New Program Proposal
Bachelor of Arts in Art History
Coastal Carolina University

Summary

Coastal Carolina University requests approval to offer a program leading to the Bachelor of Arts in Art History to be implemented in Fall 2016. The proposed program is to be offered through traditional instruction. The following chart outlines the stages of approval for the proposal. The Committee on Academic Affairs and Licensing (CAAL) voted to recommend approval of the proposal. The full program proposal is attached.

Stages of Consideration	Date	Comments
Program Proposal Received	8/1/15	Not Applicable
Comments and suggestions from CHE staff sent to the institution	8/21/15	Staff requested the proposal be revised to: • Clarify the program objectives; • Strengthen the Assessment of Need section; • Elaborate on the differences identified for similar programs; • Explain the cognates in the curriculum chart and use both course titles as well as prefix and numbers; • Describe the assessment of the program in more detail; • Identify other internal or external assessments in addition to final exams for the Student Learning Assessment section.
ACAP Consideration	9/10/15	ACAP Members discussed the need for the program and expressed support for its design and service to students. • The representative from Coastal Carolina confirmed receipt of a letter of support from the University of South Carolina supporting students from the new proposed program matriculating to graduate studies at USC.
Revised Program Proposal Received	9/15/15	The revised proposal satisfactorily addressed the requested revisions.
CAAL Consideration	10/16/15	Commissioners noted the need for the program is based on mainly student demand. The representative from Coastal Carolina University acknowledged the student demand for the program and explained that the proposed program provides students with the skills to be productive citizens and thrive in a variety of careers.

Stages of Consideration	Date	Comments
		The Commissioners and the representative from Coastal Carolina University then discussed the importance of liberal arts degrees.
		Commissioners asked about the source of the state employment data and recommended that state employment data be separated from national employment data.
		The representative from Coastal Carolina University identified the Arts Commission as the data source.
Revised Program Proposal Received	10/26/15	Proposal revisions include the following: • For employment data, state and national job projections were separated by columns to better discern local and national job opportunities; • Information about program assessment were reformatted to feature the institution's effective assessment components.

Recommendation

The Committee on Academic Affairs and Licensing recommends that the Commission approve the program leading to the Bachelor of Arts in Art History to be implemented in Fall 2016.

Name of Institution
Coastal Carolina University

Name of Program (include concentrations, options, and tracks)
B.A. in Art History

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   CIP Code
Fall 2016   **50.0703**

Delivery Site(s)
Coastal Carolina University, Conway, SC 29528 [Main Campus]

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)
Professor Talbot Easton Selby, Associate Professor of Photography
Chair, Department of Visual Arts
843-349-6474, eselby@coastal.edu

Institutional Approvals and Dates of Approval
Board of Trustees: October 23, 2014
Department of Visual Arts: March 10, 2015
College Curriculum Committee: March, 19, 2015
Dean (College of Humanities and Fine Arts): March 19, 2015
Academic Affairs: April 9, 2015
Faculty Senate: May 6, 2015
Provost: May 26, 2015
President: May 27, 2015

NEW PROGRAM PROPOSAL

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, aesthetics, and criticism and the critical analysis of objects. Art History is a 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 examining 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 provides 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. 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 Bachelor of Arts in Art History will

- Familiarize students with the evolution of artistic and cultural styles and traditions across cultures and periods, from ancient to contemporary times
- Familiarize students with major figures associated with the history of art and architecture
- Provide students with the knowledge and skills to identify and discuss the historical, social, and cultural context of key works of art
- Introduce students to a wide range of critical, historical, and theoretical approaches used in the study of art and material culture
- Foster in students strong skills of visual analysis
- Engage students in the analysis and critical examination of art, applying the principles of visual analysis they have learned
- Enable students to identify innovations in technology, materials, and style using appropriate vocabulary
- Develop in students the ability to read critically, write well, and communicate clearly
- Prepare students to utilize critical thinking and research 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." ** State governments nationwide recognize the value and economic impact of regional art and cultural centers and the practitioners as ways to advance and benefit local economies. The National Governor's Association, realizing the difficulty in quantifying specific art-related jobs, nevertheless has identified the need for workers with cultural and artistic training.*** To this end, a graduate with a degree in art history who understands culture and its practical application is particularly well-suited to contribute to and benefit from this economy.

