338,804</b> | <b>\$471,751</b> | <b>\$588,534</b> | <b>\$603,083</b> | <b>\$2,115,942</b> |
|  |                  |                  |                  |                  |                  |                    |
|  |                  |                  |                  |                  |                  |                    |
|  |                  |                  |                  |                  |                  |                    |

- (1) Program administration based on .25 of Director's salary plus 24% fringe for year one. Years 2-5 are based on a 2% increase.
- (2) 24% Fringe Benefits included with faculty salaries. Years 2-5 are based on a 2% increase.
- (3) Clerical/Support salary includes 24% fringe for year. Years 2-5 are based on a 2% increase.

### **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.**

Tuition from enrollments should be sufficient to support this new program. No new funding is requested from the state.

### **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)

All of the Art History foundational courses (ARTH 105, 106, 107) have cumulative final exams, based on faculty approved rubrics, which are part of the program assessment for Visual Arts and will also be part of the Art History major assessment. Likewise, Students must take ARTH 341 (Modern) or ARTH 342 (Post-Modern); final exams in these classes are based on a departmentally approved rubric and these courses are already part of the department's overall assessment plan. Students will also take the ARTH 497 Senior Capstone, which results in two items for evaluation: a cumulative exit exam based on a faculty approved rubric, and a faculty mentored and approved research thesis. The Department of Visual Arts has built an award-winning assessment program over the past five years, and we were recently awarded a special commendation by NASAD (our accrediting agency) for our assessment plan. We will assess Art History with the same rigor.

To assess student learning outcomes (SLOs), the proposed program will require students to complete several planned assessments required in specific courses. Regular written assignments in all classes (from short comparative essays to in-depth research papers) are intended to help support the learning process, to promote art historical understanding, and to promote student achievement on the assessments. The data from these assessments will be tracked and analyzed to guide continuous program improvement.

**Student Learning Assessment**

| <b>Expected Student Learning Outcomes</b>   | <b>Methods of/Criteria for Assessment</b>   |
|---|---|
| Identify artists, works of art, locations, dates and periods  | Final Exam, ARTH 105/106. Specific questions to assess this SLO are included on the final exam.   |
| Identify innovations in technology, materials and style using appropriate vocabulary  | Final Exam, ARTH 105/106. Specific questions to assess this SLO are included on the final exam.   |
| Identify the historical context of art (political, intellectual and/or religious leaders and movements as they relate to art history)                       | Final Exam, ARTH 105/106. Specific questions to assess this SLO are included on the final exam.   |
| Demonstrate a strong understanding of the evolution of the artistic and cultural styles and traditions across cultures and periods, from ancient to present | Cumulative final exam as part of ARTH 497 that includes both essay and multiple-choice questions; each question is linked to specific learning outcomes for better tracking.            |
| Demonstrate a strong familiarity with art theories, theorists, and concepts   | Cumulative final exam in ARTH 341 <u>or</u> ARTH 342 that includes both essay and multiple-choice questions; each question is linked to specific learning outcomes for better tracking. |

| <b>Expected Student Learning Outcomes</b>  | <b>Methods of/Criteria for Assessment</b>  |
|--|--|
| Discuss visual imagery and innovation of all kinds with appropriate vocabulary   | Cumulative final exam as part of ARTH 497 that includes both essay and multiple-choice questions; each question is linked to specific learning outcomes for better tracking. |
| Demonstrate a strong familiarity with major artists, leaders, thinkers, and historical personalities associated with the history of art and architecture | Cumulative final exam as part of ARTH 497 that includes both essay and multiple-choice questions; each question is linked to specific learning outcomes for better tracking. |
| Write a carefully researched, well-documented, and polished thesis on a topic in conjunction with the senior capstone                                    | Research thesis as part of ARTH 497  |

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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 Visual Arts is fully accredited through NASAD (10 years, beginning 2014). After accumulating the requisite number of transcripts from students in the new program, we will seek to have the program fully accredited within the already-accredited Visual Arts program.

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

N/A

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