



New Program Proposal: Certificate or Advanced Certificate Program

Form 2C

Version 2016-10-13

This form should be used to seek SUNY's approval and New York State Education Department's (SED) registration of a proposed new academic program leading to a certificate or an advanced certificate. Approval and registration are both required before a proposed program can be promoted or advertised, or can enroll students. The campus Chief Executive or Chief Academic Officer should send a signed cover letter and this completed form (unless a different form applies¹), which should include appended items that may be required for Sections 1 through 5 and 10 of this form, to the SUNY Provost at program.review@suny.edu. The completed form and appended items should be sent as a single, continuously paginated document.² If Sections 7 and 8 of this form apply, External Evaluation Reports and a single Institutional Response should also be sent, but in a separate electronic document. Guidance on academic program planning is available [here](#).

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NOTE: Please update this Table of Contents automatically after the form has been completed. To do this, put the cursor anywhere over the Table of Contents, right click, and, on the pop-up menus, select "Update Field" and then "Update Page Numbers Only." The last item in the Table of Contents is the List of Appended and/or Accompanying Items, but the actual appended items should continue the pagination.

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¹Use a different form if the proposed new program will lead to a graduate degree or any credit-bearing certificate; be a combination of existing registered programs (i.e. for a multi-award or multi-institution program); be a breakout of a registered track or option in an existing registered program; or **lead to certification as a classroom teacher, school or district leader, or pupil personnel services professional** (e.g., school counselor).

²This email address limits attachments to 25 MB. If a file with the proposal and appended materials exceeds that limit, it should be emailed in parts.

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Section 1. General Information	
a) Institutional Information	Date of Proposal: 3/12/21
	Institution's 6-digit <u>SED Code</u> : 245000
	Institution's Name: SUNY Oswego
	Address: 7060 Route 104, Oswego, NY 13126-3599
	Dept of Labor/ <u>Regent's Region</u> :
b) Program Locations	List each campus where the entire program will be offered (with each institutional or branch campus 6-digit <u>SED Code</u>): 235000
	List the name and address of <u>off-campus locations</u> (i.e., <u>extension sites or extension centers</u>) where courses will offered, or check here [] if not applicable:
c) Proposed Program Information	Program Title: Studio Art
	<u>Award(s)</u> (e.g., Certificate.): Advanced Certificate Program
	Number of Required Credits: Minimum [18] If tracks or options, largest minimum [18]
	Proposed <u>HEGIS Code</u> : 1002.00
	Proposed 6-digit <u>CIP 2010 Code</u> : 50.0702, 36.0110, 50.0705, 50.0410, 50.0708, 50.0605, 50.0710, and 50.0102
	If the program will be accredited, list the accrediting agency and expected date of accreditation: National Association of Schools of Art and Design (NASAD), Fall 2021
	If applicable, list the SED <u>professional licensure title(s)</u> to which the program leads:
d) Campus Contact	Name and title: Kelly Roe, Chairperson, Department of Art and Design
	Telephone: 315-312-2111 E-mail: kelly.roe@oswego.edu
e) Chief Executive or Chief Academic Officer Approval	Signature affirms that the proposal has met all applicable campus administrative and shared governance procedures for consultation, and the institution's commitment to support the proposed program. <i>E-signatures are acceptable.</i>
	Name and title: Scott R. Furlong, Provost, Vice-President for Academic Affairs Signature and date: If the program will be registered jointly with one or more other institutions, provide the following information for <u>each</u> institution:

Partner institution's name and 6-digit SED Code:

Name, title, and signature of partner institution's CEO (or **append** a signed letter indicating approval of this proposal):

Section 2. Program Information

2.1. Program Format

Check all SED-defined formats, mode and other program features that apply to the **entire program**.

a) Format(s):

Day Evening Weekend Evening/Weekend Not Full-Time

b) Modes:

Standard Independent Study External Accelerated Distance Education

NOTE: *If the program is designed to enable students to complete 50% or more of the course requirements through distance education, check Distance Education, see Section 10, and **append** a Distance Education Format Proposal*

c) Other:

Bilingual Language Other Than English Upper Division Cooperative 4.5 year 5 year

2.2. Related Degree Programs

All coursework required for completion of the certificate or advanced certificate program must be applicable to a currently registered degree program at the institution (with the possible exception of post-doctoral certificates in health-related fields). Indicate the registered degree program(s) by title, award and five-digit SED Inventory of Registered Programs (IRP) code to which the credits will apply:

Master of Art, Art

Inventory of Registered Programs (IRP) code: 03850

2.3. Program Description, Purposes and Planning

a) What is the description of the program as it will appear in the institution's catalog?

The Studio Art Advanced Certificate Program serves students with undergraduate degrees and a minimum of 39 credits in art/design. An eighteen-credit certificate, the program asks students to further their artistic focus in a continued development of their creative practice. Students may focus on study in ceramics, drawing, 2D design, 3D design, digital art, graphic design, illustration, multimedia, painting, photography, printmaking, sculpture, or may pursue interdisciplinary studies. Within the program, students will continue the acquisition of technical and conceptual and skills required of a professional artist. Students are required to also further their understanding of contemporary art and the critical issues facing their field. A competitive program, students must submit a portfolio to be accepted.

b) What are the program's educational and, if appropriate, career objectives, and the program's primary student learning outcomes (SLOs)? *NOTE: SLOs are defined by the Middle States Commission on Higher Education in the Characteristics of Excellence in Higher Education (2006) as "clearly articulated written statements, expressed in observable terms, of key learning outcomes:*

the knowledge, skills and competencies that students are expected to exhibit upon completion of the program.”

