

# Goddard College

## **BFA in Socially Engaged Art**

UNDERGRADUATE HANDBOOK  
ADDENDUM

Effective: 2018/19

Updated: January 2019

---

## Table of Contents:

<b>Welcome .....</b>	<b>3</b>
Nondiscrimination Statement.....	4
Accreditation Statement .....	4
<b>BFA in Socially-Engaged Art.....</b>	<b>5</b>
Mission, Philosophy, History.....	5
Transferring into the BFA in Socially Engaged Art.....	6
<b>General Undergraduate Degree Requirements .....</b>	<b>7</b>
Faculty Advisors.....	7
Study Plan and Areas of Study.....	7
Progress Reviews.....	7
Senior Study and the Final Product .....	8
The Graduation Presentation.....	8
Semester Evaluations .....	8
<b>BFA in Socially Engaged Art Requirements .....</b>	<b>9</b>
Overview.....	9
Residency Participation .....	9
<b>Academic Study Requirements.....</b>	<b>10</b>
Group Studies .....	11
Virtual Studio Visits .....	13
Semester Portfolio.....	13
<b>The Senior Study .....</b>	<b>15</b>
Senior Study Proposal.....	16
Components of the Senior Study.....	17
<b>Appendices .....</b>	<b>18</b>
Progressing through the BFA-SEA Degree.....	18
<b>Index.....</b>	<b>21</b>

## WELCOME

Welcome to the Handbook Addendum for the Bachelor of Fine Arts in Socially Engaged Art (BFA-SEA). This document is an addendum to the Undergraduate Student Handbook and the Undergraduate Curriculum Guide, with which all students are expected to be familiar, and provides details specific to the BFA in Socially Engaged Art.

### **Note on this Handbook Addendum**

As of September 2018, this addendum and the documents to which it refers represent current Goddard policies and procedures specific to the BFA in Socially Engaged Art and supersede policy statements previously distributed by the College. Goddard College reserves the right to revise any policy or procedure in this addendum at any time without written prior notice. This addendum is not written as a contract and is not intended to create contractual rights.

Questions on policies or protocols not addressed here or in the Undergraduate Student Handbook may be referred to the appropriate administrative officials. Refer to the College website ([www.goddard.edu](http://www.goddard.edu)) for a list of College officers and their areas of responsibility.

By accepting admission to Goddard College and completing registration, the student acknowledges that the College has provided the student with a Student Handbook and, when appropriate, a Handbook Addendum. These documents are provided electronically; however, hard copies of each are available upon request from the Academic Services Office.

The Undergraduate Student Handbook details information related to the terms and conditions of enrollment including the College's policies and the student's responsibilities in attending the College. As a condition of enrollment and attendance at Goddard, the student hereby agrees to comply with and abide by the terms and conditions detailed in the Handbook, Handbook Addenda, and future revisions. Students understand that if they have questions about the Handbook or any Addendum, they should check the College's website to review the current versions of the Handbook and also contact their Academic Affairs Coordinator, Program Director, or other College administrators for assistance.

### **Note on Language**

In keeping with our community's dedication to inclusiveness, this handbook does not use gendered pronouns. Goddard also uses the language of progressive education and, at times, has its own language, as explained in the Undergraduate Student Handbook.

---

## **Nondiscrimination Statement**

Goddard College does not discriminate on the basis of race, religion, color, national origin, marital/civil union status, age, gender, gender identity or expression, sexual orientation, veteran/uniformed service status, disability or other legally protected classification in any of its policies or procedures – including but not limited to those related to admission, employment, the provision of educational services, and the granting of financial aid – or in its services, facilities, privileges or benefits in compliance with and to the limits of applicable state and federal laws. All Goddard scheduled and sponsored programs and activities are open to all individuals on an equal basis or on the basis of gender identity or expression.

---

## **Accreditation Statement**

### **New England Commission of Higher Education**

Goddard College is accredited on probation by the New England Commission of Higher Education, effective October 10, 2018, because the Commission finds that the institution is in danger of losing its accreditation because it is not in compliance with the Standards for Accreditation. Of concern are accreditation standards 3 (organization and governance) and 7 (institutional resources). A statement providing further information about the probationary status is available on the website of the Commission on Institutions of Higher Education (<https://cihe.neasc.org>).

