New Program Proposal Form

Name of Institution: University of South Carolina Aiken

Name of Program (include degree designation and all concentrations, options, or tracks):
Bachelor of Arts – Major in Art
     Concentration in Studio and Digital Arts
     Concentration in Graphic Design
     Concentration in Art History
     Art Education with K-12 Teaching Certification

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: 50.0701

Delivery Site(s):   USC Aiken

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)

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Institutional Approvals and Dates of Approval (include department through Provost/Chief Academic Officer, President, and Board of Trustees approval):

Visual and Performing Arts Department: August 16, 2019 (unanimous)
Dean of the College of Arts, Humanities, and Social Sciences: September 26, 2019
College Council: Sep. 30, 2019 (5 for, 0 against, 1 abstention)
Provost/Chancellor: Oct. 9, 2019
University Planning Committee: Nov. 15, 2019
USC Aiken Faculty Assembly: December 5, 2019
USC Aiken Chancellor: January 6, 2020
BOT: anticipated March 20 (AAFL), April 24 (full)
ACAP:
CAAL:
CHE:

Background Information

State the nature and purpose of the proposed program, including target audience, centrality to institutional mission, and relation to the strategic plan.

Nature and Purpose of the Proposed Program:

The University of South Carolina Aiken is a comprehensive institution offering undergraduate and graduate degrees in the arts, humanities, social sciences, natural sciences, and professional disciplines. The Bachelor of Arts – Major in Art (BA-Art), which is grounded in USC Aiken's strong liberal arts and sciences curriculum, is an innovative degree plan intended for those who seek broad studies in the arts and humanities and an option to specialize in one of the four listed tracks or areas of emphasis. Degree requirements, which follow the policies outlined in the National Association of Schools of Art and Design (NASAD) accreditation handbook, "focus on art and design in the context of a broad program of general studies." (IV.A. – C. 1. B.1) Unlike USC Aiken's current Bachelor of Arts – Major in Fine Arts (B.A.-Fine Arts) degree offering, this degree plan offers students a strong core foundation in art and design and four concentrations (i.e., areas of emphasis) that allow for more advanced and specialized coursework in Studio and Digital Art, Graphic Design, and Art History, as well as an option for K-12 teacher certification. Emphasis in foundations courses, in combination with high-impact practices and areas of emphasis, prepare students for careers in visual art and design or for further study at graduate institutions that offer Master of Arts (M.A.), Master of Fine Arts (M.F.A.), and Master of Arts in Teaching (M.A.T.) programs in Art Education, Art History, and Studio Art.

Target Audience:

The institutional mission defines the intended target audience: USC Aiken attracts students from South Carolina, the United States, and the world to form a diverse community of individuals engaged in

educational experiences and service necessary for the pursuit of meaningful work in an enlightened, inclusive, and economically vibrant society. A progressive hub for innovation, collaboration, and creativity, USC Aiken contributes to the community by enriching the region's quality of life through a variety of activities including the visual and performing arts, intercollegiate athletics, continuing and distance education, educational outreach, and leadership.

The target audience includes a growing population of students currently pursuing the BA-Fine Arts. Unlike the BA-Fine Arts, the BA-Art provides robust studies in foundations and areas of emphasis specific to studio art and art history for emerging careers in art. Current students, USC Aiken alumni, and industry professionals (in the region USC Aiken serves) indicate strong support of the BA-Art and a need of a more robust degree program (with a strong core foundation in art and design and more advanced and specialized coursework) with concentrations connected to bright outlook occupations in the state of South Carolina and the U.S. As indicated in the "assessment of need section", current students, USC Aiken alumni, and industry professionals have voiced their support for the proposed program; it is designed with student and industry needs in mind.

Other specific student and industry support is evidenced in our recent work with industry professionals involved in studio, digital, and graphic arts, including (for example) the following companies in the region USC Aiken serves: Allison South Marketing; C Berkshire Designs; Innovative Solutions (one of the owners is a graduate from USC Aiken); Howell Printing Company; Wier / Stewart Branding, Marketing, and Websites; Kruhu Branding and Design Studio; TranterGrey Media; Aiken Center for the Arts; among many others.

Centrality to Institutional Mission:

As it is the case with USC Aiken, the BA-Art is distinguished by "its commitment to transformative teaching made possible through high impact learning practices, undergraduate research, small classes, and individual attention." Aligned with the university's mission, the BA-Art "encourages excellence in research and creative pursuits and prepares students for success by challenging them to think critically and creatively, to communicate effectively, to learn independently, and to acquire breadth and depth of interdisciplinary knowledge." The BA-Art also seeks to "form a diverse community of individuals engaged in educational experiences and services necessary for the pursuit of meaningful work in an enlightened, inclusive, and economically vibrant society." To this end, the foundational and professional training provided in the BA-Art curriculum offers students career-preparation, practicums, internships, and capstone projects, which can be used as springboards into bright outlook occupations that serve the region, state, and nation.

The new program and academic initiatives of the department align well with the university's institutional mission and core values. Additionally, the BA-Art seeks to reinforce USC Aiken's core value to "embrace life-long learning and inquisitive pursuits." To this end, "we endeavor to impart knowledge, skills, and wisdom in a high-quality learning environment." The BA-Art also contributes to USC Aiken's liberal arts mission and strategic plan for retention, progression, and graduation.

Assessment of Need

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

The Central Savannah River Area (CSRA) is a culturally rich and diverse area incorporating twenty-one counties in Georgia and South Carolina with a growing population of over 750,000 citizens. Within the

region, there are many art galleries, museums and schools seeking individuals with artistic skills. Aiken, South Carolina embarked on a revitalization plan known as the Aiken Renaissance intended to support emerging industries and businesses. Historically, multi-national corporations such as DuPont and Westinghouse have served as a catalyst for the arts in Aiken. As such, the arts are a valued commodity for the community.

The Bachelor of Arts – Major in Art serves an important role in developing aspiring professional artists in the community by providing a breadth of knowledge combined with a depth of applied skills. This program allows students to emphasize the study of art through several areas of emphasis, or concentrations. As liberal arts degree, it also hinges on high-impact practices and the development of strong oral communication, writing, quantitative, and qualitative skills—all skills that are transformative, transferable, and adaptable to 21st century industry needs.

Direct feedback from industry professionals demonstrates need and support. The President and COO of Wier / Stewart Branding, Marketing, and Websites noted the following:

"The proposed program has a direct correlation with growth opportunities at our company. Wier/ Stewart is a multi-discipline design and creative studio offering many different roles and careers. Any program that helps build the local workforce for our company would be highly beneficial. Currently, it can be difficult to find qualified candidates for creative and technical positions from the local market. Currently, students with this degree could potentially join our company in the following roles: Account Executive, Media Planning, Marketing Strategies, Graphic Designer, Animator, Illustrator, Production Designer, Website Designer, Front End Developer, Back End Developer, Video Producer, Videographer or Editor."

The owner of C. Berkshire Designs wrote:

"I am writing in support of the proposed expansion of the Fine Arts degrees offered by University of South Carolina Aiken, from the single Bachelor of Arts currently offered to a more diverse and specialized offering of a Bachelor of Arts with different focuses. From my experiences at USC Aiken as both a graphic design student and employee, I believe this change will bolster the art and design program at the University and put the students on a level playing field with others seeking careers in creative industries." Additionally, "I believe offering more advanced coursework in Studio & Digital Art, Graphic Design, Art History, and a K-12 Teacher Certification in art instruction would ensure future students are gaining skills that are applicable to specific industries and careers in the arts. Rather than offering a general overview of 'fine art' skills, a student with a more targeted course load will feel more prepared for work they will actually be doing once out of school, and they will have a portfolio of work that shows future employers the same."

The owner of Innovative Solutions supports the new degree, as well:

"My name is Rae Leigh Warner and I'm a graduate of USCA with a BIS degree in Graphic Design and English. I am co-owner of Innovative Solutions, which is a print shop that offers a wide range of services including: designs services, digital printing, trade show and wide format printing and complete finishing options. I'm an advocate for any advancement in the Arts program allowing students a more in depth look into their specific interest and talents. The way that the printing industry evolves each year warrants the addition of these art programs to prepare the students for their field of choice. I have been on both sides, as a student looking for a graphic design position after graduation and now as an owner looking for gifted artist and designers to fulfill our clients' marketing and branding needs. The more instruction and opportunities these student have to experience a variety of art categories, the more

beneficial a prospective designer is to me." Ms. Warner also added, "Since being in the printing business, I'm happy to say that we have had the pleasure of hiring a number of USCA Art students after graduation. It amazes me how the art program has progressed and grown since I was an Art student. Every year, I see a higher caliber of students submit for a design position and with the addition of this Major in Arts those students will be even more prepared for the opportunities that are out there and walk in the door to their jobs already an asset for their employers."

