

NEW PROGRAM PROPOSAL FORM

Name of Institution: Coastal Carolina University

Name of Program: Bachelor of Fine Arts (B.F.A.) in Visual Communication Design

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.)

Consider the program for supplemental Palmetto Fellows and LIFE Scholarship awards?

- Yes
 No

Proposed Date of Implementation: Fall 2020

CIP Code: 50.0409

Delivery Site(s): Coastal Carolina University (main campus)

Delivery Mode:

- Traditional/face-to-face Distance Education
*select if less than 25% online 100% online
 Blended/hybrid (50% or more online)
 Blended/hybrid (25-49% online)
 Other distance education (explain if selected)

Program Contact Information (name, title, telephone number, and email address):

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Institutional Approvals and Dates of Approval

Internal Institutional Body	Date of Approval
University Board of Trustees	8/3/2018
Academic Program	8/13/2019
College of Humanities & Fine Arts Committee	11/11/2019
Dean, College of Humanities & Fine Arts	11/11/2019
Faculty Senate	12/5/2019
Provost	1/6/2020

Background Information

Visual Communication Design (VCD) is the process of effectively communicating a specific message visually to a pre-determined audience. Using several aspects of creative problem-solving, such as collecting the demographics of a target audience and performing qualitative, quantitative, primary and secondary research methods, VCD determines the most appropriate method of communication. This can include several mediums such as print, environmental graphics, consumer packaging, web, application development, and graphics.

The proposed Bachelor of Fine Arts (B.F.A.) in VCD is an applied professional degree that will provide students in the Grand Strand region of South Carolina and beyond the necessary competencies (i.e., critical, analytical, oral, written, and creative) to find success in a competitive, digital economy. The rise of the internet in the late 1990s and, more recently, social media as well as the economic shift of consumer demands, require design to adapt to social norms and expectations. Consumer use and demand of newer, ever-evolving, efficient uses of technology drive design trends and, in return, design pedagogy. It is these rapidly changing developments that inspire design curriculum to continuously anticipate the needs of a society where graduates will be expected to holistically consider design problems and determine the most effective solutions.

In keeping with the Coastal Carolina University (CCU) mission of developing students that are prepared to be productive, responsible, and globally aware, the B.F.A. in VCD creates a balanced education of skill and theory with competencies across multiple mediums that allows students to grow as creatives and prepares them for a structured professional environment. The current CCU graphic design program offers a range of courses that immerse students in design principles, professional practice, and progressive digital media. This type of well-rounded liberal arts education fosters a network of competencies including, but not limited to, skill and craft, advanced research methods, communication of ideas both visually and verbally, and the ability to critically evaluate problems and execute effective solutions. The B.F.A. in VCD expands upon this foundation and builds upon the successes of the Department of Visual Arts' interdisciplinary opportunities. These opportunities include student-driven initiatives such as award-winning publications, nationally juried competitions, and a growing cohort of students admitted into graduate schools for further study.

The B.F.A. in VCD is a pedagogically comprehensive program that will attract students from across the region who want to further develop technical and critical thinking skills, while emphasizing conceptual development in a creative, professional environment. The program will allow students to expand their technical fluency and further develop their conceptual thought processes in conjunction with the development of complex, multi-purposeful creative problem-solving skills. Students accepted into this program will be expected to work across print and digital disciplines while having the opportunity to develop courses of study that are creative and interdisciplinary. As a multi-disciplinary professional degree, this B.F.A. will prepare students for a variety of career paths ranging from Art Director, Web Developer, Illustrator, and Multimedia Artist and Animator to Web and Digital Interface Designer.

Assessment of Need

Richard Florida's idea of the "creative class," a group of highly educated and talented individuals that drive the socio-economic impact of post-industrial communities, highlights the demand and need for creative professionals in local and global economies.¹ As members of the creative class, graduates with a B.F.A. in VCD are uniquely positioned to contribute to rapidly developing local and regional economies. Myrtle Beach, SC, which the U.S. Census Bureau reported in 2018 as the second fastest growing metropolitan area in the United States,² as well as the growing economies of Charleston and Greenville, SC, has generated the need for more creative professional degrees within the Grand Strand area and the state. It also creates an ideal environment for the employment of students educated within a creative ethos.

In an ever-broadening design market, there is an increasing demand for designers who have a comprehensive knowledge of the field. The desire for highly skilled and technology-aware designers will only intensify as the digital age expands. Graduates with a B.F.A. in VCD will find work in many sectors such as advertising, marketing, interaction design, print design and user-experience design. According to the Bureau of Labor and Statistics (*Occupational Handbook, 2016-2017*), the demand for graphic designers is projected to grow at 5%, which is at the national average for all areas,³ and the demand for web designers/development is projected to grow 13% faster than the national average of all other sectors.⁴ Additionally, marketing a potential career path for many graphic designers is listed in the 2016-2017 SCCHE Occupational Outlook Report in the top four fastest-growing occupational sectors.⁵

Currently, in the state of South Carolina only the University of South Carolina (USC) and Winthrop University offer a B.F.A. in Graphic Design (a comparable degree to the proposed B.F.A. in VCD). Winthrop University is considerably smaller in size than CCU and located in the northwest region of the state, while USC, the largest university in the state, is centrally located. With its eastern coastal location, CCU is in an area that currently does not offer a dedicated B.F.A. in VCD and is well-positioned to serve the southern and eastern regions of the state as well as attract students from southeastern North Carolina.

An initial assessment of majors and minors enrolled in the Bachelor of Arts (B.A.) in Graphic Design at CCU demonstrates a strong demand for this type of applied professional degree program that better prepares them for professional careers and graduate education. Two student surveys were conducted by the Office of Institutional Research, Assessment and Analysis for the Department of Visual Arts in Spring 2016 and Fall 2017. 90.85% of student respondents stated that they would be, or would have been, interested in the rigors of a B.F.A. in VCD degree at CCU.