Accreditation of an institution of higher education by the Commission indicates that it meets or exceeds criteria for the assessment of institutional quality periodically applied through a peer review process. An accredited college or university is one which has available the necessary resources to achieve its stated purposes through appropriate educational programs, is substantially doing so, and gives reasonable evidence that it will continue to do so in the foreseeable future. Institutional integrity is also addressed through accreditation.

Accreditation by the Commission is not partial but applies to the institution as a whole. As such, it is not a guarantee of every course or program offered, or the competence of individual graduates. Rather, it provides reasonable assurance about the quality of opportunities available to students who attend the institution.

Inquiries regarding the accreditation status by the Commission should be directed to the administrative staff of the institution. Individuals may also contact:

**New England Commission of Higher Education**  
3 Burlington Woods Drive, Suite 100  
Burlington, MA 01803-4514  
(781) 425 7785  
E-Mail: [info@neche.org](mailto:info@neche.org)  
[www.cihe.neasc.org](http://www.cihe.neasc.org)

## BFA IN SOCIALLY-ENGAGED ART

### Mission, Philosophy, History

The Bachelor of Fine Arts in Socially Engaged Art (BFA-SEA) offers a laboratory where students and faculty work together to design and create artwork that engages communities to effect positive change in the world. It is situated within the Undergraduate Studies Program at Goddard College providing students access to a rich interdisciplinary faculty with expertise across the liberal arts and a dedication to issues of social and environmental justice. The program is low-residency and grounded in the principles and practices of student-centered, progressive education.

Conceived amid grave ecological decline, crises of global displacement and inequity, and the resurgence of fascist worldviews, this program is grounded in the conviction that the greatest potential of art today lies not in the creation of luxury commodities or novelty for its own sake, but in the deliberate co-creation of unique social circumstances and new possibilities for engagement.

Prioritizing the transformative power of this artistic engagement itself, this degree supports students in the performing and visual arts, craft practices, and narrative media to conceive and create relevant and impactful interdisciplinary work through the following three principles:

1. *The development of rigorous individualized and interdisciplinary studio practice.* Students will create work through a project-based design process, researching and developing material techniques, performance craft, and facility in digital platforms that are necessary to realize the student's project goals.
2. *A critical understanding of art and creative practice as a mode of cultural production that is situated in social, political, and historical contexts.* Students will draw from relevant ideas in critical theory, aesthetics, and cultural studies to create work that demonstrates an awareness of their own contexts as artists in the world and their relationship to the audiences they seek to engage.
3. *Responsible and ethical engagement with communities.* Students will approach representation, collaboration, participation, and audience engagement in responsible and intentional ways, consistent with best practices in ethical research and social practice.

The BFA in Socially Engaged Art was created in 2018 in response to a high number of students pursuing interdisciplinary art in the Undergraduate Studies Program. The requirement that students "Articulate a Social and Ecological Context" led to a rich variety of theses in socially engaged art, that warranted the development of a new degree track. At the time of its inception, the BFA in Socially Engaged Art is the only one of its kind, providing a unique low-residency environment for artists and activists to develop their skill and knowledge-base while making work in their own communities.

---

## Transferring into the BFA in Socially Engaged Art

Requests to transfer degree tracks are made in writing to the Program Director. The Program Director is responsible for determining the student's eligibility and readiness to transfer and communicates a student's permission to transfer to the Registrar, who will notify the enrollment staff. Degree track transfers should be made prior to the start of the semester and cannot be made after the semester residency concludes. Degree track transfers made after the start of the residency may result in a revised student account and, therefore, have financial aid implications. A student wishing to transfer *out* of the BFA in Socially Engaged Art into another degree track may do so in accordance with the BA-BFA Handbook and policies specific to the degree track they intend to enter.

To assess eligibility, all internal transfer applicants must submit a **personal essay** of no more than 1000 words addressing the following:

Describe your creative practice and its evolution. What ideas, questions, and issues are you engaged with in your community and/or in the world at large? How do these concerns motivate and inform your creative practice? What artists, thinkers, and movements inform your creative practice? Discuss your personal and artistic goals and the types of support and community you are seeking in a BFA program.

Applicants must also submit a **portfolio** including 2-3 examples of creative work with a one-page statement explaining the idea and process in realizing each piece.

Students may transfer into the BFA at any level up to level 7.