Why CCU needs this program: CCU has already developed art history classes which consistently run at capacity and which are populated largely by students majoring in art studio

and graphic design; the proposed major supplements these existing programs. The flexibility and overlap between the programs and the proposed major would allow for students to earn a second degree, thus providing a significant benefit to students with minimal additional outlay. Thus, students already majoring in art studio or graphic design, and who earn a dual degree with art history, balance the cultural knowledge of one degree with the applied skills in the other.

The unique demographics of CCU's student body also justify the need for this program, and in turn the program promises to assist with retention. 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. Given student interest in the proposed program (see demand study below), and the fact that enrollment in the existing art history classes is always at capacity, 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 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. The possibility of students in the Department of Visual Arts to earn a dual degree with minimal additional student outlay is expected to have great appeal.

*http://www.arcgis.com/apps/Compare/storytelling_compare/index.html?appid=0a133439fc6e45 4f9c625725c99f41a5.
** http://www.washingtonmonthly.com/features/2001/0205.florida.html
***National Governor's Association, *Arts & the Economy: Using Arts and Culture to Stimulate State Economic Development* (NGA Center for Best Practices, 2009)

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 •Salaries are dependent on location. (www.careerinfonet.org)					
Occupation	Expected Number of Jobs by 2022 (SC)	Expected Number of Jobs by 2022 (National)	Employment Projection 2012-2022 (SC)	Employment Projection 2012-2022 (National)	Data Source
Museum Work : Curator (see also museum technicians and conservators)	(140 jobs) +10 in SC	(12,900 jobs) +1,400 nationally	9% increase in SC	13% national increase	http://www.bls.gov/home.htm http://www.careeronestop.org/
Museum work: Archivists	(260 jobs) +10 in SC	(7,600 jobs) +1,100 nationally	18% increase in SC	17% national increase	http://www.bls.gov/home.htm http://www.careeronestop.org/
Art directors	(530 jobs) +20 in SC	(77,000 jobs) +2,000 nationally	10% increase in SC	3% national increase	http://www.careeronestop.org/ http://www.bls.gov/home.htm
Post-Secondary educators (search term: art history, but includes music and drama)	(1,340 jobs) +40 in SC	(132,600 jobs) +3,500 nationally	18% increase in SC	16% national increase	http://www.bls.gov/home.htm http://www.careeronestop.org/
Claims adjusters, estate appraisers	(2,210 jobs) +50 in SC	(309,100 jobs) +8,030 nationally	2% increase in SC	4% national increase	http://www.bls.gov/home.htm http://www.careeronestop.org/
Development officer, marketing director, events coordinator	n/a	n/a	n/a	n/a	Graduates from Wofford's art history program have been successful here
Art investment, art specialist (auction house, collections manager, various government agencies and collections); publishing; art law	n/a	n/a	n/a	n/a	University of Notre Dame https://www3.nd.edu/~crosenbe/jobs.html http://www.nytimes.com/2015/08/23/arts/design/soaring-art-market-attracts-a-new-breed-of-advisers-for-collectors.html?smid=pl-share

•The National Governor's Association study on *Arts and the Economy: Using the Arts and Culture to Stimulate State Economic Development* (2009) noted both the need for and the difficulty in quantifying art-related jobs; as a discrete discipline, Art History does not have data available specific to these projections.
•The South Carolina Arts Commission's study, *The Economic Impact of the Cultural Industry on the State of South Carolina* (2007 revised), enumerates how the state's overall economy benefits from cultural industries, providing up to 31,490 jobs, and contributing $2.4 billion to the economy with the potential for more.
See http://www.southcarolinaarts.com/economic/stats2006.shtml
•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/)

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

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. Graduates will also be positioned for employment in museum work (registrars, museum education, archivists, curators) and other cultural arts-related 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 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 career challenges.

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.

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)

The proposed major can facilitate a convenient dual degree in both art history and art studio or graphic design due to the flexibility and overlap between the majors.

