

## BFA in Visual Communication Design (120-121 Credits)

### CURRICULUM

(minimum grade of C required in all Foundation and Major Requirements)

#### **Degree: Bachelor of Fine Arts in Visual Communication Design**

A portfolio entrance evaluation is required for acceptance into the B.F.A. Students must complete 27 required credits in art and design foundations before an application can be submitted. Students must maintain G.P.A. of 2.5 and must earn a minimum grade of C for all Foundations and Major requirements.

I.	CORE CURRICULUM.....	38-40
II.	FRESHMAN GRADUATION REQUIREMENTS.....	3-6
	Minimum grade of C is required.	
	UNIV 110 The First-Year Experience.....	3
	UNIV 110 is required for all students, with the following exceptions:	
	• Students admitted as transfer students who transfer in 12 or more credits from another institution.	
	• Students 21 years of age or older prior to their first semester at CCU.	
	• Students who graduated from the Scholar’s Academy.	
	<i>Choose one from the following:</i>	
	Hist 201 History of United States from Discovery to the Present.....	3
	Poli 201 Introduction to American Government.....	3
III.	ART FOUNDATION COURSES (15 CREDITS)	
	ARTS 103 Fundamentals of Art.....	3
	ARTS 104 Fundamentals of Art II.....	3
	ARTS 105 Fundamentals of Art III.....	3
	ARTS 111 Fundamentals of Drawing I.....	3
	ARTS 112 Fundamentals of Drawing II.....	3
IV.	DESIGN FOUNDATION COURSES (12 CREDITS)	
	ARTD 108 Survey of Graphic Design.....	3
	ARTD 201 Graphic Design I .....	3
	ARTD 208 Typography I .....	3
	ARTD 202 Graphic Design II .....	3
V.	ART HISTORY COURSES (12 CREDITS)	
	ARTH 106 History of Western Art II.....	3
	ARTH course (3 credits)	
	Choose one 3 credit hour course from:	
	ARTH 105 History of Western Art I .....	3
	ARTH 107 World Art.....	3
	ARTH 250 Concepts in Art History.....	3

ARTH course (3 credits)	
Choose one 3 credit hour course at 200 level or above.....	3
VI. MAJOR REQUIREMENTS (39 CREDITS)	
ARTS 262 Introduction to Photography .....	3
ARTS 298 Concepts in Artistic Process.....	3
ARTD 310 Identity Systems .....	3
ARTD 309 Environmental Design .....	3
ARTD 400 Design Systems .....	3
ARTD 308 Typography II .....	3
ARTD 305 Interaction Design .....	3
ARTD 306 User Experience Design .....	3
ARTD 304 Motion Design .....	3
ARTD 499 Special Topics in Visual Communication Design .....	3
ARTD 397 Visual Communication Design Exhibition .....	3
ARTD 497 The Designer as a Professional .....	3
ARTD course (3 credits).....	3
Choose one 3 credit hour course from the following:	
Graphic Design Internship.....	3
Pre-Professional Studio .....	3
ARTS/ARTD/ARTH Short-term Study Abroad.....	3
VI. ELECTIVES .....	0-4

**PROGRAM REQUIREMENT**

In addition to completing the required coursework associated with the Bachelor of Fine Arts degree offered within the Department of Visual Arts, students are required to complete six (6) approved Creativity and Development Workshops (CDW).

The Department of Visual Arts carefully crafts a calendar of CDW workshops for our Visual Arts majors. This calendar is available for viewing on the department’s website and is published twice a year; one for fall and the second for spring. DoVA’s Creativity and Development Workshops are designed to assist students in developing a variety of skill sets outside of the typical classroom environment. Bachelor of Fine Arts majors in the Visual Arts department will be required to complete six (6) approved workshops from the following categories: (1) Visiting Artist Lecture Series, (2) Experiential Learning in the Arts, (3) Arts & Business (4) Arts and the Institution, or (5) Arts and Survival.

All five categories must be represented in the student’s cumulative workshop requirement.

**Categories Defined:**

1) *Visiting Artist Lecture Series*: Eight times a year the Rebecca Randall Bryan Gallery invites their exhibiting artists to discuss the exhibition in a public forum. The public and students will have the opportunity listen, discuss, and directly question the artist about their work.

2) *Experiential Learning in the Arts*: Students will have the opportunity to complete a variety of experiential learning workshops related to both design and studio art. These workshops may include, but are not limited to internally approved design competitions, environmental art workshops, but are not limited to internally approved design competitions, environmental art workshops, letterpress workshops, etc.

