**WICHITA STATE UNIVERSITY**

Program Review Self-Study Template

Academic unit:  **School of Art, Design & Creative Industries**_____

College:  **College of Fine Arts** _____

Date of last review                                     **2013**_____

Date of last accreditation report (if relevant)       **2011**_____

List all degrees described in this report (add lines as necessary)

Degree: **Bachelor of Art** _____    CIP* code: **50.0701** _____

Degree: **Bachelor of Fine Arts (Art)** _____    CIP code:  **50.0701** _____

Degree: **Bachelor of Fine Arts (Graphic Design)** _____    CIP code:  **50.0409** _____

Degree: **Master of Fine Arts**_____    CIP code:  **50.0701** _____


*To look up, go to: Classification of Instructional Programs Website, http://nces.ed.gov/ipeds/cipcode/Default.aspx?y=55

Faculty of the academic unit (add lines as necessary)

Name                                                                          Signature

Dr. Royce W. Smith (Director and Associate Professor, Art History) _____        _____

Ted Adler (Associate Director and Associate Professor, Ceramics) _____        _____

Jim Hellman (Associate Professor, Graphic Design) _____        _____

Jeff Pulaski (Associate Professor, Graphic Design) _____        _____

Jennifer Venn (Assistant Professor, Graphic Design) _____        _____

Kirsten Johnson (Associate Professor, Graphic Design) _____        _____

Dr. Claudia Pederson (Assistant Professor, Art History)_____        _____

Dr. Brittany Lockard (Assistant Professor, Art History)_____        _____

Jennifer Ray (Assistant Professor, Photo Media) _____        _____

Humberto Saenz (Assistant Professor, Print Media)_____        _____

Levente Sulyok (Associate Professor, Painting and Drawing)_____        _____

Robert Bubp (Associate Professor, Foundations/Painting and Drawing)_____        _____

Barry Badgett (Associate Professor, Sculpture Media) _____   _____

Mary Sue Foster (Professor, Art Education) _____   _____

Wyatt McCrea (Assistant Professor, Art Education) _____   _____

Submitted by:  **Dr. Royce W. Smith, Director**_____   Date **4/1/2016** _____
               (name and title)

> **1. Departmental purpose and relationship to the University mission (refer to instructions in the WSU Program Review document for more information on completing this section).**

a. University Mission:

> The mission of Wichita State University is to be an essential educational, cultural, and economic driver for Kansas and the greater public good.

b. Program Mission (if more than one program, list each mission):

**As a unique academic unit focused on applied learning opportunities, community engagement at local, regional, national and international levels, and interdisciplinary modes of creative inquiry, the School of Art, Design & Creative Industries emphasizes strong foundations in skill/technique acquisition and conceptual development. In this environment, students are empowered to become future investigators of and contributors to art and design discourses at local, national and international levels.**

c. The role of the program (s) and relationship to the University mission: Explain in 1-2 concise paragraphs.

**The School of Art, Design & Creative Industries encourages students to develop competencies in art, design and other modes of creative endeavor to prepare them for creative citizenship in a range of cultures, environments and venues. Through the participation in BA, BFA and MFA degree programs, students have the ability to tailor their educational experiences at Wichita State University to their future career goals—including focused technical and conceptual training at various learning 'speeds' in the BFA, interdisciplinary studies and foreign language training in the BA and continued conceptual and technical development in the MFA. Through an immersive curriculum strategy designed to link students of art, design and creative industries to the world, the School encourages learning experiences that may be honed in local and global contexts.**

**The School of Art, Design & Creative Industries also serves an important role through its community outreach activities and applied learning opportunities—including its maintenance of ShiftSpace Gallery (an important institutional presence in downtown Wichita that provides students with exhibition opportunities), its support of K-12 art education programs throughout the State of Kansas, its pedagogical relationship with the Ulrich Museum of Art and other area cultural institutions, and its continued involvement with community educational initiatives in the creative disciplines.**

d. Has the mission of the Program (s) changed since last review?  ☐ Yes ☒ No
   i. If yes, describe in 1-2 concise paragraphs. If no, is there a need to change?

**The School of Art, Design and Creative Industries maintains its mission and vision, despite many of the fiscal challenges that have made their fulfillment more difficult.**

e. Provide an overall description of your program(s) including a list of the measurable goals and objectives of the <u>program</u> (s) (programmatic). Have they changed since the last review?
   ☒ Yes ☐ No

If yes, describe the changes in a concise manner.

**The "School of Art and Design" changed its formal institutional name to the "School of Art, Design & Creative Industries" in 2014—a choice that reflected faculty members' interests in emphasizing the professional dimensions of creative practice, establishing links between learning in the arts and other academic fields (such as engineering, health professions, liberal arts, business and entrepreneurship). Such a change of name in the academic unit also reflected an interest in changing the ways in which studies in art, design and creative industries are conducted—allowing students to study at different paces through the introduction of 1-credit-hour "QuickFire" courses that can allow students to study timely topics or engage in projects or focused studies with visiting artists and designs; 6-credit-hour "SlowBurn" courses that can teach students the importance of collaboration, time management and community partnership to realize large-scale or large-impact projects; and 3-credit-hour courses that are focused on the needs of the contemporary practitioners—including time-based and emerging media, technology and its application to artistic expression, community engagement, applied learning opportunities and international travel.**

**The School offers three undergraduate degrees and the Master of Fine Arts degree in the area of studio arts. Enrollment currently consists of ~300 undergraduate art and design majors and 10-15 graduate students in a typical year. The faculty currently numbers 13 full-time tenured or tenure-track professors, 2 part-time faculty with the rank of Assistant Professor, while the number of adjunct faculty varies between 6-10 depending on School and area needs in each semester. With a total instructional FTE of 24, the current faculty-to-student ratio is approximately 1:16.**

**The number of undergraduate majors in Art and Design does not represent the total because we have undeclared majors in LAS Field Studies degrees and student in LAS working through the General Education program without declaring their major as Art and Design.**

**A summation of goals shared across the spectrum of individual degree offerings in the School of Art and Design is as follows:**

<u>Undergraduate Programs</u>

(1) **Functional competence in applying principles of visual and spatial organization pertaining to students' chosen area(s) of study;**
(2) **Demonstrated ability to think creatively and critically in courses that progress at varying paces and to exercise appropriate time management skills as they undertake assignments;**
(3) **Developed technical and presentation skills through the expression of ideas using a variety of subjects and approaches in students' chosen area(s) of study;**
(4) **Demonstrated ability to engage in visual and reading research, and to utilize information in a creative and individualized manner that is tailored to students' goals and the contexts for the production of their work;**
(5) **Awareness of the various movements, stylistic approaches, methods, histories, and conceptual foundations in historical, modern, and contemporary aspects of art and design practice;**
(6) **Developed abilities to analyze, contextualize, and defend creative undertakings, and to engage in related critical written and oral discourses related to students' area(s) of study;**
(7) **Ability to contextualize learning in the arts, design and visual culture with regional, national and international histories, cultures, trends and practices; and**
(8) **Demonstrated ability to participate in academic or professional activities such as the exhibition of work or the fulfillment of client requests, and the presentation of creative research in various forms and contexts appropriate to students' area(s) of study and future career plans.**

<u>Graduate Program</u>

(1) Advanced competence in the studio emphasis demonstrated through an original and inventive vision in approach to studio practice, form and content as preparation for a professional artist career;

(2) Additional competence in the studio minor or minors that enhance the studio emphasis and encourage inter-disciplinary studio practice, dialogue and critical thinking;

(3) Awareness of major historical and contemporary developments and issues in art practice, theory and criticism, with particular awareness of information that is most relevant to the student's own work;

(4) Developed facility in informed and meaningful written and oral presentation of ideas, issues and critical assessment;

(5) Ability to conduct meaningful creative research in visual, written and oral formats, and ability to utilize current technologies in the creation (as applicable), documentation, promotion and presentation of such research;

(6) Demonstration of engagement, self-discipline and motivation appropriate for a terminal academic degree;

(7) Evidence of ability to successfully engage in the profession through the exhibition of work, professional conference participation, presentation of research, grant or fellowship activity, artist residencies, etc.;

(8) Trained, supervised and assessed graduate teaching experience as preparation for a professional artist educator career; and

(9) Professional presentation of a cohesive body of work culminating in the terminal project exhibition and oral defense.

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**2. Describe the quality of the program as assessed by the strengths, productivity, and qualifications of the faculty in terms of SCH, majors, graduates, and scholarly/creative activity (refer to instructions in the WSU Program Review document for more information on completing this section).**

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Complete the table below and utilize data tables 1-7 provided by the Office of Planning Analysis (covering SCH by FY and fall census day, instructional faculty; instructional FTE employed; program majors; and degree production).

| Scholarly Productivity | Number Journal Articles | | Number Presentations | | Number Conference Proceedings | | Performances | | | Number of Exhibits | | Creative Work | | No. Books | No. Book Chaps. | No. Grants Awarded or Submitted | $ Grant Value |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Ref | Non-Ref | Ref | Non-Ref | Ref | Non-Ref | * | ** | *** | Juried | **** | Juried | Non-Juried | | | | |
| Year 1 | 3 | 0 | 7 | 6 | 11 | 1 | 0 | 0 | 0 | 15 | 9 | 0 | 125 | 0 | 0 | 6 | 55.000 |
| Year 2 | 3 | 0 | 10 | 6 | 12 | 1 | 0 | 0 | 0 | 22 | 11 | 0 | 136 | 1 | 2 | 6 | 62.000 |
| Year 3 | 5 | 0 | 15 | 9 | 11 | 1 | 0 | 0 | 0 | 27 | 12 | 0 | 160 | 3 | 4 | 8 | 79.000 |

\* Winning by competitive audition. \*\*Professional attainment (e.g., commercial recording). \*\*\*Principal role in a performance. \*\*\*\*Commissioned or included in a collection.

- Provide a brief assessment of the quality of the faculty/staff using the data from the table above and tables 1-7 from the Office of Planning Analysis as well as any additional relevant data. Programs should comment on details in regard to productivity of the faculty (i.e., some departments may have a few

faculty producing the majority of the scholarship), efforts to recruit/retain faculty, departmental succession plans, course evaluation data, etc.

Provide assessment here:

**Faculty in the School of Art, Design and Creative Industries have demonstrated an increased level of engagement in projects, research and creative activity at the national and international levels since our last program review. The School Director has prioritized funding opportunities for tenure-track faculty (in order to enhance their portfolios prior to application for tenure and promotion), as well as Associate Professors whose research requires additional support in anticipation of application for promotion to the rank of Professor. Such growth with respect to scholarship and creative activity is significant, as extramural grants within the arts disciplines are relatively scarce and often do not offer support greater than $1000 per project. As a result, faculty within the School have been particularly adept at applying for internal grant opportunities at Wichita State University (including the URCA, MURPA and ARCS grants) to advance their research agendas.**

**The School remains invested in supporting and sustaining scholarship within a landscape in which the possibilities for dissemination are constantly changing. ADCI faculty have been particularly good at gauging the success of research endeavors based on local, regional, national and international impacts—not simply the venue in which such scholarship is shared. The nature of scholarship within the School—creating partnerships with the Kansas Food Bank, working collaboratively with students to build kilns in areas of Latin America that cannot afford them, working collaboratively with students to provide design services for Wichita not-for-profit organizations, among many other ventures— reflects service dimensions that are not necessarily embraced or articulated in University T&P policies and procedures. The absence of such policies has prompted the School to begin work on its own T&P handbook, which may be shared with future committees at the School, College and University levels.**

**Approximately 3-4 faculty within the School are not sustaining active research agendas that correspond to their respective roles within the School. For the 2016-2017 academic year, these faculty have been encouraged to clarify what they will do to reinvigorate their research or face the loss of their 1-course release time that corresponds to research and creative activity. While this prospect has created some angst, such actions are concrete responses to directives provided to Directors by the Dean of the College of Fine Arts.**

**During the 2014-2015 academic year, the School worked with College constituents and formulated its Strategic Plan (which contributed to the essence of the College plan). It has been a source of frustration for some faculty that the work on this document has not led to discussions about programmatic growth (new faculty, additional resources, etc.) despite the fact that reallocations of resources would be undertaken based on the proposals outlined in area and College strategic plans.**

3. **Academic Program: Analyze the quality of the program as assessed by its curriculum and impact on students for each program (if more than one). Attach updated program assessment plan (s) as an appendix (refer to instructions in the WSU Program Review document for more information).**

a. For undergraduate programs, compare ACT scores of the majors with the University as a whole. (Evaluate table 8 [ACT data] from the Office of Planning and Analysis).

**Table 8: Mean ACT score of Juniors and Seniors Enrolled on Fall Census Day (source=Fall Census Day) – ART**

| Year of Fall Census Day | | | | | | Rolling 5 year average | |
|---|---|---|---|---|---|---|---|
| Statistic: | 2008 | 2009 | 2010 | 2011 | 2012 | 2013 | 2014 |
| University level | 22.5 | 22.5 | 22.7 | 22.8 | 23.0 | 23.0 | 23.1 |
| Program majors | 22.0 | 21.7 | 21.8 | 21.9 | 21.4 | 21.1 | 21.6 |
| Program majors count | 119 | 151 | 160 | 155 | 151 | 141 | 137 |
| reporting ACT | 67 | 77 | 95 | 92 | 94 | 86 | 85 |
| Percent reporting | 56.3% | 51.0% | 59.4% | 59.4% | 62.3% | 61.0% | 62.0% |

**Table 8: Mean ACT score of Juniors and Seniors Enrolled on Fall Census Day (source=Fall Census Day) – GRAPHIC DESIGN**

| Year of Fall Census Day | | | | | | Rolling 5 year average | |
|---|---|---|---|---|---|---|---|
| Statistic: | 2008 | 2009 | 2010 | 2011 | 2012 | 2013 | 2014 |
| University level | 22.5 | 22.5 | 22.7 | 22.8 | 23.0 | 23.0 | 23.1 |
| Program majors | 22.0 | 21.4 | 22.6 | 22.1 | 22.4 | 22.6 | 22.3 |
| Program majors count | 67 | 49 | 51 | 53 | 44 | 36 | 38 |
| reporting ACT | 32 | 21 | 27 | 33 | 32 | 29 | 28 |
| ~cent ⁄rting | 47.8% | 42.9% | 52.9% | 62.3% | 72.7% | 80.6% | 73.7% |

Undergraduate students in the School of Art, Design and Creative Industries maintain ACT scores that are slightly lower than the University average. Analyzing data within the School, students who have declared majors in art, art education or art history have trended somewhat lower in their ACT scores than students with declared majors in graphic design. Holistically, these slightly lower scores may be explained by students' visual literacy and aptitudes which are critical for success in ADCI, but not measured by the ACT exam.

b. For graduate programs, compare graduate GPAs of the majors with University graduate GPAs. (Evaluate table 9 [GPA data] from the Office of Planning and Analysis)

**Table 9: Mean Application GPA of Admitted Graduate Student Majors (source= Applications)**

| Fiscal Year (summer-fall-spring sequence) | | | | | | Rolling 5 FY weighted average | |
|---|---|---|---|---|---|---|---|
| Statistic: | 2009 | 2010 | 2011 | 2012 | 2013 | 2014 | 2015 |
| University level | 3.5 | 3.5 | 3.5 | 3.5 | 3.5 | 3.5 | 3.5 |
| Program majors | 3.5 | 3.5 | 3.4 | 3.4 | 3.5 | 3.5 | 3.5 |
| Program majors count | 8 | 13 | 7 | 7 | 8 | 11 | 12 |
| reporting GR gpa | 8 | 13 | 7 | 7 | 6 | 10 | 12 |

Graduate students in the School of Art, Design and Creative Industries have maintained entering GPAs that have been consistently in line with University averages. This trend has continued for all 6 years for which data was available for analysis.

c. Identify the principal learning outcomes (i.e., what skills does your Program expect students to graduate with). Provide aggregate data on how students are meeting those outcomes in the table below. Data

should relate to the goals and objectives of the program as listed in 1e. Provide an analysis and evaluation of the data by learner outcome with proposed actions based on the results.

In the following table provide program level information. You may add an appendix to provide more explanation/details. Definitions:

Learning Outcomes: Learning outcomes are statements that describe what students are expected to know and be able to do by the time of graduation. These relate to the skills, knowledge, and behaviors that students acquire in their matriculation through the program (e.g., graduates will demonstrate advanced writing ability).

Assessment Tool: One or more tools to identify, collect, and prepare data to evaluate the achievement of learning outcomes (e.g., a writing project evaluated by a rubric).

Criterion/Target: Percentage of program students expected to achieve the desired outcome for demonstrating program effectiveness (e.g., 90% of the students will demonstrate satisfactory performance on a writing project).

Result: Actual achievement on each learning outcome measurement (e.g., 95%).

Analysis: Determines the extent to which learning outcomes are being achieved and leads to decisions and actions to improve the program. The analysis and evaluation should align with specific learning outcome and consider whether the measurement and/or criteria/target remain a valid indicator of the learning outcome as well as whether the learning outcomes need to be revised.

## The School of Art, Design & Creative Industries is accredited by National Association of Schools of Art and Design (NASAD) Competencies Summary is included in appendix A

.ring the 2014-15 academic year, faculty in the studio arts, art history and art education areas worked collaboratively ιo transform the ways in which electives within each of their respective degrees were structured. In addition to traditional, 3-credit hour courses (deemed best for historical surveys of art, theoretical courses, technical development courses and pedagogy-focused courses), faculty also acknowledged the need to construct a curriculum better suited to students in art, design and creative industries. These steps included the creation of "QuickFire" courses--which are 1-credit hour classes designed to explore focused topics, to participate in workshops by visiting artists and designers and to take field trips to attend lectures and exhibitions germane to their areas of study. Additionally, 6-credit hour courses called "SlowBurns" were designed to maximize students' experiences with time management, long-term planning and intensive research. Such courses often involve exhibition planning and curation, as well as community engagement activities, such as civic art projects and other endeavors requiring large amounts of time. In addition to these courses' unique acknowledgement of the various paces of student learning, they have allowed students to interchange electives between areas, depending on their unique, interdisciplinary interests. Such courses have also provided faculty with the unique ability to create a curriculum that is responsive to an ever-changing art world and to have a forum to pursue ideas and concepts as they arise within and between their disciplines. No other School in the five-state region offers such an approach to learning in art, design and creative industries. *This process was the result of a collective analysis of multiple assessment protocols the School has in place and the faculty's decision, based on their analysis of those assessments, to better meet the needs of the students of Art, Design, and Creative Industries in a 21st Century paradigm.*

# UG – Art and Studio Arts

## Pre-Art and Design Core Requirements (F18 F)

Foundation Studies, Art Distribution Introductory Studios, Introductory Art History Survey Courses and General Education Basic Skills are required before acceptance into any degree track within the School.

The quality of entering students represents the general ability range of the larger student body. There is no initial portfolio review or selective admission based on artistic skills. Thus, the critical importance of the Pre-Art and Design Curriculum must be emphasized as the prime determiner of the quality of students moving into the Mid-Program Review semester. The current Pre-Art and Design core curriculum of Foundation Studies Courses, Art Distribution Introductory Studios, and Introductory Art History Survey Courses are a positive motivation and influence on improving writing, reading, verbal communication, and art studio skills of freshman students. The first year begins with Foundation Studies that assist the student in developing their sensibilities, academic capacity, and in particular, their strong sense of commitment.

The Pre-Art and Design Program for the BA with Art History Emphasis has different requirements, which include a reduced number of Foundation Studies and Art Distribution Introductory Courses.

The curricular structure of the Pre-Art and Design Program core requirements is as follows:
40 total hours; 12 hours in General Education Basic Skills; 13 hours in Art Foundations courses; 9 hours in 2-D, 3-D, and Design Distribution electives; and 6 hours in Art History.
(Program check sheets in appendix B)

| Learning Outcomes (most programs will have multiple outcomes) | Assessment Tool (e.g., portfolios, rubrics, exams) | Target/Criteria (desired program level achievement) | Results | Analysis |
|---|---|---|---|---|
| *See list of learning outcomes and objectives below.* | ◆**Mid-Program Review Course and Mid-Program Portfolio Review** (second semester sophomore year) <br> • Portfolio and presentation of work <br> • Written description of work presented <br> • Electronic portfolio of work submitted on Slideroom.com <br> • Mid-Program Review Survey <br> • Written statement of interest and intended direction in Art & Design studies <br> • Before Mid-Program Review students must complete the Pre-Art and Design core requirements, which includes Foundation Studies courses, Art Distribution Introductory courses, Art History Introductory Survey courses, and General Education Basic Skills courses | ◆Acceptance into degree program requires passing faculty evaluation of the work submitted for **Mid-Program Review Course and Mid-Program Portfolio Review**; the assessment is based on students' understanding of the competencies and their preparation to be successful in upper-division art courses <br><br> ◆A grade of C or better in all required Art and Design Courses | ◆ 2014 Mid-Program Review Course <br> • 70 enrolled <br> • 63 received credit <br> • 1 no credit <br> • 6 withdrawal <br> ◆ 2014 Mid-Program Portfolio Review <br> •60 accepted to upper-division work <br> •3 must re-apply <br> •86% accepted <br><br> ◆ 2013 Mid-Program Review Course <br> • 66 enrolled <br> • 62 received credit <br> • 2 no credit <br> • 2 withdrawal <br> ◆ 2013 Mid-Program Portfolio Review <br> •57 accepted to upper-division work <br> •5 must re-apply <br> •92% accepted <br><br> ◆ 2012 Mid-Program Review Course <br> • 55 enrolled <br> • 50 received credit <br> • 1 no credit <br> • 4 withdrawal <br> ◆ 2012 Mid Program Portfolio Review <br> •46 accepted to upper-division work <br> •4 must re-apply <br> •92% accepted | ◆ Students are accepted into a degree track or advised they should take additional lower level courses before re-applying for acceptance into the same degree or they can choose to apply to an alternative Art and Design degree |

**The Pre-Art and Design Program is organized to achieve the following curriculum learning outcomes and objectives:**

*Analysis" generally refers to tests, oral critiques, and essays. "Proficiency" is an expectation of substantial competence. "Familiarity" is an expectation of beginning understanding to be further developed. "Proficiency" and "familiarity" would be assessed in a three-tiered "excellent/meets expectations/does not demonstrate aptitude" format in any assessment of work beyond course grades.*

- Demonstrate familiarity with critical interpretation and analysis of visual concepts including formal analysis, narrative, metaphor, symbol, style, and compositional structure, in written form
- Demonstrate proficiency with 2D design concepts, tools, and materials through artworks and analysis
- Demonstrate proficiency with 3D design concepts, tools, and materials through artworks and analysis
- Demonstrate proficiency in perceptual and schematic drawing and familiarity with drawing tools and media through artworks and analysis
- Demonstrate familiarity with basic digital tools through artworks and analysis
- Demonstrate proficiency in creative and critical problem-solving and critique through artworks and analysis
- Demonstrate attention to detail and craft through artworks and presentation of artworks
- Demonstrate familiarity and basic ability to express ideas through a range of media through artworks and presentations, achieved by completing art distribution and studio emphasis elective courses
- Demonstrate familiarity with issues in art history through analysis, achieved by completing the pre-art and design introductory survey art history course requirements

# Bachelor of Arts in Art (F18 A&B)

## in ART, Studio Art Emphasis (F18 A), CIP* code: 50.0701

ıe B.A. in Art is designed to give students the option to create a plan of study not possible in a B.F.A. This gives students freedom, encouraging a breadth of experience. The approach for planning the degree is to develop a link between the liberal arts or a related discipline to the studio focus, encouraging the relationship of non-art interest into their art careers. The student pursuing this degree must work closely with an advisor to formulate a plan of study with specific educational goals, which will complement their art course work. The first year of study for the B.A. is the same as the B.F.A, which requires completion of the Pre-Art and Design core requirements. In the third year of study, the exploration of upper level studio art courses begins. At this point the students should be investigating their studio art emphasis area and developing a plan of focused electives to reach their educational goals. During Mid-Program Review the student will work closely with an advisor to develop a plan for their degree.

