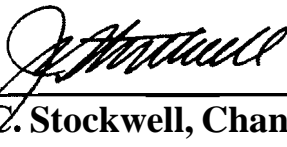
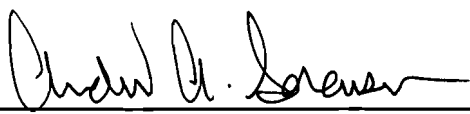


Program Proposal
for the
Bachelor of Arts in Art Education
College of Arts and Sciences
to be offered in cooperation with
The School of Education
of the
University of South Carolina Upstate

Submitted to the South Carolina Commission on Higher Education
Spring 2008



John C. Stockwell, Chancellor



Andrew A. Sorensen, President

Bachelor of Arts in Art Education

CLASSIFICATION

Name of proposed program: Art Education

Academic Unit Involved: Department of Fine Arts & Communication Studies, College of Arts and Sciences in cooperation with School of Education, USC Upstate

Designation, type, and level of degree: Bachelor of Arts (BA), Undergraduate, 124 hours

Proposed date of implementation: Spring 2008

CIP Code: 131302

Identification of Program: New Program Proposal

PROGRAM DESCRIPTION

The University of South Carolina Upstate proposes a Bachelor of Arts degree program with a major in Art Education. By using current facilities and curricula managed by the Department of Fine Arts & Communication Studies and the School of Education, the program will provide direct, high-level access to technology and art instruction that meets the technical skill level required for entry-level positions in art education. The program philosophy is based on the belief that the most successful art educators have extensive preparation in studio arts, art history, art theory and criticism, curriculum development and technology, as well as teaching methodologies and experiences in multiple educational contexts. The Art Education major is intended to prepare students for careers as K-12 art teachers, for graduate work in art education and for employment in schools, museums, community art organizations and libraries in the Upstate. Therefore, the University of South Carolina Upstate is requesting approval for the Bachelor of Arts degree with a major in Art Education to be offered both on the Spartanburg campus and through the University Center of Greenville (UCG). While there are no plans to expand art education to Greenville at this time, USC Upstate traditionally requests that all new program proposals include authorization to expand to Greenville. Thus, when expansion is viable, approval through CHE will have already been secured.

Specifically, the degree program is designed to prepare students for teaching careers through an integrated curriculum that places art at the center of teaching and learning. The proposed art education curriculum will uniquely integrate instruction in pedagogy, the arts, and technology. Learning to work with the important ideas behind art and technology opens up a wide range of professional opportunities, preparing students for future technological changes and intellectual challenges. Additionally, students will be exposed to the creative arts using teaching practices designed to foster a culturally diverse approach to art education. Graduates will be able to work with age groups from kindergarten through twelfth grade in a variety of academic and professional venues.

The proposed Bachelor of Arts degree with a major in Art Education will operate in conjunction with the already existing Bachelor of Fine Arts in Studio Arts degree with an emphasis in Graphic Design. The art education degree program will produce highly skilled primary and secondary art teachers who exhibit a wide range of abilities as artists and designers. The existing program provides facilities, core curriculum, and administrative structure and studio courses to

be utilized by the art education students. Currently, the art education and graphic design programs share the same foundation courses and upper level studio courses. Once approved as a major, the BA in art education at will implement a curriculum that emphasizes a strong background in digital technology and computer based imagery.

JUSTIFICATION

As a metropolitan institution, the mission of USC Upstate rests upon a foundation of partnerships with the education, corporate and service organizations of the Upstate. The USC Upstate faculty provides leadership in promoting the Upstate's economic, social and cultural development through its teaching, professional service, basic and applied scholarship/research, and creative endeavors. USC Upstate strives to prepare its students to participate as responsible citizens in a diverse, global, and knowledge-based society to pursue excellence in their chosen careers and to continue learning throughout life.

According to the 2002 economic impact statement prepared by the USC Darla Moore School of Business, "Cultural activities are an important component of quality of life. The arts add to our lives in many intangible ways. However, they also contribute to the economy in ways that can be measured. On average in both 2000 and 2001, the arts in South Carolina directly and indirectly supported \$700 million in wages and salaries, 30,000 jobs, and \$1.9 billion in economic output." The report further argues that "as states grow increasingly competitive in designing tax incentives for economic development, a strong cultural industry can provide a state with the competitive edge it needs to stand out from the crowd." In order to maintain this "competitive edge," art educators must be able to produce, analyze, create, and teach art using technology.

In Growing Up Digital, Don Tapscott states, "The digital medium is increasingly a reflection of our world, every view, every discipline, every commercial interest, every repository of knowledge. Because it is distributed, interactive, malleable, and lacking central control, it is a revolutionary change in every discipline, attitude, and social structure." (p. 13) According to Dr. Roberta Rice, Associate Professor of Art Education at UNC Greensboro, "As teachers, in a time where we must demonstrate through performance-based products our knowledge and skill, not only must we know how to effectively use digital and electronic technology, but we must also prove it through documentation." The proposed Bachelor of Arts in Art Education will uniquely prepare art educators for teaching art in the digital age.