A current student recently noted:

"I believe that USC Aiken would benefit greatly from a degree program designed for students who have an interest in art history and museum studies. The existing Minor in Art History program has been a valuable asset for my career, having allowed me to be accepted for an internship at Aiken County Historical Museum. However, in discussing the currently available BA-Fine Arts degree options with my peers, there is a demonstrated need in the department for a more comprehensive art history program that is integrated with education in museum studies. Such a degree would provide students seeking careers in art history or museum work with greater opportunities for success in the field." Additionally, a dozen students have expressed an interest in art education. One specifically commented, "to graduate from USC Aiken with a certification to teach Art, I would be given the confidence of knowing that I have obtained a specially prepared degree from a school that supports my individual and professional goals."

Direct feedback from alumni, who are now industry professionals also demonstrates need and support. The marketing coordinator and graphic designer of the Etherredge Center for the Performing Arts wrote, "This program is desperately needed by our students, who are seeking a thorough understanding of visual art. This degree would also go far to enhance the prospects of anyone seeking a career in the arts. As I have seen from my own experience, it is essential to have the skills taught in an arts degree to have a competitive advantage in the job market, especially where technology meets art. As the marketing coordinator for the USC Aiken Etheredge Center, I see the need for this degree. This degree would bridge the gap between the knowledge offered in a general degree in Fine Arts and the knowledge necessary to start in a visual arts field. As someone who works closely with graphic design and digital media, I often meet challenges of working with visual content. A BA in Art with the proposed concentrations would have offered a much more comprehensive understanding of arts and given, me personally, a much-needed head start on the industry knowledge I have begun to acquire since starting my profession."

Community businesses also offer support for the new degree plan. One commenter noted, "I for one strongly support the art department developing new degree programs. Expanding the depth and breadth of the art program and the degrees offered will attract more students to USCA and benefit not only them but the community at large." Another wrote, "Please allow me to take this opportunity to offer my enthusiastic support for the proposed degree plan for the USCA art department. Having spent the better part of the last 50 years in art endeavors in and out of the academic environment, and a decade working as an educator with children from economically challenged homes, I can speak with some authority as to the value of academic training in the arts. With the addition to the Art program staff of the incredibly talented, knowledgeable, and dedicated team, the university has a unique opportunity to build a degree program that will attract and develop creative students for an exciting array of career choices or access to advanced degree programs. In addition, it is hard to imagine quality education in the arts that does not spill over into the host community offering creative experiences and cultural enrichment for Aiken and surrounding communities. The university has a wonderful opportunity in the proposed art degree plan with its four tracks. I urge you to jump on it. We will all win." A member of the USCA Partnership Board noted, "I welcome the opportunity to voice my wholehearted support for the art department new degree plan. I'm currently enrolled in A398, Strategies in Contemporary

Painting, a class in which I'm gaining 'life skills' for an artist. I'm practicing techniques in creating art but even more important I'm learning specific skills to develop concepts, obtain commissions, respond to prospective clients and secure a livelihood in art. This class and our rapidly expanding digital age make me acutely aware of the vital role that advanced and specialized coursework plays in a graduate's hope for economic stability. I am encouraged by the USCA undergraduates I've met who are already working to develop and market art in these advanced fields. My hope is that USCA will be granted the new degree plan."

Transfer and Articulation
Identify any special articulation agreements for the proposed program. Provide the articulation agreement or Memorandum of Agreement/Understanding.

Not applicable.

Employment Opportunities

Occupation	State Expected Number of Jobs	State Employment Projection	National Expected Number of Jobs	National Employment Projection	Data Type and Source
Studio, Craft and Fine Artists, Multimedia Artists, Animators, and related workers (painters, sculptors, illustrators), Potters	1,460 jobs 2016-2026	200 new openings annually. +10.45% from 2016 to 2026	210,400 jobs 2016-2026	16,720 new openings annually. +7.4% from 2016 to 2026	O*Net
Graphic Designers	2,440 jobs 2016-2026	230 new openings annually. +5.2% from 2016-2026	277,400 jobs 2016-2026	26,000 new openings annually. +4% from 2016-2026	O*Net
Postsecondary Art Teacher*	1,010 jobs 2016-2026	80 new openings annually. +14% from 2016-2026	137,200 jobs 2016-2026	11,200 new openings annually. +12% from 2016-2026	O*Net
Secondary Art Teachers**	15,690 jobs 2016-2026	1,150 new openings annually. +9% from 2016-2026	1,095,500 jobs 2016-2026	79,500 new openings annually. +8% from 2016-2026	O*Net
Middle Art Teachers**	9,600 jobs 2016-2026	730 new openings annually. +9% from 2016-2026	677,700 jobs 2016-2026	50,500 new openings annually. +8% from 2016-2026	O*Net
Elementary Art Teachers**	22,790 jobs 2016-2026	1,720 new openings annually. +9% from 2016-2026	1,514,900 jobs 2016-2026	112,800 new openings annually. +7% from 2016-2026	O*Net
Web Designers/Developers	1,300 jobs 2016-2026	100 new openings annually. +16% increase from 2016-2026	187,200 jobs 2016-2026	14,600 new openings annually. +15% from 2016-2026	O*Net
Video/Film Editors	860 jobs 2016-2026	90 new openings annually. +20.4% increase from 2016-2026	134,000 jobs 2016-2026	13,000 new openings annually. +15% increase from 2016-2026	O*Net

Museum Curators, Art Directors, Technicians, Conservators, and Art Historians	840 jobs 2016-2026	80 new openings annually. +6.3% from 2016-2026	157,640 jobs in 2016-2026	10,900 new openings annually. +7.25% from 2016-2026	O*Net
Totals	55,990	4,380 per year	4,391,940	335,220 per year	

* *The Bureau of Labor Statistics provides aggregate employment data for K-16 education. The number provide include all areas in the fine arts.*
** *The Bureau of Labor Statistics provides aggregate employment data for K-16 education. The numbers provided above include all fields except special education.*

Supporting Evidence of Anticipated Employment Opportunities
Provide supporting evidence of anticipated employment opportunities for graduates.

South Carolina Department of Education designates art education as a critical need. In 2018-2019, the percentage of positions vacant was 24.89%. For 2019-2020, the projected number of positions vacant remains 24.89%. Critical Need Subject Areas, reflects the percentage of teaching positions available in the 2018-2019 school year that are vacant or filled with candidates not fully certified in the particular subject area. Therefore, one out of every four positions in the state of South Carolina either remain unfilled or are filled by someone unqualified.

O*Net identifies the following as "bright outlook" occupations (i.e., occupations "expected to grow rapidly in the next several years, or will have large numbers of job openings"): Web Designers/Developers; Video/Film Editors; Art, Drama, and Music Teachers (Postsecondary, secondary, and elementary); curators, museum technicians and conservators; multimedia artists and animators.

In discussing and designing the BA-Art, Howell Printing, Innovative Solutions, Wier / Stewart Branding, Marketing, and Websites, Kruhu Branding and Design Studio, TranterGrey Media, Aiken Center for the Arts, and others, have expressed interests in partnering with the program by offering internships and future job opportunities for graduates of the proposed degree.

Additionally, associates Wier / Stewart would like to connect with our students to help them apply for the Addy Design Award and TranterGrey Media has expressed an interested in hiring graduates with the proposed degree. In reaching out, we have received a good response from industry professionals and companies in the region USC Aiken serves.

Data regarding employment opportunities in the local/regional area is not available. However, local and regional job opportunities reflect the data provided by O*Net on state projections. Comments from local and regional business, which are located in the assessment of need section, also reflect a need and provide feedback concerning employment of students who would graduate with this proposed degree (BA-Art).

Description of the Program

Projected Enrollment			
Year	Fall Headcount	Spring Headcount	Summer Headcount
2020-21	70	70	0
2021-22	77	77	0
2022-23	85	85	0
2023-24	93	93	0
2024-25	102	102	0

Explain how the enrollment projections were calculated.

Enrollments based on current BA-FA students pursuing art, +20% growth each year—based on current trends with marketing and recruitment—, and -10% for current trends in graduation of BA-FA students pursuing art.

As is, the BA-Fine Arts degree is an interdisciplinary degree, allowing students to take studio courses in music, theater, and studio art. While BA-Fine Arts students can take foundation courses in any three areas, there presently is not a curriculum plan that requires students to do so before they take upper level courses. For two decades, however, USC Aiken students have been advised according to their program preference—i.e., either theater, music, and studio art. Those interested in studio art education, graphic design, art history, and studio/digital art often graduate with specific interest in industries and occupations that seek art majors with strong foundation skills, advanced experience in the areas of emphasis of the BA-Art, and professional experience through internships, practicums, and capstone experiences. The BA-Art will address these concerns and needs and will provide a strong core foundation in art and design and four concentrations (i.e., areas of emphasis) that allow for more advanced and specialized coursework in Studio and Digital Art, Graphic Design, and Art History, as well as an option for K-12 teacher certification.

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

☐ Yes
☒ No

Curriculum

New Courses
List and provide course descriptions for new courses.