The curricular structure of the B.A. in Art is as follows:
124 total hours; 42 hours (34%) in General Education; 13 hours (11%) in Art Foundations courses; 9 hours (7%) in 2-D, 3-D, and Design Distribution electives; 15 hours (12%) in Art History; 15 hours (12%) in the art emphasis; 15 hours (12%) in electives planned with the advisor; and 15 hours (12%) in a minor outside of Art and Design. These allocations are in keeping with National Association of Schools of Art and Design accreditation guidelines.
(Degree check sheets in appendix B)

| Learning Outcomes (most programs will have multiple outcomes) | Assessment Tool (e.g., portfolios, rubrics, exams) | Target/Criteria (desired program level achievement) | Results | Analysis |
|---|---|---|---|---|
| ◆ Mid-Program Review-See Pre-Art and Design Core Requirements Table ʳ ˙ information | ◆ Mid-Program Review Course and Mid-Program Portfolio Review (2nd semester, sophomore year) | ◆ Mid-Program Review-See Pre-Art and Design Core Requirements Table for information | ◆ Mid-Program Review-See Pre-Art and Design Core Requirements Table for information | ◆ Mid-Program Review-See Pre-Art and Design Core Requirements Table for information |
| ᴝe degree learning outcomes and objectives below. | ◆ Regular course work portfolio reviews *Completion of required upper level courses | ◆ A grade of C or better in all required Art and Design courses | ◆ Students accepted from **Mid-Program Review** into **BA in Art,** studio art emphasis, and upper-division work.<br>• **2014,** 15 students<br>• **2013,** 11 students<br>• **2012,** 12 students | |

**It is expected that students will meet the following criteria for learning outcomes and objectives:**
- ▶ Demonstrate proficiency in applying principles emphasized in the Pre-Art and Design curriculum; Art Foundation studies studios, Art Distribution studios, and Introductory Survey Art History courses
- ▶ Demonstrate proficiency in the expression of ideas through a range of media, with a specialization within one or more media, achieved by completing art distribution and studio emphasis elective courses
- ▶ Demonstrate familiarity with issues in art history and contemporary methods in art practice, achieved by completing the art history requirements listed on the B.A. in Art-Studio check sheet
- ▶ Demonstrate proficiency in producing work with attention to detail and resolution of both the content and formal concerns, achieved by completing the art distribution and studio emphasis elective courses listed on the BA in Art-Studio check sheet
- ▶ Demonstrate familiarity and basic understanding of the considerations in communicating creative ideas and presenting work to others both verbally and visually, achieved by completing the art history requirements, studio emphasis elective and university elective courses listed on the BA in Art-Studio check sheet
- ▶ Demonstrate familiarity and basic understanding of what is required to create and exhibit artwork in a professional manner, achieved by completing the art history requirements and studio emphasis elective courses listed on the BA in Art-Studio check sheet
- ▶ Demonstrate proficiency in creatively solving, and critically considering visual problems through a process of research, observation, analysis, and evaluation to generate unique solutions on a wide range of ideas, achieved by completing the art history requirements, studio emphasis elective and university elective courses listed on the BA in Art check sheet

` **in ART, Art History Emphasis (F18 B)**, CIP* code: 50.0701

e Bachelor of Arts in Art degree with the Art History Emphasis has a liberal arts perspective and is the initial professional degree that prepares students for graduate study in Art History. The introductory art history curriculum and the foundation courses prepare students for advanced-level courses in the concentration. In addition to university scholastic, residence, and general education requirements, candidates for the BA in Art History must complete a Foundation Studies Curriculum (10 hours), Introductory Art History (6 hours), art history concentration (21 hours), and proficiency in at least one foreign language to support research in primary source materials.

The curricular structure is as follows:

124 total hours; 42 hours (33%) in General Education; 10 hours (8%) in Art Foundations courses; 27 hours (21%) in Art History; and 45 hours (38%) in electives planned with the advisor (15 hours of these may be used satisfy the required foreign language proficiency).

> **Pre-Art and Design Core Requirements for BA with Art History Emphasis**
> Foundation Studies Curriculum - 10 hours
> ART F 102, Introduction to Art and Design
> ART F 136, Foundation Design
> ART F 145, Foundation Drawing
> ART F 202, Mid-Program Review
> ART H 121, Survey of Art History I
> ART H 122, Survey of Art History II

| Learning Outcomes (most :rams will have multiple :omes) | Assessment Tool (e.g., portfolios, rubrics, exams) | Target/Criteria (desired program level achievement) | Results | Analysis |
|---|---|---|---|---|
| **Mid-Program Review-** See Pre-Art and Design Core Requirements Table for information<br>• The BA in Art History requires a reduced number of courses in Foundation Studies and Art Distribution Introductory Courses | ◆ **Mid-Program Review Course and Mid-Program Portfolio Review** (2<sup>nd</sup> semester, sophomore year) | ◆ **Mid-Program Review-** See Pre-Art and Design Core Requirements Table for information | ◆ **Mid-Program Review-** See Pre-Art and Design Core Requirements Table for information | ◆ **Mid-Program Review-**See Pre-Art and Design Core Requirements Table for information |
| *See degree learning outcomes and objectives below.* | ◆ Regular course work portfolio reviews<br>◆ Completion of required upper level courses<br>◆ Measured by essays and examinations that require formal analysis of works of art, in-class discussions, and free-response examinations<br>◆ Measured by essays and examinations that measure knowledge of the styles and stylistic development of particular cultures—ancient through contemporary and sustained discussion of a manageable number of works<br>◆ Measured by essays and examinations that require knowledge of the artistic/social context of particular societies | ◆ A grade of C or better in all required Art and Design Courses | ◆ Students accepted from **Mid-Program Review** into **BA in Art,** art history emphasis, and upper-division work.<br>• **2014:** 8 students<br>• **2013:** 5 students<br>• **2012:** 3 students | |

**It is expected that students will meet the following criteria for learning outcomes and objectives:**

### roductory Levels

- ▶ Introduction to formal analysis and visual literacy: e.g., compositional analysis, types of spatial representation, repertoire, modes of production, etc. Develop the vocabularies and tools required of students and scholars of art and design.
    - Measured by essays and examinations that require formal analysis of works of art, in-class discussions, and free-response examinations
- ▶ Introduction to historical, cross-cultural and stylistic frameworks for understanding art in its context and from multiple points of view: e.g., style and stylistic development, typological studies, seriation, corpus of information, etc.
    - Measured by essays and examinations that measure introductory knowledge of the styles and stylistic development of particular cultures—ancient through contemporary and sustained discussion of a manageable number of works
- ▶ Introduction to concepts that place the production and interpretation of art in a social context: e.g., convention, iconography, patronage, genres, classes of society, etc.
    - Measured by essays and examinations that require introductory knowledge of the artistic/social context of particular societies
- ▶ Reinforcement of concepts of critical thinking: objectivity, use of evidence, fair-mindedness, results and procedures, etc.

### Intermediate Levels

- ▶ Students at the intermediate level are expected to work toward developing a thorough grounding in the four competencies listed above in their written and oral presentations.
- ▶ Deeper and sustained exposures to and analyses of works, theories, and concepts associated with particular periods in art history.
- ▶ Students are introduced to frameworks that enable the use of historical information in the analysis of contemporary issues and perspectives: e.g., the use of ethnographic analogy, an understanding of statistical analysis, an understanding of proper and improper historical reasoning (e.g., the difference between cause and effect), etc.
- ▶ Art, Design and Art History majors are expected to connect art historical issues and models to their own developing studio, design or art history-based interests and practices.

### Advanced Levels

- ▶ At the advanced level students are expected to be thoroughly grounded in the four competencies listed above and to be able to easily distinguish between information that is or is not grounded in good methodology.
- ▶ Students are expected to develop the ability to assimilate, synthesize and present well-organized information on a broad range of topics within the fields of arts and humanities.

# Bachelor of Fine Arts, F16 & F17

**𝖠 in Graphic Design (F16 A)**, CIP code: 50.0409

.e Graphic Design Program contributes to the overall mission of the university by providing instruction in the arts for those interested in visual communication. This program graduates trained professional designers, most of whom work in the Greater Wichita area. The program provides a base for an active cooperative educational relationship with business and industry. Wichita has a large concentration of national corporations and graphic design firms that hire designers. The Graphic Design Program provides a continuing resource for the professional community that contributes to the economic base of the area. The program's urban location and relationship with firms in this geographic area provides a unique opportunity for both the industry and the university to work together in meeting the needs of the profession.

The curricular structure of the BFA in Graphic Design is as follows:
124 total hours; 42 hours (34%) in General Education; 13 hours (11%) in Art Foundations courses; 9 hours in 2-D, 3-D, and Design electives (7%); 33 semester hours (26%) in Graphic Design; and 12 hours in Art History (10%). The remaining 15 hours (12%) are electives chosen from an approved list that includes courses in graphic design, studio arts, communications, marketing, or a mix of courses to meet the interests and needs of the student. These allocations are in keeping with National Association of Schools of Art and Design accreditation guidelines.

| Learning Outcomes (most programs will have multiple outcomes) | Assessment Tool (e.g., portfolios, rubrics, exams) | Target/Criteria (desired program level achievement) | Results | Analysis |
|---|---|---|---|---|
| ◆ **Mid-Program Review-** See pre-Art and Design Core Requirements Table for information, in addition Graphic Design luates iessionalism in their ⌐urses and in their presentation and use of the computer to solve problems | ◆ **Mid-Program Review Course and Mid-Program Portfolio Review** (2nd semester, sophomore year) | ◆ **Mid-Program Review-**See Pre-Art and Design Core Requirements Table for information | ◆ **Mid-Program Review-**See Pre-Art and Design Core Requirements Table for information | ◆ **Mid-Program Review-**See Pre-Art and Design Core Requirements Table for information |
| *See degree learning outcomes and objectives below* | ◆ Completion of required upper-division art courses ◆ Regular course work portfolio reviews | ◆ A grade of C or better in all required Art and Design Courses | ◆ Students accepted from **Mid-Program Review** into **BFA Graphic Design** degree program and upper-division work. • **2014,** 21 students • **2013,** 26 students • **2012,** 20 students | |
| *See degree learning outcomes and objectives below* | ◆ **Junior Portfolio Review** – This assessment involves a portfolio review of all junior level students in the Graphic Design Program. Work is presented for review to community design professionals at an event conducted by the local chapter of the American Institute of the Graphic Arts (AIGA). Students make a verbal presentation of their portfolio developed during the junior year. Reviewers give verbal and written reviews for each student. Students are required to make presentations to at least three professionals and submit the copies of the reviews to the Graphic Design faculty. A second option for juniors is the Dallas Society of Visual | ◆ **Junior Portfolio Review** – Students participate and respond to critiques of their designs in preparation for their senior portfolios. | ◆ **Junior Portfolio Review** – Juniors attend at least one of the events and are reviewed. All reviews are presented to the faculty for assessment of each students' growth in quality of concept generation, understanding of the elements and principals of design, professionalism in their courses and in their presentation, use of the computer to solve problems, and craft in portfolio presentation. | ◆ **Junior Portfolio Review** – After the review the Graphic Design faculty discuss the preparedness of the students and adjust the curriculum in ARTG 316 Typography II, ARTG 334 Graphic Design Studio III, and ARTG 335 Graphic Design Studio IV as needed. |

| | | | |
|---|---|---|---|
| | Communicators (DSVC) Portfolio Conference. Graphic Design faculty take students to the DSVC conference each year. | | | |
| *See degree learning outcomes and objectives below* | ◆ **Senior Exhibition Capstone Course** – This assessment involves an exhibition of senior portfolios from graduating students, seeking employment as professional designers. Work is exhibited at an event organized to give community design professionals an opportunity to review the students that are seeking jobs. The Graphic Design faculty review the work presented and assess each student's ability to generate concepts, use of the elements and principals of design for problem solving, professionalism and craft in their presentation, competency to use computer to solve problems. Students are also required to make presentations at either AIGA or Dallas portfolio events. Copies of their reviews are submitted to the Graphic Design faculty. | ◆ **Senior Exhibition Capstone Course** – Students participate and respond to the critiques of designs executed for senior portfolios. | ◆ **Senior Exhibition Capstone Course** – After the review the Graphic Design faculty discuss the preparedness of the students applying and adjust the curriculum in ARTG 216 Typography I, ARTG 234 Graphic Design Studio I, and ARTG 235 Graphic Design Studio II as needed to help the students in their preparation. As a result of this analysis, four one credit computer courses have been added at the 100 level to address computer competencies shown to be lacking in students who were applying to the program. | ◆ **Senior Exhibition Capstone Course** – After the review of the exhibition, the Graphic Design faculty discuss the quality of the portfolios exhibited and adjust the curriculum in ARTG 434 Graphic Design Studio V, ARTG 435 Graphic Design Studio VI, and ARTG 490 Graphic Design Applications as needed. |

**The Bachelor of Fine Arts Degree in Graphic Design is organized to achieve the following curriculum learning :comes and objectives:**

*"Analysis" generally refers to tests, oral critiques, and essays. "Proficiency" is an expectation of substantial competence. "Familiarity" is an expectation of beginning understanding to be further developed. "Proficiency" and "familiarity" would be assessed in a three-tiered "excellent/meets expectations/does not demonstrate aptitude" format in any assessment of work beyond course grades.*

- ▸ Demonstrate proficiency in applying principles emphasized in the Pre-Art and Design curriculum; Art Foundation Studies studios, Art Distribution studios, and Introductory Survey Art History
- ▸ Demonstrate proficiency in visual forms and their aesthetic functions, particularly as related to visual communications
- ▸ Demonstrate proficiency in the use of basic tools, techniques and processes to produce work from sketch to finished object
- ▸ Demonstrate proficiency in solving communications and design problems and develop a working knowledge of such areas as semantics, information theory, and symbol theory
- ▸ Demonstrate familiarity in determining design priorities and alternatives; research, refine and evaluate criteria and requirements; coordinate project elements; and communicate with other personnel at all stages of the design process
- ▸ Demonstrate familiarity in basic business practices and the history of graphic design

## BFA in Studio Art (F17 A-D), CIP* code: 50.0701

 an essential part of a dynamic and growing urban campus, the School of Art and Design at Wichita State University  eks to engage students through a broad-based program incorporating sustained scholarship and creativity. The environment of the School encourages professional intellectual development, critical awareness, and expressive excellence. In addition, the School aims to provide students with the tools necessary to be lifelong learners and creators. The Bachelor of Fine Arts Degree with emphasis in areas of the studio arts (Ceramics, Painting/Drawing, Printmaking and Sculpture) is the initial professional degree in preparation for graduate study in studio arts. In this intense program, the student becomes familiar with every aspect, technique and direction of the chosen BFA emphasis.

The curricular structure of the B.F.A. in Studio Art is as follows:
126 total hours; 42 hours (33%) in General Education; 13 hours (10%) in Art Foundations courses; 15 hours in Art History which includes the Pre-Art and Design Art History Survey courses (12%); 18 hours in BFA Introductory Studio Art which includes the Pre-Art and Design distribution electives (14%); 29 hours in the studio art emphasis courses (23%); and 9 hours in art electives (7%). These allocations are in keeping with National Association of Schools of Art and Design accreditation guidelines.

| Learning Outcomes (most programs will have multiple outcomes) | Assessment Tool (e.g., portfolios, rubrics, exams) | Target/Criteria (desired program level achievement) | Results | Analysis |
|---|---|---|---|---|
| ◆ Mid-Program Review-See Pre-Art and Design Core Requirements Table formation | ◆ Mid-Program Review Course and Mid-Program Portfolio Review (2nd semester, sophomore year) | ◆ Mid-Program Review-See Pre-Art and Design Core Requirements Table for information | ◆ Mid-Program Review-See Pre-Art and Design Core Requirements Table for information | ◆ Mid-Program Review-See Pre-Art and Design Core Requirements Table for information |
| See degree learning outcomes and objectives below | ◆ Completion of required upper-division art courses ◆ Regular course work portfolio reviews | ◆ A grade of C or better in all required Art and Design courses | ◆ Students accepted from **Mid-Program Review** into **BFA Studio Arts** degree program and upper-division work. • **2014,** 16 students • **2013,** 14 students • **2012,** 10 students | ◆ High percentage accepted 94% - 98% ◆ Current program is achieving learning outcome goals and students are prepared for upper division coursework |
| See degree learning outcomes and objectives below. | ◆ **Senior Project Capstone Course** • Portfolio and presentation of work • Written statement addressing the presented work, proposed Senior Project, and completed research • Critiques with course faculty in studio emphasis • Critiques with other Senior Project course faculty outside the studio emphasis • Professional quality Senior Project Exhibition of work • Written statement addressing the Senior Project Exhibition • Oral Review with Senior Project Committee | ◆ **Senior Project Capstone Course—** Positive review of work and oral review of the presentation and artwork in the senior exhibition by the Senior Project Committee | ◆ Passed capstone course • **2014,** 100% 16 students • **2013,** 100% 14 students • **2012,** 100% 10 students | ◆High success rate ◆Continuing evaluation of curriculum; adjustments are made to improve the delivery of course content to achieve desired learner outcomes |

**It is expected that students in BFA in Studio Art will meet the following criteria for learning outcomes and objectives:**

 *analysis" generally refers to tests, oral critiques, and essays. "Proficiency" is an expectation of substantial competence. "Familiarity" is an expectation of beginning understanding to be further developed. "Proficiency" and "familiarity" would be assessed in a three-tiered "excellent/meets expectations/does not demonstrate aptitude" format in any assessment of work beyond course grades.*

- ▶ Demonstrate proficiency in applying principles emphasized in the Pre-Art and Design curriculum; Art Foundation studies, Art Distribution studios, and Introductory Survey Art History courses
- ▶ Demonstrate proficiency in applying principles of visual and spatial organization to various media or creative processes
- ▶ Demonstrate proficiency in expressing ideas through a range of media and specialization within one or more media
- ▶ Demonstrate capacity to generate work that reflects professional sensibilities and creative content
- ▶ Demonstrate proficiency, knowledge and historical awareness of at least two methods of creative practices related to the chosen BFA emphasis
- ▶ Demonstrate advanced knowledge of issues in contemporary art history, criticism, and theory related to the BFA emphasis

- ▶ Demonstrate proficiency in the abilities required to exhibit, compete and participate in creative venues on the local, national and international level
- ▶ Demonstrate proficiency in presenting creative research in visual, written and oral contexts. Including workshop presentations, artist talks etc.

## BFA in Art Education (F17 E), CIP* code: 50.0701

Education Program has seven state standards for the preparation of art teachers with the assessments embedded in coursework. The standards are represented in the national PRAXIS Exam, the Teacher Work Sample, and the art teacher candidate student teacher Supervisor Evaluation Form. The pass rates of each Program Standard/Goal exceeded the minimum of 80% set for the years 2010-2012. Art teacher candidates for the last three years have achieved 100% pass rate on these assessments.

The curricular structure of the B.F.A. in Art Education is as follows:
137 total hours; 42 hours (30%) in General Education; 13 hours (10%) in Art Foundations courses; 12 hours (9%) in Art History which includes the Pre-Art and Design Art History Survey courses; 27 hours (20%) in BFA Art Education program studies which includes the Pre-Art and Design distribution electives; 18 hours (13%) in the Art Education concentration courses; and 9 hours (6%) in art area specialization; 16 hours (12%) in Professional Education Sequence courses.

(Degree check sheets in appendix B)

| Learning Outcomes (most programs will have multiple outcomes) | Assessment Tool (e.g., portfolios, rubrics, exams) | Target/Criteria (desired program level achievement) | Results | Analysis |
|---|---|---|---|---|
| ◆ **Mid-Program Review-** See Pre-Art and Design Core Requirements Table for information | ◆ **Mid-Program Review Course and Mid-Program Portfolio Review** (2ⁿᵈ semester, sophomore year) | ◆ **Mid-Program Review-** See Pre-Art and Design Core Requirements Table for information | ◆ **Mid-Program Review-**See Pre-Art and Design Core Requirements Table for information | ◆ **Mid-Program Review-**See Pre-Art and Design Core Requirements Table for information |
| *See seven state standards guiding art teacher aration (KSDE)* ᴊᴡ | ◆ Completion of required upper-division art courses ◆ Regular course work portfolio reviews | ◆ A grade of C or better in all of the Art and Design courses | ◆ Students accepted from **Mid-Program Review** into **BFA Art Education Degree** program and upper-division work. • **2014,** 9 students • **2013,** 10 students • **2012,** 8 students | |
| | ◆ PRAXIS (national teacher examination) | ◆ Minimum score-153 | ◆ Range achieved-159-184 | ◆ 100% passed |
| | ◆ Teacher Work Sample (TWS, A reflection on a comprehensive art unit taught, high school level-36 pages) | ◆ Minimum score-80% | ◆ Range achieved-90%-100% | ◆ 100% passed |

**It is expected that students in the BFA in Art Education will meet the following criteria for learning outcomes and objectives:**

▶ Demonstrate proficiency in applying principles emphasized in the Pre-Art and Design curriculum; Art Foundation studies, Art Distribution studios, and Introductory Survey Art History courses

### Seven Standards for Art Teacher Preparation, KSDE

1. The teacher of art demonstrates a strong scholarly foundation in art education and has a clear conception of how art links students to the broad experiences of life.
2. The teacher of art demonstrates knowledge, competency and teaching ability in the content of art, including aesthetics, art history, art criticism, and studio performance.
3. The teacher of art creates an environment where individuals, art content, and inquiry are held in high regard and where students can actively learn and create.
4. The teacher of art selects and adapts a variety of appropriate resources, materials and technologies in order to design a curriculum which enables students to learn, make, and respond to art.

5. The teacher of art demonstrates knowledge of collaborative and promotional strategies for working with colleagues, families and community groups to achieve common goals for enriching the art program enhancing students' learning and improving schools.
6. The teacher of art understands the purposes, principles and design of assessments, as well as the importance of regular monitoring, analysis and evaluation for assessing student and program improvement.
7. The teacher of art demonstrates knowledge of professional art organizations, continues professional development, and shows responsibility to the field of art.

# GR - Art/Studio Arts

**\ in Studio Art (G13 A-D)**, CIP* code: <u>50.0701</u>

e Master of Fine Arts (MFA) degree, the terminal degree for studio art, is offered for qualified students planning careers as professional artists, either working independently or as artist-teachers on the college or art school level. The MFA program student competency expectations, degree structure, and procedures reflect the professional intensity and high standards expected of all terminal degree programs. Degree requirements, course distribution, content and evaluation are designed to meet or exceed program expectations, Graduate School requirements, NASAD guidelines and College Art Association standards.

