

NEW PROGRAM PROPOSAL FORM

Name of Institution: **Winthrop University**

Name of Program (include degree designation and all concentrations, options, or tracks:

Bachelor of Fine Arts (BFA) in Art Education – This is an elevation of the existing concentration in P-12 Art Teacher Certification in the BA in Art.

Program Designation:

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|---|---|
| <input type="checkbox"/> Associate's Degree | <input type="checkbox"/> Master's Degree |
| <input checked="" type="checkbox"/> Bachelor's Degree: 4 Year | <input type="checkbox"/> Specialist |
| <input type="checkbox"/> Bachelor's Degree: 5 Year
Ph.D. and DMA) | <input type="checkbox"/> Doctoral Degree: Research/Scholarship (e.g., |
| <input type="checkbox"/> Doctoral Degree: Professional Practice (e.g., Ed.D., D.N.P., J.D., Pharm.D., and M.D.) | |

Does the program currently qualify for supplemental Palmetto Fellows and LIFE Scholarship awards?

- ☐ Yes
☒ No

If No, should the program be considered for supplemental Palmetto Fellows and LIFE Scholarship awards?

- ☐ Yes
☒ No

Proposed Date of Implementation: Fall 2024

CIP Code: 13.1302

Current delivery site(s) and modes:
Winthrop University main campus (51801)
In Person

Proposed delivery site(s) and modes:

Winthrop University main campus, (51801) traditional, in-person

Program Contact Information (name, title, telephone number, and email address):

Dr. Michelle Aaron Livek Garner
Program Coordinator of Art Education
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Institutional Approvals and Dates of Approval:

Fine Arts Department Curriculum Committee - 10/9/2023
Fine Arts Department Chair - 11/16/2023
College of Visual and Performing Arts Curriculum Committee: 12/6/2023
College of Visual and Performing Arts Faculty Assembly: 1/17/2024
Dean, College of Visual and Performing Arts: 1/17/2024
Educator Preparation Committee: 1/18/2024
Committee on Undergraduate Curriculum: 2/6/2024
Academic Council: 2/12/2024
Faculty Conference: 2/23/2024
Provost: 4/1/2024
President: April 10, 2024
Board of Trustees: April 25, 2024

REACH Act Compliance:

All Winthrop undergraduate students must take one course that meets the Founding Documents requirement. Students may choose from the following courses: ECON103, HIST211, HIST212, PLSC201, PLSC309, or PLSC356

Background Information

Winthrop University and the Department of Fine Arts propose changing the BA in Art with concentration in Art Education to the Bachelor of Fine Arts in Art Education. This will change the concentration to a stand-alone degree program, designate the degree as the Bachelor of Fine Arts with a major in Art Education, and change the CIP code from Art (50.0701) to Art Education (13.1302).

Winthrop has offered Art Education programs for most of its existence and has been training high quality Art teachers for South Carolina and the surrounding area for that time. In the recent accreditation review and visit by the National Association of Schools of Art and Design (NASAD) it was determined that our existing program met the NASAD requirements for the Bachelor of Fine Arts degree in Education, with its significant number of studio based courses, more that NASAD requires for a Bachelor of Arts program.

The program will continue to meet requirements of the South Carolina Department of Education to prepare graduates to be PK-12 Art Teachers. SCDE has asked we notify them of the approval of the change in degree and major designation upon approval from the Commission.

The existing Bachelor of Arts in Art (without any concentration) will remain as a degree option for those students who want a basic Fine Art experience without the more rigorous BFA curriculum.

Assessment of Need

There are multiple reasons to make this change.

First, other institutions in the region, including the University of North Carolina-Charlotte, University of South Carolina Columbia, Appalachian State University, and East Carolina University, have already launched this degree or are in the process of doing so. Winthrop needs to remain competitive in the landscape of higher education and can offer the proposed degree with very few internal changes.

Second, the NASAD Handbook states that undergraduate teacher education programs should focus on BFA-type programs. The existing BA in Art Education degree is already aligned with the existing BFA in Studio Arts degree, and currently exceeds the minimum number of credit hours in art/design studies required by NASAD for the BFA degree. It is only logical to shift to a BFA in Art Education degree since students are basically fulfilling the requirements of such a degree already.

