

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. and 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
August 17, 2017

CIP Code
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)

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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)

Nature and purpose of the program:

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 (BS) degree in Visual Art, which is a liberal arts degree.

The proposed program, Bachelor of Fine Arts (BFA) degree, is a professional degree in Fine Art. The National Association of Schools in Art and Design (NASAD) accreditation handbook states that a BFA 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 BS degree, which promotes the general study of a wide variety of media, the proposed BFA 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 & Sculpture). This interdisciplinary element will distinguish Lander’s BFA degrees from other BFA degrees in South Carolina.

The BFA 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 BFA 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 two and three dimensions, and contextual analysis of works of art are already an essential

¹ Pink, Daniel H. A whole new mind: why right-brainers will rule the future. New York: Riverhead , 2006. Print.

element of Lander's visual arts curriculum even at the foundational levels. The proposed BFA 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 BFA 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 BFA program.

Incoming freshmen from local and regional areas will also be targeted, especially in areas already being actively recruited by Lander University. The BFA 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 BS degree (a liberal arts degree) already contributes significantly to Lander's liberal arts mission, but a BFA 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 BFA

would help to attract and retain even more “ambitious and talented students in South Carolina and beyond”. As a professional degree, the BFA 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 BFA - 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 are no public SC higher education institutions that offer the BFA – 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,

²The BFA 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 BFA in Fine Art, the BFA does not *directly* qualify a student to be a university professor, and thus was not listed in the positions below.

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 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)

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, BFA-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 BFA 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).

List of Similar Programs in South Carolina

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

BFA, Visual Arts	Clemson University	<p>Similar content for required Art History Survey courses</p> <p>Foundations courses include 2D, 3D, Drawing I, and Drawing II</p> <p>In the sophomore year, students take courses in 6 disciplines</p> <p>6 credit hours of Senior Studies (Directed Study)</p> <p>Public University NASAD accredited</p>	<p>Total Credits in Major (includes Art History & Seminars) = 83</p> <p>Students focus on only one media area: Ceramics, Drawing, Painting, Photography, Printmaking, or Sculpture.</p> <p>Interdisciplinary methods are not targeted.</p> <p>Foundations courses include New Media (also called "4D")</p> <p>No Graphic Design course offered or required</p> <p>15 total credit hours of specified Art History courses</p> <p>Required Courses in History & Theories of Art I, History & Theories of Art II, & Contemporary Art</p>
BFA, (Musical Theatre) (Theatre Arts)	Coastal Carolina University	Not Applicable	Musical Theatre or Theatre Arts rather than 2D or 3D Visual Art
BFA, (Dance)	Coker College	Not Applicable	Dance rather than 2D or 3D Visual Art

<p>BFA, Studio Art, Interior Design</p>	<p>Converse College</p>	<p>Similar foundations course content: 2D Design, 3D Design, Drawing I, Drawing II</p> <p>Students must take introductory courses in 6 different disciplines</p> <p>6 credit hours of “Senior Project” (Directed Study)</p> <p>“Senior Seminar” and “Senior Exhibition” courses are similar to Lander’s ART 499 – Art Issues course</p> <p>Liberal Arts University</p> <p>NASAD accredited</p>	<p>Total Major Credits (includes Art History, Senior Seminar, & “Arts Foundations”) = 74</p> <p>Foundations courses include ATM 100 & 200 (courses taken by all School of Art students, including Art & Design, Theatre, Dance, Music.). These courses aim at exploring creative process, collaboration between areas, performance, and practices of Fine Arts professionals)</p> <p>No Graphic Design courses offered or required</p> <p>Upper-level coursework can include all media – no specialization in a defined emphasis area.</p> <p>Interdisciplinary methods are not targeted.</p>
<p>BFA, Art Studio</p>	<p>University of South Carolina (Columbia)</p>	<p>Foundations courses include: Fundamentals of Art (2D Design), 3D Design, and Basic Drawing I.</p> <p>12 credit hours of Art History</p> <p>Public University NASAD accredited</p>	<p>Total Major Credits (including Art History) = 75</p> <p>Students focus in only one major area: Ceramics, Graphic Design, Drawing, Painting, Photography, Printmaking, or Sculpture.</p> <p>Foundations courses include: Introduction to Visual Computing, and Color and Composition.</p> <p>Foundations courses do not include: Drawing II</p> <p>No “Studio Core” requirements</p>