The current B.A. curriculum at CCU provides a solid introduction to the tools and methods of design, yet students are not afforded the time to develop their skills and understanding of the variety of design careers available, which limits their potential. The B.F.A. in VCD will provide students with the appropriate time to learn, grow, and strengthen skills needed to succeed in the design field of their choice. The proposed B.F.A. degree does not duplicate any program at a public institution in the state and is distinguished from the B.F.A.s in Graphic Design at USC and Winthrop University in its breadth, emphasis on current design trends, and goal to create highly skilled and technology-aware designers.

Students begin the program by completing a series of foundational art and design courses that will provide a strong background in the history, theory, and practice of the profession. After successful completion of these courses, a B.F.A. candidate will then be required to pass a Portfolio Review (PR),

¹ <https://creativeclass.com/rfcgdb/articles/4%20Cities%20and%20the%20Creative%20Class.pdf>

² This information is based on a percentage increase from 2016-2017. <https://www.census.gov/newsroom/press-releases/2018/popest-metro-county.html>

³ "Occupational Outlook Handbook: Graphic Designers." U.S. Bureau of Labor Statistics. October 24, 2017, accessed October 31, 2017. <https://www.bls.gov/ooh/arts-and-design/graphic-designers.htm>.

⁴ "Occupational Outlook Handbook: Web Developers." U.S. Bureau of Labor Statistics. October 24, 2017, accessed October 31, 2017. <https://www.bls.gov/ooh/computer-and-information-technology/web-developers.htm>.

⁵ Nessen, Erica Von. "PDF." Completion Trends in South Carolina Higher Education, 2009/10-2013/14, 7 Apr. 2016 Report by: Erica Von Nessen, Ph.D., p. 11 and 17.

conducted by all tenured/tenure-track design faculty. The Department of Visual Arts will continue to offer a B.A. in Visual Communication for students who do not pass the PR. Students that successfully pass the PR will be required to complete a 36 credit hour comprehensive design curriculum that will prepare them for a vast range of design jobs or postgraduate education. During the program, students will be required to complete six approved Creativity and Development Workshops (CDW). At least one of these workshops (courses) must be from each of the following categories: (1) Visiting Artist Lecture Series, (2) Experiential Learning in the Arts, (3) Arts and Business, (4) Arts and the Institution, or (5) Arts and Survival.

Transfer and Articulation

Horry-Georgetown Technical College (HGTC) 2+2: CCU currently has a 2+2 agreement with HGTC allowing students who complete an Associate of Science degree in Digital Arts to complete a B.A. in Graphic Design in two more years of study at CCU.

Employment Opportunities

In March 2018, the U.S. Bureau of Economic Analysis and the National Endowment for the Arts announced that in 2015 the arts contributed approximately \$763.6 billion to the U.S. economy.⁶ That is more than agriculture, transportation, and warehousing. They also list web streaming, web publishing and design as among the fastest-growing industries within the ACPA.⁷ A professional degree in VCD will prepare students to be agile, resourceful, and able to synthesize complex problems into relevant effective solutions.

Occupation	State		National		Data Type and Source
	Expected Number of Jobs	Employment Projection	Expected Number of Jobs	Employment Projection	
Graphic Designer	230	12	290,100	8,800	U.S. Bureau of Labor Statistics S.C. Works Online
Art Director	39	2	101,000	900	U.S. Bureau of Labor Statistics S.C. Works Online
Web Developer	102	18	160,500	20,800	U.S. Bureau of Labor Statistics S.C. Works Online
Illustrator	8	1	50,300	500	U.S. Bureau of Labor Statistics S.C. Works Online
Video Editor			69,200	7,900	U.S. Bureau of Labor Statistics
Multimedia Artists and Animators	38	4	74,600	3,000	U.S. Bureau of Labor Statistics S.C. Works Online
Set and Exhibit Designer	5	0	,	,	S.C. Works Online

⁶ <https://www.arts.gov/news/2018/arts-contribute-more-760-billion-us-economy>

⁷ <https://www.arts.gov/news/2018/arts-contribute-more-760-billion-us-economy>

The numbers above are as of March 11, 2020.

Supporting Evidence of Anticipated Employment Opportunities

A B.F.A. in VCD will produce graduates that have the necessary skills and flexibility for success in a wide variety of fields. All employment sectors need individuals who can think creatively, research critically, write effectively, communicate clearly, and who are culturally aware and capable of producing objects that enrich both culture and environment. The increasing demand for students capable of conceptualizing, modeling, prototyping, and executing projects continues to expand. Greenville,⁸ Charleston, and Columbia, SC, represent cities that embrace and attract creative entrepreneurs from B.F.A. programs because each city recognizes the benefit the arts provide to help expand the economy and to further attract other high-skilled citizens.

Nationally, the nonprofit arts and culture industry generated \$166.3 billion of economic activity during 2015. This includes \$63.8 billion in spending by arts and cultural organizations and an additional \$102.5 billion in event-related expenditures by their audiences. This activity supported 4.6 million jobs and generated \$27.5 billion in revenue to local, state, and federal governments.⁹ This represents 4.01% of all U.S. businesses and 2.04% of all U.S. employees, demonstrating statistically that the arts are a formidable business presence and broadly distributed across communities. Arts businesses and the creative people they employ stimulate innovation, strengthen America's competitiveness in the global marketplace, and play an important role in building and sustaining economic vibrancy.¹⁰

The most recent data from the Bureau of Labor Statistics (BLS) states that 3.2%, or \$504 billion, of current-dollar gross domestic product (GDP) in 2011 was attributable to arts and culture. In comparison, the Bureau of Economic Analysis' estimated the value of the U.S. travel and tourism industry was 2.8% of GDP. BLS's *Occupational Employment and Wages* (May 2014) reveals 1,793,700 people employed nationally in arts and related industries with a median salary of \$45,180. Growth in industries that employ artists is predicted to be between 3-6% from 2012-2022. Students awarded a B.F.A. have mastered professional practice and technical prowess in an intensive program of study and can leverage these skills into careers in museums, galleries, the motion picture and entertainment industries, advertising, auction houses, and tourism and work as designers, animators, illustrators, conservators, and independent artists.