Third, the BFA in Art Education degree will make our graduates even more competitive for art teaching jobs across South Carolina and the region while also preparing them for graduate study in the arts in the future should they so choose.

Fourth, this proposal is in response to student requests for opportunities to intentionally investigate a studio discipline at the advanced level. Earning the BFA in Art Education degree would allow students to pursue intermediate- and advanced-level studio art courses in their chosen concentration. In addition, it opens up the possibility for students to pursue coursework in new and emerging areas, including interdisciplinary studio, video, and expanded media. Winthrop recently launched a new concentration in Expanded Media, which BFA in Art

Education majors would be eligible to complete. In addition, the BFA can lead to admission into the Master of Fine Arts program in Studio Art, which is the expected degree for teaching at the post-secondary level.

Transfer and Articulation:

Winthrop continues to work on transfer pathways with South Carolina Technical College System and with York Technical College, specifically. Due to the structured, 4 year nature of both the BFA and the teacher education sequence, this program does not have easily mapped transfer pathways. Transfer students completing Associate degrees will likely be directed toward completing the BA in Art, then to complete the Master of Arts in Teaching program for certification.

Employment Opportunities

CERRA currently (June 4, 2024) lists 11 Art Teacher positions available in South Carolina. These positions are spread throughout the state and at all levels – Elementary, Middle and Secondary. The most recent CERRA Supply and Demand report (November 2023) lists 54.5 vacant teaching positions in Art across South Carolina. Winthrop’s Art Education graduates usually have multiple opportunities for teaching positions upon graduation.

Description of the Program:

Projected Enrollment						
Year	Fall Headcount		Spring Headcount		Summer Headcount	
	New	Total	New	Total	New	Total
2023 - 2024	1	42	0	40		
2024 - 2025	3	45	0	43		
2025 - 2026	6	47	0	45		
2026 - 2027	6	50	0	47		

Explain how the enrollment projections were calculated:

Based upon recent steady increase in fall enrollment – we project that the program will continue to steadily rise in enrollment. It is common for the program to lose a few Art Education majors between the Fall and Spring semesters due to the standardized assessment, Praxis Core, and its role in the Application to Teacher Education Program that is required to be

passed prior to continuing in the Art Education coursework. The deadline for the student's application is mid-semester in their Fall Semester of their Junior year.

The current program graduates between 7 and 10 graduates a year. This change from the BA to BFA will not likely produce a significant increase in enrollment or a change in attrition or graduation rates. We estimate a small increase over the first several years.

Curriculum:

GENERAL EDUCATION		SEMESTER HOURS
ACAD 101	Principles of the Learning Academy	1
Shared Skills and Proficiencies		
Writing and Critical Thinking		
WRIT 101	Composition	3
HMXP 102	Human Experience	3
CRTW 201	Critical Reading, Thinking & Writing	3
Oral Communication	Met in major with ARTE 391	0
Technology	Met in major with ARTS 281	0
Intensive Writing	Met in major with ARTE 548	0
Founding Document Requirement (REACH)	See approved list ; course may be used to meet another requirement	0-3
Physical Activity	See approved list	1
Thinking Critically Across Disciplines*		
Global Perspectives	Met in major with ARTH 175	0
Historical Perspectives	Met in major with ARTH 176	0
Introducing Students to Broad Disciplinary Perspectives*		
Social Science	See approved list ; must include 2 designators 3 hours met with EDCO 200	3
Humanities and Arts	Met in major with ARTH 348 and ARTH or ARTS elective	0

Quantitative Skills and Natural Science	(3 courses)	9-12
Quantitative Skills	See approved list	(3-8)
Natural Science	See approved list ; must include one lab science. If 2 courses taken, must be in two different groups: Life, Physical, Earth	(3-8)
Subtotal		23-29