			<p>Advanced Drawing is not required for all majors</p> <p>Additional elective courses are non-specified</p>
<p>BFA: Art, Interior Design (not applicable), Visual Communications</p>	<p>Winthrop University</p>	<p>Foundations courses include: 2D Design, 3D Design, Drawing I, Drawing II</p> <p>12 credit hours of Art History required for most BFA Art majors (Ceramics, Jewelry/Metals, Drawing, Printmaking, Painting, Sculpture & General Studio)</p> <p>Liberal Arts University NASAD accredited</p>	<p>Total Major Credits (including Art History and Seminars) = 93</p> <p>Students focus on one major area: Ceramics, Jewelry/Metals, Drawing, Photography (Commercial or Fine Arts), Printmaking, Painting, Sculpture, or General Studio (combination of 2 areas).</p> <p>15 Art History credits required for BFA Photography majors (includes History of Photography)</p> <p>All Art History courses are specified/prescribed (Introduction to Art History I, Introduction to Art History II, Modernism, Contemporary Art & Criticism, and History of Photography for photography majors only)</p> <p>Media Studies courses required</p> <p>Figure Drawing is required</p> <p>In all majors except General Studio, students do not gain experience in other media areas.</p> <p>BFA Art majors in “General Studio” must choose between similar 2D or 3D areas to satisfy major requirements. So, they cannot take courses in all</p>

			media areas. For example, students must choose between taking Sculpture I, Ceramics I, and Jewelry & 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.
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Description of the Program

Projected Enrollment						
Year	Fall		Spring		Summer	
	Headcount	Credit Hours	Headcount	Credit Hours	Headcount	Credit Hours
2017 - 2018	2	24	1	12	0	0
2018 - 2019	3	36	1	12	0	0
2019 - 2020	4	48	1	12	0	0
2020 - 2021	5	60	1	12	0	0
2021 - 2022	6	72	1	12	0	0

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

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 BFA 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 BFA degree demonstrates the ambition and skillset needed to earn and excel in that degree.

BFA students will participate in a BFA 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 BFA 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 BFA degree. At the time of the “BFA Candidacy Review”, the student will declare a major of 2D Studio or 3D Studio.

Students who do not pass the “BFA Candidacy Review” will not be able to take ART 401 – Senior Seminar (a requirement for the BFA degree).

At the end of their final semesters, BFA Candidates will participate in a “BFA 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 BFA 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 (<i>ART 320, 303, 305, 403, 405, 350; may not include summer travel courses</i>)	3
Art Studio 2D (<i>ART 320, 303, 305, 403, 405, 350; may not include summer travel courses</i>)	3
Art Studio Elective (<i>ART 320, ART 302 - 308, 402 - 408, 350;</i>)	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 <u>not</u> include summer travel courses)	3
Art Studio 3D (ART 320, ART 302, 307, 402, 407, 350; may <u>not</u> 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 & 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 & Chair of Department	Full	ART 204 (fall) – 3 cr. hrs. ART 304 (fall) – 3 cr. hrs. ART 350 (both) – 3 cr. hrs. ART 308 (spring) – 3 cr. hrs. ART 404 (spring) - – 3 cr. hrs.	MFA – Graphic Design Florida Atlantic University (Graphic Design)	
Associate Professor	Full	ART 203 (fall) – 3 credits ART 303 (fall) – 3 credits ART 403 (spring) – 3 credits	MFA – Savannah College of Art and Design (Photography)	

		ART 350 (both) – 3 credits ART 401 (both) – 3 credits		
Associate Professor	Full	ART 103 (fall) – 3 credits ART 104 (spring) – 3 credits ART 205 (fall) – 3 credits ART 305 (spring) – 3 credits ART 405 (spring) – 3 credits ART 350 (fall) – 3 credits ART 401 (both)	MFA – Clemson University (Painting)	
Associate Professor	Full	ART 106 (spring) – 3 credits ART 202 (fall) – 3 credits ART 302 (fall) – 3 credits ART 402 (spring) – 3 credits ART 401 (both) – 3 credits	MFA – Winthrop (Sculpture)	
Associate Professor	Full	ART 105 (fall) – 3 credits ART 207 (spring) – 3 credits	MFA – Winthrop (Sculpture)	

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

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		ART 113 (variable) – 3 cr. hrs. ART 408 (spring) – 3 cr. hrs. ART 350 (variable) – 3 cr. hrs.	(Graphic Design)	
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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: 0

Staff: 0

Administration: 0

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)

Not Applicable

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.