Outcome 1:

Students will strengthen core competencies in conceptual intent, subject matter, form, and media through completing required coursework with faculty and peer feedback, as well as individual self-reflection and analysis.

Outcome 2:

Students will prepare a summary portfolio for graduate school in fine or applied arts or for employment opportunities, through the completion of a cohesive body of artwork that will be publicly displayed and approved by faculty.

Outcome 3:

Students will improve critical thinking and communication abilities to achieve a conversant-level of competencies required for visual arts practices, through ongoing individual critiques with faculty, peer to peer critiques, and writing in the discipline.

[The program is designed to further artistic development as preparation for professional artistic practice, preparation for graduate programs specific to the fine and applied arts, or for positions in fields closely associated with the visual arts. Students will build a cohesive body of work, further developing critical thinking and organizational skills required of their field, and develop a professional portfolio to support their career goals. A summary display of works will be required for faculty approval.]

c) How does the program relate to the institution's and SUNY's mission and strategic goals and priorities? What is the program's importance to the institution, and its relationship to existing and/or projected programs and its expected impact on them? As applicable, how does the program reflect diversity and/or international perspectives?

Goal 1: Academic and Creative Excellence

- Under faculty mentorship, the program is designed to allow students the opportunity to challenge themselves as they advance creatively, solving visual communication problems as they fulfill the creative and expressive goals of their work and in relation to long-term career objectives.
- Through the Research and Individualized Student Experience (RISE) office, students can apply for grants to support scholarly research. Grants available for this program include the Student Mini Grants (\$125.00) and Student Travel grants (up to \$250.00).
- Guided by faculty recommendations and independent research, students have opportunities to exhibit work in The Corner Gallery and Tyler Art Gallery on campus; locally through the Art Association of Oswego in the City of Oswego; at juried, group or small group, or solo exhibitions in the region, including the cities of Syracuse, Auburn, Rochester, Buffalo, and Albany; and through submissions to regional and national juried exhibitions, projects, and/or traditional or digital installations.
- Student performance in the program will be assessed related to NASAD accreditation goals on a three-year cycle, to correspond with current BA and BFA Studio assessment maps.

Goal 2: Student Success

- Students will be afforded the space and opportunity to work on specific competencies that need further development. They will work closely with faculty and other students on developing new technical and conceptual approaches to their work, or to refine existing approaches in the pursuit of their professional goals and development of their portfolio to support long-term career objectives.
- As a studio-based certificate, experiential learning is a key component to the curriculum, strengthening student achievement through focused work guided by experienced faculty mentors.
- Through creative presentations at Quest and off campus opportunities recommended by faculty, students gain experiences in the dissemination of their works in a public setting, practicing communication skills required in the field.

Goal 3: Inclusive Community

- The Department of Art and Design, Tyler Art Gallery, and Artswego programming committees bring a diverse range of visiting artists and speakers from broad cultural backgrounds to campus every month. Students can attend public lectures and interact with these professionals through classroom workshops and presentations as well as group and individual review of a student's creative work.
- Department of Art and Design course offerings include "Quarter courses" that allow students to focus on the study of cultures and the arts beyond the USA, including a travel component to experience the culture firsthand. Faculty-led offerings have included trips to Spain, China, India, Cuba, Ireland, Turkey, and Italy.
- Students will engage in a dialogue with their creative practice and community and, as a result, build a stronger awareness of other cultures and the world.
- Art history offerings include at least two courses each term in non-western topics.

Goal 4: Sustainable Institution

- Students will embark in coursework in renovated facilities that have updated air handling and chemical removal apparatus to support safety in studios. All studio areas have established safety guidelines and embrace sustainable practices in uses of required disciplinary materials, their handling, and safety procedures for waste management and removal.
- The Department of Art and Design maintains an "Art Pantry," where faculty and others donate materials required for various courses, as well as recycled materials, that students in need can access to help support coursework progress.

Goal 5: Partnerships

- Democracy, Civic Engagement, and Civic Discourse: The arts are a fertile space to make visible multiple voices. One such opportunity is for students to gain experiences in art activities termed "social practice," through community-based, site-specific installations or projects with the public through collaborations with local organizations on topics important to communities in Oswego, Upstate New York, and globally. Projects could be connected to existing partnerships, for example, in consultation with the Coordinator of Community Services (Catherine Farrell).

d) How were faculty involved in the program's design?

The Department of Art and Design faculty designed the program's courses at the graduate level. These rigorous courses will allow students to further the development of their creative work through the intense studio and lab based program.

e) How did input, if any, from external partners (e.g., educational institutions and employers) or standards influence the program's design? If the program is designed to meet specialized accreditation or other external standards, such as the educational requirements in Commissioner's Regulations for the Profession, append a side-by-side chart to show how the program's components meet those external standards. If SED's Office of the Professions requires a specialized form for the profession to which the proposed program leads, append a completed form at the end of this document.