⁸ <http://greenvilleforward.com/vision-2025/>

⁹ Nathan, Max, et al. "Creative Economy Employment in the US, Canada and the UK." [Http://www.nesta.org.uk/about-us](http://www.nesta.org.uk/about-us), NESTA, 1 Mar. 2016, www.nesta.org.uk/publications/creative-economy-employment-us-canada-and-uk.

¹⁰ "Creative Industries." Americans for the Arts, Americans for the Arts, 28 Sept. 2017, www.americansforthearts.org/by-program/reports-and-data/research-studies-publications/creative-industries.

Projected Program Enrollment

Projected Enrollment			
Year	Fall Headcount	Spring Headcount	Summer Headcount
2020-2021	20	18	0
2021-2022	35	31	0
2022-2023	46	41	0
2023-2024	54	48	0
2024-2025	52	46	0

Note 1: Based on enrollment of 20 new students each Fall and 0 new students each Spring.

Note 2: Years one through four total headcounts based on 90% returning Fall to Spring and 85% returning Spring to Fall.

Note 3: CCU estimates the BFA degree will be awarded during 2023-2024 academic year for new freshmen entering the program in fall 2020. Transfer students, depending on their number of transfer credits, and currently enrolled students, who change their major and meet the BFA degree requirements, could potentially graduate during the 2021-2022 academic year.

Description of the Program

Students accepted into the B.F.A. in VCD program will be expected to complete a series of ten design courses before completing the two-course capstone experience.

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

Yes

No

Students that elect to become B.F.A. candidates will be required to pass a Portfolio Review (PR) that will be conducted by all the Visual Communication Design/Graphic Design tenured/tenure-track faculty. A PR is a standard practice for all B.F.A. programs.

Students with a minimum 2.5 GPA are eligible for the PR once they have completed or are currently enrolled in the following Visual Arts foundations curriculum (15 credits) and four Graphic Design foundations courses:

- ARTS 103 Fundamentals of Art I (3 credits)
- ARTS 104 Fundamentals of Art II (3 credits)
- ARTS 105 Fundamentals of Art III (3 credits)
- ARTS 111 Fundamentals of Drawing I (3 credits)
- ARTS 112 Fundamentals of Drawing II (3 credits)
- ARTD 108 Survey of Graphic Design (3 credits)
- ARTD 201 Graphic Design I (3 credits)
- ARTD 202 Graphic Design II (3 credits)
- ARTD 208 Typography I (3 credits)

Outlined below are the necessary requirements for the application and evaluation:

- ARTD 201 Graphic Design I – Two (2) examples of the student's best work
- ARTD 202 Graphic Design II – Two (2) examples of the student's best work
- ARTD 208 Typography I – Two (2) examples of the student's best work

Two examples of work from the following: ARTS 103 Fundamentals of Art I, ARTS 104 Fundamentals of Art II, ARTS 105 Fundamentals of Art III, ARTS 111 Fundamentals of Drawing I, and ARTS 112 Fundamentals of Drawing II.

Student portfolios will be assessed based on the following criteria:

1. Process/Concept
2. Elements of Design, Principles of Composition and Typography
3. Craftsmanship and Technique
4. Presentation

Additionally, during the B.F.A. program, students will be required to complete six approved Creativity and Development Workshops (CDW). At least one of these workshops (courses) must be from each of the following categories: (1) Visiting Artist Lecture Series, (2) Experiential Learning in the Arts, (3) Arts and Business, (4) Arts and the Institution, and (5) Arts and Survival.

Curriculum

New Courses

ARTD 208 Typography I (3 credits) (prereq: ARTS 103, ARTS 105)

An introduction to the study of typographic theory and practice. Emphasis of the course is on typographic anatomy and vocabulary, grids and grid structures, and hierarchical relationships.

ARTD 310 Identity Systems (3 credits) (prereq: B.F.A. major only)

An introductory course in visual identity system concepts. Students will learn how to apply semiotics, color, typography, and the use of form in a variety of mediums. Creative exploration and the application of complex visual communication skills will be stressed.

ARTD 397 Visual Communication Design Exhibition (3 credits) (prereq: B.F.A. major only, ARTD 309)

In this course, students learn to develop systems and methodologies for solving real-world, pragmatic design problems. Students begin by identifying an area of research and discussing its relationship to graphic design. Students address social, environmental, political, linguistic, philosophical, and cultural issues through an independent, self-authored graphic design project that requires experimentation, adaptability, and specialization. Upon completion students will professionally display their project in a group exhibition.

Total Credit Hours Required: 121

Curriculum by Year					
Course Name	Credit Hours	Course Name	Credit Hours	Course Name	Credit Hours
Year 1					
Fall		Spring		Summer	
UNIV 110	3	CORE (ENGL 102)	4		
CORE (ENGL 101)	4	CORE (Critical Thinking and Reasoning)	3		
ARTS Foundation 103 or 104 or 105	3	ARTS Foundation 103 or 104 or 105	3		
ARTS Foundation 103 or 104 or 105	3	ARTS Foundation 112 Drawing II	3		
ARTS Foundation 111 Drawing I	3	ARTH 106 (Art History)	3		
Total Semester Hours	16	Total Semester Hours	16		
Year 2					
Fall		Spring		Summer	
CORE (Artistic Expression) ARTH 105 or ARTH 107	3	CORE (Scientific Concepts + Lab)	4		
CORE (Quantitative Literacy)	4	Core (Human and Social Behavior)	3		
ARTS 298 – Concepts in Artistic Processes	3	ARTD 108 Survey of Graphic Design	3		
ARTH 2XX or above (Art History)	3	ARTD 202 Graphic Design II	3		
ARTD 201 Graphic Design I	3	ARTD 208 Typography I	3		
Total Semester Hours	16	Total Semester Hours	16		