The proposed degree takes advantage of the existing courses in Studio Art and Art History. The following are new courses included in the BA-Art degree plan:

ARTS A104 Foundations in 3D Design (3 hours) *
An introductory course that explores design, materials, and techniques relating to three-dimensional expression. No pre- and/or co-requisites.

ARTS A270 Crafts of Diverse Cultures (3 hours) *
A survey on traditional craft media, techniques, design, and concepts. This course addresses global cultures. No pre- and/or co-requisites.

ARTH A401 Art History Theory and Methods (3 hours) *
A seminar for art history majors in the history and various methodologies of the discipline. The course is divided into two parts. The first part covers traditional methodologies and contemporary critiques. The second part addresses a range of new art histories. At the end of the course, students will be both competent in traditional methods and aware of contemporary debates within art history as a discipline. Prerequisites: ARTH A105 History of Art I: Prehistory to 1400 and ARTH A106 History of Art II: 1400 to Present.

ARTH A403 Art History Practicum (3 hours) *
An internship in Art History in one of the following: Learning Assistant, Research Practicum, or Gallery Practicum. Prerequisites: ARTH A105 History of Art I: Prehistory to 1400 and ARTH A106 History of Art II: 1400 to Present.

Learning Assistant. This course is designed for students to become familiar with the instructing process. The student will assist the instructor of an art history course in the classroom throughout the semester. Course work includes attendance at all scheduled classes for the course, assisting students during lab or study sessions as well as taking an active role in classroom critiques, discussions and studio maintenance. Permission of the instructor of the accompanying course is required.

Research Practicum. Students work with Art History scholars and/or faculty to assist with ongoing research projects. Students gain valuable research skills along with insights into the academic professions. For Art History majors; other students may enroll with instructor's permission.

Gallery Practicum. The course allows the student firsthand knowledge of the duties involved in operating a gallery. Such duties may include but are not limited to assisting the director in picking a schedule, contacting artists, creating the advertising and mounting the exhibitions. Students may only enroll with instructor's permission.

ARTS A499 Art Capstone (3 hours) *
Students will learn some of the fundamentals of preparing art for exhibit (e.g., matting, mounting, and framing) and will mount a senior exhibit. Additional preparation in professional materials, such as a portfolio, will be included. Prerequisites: foundation and area of concentration coursework completed/permission of department chair.

ARTH A499 Art History Capstone (3 hours) *
A directed senior capstone during which students complete independent research and a senior thesis/research paper in specific areas of art history. Subject of study chosen in consultation with department, and students may only enroll with instructor's permission. Prerequisites: foundation and area of concentration coursework completed/permission of department chair.

ARTE A446 Teaching Art in Elementary and Middle School Classrooms (3 hours) **

Students will learn and apply appropriate pedagogical skills for the elementary and middle school general art classroom. Developing lesson plans, establishing appropriate assessments and rubrics, and creating short and long-term goals and objectives will be discussed as a part of this course.

ARTE A456 Teaching Art in High School (3 hours) **

Students will learn and apply appropriate pedagogical skills for the high school general art classroom. Developing lesson plans, establishing appropriate assessments and rubrics, and creating short and long-term goals and objectives will be discussed as a part of this course.

ARTE A476 Senior Seminar (3) **

The synthesis and critical evaluation of professional studies in art education. Prerequisites: foundation coursework, and pre-professional education requirements completed/permission of department chair.

ARTE A470 Internship in Art Education (12 hours) **

Students seeking K-12 certification in art participate in directed teaching in elementary and secondary art programs while being supervised by university and public school personnel. Students are evaluated using a state-mandated assessment tool. Prerequisites: foundation coursework, and pre-professional education requirements completed/permission of department chair.

*Taught by full-time faculty
**Taught by part-time faculty

Bachelor of Arts – Major in Art with a Concentration in Studio and Digital Arts

Total Credit Hours Required: 120

Curriculum by Year					
Course Name	**Credit Hours**	**Course Name**	**Credit Hours**	**Course Name**	**Credit Hours**
Year 1					
Fall		**Spring**		**Summer**	
ENGL A101	3	ENGL A102	3		
General Ed – Social Science	3	General Ed – Humanities	3		
Math	3	Math	3		
HIST A101 or A102	3	Art History Survey – ARTH A105	3		
ARTS A103 – Foundations in 2D Design	3	ARTS A102 – Digital Foundations	3		
Critical Inquiry	1				
Total Semester Hours	**16**	**Total Semester Hours**	**15**	**Total Semester Hours**	
Year 2					
Fall		**Spring**		**Summer**	
Foreign Language	4	Foreign Language	4		
Art History Survey – ARTH A106	3	HIST A201, HIST A202, or POLI A201	3		
General Ed – Social Science (Non-western)	3	General Ed – Humanities	3		
COMM A201 or A241	3	ARTS A104 – Foundations in 3D Design	3		
ARTS A111 – Drawing I	3	Studio Art Elective – ARTS A100 Level and Above (Could Include a Digital Component)	3		
Total Semester Hours	**16**	**Total Semester Hours**	**16**	**Total Semester Hours**	

Course Name	Credit Hours	Course Name	Credit Hours	Course Name	Credit Hours
Year 3					
Fall		Spring		Summer	
Natural Science	4	Natural Science	4		
General Ed – Humanities	3	Studio Art Elective - ARTS A300 Level and Above	3		
ARTH A300 Level and Above (and Writing Intensive)	3	ARTH A300 Level and Above (and Writing Intensive)	3		
Studio Art Elective - ARTS 200 Level and Above	3	Studio Art Elective - ARTS A300 Level and Above with Digital Component	3		
Minor or Cognate	3	Minor or Cognate	3		
Total Semester Hours	16	Total Semester Hours	16	Total Semester Hours	
Year 4					
Fall		Spring		Summer	
Directed Internship or Studio Art Elective - ARTS 300 Level and Above with Digital Component	3	Studio Art Elective - ARTS A300 Level and Above with Digital Component	3		
Studio Art Elective - ARTS A300 Level and Above with Digital Component	3	ARTS A499 – Art Capstone and Exhibition	3		
Minor or Cognate	3	Minor or Cognate	3		
Minor or General Elective	3	Minor or General Elective	3		
General Elective	1				
Total Semester Hours	13	Total Semester Hours	12	Total Semester Hours	
Year 5					
Fall		Spring		Summer	
Total Semester Hours		Total Semester Hours		Total Semester Hours	

Bachelor of Arts – Major in Art with Concentration in Graphic Design

Total Credit Hours Required: 120

Curriculum by Year					
Course Name	**Credit Hours**	**Course Name**	**Credit Hours**	**Course Name**	**Credit Hours**
Year 1					
Fall		**Spring**		**Summer**	
ENGL A101	3	ENGL A102	3		
General Ed – Social Science	3	General Ed – Humanities	3		
Math	3	Math	3		
HIST A101 or A102	3	Art History Survey – ARTH A105	3		
ARTS A103 – Foundations in 2D Design	3	ARTS A102 – Digital Foundations	3		
Critical Inquiry	1				
Total Semester Hours	**16**	**Total Semester Hours**	**15**	**Total Semester Hours**	
Year 2					
Fall		**Spring**		**Summer**	
Foreign Language	4	Foreign Language	4		
Art History Survey – ARTH A106	3	HIST A201, HIST A202, or POLI A201	3		
General Ed – Social Science (Non-western)	3	General Ed – Humanities	3		
COMM A201 or A241	3	ARTS A104 – Foundations in 3D Design	3		
ARTS A111 – Drawing I	3	ARTS A145 – Introduction to Graphic Design	3		
Total Semester Hours	**16**	**Total Semester Hours**	**16**	**Total Semester Hours**	

Course Name	Credit Hours	Course Name	Credit Hours	Course Name	Credit Hours
Year 3					
Fall		Spring		Summer	
Natural Science	4	Natural Science	4		
General Ed – Humanities	3	Studio Art Elective - ARTS 300 or above	3		
ARTH A300 Level and Above (and Writing Intensive)	3	ARTH A300 Level and Above (and Writing Intensive)	3		
ARTS A245 – Techniques in Graphic Design	3	ARTS A345 – Intermediate Graphic Design/Typography (Writing Intensive)	3		
Minor or Cognate	3	Minor or Cognate	3		
Total Semester Hours	**16**	**Total Semester Hours**	**16**	**Total Semester Hours**	
Year 4					
Fall		Spring		Summer	
ARTS A346 Intermediate Graphic Design II or ARTS 398 Special Topics (in Graphic Design)	3	ARTS A549 Directed Internship (in Graphic Design)	3		
ARTS A379 – Web/New Media Design	3	ARTS A499 – Art Capstone and Exhibition	3		
Minor or Cognate	3	Minor or Cognate	3		
Minor or General Elective	3	Minor or General Elective	3		
General Elective	1				
Total Semester Hours	**13**	**Total Semester Hours**	**12**	**Total Semester Hours**	
Year 5					
Fall		Spring		Summer	
Total Semester Hours		**Total Semester Hours**		**Total Semester Hours**	

