

### PROGRAM MODIFICATION PROPOSAL FORM

Name of Institution: Francis Marion University

Briefly state the nature of the proposed modification:

We are proposing to add a new option in Art Education to the B.A. in Visual Arts. Due to the nature of the option and the number of credit hours required, this new option will be a B.S. degree. We will be terminating the existing B.S. in Art Education in favor of a B.S. in Visual Arts, Art Education Specialty

Current Name of Program:

Bachelor of Science in Art Education

Proposed Name of Program:

Bachelor of Science in Visual Arts, Art Education Specialty

Program Designation:

- |   |  |
|---|--|
| <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  | <input type="checkbox"/> Doctoral Degree: Research/Scholarship (e.g., Ph.D. and DMA) |
| <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: August 2020

CIP Code: 50.0701

Current delivery site(s) and modes: Francis Marion University campus (Site Code: 50301); Traditional/face-to-face

Proposed delivery site(s) and modes: Francis Marion University campus (Site Code: 50301); Traditional/face-to-face

Program Contact Information:

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Institutional Approvals and Dates of Approval:

Departmental Approval March 7, 2019  
Academic Affairs Committee Approval March 21, 2019  
Faculty Senate Approval April 9, 2019  
FMU General Faculty October 10, 2019  
FMU Provost October 10, 2019  
FMU President October 10, 2019  
FMU Board of Trustees March 5, 2020

### **Background Information**

Francis Marion University currently offers a Bachelor of Science in Art Education, and we are proposing to change the program from a standalone program to a degree in Visual Arts with an Art Education option. We offer a Bachelor of Arts in Visual Arts with 4 specialty options. This degree would be a Bachelor of Science in the Visual Arts Program, adding a 5<sup>th</sup> option. While this will be a new degree option within the Visual Arts program, there will be no curricular or programmatic changes from the existing Art Education program.

FMU adheres to the primary purpose of its establishment as a college in 1970: to make available excellent educational programs for the people of the region and the state. Our Art Education program is a primary example of this. FMU is one of only four universities offering art education degree programs in the eastern half of South Carolina, and one of two in the Pee Dee region. Historically, FMU has produced a higher number of art education graduates than other regional institutions. Roughly 90% of our graduates seeking employment as an art educator were employed as such within 6 months of their graduation from FMU.

We can count two recipients of the South Carolina Art Education Association Teacher of the Year Awards, as well as multiple district and school Teachers of the Year, among our Art Education alumni. The current Executive Director and Curator of Education for the Florence County Museum are both graduates of our Art Education program. We are committed to continuing to serve our state and region with quality educators. Many of our Art Education students come from the Pee Dee region, so many of them choose to remain in the Pee Dee for their teaching careers. FMU's Art Education program is a vital conduit to producing quality art educators in our region because employment in the Pee Dee has traditionally not been a draw for educators from other institutions.

Our program has been accredited by the National Association of Schools of Art and Design since 2005, and we continue to maintain our accreditation standards.

### **Assessment of Need**

It is well established that we have critical need for educators in the State of South Carolina. According to a CERRA.org article from December 2019, there were 555.5 reported vacant teaching positions at the beginning of the 2019-2020 academic year. In their 2019-2020 SC Annual Educator Supply and Demand Report, CERRA notes that there were 6,650 SC teachers from the previous school year that did not return to a teaching position in the same district. In the same year 2,170 students completed a SC Bachelor's or Master's level initial teacher preparation program. This demonstrates a critical gap in the supply of qualified educators. According to the U.S. Department of Education, Office of Postsecondary Education report of *Teacher Shortage Areas Nationwide Listing 1990-1991 through 2017-2018*, Art has been identified as a Teacher Shortage Area in the state of South Carolina. In light of these statistics, we are committed to ensuring the continued success of our Art Education program. Approximately 75 to 85 percent of our graduates who entered the field of teaching upon graduation are still teaching. All but one of those are teaching in South Carolina. Given the critical need for educators nationwide and throughout the state we feel educator training programs of all kinds are critical investments in higher education for South Carolina. Because of this and having had Art reported as a teacher shortage area for the state, we are committed to continuing to provide quality art educators for our state. After evaluating the current program, we determined that we could make more efficient use of our university resources and invest in the continued longevity of the program by shifting our Art Education program from a stand-alone degree to a specialty within the Visual Arts program.

### **Transfer and Articulation**

There are no special articulation agreements for the modified proposed program.