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)

Not Applicable

Physical Resources

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

Not Applicable

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

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Financial Support

Estimated New Costs by Year						
Category	1st	2nd	3rd	4th	5th	Total
Program Administration	0	0	0	0	0	0
Faculty and Staff Salaries	0	0	0	0	0	0
Graduate Assistants	0	0	0	0	0	0
Equipment	0	0	0	0	0	0
Facilities	0	0	0	0	0	0
Supplies and Materials	0	0	0	0	0	0
Library Resources	0	0	0	0	0	0
Other*	0	0	0	0	0	0
Total						
Sources of Financing						
Category	1st	2nd	3rd	4th	5th	Total
Tuition Funding	0	0	0	0	0	0
Program-Specific Fees	0	0	0	0	0	0
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	0	0	0	0	0	0
Net Total (i.e., Sources of Financing Minus Estimated New Costs)	0	0	0	0	0	0

*Provide an explanation for these costs and sources of financing in the budget justification.

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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.

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.

Our last program assessment occurred in 2011-2012 after which the Lander Art Department NASAD accreditation was renewed for a 10-year period. So, the next program assessment will occur in 2021-22.

Collecting data for the Self Study portion of our next NASAD program assessment will begin in the years prior to 2021-22. The Art Department chair, Jim Slagle, attends the NASAD annual conference each year to make sure that minor program changes remain in compliance.

The submission deadline for this BFA degree proposal to NASAD is March 1st, and it will be voted on by NASAD in April 2017. Below, you will find additional information pertaining to our accreditation procedures and applicable standards from the National Association of Schools of Art and Design (NASAD) Handbook. Again, accreditation with this reputable agency assures that the Lander Art Department maintains consistently high quality programs.

The results of each accreditation review provide the department with information about needed improvements in various areas in order to maintain accreditation. So, data from NASAD 10 year assessments are used to identify areas of concern, acknowledge areas of weakness and strength, and assist the department in evaluating it's progress towards it's long term goals. Potential areas of concern are addressed by the department and submitted in the form of Commission Action Reports. All pertinent issues must be resolved and/or solutions documented before ongoing accreditation can be granted. The NASAD handbook can be found at: https://nasad.arts-accredit.org/wp-content/uploads/sites/3/2015/11/NASAD_HANDBOOK_2016-17.pdf

Rules: Part II

Part II: Accreditation

ARTICLE I INSTITUTIONAL MEMBERSHIP

Section 1. Accreditation. Associate Membership and Membership in the National Association of Schools of Art and Design signify accreditation.

Accreditation is a process whereby an association or agency recognizes an institution as having met certain qualifications or standards. This process focuses on two principal concerns: educational quality and institutional probity.

The review of educational quality is made according to nationally recognized standards developed by the Association with the full participation of its member institutions. These standards are applied as appropriate to the objectives of the institution. The appropriateness of the institution's objectives is also considered.

The review of probity is made by judging whether the institution is indeed providing the educational services it says it is offering to the public and whether its own stated operational procedures are being followed.

The two processes basic to all accreditation are institutional self-study and peer evaluation, both occurring on a regular cycle.

The self-study is designed to produce comprehensive effort on the part of the institution to evaluate its own program while considering its objectives, publicly or otherwise stated.

Peer evaluation provides professional, objective judgment from outside the institution and is accomplished through on-site visitation, a formal Visitors' Report, and Commission review.