In April 2006, USC Upstate conducted a survey of the K-12 school districts with art programs in the Upstate. Personnel directors were asked to specify the number of art teachers on staff and the approximate number of teachers who will be nearing retirement in the next three to five years. Directors from Spartanburg county school districts identified seventy-seven art teachers currently on staff. Approximately 30% of these teachers are within three to five years of retirement. Additionally, research conducted by Dr. Christine Fisher, Director of Arts in the Curriculum, indicates that 40% of South Carolina's art teachers with less than four years of experience did not return to the classroom between 1999 and 2002. Dr. Fisher's research found that a lack of classroom management skills, inappropriate teaching strategies for standards-based arts instruction and ineffective curricular planning were reasons for the attrition. Essentially,

within the next five years, South Carolina may experience a loss of more than half the current art educators teaching in K-12 as a result of retirement and attrition. Of those art education teachers who return to the classroom, few will have the appropriate training for standards-based art instruction.

The South Carolina Department of Education has listed art as a critical needs area for 2005-2006 (www.scteachers.org). Art has been listed as a critical needs area since the inception of the listing.

Centrality of the Program to the Mission of USC Upstate

As a metropolitan university, the primary mission of the University of South Carolina Upstate is delivery of undergraduate baccalaureate education to Upstate South Carolina. Curricula and services are designed for the University's 4,500 students who are diverse in background, race, ethnicity, educational experiences, and academic goals. Students are drawn in large proportion from the Upstate where many choose to remain for their careers. A broad range of major curricula are provided in arts and sciences and in professional fields of study required by the regional economy. The proposed program responds to a great need in the Upstate and around the state for teachers who can teach, plan, analyze, create, and evaluate visual solutions to communication problems. The collaborative development of this degree program represents the kind of partnerships that serve as the foundation of a metropolitan university.

Assessment of the extent to which the proposed program duplicates existing programs in the state

The art education degree program will be operated in conjunction with the already existing USC Upstate/Greenville Technical College 2 + 2 partnership agreement in the visual arts. In addition to the current articulation agreement which allows GTC visual arts students to transfer into the USC Upstate BFA in Art Studio program, GTC students pursuing an associate degree in art education will be able to efficiently transfer into the proposed BA degree program with a major in Art Education program at USC Upstate. Additionally, the proposed Art Education major is uniquely designed to provide students with a core foundation in studio experiences and digital-rich course curriculum. Included in the coursework, USC Upstate students will be trained to utilize the latest design software such as Illustrator, In Design and Adobe Photoshop. All the methods classes will coordinate these technical skills into the development of visual arts lessons and curriculum using technology such as SMART Boards and computer based lessons. Consequently, the program does not duplicate any existing public art education degree programs in the state.

South Carolina State University and Francis Marion University offer a Bachelor of Science degree with a major in Art Education, which is designed to graduate visual arts teachers who qualify for South Carolina certification in art education. Lander University offers a Bachelor of Art degree with a major in Art and a Bachelors of Arts degree with teacher certification, K-12. Winthrop University also offers students an opportunity to earn a Bachelor of Arts degree with a major in Art and Design and receive teaching certification through the Winthrop College of Education. University of South Carolina Columbia offers a Bachelor of Fine Arts degree with a major in Art Education. USC Upstate modeled the curriculum and structure of the program after the USC Columbia Art Education program with the full support of the program coordinator.

Coastal Carolina University has a Bachelor of Arts in Studio Art with a concentration in art education. Limestone College, a private institution is in the process of eliminating its art education program.* Converse College, (a private single-gender institution) offers a program of art education.

Relationship of the proposed program to existing programs at the proposing institution

The Department of Fine Arts and Communication Studies (FACS) within the College of Arts and Sciences of USC Upstate will administer the proposed degree program. FACS will work cooperatively with the School of Education to ensure that students take the proper sequence of courses and comply with the guidelines for the professional certification. Upon completion of program requirements, graduates will be referred to the dean of the USC Upstate School of Education for teacher certification through the South Carolina Department of Education. Historically around the state of South Carolina, art education degree programs are housed in fine arts departments with recommendations for certification provided through the schools of education.

The Bachelor of Arts in Art Education will include foundations courses already offered in the School of Education to comply with NCATE standards and South Carolina Department of Education Teacher Certification. The degree program will also include a professional art education course already offered as a part of the Bachelor of Fine Arts in Art Studio. Four new professional art education courses will be added in support of this major, including directed teaching in art education.

Relationship of the proposed program to other institutions via inter-institutional cooperation

Since 1996, the University of South Carolina Upstate and the Greenville Technical College-Greer campus have had an articulation agreement by which students interested in enrolling in studio art courses on either campus can do so. In 2004, GTC established an Associate of Arts with an emphasis in art education. Students pay fees at their home campus and faculty teaching shared courses are approved by both institutions. As a result of the agreement, students on the USC Upstate campus take courses in photography and computer graphics on the Greer campus with state-of-the-art studio facilities. Students on the Greer campus can register in art courses that are offered at USC Upstate. This agreement has resulted in savings for taxpayers. USC Upstate has also developed a 2 + 2 partnership agreement with Greenville Technical College in the Bachelor of Fine Arts in Art Studio Program. This partnership allows for efficient transfer of credits and coursework from GTC to the USC Upstate program. Once approved, the partnership agreement will be expanded to include the B.A. degree with a major in Art

* The chair of the Limestone College Fine Arts Department reports that the school must eliminate the art education program based on issues related to funding, faculty and NASAD accreditation. Five Limestone College students have already contacted the USC Upstate Department of Fine Arts & Communication Studies for information regarding the proposed program. Limestone College has also contacted USC Upstate to discuss a transition for the transfer of art education students into the proposed program.