3) *Arts and Business*: The greatest fear for students in art and design is life after academia. This series of workshops will address how to be successful in a post-school life. Workshops will include, but are not limited to topics related to resume building, exhibition and grant proposals, careers in design and art, etc.

4) *Arts and the Institution*: Workshops in this category will address a variety of topics. Typically the institution includes academia (preparation for graduate school, etc.), however we are approaching the idea of the institution from a broader perspective. These workshops will include topics such as legal issues in art and design, social engagement, and curation for galleries and/or museums.

5) *Arts and Survival*: Survival in the world of art and design is always a topic that should be discussed. This series of workshops will address the necessity of adaptation and evolution in a person's career and process. Workshops will include topics such as the evolving world of art and design, the importance of social communication and promotion as a designer or artist, and how not to burn your career down in a blaze of glory.

In addition to the CDW activities the university and community offer a variety of cultural experiences. These activities can be found in the university Cultural Arts Calendar, as well as at the Art Museum in Myrtle Beach. Published along with the list of workshops will be departmentally approved cultural events that will count towards the six (6) required activities.

All completed and approved CDW activities, or workshops, will be posted to the students' program evaluation. It is the responsibility of each student to not only maintain their CDW activity record, but ensure that they are fulfilled before graduation. Students must provide the appropriate identification, or school ID, for each event that is attended in order to receive credit. There will be some cases in which students will be required to complete a form, available on the department's webpage, or reflection in order to obtain credit for the attendance of an event. The Department of Visual Arts will track the participation of the Creativity and Development Workshops, but it is the student's responsibility to ensure they are completed. If an activity is not recorded properly it is the responsibility of the student to bring this to the attention of the department in a timely manner. This appeal must be completed by the end of the semester in which the activity in question took place.

FINAL RESPONSIBILITY FOR SATISFYING DEGREE REQUIREMENTS, AS OUTLINED IN THE UNIVERSITY CATALOG, RESTS WITH THE STUDENT.

**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
- Bachelor's Degree: 4 Year
- Bachelor's Degree: 5 Year
- Doctoral Degree: Professional Practice (e.g., Ed.D., D.N.P., J.D., Pharm.D., and M.D.)
- Master's Degree
- Specialist
- Doctoral Degree: Research/Scholarship (e.g., Ph.D. and DMA)

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  
\*select if less than 25% online
- Distance Education
  - 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):

Stephanie Miller  
 Chair, Department of Visual Arts  
 Office: 843.349.2630  
 Email: smiller@coastal.edu

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

**Institutional Approvals and Dates of Approval**

Internal Institutional Body	Date of Approval
University Board of Trustees	8/3/18
Academic Program	
College of Humanities & Fine Arts Committee	
Dean, College of Humanities & Fine Arts	
Faculty Senate	
Provost	
President	

## **Background Information**

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

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 (BFA) in VCD is an applied professional degree that will provide students in the Grand Strand region of South Carolina and beyond the necessary competencies (e.g., 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 BFA 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 BFA 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 school for further study.

The BFA 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 BFA in VCD 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 a course of study that is creative and interdisciplinary. As a multi-disciplinary professional degree, this BFA 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

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

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.<sup>1</sup> As members of the creative class, graduates with a BFA 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,<sup>2</sup> 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 of SC. It also creates an ideal environment for job-placement 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, and the desire for highly-skilled and technology-aware designers will only intensify as the digital age expands. Graduates with a BFA 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, 2016-17), the demand for graphic designers is projected to grow at 5% (which is at the national average for all areas),<sup>3</sup> and the demand for web designers/development is projected to grow 13% faster than the national average of all other sectors<sup>4</sup>. Additionally, marketing a potential career path for many graphic designers, is listed in the 2016-17 CHE Occupational Outlook Report in the top four fastest-growing occupational sectors.<sup>5</sup>

Currently, in the state of South Carolina, only the University of South Carolina (USC) and Winthrop University offer a BFA in Graphic Design (a comparable degree to the proposed BFA in VCD). Winthrop University is considerably smaller in size and located in the northwest region of the state, while USC, although 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 BFA 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.

### Demand Survey

An initial assessment of majors and minors enrolled in the Bachelor of Arts 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 BFA in VCD degree at CCU.

The current BA 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

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

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

<sup>3</sup> "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>.

<sup>4</sup> "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>.