SUNY Oswego's Advanced Certificate Program was designed based on research from other institutions with certificate programs. This program fills a specific niche for students seeking to develop their work and portfolio further, for either personal, artistic enrichment and evolution, and/or to strengthen their portfolios in order to gain entry to graduate schools to earn MFA degrees or related degrees in the arts. The proposed program will be the only Studio Art Advanced Certificate program in the SUNY system. There are other related programs such as the Art Conservation certificate program at Buffalo State College and the Emerging Media and Technology for the Arts Certificate program at SUNY Empire State College, but none focusing purely on Studio Art. SUNY Oswego's program will be the only Studio Art Advanced Certificate Program outside of the New York City area. The Certificate of Fine Arts at The New York Academy of Art and The New School Parsons will be the only similar programs in New York State.

f) Enter anticipated enrollments for Years 1 through 5 in the table below.

Year	Anticipated Headcount Enrollment			Estimated FTE
	Full-time	Part-time	Total	
1	2	2	4	
2	2	3	5	
3	3	3	6	
4	3	4	7	
5	4	4	8	

How were they determined, and what assumptions were used?

Having an existing program has given us the impression that demand will continue to at least stay steady with current enrollment. We also estimate that demand would likely increase by the creation of this certificate as it would give students in our undergraduate an alternative to the more credit intensive M.A. degree. A look at the enrollment trends in the existing program has averaged 2-3 students per year over the past 9 years (see table below).

Enrollment Table for Existing MA Degree

Data taken from the institution's report to the National Association of Schools of Art Design (NASAD), Higher Education Arts Data Services (HEADS) Project.

M.A. Department of Art & Design	2011-1 2	2011-1 2	2013-1 4	2014-1 5	2015-1 6	2016-1 7	2017-1 8	2018-1 9	2019-2 0
<i>Fulltime</i>	3	2	3	10	7	3	3	1	1
<i>Part-time</i>		1	1						

g) Outline all curricular requirements for the proposed program, including prerequisite, core, specialization (track, concentration), capstone, and any other relevant component requirements, but do not list each General Education course.

Course Title	Credits	Course Title	Credits
Total required credits:			

The Studio Art Certificate will consist of eighteen semester hours of study; twelve in an art or design studio concentration, three in art history/museum studies, and three in theory and practice.

The program would culminate with the successful completion of a portfolio of projects for presentation at an oral examination by a committee of faculty from the department.

Admission to the program is contingent on the acceptance of a faculty member to serve as a primary mentor. The faculty mentor would work closely with the student to create their program of study.

Curricular Requirements:

- Concentration Course 1 (See Appendix B.1 for a list of courses and their descriptions.)
- Concentration Course 2
- Concentration Course 3
- Concentration Course 4
- Art History/Museum Studies (See Appendix B.2 for a list of courses and their descriptions.)
- ART 572 Theory and Practice (See Appendix B.3 for course description.)

Concentration courses will be determined through faculty mentorship to match a student's artistic and professional needs. The program is designed to be flexible so that students may tailor their learning to match their expected post-certificate goals.

h) Program Impact on SUNY and New York State

Upon investigation, there is no current Studio Art Advanced Certificate program within the SUNY system. There is a Certificate of Fine Arts at The New York Academy of Art in NY. Outside of New York State, similar Advanced Certificate and Post Baccalaureate programs are being offered at Maryland Institute College of Art, School of the Art Institute of Chicago, School of the Museum of Fine Arts, Boston, and Moore College of Art, Philadelphia. Regarding other certificates in the arts, there is an Arts Administration Certificate at SUNY Brockport and an Art Conservation Certificate at SUNY, Buffalo State. Emerging Media and Technology for the Arts certificate program at SUNY Empire State College. SUNY Stonybrook has certificates offered in Art & Philosophy and Creative Writing. The Creative Writing Certificate is most similar to a studio practice-based, one-year program.

h)(1) Need: What is the need for the proposed program in terms of the clientele it will serve and the educational and/or economic needs of the area and New York State? How was need determined? Why are similar programs, if any, not meeting the need?

The proposed program will aid students who wish to build their profession portfolio and prepare them for Master of Fine Arts in Studio Art programs. The educational/economic needs of New York State would be served by creating a better pool of candidates for art-related professions. The need for this program was determined by discussion with former and current undergraduate students in our degree programs, assessment of their senior student portfolios, and an understanding of the admissions requirements for graduate level study. There are currently no advanced certificate art programs focusing on Studio Art in the SUNY system.

h)(2) Employment: For programs designed to prepare graduates for immediate employment, use the table below to list potential employers of graduates that have requested establishment of the program and describe their specific employment needs. If letters from employers support the program, they may be **appended** at the end of this form.

As appropriate, address how the program will respond to evolving federal policy on the “gainful employment” of graduates of certificate programs whose students are eligible for federal student assistance.

Employer	Need: Projected positions	
	In initial year	In fifth year

Not Applicable

- h)(3) *Similar Programs:*** Use the table below to list similar programs at other institutions, public and independent, in the service area, region and state, as appropriate. Expand the table as needed.
NOTE: Detailed program-level information for SUNY institutions is available in the Academic Program Enterprise System (APES) or Academic Program Dashboards. Institutional research and information security officers at your campus should be able to help provide access to these password-protected sites. For non-SUNY programs, program titles and degree information – but no enrollment data – is available from SED’s Inventory of Registered Programs.