Students who intend to enter the BFA at level 5 or higher (i.e. with 60+ credits) should submit a portfolio that demonstrates a mature artistic practice. This can be demonstrated through 40+ credits of transfer credit in Arts and Creative Expression, documentation of equivalent work done at Goddard, and/or documentation of an active arts practice in the world. The portfolio should include a Summary of Studies that describes previous study in the arts.

Students who wish to enter the BFA-SEA at level 7 (i.e. with 90+ credits), must have completed the Progress Review 2, and should plan on attending three semesters in the BFA-SEA track in order to take the three required group study workshops. This can be accomplished by enrolling as a part-time student for two semesters and as a full-time student for one semester (which puts the student above 120 credits in total), or enrolling as a part-time student for three semesters and taking one Between Semester Study. (See Appendix).

Students may take Between Semester Studies as stated in the BA-BFA Student Handbook to address the Virtual Studio requirement and earn credits in Arts and Creative Expression; however, Group Studies are not available between semesters and are only offered during the semester.

## General Undergraduate Degree Requirements

To earn a bachelor's degree, students must successfully fulfill the requirements for an undergraduate degree at Goddard College as indicated in the Undergraduate Student Handbook and further explicated in the Undergraduate Curriculum Guide.

Undergraduate students are required to complete 120 credits of undergraduate study, up to 75 credits of which may be transferred from other accredited liberal arts undergraduate programs. In the completion of those credits, all undergraduate students will demonstrate learning in the areas of:

- Wide knowledge
- Thoughtful action
- Understanding of social and ecological context
- Positive self-development
- Engaged critical thinking and writing

BFA-SEA students are encouraged to meet these requirements in ways that contribute to their development as artists in the world. In addition, BFA-SEA students must fulfill the degree-specific requirements as stated in the [BFA in Socially Engaged Arts Requirements](#) section.

---

### Faculty Advisors

At the residency, new students are assigned a faculty advisor and returning students are expected to submit an Advisor Selection Form to select three choices of faculty advisors to work with over the course of the semester. BFA-SEA students will work with Core Faculty in their first semester and final two semesters and may select faculty preferences from among the full residency faculty in the intervening semesters.

---

### Study Plan and Areas of Study

Students' academic work is submitted to their advisor at regular intervals during the semester. The Undergraduate Program has established due dates for student work, forms, evaluations, and other materials. These due dates are published in the [UG Program Area of GNet](#) and can be downloaded.

Note: Due dates are **the date by which the work should arrive** to the advisor/mentor or administrative offices. Packets/materials submitted late will generally result in delayed responses.

---

### Progress Reviews

Depending on the level a student enters the program; students are required to complete

either one or two Progress Reviews: a Progress Review I (PRI) and a Progress Review II (PRII). The Progress Reviews, through a portfolio process, must show satisfactory completion of undergraduate general knowledge and degree-specific degree requirements. For more information on Progress Reviews see the [Undergraduate Curriculum Guide](#).

Students must satisfactorily complete the PR II to enter level 8.

---

## Senior Study and the Final Product

The BFA in Socially Engaged Art culminates in a senior study.

Guidelines for submission of the Digital Final Product are available online: [Final Semester - Graduating Students](#).

---

## The Graduation Presentation

After a student has successfully completed their level 8 senior study, they come back to campus the next residency to attend graduation and to fulfill their final degree requirement: the reading/presentation. Students host a presentation, senior show, a brief workshop session where they can share some of their creative work and discuss their process and methods. The presentation is an exciting opportunity to share with students, faculty, staff, friends and family the essence of the student's work in BFA in Socially Engaged Art, contributing valuable learning to the community.

---

## Semester Evaluations

The semester evaluation—narrative student reflection and assessment of semester work—is a key component of a Goddard education. Students are required to complete these evaluations at the close of each semester via the Student Information System (SIS).

# BFA in Socially Engaged Art Requirements

---

## Overview

As undergraduate students, BFA-SEA students will address the following Undergraduate Degree Requirements: Wide Knowledge, Thoughtful Action, Positive Self-Development, Engaged Critical Thinking and Writing, and Social and Ecological Context as explained in the Undergraduate Curriculum Guide.

The following residency activities, degree requirements, and community practices distinguish the BFA in Socially Engaged Art from other undergraduate degree tracks and are discussed in more detail in this handbook.

---

## Residency Participation

Students enrolled in the BFA in Socially Engaged Art must attend the residency that begins each semester. (For more information, refer to the Undergraduate Student Handbook.)