The curricular structure of the M.F.A. in Studio Art is as follows:
60 total hours; 33 credits (55%) in the studio emphasis; 12 credits (20%)in the studio minor or minors; 12 credits (20%) in art history (6 credits required) and/or art seminar or pertinent university lecture courses (not to exceed 6 credits); 2 credits in Professional Practices in Studio Art course and 1 credit in Graduate Teaching Seminar course (combined 5%). Of the 60 credits, 45 must be at the 800 level (75%). These allocations are in keeping with National Association of Schools of Art and Design accreditation guidelines.

| Learning Outcomes | Assessment Tool (e.g., portfolios, rubrics, exams) | Target/Criteria | Results | Analysis |
|---|---|---|---|---|
| *See degree learning outcomes and objectives below* | ◆ **First Year Review:**<br>• Portfolio of work<br>• Written statement and self-evaluation of work and degree progress<br>• Critique with media area faculty<br><br>◆**Mid-Program Review:**<br>• Portfolio of work<br>• Written statement and self-evaluation of work and degree progress<br>• Critique with media area faculty<br>• Submission of digital portfolio of work | Minimum overall GPA: 3.0. Minimum score: 80%.<br><br><br><br>Minimum overall GPA: 3.0. Minimum score: 80%. | 90% of students who have submitted assessment for mid-program review pass this checkpoint in their degree trajectories. Data is still being collated as it relates to the implementation of assessment rubrics, which were implemented in the 2014-15 academic year. | |
| | ◆**Terminal Project Proposal Review:**<br>• Portfolio and presentation of work<br>• Written statement addressing the presented work, proposed Terminal Project, and completed research<br>• Critique with all graduate faculty | Minimum overall GPA: 3.0. Minimum score: 80%. | ◆Acceptance into Graduate Thesis Project.<br>• Approval to register in thesis courses<br>• Assignment of thesis committee<br>• 95% have passed on initial proposal | |
| | ◆**Terminal Project Progress Review:**<br>•Portfolio and presentation of work<br>•Written statement addressing the presented work, progress of Terminal Project, and completed research<br>•Critique with Terminal Project Committee | Minimum overall GPA: 3.0. Minimum score: 80%. | ◆Assessment of progress towards thesis exhibition | |
| | ◆**Terminal Project Review:**<br>•Professional quality Terminal Project Exhibition of work<br>•Written statement addressing the Terminal Project Exhibition<br>•Oral Defense with Terminal Project Committee | Minimum overall GPA: 3.0. Minimum score: 80%. | ◆Passing the thesis committee's evaluation of their oral defense, written statement and presentation of thesis artwork.<br>• High pass rate nearly 100% | |
| | ◆**Terminal Project Documentation Binder**<br>Electronic portfolio of Terminal Project Exhibition work<br>Written statement addressing the Terminal Project Exhibition and Resume/CV | Submission Required. | 100% submitted. | |

It is expected that students in the MFA degree in Studio Art emphasis areas of Ceramics, Painting, Printmaking and 'pture will meet the following criteria for learning outcomes and objectives:

▸ Demonstrate proficiency in the studio emphasis through an original and inventive vision in approach to studio practice, form and content as preparation for a professional artist career
▸ Demonstrate familiarity in the studio minor or minors that enhance the studio emphasis and encourage inter-disciplinary studio practice, dialogue and critical thinking
▸ Demonstrate proficiency and knowledge of major historical and contemporary developments and issues in art practice, theory and criticism, with particular awareness of information that is most relevant to the student's own work
▸ Demonstrate proficiency in creating informed and meaningful written and oral presentation of ideas, issues and critical assessment
▸ Demonstrate proficiency in conducting meaningful creative research in visual, written and oral formats, and ability to utilize current technologies in the creation (as applicable), documentation, promotion and presentation of such research
▸ Demonstrate a level of engagement, self-discipline and motivation appropriate for a terminal academic degree
▸ Demonstrate proficiency and ability to successfully engage in the profession through the exhibition of work, professional conference participation, presentation of research, grant or fellowship activity, artist residencies, etc.
▸ Trained, supervised and assessed graduate teaching experience as preparation for a professional artist educator career
▸ Professional presentation of a cohesive body of work culminating in the thesis exhibition and oral defense

    d. **Provide aggregate data on student majors satisfaction (e.g., exit surveys), capstone results, licensing or certification examination results, employer surveys or other such data that indicate student satisfaction with the program and whether students are learning the curriculum (for learner outcomes, data should relate to the goals and objectives of the program as listed in 1e).**

UG – Graphic Design

The School of Art and Design has a good employment success rate for our alumni. In Graphic Design the average for the three year period is almost 100%. The majority of these jobs are in Wichita area. A small decrease occurred recently, but can be contributed to career decisions rather than a change in the demand for WSU designers.

WSU Students with a degree in Graphic Design (BFA F17 A) are in demand in a variety of career tracks:

- Freelance design
- Graphic Design firms
- Corporate in house design departments
- Advertising agencies

UG - Art

Students receiving the BFA F16 A-E and BA F15 A-B are employed in a variety of ways. These degrees include emphasis areas in art education, studio arts, and art history. The US Department of Labor Statistics the median salary range for artist and related crafts employment is $25,550 to $49,960. The majority of the art educators are in employed by USD 259 (Wichita School District) and placed immediately after receiving their degree with an average salary $40,000 including benefits. Our art education program plays an important role for the district and has a strong impact on K12 art education in the city. The studio art and art history graduates path to employment is not as direct, but they are vital to the arts community of Wichita. I estimate that 30% go on to advanced degrees, which could lead to research opportunities and make their employment options more diverse. Our graduates impact all

aspects of the visual arts culture in Wichita. A high percentage of the local art exhibitions are by art and design alumni.

An estimated 60% of the exhibiting artist in Wichita are WSU alumni or have studied at WSU.  Below is a list of some Wichita art galleries that have strong ties with WSU students, alumni and Art and Design programs.

- Fisch Haus Studios
- Diver Studios
- Fiber Studios
- Gallery IIX
- Mid-America Art Gallery
- The Jones Gallery
- Fire House Gallery

- City Arts
- Tangent Lab
- Center Gallery
- Steckline Gallery
- Mead Street Gallery
- Trish Higgins Fine Arts

Areas of professional pursuits for students with these degrees:
- Working in an art organization/business
- Working in an art related field
- Practicing artist
- Teaching K-12 art
- Continuing to an advanced degree, the majority of these receiving the 60 hour terminal degree of MFA.

As part of being an urban serving institution, WSU plays critical role in visual arts culture of the city and at this time the recognition and impact of the art community in Wichita is growing. New Galleries and Final Friday openings are being added to the art experience and WSU Art and Design Alumni are important contributors to the experience even though they may not choose to have a job directly in the arts.  Although our students' efforts are visible in the Wichita art community, we still stress the necessity to look outside, both nationally and internationally for recognition and opportunities for employment. Within this highly competitive field our student professional accomplishments compare favorably.  The problem solving abilities that are honed through an education in the arts creates contributors that can adapt to the needs of the workplace and continue to enhance the culture of the city through jobs related to the arts and jobs that support their artistic aspirations.

The College of Fine Arts engaged in the **Strategic National Arts Alumni Project (SNAAP)** during 2015. SNAAP is an annual online survey, data management, and institutional improvement system designed to enhance the impact of arts-school education. SNAAP partners with degree-granting institutions to administer the survey to their arts graduates. SNAAP provides national data on how artists develop in this country, help identify the factors needed to better connect arts training to artistic careers and allow education institutions, researchers and arts leaders to look at the systemic factors that helped or hindered the career paths of alumni, whether they have chosen to work as artists or pursue other paths.

SNAAP is administered by the Indiana University Center for Postsecondary Research (George Kuh, Chancellor's Professor Emeritus) in collaboration with the Vanderbilt University Curb Center for Art, Enterprise and Public Policy (Steven J. Tepper, Associate Director).

Graduates of institutions that participate in SNAAP are invited to complete SNAAP's online questionnaire. Beginning with the 2011 administration, all members of every graduating class will be surveyed. Through SNAAP Wichita State

will attempt to survey (i.e. identify, contact and request their participation) 4,898 alumni from the college dating back to 1960 graduates. We will also request and receive a report for each individual school in the college. The College of Fine Arts at Wichita State University is a comprehensive college consisting of three schools:

• The School of Art & Design (studio, art history, art education, graphic design)

• The School of Music (performance, jazz, music education, theory/composition)

• The School of Performing Arts (theatre, musical theatre, dance, theatre tech/design)

Arts alumni were be asked about:

- satisfaction with curricular and extracurricular experiences
- current and past education and employment
- relevance of arts training to work and further education
- types of art practiced and how often
- support and resource needs following graduation
- experiences as teachers
- income and support, student debt and other financial issues

Institutions receive reports that summarize the lives of alumni since graduation for:

- comparisons and analysis of the national aggregate group, and peer group, of respondents on key indicators (e.g., graduation rates, percentage pursuing arts careers, non-arts career paths, income levels)
- confidential internal institutional analyses of their alumni with appropriate comparison groups

  access to data files for individualized institutional research

Unfortunately, information and statistics gleaned from this survey were heavily indicative of feedback from music and/or performing arts majors, with art and design-focused alumni forming such a small pool that statistical significance of the survey was questionable. The School intends to develop during this next cycle of program review a mechanism for better evaluating the values and perceptions of our alumni.

Provide aggregate data on how the goals of the *WSU General Education Program* and *KBOR 2020 Foundation Skills* are assessed in undergraduate programs (optional for graduate programs).

| Goals/Skills Measurements of:<br>Oral/written communication, Numerical literacy, Critical thinking and problem solving, Collaboration and teamwork, Library research skills, Diversity and globalization | Results | |
|---|---|---|
| | Majors | Non-Majors |
| Senior Project F16 (A-D); Oral/written communication, Critical thinking and problem solving, Collaboration and teamwork, see syllabus in appendix C | Not assessed separately<br>Embedded in course curriculum | |
| Teacher Certification F16 (E); Oral/written communication, Critical thinking and problem solving, Collaboration and teamwork? | Required for State Licensure, 100% passed | |
| Senior Exhibition F17A; Oral/written communication, Critical thinking and problem ng, Collaboration and teamwork, see syllabus in appendix C | Not assessed separately<br>Embedded in course curriculum | |

Note: Not all programs evaluate every goal/skill. Programs may choose to use assessment rubrics for this purpose. Sample forms available at: http://www.aacu.org/value/rubrics/

e. For programs/departments with concurrent enrollment courses (per KBOR policy), provide the assessment of such courses over the last three years (disaggregated by each year) that assures grading standards (e.g., papers, portfolios, quizzes, labs, etc.) course management, instructional delivery, and content meet or exceed those in regular on-campus sections.
**Provide information here:**

No concurrent enrollment courses

f. Indicate whether the program is accredited by a specialty accrediting body including the next review date and concerns from the last review.
**Provide information here:**

> ▸ Accredited by the National Association of Schools of Art and Design (NASAD) in 2011
> ▸ Next review in 2016-2017 academic year
> ▸ See appendix for additional issues and remedies relating to last accreditation team evaluation

g. Provide the process the department uses to assure assignment of credit hours (per WSU policy 2.18) to all courses has been reviewed over the last three years. Attach a few examples of course syllabi that communicates this policy to students (provide as an appendix E).

The school uses the model recommended in the *NASAD Handbook 2012-13*.

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h. Provide a brief assessment of the overall quality of the academic program using the data from 3a – 3f and other information you may collect, including outstanding student work (e.g., outstanding scholarship, inductions into honor organizations, publications, special awards, academic scholarships, student recruitment and retention).

Our students become involved in exhibiting their course work in local galleries as undergraduates and are prepared upon graduation as artists to exhibit their work regionally and nationally or apply to graduate programs. Education students COOP at local public and private schools and upon graduation are prepared to apply for teaching positions and successfully fill available teaching positions locally and regionally. The design students use their portfolios to apply for internships and receive excellent reviews of their preparedness for the work they perform and are able to secure employment upon graduation in design firms, advertising agencies, and corporate in-house design studios locally, regionally, nationally, and internationally.
The travel courses and tours prepare students to apply for grants for study abroad and to apply for employment beyond the borders of Kansas.

Provide aggregate data on student majors satisfaction (e.g., exit surveys), capstone results, licensing or certification examination results (if applicable), employer surveys or other such data that indicate student satisfaction with the program and whether students are learning the curriculum (for learner outcomes, data should relate to the outcomes of the program as listed in 3c).

Evaluate table 10 from the Office of Planning and Analysis regarding student satisfaction data.

**Table 10: Satisfaction with Program among Undergraduate and Graduate Students at End of Program Exit – ART (UNDERGRAD/GRAD)**

| Academic Year (fall-spring-summer sequence) | | | | | | Rolling 5 AY average | |
|---|---|---|---|---|---|---|---|
| Student level: | 2009 | 2010 | 2011 | 2012 | 2013 | 2014 | 2015 |
| University Undergraduate level | n/a | n/a | n/a | 79.5% | 82.9% | 81.4% | 80.8% |
| College Division Undergraduate level | n/a | n/a | n/a | 86.2% | 83.9% | 86.2% | 81.6% |
| Program Undergraduate majors: | | | | | | | |
| Percent satisfied or very satisfied | n/a | n/a | n/a | 61.5% | 81.1% | 56.3% | 75.0% |
| mean | n/a | n/a | n/a | 3.7 | 4.2 | 3.6 | 3.7 |
| median | n/a | n/a | n/a | 4.0 | 4 | 4 | 4 |
| count | n/a | n/a | n/a | 26 | 37 | 32 | 20 |
| University Graduate level | n/a | n/a | n/a | 80.0% | 82.5% | 82.1% | 84.8% |
| College Division Graduates level | n/a | n/a | n/a | 80.4% | 93.1% | 83.1% | 87.3% |
| Program Graduate majors: | | | | | | | |
| Percent satisfied or very satisfied | n/a | n/a | n/a | 75.0% | 100.0% | 66.7% | 100.0% |
| mean | n/a | n/a | n/a | 3.8 | 5.0 | 4.0 | 4.8 |
| median | n/a | n/a | n/a | 4 | 5 | 4.5 | 5 |
| t | n/a | n/a | n/a | 4 | 1 | 6 | 4 |

**Table 10: Satisfaction with Program among Undergraduate and Graduate Students at End of Program Exit – GRAPHIC DESIGN (UNDERGRAD ONLY)**

| Academic Year (fall-spring-summer sequence) | | | | | | Rolling 5 AY average | |
|---|---|---|---|---|---|---|---|
| Student level: | 2009 | 2010 | 2011 | 2012 | 2013 | 2014 | 2015 |
| University Undergraduate level | n/a | n/a | n/a | 79.5% | 82.9% | 81.4% | 80.8% |
| College Division Undergraduate level | n/a | n/a | n/a | 86.2% | 83.9% | 86.2% | 81.6% |
| Program Undergraduate majors: | | | | | | | |
| Percent satisfied or very satisfied | n/a | n/a | n/a | 66.7% | 76.2% | 71.4% | 81.3% |
| mean | n/a | n/a | n/a | 3.8 | 4.0 | 3.9 | 4.0 |
| median | n/a | n/a | n/a | 4.0 | 4 | 4 | 4 |
| count | n/a | n/a | n/a | 24 | 21 | 21 | 16 |
| University Graduate level | n/a | n/a | n/a | 80.0% | 82.5% | 82.1% | 84.8% |
| College Division Graduates level | n/a | n/a | n/a | 80.4% | 93.1% | 83.1% | 87.3% |
| Program Graduate majors: | | | | | | | |
| Percent satisfied or very satisfied | n/a | n/a | n/a | n/a | n/a | n/a | n/a |
| mean | n/a | n/a | n/a | n/a | n/a | n/a | n/a |
| median | n/a | n/a | n/a | n/a | n/a | n/a | n/a |

Undergraduate students in ADCI have trended somewhat less satisfied with their chosen program than the University average. These numbers ranging from a low of 56.3% to a high of 81.3% are reflective of the School's ongoing need for ɔort for enhanced curriculum and faculty. Given that the School still does not offer nearly enough technology-ːused courses (due to the fact that a tenure-track faculty member is required to oversee such highly specialized areas) and requires urgent upgrades to facilities and resources, these satisfaction scores are, in the minds of our faculty, good despite the challenges faced in maintaining and enhancing our programs

4. **Analyze the student need and employer demand for the program. Complete for each program if appropriate (refer to instructions in the WSU Program Review document for more information on completing this section).**

    a. Evaluate tables 11-15 from the Office of Planning Analysis for number of applicants, admits, and enrollments and percent URM students by student level and degrees conferred.

**Table 11: Applications, Admits and Enrollment for Undergraduate and Graduate Applicants**

Fiscal Year (summer-fall-spring sequence)     Rolling 5 FY average

| Student level: | 2009 | 2010 | 2011 | 2012 | 2013 | 2014 | 2015 |
|---|---|---|---|---|---|---|---|
| Undergraduates: | | | | | | | |
| Applicants | 81 | 77 | 71 | 85 | 117 | 95 | 153 |
| Admitted | 74 | 73 | 69 | 81 | 110 | 89 | 143 |
| Census day | 46 | 52 | 43 | 48 | 66 | 52 | 77 |
| Graduates: | | | | | | | |
| Applicants | 12 | 13 | 15 | 16 | 19 | 17 | 14 |
| Admitted | 7 | 7 | 8 | 11 | 12 | 9 | 9 |
| Census day | 6 | 5 | 5 | 7 | 6 | 4 | 5 |

note: unduplicated count as last record of FY; applicants exclude incomplete or cancelled applications.

**Table 12: Percent Under-represented Minorities (URM) on Fall Census Day**

Year of Fall Census Day     Rolling 5 year average

| Student level: | 2008 | 2009 | 2010 | 2011 | 2012 | 2013 | 2014 |
|---|---|---|---|---|---|---|---|
| **University** level: | | | | | | | |
| Freshmen & Sophomores | 15.0% | 15.7% | 16.9% | 17.9% | 18.5% | 18.5% | 19.2% |
| Juniors & Seniors | 12.3% | 13.0% | 14.0% | 14.8% | 15.4% | 14.9% | 15.7% |
| Masters | 6.8% | 7.8% | 8.2% | 9.7% | 11.3% | 9.6% | 10.0% |
| Doctoral | 6.8% | 5.6% | 6.6% | 5.4% | 6.7% | 6.5% | 7.0% |
| **ge division** level: | | | | | | | |
| ꞓmen & ꞓphomores | 13.6% | 14.0% | 16.0% | 15.2% | 16.5% | 17.6% | 17.6% |
| Juniors & Seniors | 11.0% | 10.4% | 11.2% | 12.3% | 13.9% | 13.5% | 15.1% |
| Masters | 4.9% | 4.9% | 8.5% | 10.0% | 10.5% | 6.5% | 7.8% |
| Doctoral | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| **Program** level: | | | | | | | |
| Freshmen & Sophomores | 17.5% | 15.9% | 16.5% | 22.0% | 17.8% | 18.7% | 20.8% |
| Juniors & Seniors | 10.1% | 14.6% | 15.0% | 20.6% | 21.2% | 19.1% | 15.3% |
| Masters | 10.0% | 11.8% | 11.1% | 6.3% | 0.0% | 15.8% | 25.0% |
| Doctoral | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |

note: includes all active program matching majors among 4 possible major codes;
URM includes black non-hispanic, hispanic, american indian/alaskan native & hawaiian.

**ᴚle 13: Race/Ethnicity on Fall Census Day**

| Year of Fall Census Day | | | | | Rolling 5 year average | | |
|---|---|---|---|---|---|---|---|
| Student level: | 2008 | 2009 | 2010 | 2011 | 2012 | 2013 | 2014 |
| Total | 242 | 319 | 305 | 289 | 287 | 267 | 259 |
| Total URM | 32 | 48 | 47 | 59 | 53 | 50 | 47 |
| Freshmen & Sophomores Total | 103 | 151 | 127 | 118 | 118 | 107 | 106 |
| white non-hispanic | 67 | 110 | 90 | 80 | 86 | 72 | 59 |
| black non-hispanic | 12 | 7 | 6 | 10 | 8 | 8 | 8 |
| hispanic | 6 | 16 | 14 | 13 | 12 | 12 | 14 |
| asian non-hispanic | 4 | 2 | 6 | 1 | 3 | 4 | 13 |
| american indian/alaskan native | 0 | 1 | 1 | 3 | 1 | 0 | 0 |
| foreign | 1 | 3 | 2 | 3 | 2 | 2 | 4 |
| hawaiian | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| multiple race | 2 | 2 | 3 | 6 | 4 | 6 | 7 |
| unknown | 11 | 10 | 5 | 2 | 2 | 3 | 1 |
| Juniors & Seniors Total | 119 | 151 | 160 | 155 | 151 | 141 | 137 |
| white non-hispanic | 95 | 105 | 113 | 104 | 102 | 98 | 103 |
| black non-hispanic | 2 | 7 | 12 | 12 | 9 | 9 | 4 |
| hispanic | 7 | 11 | 11 | 18 | 20 | 16 | 15 |
| asian non-hispanic | 6 | 8 | 6 | 7 | 3 | 4 | 6 |
| ican ɲ/alaskan ive | 3 | 4 | 1 | 2 | 3 | 2 | 2 |
| foreign | 0 | 2 | 3 | 2 | 1 | 1 | 0 |
| hawaiian | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| multiple race | 0 | 2 | 2 | 2 | 4 | 6 | 6 |
| unknown | 6 | 12 | 12 | 8 | 9 | 5 | 1 |
| Master Total | 20 | 17 | 18 | 16 | 18 | 19 | 16 |
| white non-hispanic | 18 | 14 | 15 | 11 | 12 | 11 | 10 |
| black non-hispanic | 0 | 0 | 0 | 0 | 0 | 1 | 2 |
| hispanic | 1 | 1 | 1 | 0 | 0 | 2 | 2 |
| asian non-hispanic | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| american indian/alaskan native | 1 | 1 | 1 | 1 | 0 | 0 | 0 |
| foreign | 0 | 1 | 1 | 1 | 1 | 1 | 0 |
| hawaiian | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| multiple race | 0 | 0 | 0 | 0 | 1 | 1 | 1 |
| unknown | 0 | 0 | 0 | 3 | 4 | 3 | 1 |
| Doctoral Total | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| white non-hispanic | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| black non-hispanic | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| hispanic | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| asian non-hispanic | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| american indian/alaskan native | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| foreign | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| iian | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| ɹple race | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| ɹknown | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

. includes all active program matching majors among 4 possible major codes.

**Table 14: Percent Under-represented Minorities (URM) of Degreed Conferred Students by Fiscal Year**

| Year of Fall Census Day | | | | | | Rolling 5 year average | |
|---|---|---|---|---|---|---|---|
| Degree level: | 2008 | 2009 | 2010 | 2011 | 2012 | 2013 | 2014 |
| **University** level: | | | | | | | |
| Doctoral | 7.2% | 6.1% | 6.3% | 6.5% | 7.8% | 4.7% | 6.9% |
| Masters | 6.4% | 6.1% | 6.4% | 9.0% | 10.5% | 9.9% | 8.5% |
| Bachelor | 11.3% | 11.1% | 12.1% | 12.7% | 12.6% | 13.5% | 14.3% |
| Associate | 11.8% | 16.0% | 18.8% | 18.4% | 21.2% | 26.7% | 20.8% |
| **College division** level: | | | | | | | |
| Doctoral | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| Masters | 6.5% | 3.8% | 4.9% | 9.8% | 10.3% | 9.5% | 4.6% |
| Bachelor | 11.1% | 10.2% | 11.2% | 9.9% | 9.0% | 10.5% | 15.0% |
| Associate | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| **Program** level: | | | | | | | |
| Doctoral | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| Masters | 25.0% | 0.0% | 25.0% | 33.3% | 0.0% | 0.0% | 0.0% |
| Bachelor | 11.1% | 17.2% | 17.2% | 4.2% | 22.6% | 20.0% | 21.1% |
| Associate | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |

note: includes all active program matching majors among 4 possible major codes;
URM includes black non-hispanic, hispanic, american indian/alaskan native & hawaiian.