### Description of the Program

Projected Enrollment						
Year	Fall Headcount		Spring Headcount		Summer Headcount	
	New	Total	New	Total	New	Total
2020-21	19	74	19	74		
2021-22	20	76	20	76		
2022-23	21	78	21	78		
2023-24	22	80	22	80		

Enrollment Projections are based on observation of enrollment trends over the last 5 years.

### Curriculum

#### Curriculum Changes

Courses Eliminated from Program	Courses Added to Program	Core Courses Modified
N/A	N/A	N/A

#### New Courses

As we are moving an existing program into a new designation with no programmatic change, there are no new courses planned.

#### Curriculum:

Visual Arts: Art Education Specialty	129-130 Hours
General Education, B.S. (48-49 Hours)	
English 101	3 or 4 Hours
English 102	3 Hours
Speech Communication 101	3 Hours
Political Science 101 or 103	3 Hours
Anthropology 200 or Geography 101	3 Hours
Political Science, Economics, Geography, Sociology, or Honors 250-259	3 Hours
Literature, any language	3 Hours
History	3 Hours
Art 101, Music 101 or Theatre 101	3 Hours
Art History 221 History of Western Art: Renaissance through Modern	3 Hours
Mathematics 121 or higher	6 Hours
Biological Science with Lab	4 Hours
Physical Science with Lab	4 Hours
Psychology 206 and 216	4 Hours
Visual Arts Core (36 Hours)	
Art 203 Basic Drawing	3 Hours
Art 204 Two-Dimensional Design	3 Hours
Art 205 Three-Dimensional Design	3 Hours
Art 206 Introduction to Graphic Design	3 Hours
Select 3 of the following:	9 Hours
Art 207 Introductory Painting	
Art 208 Introductory Photography	

Art 210 Introductory Ceramics	
Art 215 Introduction to Printmaking	
Art 218 Introduction to Digital Photography	
Art 230 Graphic Design I	
Art 231 Typography	
Select 2 of the following: Art 299 or higher	6 Hours
Art 301 Figure Drawing	
Art 306 Special Topics in Visual Arts	
Art 307 Intermediate Painting	
Art 308 Intermediate Photography	
Art 310 Intermediate Ceramics	
Art 311 Ceramic Sculpture	
Art 317 Watercolor	
Art 318 Alternative Digital Imaging	
Art 328 Photographic Lighting	
Art 330 Graphic Design II	
Art 331 Interactive Design II	
Art 407 Advanced Painting	
Art 408 Advanced Photography	
Art 410 Advanced Ceramics	
Art 430 Graphic Design III	
Art 431 Interactive Design II	
Art 497 Special Studies	
Art 498 Visual Arts	
Art 499 Senior Seminar	
Art History 220 History of Western Art: Ancient through Medieval	3 Hours
Select 1 of the following:	3 Hours
Art History 350 Native Arts of the Americas	
Art History 360 Islamic and African Art	
Art History 370 East Asian Art	
Select 1 of the following:	3 Hours
Art History 340 Art of the United States	
Art History 380 Nineteenth Century Art	
Art History 390 Twentieth Century Art	
Art History 400 Contemporary Art Since 1980	
Art Education Specialty (45 Hours)	
Art Education 312 Curriculum Materials and Methods in Art Education	3 Hours
Art Education 415 Historical Foundations of Art Education	3 Hours
Art Education 416 Contemporary Issues in Art Education	3 Hours
Art Education 501 The School of Art Program	3 Hours
Education 190 & 191 Foundations of Ed, Preparation for Ed Program Admission	4 Hours
Education 305 Foundations of Curriculum and Instruction	3 Hours
Education 311 & 313 Foundations of Instructional Planning & Assessment, Field Experiences in Instructional Planning & Assessment	4 Hours
Education 380 Introduction to Exceptional Students	2 Hours
Select 1 of the following:	2 Hours
Education 391 Clinical Experience B: Early Childhood-Block B	
Education 392 Clinical Experience: Elementary	
Education 393 Clinical Experience: Secondary	
Education 411 Reading and Writing in the Content Area	3 Hours
Education 487 Classroom Management	3 Hours
Education 490 Directed Teaching	12 Hours