Course Name	Credit Hours	Course Name	Credit Hours	Course Name	Credit Hours
Year 3					
Fall		Spring		Summer	
CORE (Communication Across Culture)	3	CORE (Communication Across Culture)	3		
ARTS 262 Intro to Photography	3	HIST 201 or POLI 201	3		
ARTH 250 Concepts in Art History	3	ARTD 304 Motion Design	3		
ARTD 305 Interaction Design	3	ARTD 309 Environmental Design	3		
ARTD 310 Identity Systems	3	ARTD 308 Typography II	3		
Total Semester Hours	15	Total Semester Hours	15		
Year 4					
Fall		Spring		Summer	
CORE (Human and Social Behavior)	3	CORE (Humanistic Thought)	3		
CORE (Humanistic Thought)	3	ARTD 397 Vis Comm Design Exhibition	3		
ARTD 306 User Experience Design	3	ARTD 497 The Designer as a Professional	3		
ARTD 400 Design Systems	3	ARTD 4XX Internship or Pre-Professional Studio or ARTH/ARTS/ARTD Study Abroad	3		
ARTD 499 Special Topics in Vis Comm	3				
Total Semester Hours	15	Total Semester Hours	12		

Similar Programs in South Carolina offered by Public and Independent Institutions

Program Name and Designation	Total Credit Hours	Institution	Similarities	Differences
B.F.A. Visual Communication Design: Graphic Design	120	Winthrop University	Visual Communication Design program. NASAD accredited.	Program is divided into illustration, graphic or interactive media.
B.F.A. in Studio Art with a concentration in Graphic Design	120	University of South Carolina – Columbia	Visual Arts program with both a B.F.A. and B.A. The program offers a wide range of curricular opportunities. NASAD accredited.	Program offers specific concentrations or tracks (e.g., Painting, Ceramics, Photography, Graphic Design, etc.). A student gallery is available and Senior students have a solo exhibition of research. Graduate programing (MFA) is available.

Faculty

Rank and Full- or Part-time	Courses Taught for the Program	Academic Degrees and Coursework Relevant to Courses Taught, Including Institution and Major	Other Qualifications and Relevant Professional Experience (e.g., licensures, certifications, years in industry, etc.)
Associate Professor / Full-time	ARTD 201, ARTD 202, ARTD 301, ARTD 302, ARTD 308, ARTD 400, ARTD 440, ARTD 497	Masters of Fine Arts (Graphic Design) University of Notre Dame	10 years in industry
Associate Professor / Full-time	ARTD 201, ARTD 108, ARTD 202, ARTD 205, ARTD 301, ARTD 303, ARTD 304, ARTD 305, ARTD 306, ARTD 497	Masters of Fine Arts (Visual Communication) University of Arizona	5 years in industry
Assistant Professor / Full-time	ARTD 205, ARTD 302, ARTD 304, ARTD 305, ARTD 306, ARTD 497	Masters of Fine Arts (Graphic Design) Vermont College of Fine Arts	10 years in industry
Assistant Professor / Full-time	ARTD 201, ARTD 202, ARTD 309	Masters of Fine Arts (Visual Communication Design) Kent State University	14 years in industry
Assistant Professor / Full-time		Master of Fine Arts (Visual Communication Design) Kent State University	5 years in industry

Total FTE needed to support the proposed program:

Faculty: 3.57
 Staff: 0.50
 Administration: .14

The following chart presents the anticipated administrative, faculty, and staff needed for the B.F.A. in VCD.

YEAR	NEW		EXISTING		TOTAL	
	Headcount	FTE	Headcount	FTE	Headcount	FTE
Administration						
2020-2021	0	0.00	1	0.14	1	0.14
2021-2022	0	0.00	1	0.14	1	0.14
2022-2023	0	0.00	1	0.14	1	0.14
2023-2024	0	0.00	1	0.14	1	0.14
2024-2025	0	0.00	1	0.14	1	0.14
Faculty						
2020-2021	0	0.00	5	0.86	5	0.86
2021-2022	1	0.29	5	1.43	6	1.71
2022-2023	0	0.00	6	2.57	6	2.57
2023-2024	0	0.00	6	3.57	6	3.57
2024-2025	0	0.00	6	3.57	6	3.57
Staff						
2020-2021	0	0.00	1	0.50	1	0.50
2021-2022	0	0.00	1	0.50	1	0.50
2022-2023	0	0.00	1	0.50	1	0.50
2023-2024	0	0.00	1	0.50	1	0.50
2024-2025	0	0.00	1	0.50	1	0.50

Faculty, Staff, and Administrative Personnel

The existing Administrative Assistant in the Department of Visual Arts will provide staff support for the program, and the current coordinator of Foundations courses will advise students and help coordinate growth in the new major. The Department will need to hire one additional faculty member in VCD in year two of the program to support the additional enrollment and course load.

Resources

Library and Learning Resources

The library collection supports the CCU curriculum and teaching research for education in the arts. 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 Kimbel Library holds approximately 12,003 titles for the broad range of art studio and related fields. 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), online databases (ArtStor, Art Source, JSTOR, Architectural Index, and BHA/RILA), and

Interlibrary Loan. An annual library allowance of \$2,500 will allow for the collection's growth to keep pace with advancements in the discipline. This will specifically allow the program to increase the collection of artist monographs, custom artist books, and technical books as they relate to specific media. The Library's website can be accessed via: <http://www.coastal.edu/library/>.

Student Support Services

Existing support services are sufficient to support the program. CCU offers a Writing Center, Mathematics Learning Center, and Foreign Language Instructional Center as part of its Tutoring and Learning Center. More specific peer and faculty mentoring/tutoring is offered within the Department of Visual Arts. This includes peer-peer tutoring weekly from 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 the Department of Visual Arts, students are supported by a wide variety of CCU services, such as: Student Computing Services, the Office of Accessibility and Disability Services, the previously mentioned Tutoring and Learning Center, Library Assistance Services, Career Services, and Counseling Services.