Bachelor of Arts – Major in Art with Concentration in Art History

Total Credit Hours Required: 120

Course Name	Credit Hours	Course Name	Credit Hours	Course Name	Credit Hours
Curriculum by Year					
Year 1					
Fall		**Spring**		**Summer**	
ENGL A101	3	ENGL A102	3		
General Ed – Social Science	3	General Ed – Humanities	3		
Math	3	Math	3		
HIST A101 or A102	3	Art History Survey – ARTH A105	3		
ARTS A103 – Foundations in 2D Design	3	ARTS A102 – Digital Foundations	3		
Critical Inquiry	1				
Total Semester Hours	**16**	**Total Semester Hours**	**15**	**Total Semester Hours**	
Year 2					
Fall		**Spring**		**Summer**	
Foreign Language	4	Foreign Language	4		
Art History Survey – ARTH A106	3	HIST A201, HIST A202, or POLI A201	3		
General Ed – Social Science (Non-western)	3	General Ed – Humanities	3		
COMM A201 or A241	3	ARTS A104 – Foundations in 3D Design	3		
ARTS A111 – Drawing I	3	Art History Elective – ARTH A300 Level and Above	3		
Total Semester Hours	**16**	**Total Semester Hours**	**16**	**Total Semester Hours**	

Course Name	Credit Hours	Course Name	Credit Hours	Course Name	Credit Hours
Year 3					
Fall		Spring		Summer	
Natural Science	4	Natural Science	4		
General Ed – Humanities	3	Studio Art Elective - ARTS 3A00 or above	3		
Art History Elective – ARTH A300 Level and Above (and Writing Intensive)	3	Art History Elective – ARTH A300 Level and Above (and Writing Intensive)	3		
Art History Elective – ARTH A300 Level and Above	3	ARTH A401 Art History Theory and Methods	3		
Minor or Cognate	3	Minor or Cognate	3		
Total Semester Hours	16	Total Semester Hours	16	Total Semester Hours	
Year 4					
Fall		Spring		Summer	
ARTH A403 Art History Practicum – Art History Internship (Learning Assistant, Research Internship, or Gallery Internship)	3	ARTH A499 – Art History Capstone	3		
Art History Elective – ARTH A300 Level and Above (and Writing Intensive)	3	Art History Elective – ARTH A300 Level and Above	3		
Minor or Cognate	3	Minor or Cognate	3		
Minor or General Elective	3	Minor or General Elective	3		
General Elective	1				
Total Semester Hours	13	Total Semester Hours	12	Total Semester Hours	
Year 5					
Fall		Spring		Summer	
Total Semester Hours		Total Semester Hours		Total Semester Hours	

Bachelor of Arts – Art Education with K-12 Teaching Certification

Total Credit Hours Required: 132-133

Curriculum by Year					
Course Name	**Credit Hours**	**Course Name**	**Credit Hours**	**Course Name**	**Credit Hours**
Year 1					
Fall		**Spring**		**Summer**	
ENGL A101	3	ENGL A102	3		
General Ed – Social Science	3	General Ed – Humanities	3		
Math	3	Math	3		
HIST A101 or A102	3	Art History Survey – ARTH A105	3		
ARTS A103 – Foundations in 2D Design	3	ARTS A102 – Digital Foundations	3		
Critical Inquiry	1				
Total Semester Hours	**16**	**Total Semester Hours**	**15**	**Total Semester Hours**	
Year 2					
Fall		**Spring**		**Summer**	
Foreign Language	4	Foreign Language	4		
Art History Survey – ARTH A106	3	HIST A201, HIST A202, or POLI A201	3		
General Ed – Social Science (Non-western)	3	General Ed – Humanities	3		
COMM A201 or A241	3	ARTS A104 – Foundations in 3D Design	3		
ARTS A111 – Drawing I	3	ARTS A210 Introduction to Painting	3		
Total Semester Hours	**16**	**Total Semester Hours**	**16**	**Total Semester Hours**	

Course Name	Credit Hours	Course Name	Credit Hours	Course Name	Credit Hours
Year 3					
Fall		**Spring**		**Summer**	
Natural Science	4	Natural Science	4		
General Ed – Humanities	3	Studio Art Elective - ARTS 200 Level and Above	3		
ARTH A300 Level and Above (and Writing Intensive)	3	ARTH A300 Level and Above (and Writing Intensive)	3		
Studio Art Elective – ARTS A100 Level and Above (Could Include a Digital Component)	3	Studio Art Elective - ARTS A300 Level and Above with Digital Component	3		
ARTS A270 Crafts of Diverse Cultures	3	EDUC A210 Observation and Analysis in the Clinical Setting or EDUC A110L Clinical Experience	1-2		
Total Semester Hours	**16**	**Total Semester Hours**	**14-15**	**Total Semester Hours**	
Year 4					
Fall		**Spring**		**Summer**	
Studio Art Elective - ARTS 300 Level and Above with Digital Component	3	Studio Art Elective - ARTS A300 Level and Above with Digital Component	3		
EDRD A518 or EDRD A423 Content Area Reading and Writing	3	ARTE A456 Teaching Art in High School	3		
EDPY A330 Lifespan Growth and Development	3	EDFN A321 Dynamics of American Public Education	3		
ARTE A446 Teaching Art in Elementary and Middle School Classrooms	3	ARTS A499 – Art Capstone and Exhibition	3		
Total Semester Hours	**12**	**Total Semester Hours**	**12**	**Total Semester Hours**	
Year 5					
Fall		**Spring**		**Summer**	
ARTE A470 Internship in Art Education	12				
ARTE A476 Senior Seminar	3				
Total Semester Hours	**15**				

Similar Programs in South Carolina offered by Public and Independent Institutions
Identify the similar programs offered and describe the similarities and differences for each program.

Program Name and Designation	Total Credit Hours	Institution	Similarities	Differences
BA, Studio Art and Art History; BFA in Art Education and Studio Art	120	USC Columbia	Liberal Arts degree Similar Foundation Course Content (Drawing I, 2-D Design, 3-D Design, and Introduction to Visual Arts Computing) integrated into foundation requirements Has K-12 Teaching Certification Program.	Total Credit Hours for Major = 39 For major electives, students choose from four of the following areas: painting, printmaking, ceramics, 3D studies, graphic design, and photography. Students then choose three 200-level or above ARTS electives (9 hours) and one 300-level or above ARTS electives (3 hours) to complete their study—with an opportunity to concentrate in a single discipline if they choose. Some degree programs are BFA
BFA, Studio Art	120	Clemson University	Similar Foundation Course Content (Drawing, Foundations in Visual Art I and II, Beginning New Media)	Professional Undergraduate Degree with emphasis areas in ceramics, drawing, painting, printmaking, photography, sculpture, and the new media arts.
BS, Visual Arts; BFA, Visual Art	120	Lander University	Has Drawing in their Foundation Course Content. Has K-12 Teaching Certification Program.	Visual Arts major with the following areas: K-12 Teacher Certification and Studio Does not require technology and/or digital component (with a total of 12 credits required for USC Aiken's degree).

| | | | | BS, Visual Arts concentrations are K-12 Teacher Certification, Studio, Business, and Graphic Design.

Professional Degree - BFA in Fine Art with concentrations in 2-D and 3-D. |
|---|---|---|---|---|
| BA, Studio Art; BS, Art Education | 120-122 | SC State University | Liberal Arts degree with multiple concentrations/tracks | Concentrations in Digital Media, Ceramics/Sculpture, Photography/Printmaking, and Painting/Drawing; no art history or graphic design concentrations/track.

Concentrations are more medium- and area-specific. |
| BA, Art or Interior Design | 128-129 | Anderson University | Liberal Arts degree with multiple concentrations/tracks

Has K-12 Teaching Certification Program. | Concentrations/tracks in Graphic Design, Ceramics, Painting and Drawing, and Art Education (K-12) only; Does not have concentrations/area of emphasis in Studio and Digital Art, Graphic Design, or Art History as part of the degree plan.

Concentrations are more specific to a particular medium.