Education. Faculty in the Department of Fine Arts & Communication Studies at the University of South Carolina Upstate consulted with faculty in the Department of Visual Arts at the Greenville Technical College-Greer campus in developing the degree program in art education.

ENROLLMENT

Admission Requirements

Students admitted to the proposed Art Education program must meet the admission requirements of the University of South Carolina Upstate. USC Upstate admissions criteria include a high school diploma or equivalent (GED certificate) and Scholastic Aptitude Test (SAT) scores or American College Testing Program (ACT) scores. Applicants who are at least 22 years of age are not required to submit SAT I/ACT scores. However, students should present evidence of ability for academic success. The grade point average on core high school courses and total SAT or composite ACT scores are considered when determining admission status. These factors will be used to determine the applicant's probability of success during the freshman year. Generally applicants who have earned a cumulative average of C or better on the preparatory courses, and who score 850 on the SAT or 18 on the ACT will be admitted to USC Upstate. Grades may offset lower SAT scores and higher examination scores may offset lower grades.

During the semester that a student completes 60 hours, he/she must apply to the Department of Fine Arts and Communication Studies to be admitted to the professional art education degree program which comprises their junior and senior years. Admission of applicants is based on individual consideration. Each applicant must fulfill the following requirements:

- Completion of English 101 and 102, Speech 201 and Art 103 or their equivalents, with Grades of C or better;
- Successful completion of Math 121 or equivalent;
- GPA of at least 2.5 on at least 60 hours earned;
- The achievement of passing scores on all three sections of the Praxis Pre-Professional Skills Test (PPST); or received a South Carolina State Board of Education approved score on the SAT or ACT examination.
- Two letters of recommendation from faculty
- Clear criminal record from South Carolina Law Enforcement Division.

When the student completes the required content course work and practicum hours, she will apply for admission to the directed (student) teaching course. The following criteria must be met:

- Admission to the Professional Program
- 2.5 GPR (university and all transfer, collegiate summary)
- 90 semester hours completed (at the end of the current semester)
- 100 hours of practicum in the schools
- A grade of “C” or better under the Professional Education courses
- FBI Fingerprint card

Enrollment Estimation

Enrollment estimates for the proposed program are based on enrollment figures from the Greenville Technical College-Greer Campus, Department of Visual Arts program for Fall 2002 through Fall 2005. The following reflects the rapid growth in the visual arts on the GTC-Greer campus:

Greenville Technical College	1996-97	45 students (move to new Greer campus)
Greenville Technical College –Greer	1999-00	227 students
Greenville Technical College –Greer	2000-01	251 students (70% of GTC-Greer graphic design students are enrolled in the Associate of Arts degree program)

As has been the experience on GTC-Greer campus, USC Upstate has seen significant interest in an art education certification program. Currently, there are ten students enrolled in the undeclared category and Pre-Graphic Design program who expressed an interest in this program if approved. Over 20 students are on a database requesting information about and applications for the proposed program-in Art Education. (These figures do not reflect the possible transfer of 8-10 Limestone College students who are interested in pursuing art education at USC Upstate for art education).

PROJECTED TOTAL ENROLLMENT

YEAR	FALL		SPRING		SUMMER		TOTAL
	HEADCOUNT	CREDIT HOURS	HEAD COUNT	CREDIT HOURS	HEAD COUNT	CREDIT HOURS	CREDIT HOURS
2007-08	8	120	10	150	3	9	279
2008-09	15	225	16	240	3	9	474
2009-10	25	375	28	420	5	15	810
2010-11	33	495	36	540	7	21	1056
2011-12	40	600	42	630	10	30	1260

ESTIMATED NEW ENROLLMENT

YEAR	FALL		SPRING		SUMMER		TOTAL
	COUNT	HOURS	COUNT	HOURS	COUNT	HOURS	CREDIT HOURS
	HEAD	CREDIT	HEAD	CREDIT	HEAD	CREDIT	
2007-08	3	45	4	60	4	12	117
2008-09	5	75	6	90	4	12	177
2009-10	8	120	10	150	5	15	285
2010-11	12	180	13	195	6	18	393
2011-12	17	255	18	270	8	24	549

CURRICULUM

In developing the curriculum for this professional degree program in art education, NASAD standards as presented in the NASAD Handbook 2005-2006 were followed.