<sup>5</sup> Nessen, Erica Von. "PDF." Completion Trends in South Carolina Higher Education, 2009/10-2013/14, 7 Apr. 2016

careers available, which limits their potential. A BFA 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 BFA degree does not duplicate any program at a public institution in the state and is distinguished from the BFAs 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 will begin 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 BFA candidate will then be required to pass a Portfolio Review, conducted by all tenured/tenure-track Design faculty. The Department will continue to offer a BA in Visual Communication for students who do not pass Portfolio Review. Students that successfully pass the Portfolio Review will then 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 & Business (4) Arts and the Institution, or (5) Arts and Survival.

### **Transfer and Articulation**

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

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

## Employment Opportunities

In March of 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<sup>6</sup>. 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 ACPSA<sup>7</sup>. A professional degree in visual communication design 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	266,300	11,100	US Bureau of Labor Statistics
Art Director	39	2	90,300	4,900	US Bureau of Labor Statistics
Web Developer	102	18	162,900	24,400	US Bureau of Labor Statistics
Illustrator	8	1	53,400	3,100	US Bureau of Labor Statistics
Video Editor	12	2	59,300	7,600	US Bureau of Labor Statistics
Multimedia Artists and Animators	38	4	73,700	6,200	US Bureau of Labor Statistics
Set and Exhibit Designer	5	0	N/A	N/A	US Bureau of Labor Statistics
Web and Digital Interface Designer	N/A	N/A	N/A	N/A	US Bureau of Labor Statistics
Freelance Designer	N/A	N/A	N/A	N/A	American Institute of Graphic Arts (AIGA)
Creative Director	N/A	N/A	N/A	N/A	American Institute of Graphic Arts (AIGA)
UX Designer	N/A	N/A	N/A	N/A	American Institute of Graphic Arts (AIGA)
Package Designer	N/A	N/A	N/A	N/A	American Institute of Graphic Arts (AIGA)
UI Designer	N/A	N/A	N/A	N/A	American Institute of Graphic Arts (AIGA)
Motion Designer	N/A	N/A	N/A	N/A	American Institute of Graphic Arts (AIGA)
Web Designer	N/A	N/A	N/A	N/A	American Institute of Graphic Arts (AIGA)

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

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



Occupation	State		National		Data Type and Source
	Expected Number of Jobs	Employment Projection	Expected Number of Jobs	Employment Projection	
App Designer	N/A	N/A	N/A	N/A	American Institute of Graphic Arts (AIGA)
Design Strategist	N/A	N/A	N/A	N/A	American Institute of Graphic Arts (AIGA)
Web Content Strategist	N/A	N/A	N/A	N/A	American Institute of Graphic Arts (AIGA)

### Supporting Evidence of Anticipated Employment Opportunities

Provide supporting evidence of anticipated employment opportunities for graduates.

A BFA 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<sup>8</sup>, Charleston, and Columbia, SC, represent cities that embrace and attract creative entrepreneurs from BFA programs because each city recognizes the benefit the arts provide to help expand the economy and to further attract other high-skilled citizens to their cities.

Nationally, the nonprofit arts and culture industry generated \$166.3 billion of economic activity during 2015—\$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.<sup>9</sup> 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.<sup>10</sup>

The most recent data from the Bureau of Labor Statistics states that 3.2%, or \$504 billion, of current-dollar GDP in 2011 was attributable to arts and culture. In comparison, the Bureau of Economic Analysis' estimated 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 BFA 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, designers, animators, illustrators, conservators, and independent artists, and tourism.

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

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

<sup>10</sup> "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](http://www.americansforthearts.org/by-program/reports-and-data/research-studies-publications/creative-industries).

### Description of the Program

Students accepted into the BFA in VCD program will be expected to complete a series of ten (10) design courses before completing the two-course senior capstone experience.

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. Year five headcount additionally based on 40% graduation rate of returning students.

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 BFA candidates will be required to pass a Portfolio Review that will be conducted by all the Visual Communication Design/Graphic Design tenured/tenure-track faculty. A Portfolio Review is a standard practice for all BFA programs.

Students with a minimum 2.5 GPA are eligible for the review once they have completed or are currently enrolled in the following Visual Arts foundations curriculum (15 credits) and four (4) 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 (2) 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, ARTS 112 Fundamentals of Drawing II.

Portfolios will be assessed based on:

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

Additionally, during the BFA 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 & Business (4) Arts and the Institution, or (5) Arts and Survival.

## Curriculum

### New Courses

List and provide course descriptions for new courses.