Foundation Course Requirements differ greatly from USC Aiken (only requiring Foundations I and II that are aligned with program goals). |

				Does not require technology and/or digital component (with a total of 12 credits required for USC Aiken's degree).
BA, Studio Art	120	USC Beaufort	Liberal Arts degree Similar Foundation Course Content (Drawing I, 2-D Design, 3-D Design, and Introduction to Visual Arts Computing) integrated into Major Requirements	Studio Art degree with Media Arts concentration (only) requiring 15 credits. Does not have concentrations/area of emphasis in Studio and Digital Art, Graphic Design, or Art History as part of the degree plan.
BA, Studio Art or Art Education	120	USC Upstate	Liberal Arts degree Similar Foundation Course Content (Drawing I, 2-D Design, and 3-D Design) integrated into Major Requirements Has K-12 Teaching Certification Program.	Studio Art degree with emphasis in Graphic Design only; Does not have concentrations/area of emphasis in Studio and Digital Art, Graphic Design, or Art History as part of the degree plan. Different Art Studio Requirements. Does not require technology and/or digital component (with a total of 12 credits required for USC Aiken's degree). Has dedicated Major in Art Education which is separated from their Studio Art Major
BA, Art Studio, Art History, or Graphic Design	121-123	Coastal Carolina University	Liberal Arts degree	Art Studio with degree tracks in Ceramics, Drawing, Painting, Photography, Printmaking, Sculpture only; Does not have

				concentrations/area of emphasis in Studio and Digital Art, Graphic Design, or Art History as part of the degree plan. Degree tracks are specific to a particular medium. Foundation Course Requirements differ greatly from USC Aiken (only requiring Foundations I and II that are aligned with 2-D and 3-D course content). Does not require a Digital Foundation Course including in the core foundations component of the major. Does not require technology and/or digital component (with a total of 12 credits required for USC Aiken's degree). Has dedicated Majors in Art History and Graphic Design which are separated from their Studio Art Major
BA, Art	120	Newberry College	Liberal Arts degree	Generalist Studio Track only; Does not have concentrations/area of emphasis in Studio and Digital Art, Graphic Design, or Art History as part of the degree plan

				Foundation Course Requirements differ greatly from USC Aiken (only requiring 3-D Design course as part of the core curriculum). Does not require technology and/or digital component (with a total of 12 credits required for USC Aiken's degree). Does not require a Digital Foundation Course including in the core foundations component of the major.
BA, Studio Art with minors in the following 1) Applied Computing with a Mass Communication Track, 2) Education, 3) Marketing, and 4) Psychology.	128	Benedict College	Liberal Arts degree Similar Foundation Course Content (Drawing I, 2-D Design, 3-D Design, and Digital Foundations) integrated into Major Requirements	General Studio Art Degree; Does not have concentrations/area of emphasis in Studio and Digital Art, Graphic Design, or Art History as part of the degree plan. But, Students will select from four minors that are embedded in the Studio Art Program: 1) Applied Computing with a Mass Communication Track, 2) Education, 3) Marketing, and 4) Psychology. Does not require technology and/or digital component (with a total of 12 credits required for USC Aiken's degree).
BA, Studio Art; BFA, Studio Art	120	Coker University	Liberal Arts degree with multiple concentrations/tracks	Studio Art degree with Art Education, Fine Arts, Graphic Design concentrations only; Does not have concentrations/area of emphasis in

				Studio and Digital Art or Art History as part of the degree plan. Does not require technology and/or digital component (with a total of 12 credits required for USC Aiken's degree). Does not require a Digital Foundation Course including in the core foundations component of the major. The BFA is a Professional Degree.
BA, Studio Art	120	Columbia College	Liberal Arts degree Similar Foundation Course Content (Drawing I, 2-D Design, 3-D Design) integrated into Core Major Requirements	General Studio Art Degree; Does not have concentrations/area of emphasis in Studio and Digital Art, Graphic Design, or Art History as part of the degree plan. For additional credits to the major, students can minor in the following: Painting & Drawing, Ceramics, Jewelry, Graphic Design, Photography, or Printmaking Does not require technology and/or digital component (with a total of 12 credits required for USC Aiken's degree). Does not require a Digital Foundation Course including in the core foundations component of the major.

BA, Studio Art, Art History, Art Education, or Art Therapy; BFA, Interior Design or Studio Art	120	Converse College	Liberal Arts degree Similar Foundation Course Content (Drawing I, 2-D Design, 3-D Design) integrated into Core Major Requirements Requires a Digital Media course Has K-12 Teaching Certification Program.	Does not have concentrations/area of emphasis in Studio and Digital Art or Graphic Design as part of the degree plan. Does not require technology and/or digital component (with a total of 12 credits required for USC Aiken's degree). Has dedicated Majors in Art History and Art Education which are separated from their Studio Art Major The BFA is a Professional Degree.
BA, Visual Art; BS in Art Education	120-129	Francis Marion University	Liberal Arts degree Similar Foundation Course Content (Drawing I, 2-D Design, 3-D Design,) integrated into Core Major Requirements Has K-12 Teaching Certification Program.	Art Degree with Painting, Ceramics, Photography, and Graphic Design areas of specialization; Does not have concentrations/area of emphasis in Studio and Digital Art or Art History as part of the degree plan. Does not require technology and/or digital component (with a total of 12 credits required for USC Aiken's degree). Does not require a Digital Foundation Course including in the core foundations component of the major.

				Art Education degree is a Bachelor of Science (129 credit hours)
BA, Art, Art Education, or Art History; BFA, Design or Studio Arts	125	Winthrop University	Liberal Arts degree Has K-12 Teaching Certification Program. Similar Foundation Course Content in the BA-Art (Drawing I, 2-D Design, 3-D Design,) integrated into Core Major Requirements	The BA-Art is a General Art Studio track only; Does not have concentrations/area of emphasis in Studio and Digital Art, Graphic Design, or Art History as part of the degree plan. Other degree programs are as follows: Design (Interior Design, Visual Communication Design [Graphic Design, Illustration]); Studio Arts (Ceramics, Jewelry and Metals, Painting, Photography, Printmaking, Sculpture). Foundation Course Requirements differ from USC Aiken; Drawing, Two-Dimensional Design and Three-Dimensional Design make up the core foundation courses. Does not require a Digital Foundation Course as part of the foundation core. Does not require technology and/or digital component (with a total of 12 credits required for USC Aiken's degree). Has dedicated Majors in Art History and Art Education which are

				separated from their Studio Art Major

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.)
Professor of Art (Full-Time)	Studio Art Fundamentals (2-D and Digital Foundations), Graphic Design, New Media Design, Senior Capstone, Art Studio Electives	M.F.A. – , University of Nebraska-Lincoln; Ed.D. – , University of Memphis; Painting, Drawing, Graphic Design	Ed.D. degree in arts education
Associate Professor of Photography (Full-Time)	Studio Art Fundamentals (2-D and Digital Foundations), Photography, Digital Photography, Photography and New Media, Senior Capstone, Art Studio Electives	B.S. – Photo Communications, Syracuse University; M.F.A. – Photography, University of South Carolina	Over 30 years of professional/industry experience in photojournalism and commercial photography
Assistant Professor of Art History (Full-Time)	Art History, Film Form, Research and Methods, Senior Capstone	B.A. – Art History, Florida Atlantic University; M.A. – Art History, University of Florida; Ph.D. – History and Theory of Art and Architecture, Binghamton University, SUNY Binghamton	
Assistant Professor of Art (Full-Time)	Fundamentals (2-D and Digital Foundations), Painting, Drawing, Life Drawing, Senior Capstone, Art Studio Electives	B.F.A. – Sculpture and Painting, Boston University M.F.A. – Painting, Indiana University	
Adjunct Instructor (Part-Time)	Fundamentals (3-D and Digital Foundations), Sculpture, Web Design, Gallery Director, Art Studio Electives	B.F.A. – Sculpture, Eastern Illinois University M.F.A. – Metalsmithing and Jewelry Design, Indiana University	
Adjunct Instructor (Part-Time)	Fundamentals, Digital Video Editing, Video Production, Special Effects, Art Studio Electives	B.A. – Management, Faulkner University M.A. – Educational Technology, University of South Carolina	Director of Instructional Services and Campus Video/Television Production Center on the USC Aiken campus; Expertise in educational technology

Adjunct Instructor (Part-Time)	Ceramics	B.A. – Studio Art, University of South Carolina; graduate work in ceramics	
Adjunct Instructor (Part-Time)	Art Education*	B.S. – Art Education, Mansfield University M.Ed. – Education Curriculum and Instruction	Education Associate for Visual and Performing Arts, South Carolina Department of Education

* The Department of Visual & Performing Arts (V&PA), in partnership with the School of Education (SoE), offers courses in pedagogy and methods. The SoE offers all foundational courses in education, while the V&PA offers courses in discipline-specific pedagogies and methods. This arrangement is identical to the Bachelor of Arts – Major in Music (BA-Music) currently offered through the V&PA.

Note: Faculty responsibilities (including teaching loads and advisement schedules) will not change with the proposed program and concentrations. New courses listed in the curriculum section above will be integrated into the current rotation presently offered. Also note that many of these new courses (listed above) are presently taught as "special topics courses"—listed as ARTH A398 or ARTS A398. Many of the education courses are already offered by the School of Education at USC Aiken. An instructor (and retired South Carolina Department of Education official), will teach courses specific to arts education— e.g., ARTE A446 Teaching Art in Elementary and Middle School Classrooms, ARTE A456 Teaching Art in High School, ARTE A476 Senior Seminar, and ARTE A470 Internship in Art Education. These courses will be offered on rotation.

Total FTE needed to support the proposed program:
Faculty: 4
Staff: .25
Administration: .33

Faculty, Staff, and Administrative Personnel
Discuss the Faculty, Staff, and Administrative Personnel needs of the program.