There are four major areas of NASAD standards: personal qualities, art competencies, teaching competencies and professional procedures. These competencies parallel the School of Education's conceptual framework of the five core dispositions that is the underlying foundation for effective teacher preparation program. The five core values are: 1) reflective teaching, 2) learner-centered instruction, 3) performance-based assessment, 4) commitment to diversity, and 5) professional responsibility. This framework establishes the preparation of reflective practitioners and professionals that serve the needs of schools in the state of South Carolina, particularly in the upstate. Furthermore, NASAD standards states that the prospective art teacher shall have:

- Competence in basic studio skills
Competence in professional education dealing with learning of educational theories and strategies to the student's day to day artistic experiences
- Competence in the operation of an art classroom through directed observation and practice teaching in classrooms across the K-12 spectrum.
Competence in relating understanding of artistic styles and principles to all major visual art media
- Competence as artist-teacher relating the areas of art history, aesthetics, criticism to the art classroom
- Competence to integrate art instruction into the total process of education. (NASAD, 2006)

Based on its theme of "reflective practitioner" and consistent with its core values and dispositions, the USC Upstate School of Education seeks to develop the following ADEPT competencies in the teacher candidates: 1) Demonstrate effective long-range instructional planning 2) Demonstrate effective daily instructional planning 3) Demonstrate the utilization of authentic student assessment techniques 4) Establish high expectations for all learners 5) Prepare to implement a variety of instructional strategies which utilize state of the art instructional technology as appropriate 6) Possess thorough and accurate knowledge of the content they teach 7) Monitor student learning and provide meaningful feedback to the students 8) Maintain a classroom environment that promotes and facilitates learning 9) Manage their classrooms effectively with equity 10) Strive to develop both professionally and personally. (USC Upstate, 2003)

In accordance with the School of Education Undergraduate Assessment System, the unit will monitor students through a series of five checkpoints from the declaration of a major until students are certified and employed. The checkpoints are as follows:

- 1) End of the sophomore year, the student has a minimum 2.5 cumulative GPA, C or better in SEDF 210, earned 60 hours of course work, applies to the professional program with two recommendations and a passing score on Praxis 1, has been fingerprinted with clear SLED check;
- 2) End of the junior year the student has at least 100 hours of field experiences monitored on structured observation form aligned with INTASC and ADEPT standards, creates an initial ADEPT portfolio with satisfactory results;

- 3) Beginning of the senior year, the student applies for directed teaching, professional preparation and completes all professional education courses except directed student teaching, and the second ADEPT portfolio assessment;
- 4) During the second semester of senior year, satisfactorily completes directed teaching and receives final assessment of ADEPT portfolio;
- 5) Graduation assessment includes a FACS/CAS recommendation for initial certification to SOE, successful completion of all coursework, minimum cumulative GPA of 2.5, grade of C or better in all major concentration courses.

University of South Carolina Upstate Art Education Major

General Education Requirements:

I. Communication

- English 101 and 102; or English 101Honors.....6*
- Speech 201 3*

II. Mathematics & Logic

- Math 121 or higher.....3
- Statistics or Logic3

III. Information Technology

- Computer Science 1383

IV. Natural Sciences

- Two courses including one laboratory course7
- Selected from the following: astronomy, biology, chemistry, geography 201 & 202, geology, physics

V. Arts and Humanities

- Art History 105 History of Western Art: Pre-History-Middle Ages3
- One course from the following3
- American Literature, American studies, English literature, linguistics, literary theory, history, literature in a foreign language, music, philosophy, religion, speech, theatre, world literature.

VI. Foreign Language/Culture

- Foreign language 101 and 102; or
- Foreign language 121.....3-6

VII. History

- History 111 or History 112.....3

VIII. Social and Behavioral Sciences

- Psychology 101.....3.
- One course from the following3

American Studies, Geography 103, Government 201, Psychology (except 225), Sociology (except 201), Women Studies

IX. Senior Seminar: See directed teaching15

Total General Education Requirements.....**43-46** Credits Hours

*must have a "C" or above in the course

Content Concentration (39 hours)

Course Number and Title	Credit Hours
SATH 106 History of Western Art-Renaissance to Present	3
SATH Elective 200-Level or Above	3
SATH 306 History of Twentieth Century Art	3
SART 103 Fundamentals of Two-Dimensional Design*	3
SART 104 Three Dimensional Studies I	3
SART 108 Computer Grayhics I	3
SART 110 Drawing I	3
SART 203 Color and Composition	3
SART 207 Printmaking I	3
SART 210 Drawing II	3
SART 211 Painting I	3
SART 229 Introduction to Crafts	3
Art Studio Elective 200-Level or Above	3

*must have a "C" or above in the course

Professional Education (39 hours)

Course Number and Title	Credit Hours
SAED 330 Foundations in Art Education **	3
SAED 429 Elementary and Middle School Methods for Art Education	3
SAED 430 Methods for Secondary Art Education**	3
SAED 450 School Art Program**	3
SAED 460 Directed Teaching in Art Education**	15
SATH 307 Interpreting Art	3
SEDF 210 Foundations of Education	3
SEDF 333 Educational Development of the Lifelong Learner	3
SEDF 341 Education Procedures for Exceptional Children	3