Physical Resources/Facilities

Classrooms and studios currently occupied by the Department of Visual Arts are sufficient for the introduction of the B.F.A. program at its projected enrollment. However, a communal space for the senior cohort to design and make artwork will need to be developed.

All studios are equipped with the tools and technology currently needed to teach the B.F.A. curriculum. Advances in technology, wear on equipment, and changes in the field of visual arts may necessitate maintenance, upgrades, or additional equipment in the long term.

Senior Cohort Space – Senior studio space is a prerequisite for the creative process as well as a recruitment and leverage tool for new and transfer students considering a B.F.A. degree program. Students must have dedicated spaces in which to design, execute, and store work when not in the classroom. The Department currently needs student studio space for the development of full bodies of work. While all students would benefit from a space to design and make artwork, it is essential for seniors producing large and time-consuming bodies of work. This is space that the National Association of Schools of Art and Design (NASAD), the accreditation agency for visual arts, has affirmed is needed, as can be seen via the Optional Response to the NASAD Report 2014 Section P, Item 4. CCU recognizes the need for such space and is pledging to provide the necessary space through renting or some other means. The estimated annual rental cost of \$24,744 is indicated in the financial chart.

Equipment

Technology in the Classroom - There will be a need for a technology upgrade to facilities, particularly a dedicated lab for digital foundations. With the additional classes required for the B.F.A. in VCD, one additional design classroom is needed.

The following classroom equipment will facilitate the needs of the Department's B.F.A. programs and potentially service the existing program in Digital Culture and Design.

Technology Needs			
Total	Item	Individual Cost	Total*
18	iMac Pro 3.2GHz 8-core Processor, 16GB RAM	\$5,799	\$112,733
9	Epson Perfection V850 Pro Scanner	\$999	\$9,710
18	Wacom DTK2700 Cintiq 27QHD	\$1899	\$36,935
1	Epson Interactive Smart Board with Short Throw Projector	\$2,657	\$2,870
1	Roto trimmer	\$600	\$648
1	Vandercook printing press	\$17,000	\$18,360
	Printing accessories (ink, brayer's, ink knives, magnets, line gauges, bunting magnetic base, etc.)	\$2,500	\$2,700
1	Teaching workstation (iMac 27" with Retina display)	\$3,719	\$4,017
1	Xerox 7800 12 x 18 color laser printer	\$5,999	\$6,479
1	Sound System	\$1,295	\$1,399
2	Samsung 55" QLED 4K TV + mobile stand	\$1,674	\$3,618
	Total First Year Needs		\$199,469

*Tax included

Impact on Existing Programs

- Yes
 No

All students will enter the program as B.A. in Graphic Design majors. Students interested in applying for entrance into the B.F.A. in VCD must complete a minimum of 15 credit hours from the visual arts foundation curriculum and 12 credit hours from the graphic design foundation curriculum with a minimum cumulative GPA of 2.5 before submitting applications to the program. Accepted students will enter the B.F.A. program and students not accepted will remain on an uninterrupted track for the B.A. in Graphic Design. It is likely there will be a decline in enrollment for the B.A. in Graphic Design after the acceptance of students into the B.F.A..

Financial Support

Sources of Financing for the Program by Year												
Category	1st		2nd		3rd		4th		5th		Grand Total	
	New	Total	New	Total								
Tuition Funding	\$362,748	\$362,748	\$633,843	\$633,843	\$840,639	\$840,639	\$991,697	\$991,697	\$958,806	\$958,806	\$3,787,733	\$3,787,733
Program-Specific Fees											\$0	\$0
Special State Appropriation											\$0	\$0
Reallocation of Existing Funds											\$0	\$0
Federal, Grant or Other Funding											\$0	\$0
Total	\$362,748	\$362,748	\$633,843	\$633,843	\$840,639	\$840,639	\$991,697	\$991,697	\$958,806	\$958,806	\$3,787,733	\$3,787,733
Sources of Financing for the Program by Year												
Category	1st		2nd		3rd		4th		5th		Grand Total	
	New	Total	New	Total								
Program Administration and Faculty/ Staff Salaries	\$110,867	\$110,867	\$187,234	\$187,234	\$266,611	\$266,611	\$361,946	\$361,946	\$369,185	\$369,185	\$1,295,843	\$1,295,843
Facilities, Equipment, Supplies, and Materials	\$224,213	\$224,213	\$24,744	\$24,744	\$24,744	\$24,744	\$24,744	\$24,744	\$24,744	\$24,744	\$323,189	\$323,189
Library Resources	\$2,500	\$2,500	\$2,500	\$2,500	\$2,500	\$2,500	\$2,500	\$2,500	\$2,500	\$2,500	\$12,500	\$12,500
Total	\$337,580	\$337,580	\$214,478	\$214,478	\$293,855	\$293,855	\$389,190	\$389,190	\$396,429	\$396,429	\$1,631,532	\$1,631,532
Net Total (Sources of Financing Minus Estimated Costs)	\$25,168	\$25,168	\$419,365	\$419,365	\$546,784	\$546,784	\$602,508	\$602,508	\$562,377	\$562,377	\$2,156,201	\$2,156,201

Note: New costs - costs incurred solely as a result of implementing this program. Total costs - new costs; program's share of costs of existing resources used to support the program; and any other costs redirected to the program. No program-specific fees are included in the tuition funding.

Budget Justification

Program cost-effectiveness and return-on-investment are evaluated institutionally using an induced revenue/ expense model. As shown in the Financial Support table, tuition revenues are based on a 15-credit course load for each student projected to enroll in the program. These revenues represent course revenues derived from both program and general education curriculum requirements. The expenses shown in the Financial Support table represent direct expenses necessary for delivering program courses and administration. Due to an undergraduate program's inducement of additional general education expenses, as well as overall institutional operational expenses, the University uses a 50% gross academic margin assessment to ensure that new programs will provide sufficient revenues to support the expense impact on institutional operations.