Institution	Program Title	Degree	Enrollment
The New School Parsons	Fine Arts Certificate	Certificate	
The New York Academy of Art	Certificate of Fine Arts	Certificate	

- h)(4) *Collaboration:*** Did this program’s design benefit from consultation with other SUNY campuses? If so, what was that consultation and its result?
 Not Applicable

- h)(5) *Concerns or Objections:*** If concerns and/or objections were raised by other SUNY campuses, how were they resolved?
 Not Applicable

2.4. Admissions

- a) What are all admission requirements for students in this program? Please note those that differ from the institution’s minimum admissions requirements and explain why they differ.**

Based on acceptable artwork via review of digital portfolio; minimum GPA of 3.0/4.0 in previous coursework; completion of minimum 39 credits in art and/or graphic design; and faculty mentor written agreement to work with the candidate.

- b) What is the process for evaluating exceptions to those requirements?**

The process for evaluating exceptions will be directed to the Art Department’s Graduate Coordinator, in consultation with the Dean of Graduate Studies.

- c) How will the institution encourage enrollment in this program by persons from groups historically underrepresented in the institution, discipline or occupation?**

To focus on a larger and more diverse demographic, focus through general recruitment and through Portfolio Days at various community colleges, four-year colleges, and national conferences such as SPE, NCECA, and CAA.

2.5. Academic and Other Support Services

Summarize the academic advising and support services available to help students succeed in the program.

Students will be assigned a full-time faculty academic advisor for the duration of the program.

2.6. Prior Learning Assessment

If this program will grant credit based on Prior Learning Assessment, describe the methods of evaluating the learning and the maximum number of credits allowed, **or check here [] if not applicable.**

Prior Learning Assessment (PLA) Policy Statement:

SUNY Oswego encourages faculty to explore and implement the use of prior learning assessment (PLA) to recognize college level knowledge and skills that students acquire outside of formal higher education. SUNY Oswego relies on the following policy to ensure practices consistent with academic integrity and responsive to nontraditional learners. Such learning may be derived from various life and work experiences and the term “prior learning assessment” refers to all of the processes the college uses to review and evaluate evidence of college-level learning and to award academic credit or waive requirements as indicated by academic and administrative standards. Adherence to this policy is also intended to support transparent transfer of prior learning assessment credit among institutions of higher education.

Maximum Number of Credits Allowed:

6 SH

Methods of Evaluating the Learning:

- At time of application, student self-reports “possible” PLA-worthy experience.
- The Curriculum expert meets with the student to determine if the experience is appropriate, and if so, moves to the next stage of the process.
- The Curriculum expert prepares a submission of the planned evaluation strategy for the Prior Learning Experience.
- This submission will be routed in the manner consistent with the approved PLA process: from Curriculum Expert, to Department Chair, to Extended Learning Dean, to Graduate Studies Dean.
- A decision will be made at each level of approval, and the submission will move on to the next round only if approved at the subsequent step.
- One fully approved, the Curriculum Expert receives confirmation of the decision.
- The Curriculum Expert evaluates the evidence provided and makes a recommendation.
- This decision moves through each level of approval process: from Curriculum Expert, to Department Chair, to Extended Learning Dean, to Graduate Studies Dean.
- Once fully approved, the outcome will need to be communicated to the Registrar to be updated in DegreeWorks and documented in the student’s academic record.

2.7. Program Assessment and Improvement

Describe how this program’s achievement of its objectives will be assessed, in accordance with [SUNY policy \(corrected link\)](#), including the date of the program’s initial assessment and the length (in years) of the

assessment cycle. Explain plans for assessing achievement of students' learning outcomes during the program and success after completion of the program. **Append** at the end of this form, a **plan or curriculum map** showing the courses in which the program's educational and, if appropriate, career objectives – from Item 2.3(b) of this form – will be taught and assessed. **NOTE:** *The University Faculty Senate's Guide for the Evaluation of Undergraduate Programs ([corrected link](#)) is a helpful reference.*

This Studio Art Advanced Certificate Program is a non-degree granting program and as such NASAD (the Department of Art and Design's external accreditation body) provides for a high degree of autonomy in creating student learning outcomes / program goals, and assessment procedures. According to NASAD "Each institution is responsible for developing and defining the specific purposes of its overall non-degree-granting program in art/design and of each non-degree-granting program it offers." (NASAD Handbook, 149) However, the department has a robust assessment process in place (in accordance with NASAD standards) for its current undergraduate and graduate degrees. This will serve as a guide for the assessment of this advanced certificate program. As required by NASAD accreditation, we must periodically engage in an evaluation process whereby we complete a self-study that serves as an assessment of our compliance with NASAD standards for the programs in art and design.

Students are required to take Art 572 Theory and practice in their second semester of study. We will primarily assess student learning outcomes during the program and upon completion via assignments in Art 572, collected at the beginning and end of the semester. The start of this course represents the midpoint of the program while the end culminates in students' completion of a summary Portfolio, and a cohesive body of work for public display and approval by faculty.

Proposed Timeline for Accreditation and Assessment:

- NASAD Evaluation for Accreditation 10 year cycle.
- While our self study/ NASAD accreditation is on a 10 year timeline, we will conduct departmental program assessment for this certificate program on an ongoing 3 year cycle starting in Fall 2025 as appended at the end of this form.

Assessment Procedure—NASAD Accreditation Report.