No new needs.

Program can operate with existing resources.

<div align="center">

Resources

</div>

Library and Learning Resources
Explain how current library/learning collections, databases, resources, and services specific to the discipline, including those provided by PASCAL, can support the proposed program. Identify additional library resources needed.

The Gregg-Graniteville Library occupies a newly renovated 40,000 square foot two-story building. Reference services provided by Library faculty include research assistance, an online reference query service, and tutorials.

Students pursuing the BA-Art have access to more than 130,000 print volumes and over 3,000 media materials. The library also has access to 232 electronic periodical indexes and databases (many with full text), over 30,000 e-journals, and approximately 350,000 e-books, and 14,000 print government documents with electronic access to many additional government titles. The library provides access to 350 visual arts journal titles. Monograph holdings in visual arts are strongest in the areas of painting and drawing. The monograph collection is weaker in graphic design, photography, and art history. More monograph titles in these areas should be acquired to strengthen the collection. Additionally, the library is lacking art specific databases. It is the suggestion of the Library that two databases should be added to meet the needs of students in this proposed major: *Artstor Digital Library* and *Art Full Text*. Subscription costs for both databases would require an additional $7,598 annually.

The current library instruction program and reference services are adequate to meet these students' needs. As with other departments on campus, the Department of Visual & Performing Arts is supported by a library liaison program in which a dedicated librarian and faculty member collaborate on collection development and instruction planning. Interlibrary Loan and PASCAL Delivers are also available for students and faculty. Current library holdings are sufficient to support the new program.

Student Support Services
Explain how current academic support services will support the proposed program. Identify new services needed and provide any estimated costs associated with these services.

The new program utilizes current student support services (tutoring, counseling, job placement). Students will make use of the Writing Center for help in the preparation of required writing assignments. The Writing Center also offers weekly workshops on a variety of writing topics. Student Support offers counseling for students in need of such services. The Office of Career Services currently coordinates with all academic units for the purpose of placing students in internships as well as assisting with job searches. No new support services needed.

Physical Resources/Facilities
Identify the physical facilities needed to support the program and the institution's plan for meeting the requirements.

No extraordinary physical facilities are needed. All physical spaces used already meet ADA standards. Instruction for the new program will take place in existing clssrooms where art classes are currently taught. The Etherredge enter is a large fine arts facility that houses Visual Art, Music, and Theatre. The facility contains art two studios for teaching 2D and 3D art, a photography darkroom, and two computer labs for digital design and grahic design. The university recently received a donation of a large ceramics kiln that will be installed just outside the studios. Art history classes are taught in the Humanities and Social Science building in a smart classroom with updated digital projection equipment. Art education classes, as well as professional education classes, will be taught in the School of Education located in the Business and Education building, a up to date structure with smart classrooms and computer labs.

Equipment
Identify new instructional equipment needed for the proposed program.

The new program will make use of existing physical resources, including two large, open studios, smart classrooms, Blackboard, a photography lab/darkroom, and two dedicated Apple iMac computer labs/design studios with supporting industry software—including cloud-based Adobe Creative Cloud, professional video production, and animation software). Recent additions to the program, such as a DD14 Olympic kiln, will be used.

ACAP
06/09/2020
Agenda Item 2n

Impact on Existing Programs

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

☒Yes

☐No

Currently, the BA-FA – while an interdisciplinary degree – maintains a significant number of electives, allowing students to focus on discipline-specific skills within art, music, and theatre. These elective courses also provide each academic discipline the ability to design a curricular sequence from foundations to upper division. In many ways, this degree flexibility allowed much of the needed coursework to already exist in a student's degree plan; however, because the of interdisciplinary nature of the degree, does not provide the depth or rigor of a discipline-specific degree.

This said, the impact on the BA-FA is minimal as an academic study. The impact in degree enrollment is expected, at the iniation of the BA-Art, to change almost every, if not every, student from the BA-FA currently studying art to the BA-Art due to the provided depth and individual concentrations.

Financial Support

	1st		2nd		3rd		4th		5th		Grand Total	
Sources of Financing for the Program by Year												
Category	New	Total	New	Total	New	Total	New	Total	New	Total	New	Total
Tuition Funding	$727,860	$727,860	$727,860	$800,646	$883,830	$883,830	$967,014	$967,014	$1,060,596	$1,060,596	$4,439,946	$4,439,946
Program-Specific Fees	0	0	0	0	0	0	0	0	0	0	0	0
Special State Appropriation	0	0	0	0	0	0	0	0	0	0	0	0
Reallocation of Existing Funds	0	$349,306	0	$349,306	0	$349,306	0	$349,306	0	$349,306	0	$1,746,530
Federal, Grant, or Other Funding	0	0	0	0	0	0	0	0	0	0	0	0
Total	$727,860	$1,077,166	$800,646	$1,149,952	$883,830	$1,233,306	$967,014	$1,316,320	$1,060,596	$1,409,902	$4,439,946	$6,186,646
Estimated Costs Associated with Implementing the Program by Year												
Category	New	Total	New	Total	New	Total	New	Total	New	Total	New	Total
Program Administration and Faculty/Staff Salaries	0	$349,306	0	$349,306	0	$349,306	0	$349,306	0	$349,306	0	$1,746,530
Facilities, Equipment, Supplies, and Materials	0	$8,842	0	$8,842	0	$8,842	0	$8,842	0	$8,842	0	$44,210
Library Resources	$7,598*	$7,598	$7,598*	$7,598*	$7,598*	$7,598*	$7,598*	$7,598*	$7,598*	$7,598*	$7,598*	$7,598*
Other (specify)	0	$27,742	0	$27,742	0	$27,742	0	$27,742	0	$27,742	0	$138,710
Total	$7,598*	$384,086	$7,598*	$384,086	$7,598*	$384,086	$$7,598*	$384,086	$7,598*	$384,086	$7,598*	$833,500
Net Total (Sources of Financing Minus		$693,080		$756,866		$849,220		$932,234		$1,025,816		$4,257,216

Estimated Costs)										

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.

Budget Justification

Provide an explanation for all costs and sources of financing identified in the Financial Support table. Include an analysis of cost-effectiveness and return on investment and address any impacts to tuition, other programs, services, facilities, and the institution overall.

Reallocation of existing funds: Existing faculty salaries and fringe benefits for 4 FTE and 54 hours/year of adjunct instruction for Art Education, Ceramics, Video, and 3-D/Sculpture.
Supplies based on 36% of entire departmental supply budget (4FTE/11 FTE = 36%).
Supplies based on 36% of entire departmental operational budget: $24,560 The Visual and Performing Arts department includes 11 full-time faculty, 4 who are dedicated to teaching art classes. 4/11 =36%; 36% of the operational budget is $8,842.
*Library resources (databases) are suggested costs, not mandated to start and operate the program.

Other costs include work study, university scholarships and fee waivers (36% of norm).
Tuition funding is based on total students X $5,199 ($433.25/hr X 12 hrs.)

Evaluation and Assessment

Note: The Program Objectives, Student Learning Outcomes, and Methods of Assessment align with NASAD standards.

Program Objectives	Student Learning Outcomes Aligned to Program Objectives	Methods of Assessment
To provide a strong foundation core in 2-D Design, 3-D Design, and Digital Media	Students will demonstrate a proficiency in 2-D Design, 3-D Design, and Digital Foundations; Students will "demonstrate their ability to form and defend value judgements about art and design and to communicate art/design ideas, concepts, and requirements to professionals and laypersons related to the practice of the major field." (VIII.B.3)	Mid-Curriculum Portfolio Review (after all core foundation courses are completed) and Evaluation by Art Faculty advisors; Studio Art, Graphic Design, and Art History practicums and internships
To Impart an understanding of the chronology and methodology of art history, including basic knowledge about the characteristics of various art historical periods and cultural styles	Students will demonstrate an understanding of overview of artistic traditions (from Prehistory to the present) important to the development of Western civilization; Students will demonstrate skills in close looking and visual analysis (or "visual literacy")	Completion ARTH 105 History of Western Art I and ARTH 106 History of Western Art II with a C or better
To provide students with expertise in the technologies and equipment	Students will "acquire a working knowledge of the technologies and	Completion of upper-level art Major Requirements with a C or better; Completion of 12 credits (4 courses)

applicable to their area(s) of specialization	equipment applicable to their area(s) of specialization" (VIII.B.3)	with a substantial technology/digital component with a C or better
To provide areas of emphasis/concentrations for mastery of medium/media and opportunities to fine-tune craft	Students will demonstrate following: critical thinking, analytical, and evaluative skills; the ability to engage in critique; and mastery of areas of emphasis/concentration	Completion of upper-level art history and Major Requirements with a C or better ARTS 499 Studio Art Capstone or ARTH 499 Art History Capstone
To demonstrate advanced conceptual understanding, technical facility, and the ability to participate in field-based activities	Students will create and exhibit a cohesive body of work with supporting materials; Students will complete a required senior project or final presentation in the major area	ARTS 499 Studio Art Capstone or ARTH 499 Art History Capstone Studio Art Internships and Art History Practicum Exit Interview
To demonstrate an understanding of pedagogies, learning theories, and topics related to art education	Students will model best practices in art education throughout practicums and internship.	Students are evaluated by faculty throughout pre-professional and professional program courses.