**Table 15: Race/Ethnicity of Degreed Conferred Students by Fiscal Year**

| Year of Fall Census Day | | | | | | Rolling 5 year average | |
|---|---|---|---|---|---|---|---|
| Degree level: | 2008 | 2009 | 2010 | 2011 | 2012 | 2013 | 2014 |
| Total | 35 | 33 | 37 | 27 | 33 | 41 | 23 |
| Total URM | 5 | 5 | 7 | 2 | 7 | 7 | 4 |
| Doctoral Total | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| white non-hispanic | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| black non-hispanic | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| � anic | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| ᴀn non-spanic | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| american indian/alaskan native | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| foreign | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| hawaiian | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| multiple race | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| unknown | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Masters Total | 8 | 4 | 8 | 3 | 2 | 6 | 4 |
| white non-hispanic | 6 | 4 | 5 | 2 | 2 | 3 | 2 |
| black non-hispanic | 0 | 0 | 1 | 0 | 0 | 0 | 0 |
| hispanic | 1 | 0 | 1 | 0 | 0 | 0 | 0 |
| asian non-hispanic | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| american indian/alaskan native | 1 | 0 | 0 | 1 | 0 | 0 | 0 |
| foreign | 0 | 0 | 1 | 0 | 0 | 1 | 0 |
| hawaiian | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| multiple race | 0 | 0 | 0 | 0 | 0 | 0 | 1 |
| unknown | 0 | 0 | 0 | 0 | 0 | 2 | 1 |

| (Table 15 continued) | | | | Year of Fall Census Day | | | Rolling 5 y |
|---|---|---|---|---|---|---|---|
| Degree level: | 2008 | 2009 | 2010 | 2011 | 2012 | 2013 | 2014 |
| Bachelor Total | 27 | 29 | 29 | 24 | 31 | 35 | 19 |
| white non-hispanic | 23 | 20 | 22 | 22 | 19 | 22 | 13 |
| black non-hispanic | 0 | 0 | 1 | 1 | 1 | 2 | 2 |
| � nic | 2 | 3 | 4 | 0 | 5 | 5 | 1 |
| ᴀn non-panic | 0 | 2 | 1 | 0 | 3 | 2 | 0 |
| american indian/alaskan native | 1 | 2 | 0 | 0 | 1 | 0 | 1 |
| foreign | 1 | 1 | 0 | 0 | 1 | 1 | 0 |

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| hawaiian | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| multiple race | 0 | 0 | 0 | 0 | 0 | 1 | 2 |
| ɔwn | 0 | 1 | 1 | 1 | 1 | 2 | 0 |
| ciate Total | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| ...ite non-hispanic | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| black non-hispanic | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| hispanic | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| asian non-hispanic | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| american indian/alaskan native | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| foreign | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| hawaiian | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| multiple race | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| unknown | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

**Table 11: Applications, Admits and Enrollment for Undergraduate and Graduate Applicants**

| Fiscal Year (summer-fall-spring sequence) | | | | | | Rolling 5 FY average | |
|---|---|---|---|---|---|---|---|
| Student level: | 2009 | 2010 | 2011 | 2012 | 2013 | 2014 | 2015 |
| Undergraduates: | | | | | | | |
| Applicants | 95 | 87 | 18 | 0 | 0 | 0 | 0 |
| Admitted | 84 | 76 | 14 | 0 | 0 | 0 | 0 |
| Census day | 56 | 47 | 5 | 0 | 0 | 0 | 0 |
| Graduates: | | | | | | | |
| Applicants | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Admitted | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Census day | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

note: unduplicated count as last record of FY; applicants exclude incomplete or cancelled applications.

**Table 12: Percent Under-represented Minorities (URM) on Fall Census Day**

| Year of Fall Census Day | | | | | | Rolling 5 year average | |
|---|---|---|---|---|---|---|---|
| Student level: | 2008 | 2009 | 2010 | 2011 | 2012 | 2013 | 2014 |
| '' ersity level: | | | | | | | |
| ɪmen & ρhomores | 15.0% | 15.7% | 16.9% | 17.9% | 18.5% | 18.5% | 19.2% |
| Juniors & Seniors | 12.3% | 13.0% | 14.0% | 14.8% | 15.4% | 14.9% | 15.7% |
| Masters | 6.8% | 7.8% | 8.2% | 9.7% | 11.3% | 9.6% | 10.0% |
| Doctoral | 6.8% | 5.6% | 6.6% | 5.4% | 6.7% | 6.5% | 7.0% |
| **College division** level: | | | | | | | |
| Freshmen & Sophomores | 13.6% | 14.0% | 16.0% | 15.2% | 16.5% | 17.6% | 17.6% |
| Juniors & Seniors | 11.0% | 10.4% | 11.2% | 12.3% | 13.9% | 13.5% | 15.1% |
| Masters | 4.9% | 4.9% | 8.5% | 10.0% | 10.5% | 6.5% | 7.8% |
| Doctoral | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| **Program** level: | | | | | | | |
| Freshmen & Sophomores | 16.7% | 7.7% | 33.3% | 0.0% | 0.0% | 25.0% | 0.0% |
| Juniors & Seniors | 11.9% | 12.2% | 13.7% | 13.2% | 6.8% | 19.4% | 23.7% |
| Masters | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| Doctoral | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |

note: includes all active program matching majors among 4 possible major codes;
URM includes black non-hispanic, hispanic, american indian/alaskan native & hawaiian.

**.a 13: Race/Ethnicity on Fall Census Day**

| ar of Fall Census Day | | | | | | Rolling 5 year average | |
|---|---|---|---|---|---|---|---|
| Student level: | 2008 | 2009 | 2010 | 2011 | 2012 | 2013 | 2014 |
| Total | 115 | 62 | 54 | 53 | 48 | 40 | 38 |
| Total URM | 16 | 7 | 8 | 7 | 3 | 8 | 9 |
| Freshmen & Sophomores Total | 48 | 13 | 3 | 0 | 4 | 4 | 0 |
| white non-hispanic | 34 | 11 | 2 | 0 | 4 | 3 | 0 |
| black non-hispanic | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| hispanic | 7 | 1 | 1 | 0 | 0 | 1 | 0 |
| asian non-hispanic | 2 | 0 | 0 | 0 | 0 | 0 | 0 |
| american indian/alaskan native | 1 | 0 | 0 | 0 | 0 | 0 | 0 |
| foreign | 2 | 1 | 0 | 0 | 0 | 0 | 0 |
| hawaiian | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| multiple race | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| unknown | 2 | 0 | 0 | 0 | 0 | 0 | 0 |
| Juniors & Seniors Total | 67 | 49 | 51 | 53 | 44 | 36 | 38 |
| white non-hispanic | 47 | 37 | 39 | 39 | 36 | 27 | 27 |
| black non-hispanic | 0 | 0 | 1 | 1 | 0 | 0 | 1 |
| hispanic | 7 | 5 | 5 | 5 | 3 | 7 | 7 |
| asian non-hispanic | 3 | 2 | 1 | 1 | 1 | 1 | 0 |
| american .ı/alaskan .e | 1 | 1 | 1 | 1 | 0 | 0 | 1 |
| .eign | 4 | 1 | 1 | 2 | 1 | 0 | 0 |
| nawaiian | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| multiple race | 0 | 0 | 0 | 0 | 1 | 1 | 0 |
| unknown | 5 | 3 | 3 | 4 | 2 | 0 | 2 |
| Master Total | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| white non-hispanic | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| black non-hispanic | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| hispanic | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| asian non-hispanic | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| american indian/alaskan native | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| foreign | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| hawaiian | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| multiple race | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| unknown | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Doctoral Total | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| white non-hispanic | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| black non-hispanic | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| hispanic | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| asian non-hispanic | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| american indian/alaskan native | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| foreign | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| h⁻aiian | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| ɔle race | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| .nown | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

ɔte: includes all active program matching majors among 4 possible major codes.

**ɟ 14: Percent Under-represented Minorities (URM) of Degreed Conferred Students by Fiscal Year**

| ar of Fall Census Day | | | | | | Rolling 5 year average | |
|---|---|---|---|---|---|---|---|
| Degree level: | 2008 | 2009 | 2010 | 2011 | 2012 | 2013 | 2014 |
| **University** level: | | | | | | | |
| Doctoral | 7.2% | 6.1% | 6.3% | 6.5% | 7.8% | 4.7% | 6.9% |
| Masters | 6.4% | 6.1% | 6.4% | 9.0% | 10.5% | 9.9% | 8.5% |
| Bachelor | 11.3% | 11.1% | 12.1% | 12.7% | 12.6% | 13.5% | 14.3% |
| Associate | 11.8% | 16.0% | 18.8% | 18.4% | 21.2% | 26.7% | 20.8% |
| **College division** level: | | | | | | | |
| Doctoral | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| Masters | 6.5% | 3.8% | 4.9% | 9.8% | 10.3% | 9.5% | 4.6% |
| Bachelor | 11.1% | 10.2% | 11.2% | 9.9% | 9.0% | 10.5% | 15.0% |
| Associate | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| **Program** level: | | | | | | | |
| Doctoral | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| Masters | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| Bachelor | 9.5% | 23.1% | 18.8% | 9.5% | 0.0% | 12.5% | 10.0% |
| Associate | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |

note: includes all active program matching majors among 4 possible major codes;
URM includes black non-hispanic, hispanic, american indian/alaskan native & hawaiian.

**Table 15: Race/Ethnicity of Degreed Conferred Students by Fiscal Year**

| Year of Fall Census Day | | | | | | Rolling 5 year average | |
|---|---|---|---|---|---|---|---|
| Degree level: | 2008 | 2009 | 2010 | 2011 | 2012 | 2013 | 2014 |
| Total | 21 | 13 | 16 | 21 | 22 | 24 | 10 |
| Total URM | 2 | 3 | 3 | 2 | 0 | 3 | 1 |
| Doctoral Total | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| white non-hispanic | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| black non-hispanic | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| hispanic | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| ˌ ˌnon-.nic | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| ˌerican indian/alaskan native | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| foreign | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| hawaiian | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| multiple race | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| unknown | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Masters Total | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| white non-hispanic | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| black non-hispanic | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| hispanic | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| asian non-hispanic | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| american indian/alaskan native | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| foreign | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| hawaiian | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| multiple race | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| unknown | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

| (Table 15 continued) | | | Year of Fall Census Day | | | | Rolling 5 ɣ |
|---|---|---|---|---|---|---|---|
| Degree level: | 2008 | 2009 | 2010 | 2011 | 2012 | 2013 | 2014 |
| Bachelor Total | 21 | 13 | 16 | 21 | 22 | 24 | 10 |
| white non-hispanic | 13 | 9 | 12 | 15 | 19 | 20 | 8 |
| black non-hispanic | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| hispanic | 1 | 3 | 3 | 1 | 0 | 3 | 1 |
| asian non-hispanic | 1 | 0 | 1 | 0 | 1 | 1 | 0 |
| ˌcan ˌn/alaskan ˌtive | 1 | 0 | 0 | 1 | 0 | 0 | 0 |
| foreign | 4 | 1 | 0 | 1 | 1 | 0 | 0 |
| hawaiian | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| multiple race | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| unknown | 1 | 0 | 0 | 3 | 1 | 0 | 1 |
| Associate Total | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| non-<br>...anic | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| ...ck non-hispanic | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| hispanic | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| asian non-hispanic | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| american indian/alaskan native | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| foreign | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| hawaiian | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| multiple race | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| unknown | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

note: includes all active program matching majors among 4 possible major codes.

Data for the seven years collected in the BIPM document reflect a student body that is becoming increasingly diverse, albeit at a somewhat measured pace—a change reflected more at the undergraduate than the graduate levels, more within the studio arts/art history/art education programs than the graphic design program. For example, underrepresented minorities have reflected more than 20% of the pool of undergraduate degrees conferred within ADCI (whilst the College has holistically only conferred between 9-15% of its degrees to underrepresented minorities over the past three years). Lower rates of URMs within the graphic design program perhaps reflect the need to take greater action with respect to the recruitment and retention of these populations and to engage with studios arts colleagues to assess strategies that increase and sustain URM enrollment. The School has taken an active interest in ensuring that new faculty hires are more representative of an increasingly diverse region and that programs within the School actively engage students in community engagement, cultural sensitivity and international immersion.

5. **Analyze the service the Program provides to the discipline, other programs at the University, and beyond. Complete for each program if appropriate (refer to instructions in the WSU Program Review document for more information on completing this section).**

Evaluate table 16 from the Office of Planning Analysis for SCH by student department affiliation on fall census day.

  a. Provide a brief assessment of the service the Program provides. Comment on percentage of SCH taken by majors and non-majors, nature of Program in terms of the service it provides to other University programs, faculty service to the institution, and beyond.

  Provide assessment here:

**Table 16: Department Student Credit Hour (SCH) by Student Department Affiliation on Fall Census Day**

| Year of Fall Census Day | | | | | | Rolling 5 year average | |
|---|---|---|---|---|---|---|---|
| Major & student level: | 2008 | 2009 | 2010 | 2011 | 2012 | 2013 | 2014 |
| Total | 3,452 | 3,999 | 3,380 | 3,510 | 3,337 | 3,200 | 3,551 |
| Program UG majors | 810 | 485 | 366 | 427 | 385 | 351 | 322 |
| Program GR majors | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Non-program r~'ors | 2,642 | 3,514 | 3,014 | 3,083 | 2,952 | 2,849 | 3,229 |
| | 100% | 100% | 100% | 100% | 100% | 100% | 100% |
| ,gram UG -ijor | 23.5% | 12.1% | 10.8% | 12.2% | 11.5% | 11.0% | 9.1% |
| Program GR major | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| Non-program majors | 76.5% | 87.9% | 89.2% | 87.8% | 88.5% | 89.0% | 90.9% |

note: program majors includes all active program matching majors among 4 possible major codes.

ADCI continues to play an important role in the University's general education program and has been a leading force for the development of interdisciplinary general education offerings, such as FA 110 (Introduction to the Fine Arts). Our School offers courses that give students across campus opportunities in hands-on art classes, specialized design classes and lecture courses that apply to their plan of study as general education, required, and elective requirements. The School has also been a leader for the Innovation Campus in terms of its collaboration with the College of Engineering to host an anticipatory "maker space" in Henrion Hall—allowing for programmatic exchanges between our two academic units, as well as its work in the "Shock the World" capital campaign to develop the Ideas Lab—a 21st-century facility that will change the ways in which students in art, design and creative industries research, develop, plan and execute their learning in an applied and collaborative working environment.

The School has maintained an increasingly prominent footprint on the Innovation Campus, despite the fact its resources have not grown since the last Program Review. We continue to seek relationships and collaborations with the College of Engineering, the Elliott School of Communications, the Fairmount College of Liberal Arts and Sciences, and the Ulrich Museum in order to provide students with experiences outside the School. Additionally, through longstanding relationships with USD 259, the Commerce Street art community, and several business connections maintained through the graphic design program's "100 Hours of Design" projects that links programmatic and community interests, the School has been an influential force in shaping Wichita's creative community.

| (For Last 3 FYs) | Goal (s) | Assessment Data Analyzed | Outcome |
|---|---|---|---|
| | Increase enrollment for the MFA in Studio Arts degree. | - Examination of facility and resource needs relative to desired programmatic growth | - Formation of an action plan in consultation with the College of Fine Arts to design an "Ideas Lab" facility that will revolutionize how graduate students research in the arts.<br><br>- Took concrete steps in coordination with Physical Plant and Facilities to ensure resource deficiencies in last NASAD accreditation review have been remedied in a cost-effective manner. |
| | | - Examination of support staff needs relative to the goals of recruitment and retention of graduate students | - Worked with College of Fine Arts and Academic Affairs to create new position of "Coordinator of External Affairs" who may work in a concentrated manner on tools that can assist with increased enrollment and programmatic growth, such as website maintenance, social media management, recruitment event scheduling and retention activities. |
| | | - Undertaking efforts to concretize recruitment and retention opportunities for graduate students | - The Coordinator of External Affairs has developed new recruitment materials over the past two years that may be used to better deliver the School's message and more effectively differentiate its unique learning opportunities from our competitors and better market to students' interests in advanced study in the arts. |
| | Development assessment rubrics at programmatic "check points" to better track student learning and success. | - Reassessment of competencies associated with various levels of learning in the School. | - Development of new assessment rubrics, whose metrics are at the beginning stages of being analyzed. |

## ⁷. Summary and Recommendations

a)　　　　Set forth a summary of the report including an overview evaluating the strengths and concerns. List recommendations for improvement of each Program (for departments with multiple programs) that have resulted from this report (relate recommendations back to information provided in any of the categories and to the goals and objectives of the program as listed in 1e). Identify three year goal (s) for the Program to be accomplished in time for the next review. Provide assessment here:

### Strengths

- Quality faculty who are able to deliver the curriculum and adjust curriculum as social, economic and technological changes occur—the result of which has been an innovative curriculum focused on technology, innovation and applied learning
- Continually evaluating and adapting curriculum, including the development of "QuickFire" (1-credit-hour) and "SlowBurn" (6-credit-hour) courses that adapt learning to the various paces that students will experience in the creative professions.
- The maintaining of opportunities to travel within the United States and abroad as a part of student coursework.
- Faculty emphasis on conceptualization, problem solving and critical thinking skills, instead of rote technique and formalistic approaches to learning in the arts.
- The location of our school in the largest metropolitan area of the state of Kansas affords our faculty and students artistic, design, and cultural experiences in an active art and design community that includes world-class cultural institutions.
- The Art Education program benefits from opportunities for faculty and students to be connected with 105 public school and 80 private schools—as evidenced by the programs near-100% placement rate of its graduates.
- Faculty encouragement of students to explore solutions that utilize and challenge available technologies and learning models.
- Connections with other academic units across the University to make facilities available to students and to give students opportunites to work on projects with students from other disciplines.
- Serving as a role model for the Innovation Campus and the positive effects of risk-taking as it applies to curricular development and interdisciplinary learning.
- Success of graduates in their professional careers, as well as their ability to adapt to the changing needs of the work force.

### Challenges

- We need more and consistent availability of new and emerging technologies in art, design and creative industries in order to maintain our program's relevance.
- We need to develop more connections and alliances with other academic units and community groups to give students greater opportunities to open their thinking about the application of their skills and problem solving skills in solving social and community issues.
- We need assistance with the creation and renovation of facilities that are NASAD-compliant in terms of health and safety, as well as reflective of an art and design program being asked to increase its enrollment of undergraduate and graduate students.

### Goals

- To continue the School's innovative approaches to curricular development and to use these unique teaching and learning models to attract more students to Wichita State University.
- To continue to build relationships within and outside Wichita State University that will enhance programmatic growth and innovation, as well as increased opportunities for applied, collaborative and industry-based learning.
- To work diligently to ensure success of the School's capital campaign project for the construction of the Ideas Lab in Henrion Hall.

## Appendix 1: ARTF 102 (Introduction to Art and Design) Assessment Rubric

Student _____

Topic _____

| COURSE OBJECTIVE | 0<br>Unacceptable | 1<br>Requires Improvement | 2<br>Fair | 3<br>Good/ Satisfactory | 4<br>Very Good | 5<br>Exemplary |
|---|---|---|---|---|---|---|
| **DEVELOPMENT OF TERMINOLOGIES AND VOCABULARIES PERTINENT TO THE STUDY OF ART AND DESIGN**<br>Ability to develop and utilize in both written and verbal modes the terminologies and vocabularies appropriate to a range of art and design practices | | | | | | |
| **DEMONSTRATION OF VISUAL LITERACY**<br>Ability to effectively utilize appropriate vocabulary when describing and analyzing works of art and design | | | | | | |
| **DESCRIPTIVE SKILLS**<br>Ability to interpret various works of art and design by means of description | | | | | | |
| **FORMAL ANAYTICAL SKILLS**<br>Ability to perform a formal analysis on a range of art works, both individually and comparatively | | | | | | |
| **UNDERSTANDING OF SOCIAL CONTEXTS**<br>Ability to associate various artworks and movements with specific social issues, contexts, and problems | | | | | | |
| **UNDERSTANDING OF CULTURAL CONTEXTS**<br>Ability to discuss artworks in terms of the various cultural influences that inform them, including gender, race, sexual orientation, religion, nationality, and ethnicity | | | | | | |
| **UNDERSTANDING OF HISTORICAL CONTEXTS**<br>Ability to identify, appreciate, and map the historical situations of a range of works of art and design | | | | | | |
| **PARTICIPATION IN LOCAL AND REGIONAL ART DIALOGUES**<br>Participation in and ability to critically reflect on ideas and concepts raised in art exhibitions, lectures, and other art and design-related events | | | | | | |
| **OVERALL PERFORMANCE** | | | | | | |

**ADDITIONAL OBSERVATIONS AND COMMENTS:**

# Appendix 2: ARTF 136 (Foundation 2D Design) Assessment Rubric

Student _____

Topic _____

| COURSE OBJECTIVE | 0 Unacceptable | 1 Requires Improvement | 2 Fair | 3 Good/ Satisfactory | 4 Very Good | 5 Exemplary |
|---|---|---|---|---|---|---|
| **FORMAL AND CONCEPTUAL EXPANSION OF IDEAS** Ability to develop strategies for seeing and engaging with a work of art or design; ability to identify and assess a work of art or design's formal and conceptual qualities | | | | | | |
| **DEMONSTRATION OF VISUAL LITERACY** Ability to effectively utilize appropriate vocabulary when describing and analyzing works of art and design | | | | | | |
| **DEMONSTRATION OF CULTURAL AWARENESS** Ability to acknowledge, discuss, and interpret a work of art or design's cultural underpinnings | | | | | | |
| **DEMONSTRATION OF AESTHETIC SENSITIVITY** Ability to discuss, evaluate, and differentiate the various principles and characteristics that inform the creation of various works of art and design | | | | | | |
| **EFFECTIVE USE OF ART- AND DESIGN-RELATED VOCABULARIES** Ability to effectively implement in both verbal and written formats the technical vocabularies associated with art and design practices | | | | | | |
| **DEMONSTRATION OF SOUND DESIGN METHODOLOGIES AND SKILLS** Ability to demonstrate awareness of a range of design-based methodologies, including form, line, shape, value, texture, unity, variety, proportion, dominance and relief | | | | | | |
| **OVERALL PERFORMANCE** | | | | | | |

**ADDITIONAL OBSERVATIONS AND COMMENTS:**

## Appendix 3: ARTF 145 (Foundation Drawing) Assessment Rubric

**Student** _____

**Topic** _____

| COURSE OBJECTIVE | 0 Unacceptable | 1 Requires Improvement | 2 Fair | 3 Good/ Satisfactory | 4 Very Good | 5 Exemplary |
|---|---|---|---|---|---|---|
| **AWARENESS AND EFFECTIVE USE OF LINE** Ability to implement effectively the use of line within assignments | | | | | | |
| **AWARENESS AND EFFECTIVE USE OF GESTURE** Ability to implement effectively the use of gesture within assignments | | | | | | |
| **AWARENESS AND EFFECTIVE USE OF SHAPE** Ability to implement effectively the use of shape within assignments | | | | | | |
| **AWARENESS AND EFFECTIVE USE OF CONTOUR** Ability to implement effectively the use of contour within assignments | | | | | | |
| **AWARENESS AND EFFECTIVE USE OF COMPOSITION** Ability to implement effectively the use of composition within assignments | | | | | | |
| **AWARENESS AND EFFECTIVE USE OF PICTORIAL SPACE** Ability to implement effectively the use of pictorial space within assignments | | | | | | |
| **AWARENESS AND EFFECTIVE USE OF PERSPECTIVE** Ability to implement effectively the use of sound perspective within assignments | | | | | | |
| **AWARENESS AND EFFECTIVE USE OF VALUE** Ability to implement effectively the use of value within assignments | | | | | | |
| **QUALITY OF OBSERVATIONAL ENGAGEMENT** Ability to render accurately based on observational engagements with a range of subject matter | | | | | | |
| **ABILITY TO WORK AND THINK INDEPENDENTLY** Ability to work independently and employ sound technical ability in drawing | | | | | | |
| **OVERALL PERFORMANCE** | | | | | | |