Assessment Strategies:

- Evaluation of visual work by outside specialist from NASAD
- Interviews with students by outside specialist from NASAD
- In-house evaluation of student work

Section 3. Program Schedule and Curriculum

Complete the **SUNY Program Schedule for Certificate and Advanced Certificate Programs** to show how a typical student may progress through the program.

NOTE: *For an undergraduate certificate program, the **SUNY Program Schedule for Certificate and Advanced Certificate Programs** must show **all curricular requirements and the number of terms required to complete them**. Certificate programs **are not required** to conform to SUNY's and SED's policies on credit limits, general education, transfer and liberal arts and sciences.*

EXAMPLE FOR ONE TERM: Program Schedule for Certificate Program

Term 2: Fall 20xx

Course Number & Title	Cr	New	Prerequisite(s)
ACC 101 Principles of Accounting	4		
MAT 111 College Mathematics	3		MAT 110
CMP 101 Introduction to Computers	3		
HUM 110 Speech	3	X	
ENG 113 English 102	3		
Term credit total:	16		

NOTE: For a graduate advanced certificate program, the **SUNY Sample Program Schedule for Certificate and Advanced Certificate Programs** must include all curriculum requirements. The program is **not required** to conform with the graduate program expectations from in Regulation 52.2 <http://www.highered.nysed.gov/ocue/lrp/rules.htm>.

a) If the program has fewer than 24 credit hours, or if the program will be offered through a nontraditional schedule (i.e., not on a semester calendar), what is the schedule and how does it impact financial aid eligibility? **NOTE:** Consult with your campus financial aid administrator for information about nontraditional schedules and financial aid eligibility.

Students will take 9 credits a semester for two consecutive (fall/spring) semesters. Students would not be eligible for grants but could apply for unsubsidized loans. According to the SUNY Oswego Financial Aid Office anyone taking more than 6 credits is eligible for unsubsidized loans.

b) For each existing course that is part of the proposed undergraduate certificate or the graduate advanced certificate, **append**, at the end of this form, a catalog description.

See Appendix B: Course List and Catalog Descriptions

c) For each new course in the certificate or advanced certificate program, **append a syllabus** at the end of this document.

Not Applicable

d) If the program requires external instruction, such as clinical or field experience, agency placement, an internship, fieldwork, or cooperative education, **append** a completed External Instruction form at the end of this document.

Not Applicable

SUNY Program Schedule for Certificate and Advanced Certificate Programs

Program/Track Title and Award: Studio Art Advanced Certificate Program

- Indicate **academic calendar type:** Semester Quarter Trimester Other (describe):
- **Label each term in sequence**, consistent with the institution’s academic calendar (e.g., Fall 1, Spring 1, Fall 2)
- Use the table to show **how a typical student may progress through the program**; copy/expand the table as needed. **Complete all columns that apply to a course.**

Term 1: Fall 1				Term 2: Spring 1			
Course Number & Title	Credits	New (X)	Co/Prerequisites	Course Number & Title	Credits	New (x)	Co/Prerequisites
Concentration 1*	3		None	Concentration 3*	3		N o n e
Concentration 2*	3		None	Concentration 4*	3		N o n e
Art History, Museum Studies**	3		None	ART 572: Theory and Practice	3		N o n e
Term credit totals:	9			Term credit totals:	9		
Term 3:				Term 4:			
		9					
Course Number & Title	Credits	New (X)	Co/Prerequisites	Course Number & Title	Credits	New (X)	Co/Prerequisites
Not Applicable				Not Applicable			
Term credit totals:				Term credit totals:			

Program Totals (in credits):

**Total
Credits: 18**

*A faculty-led 3SH quarter course within a student's Concentration may substitute for a semester-long Concentration course. Approval of the faculty mentor is required.

**A faculty-led 3SH quarter course in Art History/Museum Studies may substitute for a semester-long Art History/Museum Studies course. Approval of the faculty mentor is required.

Section 4. Faculty

- a) Complete the **SUNY Faculty Table** on the next page to describe current faculty and to-be-hired (TBH) faculty.
- b) **Append** at the end of this document position descriptions or announcements for each to-be-hired faculty member.

Not Applicable

NOTE: *CVs for all faculty should be available upon request. Faculty CVs should include rank and employment status, educational and employment background, professional affiliations and activities, important awards and recognition, publications (noting refereed journal articles), and brief descriptions of research and other externally funded projects. New York State's requirements for faculty qualifications are in <http://www.highered.nysed.gov/ocue/lrp/rules.htm>.*

- c) What is the institution's definition of "full-time" faculty?

- The instructional portion of faculty workload assignments for full-time faculty in the Art Department are generally equivalent to 9 semester hours per semester during the academic year for studio art faculty, and 12 semester hours per semester during the academic year for art historians.
- Faculty are required to establish regularly scheduled office hours. To provide services to our diverse student body, schedules should utilize alternative day and time slots (including late afternoon and evenings). Such faculty access is critical to our students for their successful progress toward their degrees.
- As part of their professional obligation, faculty members are obligated to attend college functions such as commencement and departmental and division meetings.

SUNY Faculty Table

Provide information on current and prospective faculty members (identifying those at off-campus locations) who will be expected to teach any course in the graduate program. Expand the table as needed. Use a separate Faculty Table for each institution if the program is a multi-institution program.