**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.

<b>Program Name and Designation</b>	<b>Total Credit Hours</b>	<b>Institution</b>	<b>Similarities</b>	<b>Differences</b>
BA in Art-Certification as an Art Teacher	123	Winthrop University	Offers Art degree within the Liberal Arts framework. Prepares majors for K-12 licensure in Art Education. NASAD certified.	Winthrop Art Education majors may take up to 42 hours of studio art courses or 21 hours of art history courses, allowing students to specialize more. Majors may take fewer general education courses.
BA in Art Education	120	Coker University	Offers Art degree within the Liberal Arts framework. Prepares majors for K-12 licensure in Art Education. NASAD certified.	FMU has a stronger liberal arts focus as it places a stronger emphasis on general education requirements.
BA in Art Education	120	Claflin University	Offers Art degree within the Liberal Arts framework. Prepares majors for K-12 licensure in Art Education.	FMU has a stronger liberal arts focus as it places a stronger emphasis on general education requirements.
BA in Art Education	120-123	Converse College	Offers Art degree within the Liberal Arts framework. Prepares majors for K-12 licensure in Art Education. NASAD certified.	FMU has a stronger liberal arts focus as it places a stronger emphasis on general education requirements.
BS in Art Education	122	South Carolina State University	Offers Art degree within the Liberal Arts framework. Prepares majors for K-12 licensure in Art Education.	FMU has a stronger liberal arts focus as it places a stronger emphasis on general education requirements.
BA: Art-Education	129	Anderson University	Offers Art degree within the Liberal Arts framework. Prepares majors for K-12 licensure in Art Education. NASAD certified.	FMU has a stronger liberal arts focus as it places a stronger emphasis on general education requirements.
BA in Art Education	121-122	USC-Upstate	Offers Art degree within the Liberal Arts framework. Prepares majors for K-12 licensure in Art Education. NASAD certified.	FMU has a stronger liberal arts focus as it places a stronger emphasis on general education requirements.
Art Education BFA		USC	Offers Art degree within the Liberal Arts framework. Prepares majors for K-12 licensure in Art Education. NASAD certified.	USC requires more studio art and art history courses than FMU.

## **Faculty**

Other than shifting the Art Education program from a stand-alone degree to a specialty within the Visual Arts program, there are no proposed changes in curriculum or faculty. We are maintaining our existing curriculum and faculty.

## **Resources**

### **Library Resources:**

There are no new library resources needed for this modification. The educational image collection contains well over 180,000 digital and slide images of works of art, and the Rogers Library holdings include at least 10,000 volumes, one of the best collections in the state. The bulk of our Visual Arts and Art Education related titles are available electronically via various databases. There are 442 e-journal titles available via Ebsco Discovery Search for visual arts and 1,473 e-journal titles for art education. We have four e-book collections that contain works pertaining to visual arts and arts education: ProQuest Ebook Central (72,948 for visual arts and 143,523 for art education), Credo Reference eBook Collection (8,952 for visual arts and 50,906 for art education), Ebsco eBook collection (730 for visual arts and 440 for art education), and Gale Virtual Reference Library (20 for visual arts). Our other database subscriptions that support visual arts or arts education include: JSTOR, Project Muse, Academic Search Complete, Credo Reference, and Gale Reference Sources. The library currently has 160 print titles for visual arts and 174 for art education. PASCAL Delivers is a rapid book-delivery service provided by the Partnership Among South Carolina Academic Libraries which enables students, faculty, and staff across the state to request and receive books from academic libraries in South Carolina. Per our institutional membership, FMU students and faculty may utilize this service to supplement their research needs when print resources are not available in-house. Our existing resources are adequate and our faculty library liaison within the Art Education program will continue to collaborate with our library faculty and staff to maintain our needed resources.

### **Student Support Services**

No new services are needed. FMU student support facilities include our Center for Academic Support and Advisement (CASA), Writing Center, Tutoring Center, Career Development Center, Student Health Center, Office of Counseling and Testing, and a robust Student Life department. All of these services are available to students in the current programs and will be available to the students in the new program as well. Incoming students are enrolled in a Fine Arts University Life course designed to introduce them to the university, department, and programs. This course provides them with tools and information to help them be successful in the university and in their programs. First-Year students are advised in CASA, which practices a very one-on-one, focused style of advising designed to enhance student success. After their first year, students are assigned an advisor within the department who will work with them to develop a plan for graduation from their specific program and track. FMU also has budget allocations for artist and lecture series to bring in guest artists for guest lecturers, master classes and workshops. Additionally, FMU has multiple resources to fund external educational opportunities.

### **Facilities:**

The current resources and facilities are adequate. The current FMU visual arts facilities are housed in the Hyman Fine Arts Center, which was designed to capture the north light, so constant and essential to the working artist. Our facilities include spacious, high-ceiling studios with an adjacent open patio for the study and making of art as well as a well-equipped woodshop, a lecture hall for still image and video presentations for teaching art history. We also have classrooms specifically designated and equipped for our Art Education courses.