Total hours for major **78**

Total hours for major requirements **121-124**

**New courses to be created.

Recommended Curriculum Schedule

Year I

Fall

SEGL 101 Composition	3*
SMTH 121 College Algebra	3
SCSC 138 Computer Science	3
Foreign Language 101	3
SART 103 Fundamentals of Two Dimensional Design	3*

Spring

SART 108 Computer Graphics I	3
SART 104 Three Dimensional Studies I	3
SART 110 Drawing I	3
SEGL 102 Composition and Literature	3
Foreign Language 102	3

Summer

SATH 105 History of Western Art: Pre-history-Middle Ages (Offered on online or campus)	3
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Year II

Fall

SART 210 Drawing II	3
SEDF 210 Foundations in Education Statistics or Logic Course	3
SSPH 201 Public Speaking	3*
SPSY 101 Introduction to Psychology	3

Spring

SART 211 Painting I	3
History 111 Introduction to European History or 112 Introduction to Non-Western Civilization	3
SART 207 Printmaking I	3
SART 203 Color and Composition	3
SATH 106 History of Western Art-Renaissance to Present	3

Year III

Fall

SART 229 Introduction to Crafts	3
SAED 330 Foundations in Art Education**	3
Art Studio Elective 200-Level or Above	3
Lab Science	4
Social and Behavioral Science	3

Spring

SATH 306 History of Twentieth Century Art	3
SAED 429 Elementary and Middle School Methods for Art Education	3
SEDF 333 Educational Development of the Lifelong Learner	3
SEDF 341 Education Procedures for Exceptional Children	3
Arts & Humanities	3

Year IV**Fall**

SAED 450 School Art Program**	3
SAED 430 Methods for Secondary Art Education* *	3
SATH 307 Interpreting Art	3
SATH Elective 200-Level or Above	3
Non Lab Science	3

Spring

SAED 460 Directed Student Teaching in Art Education (15)**	15
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***must have a "C" or above in the course**

****New courses to be created**

NEW COURSES**

SAED 330 Foundations of Art Education (3) Introduction to art education as a profession through theories, historical references and philosophies. Current initiatives in the field are reviewed through educational research. Prerequisites: Minimum grade of C or higher in SART 103 and 110.

SAED 430 Methods of Secondary Art Education (3) Curriculum designs for secondary visual arts classroom. The development of instructional skills for various student populations is included in the course of study as well as research and current initiatives. A part of the course includes a 30 hour practicum component. Prerequisites: SAED 429 and admission to the professional program in art education

SAED 450 School Art Program (3) Working with essential components of visual arts programs in the schools, including the National and State standards with assessment methodology. The practicum component of 40 hours provides strategies to teach art in grades K-12. Prerequisites: SAED 429 and admission to the professional program in art education

SAED 460 Directed Teaching in Art Education (15) A supervised clinical experience consisting of 16 weeks in school setting, normally with 50% in elementary level and the remaining 50% in the middle or secondary level. In addition to teaching in the K-12 school classroom, candidates will participate in regular seminars where they (1) analyze problems relating to their K-12 experiences; (2) explore ethical and legal issues and trends in K-12 education; (3) consider current issues and trends in K-12 education; and (4) complete their professional portfolios. Prerequisite: approved application of directed teaching. Pass/Fail

FACULTY

Current USC Upstate faculty is well suited to fill the needs of the proposed art education program in terms of their teaching experience and experience in professional practice. Nine existing faculty will support the proposed program. In addition, the unit anticipates utilizing affiliate faculty through the partnership with Greenville Technical College to support the proposed program for the first three years. An additional art education faculty member will be acquired in the fourth year of the program. The visual arts and art education faculty at USC Upstate and GTC have terminal degrees in their area of expertise and all art faculty are practicing and exhibiting artists.

Enrollment standards set by the College Art Association, National Association of Schools of Art & Design, and the National College Association for Teacher Education indicate that for proper instruction to take place, there should be sufficient faculty members to ensure that all students receive the full attention they deserve (student-faculty ratios, calculated to full-time equivalents, should not exceed 15-1). Teaching loads should be such that faculty members have the opportunity to engage in their own professional work. A full load should consist of no more than 18 contact hours per week. Enrollments in introductory courses should be kept at a level at which adequate contact is possible between teacher and students and generally should not exceed 25, with smaller numbers, as appropriate, for more advanced classes in which even greater contact between teacher and student is necessary.

Greenville Technical College-Greer faculty includes professionals with terminal degrees in the field of graphic design, photography, art history, painting and related art education areas. The faculty at GTC-Greer has both teaching experience and experience in the professional practice for which they are preparing students. The faculty of GTC-Greer emphasizes critical thinking and problem solving skills in courses along with technical competency. As needed, GTC-Greer faculty will be employed to teach in an adjunct status in the program.

On occasion, USC Upstate may employ practicing artists and educators to teach on a part-time basis, especially as there are several highly qualified professionals in the Upstate. According to AIGA/NASAD, these individuals bring professional experience, contact with the art education community and the pragmatics of real work to an educational setting. In utilizing either GTC-Greer faculty from the Department of Visual Arts or practicing professionals, the primary criteria will be the extent to which they can fulfill specific curriculum objectives and the extent to which they represent outstanding examples of practice in the areas they teach. When hiring a faculty member in the fourth year, the primary criteria will include a terminal degree (EdD or PhD) in art education.