### Required Meetings

During each residency, students must attend the following:

- the BFA-SEA community meeting,
- meetings with their advisor and advising group,
- residency workshops associated with their group study
- the visiting artist's workshop
- at least one Intersections art show (during a student's time in the program)

### Techniques Workshops

During the residency, hands-on workshop series will be offered in material techniques relevant to different mediums and artistic practices in the visual, performing, and media arts. BFA-SEA students are encouraged to attend relevant workshop series and to request techniques workshops relevant to their own studio practices.

### The Intersections Art Show

Each semester, students curate and produce an interdisciplinary art show called "Intersections." The format and nature of this show depends entirely on the students and student work involved; ranging, for example, from a white box gallery show to a site-specific outdoor performance.

## **The Visiting Artist: Workshop and Conversations**

Each semester, a guest artist will present their work at the residency and facilitate a workshop related to their practice. Artists will be chosen to represent a diverse range of artistic practices and modes of social engagement. BFA-SEA students are encouraged to attend these workshops and also to meet with the guest artists individually and in small groups.

## **Academic Study Requirements**

Over the course of their work in the BFA in Socially Engaged Art, students will design their semester studies, in consultation with their faculty advisor, to successfully address each of the following degree requirements in order to be eligible to graduate.

### **Studio Practice:**

Students will identify techniques and skill sets necessary to bring their artistic goals to fruition, and develop modes of experimentation, research, and active and rigorous studio practice to explore the interplay between idea, material, form, media, creation and presentation. Students will document their process to demonstrate sustained growth, intentional exploration, and an understanding of a self-directed interdisciplinary studio practice.

### **Art in Context:**

Students will contextualize their artistic practice through a foundational engagement with art histories, cultural theory, social history, and diverse understandings of art and its role in social relations and social change, and through reflection on the relationship between their arts practice and personal identity, lived experience, and social context. Students will examine contemporary theories to understand the artistic, cultural, socio-political context that informs their creative practices. \

### **Social Engagement:**

Students will engage with communities consciously, critically, and ethically in the development of collaborative and/or participatory work, incorporating the feedback of the audience or public impacted by the work in both the creation and the assessment of the work. This will be demonstrated in process documents and in students documented engagement with college IRB policies.

Approximately 75 credits of students' total work should be devoted to the study and practice of Socially Engaged Art, including group study work, portfolio preparation, critical writing on the arts, and interdisciplinary study completed in the support of artistic goals.

## Group Studies

### Overview

Three required group studies are regularly offered in the BFA in Socially Engaged Art: **Methods & Materials**, **Art & Idea**, and **Community & Curation**. BFA-SEA students are expected to take one group study each semester, and to have taken each of these required group studies at least once during their time as a student. These group studies are designed around different themes each semester and incorporate the collective interests, needs, and inquiries of the students enrolled, such that a student could take a group study multiple times to engage with new ideas, develop new skill sets, and work on different projects. Additional group studies may be offered in faculty members areas of expertise, and may be designed to meet the learning objectives of one of these core group studies (e.g. a group study in audio storytelling might be designed to meet the requirements of **Methods & Materials**, and could be taken in its place).

Group Studies are optional in the final two semesters if the student has already taken all three Group Studies.

Content for the group study is provided at the residency, where students sign up and participate in the group study session(s). Group studies will continue during the semester for a stipulated number of weeks (number of weeks may vary by subject matter and faculty). Group Studies must be completed successfully to fulfill the requirement. With permission from the Director, students may enroll in more than one group study per semester.

### *Advising and Assessment*

Students who complete a group study will write a short self-evaluation; this writing may be incorporated into their end-of-semester packet and SIS self-evaluation. The faculty instructor of each group study will provide a short, narrative evaluation of the student's performance for inclusion in the overall evaluation on SIS.

### **Methods & Materials**

#### **Learning Objectives:**

This group study focuses on a design-based approach to technical skill development:

- Identifying the parameters of the work and materials and skill necessary to accomplish it,
- Researching the materials and techniques involved,
- Developing regular iterative practices in order to develop the necessary skills, resulting in a series of studies that explore the qualities of the material and/or media and their implication on composition and content.

- Documenting creative work

**Learning Activities:**

- Students meet during the residency and virtually during the semester for discussions and demonstrations of relevant material techniques.
- Students create a portfolio of exercises, experiments, and creative works generated in the Group Study and are also evaluated on the basis of their participation in discussion.