Explain how the proposed program, including all program objectives, will be evaluated, along with plans to track employment. Describe how assessment data will be used.

Program objective data, including objectives, targets, actions, artifacts and outcomes, will continue to be inputted into Taskstream (Watermark) in order to generate assessment reports. The Program Coordinator will work with the Art and Art History Faculty and the Chair of the Department of Visual and Performing Arts to ensure compliance before the assessment reports are reviewed by USC Aiken's Academic Assessment Committee. USC Aiken's Academic Assessment Committee reviews the department assessment plan and results on a three-year rotation and provides feedback to the department. The assessment reports and feedback will be used to set up the next academic year's assessment plan.

This material will also be collected during the 2020-2021 academic year, while the program seeks accreditation the National Association of Schools in Art and Design (NASAD). NASAD's accreditation process involves an Institutional Self Study and onsite external reviewers.

Employment of graduates will continue to be documented and tracked through the cooperative efforts of the Department of Visual and Performing Arts, the Office of Career Services, and the Alumni Office.

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 program will seek accreditation from NASAD.

Time line:
2020 – program first offered
2021 – bring NASAD consultants to campus
2022 – seek provisional membership; write self-study
2023 – accreditation team visit

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

    X Yes

    ☐ No

K-12 Certification in Art Education.

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

The K-12 Certification option allows students the option to teach in the public schools. Students develop an understanding of learning theories, pedagogy, and topical issues related to professional education. Additionally, students observe and practice teaching through experiences in the public schools with an appropriate professional mentor and university supervisor. All coursework, practicum, and internship experiences comply with the State Department of Education requirements.

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

    X No

While not required, USC Aiken intends to become an accredited institution through the National Association of Studio Art and Design (NASAD). While not a SPA, NASAD accreditation ensures professional standards are met and that students receive requisite preparation through studies in foundations and development of professional skills. Through NASAD, new programs must receive Plan Approval from the Commission on Accreditation before the matriculation of students.

C. BERKSHIRE
DESIGNS

March 4, 2020

USC Aiken - Dr. Michael Fowler
471 University Parkway
Aiken, South Carolina 29801

To Whom it May Concern,

I am writing in support of the proposed Art degree with different focuses.

I believe this change will bolster the art and design program at the University and put the students on a level playing field with others seeking careers in creative industries.

I believe offering more advanced coursework in Studio & Digital Art, Graphic Design, Art History, and a K-12 Teacher Certification in art instruction would ensure future students are gaining skills that are applicable to specific industries and careers in the arts. Rather than offering a general overview of "fine art" skills, a student with a more targeted course load will feel more prepared for work they will actually be doing once out of school, and they will have a portfolio of work that shows future employers the same.

Thank you for this opportunity to express my support for expanding the offerings of the Art & Design Degree Program. I look forward to hearing updates on how it proceeds.

All the best,

Christina Berkshire,
Graphic Designer

From: Degan Cheek <d.cheek@trantergrey.com>
Date: Thursday, March 5, 2020 at 10:50 AM
To: Michael Fowler MichaelF@usca.edu, Jeremy Culler JeremyC@usca.edu
Subject: Bachelor of Arts Support

1. Background information: Please include specific student and/or industry interest and/or support for the proposed program.

Degan Cheek, graduate of USCA 2013, Bachelor of Arts, Fine Arts with an emphasis on graphic and digital arts. Currently working as Creative Director and Lead Graphic Designer since 2017 at TranterGrey Media Group, an advertising and creative agency in Evans, GA. Art, especially in the world of graphic design, has always been very skill-specific work. To have an arts degree that is so general deprives students of much needed specialized and more rigorous coursework. So much of my education had to be augmented by multiple internships and practical application during extracurricular activities. Classes that I needed for graduation were seen as elective classes to the rest of the campus. I wanted my program to be taken seriously because I, unlike the nursing students who took my classes for "fun", wanted a real career in the arts. A move to a more specialized Bachelor of Arts means my university will have finally acknowledged the visual arts as a real pathway to worthwhile careers.

2. Employment opportunities: Direct feedback from students and/or industry will augment this section.

The benefits of including more specific coursework makes any specialized artist more attractive to their field. A student who can understand their industries' expectations beyond core art principles and skills makes for a much more employable person. As far as graphic design goes, further instruction into the world of visual communications and marketing is desperately needed. I have worked with interns who understand the principles of typography and can make a pretty poster, but they have no idea how to put together a marketing plan, or create a social media strategy, or what goes into creating a brand. Graphic designers are required to understand much more about marketing and advertising than ever before, and students should know how they are going to be expected to use their skills in the real-world.

3. Assessment of Need: inclusion of student and employee support letters or quoted feedback regarding the need for the proposed program.

I am in full support of creating a Bachelor of Arts degree track. I believe this will help the visual arts program to be taken more seriously by the university and community at large, it will attract greater talent of both students and faculty, and create a more career-focused program for students seeking these degrees. I believe the bulk of the arts education should happen in the classroom and should not have to be so heavily supported by (optional) outside learning, and that requires more rigorous courses and specialization that pertains only to Art majors.

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Degan Cheek / Graphic Designer
TRANTERGREY **Media Group**
4075 Evans to Locks Rd., Evans, GA 30809
706-731-8415
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Subject: New Program Questionnaire : W/S

Date: Wednesday, March 4, 2020 at 3:48:24 PM Eastern Standard Time

From: daniel@wierstewart.com

To: Michael Fowler

Hi Mike - My answer below. I believe this covers the three questions from the form.

The proposed program has a direct correlation with growth opportunities at our company. Wier / Stewart is a multi-discipline design and creative studio offering many different roles and careers. Any program that helps build the local workforce for our company would be highly beneficial. Currently, it can be difficult to fine qualified candidates for creative and technical positions from the local market. Currently, students with this degree could potentially join our company in the following roles: Account Executive, Media Planning, Marketing Strategies, Graphic Designer, Animator, Illustrator, Production Designer, Website Designer, Front End Developer, Back End Developer, Video Producer, Videographer or Editor.

Daniel Stewart
President, COO

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A 982 Broad Street, Augusta GA 30901
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Our website: Weird / Smart™

New Program – University of South Carolina Aiken: Bachelor of Arts: Major in Art

Nature and Purpose of the Proposed Program:

The University of South Carolina Aiken is a comprehensive institution offering undergraduate and graduate degrees in the arts, humanities, social sciences, natural sciences, and professional disciplines. The Bachelor of Arts – Major in Art (B.A.-Art), which is grounded in USC Aiken's strong liberal arts and sciences curriculum, is an innovative degree plan intended for those who seek broad studies in the arts and humanities and an option to specialize in one of the four listed concentrations. Degree requirements, which follow the policies outlined in the National Association of Schools of Art and Design (NASAD) accreditation handbook, "focus on art and design in the context of a broad program of general studies." (IV.A. – C. 1. B.1) Unlike USC Aiken's current Bachelor of Arts – Major in Fine Arts (B.A.-Fine Arts) degree offering, this degree plan offers students a strong core foundation in art and design and four concentrations (i.e., areas of emphasis) that allow for more advanced and specialized coursework in Studio and Digital Art, Graphic Design, and Art History, as well as an option for K-12 teacher certification. Emphasis in foundations courses, in combination with high-impact practices and areas of emphasis, prepare students for careers in visual art and design or for further study at graduate institutions, such as the University of South Carolina, that offer Master of Arts (M.A.), Master of Fine Arts (M.F.A.), and Master of Arts in Teaching (M.A.T.) programs in Art Education, Art History, and Studio Art.

Target Audience:

The institutional mission defines the intended target audience: USC Aiken attracts students from South Carolina, the United States, and the world to form a diverse community of individuals engaged in educational experiences and service necessary for the pursuit of meaningful work in an enlightened, inclusive, and economically vibrant society. A progressive hub for innovation, collaboration, and creativity, USC Aiken contributes to the community by enriching the region's quality of life through a variety of activities including the visual and performing arts, intercollegiate athletics, continuing and distance education, educational outreach, and leadership.

The target audience includes a growing population of students currently pursuing the BA-Fine Arts. The BA-Art provides robust studies in foundations and areas of emphasis specific to studio art and art history for emerging careers in art.

Questions:

1. Background Information: Please include specific student and/or industry interest and/or support for the proposed program. Lauren Ramwater Smartt - Graphic Designer started with us an an intern and quickly gained employment. The skills she learned at USCA allowed her to implement ideas - multi faceted - with Brand Awareness being top priority - which is our specialty.

2. Employment Opportunities: Direct feedback from students and/or industry will augment this section. This program allows students to flourish from ideas to finished product by gaining access to the knowledge necessary for completing tasks that are deadline driven while adding value to clients.