Institutional Definition of the full-time equivalents (FTE)

1 FTE = 15 credit hours per semester

1 FTE Staff/Administrator = 37.5 hours per week

USC Upstate Faculty

Faculty by Rank	Highest Degree Earned	Field of Study	Teaching in Field (Yes/No)
Associate Professor 1	MFA	ART/Design	YES
Assistant Professor 2	EdD	ART Education	YES
Assistant Professor 3	MFA	ART/Design	YES
Assistant Professor 4	EdD	Instructional Technology	YES
Assistant Professor 5	PhD	Art History	YES
Assistant Professor 6	PhD	Curriculum & Instruction	YES
Associate Professor 1	PhD	Curriculum & Instruction	YES
Associate Professor 2	EdD	Curriculum & Instruction	YES
Professor 1	MFA	Art Studio	YES
Assistant Professor (New Hire in year 4)	EdD or PhD	Art Education	YES
GTC Affiliate Faculty	MFA	Art Studio	Yes
GTC Affiliate Faculty	MFA	Art Studio	Yes

UNIT ADMINISTRATION/FACULTY/STAFF SUPPORT

YEAR	NEW		EXISTING		TOTAL	
Headcount FTE	Headcount	FTE	Headcount	FTE		
Administration						
2007-2008	0	0	1	1	1	1
2008-2009	0	0	1	1	1	1
2009-2010	0	0	1	1	1	1
2010-2011	0	0	1	1	1	1
2011-2012	0	0	1	1	1	1
Faculty						
2007-2008	0	0	10	7	10	7
2008-2009	0	0	11	8	11	8
2009-2010	0	0	11	8	11	8
2010-2011	1	1	11	8	12	9
2011-2012	0	0	12	9	12	9
Staff						
2007-2008	0	0	2	2	2	2

2008-2009	0	0	2	2	2	2
2009-2010	0	0	2	2	2	2
2010-2011	0	0	2	2	2	2
2011-2012	0	0	2	2	2	2

PHYSICAL PLANT

Facilities

The USC Upstate Visual Arts Center serves as a central location for teaching applied courses within the BFA program. The facilities include a computer lab, animation lab, art education area, and illustration area, as well as painting and drawing areas. The Performing Arts Center provides all necessary facilities for teaching art history and theory courses. The Health Education Complex currently under construction will provide excellent facilities for teaching education courses. The anticipated completion date is Fall 2008. Additionally, the joint facilities of USC Upstate and GTC-Greer graphic design labs provide adequate technology to enable students to attain the technological expertise critical for art education.

Equipment

USC Upstate has an ongoing planning process that keeps technological resources current with the demands of the curriculum. The technology plan projects five years into the future and is reviewed annually. As an indication of USC Upstate's commitment to the technological needs of this program, a qualified technical support staff member has been dedicated to the visual arts program. The technical support staff will have responsibility for networking, software management, and hardware support, as well as working with software instruction.

Library Support

The USC Upstate Library and the UCG's F.W. Symmes Library and Media Center will serve the information needs of the students enrolled in the Bachelor of Arts in Art Education program. Students located at UCG have the ability to access the USC Upstate Library's resources and services from computers at the University Center library and media center or from any place where they have Internet access.

The Library's collections are both physical and virtual. The physical collections contain more than 230,000 volumes in a variety of formats including books, bound and unbound journals, microfilm, microfiche, audiocassettes, CD's, VHS videos, DVDs, maps, and curriculum lab materials. This includes more than 177,000 print volumes and 53,000 non-print volumes. The Library subscribes to 715 print subscriptions and 13,899 electronic journal titles. Its virtual collections of more than 100 databases include the statewide collection of databases known as *DISCUS* and *DISCUS ACADEMIC* (supported by the statewide consortium PASCAL). As of 1 July 2005, USC Upstate students have access to more than 10,000 online full-text book titles. There are specific databases for Education such as *ERIC*, *Professional Development Collection*, and *Education Full-Text* as well as art related databases such as *Art Full Text* which offers full-text plus abstracts and indexing of an international array of peer-selected publications. This

database provides expanded coverage of Latin American, Canadian, Asian and other non-Western art, new artists, contemporary art, exhibition reviews, and feminist criticism. The USC Upstate Library is a charter member of JSTOR and ARTstor and subscribes to all databases offered by these sources. JSTOR offers full-text on-line access to back issues of more than 100 scholarly journals in the humanities, social sciences, and sciences. Issues are entered on-line after having been published for 2-5 years. The entire printed matter of the journal as published is included, and coverage for most titles begins with their starting issues. ARTstor is a repository of hundreds of thousands of digital images and related cataloging data about those images. In addition, there are other databases that are multidisciplinary and cover the discipline of Education; these include Expanded Academic ASAP and Wilson Web *OmniFile*. All virtual collections are available to the faculty and students on campus, in their offices, or from their homes.