**Art & Idea**

**Learning Objectives:**

This group study focuses on the concepts and theories relevant to socially engaged art. While the specific content varies based on the interests of the faculty offering the group study and the students enrolled, it always includes:

- Exposure to theories of art, creativity, and aesthetics spanning historical and cultural difference,
- The analysis and discussion of ideas,
- The articulation of students' own aesthetic ideas

**Learning Activities:**

- Students meet during the residency and virtually during the semester for discussions of readings and artworks on the co-designed syllabus.
- Students document their engagement with the given topic through reflective writing, critical writing, and creative responses.

**Community & Curation**

**Learning Objectives:**

This group study focuses on creative exchange, the shared design and development of creative work, and the dynamics of collaboration. It draws upon relevant theories and examples and provides students with hands-on experience by taking them through a collaborative project from conception to presentation. It also provides a forum for the discussion of students' individual projects in Social Practice.

**Learning Activities:**

- Students meet during the residency and virtually during the semester for discussions and for collaborative practice.

- Students generate written work and creative work in the course of this group study and will also be evaluated on the basis of their participation in discussions and collaborative practice.

---

## Virtual Studio Visits

At one point during the semester, the advisor and student will meet via video conference in the student's "studio space" in order to discuss the student's creative process, on-going work, and experiential learning. This allows the real-time discussion of materials, techniques, and the logistics of studio practice from acquiring and maintaining equipment and material to managing time.

Given the range of practices that students will be engaged in, the definition of a "studio" is open. It could range from a traditional painter's studio, to a workshop, to a dance studio, to a yard, or, if the student is working in an entirely virtual medium, screen share of a digital workstation. If the student's creative work is fundamentally collaborative, this videoconference could include other participants beyond the advisor and advisee.

During the videoconference students present their creative work and faculty provides dialogue and feedback that would be recorded and then shared with the student to advance their progress. In those cases where students are working with UGP faculty members who do not have a creative practice of their own, the Virtual Studio Visit has an alternative function in that it allows the student to demonstrate their studio practice, both demystifying and clarifying their creative process for the advisor. The exchange would provide the student with experience in showing and speaking about their art in inclusive and accessible ways. A core BFA-SEA faculty member is also available to join a Virtual Studio Visit if a generalist UGP faculty member feels as though an additional artistic perspective would be useful.

The Virtual Studio Visit comprises a significant part of the advisor's feedback to one packet, which is submitted to the advisor before the studio visit.

---

## Semester Portfolio

The final packet of each semester will consist of a portfolio of creative work completed during the semester and written components describing its process and/or context. The portfolio should provide quality documentation of the work in a format consistent with the medium(s) employed and the norms of the field(s) the student is working in.

For example:

- A performance artist might create a video that consists of excerpts of their work, with accompanying narration and process notes to contextualize ideas and information;

- A sound artist might create a webpage that includes embedded audio and/or video links, with accompanying text or technical instructions to contextualize ideas and information.
- A visual artist might submit a PDF that includes photographs of their work, with accompanying process notes or artist statement to contextual ideas and information.

The level 7 portfolio should include selections of work from previous semesters, allowing the advisor to gauge the evolution and growth of the student's work in terms of its breadth, depth, and criticality. In level 8, the portfolio constitutes the "documentation" component of the Senior Study.

## The Senior Study

A senior study represents the culmination of a student's undergraduate academic work in the BFA in Socially Engaged Art. The study enables students to gain experience in working on a large-scale project in socially engaged art; researching, designing and actualizing a project; putting their creative work in a critical context; documenting their work effectively; and reflecting on their creative and theoretical influences and inspirations.

Students should plan their senior study as a yearlong undertaking. At the start of level 7, students are asked to submit an in-depth senior study proposal. Following approval of their proposal by UGP faculty, students should envision level 7 as a preparation period of focused artistic effort, research, and writing that prepares them to finish their project at level 8. In their final semester, students work closely with their advisor and second reader to bring their particular project to fruition. Students should also review program-based handouts for additional information.

Note: it is often very helpful for students to visit the Elliot Pratt Library at the beginning of level 7 and again at level 8 to view some successfully completed senior studies. Some Senior Studies are available digitally.