List of Similar Programs in South Carolina

Program Name	Institution	Similarities	Differences*
Art History	USC (25 majors)	Broad knowledge of Western art; skills in research, analysis, and criticism; public university. NASAD accredited. Encourages study abroad opportunities.	USC does not require studio classes for the art history major; CCU requires 5 studio classes. USC offers the M.A.
Art History	College of Charleston (67 majors)	Diverse educational experiences in the history of art and culture of Western civilizations, plus Asia and the Americas; public university; encourages study abroad opportunities.	College of Charleston includes historic preservation. No studio requirement, no graphic design or digital content development classes (and, therefore, not NASAD accredited).
Art History	Wofford College (39 majors)	Investigates the visual arts of painting, sculpture, and architecture, and explore questions about the making and meaning of art; includes possibility of a concentration in studio art. Encourages study abroad opportunities.	Wofford is private. Studio foundation is required by CCU's program; CCU's art program is NASAD accredited.
Art History	Winthrop University (9 majors currently, but historically up to 35 majors)	Covers global art, also includes studio classes; public university; NASAD accredited. Encourages study abroad opportunities.	Winthrop only requires 1 studio class, whereas CCU's program provides a strong foundation in the applied arts as well as the knowledge of art history. More streamlined path to dual degree for CCU student.
Art History	Converse College (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; NASAD accredited; encourages study abroad opportunities.	Converse requires either a museum internship or art history travel study; Converse is private. Only 1 studio course is required compared to 5 at CCU; Converse students must take classes at Wofford to complete their degrees.

The proposed major at CCU is in keeping with state and discipline standards. To that end, we expect similar, albeit not identical offerings.
*Distinctive features of CCU's proposed major include a strong foundation in studio/digital arts; a global approach to the discipline; potential for art studio and graphic design majors to earn a dual degree with art history; and the ability for art history students to take advantage of unique CCU offerings such as the digital art history class (ARTH 450: Ashes2Art) which reconstructs lost and damaged monuments, and classes from the Digital Culture and Design major.

Description of the Program

Year	Fall Semester Total Headcount (1)	Credit Hours (2)	Spring Semester Total Headcount (1)	Credit Hours (2)	Summer Semester Total Headcount	Credit 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

*(Table title: **Projected Total Headcount**)*

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

Core Curriculum		**39-44 cr**
University 110 Grad Req		**0-3 cr**
Foundations	**Course Title**	**18 cr**
ARTS 103	Fundamentals of Art I	3 cr
ARTS 104	Fundamentals of Art II	3 cr
ARTS 105	Introduction to Digital Image Making	3 cr
ARTH 105	History of Western Art I	3 cr
ARTH 106	History of Western Art II	3 cr
ARTH 107	History of Non-Western Art	3 cr
Major Requirements		**33 cr**
2 @ ARTS or ARTD at the 200 Level	Sample Course Options: ARTS 261 Introduction to Black and White Photography, ARTS 200 Introduction to Printmaking, ARTD 201 Graphic Design I, etc.	6 cr
ARTH 250	Concepts in Art History	3 cr
2 @ ARTH 200 Level	Sample Course Options: 219 Islamic Art and Architecture, 255 American Film, 266 Arts of China, etc.	6 cr
2 @ ARTH 300 Level	Sample Course Options: 308 History of Photography, 311 Modern African Art and Culture, etc.	6 cr
2 @ ARTH 400 Level	Sample Course Options: 425 Art and the City, 450Q Ashes2Art: Digital Reconstructions of Ancient Monuments	6 cr
1 @ ARTH 341 or ARTH 342	Modern Art 1840-1940 or Post-Modern and Contemporary Art-1940 to Present	3 cr
ARTH 497	Art History Senior Capstone	3 cr
Cognates*	Sample Course Options: ARTD 450Q Ashes2Art, ARTS 383 Multiples, Molds, and Casting, HFA 391Q Press Project Workshop, etc	**12 cr**
Electives**		**10-18 cr**
TOTAL		120 cr

- ARTH = Art History; ARTS = Art Studio; ARTD = Graphic Design
- *Cognates are courses that are 300 level or above that exist outside of the major.
- **Students who wish to pursue a dual degree can do so through the flexibility of our curriculum and the use of cognates and electives.