Resources specifically pertinent to a Bachelor of Arts in Art Education include the following:

- Representative titles within JSTOR, include Smithsonian Studies in American Art, Art Education, Bulletin of the College Art Association, College Art Journal, and Studies in Art Education.
- The ARTstor Charter Collection is derived from the several source collections, which are themselves the product of collaborations with libraries, museums, photographic archives, publishers, slide libraries, and individual scholars. These include: The Image Gallery (a deep and broad collection of images of world visual art and culture); The Art History Survey Collection; The Carnegie Arts of the United States Collection; The Huntington Archive of Asian Art; The Illustrated Bartsch (which contains Old Master European prints from the 15th to 19th Centuries); The Mellon International Dunhuang Archive (wall paintings and sculpture from the Buddhist cave shrines); and The MoMA Architecture and Design Collection.
- *NetLibrary*, which provides the full-text of books, includes titles pertinent to the program. Representative titles include:
 - o *Assessing Expressive Learning: A Practical Guide for Teacher-directed, Authentic Assessment in K-12 Visual Arts Education* (eBook) by Dorn, Charles M.; Madeja, Stanley S.; Sabol, Frank Robert. Publication: Mahwah, N.J. Lawrence Erlbaum Associates, Inc., 2004.
 - o *Handbook of Research and Policy in Art Education* (eBook) by Eisner, Elliot W.; Day, Michael D. Publication: Mahwah, N.J. Lawrence Erlbaum Associates, Inc., 2004.
 - o *The Colors of Learning: Integrating the Visual Arts Into the Early Childhood Curriculum* (eBook) Early Childhood Education Series (Teachers College Press) by Althouse, Rosemary.; Johnson, Margaret H.; Mitchell, Sharon T. Publication: New York, Washington, DC Teachers College Press, 2003.
 - o *Art in Education: Identity and Practice* (eBook) Landscapes; V. 1, by Atkinson, Dennis. Publication: Boston Kluwer Academic Publishers, 2002.
- More than 100 books/monographs related to art education. Currently, the art portion ("N" classification in the Library of Congress system) of the USC Upstate budget is relatively

small (\$1,500 in fiscal year 2003-04) because it was not budgeted to support a degree program. With the addition of the Art Education program which would require additional resources to support additional students, the N portion of the budget would require seed money of at least \$5,000 with continuing support to be at least \$3,000 in succeeding years. These funds would include analysis and purchase of needed materials from the National Art Education Association list of recommended publications.

- Subscription to more than 50 journals in the field including:
 - Art Business News
 - Art Review
 - Computers and the History of Art
 - Woman's Art Journal

- Subscription to specific Education and Art databases: ERIC, Professional *Development* Collection, Education Full-Text, and Art Full-Text.

- A curriculum laboratory at both the USC Upstate and UCG sites;

- The Library's book approval plan profile has been modified to include notification of new publications in the field.

Other Services

- The Library offers library instruction/information literacy sessions to classes upon invitation of the instructor. This instruction includes information not only on using this library and its resources but also instruction on using information responsibly, finding and evaluating electronic resources available through the Internet. Students are instructed in developing information strategies that will allow them to participate in lifelong learning. The method of delivering instruction is determined on a case-by-case evaluation of the instructor and student needs.

- For books and articles not available in the online databases, students may use Inter-Library Loan (ILL) to have books and articles sent to them. For the UCG student, there are two options: for materials not owned by USC Upstate, they may use ILL; for materials owned by the USC Upstate Library, they may use the home delivery option. In this program, materials are sent to students via the U.S. Mail delivery system.

- Ask-A-Librarian provides reference services to students via electronic mail. Public Service Librarians answer all questions.

- Students and faculty may also participate in the Statewide Library Borrowing Agreement. This service allows students to borrow materials from participating institutions of higher education. All students and faculty must obtain a universal borrowing card from the USC Upstate Library to be eligible.

- Faculty may place items on reserve for student use by taking advantage of the library's electronic reserve service or placing the physical items in the USC Upstate Library or the

media center at UCG. Electronic reserves service is primarily used for journal articles. This service places the scanned image of the article on a secured website that can only be accessed with a username and password.

- The Library is open a total of 87 hours per week, with on-site reference service available 80 of those hours. Circulation, reserves, interlibrary loan and personal instruction are offered to students, faculty and staff. The Library has a computer laboratory for general student use. This lab has electronic catalog access, full-text databases, Internet access and software for document preparation, spreadsheet applications, and data construction.

ACCREDITATION, LICENSURE, OR CERTIFICATION

The proposed degree program in Art Education will seek professional accreditation from the National Association of Schools of Art and Design (NASAD) and National Council for Accreditation in Teacher Education (NCATE). The process of accreditation includes an analysis of operations, work and a self-study document completed by the institution and culminates in an NASAD accreditation on-site visit. NASAD maintains standard requirements and grants accredited institutional membership when all appropriate or applicable curricula have been reviewed and meet the standards of the Association. An accreditation is scheduled for November 2007. NASAD accreditation will be subsumed by NCATE accreditation through the School of Education. Until the NASAD accreditation and after approval of CHE on this proposal, USC Upstate will make a second proposal to the South Carolina State Department of Education Unit Program.