### *Timeline: Level Seven*

- **at the residency:** attend the "making a senior study proposal" or "level 7" workshop
- **develop** a coherent senior study proposal following guidelines
- **submit** the requested number of copies of the proposal *by the announced deadline during the residency*
- **proposal: approved by the level 7 advisor after consultation with other members of the faculty during the residency**
- **packet work:** revise the senior study proposal submitted during the residency (if needed) and begin writing and research needed to complete the study
- **by packet #4:** complete a full draft

### *Timeline: Level Eight*

- **at the residency:** review senior study proposal with current advisor
- **at the residency:** request second reader and submit that form with faculty signatures by the announced deadline
- **packet #1 or #2:** complete the Critical Context essay
- **packet #3:** complete draft of all senior study materials turned in to advisor and second reader

- **five weeks later, or one week before packet #5:** revision of project to advisor and second reader
- **at packet #5:** summary of Studies as a Whole and Self-Evaluation turned in to advisor

*Timeline: Post-semester, before Graduation Residency*

- **student submits** workshop/presentation form to Academic Affairs Office (this office will notify student via email when form is due)

*Timeline: at Commencement Residency (see Residency Schedule)*

- Digital Senior Studies are submitted through the [Student Information System](#) (SIS)

---

## Senior Study Proposal

**Level 7 students draft a proposal for their senior study during the first days of their level 7 residency.**

**Level 7 students must attend a senior study/level 7 proposal workshop** during the first days of their level 7 residency. Students are encouraged to talk to their advisor right away about forming the proposal, as well as approach other faculty members concerning relevant resources and approaches to their study.

**Note:** it is often very helpful for students to visit the Elliot Pratt Library at this stage and request to view some successfully completed BFA-SEA senior studies.

### *Proposal Contents*

1. Focus: What questions does this work engage with? What is its intent?
2. Audience: How is the work presented? Who is the audience?
3. Personal viewpoints or biases being brought into the study (e.g. race, gender, gender identity or expression, class, age, religious affiliation, etc.,) that influences viewpoint or approach.
4. Theoretical perspectives/influences in the work. What ideas, theories, fields, or artists have inspired and shaped the work? How has this work grown out of the undergraduate studies?
5. Method(s) of research and practice: What types of research will be undertaken? Why? What artistic practices contribute to this work?
6. Structure of the Senior Study: Explain the structure to be utilized. What form will this work take?
7. Bibliography of research sources (books, articles, media, interviews, etc.,) to be used and cited as presented in MLA, APA, Chicago or other appropriate citation style in accordance with the program.

## Components of the Senior Study

### The Final Product

Given the wide range of creative practices and modes of social engagement encouraged within this degree-track, senior studies may take on varying shapes and formats. All senior studies in the BFA in Socially Engaged Art, however, have the following three components:

- **Documentation** of the project in media and format consistent with the student's artistic practice,
- **Process writing**, outlining the design process and modes of social engagement,
- **Context writing**, placing the work within the context of contemporary art discourses.

### Bibliography, Annotated Bibliography, and Key Word list and Abstract

The bibliography is a list of the texts that the student has cited. The annotated bibliography, in MLA or Chicago format, is a list of 10-15 sources of particular importance. These sources are annotated in one to three sentences. Students should consult with their advisor about culling their bibliographies and annotated bibliographies.

The key word list and abstract help future researchers and Goddard community members find student theses that are shelved at Goddard's Elliot Pratt Library and/or stored with Goddard's digital collection. A key word list is a list of five to seven key words that might help researchers find their work; an abstract is a one-paragraph, summary description of the project.

### Level Eight: Requesting a Second Reader

During the level 8 residency, students should engage in conversations with other faculty in order to propose faculty whom they would like to be second readers on their projects. Second readers receive complete drafts of the senior study, due at packet three during level 8, and provide the primary advisor with feedback. The primary advisor then usually puts together a unified response from the two faculty perspectives.

### Graduation Presentation/Senior Show

During the student's last residency, known as "the Commencement Residency," which is attended after completing level 8 and submitting their senior study, students present their work in the form of a workshop or show. The presentation includes a question and answer period. This presentation is a requirement for successful completion of the BFA in Socially Engaged Art.

## APPENDICES

### Progressing through the BFA-SEA Degree

Two charts are provided, showing how students would progress through the degree track with the minimum amount of transfer credits (0) and the maximum amount of transfer credits (75) possible for incoming students. A third chart is also provided, outlining the completion plan for internal transfer students admitted with 90 credits.