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

**Description:** 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. F, S.

**Title:** ARTD 310: Identity Systems. (3 credits) (prereq: BFA major only)

**Description:** 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. F.

**Title:** ARTD 397: Visual Communication Design Exhibition. (3 credits) (prereq: BFA major only, ARTD 309)

**Description:** 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. S.

Total Credit Hours Required: 121

Curriculum by Year					
Course Name	Credit Hours	Course Name	Credit Hours	Course Name	Credit Hours
<b>Year 1</b>					
<b>Fall</b>		<b>Spring</b>		<b>Summer</b>	
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	Total Semester Hours	
<b>Year 2</b>					
<b>Fall</b>		<b>Spring</b>		<b>Summer</b>	
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	Total Semester Hours	

Course Name	Credit Hours	Course Name	Credit Hours	Course Name	Credit Hours
<b>Year 3</b>					
<b>Fall</b>		<b>Spring</b>		<b>Summer</b>	
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	Total Semester Hours	
<b>Year 4</b>					
<b>Fall</b>		<b>Spring</b>		<b>Summer</b>	
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	Total Semester Hours	

**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
BFA Visual Communication Design: Graphic Design	120	Winthrop University	Visual Communication Design program. NASAD accredited.	Program is divided into illustration, graphic or interactive media.
BFA in Studio Art with a concentration in Graphic Design	120	University of South Carolina – Columbia	Visual Arts program with both a BFA and BA. 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.). There is the availability of a student gallery and Senior students have a solo exhibition of research. Graduate programing (MFA) is available.

**Faculty**

<b>Rank and Full- or Part-time</b>	<b>Courses Taught for the Program</b>	<b>Academic Degrees and Coursework Relevant to Courses Taught, Including Institution and Major</b>	<b>Other Qualifications and Relevant Professional Experience (e.g., licensures, certifications, years in industry, etc.)</b>
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
TBD 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

YEAR	NEW		EXISTING		TOTAL	
	Headcount	FTE	Headcount	FTE	Headcount	FTE
<b>Administration</b>						
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
<b>Faculty</b>						
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
<b>Staff</b>						
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**

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

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 Visual Communication Design in year two of the program to support the additional enrollment and course load.

**Resources**

**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 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 Kimble Library at CCU 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. A modest 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**

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

Existing support services are sufficient to support the program. CCU offers a Writing Lab, Math Lab, Science Resource Center, and Foreign Language Instructional Center as part of its Learning Assistance Center. More specific peer and faculty mentoring/tutoring is offered within the Department of Visual Arts: including 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 of 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 Academic Support Services (including Writing Center, Learning Assistance Center, etc.), Library Assistance Services, Career Services, and Counseling Services.

### **Physical Resources/Facilities**

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

Classrooms and studios currently occupied by the Department of Visual Arts are sufficient for the introduction of the BFA 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 BFA 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 BFA degree program. Students must have dedicated spaces in which to design, execute, and store work when not in the classroom. The Department currently lacks 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 NASAD, the accreditation agency for visual arts, has repeatedly affirmed is needed, as can be seen via the Optional Response to the NASAD Report 2014 Section P Item 4. Coastal Carolina University recognizes the need for such space and the university is pledging to provide the necessary space through renting or some other means.

### **Equipment**

Identify new instructional equipment needed for the proposed program.

### *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 BFA in VCD, one additional design classroom will be needed.

The following classroom equipment will facilitate the needs of both of the Department's BFA programs and potentially service the existing program in Digital Culture and Design (DCD).

<b>Technology Needs</b>			
<b>Total</b>	<b>Item</b>	<b>Individual Cost</b>	<b>Total</b>
18	iMac Pro   3.2GHz 8-core Processor, 16GB RAM	\$5,799.00	\$104,382 + 8% Tax
9	Epson Perfection V850 Pro Scanner	\$999.00	\$8991.00 + 8% Tax
18	Wacom DTK2700 Cintiq 27QHD	\$1899.95	\$34,199.10 + 8% Tax
1	Epson Interactive Smart Board with Short Throw Projector	\$1979.99 + \$677.50	\$2657.49 + 8% Tax
1	Roto trimmer	\$600.00	\$600.00 + 8% Tax
1	Vandercook printing press	\$17,000.00	\$17,000.00 + 8% Tax
	Printing accessories (ink, brayer's, ink knives, magnets, line gauges, bunting magnetic base, etc.)	\$2,500.00	\$2,500.00 + 8% Tax
1	Teaching workstation (iMac 27" with Retina display)	\$3,719.00	\$3,719.00 + 8% Tax
1	Xerox 7800 12 x 18 color laser printer	\$5,999.00	\$5,999.00 + 8% Tax
1	Sound System	\$1,295.00	\$1,295.00 + 8% Tax
2	Samsung 55" QLED 4K TV + mobile stand	\$1,499.99 + \$175.00	\$3,349.98 + 8% Tax
		<b>TOTAL FIRST YEAR NEEDS</b>	<b>\$199,467.98</b>