**ADDITIONAL OBSERVATIONS AND COMMENTS:**

# Appendix 4: ARTF 189 (Foundation 3D Design) Assessment Rubric

Student _____

Topic _____

| COURSE OBJECTIVE | 0<br>Unacceptable | 1<br>Requires Improvement | 2<br>Fair | 3<br>Good/ Satisfactory | 4<br>Very Good | 5<br>Exemplary |
|---|---|---|---|---|---|---|
| **FAMILIARITY WITH 3D DESIGN CONCEPTS**<br>Ability to demonstrate in written, verbal, and project-based assignments a sound familiarity with 3D design vocabularies and concepts | | | | | | |
| **UNDERSTANDING OF BASIC STRUCTURAL PRINCIPLES (SMALL FORMS)**<br>Ability to understand and to implement sound structural principles in both conceptual and practical ways, as they apply to small-scale forms | | | | | | |
| **UNDERSTANDING OF BASIC STRUCTURAL PRINCIPLES (LARGE FORMS)**<br>Ability to understand and to implement sound structural principles in both conceptual and practical ways, as they apply to large-scale forms | | | | | | |
| **UNDERSTANDING OF BASIC ASSEMBLY PRINCIPLES**<br>Ability to employ sound assembly techniques, as they apply to a range of 3D media | | | | | | |
| **ABILITY TO COMBINE AND MANIPULATE MEDIA TYPES**<br>Ability to conceptually and practically employ a range of media within the context of a single work or construction | | | | | | |
| **FAMILIARITY WITH SAFE HANDLING PRINCIPLES AND TECHNIQUES**<br>Ability to demonstrate awareness of and consistent adherence to sound handling techniques as they apply to tools and materials associated with 3D design | | | | | | |
| **OVERALL PERFORMANCE** | | | | | | |

ADDITIONAL OBSERVATIONS AND COMMENTS:

# School of Art, Design and Creative Industries -- BFA in Graphic Design Emphasis Requirements 2015-16 (125 Hours).

Student Name: _____ ID : _____ Date Entered WSU: _____ ☐ Freshman ☐ Transfer

## Art & Design Core B -- 37 Credits

| FOUNDATION CURRICULUM -- 13 CREDITS | | | | | |
|---|---|---|---|---|---|
| Course No. | Course Name | CrH | Semester | Transfer | Grade |
| ARTF 102 | Introduction to Art & Design | 3 | | | |
| ARTF 136 | Foundation 2-D Design | 3 | | | |
| ARTF 145 | Foundation Drawing | 3 | | | |
| ARTF 189 | Foundation 3-D Design | 3 | | | |
| ARTF 202 | Mid-Program Review | 1 | | | |
| ART HISTORY -- 6 CREDITS | | | | | |
| ARTH 125_ | Intro Visual & Material Culture* | 3 | | | |
| ARTH 125_ | Intro Visual & Material Culture* | 3 | | | |

*Select two different topics; must be taken before or concurrently with ARTF 202

| INTRODUCTORY GRAPHIC DESIGN -- 18 CREDITS | | | | | |
|---|---|---|---|---|---|
| ARTS 2_ | 2D Introductory Studio | 3 | | | |
| ARTS 2_ | 3D Introductory Studio | 3 | | | |
| ARTG 216 | Typography I** | 3 | | | |
| ARTG 234 | Intro to Graphic Design** | 3 | | | |
| ARTG 235 | Graphic Design Concepts** | 3 | | | |
| ARTG 238 | Graphic Materials & Processes | 3 | | | |

(Choose 1 course in 2-D Studio Art, and 1 course in 3-D Studio Art)

2D: ARTS 250, ARTS 251, ARTS 252, ARTS 261, ARTS 262, ARTS 340

3D: ARTS 270, ARTS 272, ARTS 282, ARTS 283

**ART G 216, 234, and 235 must be taken before or concurrently with ARTF 202

## Graphic Design Concentration -- 46 Credits

These courses are open to students selected for the Graphic Design program through Mid-Program Review. They must be completed in order during the student's junior and senior years.

| GRAPHIC DESIGN MAJOR -- 25 CREDITS | | | | | |
|---|---|---|---|---|---|
| Course No. | Course Name | CrH | Semester | Transfer | Grade |
| ARTG 334 | Exploration of GD Media | 3 | | | |
| RTG 316 | Typography II | 3 | | | |
| ARTG 354 | Professional Practices in GD | 1 | | | |
| ARTG 335 | Sequential Media | 3 | | | |
| ARTG 337 | Drawing for Visual Comm | 3 | | | |
| ARTG 354 | Professional Practices in GD | 1 | | | |
| ARTG 434 | Graphic Design Campaigns | 3 | | | |
| ARTG 490 | GD Applications | 3 | | | |
| ARTG 354 | Professional Practices in GD | 1 | | | |
| ARTG 435 | Graphic Design Capstone | 3 | | | |
| ARTG 354 | Professional Practices in GD | 1 | | | |
| GRAPHIC DESIGN ELECTIVES -- 15 CREDITS | | | | | |
| Course No. | Course Name | CrH | Semester | Transfer | Grade |
| | | 3 | | | |
| | | 3 | | | |
| | | 3 | | | |
| | | 3 | | | |
| | | 3 | | | |
| UPPER-DIVISION ART HISTORY -- 6 CREDITS | | | | | |
| ARTH 3_ | | 3 | | | |
| ARTH 3_ | | 3 | | | |

## University General Education Requirements

Total credits required: 42. General education credits must include seven introductory courses, at least one issues and perspectives course, and at least one further study for a total of three courses between I&P and further study. These three must be distributed over at least two different divisions. No general education courses count from the School of Art and Design.

| FOUNDATION COURSES -- 12 CREDITS | | | | | |
|---|---|---|---|---|---|
| Course No. | Course Name | CrH | Semester | Transfer | Grade |
| ENGL 101 | College English I | 3 | | | |
| ENGL 102 | College English II | 3 | | | |
| MATH 1__ | 111 or 112 or 131 | 3 | | | |
| COMM 111 | Public Speaking | 3 | | | |

Must be completed within first 48 credit hours. **Grade C- or Better Required.**

| DIVISION A: FINE ARTS AND HUMANITIES -- 9 CREDITS | | | | | |
|---|---|---|---|---|---|
| Course No. | Course Name | CrH | Semester | Transfer | Grade |
| | | 3 | | | |

One introductory course in Fine Arts.

| Course No. | Course Name | CrH | Semester | Transfer | Grade |
|---|---|---|---|---|---|
| | | 3 | | | |
| | | 3 | | | |

Two Introductory Courses in Humanities, must be from two different departments.

| DIVISION B: SOCIAL AND BEHAVIORAL SCIENCES -- 6 CREDITS | | | | | |
|---|---|---|---|---|---|
| Course No. | Course Name | CrH | Semester | Transfer | Grade |
| | | 3 | | | |
| | | 3 | | | |

Two introductory courses in Social and Behavioral Sciences, must be from two different departments.

| DIVISION C: MATHEMATICS AND NATURAL SCIENCES -- 6 CREDITS | | | | | |
|---|---|---|---|---|---|
| Course No. | Course Name | CrH | Semester | Transfer | Grade |
| | | 3 | | | |
| | | 3 | | | |

Two introductory courses in Natural Sciences and Mathematics. Courses must be from two different departments. One course must be from biological sciences chemistry, geology, or physics.

| ADVANCED FURTHER STUDIES -- 3 CREDITS | | | | | |
|---|---|---|---|---|---|
| Course No. | Course Name | CrH | Semester | Transfer | Grade |
| | | 3 | | | |

Students are encouraged to take one further study course in the same discipline as one of their introductory courses..

| ADVANCED ISSUES AND PERSPECTIVES -- 3 CREDITS | | | | | |
|---|---|---|---|---|---|
| Course No. | Course Name | CrH | Semester | Transfer | Grade |
| | | 3 | | | |

Students must take one issues and perspectives course from the approved list.

| ADV. FURTHER STUDIES OR ISSUES AND PERSPECTIVES -- 3 CREDITS | | | | | |
|---|---|---|---|---|---|
| Course No. | Course Name | CrH | Semester | Transfer | Grade |
| | | 3 | | | |

Students must take one more further study course from a different division than their first further study course or another issues and perspectives course.

Comments or approved variations:

_____

_____

_____

_____

Students must have a minimum of 45 semester hours of credit in courses numbered 300 or above. Eligibility for graduation is determined by the PP Degree Evaluation and verified by the School's Records Manager not the check-sheet, be sure that the information on this check-sheet corresponds with your CAPP.

# School of Art, Design & Creative Industries – ADCI Pre-Major 2015-16

Student: _____ MyWSU: _____ Date Entered WSU: _____ ☐ Freshman ☐ Transfer

## 1. Pre-Major Requirements for All ADCI Majors

### Course group A:

| ART FOUNDATION CURRICULUM –13 CREDITS | | | | | |
|---|---|---|---|---|---|
| Course No. | Course Name | cr | Sem | Transf | Grade |
| ARTF 102 | Introduction to Art* | 3 | | | |
| ARTF 136 | Foundation 2D Design* | 3 | | | |
| ARTF 145 | Foundation Drawing* | 3 | | | |
| ARTF 189 | Foundation 3D Design* | 3 | | | |
| ARTF 202 | Mid-Program Review | 1 | | | |

*Must be completed before enrolling in Art F 202.

### Course group B:

| ART HISTORY –6 CREDITS Two different course topics required; must be taken concurrently with or before enrolling in Art F 202 | | | | | |
|---|---|---|---|---|---|
| Course No. | Course Name | cr | Sem | Transf | Grade |
| ARTH 125_ | Intro Vis. & Mat. Culture* | 3 | | | |
| ARTH 125_ | Intro Vis. & Mat. Culture* | 3 | | | |

*Two different course topics required; must be taken concurrently with or before enrolling in Art F 202.

### Course group C:

| GENERAL EDUCATION FOUNDATION COURSES –12 CREDITS Must be completed within first 48 credit hours. C- or better REQUIRED. Three courses must be completed prior to enrolling in ARTF 202. | | | | | |
|---|---|---|---|---|---|
| Course No. | Course Name | cr | Sem | Transf | Grade |
| ENGL 101 | College English I | 3 | | | |
| ENGL 102 | College English II | 3 | | | |
| MATH I__ | Math 111, 112, or 131 | 3 | | | |
| COMM 111 | Public Speaking | 3 | | | |

## 2. Additional ADCI Pre-Major Requirements for F16F, F17A, F18A
(Degree programs not listed below do not have any Pre-Major requirements other than those listed in Course Groups A, B, and C.)

In addition to requirements from Course Groups A, B, and C, the following degree plans require:

### F 16F. BFA Art – Studio Art (Concentration in Applied Drawing, Ceramics, Community & Social Practices, Painting, Photo Media, Print Media, or Sculpture)

| INTRODUCTORY ART –12 CREDITS Must be taken concurrently with or completed prior to enrolling in ARTF 202. At least one course in intended ARTS concentration. | | | | |
|---|---|---|---|---|
| Course No. | Course Name | cr | Sem | Transfer |
| ARTS 195 | Studio Tools Workshop | 1 | | |
| ARTS 240 | Introduction to Life Drawing | 3 | | |
| ARTS 245 | Digital Studio | 3 | | |
| ARTS 211/232/247/252/261/270/282 | (as required for intended ARTS concentration) | 3 | | |

### F 16F. BFA Art – Studio Art (Concentration in Electronic Media)

| INTRODUCTORY ART –12 CREDITS Must be taken concurrently with or completed prior to enrolling in ARTF 202. At least one course in intended ARTS concentration. | | | | |
|---|---|---|---|---|
| Course No. | Course Name | cr | Sem | Transfer |
| ARTS 195 | Studio Tools Workshop | 1 | | |
| ARTS 240 | Introduction to Life Drawing | 3 | | |
| ARTS 245 | Digital Studio | 3 | | |

### F 17A. BFA Graphic Design

| INTRO GRAPHIC DESIGN –12 CREDITS Must be taken concurrently with or completed prior to enrolling in ARTF 202. | | | | |
|---|---|---|---|---|
| Course No. | Course Name | cr | Sem | Transf |
| ARTS 240/252/261/270/282/283 | Studio Art 2D or 3D | 3 | | |
| ARTG 216 | Typography | 3 | | |
| ARTG 234 | Intro to Graphic Design | 3 | | |
| ARTG 235 | Graphic Design Concepts | 3 | | |

### F 18A. BA Art – Art Emphasis

| ART DISTRIBUTION –9 CREDITS Two courses must be taken concurrently with or completed prior to enrolling in ARTF 202. | | | | |
|---|---|---|---|---|
| Course No. | Course Name | cr | Sem | Transf |
| ARTS 240/252/261 | Studio Art 2D | 3 | | |
| ARTS 270/282/283 | Studio Art 3D | 3 | | |
| ARTG 216/234/238 | Graphic Design Intro | 3 | | |

Notes: _____
_____
_____

## School of Art, Design and Creative Industries Minor

minor in ADCI includes 18 credit hours of coursework from
ifferent levels in the ART_ area(s) of the student's choice, including
Studio Art, Art Education, Graphic Design and Art History courses, as
allowed by prerequisites or instructor's consent. ADCI majors are not
eligible for the minor in ADCI. ADCI minors must declare their status
to ensure registration privileges in restricted courses.

### ART & DESIGN — 18 CREDITS

| Course No | Course Name | credit |
|---|---|---|
| ARTH 12__ | Any Introductory Art History | 3 |
| ARTE/G/H/S 300+ | Any 300+ course | 3 |
| ARTE/G/H/S 300+ | Any 300+ course | 3 |
| ARTF 100+<br>ARTE 200+<br>ARTG 200+<br>ARTH 300+<br>ARTS 200+ | Any courses of choice to equal remaining credits | 9 |

## Art History Minor

A minor in art history complements degree programs and certificates
in anthropology, classical studies, creative writing, English, history,
medieval and renaissance studies, and women's studies in the
Fairmount College of Liberal Arts and Sciences. The requirement is
18 credit hours in art history, with 6 hours in lower-division courses
(Two different topic sections of ARTH 125) and 12 hours in upper-
division work selected in consultation with the student's art history
advisor (courses must include at least one at the 500 level).

### ART HISTORY — 18 CREDITS

| Course No. | Course Name | credit |
|---|---|---|
| ARTH 125_ | Intro Vis & Material Culture topic course* | 3 |
| ARTH 125_ | Intro Vis & Material Culture topic course* | 3 |
| ·RTH 300+ | | 3 |
| .TH 300+ | | 3 |
| ARTH 300+ | | 3 |
| ARTH 500+ | | 3 |

*Two different course topics required

## Graphic Design Minor

A minor in graphic design is available to any student whose major
area is outside the School of Art, Design and Creative Industries. The
minor consists of a minimum of 15 hours in graphic design courses.
After completing an introductory sequence (ARTG 216, 234 and 235)
and one upper-division course (ARTG 490) within the graphic design
curriculum, the student selects an additional course from a select list
(including ARTS 232, Digital Photography Studio I; ARTG 316,
Typography II; ARTG 490 Graphic Design Applications; ARTG
530O, Basic Letterpress; or a course in art and design chosen in
consultation with an advisor). Recommended plans of study are
available in the school office, 302 McKnight Art Center.

### GRAPHIC DESIGN — 15 CREDITS

| Course No | Course Name | credit |
|---|---|---|
| ARTG 216 | Typography | 3 |
| ARTG 234 | Language proficiency | 3 |
| ARTG 235 | Language proficiency | 3 |
| ARTG 490_ | Graphic Design Applications topic course | 3 |
| ARTG ___ | Elective course chosen in consultation with a GD Advisor | 3 |

## Other items to consider if considering to complete a double major in the School of Art, Design and Creative Industries:

## Double Major

Students must meet with advisors in each program
department before claiming a minor or major in more than
one degree program. The same hours can be used to meet
the requirements of more than one major or minor or
combination thereof within the following conditions:

1. At least 12 hours of unduplicated course-work must be
completed in each major.

2. At least 3 hours of unduplicated coursework must be
completed in each minor.

This policy does not apply to inter-college double majors as
defined in the WSU under-graduate catalog. Colleges
and/or departments may impose further restrictions on the
use of unduplicated hours for their programs, majors and/or
minors. Such restrictions can be found in the degree
requirements catalog section for each program.

## Inter-College Double Major

An inter-college double major allows a student to complete
an academic degree and major in the College of Fine Arts
(through the School of Art, Design and Creative Industries)
along with a major in Fairmount College of Liberal Arts
and Sciences. The following criteria and policies apply:

1. The student's professional college will be their primary
college and LAS will be their secondary college.

2. The established degree requirements for each major must
be completed; but for the inter-college double major,
individual courses can be used to satisfy the major
requirements of both majors.

3. Students must complete all graduation requirements
(general education, core courses and college required
courses) within their primary college, but are not required
to complete all the graduation requirements of their
secondary college.

4. The diploma will be awarded by the student's primary
college. The academic department within the student's
secondary college must verify that the student has satisfied
the requirements of their major.

5. The student's academic transcript will indicate both
majors.

## Transfers Within the University

Students may transfer from any undergraduate degree-
granting college to another provided they meet, at a
minimum, the admission requirements of the second
college.

# School of Art, Design & Creative Industries - BA in Art - Art History Degree Requirements 2015-16

**124 Credit Hours**

Student: _____ MyWSU: _____ Date Entered WSU: _____ ☐ Freshman ☐ Transfer

## DCI Major Requirements

### ADCI CURRICULUM –10 CREDITS

| Course No. | Course Name | cr | Sem | Transf | Grade |
|---|---|---|---|---|---|
| ARTF 102 | Introduction to Art* | 3 | | | |
| ARTF 202 | Mid-Program Review | 1 | | | |
| ARTE/F/G/S | | 3 | | | |
| ARTE/F/G/S | · | 3 | | | |

*Must be completed before enrolling in Art F 202.

### ART HISTORY EMPHASIS–30 CREDITS

| Course No. | Course Name | cr | Sem | Transf | Grade |
|---|---|---|---|---|---|
| ARTH 125_ | Intro Visual & Material Culture* | 3 | | | |
| ARTH 125_ | Intro Visual & Material Culture* | 3 | | | |
| ARTH 347 | Theories of Art History & Culture | 3 | | | |
| ARTH 3__ | | 3 | | | |
| ARTH 3__ | | 3 | | | |
| ARTS/H 3_ | ARTS/H 390 or ARTS 375^ | 1 | | | |
| ARTS/H 3_ | ARTS/H 390 or ARTS 375^ | 1 | | | |
| ARTS/H 3_ | ARTS/H 390 or ARTS 375^ | 1 | | | |
| ARTS/H 300+ | ARTS/H Slow-Burn Elective | 3 | | | |
| ARTS/H 300+ | ARTS/H Slow-Burn Elective | 3 | | | |
| ARTH 5__ | | 3 | | | |
| ARTH 5__ | | 3 | | | |

*Two different course topics required
^Quick-Fire Elective course required

## Art History Electives– 42 Credits
Electives include non-English language proficiency. This may be satisfied by completion of required courses or proficiency exam. Remaining Art History electives are chosen with faculty advisor approval.

### LANGUAGE PROFICIENCY – UP TO 15 CREDITS

| Course No. | Course Name | cr | Sem | Transf | Grade |
|---|---|---|---|---|---|
| | | | | | |
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| | | | | | |
| | | | | | |
| | | | | | |

### ELECTIVES –MINIMUM 27 CREDITS (or as needed to fulfill degree requirements); courses to be selected with adviser.

| Course No. | Course Name | cr | Sem | Transf | Grade |
|---|---|---|---|---|---|
| | | | | | |
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Language proficiency and Art History electives must total 42 credits with at least 15 credits from courses numbered 300+.

## University General Education Requirements

Total credits required: 42. General Education credits must include seven introductory courses, and three Issues & Perspectives and Further Study courses (at least one from each). Issues & Perspectives & Further Study courses must be from at least two different divisions. No School of Art, Design & Creative Industries courses may be counted in General Education credits.

### FOUNDATION COURSES –12 CREDITS Must be completed within first 48 credit hours. C- or better REQUIRED.

| Course No. | Course Name | cr | Sem | Transf | Grade |
|---|---|---|---|---|---|
| ENGL 101 | College English I | 3 | | | |
| ENGL 102 | College English II | 3 | | | |
| MATH 1__ | Math 111, 112, or 131 | 3 | | | |
| COMM 111 | Public Speaking | 3 | | | |

### DIVISION A: FINE ARTS & HUMANITIES –9 CREDITS

| Course No. | Course Name | cr | Sem | Transf | Grade |
|---|---|---|---|---|---|
| | | | | | |

One introductory course in Fine Arts from DANC, FA, MUSC, or THEA.

| Course No. | Course Name | cr | Sem | Transf | Grade |
|---|---|---|---|---|---|
| | | · | | | |
| | | | | | |

Two introductory courses in Humanities from different disciplines.

### DIVISION B: SOCIAL & BEHAVIORAL SCIENCES –6 CREDITS Two introductory courses from different subject areas.

| Course No. | Course Name | cr | Sem | Transf | Grade |
|---|---|---|---|---|---|
| | | | | | |
| | | | | | |

### DIVISION C: MATH & NATURAL SCIENCES –6 CREDITS Two introductory courses (must be from different subject areas). One course must be from Biological Sciences, Chemistry, Geology, or Physics.

| Course No. | Course Name | cr | Sem | Transf | Grade |
|---|---|---|---|---|---|
| | | | | | |
| | | | | | |

### ADVANCED FURTHER STUDIES –3 CREDITS From the same subject area as one of the introductory General Education courses already completed.

| Course No. | Course Name | cr | Sem | Transf | Grade |
|---|---|---|---|---|---|
| | | | | | |

### ISSUES & PERSPECTIVES –3 CREDITS

| Course No. | Course Name | cr | Sem | Transf | Grade |
|---|---|---|---|---|---|
| | | | | | |

### ADVANCED FURTHER STUDIES OR ISSUES & PERSPECTIVES –3 CREDITS If Further Study: must be a different division from first Further Study course; if Issues & Perspectives: must be a different subject area from first Issues & Perspective course.

| Course No. | Course Name | cr | Sem | Transf | Grade |
|---|---|---|---|---|---|
| | | | | | |

**Notes or approved variations:**

_____

_____

Minimum 45 credit hours of 300+ coursework required. Eligibility for graduation is determined strictly and solely by Degree Evaluation as verified by School of Art, Design & Creative Industries Student Records Coordinator. Application for graduation must be made two semesters in advance of expected degree completion.

# School of Art, Design and Creative Industries – BFA in Art - Art Education Degree Requirements 2015-16
### 137 Credit Hours

Student: _____  MyWSU: _____  Date Entered WSU: _____  ☐ Freshman ☐ Transfer

## DCI Major Requirements

### ART FOUNDATION CURRICULUM –13 CREDITS

| Course No. | Course Name | cr | Sem | Transf | Grade |
|---|---|---|---|---|---|
| ARTF 102 | Introduction to Art* | 3 | | | |
| ARTF 136 | Foundation 2D Design* | 3 | | | |
| ARTF 145 | Foundation Drawing* | 3 | | | |
| ARTF 189 | Foundation 3D Design* | 3 | | | |
| ARTF 202 | Mid-Program Review | 1 | | | |

*Must be completed before enrolling in Art F 202.

### ART HISTORY –12 CREDITS

| Course No. | Course Name | cr | Sem | Transf | Grade |
|---|---|---|---|---|---|
| ARTH 125_ | Intro Visual & Material Culture* | 3 | | | |
| ARTH 125_ | Intro Visual & Material Culture* | 3 | | | |
| ARTH 347 | Trends in Contemporary Art | 3 | | | |
| ARTH 300+ | 300-level or above | 3 | | | |

*Two different course topics required; must be taken concurrently with or before enrolling in Art F 202.