The basic goals of accreditation are:

- A. To foster excellence in education through the development of criteria, standards, and guidelines for assessing educational effectiveness.
- B. To encourage improvement through continuous self-study and planning.
- C. To assure the educational community, the general public, and other agencies or organizations that an institution or program has both clearly defined and appropriate objectives, maintains conditions under which their achievement can reasonably be expected, appears in fact to be accomplishing them substantially, and can be expected to continue to do so.
- D. To provide counsel and assistance to established and developing institutions and programs.
- E. To encourage the diversity of American education, and allow institutions to achieve their particular objectives and goals.
- F. To endeavor to protect institutions against encroachments which might jeopardize their educational effectiveness or their freedom to make academic and associated decisions.

ARTICLE II APPLICATION FOR MEMBERSHIP AND RENEWAL OF MEMBERSHIP

Section 4. Application Procedures. Institutions making application for Membership or renewal of Membership shall follow the procedures outlined by the Association, including preparing a Self-Study Report and arranging for an on-site evaluation.

At least two visiting evaluators are required for each on-site visitation. In all cases, the specific size and composition of the total team is determined according to NASAD visitation procedures.

Applicant degree-granting institutions for which regional accreditation is not available will be evaluated by a visiting team normally composed of at least four persons: two persons to evaluate the art/design component(s) of the program, one of whom shall be designated as the team chairman; one person to evaluate the program in general education; and one person to evaluate the financial stability and business policies of the institution.

An institution may withdraw its request for accreditation at any time prior to the accreditation decision made by the Commission on Accreditation. An institution has the right to seek legal counsel during all phases of the accreditation process.

Associate Membership or Membership shall become effective after positive action by the Commission on Accreditation. Continuation of accredited status is contingent upon meeting NASAD requirements, including payment of annual dues.

Standards

VIII. ALL PROFESSIONAL BACCALAUREATE DEGREES IN ART AND DESIGN

A. Principles and Policies

1. Title. The term Bachelor of Fine Arts is the most usual designation for the professional undergraduate degree in art and design. In certain circumstances, other titles such as Bachelor of Science or Bachelor of Design may be used if degree structure and content is equivalent to that required for the Bachelor of Fine Arts degree (see Standards for Accreditation VII.B.2.).

2. Purpose. Students enrolled in professional undergraduate degrees in art and design are expected to develop the knowledge, skills, concepts, and sensitivities essential to the professional life of the artist/designer. In any of many possible roles, the professional must exhibit not only technical competence, but also broad knowledge of art/design, the ability to integrate art/design knowledge and skills, and an insight into the role of art/design in intellectual and cultural life.

3. Competency Acquisition

a. Specializations. Students gain competency in areas of study, specializations, or emphases. See Standards for Accreditation IX. and X. for descriptions of typical program offerings.

b. Common Body of Knowledge and Skills. Irrespective of their area of specialization, students must acquire the common body of knowledge and skills outlined in Standards VIII.B. that constitutes a basic foundation for work and continuing growth as an art/design professional. While the designation of emphases and balances among these competencies appropriate for the particular degree programs are a prerogative of the institution, each institution has the responsibility to ensure basic competence in all areas of the common body of knowledge and skills below, and to assure that graduation requirements outlined below are met.

c. General Studies. Students are also expected to develop knowledge and skills through studies associated with subjects and issues beyond art/design as described in Standards VIII.A.6.

4. Levels

- a. The institution shall make clear the levels of competency necessary to graduate in each area of the common body of knowledge and skills in Standards for Accreditation VIII.B., as well as for specific specializations in Standards IX. and X.
- b. The levels specified must be consistent with professional-entry expectations.

5. Means

- a. Institutions are responsible for providing sufficient studio instruction, classes, exhibition requirements and opportunities, and other such experiences to develop the common body of knowledge and skills and to ensure that students meet graduation requirements associated with their specializations. All programs must meet the operational curricular standards presented in the *NASAD Handbook* that are applicable to all programs of their type.
- b. Institutions are also responsible for defining how development of essential competencies will be assigned among various curricular offerings and for determining student evaluation procedures. These standards do not require a course for each competency. Institutions are encouraged to be creative in developing courses and other formal experiences that engage and integrate several or all of the requisite competencies.
- c. In addition to standards in Standards for Accreditation VIII., the following standards apply as appropriate to professional baccalaureate degrees that involve:
 - (1) Distance Learning, Standards III.H. *NASAD Handbook*
 - (2) Disciplines in Combination (multi-or interdisciplinary programs unless there are specific standards for the combination in the *Handbook*), Standards III.I.
 - (3) Majors in or Based on Electronic Media (unless there are specific standards for the field in the *Handbook*), Standards III