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

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	Full	ARTH 106 Western Art II (f, s; 3 cr) ARTH 250 Concepts in Art History (f, s; 3 cr) ARTH 308 History of Photography (f; 3 cr) ARTH 341 Modern Art (f; 3 cr) ARTH 342 Post-Modern & Contemporary (s; 3 cr) ARTH 350 Art & Ideas (f; 3 cr) ARTH 497 Senior Capstone (f, s; 3 cr) ARTH 499 Special Topics (f, s; 3 cr)	Ph.D., Art History, University of North Carolina-Chapel Hill	
Assistant Professor	Full	ARTH 105 Western Art I (s, f; 3 cr) ARTH 250 Concepts in Art History (f, s; 3 cr) ARTH 322 Medieval Art & Architecture (f; 3 cr) ARTH 323 Renaissance Art & Architecture (s; 3 cr) ARTH 324 Baroque Art & Architecture (f; 3 cr) ARTH 330 Rococo to Romanticism (f, s; 3 cr) ARTH 425 Art & the City (s; 3 cr) ARTH 497 Senior Capstone (f, s; 3 cr)	Ph.D., Art History, Indiana University-Bloomington	
Assistant Professor	Full	ARTH 107 Non-Western Art (f, s; 3 cr) ARTH 219 Islamic Art & Architecture (f; 3 cr) ARTH 250 Concepts in Art History (f, s; 3 cr) ARTH 266 Art of China (s; 3 cr) ARTH 499 Special Topics (s; 3 cr) ARTH 497 Senior Capstone (f, s; 3 cr)	Ph.D., Art History, University of Pittsburgh	
Assistant Professor (replacement)	Full	ARTH 105 Western Art I (s, f; 3 cr) ARTH 250 Concepts in Art History (f, s; 3 cr) ARTH 350 Art & Ideas (f; 3 cr) ARTH 425 Art & the City (f, s; 3 cr) ARTH 450 Ashes2Art: (s; 3 cr) ARTH 497 Senior Capstone (f, s; 3 cr)	Search in Fall 2015	
Teaching Associate	Part time	ARTH 105 Western Art I (s, f; 3 cr) ARTH 106 Western Art II (f, s; 3 cr)	M.A., Art History, West Virginia University	Assistant Gallery Director, Rebecca Randall Bryan Art 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
Totals	**$137,557**	**$137,179**	**$166,341**	**$166,538**	**$169,799**	**$777,415**
Sources of Financing by Year						
Tuition Funding	$251,328	$475,982	$638,093	$755,072	$772,882	**$2,893,357**
Program-Specific Fees						$0
State Funding						$0
Reallocation of Existing Funds						$0
Federal Funding						$0
Other Funding						$0
Totals	**$251,328**	**$475,982**	**$638,093**	**$755,072**	**$772,882**	**$2,893,357**
Net Total (i.e., Sources of Financing Minus Estimated New Costs	**$113,771**	**$338,804**	**$471,751**	**$588,534**	**$603,083**	**$2,115,942**

(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 form 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 with ratings 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. Beginning in 2016, all art students (those majoring in art studio and graphic design) are required to take ARTH 250 (Concepts in Art History). This course will be required for Art History majors as well. Students take this course after taking the prerequisite Art History survey courses with the intention that students will have the proper foundation to practice more critical reading and write more involved visual analyses by applying newly introduced art historical methodologies. Examinations and written essays and analyses will be used to evaluate student progress. Art History majors will also take the ARTH 497 Senior Capstone, which results in two items for evaluation: (1) a cumulative exit exam based on a faculty approved rubric, and (2) a faculty mentored and approved research thesis which will demonstrate not only the students' acquisition of knowledge, but also critical reading and writing skills as well as research and analytical skills. 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. The assessments are given at intervals throughout the program to measure early acquisition of knowledge (ARTH 105, 106, and 107) and retention of that knowledge (in ARTH 250 and ARTH 497). Regular written assignments in **all** classes (from short comparative essays to in-depth research papers) support the learning process, promote art historical understanding, and promote student achievement on the assessments. Ultimately, writing assignments in all the classes prepare students for writing milestones midway and at the end of the program (ARTH 250 and ARTH 497), which will be used to measure the students' and the program's strengths and weaknesses. The data from these assessments will be tracked and analyzed to guide continuous program improvement. A Senior Survey allows for the identification of immediate employment paths for graduates, as well as future contact information for later communication about jobs and career growth.