**No more than two courses in the major may count toward requirements in these areas*

Required Courses in Major	67
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ARTT 112	Introduction to Fine Arts	3
ARTS 101	2D Design	3
ARTS 102	3D Design	3
ARTT 200	Foundation Review	0
ARTS 120	Foundation Drawing	3
ARTS 204	3D Media Studies	3
ARTS 205	Photo Media Studies	3
ARTS 206	2D Media Studies	3
ARTS 281	Digital Studio	3
ARTS Electives	Any ARTS courses above 299	18
ARTT 300	Sophomore Portfolio Review	0
ARTH 175	Intro to Ancient and Medieval Art	3
ARTH 176	Intro to Art Hist Renaissance-Present	3
ARTH Elective	Any ARTH course above 299	3
ARTH 348	Modernism	3
ARTE 348	Introduction to Art Education	3
ARTE 391	Critical Investigations for the Artist/Teacher	3
ARTE 593	Capstone Seminar in Art Ed	1
ARTE 528	Foundations for Art Education	3
ARTE 548	Art Ed Sec Curriculum and Research	3

Professional Education Sequence	30
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EDCO 101*	Developing Observation and Analysis Skills	1
EDCO 200*	Developmental Sciences and the Context of Poverty	3

EDCO 201*	Literacy and The English Language Learner	2
EDCO 202*	Supporting Exceptional & Gifted Learners in the General Ed Classroom	2
EDCO 220*	Assessment to Meet Diverse Needs	2
EDCO 305*	Technology in the Classroom	2
EDCO 350*	Academic & Social Strategies for Establishing Inclusive Classroom Climate	3
EDCO 401	Internship I: Understanding Contextual Factors	1
EDCO 402	Internship II: Assessment and Instruction, Secondary and K-12	9
EDCO 410*	Education in a Democracy	2
READ 345 or 346	Content Area Reading/Writing	3
Total		120

Curriculum Changes:

Courses Eliminated from Program	Courses Added to Program	Core Courses Modified
None	None	

New Courses

There are no new courses required to change the program from the BA to the BFA.

Similar Programs in South Carolina offered by Public and Independent Institutions

Identify the similar programs offered and describe the similarities and differences for each program.

Program Name and Designation	Total Credit Hours	Institution	Similarities	Differences
Art Education, BFA	123-140	University of South Carolina (Columbia)	3 Methods Courses	Specialized Art Education coursework in Digital Media Art Education Methods. Practicum is aligned as a separate course for each of the methods coursework and taken concurrently.
Art Education, Bachelor of Arts	121 - 122	University of South Carolina Upstate	6 Total Art Education Courses	For admission to the Art Education Practicum Program: The achievement of passing scores on all three sections of the Praxis Pre-Professional Skills Test (PPST); Two letters of recommendation from faculty
Visual Art, K-12 Teacher Certification, Bachelor of Arts	120	Lander University	2 Methods Courses	Only two art education specific courses.
Art Education, Bachelor of Arts	71	Converse University	3 Methods Courses	Practicum is aligned as a separate course for each of the methods coursework and taken concurrently.
Bachelor of Science in Art Education	129	Francis Marion	Requires courses in studio arts and art history.	Specialized Art Education coursework in Historical Foundations of Art Education and Contemporary Issues in Art Education.
Art Education (K-12), Bachelor of Arts	128	Anderson	2 Methods courses	Methods Courses include field experience as a part of the same course.

Faculty

State whether new faculty, staff or administrative personnel are needed to implement the program modification; if so, discuss the plan and timeline for hiring the personnel. Provide a brief explanation of any personnel reassignment as a result of the proposed program modification.

No new faculty are needed, this is a change in degree designation, major and CIP Code for an existing program.

Resources

Identify new library, instructional equipment and facilities needed to support the modified program.

Library Resources:

While all existing library and learning resources have and will continue to support this program without any need for additional resources, faculty are able to request new books annually to enhance the collection in this area over time. Library holdings generally related to art and education are found across the LC system, but particularly within call numbers that cover the subject of art-study and teaching. Resources supporting a BFA in Art Education generally can be found using a search on the subject heading Art—Study and teaching (446 titles in the Dacus Library Catalog). Related - and often overlapping - subject headings include: Art Education (279 titles), Sculpture—Study and teaching (2 titles), and Drawing—Study and teaching (59 titles). Art—Study and teaching

Equipment and Facilities:

All available and existing facilities and technology are adequate to support the new degree. Art Education courses are all taught in the Rutledge Building, room 126. Although it has taken some time, and concerted effort on the part of the Program Coordinator, the Vice Presidents of Facilities and Information Technology designated Rutledge 126 for a “tier one” renovation in 2022. As such, a suite of new technology was installed in summer 2023, including large interactive displays, cameras, microphones, and other equipment so our graduates can begin their careers with knowledge of contemporary tools to facilitate high-impact teaching and improve student learning outcomes. The implementation of this technology and the innovation of the Program Coordinator will open up the opportunity for the Art Education courses, nationally, as a hybrid experience. Additionally, this technological advancement has allowed the Program Coordinator to consider how the Art Education program can assist and support the PACE program and other “alternative certification” programs.

Impact on Existing Programs

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

☐ Yes

☒ No

Since this program already exists as a BA, the change to the BFA will not affect other programs directly. The BA in Art will continue as a stand alone program, with the Art Education Concentration being elevated to a stand-alone major as the BFA in Art Education

Financial Support

Estimated Sources of Financing for the New Costs						
Category	1 st	2 nd	3 rd	4 th	5 th	Total
Tuition Funding	535,710	581,628	612,240	642,852	688,770	3,061,200
Program-Specific Fees	10,500	11,400	12,000	12,600	13,500	60,000
Special State Appropriation						
Reallocation of Existing Funds						
Federal, Grant, or Other Funding						
Total	546,210	593,028	624,240	655,452	702,270	3,121,200
Estimated New Costs by Year						
Category	1 st	2 nd	3 rd	4 th	5 th	Total
Program Administration and Faculty and Staff Salaries						
Facilities, Equipment, Supplies, and Materials	10,500	11,400	12,000	12,600	13,500	60,000
Library Resources						
Institutional Overhead	214,284	232,651	244,896	257,140.8	275,508	1,224,480
Total	224,784	244,051	256,896	269,740.8	289,008	1,284,480
Net Total (i.e., Sources of Financing Minus Estimated New Costs)	321,426	348,977	367,344	385,711	413,262	1,836,720

Budget Justification

Provide a brief explanation for all new costs and sources of financing identified in the Financial Support table.

Since this program is already offered as a concentration in the BA in Art, there are no new costs for faculty, administration, or facilities. The revenue is based on the tuition and fees from the anticipated enrollment.

Since there are no new costs, the only costs listed are the supplies costs based on the student course fees collected that cover consumable items in the studios, as well as software and other costs specific to the course or program.

Institutional overhead is calculated as 40% of the tuition and represents the amount of tuition used for institution wide expenses such as utilities and central administration.

Evaluation and Assessment

Program Objectives	Student Learning Outcomes Aligned to Program Objectives	Methods of Assessment (1) Outcome Introduced – Students experience initial or early exposure to the outcome (knowledge/skill/value/attitude). (2) Outcome Emphasized – Students experience secondary exposure to the outcome (knowledge/skill/value/attitude), which is the focus of the course. (3) Outcome Reinforced – Students experience a tertiary exposure to the outcome (knowledge/skill/value/attitude), with the course re-emphasizing and deepening the outcome (knowledge/skill/value/attitude).
The Art Education Program will develop productive connections between the content of Art Education core curriculum and the language of the edTPA	SLO 1: Students will model both traditional processes and newer technical developments in creating art, documenting art, and	(1) Visual/Verbal Journal, Website Blog with aligned Rubric (2) Digital Gallery Rubric v.2 (3) Professional Website with Art Education and Studio Documentation (3) EdTPA Pass