Total induced revenue (\$3,787,733 for the period) minus total direct expenses (\$1,631,532 for the period) divided by total induced revenue (\$3,787,733 for the period) is calculated to derive gross academic margin.

For a program to be considered cost-effective, CCU looks for undergraduate programs to produce a gross academic margin of 50% or better. The 50% threshold is due to undergraduate participation in the general education curriculum, as well as greater undergraduate reliance on operational resources. This program's gross academic margin is 56.9% for the period, which indicates that it has a high likelihood of producing sustainable revenues.

Evaluation and Assessment

The VCD program promotes and encourages critical thinking through a variety of course offerings that prepare students to be multi-faceted, professional designers. This program builds on a foundation rooted in traditional studio art, design, and art history. Upper-level courses in the program focus on specialized design practices and technologies, applying these concepts in the form of visual design solutions. VCD graduates will be prepared to immediately join and succeed within the modern creative workforce and serve as future industry innovators and thought leaders.

The B.F.A. in VCD will:

Objective 1: Provide students with the opportunity to acquire the necessary technical and material skills to find success as visual communication designers;

Objective 2: Foster a critical understanding of design and art theory through research skills and visual analysis;

Objective 3: Provide students with a diverse curriculum of studio-centric art and design courses that offer a breadth of exposure to a variety of creative methodologies and a depth of understanding in specialized design practices;

Objective 4: Prepare students to become professional designers who apply critical thinking to solve challenging problems and communicate complex concepts through visual design solutions; and

Objective 5: Demonstrate the ability to build a diverse and productive atmosphere that respects a culture of intellectual transformation through education about and practice of visual communication.

All studio art foundation courses (ARTS 103, ARTS 104, ARTS 111, ARTS 112) are assessed through assigned artwork and a vocabulary exam. A committee of faculty teaching foundation courses has approved all rubrics used to grade artwork. The vocabulary exam uses terms from a document created by the same body. These rubrics will be reviewed and evaluated annually to determine needed areas of improvement.

Students who have completed all studio art and design foundation courses (ARTD 108, ARTD 201, ARTD 202, ARTD 208) with a grade of "C" or better and maintain a GPA of 2.5 or higher have the option to apply for the B.F.A. in VCD.

To apply for the program, students will submit a digital portfolio. Portfolios will be evaluated by a committee of design faculty members. Admittance will be granted to students who score a 75% or higher on the evaluation up to the maximum number of students allowable for each academic year. Priority will go to the highest scoring students. The exact number of students admitted will change on an annual basis depending on applicant scoring, current faculty and facilities capacity of the program.

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

(1) Assessing the Current Program

- a. Individual course evaluations will be collected from students each semester.
- b. A student learning outcome (SLO) assessment protocol already exists for the studio foundations. The studio foundations assessment evaluates the technical and conceptual growth of students in two-dimensional and three-dimensional design, as well as drawing. An SLO alignment chart will be prepared by the instructors 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 Department Chair for archiving.
- c. Assessment will be completed annually for the VCD capstone (ARTD 497). The matrix for evaluation and outcomes will be identical to the assessment module used for acceptance into the B.F.A. major. This method of evaluation assesses the process/concept, elements of design, principles of composition and typography, craftsmanship and technique, and presentation. By using the same evaluation matrix, the Department can link/attach growth and change over a two-year period. The process will be completed in conjunction with the Office of Institutional Research, Assessment and Analysis.
- d. 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 of students pursuing advanced degrees will be tracked.
- d. Faculty teaching in the program will meet annually to review the results of the senior survey 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 is 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

- a. 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 faculty retreat, faculty will meet to discuss these results, plan for any future changes, and (if necessary) vote on and submit relevant curriculum changes to the CCU Committee on Academic Affairs.

Program Objectives	Student Learning Outcomes Aligned to Program Objectives	Methods of Assessment
<p>Objective 1: Provide students with the opportunity to acquire the necessary technical and material skills to find success as visual communication designers.</p>	<p>SLO 1 Demonstrate proficiency with various two-dimensional and three-dimensional processes, skills, and techniques.</p> <p>SLO 2 Demonstrate an understanding of the elements and principles of design.</p> <p>SLO 3 Demonstrate effective explorations of material and media.</p>	<p>Art Foundations (SLO 1): ARTS 103: Two-Dimensional Design ARTS 104: Three-Dimensional Design ARTS 111: Drawing I ARTS 112: Drawing II</p> <p>These courses are assessed each semester by the Department. Individual courses evaluate skill-based competencies.</p> <p>Design Foundations (SLO 2, SLO3): ARTD 201: Graphic Design I ARTD 202: Graphic Design II ARTD208: Typography I</p> <p>These courses are assessed annually by the Department through a portfolio review. Individual courses evaluate work based on composition, craft, creativity and problem-solving, and concept comprehension.</p> <p>Art & Design (SLO 1, SLO 2, SLO 3): ARTS 298: Concepts of Art Processes and ARTD 497: The Designer as a Professional evaluate work based on concept, design and composition, craftsmanship and technique, and presentation.</p>
<p>Objective 2: Foster a critical understanding of design theory through research skills and visual analysis.</p>	<p>SLO 1 Demonstrate an understanding of the historical context of contemporary art and design.</p> <p>SLO 2 Demonstrate knowledge, skills, and understanding of the visual arts through the ability to identify and discuss the historical, social, and cultural context of works of art.</p> <p>SLO 3 Demonstrate individual and professional progress through the analysis and critical examination of art, applying the</p>	<p>ARTH 106: Art History Survey II (Renaissance to Contemporary) (SLO 1, SLO 2) This course measures the acquisition of knowledge through cumulative finals for foundation classes.</p> <p>ARTD 108: Survey of Graphic Design (SLO 1, SLO 2) This course measures the acquisition of knowledge through cumulative finals for foundation classes.</p> <p>ARTH 250: Concepts in Art History (SLO 1, SLO 2, SLO 3):</p>