Programmatic assessment occurs at different levels over time and for different outcomes:

(1) Assessing the Current Program

    a. Each semester, individual course evaluations will be collected from students.
    b. For each key course selected, an SLO alignment chart will be prepared by the instructor to indicate whether or not course objectives, program objectives, and the assessments used in the course match the program assessment plan. These will be submitted to the Chair for archiving.
    c. Faculty teaching in the program will meet annually to discuss results and potentially update SLOs or other program objectives.

(2) Graduation Assessment

    a. Graduation rates will be tracked.
    b. Graduating seniors will complete the Senior Survey/Exit Interview.
    c. Number and kind of student presentations & publications will be tracked.
    d. Number of students pursuing advanced degrees will be tracked.
    e. Faculty teaching in the program will meet annually to review the results of the Senior Surveys and to make any recommendations for programmatic change.

(3) Post-Graduation Assessment

    a. An annual Alumni Survey is distributed to help determine how well the program might be preparing graduates for post-graduate work and/or careers.
    b. Select employer surveys will be conducted to help determine if the program is adequately preparing graduates for their entry-level jobs in related fields.

(4) Program Revision: Any data gathered (including course evaluations, SLO alignment reports, graduation assessment data, post-graduation assessment data, and any other relevant information) will be assembled at the end of each year and distributed to faculty members in the program. Either in a faculty meeting or a separate retreat, faculty will meet to discuss these results, plan for any future changes, and (if necessary) vote on and submit relevant curriculum changes to Academic Affairs.

Student Learning Assessment

Expected Student Learning Outcomes	Methods of/Criteria for Assessment
Identify significant figures (historical, patrons, and artists), works of art, locations, dates and periods (including significant and relevant historical, social, and cultural events)	ARTH 105, 106, and 107: to measure early acquisition of this knowledge, cumulative finals for foundation classes. ARTH 250: to measure retention of this knowledge, similar comprehensive exam midway through the program. ARTH 497: to measure retention of this knowledge, a comprehensive exit exam. Specific questions to assess for this knowledge are included on the exams at three points throughout the program.
Identify innovations in technology, productions techniques, materials and style using appropriate vocabulary	ARTH 105, 106, and 107: to measure early acquisition of this knowledge, cumulative finals for foundation classes. ARTH 250: to measure retention of this knowledge, similar comprehensive exam midway through the program. ARTH 497: to measure retention of this knowledge, a comprehensive exit exam. Specific questions to assess for this knowledge are included on the exams at three points throughout the program.
Discuss and demonstrate an understanding of artistic and cultural styles and traditions across cultures and periods from ancient to contemporary times	ARTH 250: to measure this understanding, students will complete writing portfolios. ARTH 497: In addition to the exit exam, students will write comparison essays to demonstrate their understanding of artistic/cultural styles across time and cultures.
Identify and demonstrate an understanding of important critical, historical, and theoretical approaches used in the study of art and material culture	ARTH 250: throughout the semester, students will complete writing portfolios to demonstrate their understanding of these key concepts and approaches. ARTH 497: In addition to the exit exam, students will write comparison essays to demonstrate their understanding of these key concepts and approaches.

Expected Student Learning Outcomes	Methods of/Criteria for Assessment
Apply key principles and theories in the critical examination and visual analysis of works of art	ARTH 250: writing portfolio will include student responses to particular prompts. For example, students will be given a work of art to analyze according to a specific methodology and in order to apply appropriate theories. ARTH 497: Senior research thesis, approved by faculty, will demonstrate the application of principles, theories, and methodologies appropriate to the chosen topic.
Apply critical reading, thinking, and research skills in writing	ARTH 250: establishes these skills, which are demonstrated in the writing portfolios and in the comparison essays. ARTH 497: Senior research thesis demonstrates student's ability to conduct appropriate research relevant to the topic; thesis measures student's progress as it marks the culmination and polishing of skills established at points throughout the program.

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.