The ceramics program provides a broad range of learning experience for students in the traditions of the art and craft of pottery. The studio is equipped with electric wheels, extruders and slab rollers. In addition to electric kilns, several gas-fired kilns are located on the Art Center's patio, including one of the largest high-fire reduction kilns in the southeast, with 125 cubic feet of firing space. These kilns allow for the firing of large-scale sculptural works from three-dimensional design classes as well as pottery from ceramics classes.

The digital photography classroom, photography studio and lab are fully handicapped accessible and outfitted with equipment to explore the fundamentals of camera technique, composition, lighting and digital manipulation. Students use a variety of camera formats, become familiar with professional digital imaging software, and can also explore alternative photographic processes. Emphasis is placed on individual self-expression and knowledge of contemporary photographic issues as well as an understanding of the history of the medium.

The painting studio is designed to offer a well-ventilated space for working in oils, acrylics or other media. An industrial-size exhaust booth is provided for spray painting. Students explore painting styles both traditional and modern; acquire thorough experience in color mixing and color theory; and learn to construct their own canvases in the frame shop.

In the graphic design labs, only professional level hardware and software are used to give students experience in the applications that are used in the industry. With its laser engraver, cutter/plotter, 3D and large format printers, the lab is equipped for instruction and production. Artworks are both created and adapted for use to give experience in the theory and professional application of visual design.

The Fine Arts Center boasts the recently renovated Kassab Art Gallery. The Kassab Galleries Curator schedules the Kassab Art Gallery Series, exhibitions by students and distinguished regional artists with shows changing throughout the academic year.

The University Place Art Gallery in downtown Florence's historic district offers free curated exhibitions and workshops which are designed to inspire and engage the residents of the Pee Dee Region.

The Art Education program currently utilizes all of these facilities for their program and will continue to do so. These facilities are maintained by the current maintenance plan for the university. Technological upgrades to the facilities and equipment are made on a regular basis through the annual budget allocation and technology grants. The new program will continue to use, maintain, and upgrade these facilities as required for program development.

**Equipment:**

There is no new equipment needed for this modification. Our existing equipment, budget, and maintenance plan for equipment needs is adequate and will continue to be evaluated to ensure that program needs are met.

**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

Upon implementing the B.S. in Visual Arts, Art Education specialty, the existing B.S. in Art Education will be phased out. As there will be no change in the current course offerings, the existing Art Education majors will complete their degrees as planned. Upon graduating the final current Art Education majors, anticipated to be after the spring 2023 semester, the degree will be terminated. As we are maintaining the current curriculums from the program, our existing faculty will have little to no impact on their course planning, instructional processes, or additional responsibilities. Our enrollments in Art Education at this time are lower than average, and as the new Visual Arts track develops an increase in enrollments will be easily accommodated. The incorporation of the Art Education program into the Visual Arts should lead to greater collaboration among the arts faculty and a more efficient use of our existing resources.



**Financial Support**

<b>Estimated Sources of Financing for the New Costs</b>						
<b>Category</b>	<b>1<sup>st</sup></b>	<b>2<sup>nd</sup></b>	<b>3<sup>rd</sup></b>	<b>4<sup>th</sup></b>	<b>5<sup>th</sup></b>	<b>Total</b>
Tuition Funding	42,592	95,832	149,072	202,312	212,960	702,768
Program-Specific Fees						
Special State Appropriation						
Reallocation of Existing Funds	20,289	45,650	71,012	96,373	101,445	334,769
Federal, Grant, or Other Funding						
<b>Total</b>	<b>62,881</b>	<b>141,482</b>	<b>220,084</b>	<b>298,685</b>	<b>314,405</b>	<b>1,037,537</b>
<b>Estimated New Costs by Year</b>						
<b>Category</b>	<b>1<sup>st</sup></b>	<b>2<sup>nd</sup></b>	<b>3<sup>rd</sup></b>	<b>4<sup>th</sup></b>	<b>5<sup>th</sup></b>	<b>Total</b>
Program Administration and Faculty and Staff Salaries	31,147	70,081	109,015	147,949	155,736	513,928
Facilities, Equipment, Supplies, and Materials	1,240	2,790	4,340	5,890	6,200	20,460
Library Resources	2,180	4,906	7,631	10,356	10,902	35,975
Other (specify)	19,000	42,749	66,499	90,249	94,999	313,496
<b>Total</b>	<b>53,567</b>	<b>120,526</b>	<b>187,485</b>	<b>254,444</b>	<b>267,837</b>	<b>883,859</b>
<b>Net Total (i.e., Sources of Financing Minus Estimated New Costs)</b>	<b>9,314</b>	<b>20,956</b>	<b>32,599</b>	<b>44,241</b>	<b>46,568</b>	<b>153,678</b>