### 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

All students will enter the program as BA in Graphic Design majors. Students that are interested in applying for entrance into the BFA in Visual Communication Design must complete a minimum of 15 hours from the visual arts foundation curriculum and 12 hours from the Graphic Design foundations curriculum with a minimum cumulative GPA of 2.5 before they are allowed submit an application. Accepted students will enter the BFA program and students that were not accepted to the professional program will remain on an uninterrupted track for the BA in Graphic Design. We will likely see a decline in enrollment for the BA in Graphic Design after the acceptance of students into the BFA.

**Financial Support**

<b>Sources of Financing for the Program by Year</b>												
<b>Category</b>	<b>1<sup>st</sup></b>		<b>2<sup>nd</sup></b>		<b>3<sup>rd</sup></b>		<b>4<sup>th</sup></b>		<b>5<sup>th</sup></b>		<b>Grand Total</b>	
	<b>New</b>	<b>Total</b>	<b>New</b>	<b>Total</b>	<b>New</b>	<b>Total</b>	<b>New</b>	<b>Total</b>	<b>New</b>	<b>Total</b>	<b>New</b>	<b>Total</b>
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
<b>Total</b>	<b>\$362,748</b>	<b>\$362,748</b>	<b>\$633,843</b>	<b>\$633,843</b>	<b>\$840,639</b>	<b>\$840,639</b>	<b>\$991,697</b>	<b>\$991,697</b>	<b>\$958,806</b>	<b>\$958,806</b>	<b>\$3,787,733</b>	<b>\$3,787,733</b>
<b>Sources of Financing for the Program by Year</b>												
<b>Category</b>	<b>1<sup>st</sup></b>		<b>2<sup>nd</sup></b>		<b>3<sup>rd</sup></b>		<b>4<sup>th</sup></b>		<b>5<sup>th</sup></b>		<b>Grand Total</b>	
	<b>New</b>	<b>Total</b>	<b>New</b>	<b>Total</b>	<b>New</b>	<b>Total</b>	<b>New</b>	<b>Total</b>	<b>New</b>	<b>Total</b>	<b>New</b>	<b>Total</b>
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	\$224,221	\$224,221	\$24,744	\$24,744	\$24,744	\$24,744	\$24,744	\$24,744	\$24,744	\$24,744	\$323,197	\$323,197
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
<b>Total</b>	<b>\$337,588</b>	<b>\$337,588</b>	<b>\$214,478</b>	<b>\$214,478</b>	<b>\$293,855</b>	<b>\$293,855</b>	<b>\$389,190</b>	<b>\$389,190</b>	<b>\$396,429</b>	<b>\$396,429</b>	<b>\$1,631,540</b>	<b>\$1,631,540</b>
<b>Net Total</b> (Sources of Financing Minus Estimated Costs)	<b>\$25,160</b>	<b>\$25,160</b>	<b>\$419,365</b>	<b>\$419,365</b>	<b>\$546,784</b>	<b>\$546,784</b>	<b>\$602,508</b>	<b>\$602,508</b>	<b>\$562,377</b>	<b>\$562,377</b>	<b>\$2,156,193</b>	<b>\$2,156,193</b>

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.

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 their expense impact on institutional operations.

To derive gross academic margin, we calculate total induced revenue (\$3,787,733 for the period) minus total direct expenses (\$1,631,540 for the period) divided by total induced revenue (\$3,787,733 for the period). [(Revenue-Expenses)/Revenue]

For a program to be considered cost-effective, the university 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 university operational resources. This program's gross academic margin is 56.9% for the period, which indicates that this program has a high likelihood of producing sustainable revenues.

## **Evaluation and Assessment**

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.