The National Association of Schools of Art and Design (NASAD) have developed art education accreditation standards. The NASAD Handbook has been consulted in preparing this program proposal. Additionally, in April 2005 USC Upstate sponsored a NASAD consultative visit, during which an extensive review of facilities, curriculum and program operations was conducted. Because the department is not yet accredited, Standards for Art Teacher Preparation and Model Standards for Licensing Classroom Teachers and Specialists in the Art by INTASC Arts Education Committee as well as South Carolina Visual Arts Standards were referenced. The College Arts Association (CAA) has also established standards for retention and tenure of visual arts and art education faculty, including recommended teaching loads, class size, and standards for the B. A. degree. CAA standards were also consulted in the design of this program. The National Council for the Accreditation of Teacher Education (NCATE) is the accreditation system for teacher education in the state of South Carolina. NCATE does not provide standards for an art education degree programs. Thus, NCATE accepts the standards provided by NASAD for the accreditation of art education degree programs.

The essential competencies identified by the NASAD for degree programs with a major in art education effectively describe the common body of knowledge and skills which will be the focus of the proposed program. According to NASAD, "curricular structure, content and time requirements for this degree shall enable students to develop the range of knowledge, skills, and competencies expected of those holding a liberal-arts baccalaureate degree in art education. Curricula to accomplish this purpose normally adhere to the following guidelines: studies in art

and/or design, including twelve to fifteen semester hours of art history, should comprise 30-45% of the total program; general studies, 40-50%; and professional education, including practice teaching, 15-20%" (NASAD, 2006). The proposed program meets these requirements.

ESTIMATED COST

There will be no new administrative costs for the Bachelor of Arts in Art Education, as it will be administered within the current organizational structure of the College of Arts and Sciences and the School of Education of the University of South Carolina Upstate. Costs for materials and educational supplies in support of new coursework will be offset by revenue generated through tuition, fees and additional resources allocated through academic affairs.

Unique costs include a fee for use of facilities at Greenville Technical College-Greer Campus when courses are taught on that campus by USC Upstate faculty. Additionally, when USC Upstate students enroll in lower-division art courses at Greenville Technical College-Greer campus, a fee in the amount of \$383 per student for Greenville county residents and \$413 per student for out-of-county students will be paid to Greenville Technical College-Greer campus. Annual fee adjustments are based upon GTC rate changes.

The current facilities for instruction in the visual arts at USC Upstate were upgraded in 2005. The new health education complex is currently under construction and will be the new facility for the School of Education. The projected date of completion is January 2008. Costs for the program will be covered by tuition for the students enrolled in the program.

COST PROJECTIONS FOR THE PROGRAM

NEW COSTS TO THE INSTITUTION AND SOURCES OF FINANCING

ESTIMATED COSTS BY YEAR						
CATEGORY	1 st	2nd	3 rd	4 th	5 th	TOTALS
Program Administration	0	0	0	0	0	0
Faculty Salaries/Fringe	0	0	0	\$50,000	\$50,000	\$100,000
Adjunct Faculty	0	0	0	0	0	0
Clerical/Support Personnel	0	0	0	0	0	0
Supplies and Materials	\$ 2,500	\$2,500	\$ 2,500	\$3,500	\$3,500	\$ 14,500
Library Resources	\$ 5,000	\$3,000	\$ 3,000	\$3,000	\$3,000	\$ 17,000
Equipment/Software	\$ 2,500	\$ 1,000	\$ 1,000	\$ 5,000	\$ 1,000	\$ 10,500
Facilities	0	0	0	0	0	0
Other (Identify)*(See note below)	\$ 1,592	\$ 3,980	\$ 7,960	\$ 7,960	\$ 7,960	\$29,452
TOTALS	\$11,592	\$14,480	\$14,460	\$69,460	\$15,460	\$171,452
<p>Tuition costs paid by USC Upstate for students enrolled in GTC art education courses *Year 1-\$383 each for two in-county USC UPSTATE students and \$413 each for two out-of-county USC UPSTATE students who enroll in courses such as painting offered by the GTC-Greer Campus Year 2-\$383 each for five in-county USC UPSTATE students and \$413 each for five out-of-county USC UPSTATE students who enroll in courses such as painting offered by the GTC-Greer Campus Year 3-\$383 each for ten in-county USC UPSTATE students and \$413 each for ten out-of-county USC UPSTATE students who enroll in courses such as painting offered by the GTC-Greer Campus</p>						
SOURCES OF FINANCING BY YEAR						
Estimated FTE Revenue Generated from The State MRR funded at 66% (actual amount cannot be determined)	\$14,040	\$21,240	\$34,200	\$47,160	\$65,880	\$182,520
Tuition Funding General Operating	\$27,027	\$40,887	\$65,835	\$90,783	\$126,819	\$351,351
Other State Funding						
Reallocation of Existing Funds – Technology Fee Budget Allocation						
Federal Funding						
Other Funding						
TOTALS	\$41,067	\$62,127	\$100,035	\$137,943	\$192,699	\$533,871