<p>(external evaluation for certification).</p> <p>Integrate the goals, objectives, and language of edTPA into all art education courses: ARTE 348, 528, 548, and 391 as seamlessly as possible.</p>	creating art education curriculum.	
	SLO 2: Students will apply historical and contemporary perspectives of art and design to art education.	<p>(3) Art Education Content Research Proposal</p> <p>(3) Capstone Exhibition of Personal work in Conjunction with Internship1 K-12 Student work with edTPA Lesson Plan</p>
	SLO 3: Students will synthesize learning experiences that demonstrate preparation for K12 art education certification. Formulate and compile a satisfactory preparation for art education certification K12.	<p>(2) Praxis Visual Art Content Pass and Teacher Preparation Education Program Application Pass</p> <p>(3) Internship 1 and 2 Exit Interviews and Rubric Evaluation</p> <p>(3) EdTPA Pass</p>
<p>The student teacher interns will complete the edTPA assessment through Pearson and the College of Education Rex Institute placement experience.</p>	SLO 4: Students will create connections between Art Education in practice and the expectations of the Visual Arts edTPA (external evaluation for certification).	<p>(2) Original Curriculum Document with Peer and Instructor Feedback</p> <p>(2) Contextualized Scope, Sequence, and Pacing Guide with Original Curriculum Document Embedded with Peer and Instructor Feedback</p>
	SLO 5: Students will model the benefit of arts education and arts programs to colleagues, administrators, and parents.	<p>(2) Early Field Experience Exit Interviews and Rubric Evaluation competed by Mentor Artist Teacher</p>
	SLO 6: Students will exhibit personal and professional qualities appropriate to an art educator.	<p>(1) LADDER/Dispositions Self Evaluation and Preparation for TEP Application</p> <p>(3) Internship 2 Final Evaluation – Section 3 (Professionalisms)</p>

Winthrop University executes an outcome-based programmatic assessment effort that allows for continuous improvement of academic programs, to include student learning outcomes. Part of a cyclical process, these assessment efforts are designed to determine the extent to which identified outcomes are met and findings used for continuous improvement efforts. The process of identifying outcomes, collecting and analyzing data, and using results for improvement of the academic programs support the assessment of the University's overall institutional effectiveness. The institution functions on the premise that assessment of academic programs maintains and strengthens the programs, while allowing the institution to achieve its stated outcomes.

Two goals of the university's strategic plan, are supported by the assessment of academic programs; specifically to "support inclusive excellence by expanding our impact on students" and to "continually enhance the quality of the Winthrop experience for all students." The process of student learning assessment, although focused at the program level, is informed by university structures and expectations.

Outcomes of individual academic programs are assessed through three major processes: (1) student learning outcomes assessment, focusing on what students know, think, and can do as a result of completing a program; (2) academic program review, a comprehensive evaluation of all areas of an academic program, including curriculum, faculty, students, and resources; and (3) professional accreditation review for specific disciplines. Assessment findings inform programmatic decisions, document student achievement, and improve the quality of learning for all students. The academic review system focuses on developing an institutional culture, with continual improvement at the core of assessment work.

Student Learning Outcome Assessment

Each academic program, within Winthrop University's four degree-granting colleges, is required to implement an annual assessment plan that clearly articulates student learning outcomes and program outcomes, identifies appropriate methodology, measures the extent to which students achieve the outcomes, analyzes the findings, and uses the results to make curricular and programmatic enhancements or adjustments.

Will any the proposed modification impact the way the program is evaluated and assessed? If yes, explain.

☐ Yes

☒ No

Will the proposed modification affect or result in program-specific accreditation? If yes, explain; and, if the modification will result in the program seeking program-specific accreditation, provide the institution's plans to seek accreditation, including the expected timeline.

☒ Yes

☐ No

The current program is accredited by NASAD and will continue to be. NASAD has already approved this change in degree designation.

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

☒ Yes

☐ No

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

The modified program will continue to prepare students for licensure as a Pk-12 Art Teacher. There are no changes to the courses taken by students, the modification is only changing the degree and major designation.

If the program is an Educator Preparation Program, does the proposed certification area require national recognition from a Specialized Professional Association (SPA)? If yes, describe the institution's plans to seek national recognition, including the expected timeline.

☒ Yes

☐ No

The BA in Art with concentration in PK-12 Teacher Education program is currently approved by the South Carolina Department of Education and leads to certification as a PK-12 Art Teacher. Beth Costner, Dean of the College of Education, Sport and Human Sciences has communicated with the SCDE. Since Winthrop is already authorized to prepare PK-12 Art Teachers, we just need to notify SCDE once CHE has approved the change from the BA in Art with Concentration in PK-12 Teacher Education to the BFA in Art Education.