### INTRODUCTORY STUDIO ART –12 CREDITS

| Course No. | Course Name | cr | Sem | Transf | Grade |
|---|---|---|---|---|---|
| ARTS 232 | Intro to Photography | 1 | | | |
| ARTS 240 | Introduction to Life Drawing | 3 | | | |
| ARTS 252 | Introduction to Painting | 3 | | | |
| ARTS 270 | Introduction to Ceramics | 3 | | | |

### STUDIO ART EMPHASIS –9 CREDITS Must be 300+ in one ARTS area.

| Course No. | Course Name | cr | Sem | Transf | Grade |
|---|---|---|---|---|---|
| ARTS 300+ | | 3 | | | |
| ARTS 300+ | | 3 | | | |
| ARTS 300+ | | 3 | | | |

### ART EDUCATION STUDIES –15 CREDITS

| Course No. | Course Name | cr | Sem | Transf | Grade |
|---|---|---|---|---|---|
| ARTE 302 | Jewelry Design/Construction | 3 | | | |
| ARTE 313 | Fiber Explor for the Classrm | 3 | | | |
| ARTE 303 | Stimulating Creative Behavior | 3 | | | |
| ARTE 514 | Aesthetic Inquiry | 3 | | | |
| ARTE 515 | Developing Visual Materials | 3 | | | |

### ART EDUCATION CONCENTRATION –16 CREDITS B- or better required.

| Course No. | Course Name | cr | Sem | | Grade |
|---|---|---|---|---|---|
| ARTE 310 | ISAM Art Ed Elem Sch*^ | 3 | F | CII | |
| ARTE 410 | ISAM Art Ed Middle Sch*^ | 3 | F | CII | |
| ARTE 414 | ISAM Art Ed High Sch*^ | 3 | Sp | CII | |
| ARTE 459 | Student Teaching Elem Art^ | 4 | Sp | CIII | |
| ARTE 462 | Student Teaching Sec. Art^ | 4 | Sp | CIII | |
| ARTE 517 | Student Teaching Seminar Art^ | 1 | Sp | CIII | |

*Sequential courses. Refer to UG Catalog for prerequisite criteria for Core II & Core III courses (see reverse side).

### PROFESSIONAL EDUCATION SEQUENCE –16 CREDITS

| Course No. | Course Name | cr | Sem | | Grade |
|---|---|---|---|---|---|
| CI 270 | Intro to the Profession | 3 | | | |
| CI 311 | Intro to Diversity: Field | 1 | | CI | |
| CI 320 | Intro to Diver: Exceptionalities | 2 | | CI | |
| CI 321 | Intro to Diver: Cultural Issues | 2 | | CI | |
| CESP 334 | Intro to Human Development | 2 | | CI | |
| CI 427 | Hist, Phil and Ethics of Ed | 3 | | CI/II | |
| CESP 433 | Intro to Learning/Evaluation | 3 | | CII | |

Refer to UG Catalog for prerequisite criteria for Core II & Core III courses (see reverse side).

## University General Education Requirements

Total credits required: 42. General Education credits must include seven introductory courses, and three Issues & Perspectives and Further Study courses (at least one from each). Issues & Perspectives & Further Study courses must be from at least two different divisions. No School of Art, Design & Creative Industries courses may be counted in General Education credits.

### FOUNDATION COURSES –12 CREDITS Must be completed within first 48 credit hours, C- or better REQUIRED.

| Course No. | Course Name | cr | Sem | Transf | Grade |
|---|---|---|---|---|---|
| ENGL 101 | College English I | 3 | | | |
| ENGL 102 | College English II | 3 | | | |
| MATH 1__ | Math 111, 112, or 131 | 3 | | | |
| COMM 111 | Public Speaking | 3 | | | |

### DIVISION A: FINE ARTS & HUMANITIES –9 CREDITS

| Course No. | Course Name | cr | Sem | Transf | Grade |
|---|---|---|---|---|---|
| | | | | | |
| | | | | | |

One introductory course in Fine Arts from DANC, FA, MUSC, or THEA.

| Course No. | Course Name | cr | Sem | Transf | Grade |
|---|---|---|---|---|---|
| | | | | | |
| | | | | | |

Two introductory courses in Humanities from different disciplines.

### DIVISION B: SOCIAL & BEHAVIORAL SCIENCES –6 CREDITS Two introductory courses from different subject areas.

| Course No. | Course Name | cr | Sem | Transf | Grade |
|---|---|---|---|---|---|
| PSY 111 | General Psychology | 3 | | | |
| | | | | | |

### DIVISION C: MATH & NATURAL SCIENCES –6 CREDITS Two introductory courses (must be from different subject areas). One course must be from Biological Sciences, Chemistry, Geology, or Physics.

| Course No. | Course Name | cr | Sem | Transf | Grade |
|---|---|---|---|---|---|
| STAT 370 | Elementary Statistics | 3 | | | |
| | | | | | |

### ADVANCED FURTHER STUDIES –3 CREDITS From the same subject area as one of the introductory General Education courses already completed.

| Course No. | Course Name | cr | Sem | Transf | Grade |
|---|---|---|---|---|---|
| | | | | | |
| | | | | | |

### ISSUES & PERSPECTIVES –3 CREDITS

| Course No. | Course Name | cr | Sem | Transf | Grade |
|---|---|---|---|---|---|
| | | | | | |
| | | | | | |

### ADVANCED FURTHER STUDIES OR ISSUES & PERSPECTIVES –3 CREDITS If Further Study: must be a different division from first Further Study course; if Issues & Perspectives: must be a different subject area from first Issues & Perspective course.

| Course No. | Course Name | cr | Sem | Transf | Grade |
|---|---|---|---|---|---|
| | | | | | |
| | | | | | |

Notes or approved variations:

_____
_____
_____
_____

Minimum 45 credit hours of 300+ coursework required. Eligibility for graduation is determined strictly and solely by Degree Evaluation as verified by School of Art, Design & Creative Industries Student Records Coordinator. Application for graduation must be made two semesters in advance of expected degree completion.

## Bachelor of Fine Arts in Art— Art Education Emphasis

The Bachelor of Fine Arts (BFA) in art degree with an art education emphasis is designed for students who want to prepare for a career in teaching the visual arts in grades prekindergarten through the 12th grade. The art teacher must develop competencies in general studies, professional education and a range of studio art skills. Students must select a specialty in the studio arts from ceramics, painting, printmaking, sculpture, graphic design or art history. The professional education component is dealt with in a practical context, relating educational theories and strategies to the student's day-by-day artistic experiences. Students are provided opportunities for various types of teaching and directed observation through the period of undergraduate art education study. There is a four-semester sequence of field work involving a one hour per week assignment during the first semester that increases to an all-day assignment during the fourth semester. Beginning with the fourth or fifth semester, the curriculum includes five transition points for all teacher candidates. The first point is admission to teacher education. The fifth point is program completion and the conditional licensure recommendation. After art teacher candidates successfully complete the program, they are recommended to the state department of education in Topeka for a conditional art teaching license by the dean of the College of Education. After two years of successful teaching with a conditional license, the art teacher applies for the professional license.

Admission to teacher education requirements is identified in the College of Education section of this catalog. Please refer to it for detailed information. The following requirements must be satisfied for acceptance and to begin the core sequence of coursework in the curriculum and instruction department in the College of Education: 35 hours of foundation courses and general education with a 2.750 GPA or above; which may include up to 10 hours of art foundation course work. Also required is a C- or better in the four general education foundation courses, ENGL 101 and 102, or their equivalents, COMM 111 (Public Speaking), MATH 111 or higher (College Algebra). These courses must be completed within a student's first 48 hours. Passing grades in STAT 370, or its equivalent, and PSY 111, or its equivalent.

## Standardized Test Requirement

A prospective teacher candidate must meet only one of the following four standardized test requirements. The basic skills test used to fulfill his or her admission requirements must have been taken within 10 years from the date of his or her application to the teacher education program. The teacher candidate selects from one of the following: PPST, ACT, CAAP and the CBASE, (registration website is registerblast.com/wsu). For additional information see: arc.missouri.edu/. Minimum scores required on these national tests are listed in the College of Education section. Application packets are available at wichita.edu/education/ess and the Education Support Services office, 107 Corbin. Embedded assessments in coursework in the major during the last four semesters meet the standards for preparing the art teacher which reflect national standards. The seven standards are:

1. The teacher of art demonstrates a strong scholarly foundation in art education and has a clear concept of how art links students to the broad experiences of life.
2. The teacher of art demonstrates knowledge, competency and teaching ability in the content of art, including aesthetics, art history, art criticism and studio performance.
3. The teacher of art has the ability to create an environment where individuals, art content and inquiry are held in high regard, and where students can actively learn and create.
  . The teacher of art selects and adapts a variety of appropriate resources, materials and technologies in order to design a curriculum which enables ..udents to learn, make and respond to art.
5. The teacher of art demonstrates knowledge of collaborative and promotional strategies for working with colleagues, families and community groups to achieve common goals for enriching the art program, enhancing students' learning and improving schools.
6. The teacher of art understands the purposes, principles and design of assessments, as well as the importance of regular monitoring, analysis and evaluation for assessing student and program improvement.
7. The teacher of art demonstrates knowledge of professional art organizations, continues professional development and shows responsibility to the field of art.

## Student Teaching

A grade of B- or better must be earned in the three ISAM courses ARTE 310, 410 and 414, in order to begin Core III (the student teaching courses, taken in the last semester). The student teaching year involves two semesters, pre student teaching followed by student teaching. Admission into the second semester of student teaching requires senior standing (90 hours or 200 credit points), a minimum grade point average of 2.500 in art courses and a 2.500 overall grade point average. Acceptance into the second semester of student teaching requires passing the second transition point, which includes a selection of embedded assessments identified in the standards for art teacher preparation, required coursework in curriculum and instruction, art and design and the art education area, satisfactory physical examination and recommendation by the art education faculty following a formal interview. Students must apply by mid-term of the fall semester prior to the student teaching year. Placement in the middle school will be made midway during the spring term. A 12-week pre student teaching experience occurs in the fall term in a middle school for one class period each day (part of the course requirements of ARTE 410). The second semester is divided with two experiences, a student teaching experience for eight weeks in a high school, immediately followed by eight weeks in an elementary school. These three assignments with experienced and successful art teachers are made in consultation with the art teacher candidate. Policies for this second experience are identified in the Student Teaching Handbook, distributed by the curriculum and instruction department for cooperating teachers, the art teacher candidates and university supervisors.

During the student teaching year, art teacher candidates apply for teacher licensure in Kansas. They are required to complete the Principles of Learning and Teaching (PLT) examination and the Praxis content examination established by the Kansas State Department of Education in order to qualify for a conditional license. A fingerprint test administered by the police department is required. Candidates must be free of any felony conviction. A grade of B or better in student teaching is necessary to receive a recommendation for a teaching license. It is possible to graduate with a degree but fail to meet requirements necessary for licensure recommendation. Art teacher candidates assume responsibility for knowing and fully understanding their program assessment plan and transition point requirements which must be met successfully prior to licensure recommendation.

3School of Art, Design & Creative Industries - BFA in Art, Studio Art—Applied Drawing Concentration
Degree Requirements 2015-16 126 Credit Hours

Student: _____ MyWSU: _____ Date Entered WSU: _____ ☐ Freshman ☐ Transfer

## ADCI Major Requirements

### ART FOUNDATION CURRICULUM –13 CREDITS

| Course No. | Course Name | cr | Sem | Transf | Grade |
|---|---|---|---|---|---|
| ARTF 102 | Introduction to Art* | 3 | | | |
| ARTF 136 | Foundation 2-D Design* | 3 | | | |
| ARTF 145 | Foundation Drawing* | 3 | | | |
| ARTF 189 | Foundation 3-D Design* | 3 | | | |
| ARTF 202 | Mid-Program Review | 1 | | | |

*Must be completed before enrolling in Art F 202.

### ART HISTORY –12 CREDITS

| Course No. | Course Name | cr | Sem | Transf | Grade |
|---|---|---|---|---|---|
| ARTH 125_ | Intro Visual & Material Culture* | 3 | | | |
| ARTH 125_ | Intro Visual & Material Culture* | 3 | | | |
| ARTH 347 | Trends in Contemporary Art | 3 | | | |
| ARTH 300+ | 300-level or above | 3 | | | |

*Two different course topics required; must be taken concurrently with or before enrolling in Art F 202.

### INTRODUCTORY ART –19 CREDITS At least one course in ARTS concentration.

| Course No. | Course Name | cr | Sem | Transf | Grade |
|---|---|---|---|---|---|
| ARTS 195 | Studio Tools Workshop* | 1 | | | |
| ARTS 240 | Introduction to Life Drawing* | 3 | | | |
| ARTS 245 | Digital Studio* | 3 | | | |
| ARTS 247 | Mixed Media in Drawing | 3 | | | |
| ARTS/G 2__^ | ARTS/G 200-level | 3 | | | |
| ARTS/G 2__^ | ARTS/G 200-level | 3 | | | |
| ARTS/G 2__^ | ARTS/G 200-level | 3 | | | |

*Must be taken concurrently with or before enrolling in Art F 202.
^ Excludes ARTG 281 (Cooperative Education)

### STUDIO ART PROGRAM STUDIES –24 CREDITS "Slow-Burn" electives must be taken in consecutive semesters.

| Course No. | Course Name | cr | Sem | Transf | Grade |
|---|---|---|---|---|---|
| ARTS/E/G 2_ or 3_^ | 200-level or 300-level | 3 | | | |
| ARTS/E/G 3__^ | 300-level | 3 | | | |
| ARTS/E/G 3__^ | 300-level | 3 | | | |
| ARTS/E/G 300+^ | 300-level or above | 3 | | | |
| ARTS/E/G 300+^ | 300-level or above | 3 | | | |
| ARTS 590_ or ARTH 395_ | Slow Burn-1st Semester | 3 | | | |
| ARTS 591_ or ARTH 396_ | Slow Burn-2nd Semester | 3 | | | |
| ARTS/H 390_ or ARTS 375_ | Quick Fire/Special Topics | 1 | | | |
| ARTS/H 390_ or ARTS 375_ | Quick Fire/Special Topics | 1 | | | |
| ARTS/H 390 or ARTS 375_ | Quick Fire/Special Topics | 1 | | | |

^ Excludes ARTS 375_ (Quick Fire Topics) and ARTS 390_ (Special Topics)

### STUDIO ART CONCENTRATION –16 CREDITS Must be in ARTS concentration as listed in WSU Undergraduate Catalog.

| Course No. | Course Name | cr | Sem | Transf | Grade |
|---|---|---|---|---|---|
| ARTS 326 | The Moving Image | 3 | | | |
| ARTS 341 | Life Drawing Studio | 3 | | | |
| ARTS 345 | Intermediate Drawing | 3 | | | |
| ARTS 545 | Advanced Drawing Studio | 3 | | | |
| ARTS 547 | Drawing Senior Project | 1 | | | |
| ARTS 599 | Senior Exhibition | 3 | | | |

## University General Education Requirements

Total credits required: 42. General Education credits must include seven introductory courses, and three Issues & Perspectives and Further Study courses (at least one from each). Issues & Perspectives & Further Study courses must be from at least two different divisions. No School of Art, Design & Creative Industries courses may be counted in General Education credits.

### FOUNDATION COURSES –12 CREDITS Must be completed within first 48 credit hours. C- or better REQUIRED.

| Course No. | Course Name | cr | Sem | Transf | Grade |
|---|---|---|---|---|---|
| ENGL 101 | College English I | 3 | | | |
| ENGL 102 | College English II | 3 | | | |
| MATH 1__ | Math 111, 112, or 131 | 3 | | | |
| COMM 111 | Public Speaking | 3 | | | |

### DIVISION A: FINE ARTS & HUMANITIES –9 CREDITS

| Course No. | Course Name | cr | Sem | Transf | Grade |
|---|---|---|---|---|---|
| | | | | | |

One introductory course in Fine Arts from DANC, FA, MUSC, or THEA.

| Course No. | Course Name | cr | Sem | Transf | Grade |
|---|---|---|---|---|---|
| | | | | | |
| | | | | | |

Two introductory courses in Humanities from different disciplines.

### DIVISION B: SOCIAL & BEHAVIORAL SCIENCES –6 CREDITS Two introductory courses from different subject areas.

| Course No. | Course Name | cr | Sem | Transf | Grade |
|---|---|---|---|---|---|
| | | | | | |
| | | | | | |

### DIVISION C: MATH & NATURAL SCIENCES –6 CREDITS Two introductory courses from different subject areas. One course must be from Biological Sciences, Chemistry, Geology, or Physics.

| Course No. | Course Name | cr | Sem | Transf | Grade |
|---|---|---|---|---|---|
| | | | | | |
| | | | | | |

### ADVANCED FURTHER STUDIES –3 CREDITS From the same subject area as one of the introductory General Education courses already completed.

| Course No. | Course Name | cr | Sem | Transf | Grade |
|---|---|---|---|---|---|
| | | | | | |

### ISSUES & PERSPECTIVES –3 CREDITS

| Course No. | Course Name | cr | Sem | Transf | Grade |
|---|---|---|---|---|---|
| | | | | | |

### ADVANCED FURTHER STUDIES OR ISSUES & PERSPECTIVES –3 CREDITS If Further Study: must be a different division from first Further Study course; if Issues & Perspectives: must be a different subject area from first Issues & Perspective course.

| Course No. | Course Name | cr | Sem | Transf | Grade |
|---|---|---|---|---|---|
| | | | | | |

Notes or approved variations:
_____
_____

A grade of C (2.0) or better is required in all major courses. A minimum gpa of 2.000 is required within the major. Minimum 45 credit hours of 300+ coursework required. Eligibility for graduation is ~mined strictly and solely by Degree Works Degree Evaluation as verified by School of Art, Design & Creative Industries Student Records Coordinator. Application for graduation must be made two sters in advance of expected graduation date.

# School of Art, Design & Creative Industries - BFA in Art, Studio Art—Ceramics Media Concentration
## Degree Requirements 2015-16 126 Credit Hours

Student: _____ MyWSU: _____ Date Entered WSU: _____ ☐ Freshman ☐ Transfer

## DCI Major Requirement

### ART FOUNDATION CURRICULUM –13 CREDITS

| Course No. | Course Name | cr | Sem | Transf | Grade |
|---|---|---|---|---|---|
| ARTF 102 | Introduction to Art* | 3 | | | |
| ARTF 136 | Foundation 2-D Design* | 3 | | | |
| ARTF 145 | Foundation Drawing* | 3 | | | |
| ARTF 189 | Foundation 3-D Design* | 3 | | | |
| ARTF 202 | Mid-Program Review | 1 | | | |

*Must be completed before enrolling in Art F 202.

### ART HISTORY –12 CREDITS

| Course No. | Course Name | cr | Sem | Transf | Grade |
|---|---|---|---|---|---|
| ARTH 125_ | Intro Visual & Material Culture* | 3 | | | |
| ARTH 125_ | Intro Visual & Material Culture* | 3 | | | |
| ARTH 347 | Trends in Contemporary Art | 3 | | | |
| ARTH 300+ | 300-level or above | 3 | | | |

*Two different course topics required; one must be taken concurrently with or before enrolling in Art F 202.

### INTRODUCTORY ART –19 CREDITS At least one course in ARTS concentration.

| Course No. | Course Name | cr | Sem | Transf | Grade |
|---|---|---|---|---|---|
| ARTS 195 | Studio Tools Workshop* | 1 | | | |
| ARTS 240 | Introduction to Life Drawing* | 3 | | | |
| ARTS 245 | Digital Studio* | 3 | | | |
| ARTS 270 | Intro Ceramics | 3 | | | |
| ARTS/G 2__^ | ARTS/G 200-level | 3 | | | |
| ARTS/G 2__^ | ARTS/G 200-level | 3 | | | |
| ARTS/G 2__^ | ARTS/G 200-level | 3 | | | |

*ust be taken concurrently with or before enrolling in Art F 202.
xcludes ARTG 281 (Cooperative Education)

### STUDIO ART PROGRAM STUDIES –24 CREDITS "Slow-Burn" electives must be taken in consecutive semesters.

| Course No. | Course Name | cr | Sem | Transf | Grade |
|---|---|---|---|---|---|
| ARTS/E/G 2_ or 3_^ | 200-level or 300-level | 3 | | | |
| ARTS/E/G 3__^ | 300-level | 3 | | | |
| ARTS/E/G 3__^ | 300-level | 3 | | | |
| ARTS/E/G 300+ ^ | 300-level or above | 3 | | | |
| ARTS/E/G 300+ ^ | 300-level or above | 3 | | | |
| ARTS 590_ or ARTH 395_ | Slow Burn-1st Semester | 3 | | | |
| ARTS 591_ or ARTH 396_ | Slow Burn-2nd Semester | 3 | | | |
| ARTS/H 390_ or ARTS 375_ | Quick Fire/Special Topics | 1 | | | |
| ARTS/H 390_ or ARTS 375_ | Quick Fire/Special Topics | 1 | | | |
| ARTS/H 390 or ARTS 375_ | Quick Fire/Special Topics | 1 | | | |

^ Excludes ARTS 375_ (Quick Fire Topics) and ARTS 390_ (Special Topics)

### STUDIO ART CONCENTRATION –16 CREDITS Must be in ARTS concentration as listed in WSU Undergraduate Catalog.

| Course No. | Course Name | cr | Sem | Transf | Grade |
|---|---|---|---|---|---|
| ARTS 370/372/374/376 | ARTS 370/372/374/376 | 3 | | | |
| ARTS 370/372/374/376 | ARTS 370/372/374/376 | 3 | | | |
| ARTS 373 | Intermediate Crmcs Studio | 3 | | | |
| ARTS 570 | Advanced Ceramics Studio | 3 | | | |
| ARTS 577 | Ceramics Senior Project | 1 | | | |
| ARTS 599 | Senior Exhibition | 3 | | | |

## University General Education Requirements

Total credits required: 42. General Education credits must include seven introductory courses, and three Issues & Perspectives and Further Study courses (at least one from each). Issues & Perspectives & Further Study courses must be from at least two different divisions. No School of Art, Design & Creative Industries courses may be counted in General Education credits.

### FOUNDATION COURSES –12 CREDITS Must be completed within first 48 credit hours. C- or better REQUIRED.

| Course No. | Course Name | cr | Sem | Transf | Grade |
|---|---|---|---|---|---|
| ENGL 101 | College English I | 3 | | | |
| ENGL 102 | College English II | 3 | | | |
| MATH 1__ | Math 111, 112, or 131 | 3 | | | |
| COMM 111 | Public Speaking | 3 | | | |

### DIVISION A: FINE ARTS & HUMANITIES –9 CREDITS

| Course No. | Course Name | cr | Sem | Transf | Grade |
|---|---|---|---|---|---|
| | | | | | |

One introductory course in Fine Arts from DANC, FA, MUSC, or THEA.

| Course No. | Course Name | cr | Sem | Transf | Grade |
|---|---|---|---|---|---|
| | | | | | |
| | | | | | |

Two introductory courses in Humanities from different disciplines.

### DIVISION B: SOCIAL & BEHAVIORAL SCIENCES –6 CREDITS Two introductory courses from different subject areas.

| Course No. | Course Name | cr | Sem | Transf | Grade |
|---|---|---|---|---|---|
| | | | | | |
| | | | | | |

### DIVISION C: MATH & NATURAL SCIENCES –6 CREDITS Two introductory courses from different subject areas. One course must be from Biological Sciences, Chemistry, Geology, or Physics.

| Course No. | Course Name | cr | Sem | Transf | Grade |
|---|---|---|---|---|---|
| | | | | | |
| | | | | | |

### ADVANCED FURTHER STUDIES –3 CREDITS From the same subject area as one of the introductory General Education courses already completed.

| Course No. | Course Name | cr | Sem | Transf | Grade |
|---|---|---|---|---|---|
| | | | | | |

### ISSUES & PERSPECTIVES –3 CREDITS

| Course No. | Course Name | cr | Sem | Transf | Grade |
|---|---|---|---|---|---|
| | | | | | |

### ADVANCED FURTHER STUDIES OR ISSUES & PERSPECTIVES –3 CREDITS If Further Study: must be a different division from first Further Study course; if Issues & Perspectives: must be a different subject area from first Issues & Perspective course.

| Course No. | Course Name | cr | Sem | Transf | Grade |
|---|---|---|---|---|---|
| | | | | | |

Notes or approved variations:

_____
_____
_____

A grade of C (2.0) or better is required in all major courses. A minimum gpa of 2.000 is required within the major. Minimum 45 credit hours of 300+ coursework required. Eligibility for graduation is determined strictly and solely by Degree Works Degree Evaluation as verified by School of Art, Design & Creative Industries Student Records Coordinator. Application for graduation must be made two semesters in advance of expected graduation date.