Program Objectives	Student Learning Outcomes Aligned to Program Objectives	Methods of Assessment
	principles of visual analysis and research.	The retention of knowledge, understanding of cultural traditions, and important critical and theoretical approaches are measured through a comprehensive exam. Student research skills and ability to analyze information will be evaluated through a writing portfolio.
Objective 3: Provide students with a diverse curriculum of studio-centric art and design courses that offer a breadth of exposure to a variety of creative methodologies and a depth of understanding in specialized design practices.	<p>SLO 1 Develop and integrate concepts into two-dimensional and three-dimensional creative works.</p> <p>SLO 2 Demonstrate the ability to produce design solutions that meet the specifications of the appropriate medium.</p>	<p>Design Portfolio Review: (SLO 1, SLO 2) Creative growth is evaluated and tracked using shared criteria for evaluating student B.F.A. entry portfolios, ARTS 298: Concepts in Art Processes, and final assessment of portfolios in ARTD 497: The Designer as a Professional.</p>
Objective 4: Prepare students to become professional designers who apply critical thinking to solve challenging problems and communicate complex concepts through visual design solutions.	<p>SLO 1 Demonstrate an understanding of problem solving through research, analysis, and information gathering.</p> <p>SLO 2 Develop and apply a personal and analytical voice through the ability to research critically, write effectively, and communicate clearly.</p>	<p>Design Portfolio Review (SLO 1, SLO 2): Creative growth is evaluated and tracked using shared criteria for evaluating student final assessment of portfolios in ARTD 497: The Designer as a Professional.</p>
Objective 5: Demonstrate the ability to build a diverse and productive atmosphere that respects a culture of intellectual transformation through education about and practice of visual communication.	SLO 1 Demonstrate professionalism and personal accountability that is representative of a working creative professional.	<p>Design: Presentation of student work in ARTD 497: The Designer as a Professional.</p> <p>Creativity and Development Workshops (CDW): Students will be required to attend arranged events by the Department and its gallery.</p>

Accreditation and Licensure/Certification

Will the institution seek program-specific accreditation (e.g., CAEP, ABET, NASM, etc.)? If yes, describe the institution’s plans to seek accreditation, including the expected timeline.

- Yes
- No

The institution applied for new program review (plan approval) with NASAD (National Association of Schools of Art & Design) in September 2019. NASAD’s review process requests that such an application begins after institutional approval and can coincide with the state approval process.

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

Yes

No

Explain how the program will prepare students for this licensure or certification.

If the program is an Educator Preparation Program, does the proposed certification area require national recognition from a Specialized Professional Association (SPA)? If yes, describe the institution's plans to seek national recognition, including the expected timeline.

Yes

No

Appendix A.

Addendum to the Memorandum of Agreement:

**Horry-Georgetown Technical College (HGTC) & Coastal Carolina University (CCU)
Partnership between HGTC Associate in Applied Science in Digital Arts Technology &
CCU Bachelor of Arts in Graphic Design**

Thursday, February 19, 2015

This Memorandum of Agreement establishes a partnership between Horry-Georgetown Technical College and Coastal Carolina University for the implementation of a completion program (2+2) for the Bachelor of Arts degree in Graphic Design awarded by Coastal Carolina University. This partnership is designed to increase the higher education opportunities for the graduates of Horry-Georgetown Technical College's Associate in Applied Science degree program in Digital Arts Technology (Transfer Path).

Coastal Carolina University and Horry-Georgetown Technical College agree to provide the opportunity for a seamless transition for Horry-Georgetown Technical College Digital Arts Technology graduates to the Bachelors of Arts in Graphic Design at Coastal Carolina University.

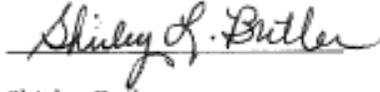
Horry-Georgetown Technical College is a multi-campus, publicly supported comprehensive community/technical college, part of the South Carolina Technical College System, and is authorized to award Associate Degrees, Diplomas and Certificates. Coastal Carolina University is a public, mid-sized, comprehensive liberal arts-oriented institution offering Bachelor's and Master's level degrees. Both institutions are accredited by the Southern Association of Colleges and Schools, Commission on Colleges.

The following provisions of the partnership, effective August 1, 2015, serve as an addendum to the original agreement dated August 2010:

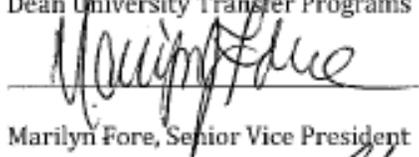
- ARV 162 from HGTC will transfer in as ARTD 201 and fulfill a major requirement
- IST 225 from HGTC is being phased out and will be replaced with ARV 227, either course will be transferred in as ARTD 205 and will meet the major requirement
- ARV 121 will transfer in as ARTS 103 per this agreement and the South Carolina commission of Higher Education Statewide Articulation Agreement

AFFIRMED BY:

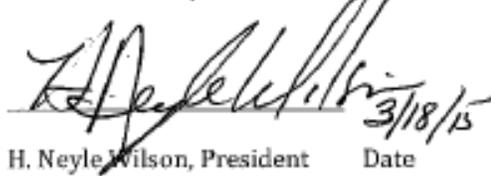
For Horry Georgetown Technical College:



Shirley Butler
Associate Vice-President/
Dean University Transfer Programs



Marilyn Fore, Senior Vice President

 3/18/15

H. Neyle Wilson, President Date

For Coastal Carolina University:



✓ Dan Ennis
Dean
College of Humanities and Fine Arts



J. Ralph Byington, Provost



David A Decenzo, President Date

03/06/2015

Addendum: Sample Pathway

UNIVERSITY CORE CURRICULUM

(37-41 credits)

Communication (6-9 credits)

COURSE	SEMESTER	GRADE	CR.
A ENGL 101* ← ENG 101			3
ENGL 102 or ENG 102			3

(Grade of C or higher required in ENGL 101 and ENGL 102 or 2.1 above to progress to part B)
*May waive (without credit) ENGL 101 if received score of 600 or higher on SAT Writing Test or score of 28 or higher on ACT Writing Test