6. General Studies

- a. **Competencies.** Specific competency expectations are determined by the institution. Normally, students holding a professional undergraduate degree in art and/or design are expected to have:
 - (1) The ability to think, speak, and write clearly and effectively, and to communicate with precision, cogency, and rhetorical force.
 - (2) An informed acquaintance with the mathematical and experimental methods of the physical and biological sciences and with the main forms of analysis and the historical and quantitative techniques needed for investigating the workings and developments of modern society.
 - (3) An ability to address culture and history from a variety of perspectives.
 - (4) Understanding of, and experience in thinking about, moral and ethical problems.
 - (5) The ability to respect, understand, and evaluate work in a variety of disciplines.
 - (6) The capacity to explain and defend views effectively and rationally.
 - (7) Understanding of and experience in art forms other than the visual arts and design.
- b. **Operational Guidelines**
 - (1) Some art/design courses, if conceived and taught in relation to other realms of human experience, may be appropriately included in the category of general studies. Some art/design history or theoretical or cultural studies may meet this criterion.
 - (2) Many areas of inquiry from general education are directly supportive of various specializations in art and design.

B. Common Body of Knowledge and Skills

1. **Studio.** Studies, practice, and experiences in studio subjects are of prime importance in the preparation of students for professional careers in art and design.

The excellence of the creative work produced by students is the best determinant of the adequacy of the studio studies offered by an institution. Creative work includes, but is not limited to, conceptualization, process, product, and critique.

Irrespective of major or specialization, students must:

- a. Gain 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.
- b. Present work that demonstrates perceptual acuity, conceptual understanding, and technical facility at a professional entry level in their chosen field(s).
- c. Become familiar with the historical achievements, current major issues, processes, and directions of their field(s). *NASAD Handbook 2015-16 97*
- d. Be afforded opportunities to exhibit their work and to experience and participate in critiques and discussions of their work and the work of others. Studio work normally begins at the freshman level and extends with progressively greater intensity throughout the degree program. There should be opportunities for independent study at the advanced level that includes appropriate supervision and evaluation upon completion.

2. Art/Design History, Theory, and Criticism. Through comprehensive courses in the history of art/design, students must:

- a. Learn to analyze works of art/design perceptively and to evaluate them critically.
- b. Develop an understanding of the common elements and vocabulary of art/design and of the interaction of these elements, and be able to employ this knowledge in analysis.
- c. Acquire the ability to place works of art/design in historical, cultural, and stylistic contexts.

In certain areas of specialization, it is advisable to require that students study the historical development of works within the specialization.

Normally, studies in art and design history and analysis occupy at least 10% of the total curriculum.

3. Technology. Students must acquire a working knowledge of technologies and equipment applicable to their area(s) of specialization.

4. Synthesis. While synthesis is a lifetime process, by the end of undergraduate studies students should be able to work independently on a variety of art and/or design problems by combining, as appropriate to the issue, their capabilities in studio, analysis, history, and technology.

C. Results. Upon completion of any specific professional undergraduate degree program:

1. Students must demonstrate achievement of professional, entry-level competence in the major area of specialization, including significant technical mastery, capability to produce work and solve professional problems independently, and a coherent set of artistic/intellectual goals that are evident in their work.
2. Students must demonstrate their competence by developing a body of work for evaluation in the major area of study. A senior project or final presentation in the major area is required.
3. Students must have the ability to form and defend value judgments about art and design and to communicate art/design ideas, concepts, and requirements to professionals and laypersons related to the practice of the major field. They are able to work collaboratively as appropriate to the area(s) of specialization.