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 BFA 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 foundational course (ARTS 103, ARTS 104, ARTS 111, ARTS 112) grading is derived from assigned artwork and a vocabulary exam. A committee of faculty teaching foundation courses has approved all rubrics used to grade artworks, and the vocabulary tests use terms from a document created by the same body. These rubrics will be reviewed and evaluated annually for 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 BFA in VCD. To apply for the program, students will submit a digital portfolio. These 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. For the Art Studio foundations, a student learning outcome (SLO) assessment protocol already exists. The studio foundations assessment evaluates the technical and conceptual growth of students in two-dimensional and three-dimensional design, as well as drawing. A 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. For the VCD capstone (ARTD 497), assessment will be completed annually. The matrix for evaluation and outcomes will be identical to the assessment module used for acceptance into the BFA 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 Surveys and to make any recommendations for programmatic change.

(3) Post-Graduation Assessment

- a. An annual Alumni Survey is distributed to help determine how well the program 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: Any data gathered (including course evaluations, SLO alignment reports, graduation

assessment data, post-graduation assessment data, and any other relevant information) will be assembled at the end of each year and distributed to faculty members in the program. Either in a faculty meeting or a separate retreat, faculty will meet to discuss these results, plan for any future changes, and (if necessary) vote on and submit relevant curriculum changes to Committee on Academic Affairs.

<b>Program Objectives</b>	<b>Student Learning Outcomes Aligned to Program Objectives</b>	<b>Methods of Assessment</b>
<p><b>Objective 1:</b> Provide students with the opportunity to acquire the necessary technical and material skills to find success as visual communication designers</p>	<p><b>SLO 1</b> Demonstrate proficiency with various two-dimensional and three-dimensional processes, skills, and techniques.</p> <p><b>SLO 2</b> Demonstrate an understanding of the elements and principles of design.</p> <p><b>SLO 3</b> Demonstrate effective explorations of material and media.</p>	<p><b>Art Foundations (SLO 1):</b>  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><b>Design Foundations (SLO 2, SLO3):</b>  ARTD 201: Graphic Design I;  ARTD 202: Graphic Design II;  ARTD208: Typography I;</p> <p>These courses 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><b>Art &amp; Design (SLO 1, SLO 2, SLO 3):</b> 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><b>Objective 2:</b> Foster a critical understanding of design theory through research skills and visual analysis</p>	<p><b>SLO 1</b> Demonstrate an understanding of the historical context of contemporary art and design.</p> <p><b>SLO 2</b> 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><b>SLO 3</b> Demonstrate individual and professional progress through the analysis and critical examination of art, applying the</p>	<p><b>ARTH 106: Art History Survey II (Renaissance to Contemporary) (SLO 1, SLO 2)</b>  This course measures the acquisition of knowledge through cumulative finals for foundation classes.</p> <p><b>ARTD 108: Survey of Graphic Design (SLO 1, SLO 2)</b>  This course measures the acquisition of knowledge through cumulative finals for foundation classes.</p>

Program Objectives	Student Learning Outcomes Aligned to Program Objectives	Methods of Assessment
	principles of visual analysis and research.	<b>ARTH 250: Concepts in Art History (SLO 1, SLO 2, SLO 3):</b> The retention of knowledge, understanding of cultural traditions, and important critical and theoretical approaches are measured through a comprehensive exam. Student's research skills and ability to analyze information will be evaluated through a writing portfolio.
<b>Objective 3:</b> 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	<b>SLO 1</b> Develop and integrate concepts into two-dimensional and three-dimensional creative works.  <b>SLO 2</b> Demonstrate the ability to produce design solutions that meet the specifications of the appropriate medium.	<b>Design Portfolio Review: (SLO 1, SLO 2)</b> creative growth is evaluated and tracked using shared criteria for evaluating student BFA entry portfolios, ARTS 298: Concepts in Art Processes, and final assessment of portfolios in ARTD 497: The Designer as a Professional.
<b>Objective 4:</b> Prepare students to become professional designers who apply critical thinking to solve challenging problems and communicate complex concepts through visual design solutions	<b>SLO 1</b> Demonstrate an understanding of problem solving through research, analysis, and information gathering.  <b>SLO 2</b> Develop and apply a personal and analytical voice through the ability to research critically, write effectively, and communicate clearly.	<b>Design Portfolio Review (SLO 1, SLO 2):</b> creative growth is evaluated and tracked using shared criteria for evaluating student final assessment of portfolios in ARTD 497: The Designer as a Professional.
<b>Objective 5:</b> 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	<b>SLO 1</b> Demonstrate professionalism and personal accountability that is representative of a working creative professional.	<b>Design:</b> Presentation of student work in ARTD 497: The Designer as a Professional.  <b>Creativity and Development Workshops (CDW)</b> Students will be required to attend arranged events by the Department and its gallery.

### 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 will apply 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