3. Assessment of Need: inclusion of student and employee support letters or quoted feedback regarding the need for the proposed program. The interns we have welcomed from USCA have either gained employment or have gone to fulfill successful careers in the branding/marketing/design fields. This program has proven very successful for my company and the brands we serve.

Questions:

1. Background Information: Please include specific student and/or industry interest and/or support for the proposed program.

My name is Rae Leigh Warner and I'm a graduate of USCA with a BIS degree in Graphic Design and English. I am co-owner of Innovative Solutions, which is a print shop that offers a wide range of services including: designs services, digital printing, trade show and wide format printing and complete finishing options. I'm an advocate for any advancement in the Arts program allowing students a more in depth look into their specific interest and talents. The way that the printing industry evolves each year warrants the addition of these art programs to prepare the students for their field of choice.

2. Employment Opportunities: Direct feedback from student and/or industry will augment this section.

I have been on both sides of this question, as a student looking for a graphic design position after graduation and now as a owner looking for gifted artist and designers to fulfill our clients' marketing and branding needs. The more instruction and opportunities these student have to experience a variety of art categories, the more beneficial a prospective designer is to me.

3. Assessment of Need: inclusion of student and employee support letters or quoted feedback regarding the need for the proposed program.

Since being in the printing business, I'm happy to say that we have had the pleasure of hiring a number of USCA Art students after graduation. It amazes me how the art program has progressed and grown since I was an Art student. Every year, I see a higher caliber of student submit for a design position and with the addition of this Major in Arts those students will be even more prepared for the opportunities that are out there and walk in the door to their jobs already an asset for their employers.

Subject:	Re: Responses to CHE feedback request
Date:	Wednesday, March 4, 2020 at 4:19:56 PM Eastern Standard Time
From:	Joseph Kameen
To:	Jeremy Culler

Attachments: image001.png

Hi Jeremy,

I am currently participating in art studies at USCA and am impressed with the teaching talent in the department. I feel that the department is ready to move beyond its offerings for those students seeking an art degree (of which I hold from another university).

In my own experience, I was able to participate in a school grant study in that introduced regular art time for elementary students that also measured their ability to improve in other subjects. Those students who were subjected to creative processes showed significant improvements in their test scores verses the classes who did not have a consistent art exposure.   It was based on a two year study with a test group and the results were measurable but not surprising to me.

I hope the University will consider the valuable skills that are fostered in a more robust Art program that promotes creative and critical thinking and develops a communication that is both important and enriching.

With Regards,
Amy Ness"

Subject: Responses to CHE feedback request

Date: Wednesday, March 4, 2020 at 1:58:29 PM Eastern Standard Time

From: Joseph Kameen

To: Jeremy Culler

"I welcome the opportunity to voice my wholehearted support for the art department new degree plan. I'm currently enrolled in A398, Strategies in Contemporary Painting, a class in which I'm gaining "life skills" for an artist. I'm practicing techniques in creating art but even more important I'm learning specific skills to develop concepts, obtain commissions, respond to prospective clients and secure a livelihood in art. This class and our rapidly expanding digital age make me acutely aware of the vital role that advanced and specialized coursework plays in a graduate's hope for economic stability.

I am encouraged by the USCA undergraduates I've met who are already working to develop and market art in these advanced fields. My hope is that USCA will be granted the new degree plan which will, in turn, grant students the option of completing their degree at USCA without having to transfer to another school."

Gail Ebner,
Member of USCA Partnership Board

"Please allow me to take this opportunity to offer my enthusiastic support for the proposed degree plan for the USCA art department. Having spent the better part of the last 50 years in art endeavors in and out of the academic environment, and a decade working as an educator with children from economically challenged homes, I can speak with some authority as to the value of academic training in the arts. With the addition to the Art Department staff of the incredibly talented, knowledgeable, and dedicated team, the university has a unique opportunity to build a degree program that will attract and develop creative students for an exciting array of career choices or access to advanced degree programs. In addition, it is hard to imagine quality education in the arts hat does not spill over into the host community offering creative experiences and cultural enrichment or Aiken and surrounding communities. The university has a wonderful opportunity in the proposed art degree plan with its four tracks. I urge you to jump on it. We will all win."

Joya Jimenez DiStefano, MFA

"To improve and sustain a progressive and valuable outlook for expanding the art degree program at USCA, it is imperative to look at what job opportunities students will be prepared for when they graduate from the current USCA art studies. I agree in your efforts to expand the program and also recommend expanding long term goals for a MFA degree. I completed a BFA in Art in 1977 from Western Carolina University. Later, while working, I completed a MBA. Before retiring I worked as an illustrator at SRS and later as a staff communications specialist.

Since retiring I've been fortunate to have the opportunity to take classes at USCA. I highly r ecommended your program. Expand for the future. Plan for change and growth in the artistic fields."

Sincerely,
Louise B. Davis

"I'm very excited to hear about the new degree plan. I think that the new concentrations would be attractive to traditional students, and would increase enrollment in the arts program. A strong arts program could retain students from Aiken. Having more advanced and specialized courses would also be a big attraction to non-degree students."

Lauren Faulk

"I for one strongly support the art department developing new degree programs. Expand ing the depth and breadth of the art department and the degrees offered will attract mo re students to USCA andbenefit not only them but the community at large.

Thank you" Dr. Richard Kline

Subject: Fowler progress report
Date: Tuesday, March 3, 2020 at 4:54:45 PM Eastern Standard Time
From: Michael Fowler
To: Jeremy Culler

Jeremy,

I spoke with Rae Leigh at Innovative Solutions and Dan Stewart at Weir Stewart.

Unexpected benefit: Wes Childers, at Weir Stewart one of our early grads, will be sending me a link to connect our students with Addy Design Award applications. Kris at Tranter Grey was also promoting the idea of our students taking advantage of applying for them in categories they were thinking our s tudents could shine in—some of the categories had very few applicants.

Michael

Michael St. John
Event and Marketing Coordinator
Etherredge Center
USC Aiken Alumnus, 2016

Tuesday, March 3rd 2020

Drs. Daren Timmons, Mark Hollingsworth, and Jeremy Culler,

I'm glad to hear of the possibility of a new degree being offered at USC Aiken in a Bachelor of Arts, Major in Art with Concentrations in: Studio and Digital Arts; Graphic Design; Art History; and, Art Education with D-12 Teaching Certification.

This program is desperately needed by our students, who are seeking a thorough understanding of visual art. This degree would also go far to enhance the prospects of anyone seeking a career in the arts. As I have seen from my own experience, it is essential to have the skills taught in an arts degree to have a competitive advantage in the job market, especially where technology meets art.

A degree in arts will offer an education not currently offered by the USC system of campuses. The alternative for our students is to piece together a degree from various classes offered, without a true focus on gaining industry standard knowledge in visual art. The primary path for USC students to gain the all the necessary skills is to be partly self-taught, or to be fortunate enough to be taken on by a mentor or company.

As the marketing coordinator for the USC Aiken Etheredge Center, I see the need for this degree. This degree would bridge the gap between the knowledge offered in a general degree in Fine Arts and the knowledge necessary to start in a visual arts field. As someone who works closely with graphic design and digital media, I often meet challenges of working with visual content. A BA in Art with the proposed concentrations would have offered a much more comprehensive understanding of arts and given, me personally, a much-needed head start on the industry knowledge I have begun to acquire since starting my profession.

The program is just what the University needs to streamline an art student's education. Currently, a degree Fine Arts can include classes such as history of theatre, vocal studies, acting, and other skills that are not critical to a career in visual arts. A focused program would direct students to essential classes and trim out studies that are not aligned with a student's career goals.

I count myself lucky to know and work alongside the visual arts faculty at USC Aiken. I know they are ready to offer the skills and pathways for successful arts careers. They have shown the department's ability to prepare students for success with the limited tools available. Having the benefits of a Bachelor of Arts will allow our faculty to execute a complete, and focused strategy for our students and my soon to be fellow alumni.

I hope that the Advisory Committee on Academic Programs will look favorably on this endeavor. I am willing to anything that I can do to support the creation of this degree. Thank you all for the work that you have done to promote this degree.

Best regards

Forever to thee

-Michael

Subject: Degree Proposal Statement

Date: Tuesday, March 3, 2020 at 2:11:28 PM Eastern Standard Time

From: Amber Christine Bryant

To: Jeremy Culler

Good afternoon,

I believe that USC Aiken would benefit greatly from a degree program designed for students who have an interest in art history and museum studies. The existing Minor in Art History program has been a valuable asset for my career, having allowed me to be accepted for an internship at Aiken County Historical Museum. However, in discussing the currently available Fine Arts degree options with my peers, there is a demonstrated need in the department for a more comprehensive art history program that is integrated with education in museum studies. Such a degree would provide students seeking careers in art history or museum work with greater opportunities for success in the field.

Best,

Amber Bryant