(a)	(b)	(c)	(d)	(e)	(f)
Faculty Member Name and Title/Rank (Include and identify Program Director with an asterisk)	% of Time Dedicated to This Program	Program Courses Which May Be Taught (Number and Title)	Highest and Other Applicable Earned Degrees (include College or University)	Discipline(s) of Highest and Other Applicable Earned Degrees	Additional Qualifications : List related certifications, licenses and professional experience in field
PART 1. Full-Time Faculty					
Kelly Roe, Chair, Associate Professor	0-33%	ART 525 - Graduate Printmaking, ART 533 - Graduate Topics in Studio Art, ART 599 - Independent Study	MFA, SUNY Brockport	Printmaking, Visual Studies	
Richard Metzgar, Professor	0-33%	ART 500 - Graduate Studio, ART 533 - Graduate Topics in Studio Art, ART 599 - Independent Study	MFA, Rochester Institute of Technology	2D Design, Multidisciplinary	
Juan Perdiguero, Professor	0-33%	ART 510 - Graduate Drawing, ART 533 - Graduate Topics in Studio Art, ART 599 - Independent Study	MFA, SUNY Buffalo, PhD (ABD), Universidad Complutense. Madrid, Spain	Drawing	
Julieve Jubin, Associate Professor	0-33%	ART 540 - Graduate Photography, ART 533 - Graduate Topics in Studio Art, ART 599 - Independent Study	MFA, SUNY Brockport	Photography, Visual Studies	
Christopher McEvoy, Associate Professor	0-33%	ART 515 - Graduate Painting, ART 533 - Graduate Topics in Studio Art, ART 599 - Independent Study	MFA, Boston Univ.	Painting	

Benjamin Entner, Associate Professor	0-33%	ART 545 - Graduate Sculpture, ART 533 - Graduate Topics in Studio Art, ART 571 - Research Problems in Art History, ART 572 - Theory and Practice, ART 599 - Independent Study	MFA, Syracuse Univ.	Sculpture, Art History	
Renqian Yang, Assistant Professor	0-33%	ART 530 - Graduate Ceramics, ART 533 - Graduate Topics in Studio Art, ART 572 - Theory and Practice, ART 599 - Independent Study	MFA, Syracuse University	Ceramics	
Peter Cardone, Visiting Assistant Professor	0-33%	ART 540 - Graduate Photography, ART 533 - Graduate Topics in Studio Art, ART 572 - Theory and Practice, ART 599 - Independent Study	MFA, School of the Art Institute of Chicago	Photography	
Lisa Seppi, Associate Professor	0-33%	ART 571 - Research Problems in Art History, ART 572 - Theory and Practice, ART 599 - Independent Study	PhD, Univ. of Illinois at Urbana-Champaign	Art History	
Lisa Langlois, Associate Professor	0-33%	ART 571 - Research Problems in Art History, ART 572 - Theory and Practice, ART 599 - Independent Study	PhD, University of Michigan	Art History	
Cynthia Clabough	0-33%	ART 507: Graduate Digital Media-Static, ART 508: Graduate Graphic Design, ART 513: Graduate Digital Illustration	MFA, Southern Illinois Univ.	Graphic Design	
Cara B. Thompson	0-33%	ART 548 Graduate Creative Code for Visual Artists. ART 551 Graduate Motion Graphics	MFA, Syracuse Univ.	Printmaking, Multimedia, Graphic Design	

Rebecca Mushtare	0-33%	ART 514: Graphic Design – Individual Problems, ART 517: Graduate Web Design, ART 523 Graduate Digital Media, 3SH	MFA, CAS, Syracuse Univ.		CAS
Donna Green	0-33%	ART 509: Graduate Multimedia	MFA, Syracuse Uni	Collaborative Design	
Part 2. Part-Time Faculty					
Michael Flanigan	0-33%	ART 580 - Research in, ART 599 - Independent Study/Museum Studies	MFA U of Montana	Painting	
Amy Bartell	0-33%	ART 513: Graduate Digital Illustration		Illustration	
Part 3. Faculty To-Be-Hired (List as TBH1, TBH2, etc., and provide title/rank and expected hiring date)					

Section 5. Financial Resources and Instructional Facilities

a) What is the resource plan for ensuring the success of the proposed program over time? Summarize the instructional facilities and equipment committed to ensure the success of the program. Please explain new and/or reallocated resources over the first five years for operations, including faculty and other personnel, the library, equipment, laboratories, and supplies. Also include resources for capital projects and other expenses.

The Department of Art and Design has the personnel, teaching spaces, studios, and equipment resources to deliver this certificate program. There would be no additional expense. All resources necessary for the certificate program would be sourced and shared from current departmental functions. No additional resources are anticipated.

All studio disciplines have the facilities and equipment appropriate to create student work in all media. These media include, but are not limited to, the following applications: design, drawing, painting, wet and digital photography, traditional and digital printmaking, ceramics, and sculpture.

Multiple digital and print labs can support new media applications. Hardware resources are updated on a three to five year cycle. Software resources are updated as necessary to stay current within a medium. These updates are a departmental function. These labs are maintained by a departmental digital technician.

A departmental wood-shop is available for wood applications that support all media as well as the exhibition of student work. This lab is maintained by a departmental wood-shop technician.

Tyler Art Gallery can exhibit work in all media necessary to support curriculum and program requirements.

Semi-private studio spaces are available for student use and work creation. Studio spaces are awarded through a competitive application process.