A student admitted in Level 3 completes the Progress Review 1 portfolio in Level 4. A student admitted at Level 4 or higher does not the complete Progress Review 1 portfolio.

#### Enrolling without any transfer credits

#### Enrolling with 75 transfer credits

Level 1	Student is assigned to BFA-SEA advisor. develops interdisciplinary studio practice; takes group study in Methods & Materials, Art & Idea, or Collaboration & Curation.
Level 2	Student may work with BFA-SEA faculty or faculty from outside the degree track; develops interdisciplinary studio practice; addresses outstanding Wide Knowledge areas; prepares a Progress Review 1 draft; takes group study in Methods & Materials, Art & Idea, or Collaboration & Curation, or concentration area.
Level 3	Student may work with BFA-SEA faculty or faculty from outside the degree track. addresses outstanding Wide Knowledge areas; prepares a Progress Review 1 draft; takes group study in Methods & Materials, Art & Idea, or Collaboration & Curation, or concentration area.

Level 4	Student may work with BFA-SEA faculty or faculty from outside the degree track. addresses outstanding Wide Knowledge areas; designs initial SEA project; completes IRB proposal; takes group study in Methods & Materials, Art & Idea, or Collaboration & Curation, or concentration area.	
Level 5	Student may work with BFA-SEA faculty or faculty from outside the degree track. enacts initial SEA project; prepares a Progress Review 2 draft; takes group study in Methods & Materials, Art & Idea, or Collaboration & Curation, or concentration area.	<b>(Enrolling with 75 transfer credits)</b>
Level 6	Student may work with BFA-SEA faculty or faculty from outside the degree track. completes Progress Review 2 portfolio; takes group study in Methods & Materials, Art & Idea, or Collaboration & Curation.	Student is assigned to BFA-SEA advisor; develops interdisciplinary studio practice; addresses outstanding Wide Knowledge areas; prepares a Progress Review 2 draft; takes group study in Methods & Materials, Art & Idea, or Collaboration & Curation.
Level 7	Student selects BFA-SEA advisor; completes Senior Study Proposal; completes IRB proposal; takes group study in Methods & Materials, Art & Idea, or Collaboration & Curation.	Student selects BFA-SEA advisor; completes Senior Study Proposal; completes IRB proposal; completes Progress Review 2 Portfolio; takes group study in Methods & Materials, Art & Idea, or Collaboration & Curation.
Level 8	Student selects BFA-SEA advisor; Student selects second reader from BFA-SEA or general faculty. completes Senior Study work.	Student selects BFA-SEA advisor; Student selects second reader from BFA-SEA or general faculty. completes Senior Study work. takes group study in Methods & Materials, Art & Idea, or Collaboration & Curation.

An internal transfer student entering with 90 credits must enroll as a part time student (9 cr.) in Level 7. The following chart outlines their progress.

Level 7.1 (9 cr.)	Student selects BFA-SEA advisor; completes Senior Study Proposal; completes IRB proposal; begins Senior Study work; takes group study in Methods & Materials, Art & Idea, or Collaboration & Curation.
Between-Semester-Study (3 cr.)	Student completes 3 credits of Virtual Studio with BFA-SEA advisor
Level 7.2 (9 cr.)	Student selects BFA-SEA advisor; continues Senior Study work; takes group study in Methods & Materials, Art & Idea, or Collaboration & Curation.
Level 8 (9 cr.)	Student selects BFA-SEA advisor; Student selects second reader from BFA-SEA or general faculty. completes Senior Study work; takes group study in Methods & Materials, Art & Idea, or Collaboration & Curation.

If a student is unable to take a Between-Semester-Study, they may also enroll as a full-time student in Level 8, though this will put them above the required 120 credits for the degree.

## INDEX

Areas of Study .....	7	Progress Review .....	7
Degree Requirements .....	7	Residency .....	9
Academic .....	10	Meetings.....	9
Transfer .....	6	Visiting Scholar.....	10
Undergraduate.....	7	Semester Evaluations .....	8
Degree Requirements.....	9	Senior Study .....	8, 15
Final Product .....	8	Bibliography.....	17
Graduation		Graduation Presentation .....	17
Reading/Presentation.....	8	Proposal .....	16
Group Studies .....	11	Second Reader.....	17
Mission Statement .....	5	Study Plan.....	7
Nondiscrimination Statement .....	4		