D. Recommendations. Students engaged in professional undergraduate degrees in art/design should have opportunities to:

1. Gain a basic understanding of the nature of professional work in their major field. Examples are: organizational structures and working patterns; artistic, intellectual, economic, technological, and political contexts; and development potential.
2. Acquire the skills necessary to assist in the development and advancement of their careers, normally including the development of competencies in communication, presentation, and business skills necessary to engage in professional practice in their major field.
3. Develop teaching skills, particularly as related to their major area of study
4. Explore areas of individual interest related to art/design in general or to the major. Among the many possible examples are: aesthetics, theory,

specialized topics in art/design history, analysis, and technology.

5. Explore multidisciplinary issues that include art and design.

6. Practice synthesis of a broad range of art/design knowledge and skills, particularly through learning activities that involve a minimum of faculty guidance, where the emphasis is on evaluation at completion (see Standards for Accreditation III.G.).

IX. SPECIFIC PROFESSIONAL BACCALAUREATE DEGREES IN ART

The professional undergraduate degree in a visual art specialization is structured to provide in-depth, formal education that will prepare students for entry into professional practice or advanced, professionally oriented study upon graduation. “Bachelor of Fine Arts” is the typical rubric signifying the undergraduate professional degree. Common content and competency development standards for all professional undergraduate degrees in visual art are found in Standards VIII. above. The several items in Standards IX. indicate content and competency standards for majors in various specific visual art fields in addition to the those in Standards VIII. for all majors.

New visual arts fields and sub-specializations continue to be developed beyond those listed in Standards IX. The Commission on Accreditation reviews new or experimental curricular programs not listed here in terms of general standards frameworks applicable to the professional undergraduate degree in the visual arts, with particular attention to consistency among purposes, title, content, and competencies required for graduation.

For further information about the relationship of the professional undergraduate degree in an art field specialization to other professional and liberal arts degrees, see Standards IV.C. and VII.

G. General Fine Arts. The professional undergraduate degree in general fine arts provides students with a thorough grounding in fundamental principles and techniques with opportunities for emphasis in one or more specific fine arts areas. NASAD standards for specific fine arts specializations should be used as guidelines when such specializations are areas of emphasis within a general fine arts degree.

The titles normally used to identify this degree are Bachelor of Fine Arts in Studio Art, Bachelor of Fine Arts in Fine Arts, or Bachelor of Fine Arts in Art.

1. Curricular Structure

a. Standard. Curricular structure, content, and time requirements shall enable students to develop the range of knowledge, skills, and competencies expected of those holding a professional baccalaureate degree in fine arts as indicated below and in Standards VIII.

b. Guidelines. Curricula to accomplish this purpose that meet the standards previously indicated normally adhere to the following structural guidelines: studies in studio comprise 25-35% of the total program; supportive courses in art and design, 20-30%; studies in art history, 10-15%; and general studies, 25-35%. Studies in the major area, supportive courses in art and design, and studies in visual arts histories normally total at least 65% of the curriculum (see Standards III.C. regarding forms of instruction, requirements, and electives).

2. Recommendations for General Studies (see *Standards VIII.A.6.*).

3. Essential Competencies, Experiences, and Opportunities (in addition to those stated for all professional degree programs in Standards VIII.B. and C.):

a. Understanding of basic design principles, concepts, media, and formats in the various fine arts disciplines. Development of this sensitivity continues throughout the degree program.

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- b. Ability to apply principles of design and color and competency in drawing to work in specific fine arts specializations.
- c. The ability to conceive, design, and create works in one or more specific fine arts fields.
- d. Working knowledge of various aesthetic issues, processes, and media and their relationship to the conceptualization, development, and completion of works of art.
- e. Understanding of the similarities, differences, and relationships among the various fine arts areas.
- f. Experiences that encourage familiarity with a broad variety of work in various specializations and media, including broad exposure to works of art.
- g. Opportunities to develop an area of emphasis in at least one fine arts area.

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.	BFA Candidacy Review (described in the section above regarding program admission requirements)
Presentation of original artwork that demonstrates advanced conceptual understanding, and technical facility.	BFA Review (described in the section above regarding program admission requirements)
Familiarity with the historical achievements, current major issues, processes, and directions in an emphasis area.	BFA Review (described in the section above regarding program admission requirements)
Creation and exhibition of a cohesive body of original artwork, accompanied by an artist statement	BFA Review (described in the section above regarding program admission requirements)

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)

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.