Faculty instruction and advisement necessary for the certificate program would be sourced and stacked within current course load and advisement obligations.

Course specific consumables and equipment maintenance would continue to be provided by student course fees. No additional capital expenses are anticipated.

- b) Complete the five-year SUNY Program Expenses Table, below, consistent with the resource plan summary. Enter the anticipated academic years in the top row of this table. List all resources that will be engaged specifically as a result of the proposed program (e.g., a new faculty position or additional library resources). If they represent a continuing cost, new resources for a given year should be included in the subsequent year(s), with adjustments for inflation or negotiated compensation. Include explanatory notes as needed.

SUNY Program Expenses Table

Program Expense Categories	Expenses (in dollars)					
	Before Start	Academic Year 1:	Academic Year 2:	Academic Year 3:	Academic Year 4:	Academic Year 5:
(a) <i>Personnel (including faculty and all others)</i>	0	0	0	0	0	0
(b) <i>Library</i>	0	0	0	0	0	0
(c) <i>Equipment</i>	0	0	0	0	0	0
(d) <i>Laboratories</i>	0	0	0	0	0	0
(e) <i>Supplies</i>	0	0	0	0	0	0
(f) <i>Capital Expenses</i>	0	0	0	0	0	0
(g) <i>Other (Specify):</i>	0	0	0	0	0	0
(h) Sum of Rows Above	0	0	0	0	0	0

(OPTION: You can paste an Excel version of this schedule AFTER this sentence, and delete the table below.)

Section 6. Library Resources

NOTE: This section does not apply to certificate or advanced certificate programs.

Section 7. External Evaluation

NOTE: *This section does not apply to certificate or advanced certificate programs.*

Section 8. Institutional Response to External Evaluator Reports

NOTE: *This section does not apply to certificate or advanced certificate programs.*

Section 9. SUNY Undergraduate Transfer

NOTE: *This section does not apply to certificate or advanced certificate programs.*

Section 10. Application for Distance Education

- a) Does the program’s design enable students to complete 50% or more of the course requirements through distance education? No Yes. If yes, **append** a completed *SUNY Distance Education Format Proposal* at the end of this proposal to apply for the program to be registered for the distance education format.
- b) Does the program’s design enable students to complete 100% of the course requirements through distance education? No Yes

Section MPA-1. Need for Master Plan Amendment and/or Degree Authorization

NOTE: This section does not apply to certificate or advanced certificate programs.

List of Appended Items

Appended Items: Materials required in selected items in Sections 1 through 5 and Section 10 of this form should be appended after this page, with continued pagination. In the first column of the chart below, please number the appended items, and append them in number order.

Number	Appended Items	Reference Items
	For multi-institution programs, a letter of approval from partner institution(s)	Section 1, Item (e)
	For programs leading to professional licensure, a side-by-side chart showing how the program’s components meet the requirements of specialized accreditation, <u>Commissioner’s Regulations for the Profession</u> , or other external standards	Section 2.3, Item (e)
	For programs leading to licensure in selected professions for which the SED Office of the Professions (OP) requires a specialized form, if required by OP	Section 2.3, Item (e)
	OPTIONAL: For programs leading directly to employment, letters of support from employers, if available	Section 2, Item 2.3 (h)(2)
Appendix A	For all programs, a plan or curriculum map showing the courses in which the program’s educational and (if appropriate) career objectives will be taught and assessed	Section 2, Item 7
Appendix B	For all programs, a catalog description for each existing course that is part of the proposed program	Section 3, Item (b)
	For all programs, syllabi for all new courses in the proposed program	Section 3, Item (c)

	For programs requiring external instruction, <u>External Instruction Form</u> and documentation required on that form	Section 3, Item (d)
	For programs that will depend on new faculty, position descriptions or announcements for faculty to-be-hired	Section 4, Item (b)
	For programs designed to enable students to complete at least 50% of the course requirements at a distance, a <u>Distance Education Format Proposal</u>	Section 10

Appendix A: Curriculum Map and Assessment Schedule

Curriculum Map

Term 1: Fall 1

Concentration Course 1*
 Concentration Course 2*
 Art History/Museum Studies**

Term 2: Spring 1

Concentration Course 3*
 Concentration Course 4*
 ART 572 Theory and Practice

*A faculty-led 3SH quarter course within a student's Concentration may substitute for a semester-long Concentration course. Approval of the faculty mentor is required.

**A faculty-led 3SH quarter course in Art History/Museum Studies may substitute for a semester-long Art History/Museum Studies course. Approval of the faculty mentor is required.

Assessment Schedule:

Year 1 2025

Professional Practices and Evaluation and Analysis (SLO 2 portfolio, and SLO 3 evaluation and analysis)

-Demonstrate Professional Practices Competency in the visual arts.

This will be assessed in Art 572 based on students' summary portfolio. We will evaluate each student's portfolio according to the competencies established for this degree.

-Achieve a conversant level of competency in critical thinking and communication abilities required of visual arts practices.

This will be assessed in Art 572 with evaluation of one or more of the following activities or assignments: individual critiques with faculty, peer to peer critiques, and writing in the discipline. We will evaluate at least one sample of each student's work.

Year 2 2026

- Gap year though data will still be collected as needed.

Year 3 2027

Creative Process (SLO 1)

-Strengthen core competencies in conceptual intent, subject matter, form, and media.