B. _____ 3

(choose one) BIOL 122/L, CHEM 150, CSCI 130, ENGL 102, ENGL 211, ENGR 101, HIST 250, MSCI 201, PHIL 271, POLI 200, PSYC 202, SOC 201, THEA 149

Mathematical Concepts (3-4 credits)

COURSE	SEMESTER	GRADE	CR.
← MAT 120			3-4

(choose one) MATH 132, MATH 139, MATH 160, MATH 201, CBAD 291, PSYC 225/L, STAT 201/L

*Completion of MATH 101 & MATH 102 accepted as MATH 139

Scientific Concepts (4 credits)

COURSE	SEMESTER	GRADE	CR.
_____			3
_____ Lab			1

(choose one) ASTR 101/L, ASTR 111/L, BIOL 101/L, BIOL 121/L, BIOL 232/L, CHEM 101/L, CHEM 111/L, GEOL 102/L, GEOL 111/L, MSCI 101/L, MSCI 102/L, MSCI 111/L, PHYS 103/L, PHYS 201/L, PHYS 211/L

*Completion of SCI 101/101L accepted as PHYS 103/103L

Humanistic Concepts (6 credits)

COURSE	SEMESTER	GRADE	CR.
_____			3
_____			3

(choose 1 course each from 2 different disciplines)
ENGL 205, ENGL 287, ENGL 288, HIST 101, HIST 102, HIST 202 PHIL 101, PHIL 102

Freshman Graduation Requirement (required for entering freshmen or new transfer students with less than 12 credits) (3 credits)

COURSE	SEMESTER	GRADE	CR.
UNIV 110			3

University 110, The First-Year Experience, is required for all new entering freshmen and for new transfer students with fewer than 12 transfer credit hours unless the transfer student has satisfactorily completed a college transition course.

Foreign Language (3-6 credits)

COURSE	SEMESTER	GRADE	CR.
_____			3
_____			3

(3 credits at level 130 or higher OR 6 credits in sequence - i.e. 110, 120)

Global Studies Awareness (3 credits)

Opt. 1 – Completion of an approved Study Abroad Course

OR

Opt. 2 – Completion of one of the following:
ECON 150, ENGL 277, GEOG 121, HIST 111, HIST 112, HONR 101, POLI 101, RELG 103

COURSE	SEMESTER	GRADE	CR.
_____			3

Structure & Develop. of the US (3 credits)

COURSE	SEMESTER	GRADE	CR.
_____			3

(choose one) HIST 201 or POLI 201

Human Health & Behavior (3 credits)

COURSE	SEMESTER	GRADE	CR.
_____			3

(choose one) ECON 110, HPRO 121, EXSS 122, NSM 120, PSYC 101; SOC 101

Creative Expression (3 credits)

COURSE	SEMESTER	GRADE	CR.
_____			3

(choose one) ARTH 105*, ARTH 106*, ARTS 102, ENGL 201, MUS 110, THEA 101, THEA 201

*If either ARTH 105 or ARTH 106 is used to satisfy core requirement, student must take an additional 3 credit ARTH course

GRAPHIC DESIGN MAJOR

Must receive C or above in all Art classes and Cognates

Art Foundation Courses (18 credits)

COURSE	SEMESTER	GRADE	CR.
ARTS 103 ← ARV 121 Fundamentals of Art I 2D Design			3
ARTS 104 Fundamentals of Art II 3D Design			3
ARTS 111 Drawing I			3
ARTS 112 Drawing II			3
ARTH 105* History of Western Art I (Renaissance to the 19th century)			3
ARTH 106* ← ART 108 History of Western Art II (Renaissance to the present)			3

*Students who use either ARTH 105 or 106 to satisfy the core requirement, must take an additional 3 credit ARTH elective.

*ARTH _____ 3

Electives (Enough to have 120 credits - approx. 12-19 credits)

COURSE	SEMESTER	GRADE	CR.
_____ ← ARV 110			
_____ ← ARV 210			
_____ ← ARV 212			
_____ ← ARV 264			
_____ ← ARV 163			
_____ ← MKT 101			

Major Requirements (34 credits)

COURSE	SEMESTER	GRADE	CR.
ARTS 231 <i>Life Drawing I</i>			3
ARTS 297 ← Projects will be coordinated to support this course			1
ARTH 350 <i>Art & Ideas</i>			3
ARTH _____ <i>Art History elective</i>			3
ARTD 201 ← ARV 162 <i>Introduction to Electronic Design</i>			3
ARTD 202 <i>Graphic Design Techniques</i>			3
ARTD 205 <i>Web Design I</i> ← ARV 227			3
ARTD 301 <i>Intermediate Graphic Design I</i>			3
ARTD 302 <i>Intermediate Graphic Design II</i>			3
ARTD 402 <i>Advanced Graphic Design (Senior Portfolio Capstone)</i>			3
ARTD-XXX <i>elective**</i> ← CPT 163			3
ARTD XXX <i>elective**</i>			3

**Some Graphic Design electives are: Illustration, Web Design II, Web Design III, Publication Design, Packaging Design, Advanced Typography, Art Internship

Cognates (12 credits)

Any 300 or 400 level courses outside of major. Graphic Design majors can use ARTH, ARTE & ARTS classes (300 & above) for cognates. ARTH classes can be used for minor. Grade of C or higher required for all cognates.

COURSE	SEMESTER	GRADE	CR.
← ARV 219			3
← ARV 222			3
← ARV 281			3
← ARV 282			3

University Core Curriculum	37-41 credits
Art Foundation Courses	18 credits
Major Requirements	34 credits
Cognates (can be used towards minor)	12 credits
101-105 credits	
Freshman Graduation Requirement	3 credits
Electives	approximately 12-19 credits
DEGREE - B.A. in Graphic Design	120 credits