# School of Art, Design & Creative Industries - BFA in Art, Studio Art—Community & Social Practice Concentration Degree Requirements 2015-16 126 Credit Hours

Student: _____ MyWSU: _____ Date Entered WSU: _____ ☐ Freshman ☐ Transfer

## ADCI Major Requirements

### ART FOUNDATION CURRICULUM –13 CREDITS

| Course No. | Course Name | cr | Sem | Transf | Grade |
|---|---|---|---|---|---|
| ARTF 102 | Introduction to Art* | 3 | | | |
| ARTF 136 | Foundation 2D Design* | 3 | | | |
| ARTF 145 | Foundation Drawing* | 3 | | | |
| ARTF 189 | Foundation 3D Design* | 3 | | | |
| ARTF 202 | Mid-Program Review | 1 | | | |

*Must be completed before enrolling in Art F 202.

### ART HISTORY –12 CREDITS

| Course No. | Course Name | cr | Sem | Transf | Grade |
|---|---|---|---|---|---|
| ARTH 125_ | Intro Visual & Material Culture* | 3 | | | |
| ARTH 125_ | Intro Visual & Material Culture* | 3 | | | |
| ARTH 347 | Trends in Contemporary Art | 3 | | | |
| ARTH 300+ | 300-level or above | 3 | | | |

*Two different course topics required; must be taken concurrently with or before enrolling in Art F 202.

### INTRODUCTORY ART –19 CREDITS At least one course in ARTS concentration.

| Course No. | Course Name | cr | Sem | Transf | Grade |
|---|---|---|---|---|---|
| ARTS 195 | Studio Tools Workshop* | 1 | | | |
| ARTS 240 | Introduction to Life Drawing* | 3 | | | |
| ARTS 245 | Digital Studio* | 3 | | | |
| ARTS 211 | Intro Comm & Social Practice | 3 | | | |
| ARTS/G 2__^ | ARTS/G 200-level | 3 | | | |
| ARTS/G 2__^ | ARTS/G 200-level | 3 | | | |
| ARTS/G 2__^ | ARTS/G 200-level | 3 | | | |

*Must be taken concurrently with or before enrolling in Art F 202.
^ Excludes ARTG 281 (Cooperative Education)

### STUDIO ART PROGRAM STUDIES –24 CREDITS "Slow-Burn" electives must be taken in consecutive semesters.

| Course No. | Course Name | cr | Sem | Transf | Grade |
|---|---|---|---|---|---|
| ARTS/E/G 2_ or 3_ ^ | 200-level or 300-level | 3 | | | |
| ARTS/E/G 3__^ | 300-level | 3 | | | |
| ARTS/E/G 3__^ | 300-level | 3 | | | |
| ARTS/E/G 300+ ^ | 300-level or above | 3 | | | |
| ARTS/E/G 300+ ^ | 300-level or above | 3 | | | |
| ARTS 590_ or ARTH 395_ | Slow Burn-1st Semester | 3 | | | |
| ARTS 591_ or ARTH 396_ | Slow Burn-2nd Semester | 3 | | | |
| ARTS/H 390_ or ARTS 375_ | Quick Fire/Special Topics | 1 | | | |
| ARTS/H 390_ or ARTS 375_ | Quick Fire/Special Topics | 1 | | | |
| ARTS/H 390 or ARTS 375_ | Quick Fire/Special Topics | 1 | | | |

^ Excludes ARTS 375_ (Quick Fire Topics) and ARTS 390_ (Special Topics)

### STUDIO ART CONCENTRATION –16 CREDITS Must be in ARTS concentration as listed in WSU Undergraduate Catalog.

| Course No. | Course Name | cr | Sem | Transf | Grade |
|---|---|---|---|---|---|
| ARTE/H__ | ARTE 302/303/313/ARTH 540C | 3 | | | |
| ARTS 324 | Public Art & Social Messg | 3 | | | |
| ARTS 312 | Comm Arts Engagement | 3 | | | |
| ARTS 481 | Studio Art Internship | 3 | | | |
| ARTS 517 | Comm & Soc Pract Sr Project | 1 | | | |
| ARTS 599 | Senior Exhibition | 3 | | | |

## University General Education Requirements

Total credits required: 42. General Education credits must include seven introductory courses, and three Issues & Perspectives and Further Study courses (at least one from each). Issues & Perspectives & Further Study courses must be from at least two different divisions. No School of Art, Design & Creative Industries courses may be counted in General Education credits.

### FOUNDATION COURSES –12 CREDITS Must be completed within first 48 credit hours. C- or better REQUIRED.

| Course No. | Course Name | cr | Sem | Transf | Grade |
|---|---|---|---|---|---|
| ENGL 101 | College English I | 3 | | | |
| ENGL 102 | College English II | 3 | | | |
| MATH 1__ | Math 111, 112, or 131 | 3 | | | |
| COMM 111 | Public Speaking | 3 | | | |

### DIVISION A: FINE ARTS & HUMANITIES –9 CREDITS

| Course No. | Course Name | cr | Sem | Transf | Grade |
|---|---|---|---|---|---|
| | | | | | |
| | | | | | |

One introductory course in Fine Arts from DANC, FA, MUSC, or THEA.

| Course No. | Course Name | cr | Sem | Transf | Grade |
|---|---|---|---|---|---|
| | | | | | |
| | | | | | |

Two introductory courses in Humanities from different disciplines.

### DIVISION B: SOCIAL & BEHAVIORAL SCIENCES –6 CREDITS Two introductory courses from different subject areas.

| Course No. | Course Name | cr | Sem | Transf | Grade |
|---|---|---|---|---|---|
| | | | | | |
| | | | | | |

### DIVISION C: MATH & NATURAL SCIENCES –6 CREDITS Two introductory courses from different subject areas. One course must be from Biological Sciences, Chemistry, Geology, or Physics.

| Course No. | Course Name | cr | Sem | Transf | Grade |
|---|---|---|---|---|---|
| | | | | | |
| | | | | | |

### ADVANCED FURTHER STUDIES –3 CREDITS From the same subject area as one of the introductory General Education courses already completed.

| Course No. | Course Name | cr | Sem | Transf | Grade |
|---|---|---|---|---|---|
| | | | | | |

### ISSUES & PERSPECTIVES –3 CREDITS

| Course No. | Course Name | cr | Sem | Transf | Grade |
|---|---|---|---|---|---|
| | | | | | |

### ADVANCED FURTHER STUDIES OR ISSUES & PERSPECTIVES –3 CREDITS If Further Study: must be a different division from first Further Study course; if Issues & Perspectives: must be a different subject area from first Issues & Perspective course

| Course No. | Course Name | cr | Sem | Transf | Grade |
|---|---|---|---|---|---|
| | | | | | |

## Notes or approved variations:

_____

_____

grade of C (2.0) or better is required in all major courses. A minimum gpa of 2.000 is required within the major. Minimum 45 credit hours of 300+ coursework required. Eligibility for graduation is termined strictly and solely by Degree Works Degree Evaluation as verified by School of Art, Design & Creative Industries Student Records Coordinator. Application for graduation must be made two nesters in advance of expected graduation date.

# School of Art, Design & Creative Industries - BFA in Art, Studio Art—Electronic Media Concentration
## Degree Requirements 2015-16 126 Credit Hours

Student: _____ MyWSU: _____ Date Entered WSU: _____ ☐ Freshman ☐ Transfer

## \DCI Major Requirements

### ART FOUNDATION CURRICULUM –13 CREDITS

| Course No. | Course Name | cr | Sem | Transf | Grade |
|---|---|---|---|---|---|
| ARTF 102 | Introduction to Art* | 3 | | | |
| ARTF 136 | Foundation 2D Design* | 3 | | | |
| ARTF 145 | Foundation Drawing* | 3 | | | |
| ARTF 189 | Foundation 3D Design* | 3 | | | |
| ARTF 202 | Mid-Program Review | 1 | | | |

*Must be completed before enrolling in Art F 202.

### ART HISTORY –12 CREDITS

| Course No. | Course Name | cr | Sem | Transf | Grade |
|---|---|---|---|---|---|
| ARTH 125_ | Intro Visual & Material Culture* | 3 | | | |
| ARTH 125_ | Intro Visual & Material Culture* | 3 | | | |
| ARTH 347 | Trends in Contemporary Art | 3 | | | |
| ARTH 300+ | 300-level or above | 3 | | | |

*Two different course topics required; must be taken concurrently with or before enrolling in Art F 202.

### INTRODUCTORY ART –19 CREDITS At least one course in ARTS concentration.

| Course No. | Course Name | cr | Sem | Transf | Grade |
|---|---|---|---|---|---|
| ARTS 195 | Studio Tools Workshop* | 1 | | | |
| ARTS 240 | Introduction to Life Drawing* | 3 | | | |
| ARTS 245 | Digital Studio* | 3 | | | |
| ARTS/G 2__^ | ARTS/ARTG 200-level | 3 | | | |
| ARTS/G 2__^ | ARTS/ARTG 200-level | 3 | | | |
| ARTS/G 2__^ | ARTS/ARTG 200-level | 3 | | | |
| ARTS/G 2__^ | ARTS/ARTG 200-level | 3 | | | |

*Must be taken concurrently with or before enrolling in Art F 202.
 Excludes ARTG 281 (Cooperative Education)

### STUDIO ART PROGRAM STUDIES –24 CREDITS "Slow-Burn" electives must be taken in consecutive semesters.

| Course No. | Course Name | cr | Sem | Transf | Grade |
|---|---|---|---|---|---|
| ARTS/E/G 2_ or 3_ ^ | 200-level or 300-level | 3 | | | |
| ARTS/E/G 3__ ^ | 300-level | 3 | | | |
| ARTS/E/G 3__ ^ | 300-level | 3 | | | |
| ARTS/E/G 300+ ^ | 300-level or above | 3 | | | |
| ARTS/E/G 300+ ^ | 300-level or above | 3 | | | |
| ARTS 590_ or ARTH 395_ | Slow Burn-1st Semester | 3 | | | |
| ARTS 591_ or ARTH 396_ | Slow Burn-2nd Semester | 3 | | | |
| ARTS/H 390_ or ARTS 375_ | Quick Fire/Special Topics | 1 | | | |
| ARTS/H 390_ or ARTS 375_ | Quick Fire/Special Topics | 1 | | | |
| ARTS/H 390 or ARTS 375_ | Quick Fire/Special Topics | 1 | | | |

^ Excludes ARTS 375_ (Quick Fire Topics) and ARTS 390_ (Special Topics)

### STUDIO ART CONCENTRATION –16 CREDITS Must be in ARTS concentration as listed in WSU Undergraduate Catalog.

| Course No. | Course Name | cr | Sem | Transf | Grade |
|---|---|---|---|---|---|
| ARTS 322 | Video, Sound, & Performance | 3 | | | |
| ARTS 324 | Public Art & Social Messg | 3 | | | |
| ARTS 326 | The Moving Image | 3 | | | |
| ARTS 525 | Advanced Electronic Media | 3 | | | |
| ARTS 527 | Electronic Media Sr Project | 1 | | | |
| ARTS 599 | Senior Exhibition | 3 | | | |

Notes or approved variations:

_____

_____

## University General Education Requirements

Total credits required: 42. General Education credits must include seven introductory courses, and three Issues & Perspectives and Further Study courses (at least one from each). Issues & Perspectives & Further Study courses must be from at least two different divisions. No School of Art, Design & Creative Industries courses may be counted in General Education credits.

### FOUNDATION COURSES –12 CREDITS Must be completed within first 48 credit hours. C- or better REQUIRED.

| Course No. | Course Name | cr | Sem | Transf | Grade |
|---|---|---|---|---|---|
| ENGL 101 | College English I | 3 | | | |
| ENGL 102 | College English II | 3 | | | |
| MATH 1_ | Math 111, 112, or 131 | 3 | | | |
| COMM 111 | Public Speaking | 3 | | | |

### DIVISION A: FINE ARTS & HUMANITIES –9 CREDITS

| Course No. | Course Name | cr | Sem | Transf | Grade |
|---|---|---|---|---|---|
| | | | | | |

One introductory course in Fine Arts from DANC, FA, MUSC, or THEA.

| Course No. | Course Name | cr | Sem | Transf | Grade |
|---|---|---|---|---|---|
| | | | | | |
| | | | | | |

Two introductory courses in Humanities from different disciplines.

### DIVISION B: SOCIAL & BEHAVIORAL SCIENCES –6 CREDITS Two introductory courses from different subject areas.

| Course No. | Course Name | cr | Sem | Transf | Grade |
|---|---|---|---|---|---|
| | | | | | |
| | | | | | |

### DIVISION C: MATH & NATURAL SCIENCES –6 CREDITS Two introductory courses from different subject areas. One course must be from Biological Sciences, Chemistry, Geology, or Physics.

| Course No. | Course Name | cr | Sem | Transf | Grade |
|---|---|---|---|---|---|
| | | | | | |
| | | | | | |

### ADVANCED FURTHER STUDIES –3 CREDITS From the same subject area as one of the introductory General Education courses already completed.

| Course No. | Course Name | cr | Sem | Transf | Grade |
|---|---|---|---|---|---|
| | | | | | |

### ISSUES & PERSPECTIVES –3 CREDITS

| Course No. | Course Name | cr | Sem | Transf | Grade |
|---|---|---|---|---|---|
| | | | | | |

### ADVANCED FURTHER STUDIES OR ISSUES & PERSPECTIVES –3 CREDITS If Further Study: must be a different division from first Further Study course; if Issues & Perspectives: must be a different subject area from first Issues & Perspective course.

| Course No. | Course Name | cr | Sem | Transf | Grade |
|---|---|---|---|---|---|
| | | | | | |

A grade of C (2.0) or better is required in all major courses. A minimum gpa of 2.000 is required within the major. Minimum 45 credit hours of 300+ coursework required. Eligibility for graduation is determined strictly and solely by Degree Works Degree Evaluation as verified by School of Art, Design & Creative Industries Student Records Coordinator. Application for graduation must be made two semesters in advance of expected graduation date.

# School of Art, Design & Creative Industries - BFA in Art, Studio Art—Painting Concentration Degree Requirements 2015-16 126 Credit Hours

Student: _____ MyWSU: _____ Date Entered WSU: _____ ☐ Freshman ☐ Transfer

## ADCI Major Requirements

### ART FOUNDATION CURRICULUM –13 CREDITS

| Course No. | Course Name | cr | Sem | Transf | Grade |
|---|---|---|---|---|---|
| ARTF 102 | Introduction to Art* | 3 | | | |
| ARTF 136 | Foundation 2D Design* | 3 | | | |
| ARTF 145 | Foundation Drawing* | 3 | | | |
| ARTF 189 | Foundation 3D Design* | 3 | | | |
| ARTF 202 | Mid-Program Review | 1 | | | |

*Must be completed before enrolling in Art F 202.

### ART HISTORY –12 CREDITS

| Course No. | Course Name | cr | Sem | Transf | Grade |
|---|---|---|---|---|---|
| ARTH 125_ | Intro Visual & Material Culture* | 3 | | | |
| ARTH 125_ | Intro Visual & Material Culture* | 3 | | | |
| ARTH 347 | Trends in Contemporary Art | 3 | | | |
| ARTH 300+ | 300-level or above | 3 | | | |

*Two different course topics required; must be taken concurrently with or before enrolling in Art F 202.

### INTRODUCTORY ART –19 CREDITS At least one course in ARTS concentration.

| Course No. | Course Name | cr | Sem | Transf | Grade |
|---|---|---|---|---|---|
| ARTS 195 | Studio Tools Workshop* | 1 | | | |
| ARTS 240 | Introduction to Life Drawing* | 3 | | | |
| ARTS 245 | Digital Studio* | 3 | | | |
| ARTS 252 | Intro Painting Media | 3 | | | |
| ARTS/G 2__^ | ARTS/G 200-level | 3 | | | |
| ARTS/G 2__^ | ARTS/G 200-level | 3 | | | |
| ARTS/G 2__^ | ARTS/G 200-level | 3 | | | |

*Must be taken concurrently with or before enrolling in Art F 202.
^ Excludes ARTG 281 (Cooperative Education)

### STUDIO ART PROGRAM STUDIES –24 CREDITS "Slow-Burn" electives must be taken in consecutive semesters.

| Course No. | Course Name | cr | Sem | Transf | Grade |
|---|---|---|---|---|---|
| ARTS/E/G 2_ or 3_^ | 200-level or 300-level | 3 | | | |
| ARTS/E/G 3__^ | 300-level | 3 | | | |
| ARTS/E/G 3__^ | 300-level | 3 | | | |
| ARTS/E/G 300+^ | 300-level or above | 3 | | | |
| ARTS/E/G 300+^ | 300-level or above | 3 | | | |
| ARTS 590_ or ARTH 395 | Slow Burn-1st Semester | 3 | | | |
| ARTS 591_ or ARTH 396 | Slow Burn-2nd Semester | 3 | | | |
| ARTS/H 390_ or ARTS 375_ | Quick Fire/Special Topics | 1 | | | |
| ARTS/H 390_ or ARTS 375_ | Quick Fire/Special Topics | 1 | | | |
| ARTS/H 390 or ARTS 375_ | Quick Fire/Special Topics | 1 | | | |

^ Excludes ARTS 375_ (Quick Fire Topics) and ARTS 390_ (Special Topics)

### STUDIO ART CONCENTRATION –16 CREDITS Must be in ARTS concentration as listed in WSU Undergraduate Catalog.

| Course No. | Course Name | cr | Sem | Transf | Grade |
|---|---|---|---|---|---|
| ARTS 300+ ^ | ARTS 300-level or above | 3 | | | |
| ARTS 354/356/358 | ARTS 354/356/358 | 3 | | | |
| ARTS 354/356/358 | ARTS 354/356/358 | 3 | | | |
| ARTS 554 | Advanced Painting | 3 | | | |
| ARTS 557 | Painting Sr Project | 1 | | | |
| ARTS 599 | Senior Exhibition | 3 | | | |

^ Excludes ARTS 375_ (Quick Fire Topics) and ARTS 390_ (Special Topics)

## University General Education Requirements

Total credits required: 42. General Education credits must include seven introductory courses, and three Issues & Perspectives and Further Study courses (at least one from each). Issues & Perspectives & Further Study courses must be from at least two different divisions. No School of Art, Design & Creative Industries courses may be counted in General Education credits.

### FOUNDATION COURSES –12 CREDITS Must be completed within first 48 credit hours. C- or better REQUIRED.

| Course No. | Course Name | cr | Sem | Transf | Grade |
|---|---|---|---|---|---|
| ENGL 101 | College English I | 3 | | | |
| ENGL 102 | College English II | 3 | | | |
| MATH 1__ | Math 111, 112, or 131 | 3 | | | |
| COMM 111 | Public Speaking | 3 | | | |

### DIVISION A: FINE ARTS & HUMANITIES –9 CREDITS

| Course No. | Course Name | cr | Sem | Transf | Grade |
|---|---|---|---|---|---|
| | | | | | |

One introductory course in Fine Arts from DANC, FA, MUSC, or THEA.

| Course No. | Course Name | cr | Sem | Transf | Grade |
|---|---|---|---|---|---|
| | | | | | |
| | | | | | |

Two introductory courses in Humanities from different disciplines.

### DIVISION B: SOCIAL & BEHAVIORAL SCIENCES –6 CREDITS Two introductory courses from different subject areas.

| Course No. | Course Name | cr | Sem | Transf | Grade |
|---|---|---|---|---|---|
| | | | | | |
| | | | | | |

### DIVISION C: MATH & NATURAL SCIENCES –6 CREDITS Two introductory courses from different subject areas. One course must be from Biological Sciences, Chemistry, Geology, or Physics.

| Course No. | Course Name | cr | Sem | Transf | Grade |
|---|---|---|---|---|---|
| | | | | | |
| | | | | | |

### ADVANCED FURTHER STUDIES –3 CREDITS From the same subject area as one of the introductory General Education courses already completed.

| Course No. | Course Name | cr | Sem | Transf | Grade |
|---|---|---|---|---|---|
| | | | | | |

### ISSUES & PERSPECTIVES –3 CREDITS

| Course No. | Course Name | cr | Sem | Transf | Grade |
|---|---|---|---|---|---|
| | | | | | |

### ADVANCED FURTHER STUDIES OR ISSUES & PERSPECTIVES –3 CREDITS If Further Study: must be a different division from first Further Study course; if Issues & Perspectives: must be a different subject area from first Issues & Perspective course.

| Course No. | Course Name | cr | Sem | Transf | Grade |
|---|---|---|---|---|---|
| | | | | | |

Notes or approved variations:

_____

_____

grade of C (2.0) or better is required in all major courses. A minimum GPA of 2.000 is required within the major. Minimum 45 credit hours of 300+ coursework required. Eligibility for graduation is ermined strictly and solely by Degree Works Degree Evaluation as verified by School of Art, Design & Creative Industries Student Records Coordinator. Application for graduation must be made two .mesters in advance of expected graduation date.

# School of Art, Design & Creative Industries - BFA in Art, Studio Art—Photo Media Concentration
## Degree Requirements 2015-16 126 Credit Hours

Student: _____ MyWSU: _____ Date Entered WSU: _____  ☐ Freshman ☐ Transfer

## \DCI Major Requirements

### ART FOUNDATION CURRICULUM –13 CREDITS

| Course No. | Course Name | cr | Sem | Transf | Grade |
|---|---|---|---|---|---|
| ARTF 102 | Introduction to Art* | 3 | | | |
| ARTF 136 | Foundation 2D Design* | 3 | | | |
| ARTF 145 | Foundation Drawing* | 3 | | | |
| ARTF 189 | Foundation 3D Design* | 3 | | | |
| ARTF 202 | Mid-Program Review | 1 | | | |

*Must be completed before enrolling in Art F 202.

### ART HISTORY –12 CREDITS

| Course No. | Course Name | cr | Sem | Transf | Grade |
|---|---|---|---|---|---|
| ARTH 125_ | Intro Visual & Material Culture* | 3 | | | |
| ARTH 125_ | Intro Visual & Material Culture* | 3 | | | |
| ARTH 347 | Trends in Contemporary Art | 3 | | | |
| ARTH 300+ | 300-level or above | 3 | | | |

*Two different course topics required; must be taken concurrently with or before enrolling in Art F 202.