This will be assessed in Art 572 based on students' completion of a cohesive body of artwork culminating in public display and approval by faculty. We will evaluate each student's body of artwork.

Appendix B: Catalog

For all programs, a catalog description for each existing course that is part of the proposed program.
(See tables below.)

1. Concentration Courses

Students choose 12 SH total under faculty mentorship. (6 SH Fall Semester, 6 SH Spring Semester)

ART 500 Graduate Studio, 3-9SH Course in two and three dimensional studio work. A learning agreement between instructor and student will be established specifying the goals and outcomes expected from the student at the end of the course.

ART 507: Graduate Digital Media–Static, 3SH Studio course dealing with the study and practice of conceptual and technical approaches at the graduate level to digital media in the construction of visual art projects. Provides study and studio experience in computer graphic applications.

ART 508: Graduate Graphic Design, 3-6SH Studio course dealing with the study and practice of conceptual and technical approaches to graphic design work at the graduate level for print reproduction. Emphasis is placed on the creative use of type, spot color, line art and continuous tone images in the preparation of digital design layouts, and comprehensive prepress mechanicals.

ART 509: Graduate Multimedia, 3-6SH Study and studio experience in planning and producing computer-assisted multimedia messages. Visually driven projects are critique for their creative use of electronic presentation systems.

ART 510 Graduate Drawing, 3-9SH Problems in visual perception and their execution. Conceptual ideas and technical exploration through the use of a variety of drawing media.

ART 512: Graduate Illustration, 3-6SH Traditional drawing and painting media is used in the creation of original illustrative solutions to self-directed problems.

ART 513: Graduate Digital Illustration, 3-6SH Study and practice of digital technologies and microcomputer applications in the creation of illustrative imagery.

ART 514: Graphic Design – Individual Problems, 3-12SH Independent – research of production concepts and self-directed development. Emphasis placed on the presentation of a problem from idea generation to design solution through production of a final mechanical or prototype.

ART 515 Graduate Painting, 3-9SH Studio involving various media in the development and creation of images on two– and three–dimensional surfaces.

ART 517: Graduate Web Design, 3-9SH Study and studio experience in planning, producing and publishing web driven media. Emphasis is placed on the creative use of the web to create engaging user experience.

ART 523 Graduate Digital Media, 3SH Studio course dealing with the study and practice of conceptual and technical approaches to graphic design work at the graduate level. Emphasis is placed on the creative use of type, color, line art and continuous tone imagery in the preparation of design layouts and computer presentations.

ART 525 Graduate Printmaking, 3-9SH Studio involving various print media in the development and creation of graphic imagery.

ART 530 Graduate Ceramics, 3-9SH Self directed problems in all ceramic materials, processes and artistic creation.

ART 540 Graduate Photography, 3-9SH Exploration of photography as a means to personal expression and communication.

ART 545 Graduate Sculpture, 3-9SH Self directed problems in three-dimensional form with emphasis placed on individual expression as it relates to sculptural media.

ART 548 Graduate Creative Code for Visual Artists, 3 SH Study and studio experience in planning and producing visually driven interactive events. Emphasis is placed on the creative use of code to create engaging visual experiences.

ART 551 Graduate Motion Graphics, 3 SH Provides study and studio experience in planning and producing motion graphics. Focus is on developing narrative, plot and theme in developing visually driven stories for digital presentation.

ART 558: Graduate Creative Code For Visual Artist, 3-6SH Study and studio experience at the graduate level in planning and producing visually driven interactive events. Emphasis is placed on the creative use of code to create engaging visual experiences.

ART 560 Graduate Wood Design, 3-6SH Studio course emphasizing design and technical skills for working in wood that include planning, cutting, assembling, and finishing. Investigations will focus on the structure of form through a range of wood materials.

2. Art History/Museum Studies

Students choose 3SH under faculty mentorship. (Fall Semester)

Art 519 Graduate Critique 1-7SH

This course is designed to facilitate discussion of ongoing research and creative work at the graduate level. Emphasis is on the exchange of ideas in open discussion amongst graduate peers

Art 571 Research Problems In Art History, 3-9SH

Independent research in writing on selected problems in art history.

ART 565 History Graphic Design, 3SH

This course allows the student to study and research the history of graphic design and communication, from the perspective that cultural and societal needs and advancements have affected its development.

ART 570. 3 SH

Discussion, readings and research in Art. A seminar that is appropriate as an interdisciplinary exchange of ideas

ART 572 Theory And Practice, 3-6SH

Involvement in intellectual exploration of the creative process and the way in which media and work strategies influence creativity. This course will be used to assess Professional Practices (SLO 2, portfolio) and Evaluation and Analysis (SLO 3). It will also be used to assess Creative Process (SLO 1, completion of a cohesive body of artwork)

ART 580 Museum Studies, 3SH

Investigation and analysis of contemporary museum issues or study of the professional practices and techniques as of museums.

3. Art Theory and Practice

Mandatory 3 SH. (Spring Semester)

ART 572 Theory And Practice, 3-6SH

Involvement in intellectual exploration of the creative process and the way in which media and work strategies influence creativity. This course will be used to assess Professional Practices (SLO 2, portfolio) and Evaluation and Analysis (SLO 3). It will also be used to assess Creative Process (SLO 1, completion of a cohesive body of artwork)