**Budget Justification**

Additional or new costs are calculated based on the estimated enrollment increases to be experienced due to the modified program. We look at historical departmental costs and use this as a base to determine a cost per student average and then apply an additional “special program costs (such as specialized equipment, new faculty specifically for this program, etc.)” In this case there are no noted special program costs. Analysis of the program financial operations shows that the program will generate revenues sufficient to cover total cost within the first year. The demand and class size of this program will provide tuition revenue to increase the school and FMU’s net income over the foreseeable future. Costs of the program are based on the proportional share of this program’s share of the fine arts program and its proportional share of library resources and indirect costs.

**Evaluation and Assessment**

<b>Program Objectives</b>	<b>Student Learning Outcomes Aligned to Program Objectives</b>	<b>Methods of Assessment</b>
Students will have an ability to use a variety of art media, techniques, and design concepts.	Students will be able to produce quality artwork in a range of media.	Senior art exhibit (graded using a rubric), graded artworks in studio art courses.
Students will have a substantial knowledge of educational strategies, including those related to children’s development and differences in learning styles and individual needs.	Students will demonstrate knowledge of educational strategies and learners in written responses.	PRAXIS: Principles of Learning and Teaching exam, graded lesson plans in education and art education classes, and during student teaching.
Students will have a basic content knowledge of art history, art criticism, and aesthetics.	Students will demonstrate that ability to identify a wide range of global art periods, movements and artists. They will be able to describe, analyze, interpret and evaluate artworks in substantial detail, and demonstrate a knowledge of various philosophical positions and contextual issues related to a wide range of artworks.	PRAXIS: Art Content and Analysis exam, graded tests in art history courses, and graded presentations and lesson plans during student teaching and in art education courses.
Students will be able to teach effectively.	Students will demonstrate the ability to teach effectively in a real world classroom setting.	Observational assessments of students during student teaching.
Students will be able to communicate effectively.	Students will be able to write clear and educationally sound lesson plans.	Graded lesson plans during student teaching, and in education and art education courses.
Students will demonstrate professional dispositions and a commitment to scholarship, and community and professional growth.	Students will demonstrate responsibility, confidentiality, reflection, respect for others, and a commitment to personal growth.	Observational assessments of students during student teaching (rubric) and scored dispositions of students in education courses, pre-observational and post-observational interviews during student teaching, exit questionnaire and interviews, attendance in art clubs, seminars, artist’s talks and workshops, participation in art shows, student presentations at state and/or national art education conferences

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

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

Yes

No

The current program and the new program will follow the same path to teacher certification. Visual Arts, Art Education majors will apply to the Professional Education Program in the FMU School of Education after meeting the qualifying scores in South Carolina for the PRAXIS Core exams in math, reading, and writing. Students must have been admitted to the Professional Education Program at least one full semester prior to the student teacher semester. In order to qualify for student teaching (Education 490 Directed Teaching), a student must have a cumulative grade point average of at least 2.75 at the end of the semester prior to student teaching, have completed ALL education courses with a grade of "C" or better, except for the Clinical Practice Block of Education 487, have acceptable dispositions ratings from practica course instructors and supervisors. Additionally, students must have positive recommendations from public school personnel, practica course instructors, and the appropriate program committee and a passing score (EXAMINEE copy) on all required parts of the Praxis II Test (Subject Assessments/Specialty Area Test) and PLT (Principles of Learning and Teaching). Art Education students must score a minimum of 161 on the Art: Content and Analysis subject assessment and select either K-6 or 7-12 for their PTL assessment. Successful candidates will attend a mandatory orientation meeting conducted by the Coordinator of Student Teaching. They are expected to complete the South Carolina Department of Education Application for Educator License (including updated background check and updated fingerprinting) and receive approval by the state of South Carolina. Upon the completion of student teaching and licensure students must have a successful completion of the FMU Teacher Candidate Work Sample, ADEPT and other Live Text assignments required for student teaching, positive evaluations by School of Education supervisors, acceptable disposition ratings from Education 490 instructors, completion of appropriate paperwork for South Carolina licensure and School of Education completion, positive recommendations from public school personnel, and an overall grade point average of 2.0 or higher. Having met all of the above requirements, successful students will then be certified to teach in the state of South Carolina.

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