### INTRODUCTORY ART –19 CREDITS At least one course in ARTS concentration.

| Course No. | Course Name | cr | Sem | Transf | Grade |
|---|---|---|---|---|---|
| ARTS 195 | Studio Tools Workshop* | 1 | | | |
| ARTS 240 | Introduction to Life Drawing* | 3 | | | |
| ARTS 245 | Digital Studio* | 3 | | | |
| ARTS 232 | Intro Photography | 3 | | | |
| ARTS/G 2__^ | ARTS/G 200-level | 3 | | | |
| ARTS/G 2__^ | ARTS/G 200-level | 3 | | | |
| ARTS/G 2__^ | ARTS/G 200-level | 3 | | | |

*Must be taken concurrently with or before enrolling in Art F 202.
` Excludes ARTG 281 (Cooperative Education)

### STUDIO ART PROGRAM STUDIES –24 CREDITS "Slow-Burn" electives must be taken in consecutive semesters.

| Course No. | Course Name | cr | Sem | Transf | Grade |
|---|---|---|---|---|---|
| ARTS/E/G 2_ or 3_ ^ | 200-level or 300-level | 3 | | | |
| ARTS/E/G 3__^ | 300-level | 3 | | | |
| ARTS/E/G 3__^ | 300-level | 3 | | | |
| ARTS/E/G 300+ ^ | 300-level or above | 3 | | | |
| ARTS/E/G 300+ ^ | 300-level or above | 3 | | | |
| ARTS 590_ or ARTH 395_ | Slow Burn-1st Semester | 3 | | | |
| ARTS 591_ or ARTH 396_ | Slow Burn-2nd Semester | 3 | | | |
| ARTS/H 390_ or ARTS 375_ | Quick Fire/Special Topics | 1 | | | |
| ARTS/H 390_ or ARTS 375_ | Quick Fire/Special Topics | 1 | | | |
| ARTS/H 390 or ARTS 375_ | Quick Fire/Special Topics | 1 | | | |

^ Excludes ARTS 375_ (Quick Fire Topics) and ARTS 390_ (Special Topics)

### STUDIO ART CONCENTRATION –16 CREDITS Must be in ARTS concentration as listed in WSU Undergraduate Catalog.

| Course No. | Course Name | cr | Sem | Transf | Grade |
|---|---|---|---|---|---|
| ARTS 330/331/334_ | ARTS 330/331/334 | 3 | | | |
| ARTS 330/331/334_ | ARTS 330/331/334 | 3 | | | |
| ARTS 335 | Contemporary Photo Studio | 3 | | | |
| ARTS 535 | Advanced Photo Media | 3 | | | |
| ARTS 537 | Photo Media Senior Project | 1 | | | |
| ARTS 599 | Senior Exhibition | 3 | | | |

## University General Education Requirements

Total credits required: 42. General Education credits must include seven introductory courses, and three Issues & Perspectives and Further Study courses (at least one from each). Issues & Perspectives & Further Study courses must be from at least two different divisions. No School of Art, Design & Creative Industries courses may be counted in General Education credits.

### FOUNDATION COURSES –12 CREDITS Must be completed within first 48 credit hours. C- or better REQUIRED.

| Course No. | Course Name | cr | Sem | Transf | Grade |
|---|---|---|---|---|---|
| ENGL 101 | College English I | 3 | | | |
| ENGL 102 | College English II | 3 | | | |
| MATH 1__ | Math 111, 112, or 131 | 3 | | | |
| COMM 111 | Public Speaking | 3 | | | |

### DIVISION A: FINE ARTS & HUMANITIES –9 CREDITS

| Course No. | Course Name | cr | Sem | Transf | Grade |
|---|---|---|---|---|---|
| | | | | | |

One introductory course in Fine Arts from DANC, FA, MUSC, or THEA.

| Course No. | Course Name | cr | Sem | Transf | Grade |
|---|---|---|---|---|---|
| | | | | | |
| | | | | | |

Two introductory courses in Humanities from different disciplines.

### DIVISION B: SOCIAL & BEHAVIORAL SCIENCES –6 CREDITS Two introductory courses from different subject areas.

| Course No. | Course Name | cr | Sem | Transf | Grade |
|---|---|---|---|---|---|
| | | | | | |
| | | | | | |

### DIVISION C: MATH & NATURAL SCIENCES –6 CREDITS Two introductory courses (must be from different subject areas). One course must be from Biological Sciences, Chemistry, Geology, or Physics.

| Course No. | Course Name | cr | Sem | Transf | Grade |
|---|---|---|---|---|---|
| | | | | | |
| | | | | | |

### ADVANCED FURTHER STUDIES –3 CREDITS From the same subject area as one of the introductory General Education courses already completed.

| Course No. | Course Name | cr | Sem | Transf | Grade |
|---|---|---|---|---|---|
| | | | | | |

### ISSUES & PERSPECTIVES –3 CREDITS

| Course No. | Course Name | cr | Sem | Transf | Grade |
|---|---|---|---|---|---|
| | | | | | |

### ADVANCED FURTHER STUDIES OR ISSUES & PERSPECTIVES –3 CREDITS If Further Study: must be a different division from first Further Study course; if Issues & Perspectives: must be a different subject area from first Issues & Perspective course.

| Course No. | Course Name | cr | Sem | Transf | Grade |
|---|---|---|---|---|---|
| | | | | | |

Notes or approved variations:

_____

A grade of C (2.0) or better is required in all major courses. A minimum gpa of 2.000 is required within the major. Minimum 45 credit hours of 300+ coursework required. Eligibility for graduation is determined strictly and solely by Degree Works Degree Evaluation as verified by School of Art, Design & Creative Industries Student Records Coordinator. Application for graduation must be made two semesters in advance of expected graduation date.

# School of Art, Design & Creative Industries - BFA in Art, Studio Art—Print Media Concentration
## Degree Requirements 2015-16 126 Credit Hours

Student: _____ MyWSU: _____ Date Entered WSU: _____ ☐ Freshman ☐ Transfer

## ADCI Major Requirements

### ART FOUNDATION CURRICULUM –13 CREDITS

| Course No. | Course Name | cr | Sem | Transf | Grade |
|---|---|---|---|---|---|
| ARTF 102 | Introduction to Art* | 3 | | | |
| ARTF 136 | Foundation 2D Design* | 3 | | | |
| ARTF 145 | Foundation Drawing* | 3 | | | |
| ARTF 189 | Foundation 3D Design* | 3 | | | |
| ARTF 202 | Mid-Program Review | 1 | | | |

*Must be completed before enrolling in Art F 202.

### ART HISTORY –12 CREDITS

| Course No. | Course Name | cr | Sem | Transf | Grade |
|---|---|---|---|---|---|
| ARTH 125_ | Intro Visual & Material Culture* | 3 | | | |
| ARTH 125_ | Intro Visual & Material Culture* | 3 | | | |
| ARTH 347 | Trends in Contemporary Art | 3 | | | |
| ARTH 300+ | 300-level or above | 3 | | | |

*Two different course topics required; must be taken concurrently with or before enrolling in Art F 202.

### INTRODUCTORY ART –19 CREDITS At least one course in ARTS concentration.

| Course No. | Course Name | cr | Sem | Transf | Grade |
|---|---|---|---|---|---|
| ARTS 195 | Studio Tools Workshop* | 1 | | | |
| ARTS 240 | Introduction to Life Drawing* | 3 | | | |
| ARTS 245 | Digital Studio* | 3 | | | |
| ARTS 261 | Intro Printmaking | 3 | | | |
| ARTS/G 2__^ | ARTS/G 200-level | 3 | | | |
| ARTS/G 2__^ | ARTS/G 200-level | 3 | | | |
| ARTS/G 2__^ | ARTS/G 200-level | 3 | | | |

*Must be taken concurrently with or before enrolling in Art F 202.
^ Excludes ARTG 281 (Cooperative Education)

### STUDIO ART PROGRAM STUDIES –24 CREDITS "Slow-Burn" electives must be taken in consecutive semesters.

| Course No. | Course Name | cr | Sem | Transf | Grade |
|---|---|---|---|---|---|
| ARTS/E/G 2_ or 3_^ | 200-level or 300-level | 3 | | | |
| ARTS/E/G 3__^ | 300-level | 3 | | | |
| ARTS/E/G 3__^ | 300-level | 3 | | | |
| ARTS/E/G 300+^ | 300-level or above | 3 | | | |
| ARTS/E/G 300+^ | 300-level or above | 3 | | | |
| ARTS 590_ or ARTH 395 | Slow Burn-1st Semester | 3 | | | |
| ARTS 591_ or ARTH 396 | Slow Burn-2nd Semester | 3 | | | |
| ARTS/H 390_ or ARTS 375 | Quick Fire/Special Topics | 1 | | | |
| ARTS/H 390_ or ARTS 375 | Quick Fire/Special Topics | 1 | | | |
| ARTS/H 390 or ARTS 375 | Quick Fire/Special Topics | 1 | | | |

^ Excludes ARTS 375_ (Quick Fire Topics) and ARTS 390_ (Special Topics)

### STUDIO ART CONCENTRATION –16 CREDITS Must be in ARTS concentration as listed in WSU Undergraduate Catalog.

| Course No. | Course Name | cr | Sem | Transf | Grade |
|---|---|---|---|---|---|
| ARTS 360/361/366/367 | ARTS 360/361/366/367 | 3 | | | |
| ARTS 360/361/366/367 | ARTS 360/361/366/367 | 3 | | | |
| ARTS 369 | Intermediate Prtmkg Studio | 3 | | | |
| ARTS 560 | Advanced Printmaking | 3 | | | |
| ARTS 567 | Printmaking Sr Project | 1 | | | |
| ARTS 599 | Senior Exhibition | 3 | | | |

## University General Education Requirements

Total credits required: 42. General Education credits must include seven introductory courses, and three Issues & Perspectives and Further Study courses (at least one from each). Issues & Perspectives & Further Study courses must be from at least two different divisions. No School of Art, Design & Creative Industries courses may be counted in General Education credits.

### FOUNDATION COURSES –12 CREDITS Must be completed within first 48 credit hours. C- or better REQUIRED.

| Course No. | Course Name | cr | Sem | Transf | Grade |
|---|---|---|---|---|---|
| ENGL 101 | College English I | 3 | | | |
| ENGL 102 | College English II | 3 | | | |
| MATH 1_ | Math 111, 112, or 131 | 3 | | | |
| COMM 111 | Public Speaking | 3 | | | |

### DIVISION A: FINE ARTS & HUMANITIES –9 CREDITS

| Course No. | Course Name | cr | Sem | Transf | Grade |
|---|---|---|---|---|---|
| | | | | | |

One introductory course in Fine Arts from DANC, FA, MUSC, or THEA.

| Course No. | Course Name | cr | Sem | Transf | Grade |
|---|---|---|---|---|---|
| | | | | | |
| | | | | | |

Two introductory courses in Humanities from different disciplines.

### DIVISION B: SOCIAL & BEHAVIORAL SCIENCES –6 CREDITS Two introductory courses from different subject areas.

| Course No. | Course Name | cr | Sem | Transf | Grade |
|---|---|---|---|---|---|
| | | | | | |
| | | | | | |

### DIVISION C: MATH & NATURAL SCIENCES –6 CREDITS Two introductory courses (must be from different subject areas). One course must be from Biological Sciences, Chemistry, Geology, or Physics.

| Course No. | Course Name | cr | Sem | Transf | Grade |
|---|---|---|---|---|---|
| | | | | | |
| | | | | | |

### ADVANCED FURTHER STUDIES –3 CREDITS From the same subject area as one of the introductory General Education courses already completed.

| Course No. | Course Name | cr | Sem | Transf | Grade |
|---|---|---|---|---|---|
| | | | | | |

### ISSUES & PERSPECTIVES –3 CREDITS

| Course No. | Course Name | cr | Sem | Transf | Grade |
|---|---|---|---|---|---|
| | | | | | |

### ADVANCED FURTHER STUDIES OR ISSUES & PERSPECTIVES –3 CREDITS If Further Study: must be a different division from first Further Study course; if Issues & Perspectives: must be a different subject area from first Issues & Perspective course.

| Course No. | Course Name | cr | Sem | Transf | Grade |
|---|---|---|---|---|---|
| | | | | | |

## Notes or approved variations:

Grade of C (2.0) or better is required in all major courses. A minimum gpa of 2.000 is required within the major. Minimum 45 credit hours of 300+ coursework required. Eligibility for graduation is rmined strictly and solely by Degree Works Degree Evaluation as verified by School of Art, Design & Creative Industries Student Records Coordinator. Application for graduation must be made two esters in advance of expected graduation date.

# School of Art, Design & Creative Industries - BFA in Art, Studio Art—Sculpture Concentration Degree Requirements 2015-16 126 Credit Hours

Student: _____ MyWSU: _____ Date Entered WSU: _____ ☐ Freshman ☐ Transfer

## `DCI Major Requirements

### ART FOUNDATION CURRICULUM –13 CREDITS

| Course No. | Course Name | cr | Sem | Transf | Grade |
|---|---|---|---|---|---|
| ARTF 102 | Introduction to Art* | 3 | | | |
| ARTF 136 | Foundation 2D Design* | 3 | | | |
| ARTF 145 | Foundation Drawing* | 3 | | | |
| ARTF 189 | Foundation 3D Design* | 3 | | | |
| ARTF 202 | Mid-Program Review | 1 | | | |

*Must be completed before enrolling in Art F 202.

### ART HISTORY –12 CREDITS

| Course No. | Course Name | cr | Sem | Transf | Grade |
|---|---|---|---|---|---|
| ARTH 125_ | Intro Visual & Material Culture* | 3 | | | |
| ARTH 125_ | Intro Visual & Material Culture* | 3 | | | |
| ARTH 347 | Trends in Contemporary Art | 3 | | | |
| ARTH 300+ | 300-level or above | 3 | | | |

*Two different course topics required; must be taken concurrently with or before enrolling in Art F 202.

### INTRODUCTORY ART –19 CREDITS At least one course in ARTS concentration.

| Course No. | Course Name | cr | Sem | Transf | Grade |
|---|---|---|---|---|---|
| ARTS 195 | Studio Tools Workshop* | 1 | | | |
| ARTS 240 | Introduction to Life Drawing* | 3 | | | |
| ARTS 245 | Digital Studio* | 3 | | | |
| ARTS 282 | Intro Sculpture & Ext Media | 3 | | | |
| ARTS/G 2__^ | ARTS/G 200-level | 3 | | | |
| ARTS/G 2__^ | ARTS/G 200-level | 3 | | | |
| ARTS/G 2__^ | ARTS/G 200-level | 3 | | | |

*Must be taken concurrently with or before enrolling in Art F 202.
Excludes ARTG 281 (Cooperative Education)

### STUDIO ART PROGRAM STUDIES –24 CREDITS "Slow-Burn" electives must be taken in consecutive semesters.

| Course No. | Course Name | cr | Sem | Transf | Grade |
|---|---|---|---|---|---|
| ARTS/E/G 2_ or 3_^ | 200-level or 300-level | 3 | | | |
| ARTS/E/G 3__^ | 300-level | 3 | | | |
| ARTS/E/G 3__^ | 300-level | 3 | | | |
| ARTS/E/G 300+^ | 300-level or above | 3 | | | |
| ARTS/E/G 300+^ | 300-level or above | 3 | | | |
| ARTS 590_ or ARTH 395_ | Slow Burn-1st Semester | 3 | | | |
| ARTS 591_ or ARTH 396_ | Slow Burn-2nd Semester | 3 | | | |
| ARTS/H 390_ or ARTS 375_ | Quick Fire/Special Topics | 1 | | | |
| ARTS/H 390_ or ARTS 375_ | Quick Fire/Special Topics | 1 | | | |
| ARTS/H 390 or ARTS 375_ | Quick Fire/Special Topics | 1 | | | |

^ Excludes ARTS 375_ (Quick Fire Topics) and ARTS 390_ (Special Topics)

### STUDIO ART CONCENTRATION –16 CREDITS Must be in ARTS concentration as listed in WSU Undergraduate Catalog.

| Course No. | Course Name | cr | Sem | Transf | Grade |
|---|---|---|---|---|---|
| ARTS 380 | Intermediate Sculpture | 3 | | | |
| ARTS 381 | Mats, Techs & Ext Media | 3 | | | |
| ARTS 383 | Time as Media in Sculpture | 3 | | | |
| ARTS 580 | Advanced Sculpture | 3 | | | |
| ARTS 587 | Sculpture Senior Project | 1 | | | |
| ARTS 599 | Senior Exhibition | 3 | | | |

## University General Education Requirements

Total credits required: 42. General Education credits must include seven introductory courses, and three Issues & Perspectives and Further Study courses (at least one from each). Issues & Perspectives & Further Study courses must be from at least two different divisions. No School of Art, Design & Creative Industries courses may be counted in General Education credits.

### FOUNDATION COURSES –12 CREDITS Must be completed within first 48 credit hours. C- or better REQUIRED.

| Course No. | Course Name | cr | Sem | Transf | Grade |
|---|---|---|---|---|---|
| ENGL 101 | College English I | 3 | | | |
| ENGL 102 | College English II | 3 | | | |
| MATH 1__ | Math 111, 112, or 131 | 3 | | | |
| COMM 111 | Public Speaking | 3 | | | |

### DIVISION A: FINE ARTS & HUMANITIES –9 CREDITS

| Course No. | Course Name | cr | Sem | Transf | Grade |
|---|---|---|---|---|---|
| | | | | | |
| | | | | | |

One introductory course in Fine Arts from DANC, FA, MUSC, or THEA.

| Course No. | Course Name | cr | Sem | Transf | Grade |
|---|---|---|---|---|---|
| | | | | | |
| | | | | | |

Two introductory courses in Humanities from different disciplines.

### DIVISION B: SOCIAL & BEHAVIORAL SCIENCES –6 CREDITS Two introductory courses from different subject areas.

| Course No. | Course Name | cr | Sem | Transf | Grade |
|---|---|---|---|---|---|
| | | | | | |
| | | | | | |

### DIVISION C: MATH & NATURAL SCIENCES –6 CREDITS Two introductory courses (must be from different subject areas). One course must be from Biological Sciences, Chemistry, Geology, or Physics.

| Course No. | Course Name | cr | Sem | Transf | Grade |
|---|---|---|---|---|---|
| | | | | | |
| | | | | | |

### ADVANCED FURTHER STUDIES –3 CREDITS From the same subject area as one of the introductory General Education courses already completed.

| Course No. | Course Name | cr | Sem | Transf | Grade |
|---|---|---|---|---|---|
| | | | | | |

### ISSUES & PERSPECTIVES –3 CREDITS

| Course No. | Course Name | cr | Sem | Transf | Grade |
|---|---|---|---|---|---|
| | | | | | |

### ADVANCED FURTHER STUDIES OR ISSUES & PERSPECTIVES –3 CREDITS If Further Study: must be a different division from first Further Study course; if Issues & Perspectives: must be a different subject area from first Issues & Perspective course.

| Course No. | Course Name | cr | Sem | Transf | Grade |
|---|---|---|---|---|---|
| | | | | | |

Notes or approved variations:

_____

_____

grade of C (2.0) or better is required in all major courses. A minimum gpa of 2.000 is required within the major. Minimum 45 credit hours of 300+ coursework required. Eligibility for graduation is determined strictly and solely by Degree Works Degree Evaluation as verified by School of Art, Design & Creative Industries Student Records Coordinator. Application for graduation must be made two semesters in advance of expected graduation date.

# School of Art, Design & Creative Industries - BA in Art—Art Degree Requirements 2015-16  124 Credit Hours

Student: _____ MyWSU: _____ Date Entered WSU: _____ ☐ Freshman ☐ Transfer

## DCI Major Requirements

### ART FOUNDATION CURRICULUM –13 CREDITS

| Course No. | Course Name | cr | Sem | Transf | Grade |
|---|---|---|---|---|---|
| ARTF 102 | Introduction to Art* | 3 | | | |
| ARTF 136 | Foundation 2D Design* | 3 | | | |
| ARTF 145 | Foundation Drawing* | 3 | | | |
| ARTF 189 | Foundation 3D Design* | 3 | | | |
| ARTF 202 | Mid-Program Review | 1 | | | |

*Must be completed before enrolling in Art F 202.

### ART HISTORY –15 CREDITS

| Course No. | Course Name | cr | Sem | Transf | Grade |
|---|---|---|---|---|---|
| ARTH 125_ | Intro Vis. & Mat. Culture* | 3 | | | |
| ARTH 125_ | Intro Vis. & Mat. Culture* | 3 | | | |
| ARTH 3__ ^ | | 1-3 | | | |
| ARTH 3__ ^ | | 1-3 | | | |
| ARTH 500+ | | 3 | | | |

*Two different course topics required; must be taken concurrently with or before enrolling in Art F 202. ^Maximum 3 credits of ARTH 390 coursework.

### ART DISTRIBUTION –9 CREDITS

| Course No. | Course Name | cr | Sem | Transf | Grade |
|---|---|---|---|---|---|
| ARTS 232/240/245/ 247/252/261 | Studio Art 2D | 3 | | | |
| ARTS 270/282/283 | Studio Art 3D | 3 | | | |
| ARTG 216/234/235/238 | Graphic Design Intro | 3 | | | |

### ART EMPHASIS –15 CREDITS Maximum six credits of ARTS 390 or ARTS 375 coursework.

| urse No. | Course Name | cr | Sem | Transf | Grade |
|---|---|---|---|---|---|
| RTS/E/G 200+ | | 1-3 | | | |
| ARTS/E/G 200+ | | 1-3 | | | |
| ARTS/E/G 300+ | | 1-3 | | | |
| ARTS/E/G 300+ | | 1-3 | | | |
| ARTS/E/G/300+ | | 1-3 | | | |

### MINOR – MINIMUM 15 CREDITS Must be a minor outside of the School of ADCI as listed in the Undergraduate Catalog.

| Course No. | Course Name | cr | Sem | Transf | Grade |
|---|---|---|---|---|---|
| | | | | | |
| | | | | | |
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| | | | | | |
| | | | | | |

### ADCI or UNIVERSITY ELECTIVES – MINIMUM 12 CREDITS (or as needed to fulfill degree requirements); courses to be selected with advisor.

| Course No. | Course Name | cr | Sem | Transf | Grade |
|---|---|---|---|---|---|
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |

## University General Education Requirements

Total credits required: 42. General Education credits must include seven introductory courses, and three Issues & Perspectives and Further Study courses (at least one from each). Issues & Perspectives & Further Study courses must be from at least two different divisions. No School of Art, Design & Creative Industries courses may be counted in General Education credits.

### FOUNDATION COURSES –12 CREDITS Must be completed within first 48 credit hours. C- or better REQUIRED.

| Course No. | Course Name | cr | Sem | Transf | Grade |
|---|---|---|---|---|---|
| ENGL 101 | College English I | 3 | | | |
| ENGL 102 | College English II | 3 | | | |
| MATH 1__ | Math 111, 112, or 131 | 3 | | | |
| COMM 111 | Public Speaking | 3 | | | |

### DIVISION A: FINE ARTS & HUMANITIES –9 CREDITS

| Course No. | Course Name | cr | Sem | Transf | Grade |
|---|---|---|---|---|---|
| | | | | | |
| | | | | | |

One introductory course in Fine Arts from DANC, FA, MUSC, or THEA.

| Course No. | Course Name | cr | Sem | Transf | Grade |
|---|---|---|---|---|---|
| | | | | | |
| | | | | | |

Two introductory courses in Humanities from different disciplines.

### DIVISION B: SOCIAL & BEHAVIORAL SCIENCES –6 CREDITS Two introductory courses from different departments.

| Course No. | Course Name | cr | Sem | Transf | Grade |
|---|---|---|---|---|---|
| | | | | | |
| | | | | | |

### DIVISION C: MATH & NATURAL SCIENCES –6 CREDITS Two introductory courses from different subject areas. One course must be from Biological Sciences, Chemistry, Geology, or Physics.

| Course No. | Course Name | cr | Sem | Transf | Grade |
|---|---|---|---|---|---|
| | | | | | |
| | | | | | |

### ADVANCED FURTHER STUDIES –3 CREDITS From the same discipline as one of the introductory General Education courses already completed.

| Course No. | Course Name | cr | Sem | Transf | Grade |
|---|---|---|---|---|---|
| | | | | | |

### ISSUES & PERSPECTIVES –3 CREDITS

| Course No. | Course Name | cr | Sem | Transf | Grade |
|---|---|---|---|---|---|
| | | | | | |

### ADVANCED FURTHER STUDIES OR ISSUES & PERSPECTIVES –3 CREDITS If Further Study: must be a different division from first Further Study course.

| Course No. | Course Name | cr | Sem | Transf | Grade |
|---|---|---|---|---|---|
| | | | | | |

**Notes or approved variations:**

_____

imum 45 credit hours of 300+ coursework required. Eligibility for graduation is determined strictly and solely by Degree Evaluation as verified by School of Art, Design & Creative Industries Student ords Coordinator. Application for graduation must be made two semesters in advance of expected degree completion.