

Fiscal Unit/Academic Org	Art Education - D0225
Administering College/Academic Group	Arts And Sciences
Co-administering College/Academic Group	Business
Semester Conversion Designation	Converted with minimal changes to program goals and/or curricular requirements (e.g., sub-plan/specialization name changes, changes in electives and/or prerequisites, minimal changes in overall structure of program, minimal or no changes in program goals or content)
Current Program/Plan Name	Art Education
Proposed Program/Plan Name	Art Education
Program/Plan Code Abbreviation	ARTEDU-BAE
Current Degree Title	Bachelor of Art Education

Credit Hour Explanation

Program credit hour requirements		A) Number of credit hours in current program (Quarter credit hours)	B) Calculated result for 2/3rds of current (Semester credit hours)	C) Number of credit hours required for proposed program (Semester credit hours)	D) Change in credit hours
Total minimum credit hours required for completion of program		24	16.0	16	0.0
Required credit hours offered by the unit	Minimum	15	10.0	10	0.0
	Maximum				0.0
Required credit hours offered outside of the unit	Minimum	9	6.0	6	0.0
	Maximum				0.0
Required prerequisite credit hours not included above	Minimum	5	3.3	3	0.3
	Maximum				0.3

Program Learning Goals

Note: these are required for all undergraduate degree programs and majors now, and will be required for all graduate and professional degree programs in 2012. Nonetheless, all programs are encouraged to complete these now.

- Program Learning Goals**
- To understand the issues, problems and policy interventions impacting the contemporary arts and cultural sector.
 - To understand the purpose, function, and professional decision making in arts and cultural organizations.
 - To understand the professional role and responsibilities of the artist and the cultural worker in society.
 - To practice creative & critical thinking, opportunity recognition and innovative practice in various arts & cultural environments.

Assessment

Assessment plan includes student learning goals, how those goals are evaluated, and how the information collected is used to improve student learning. An assessment plan is required for undergraduate majors and degrees. Graduate and professional degree programs are encouraged to complete this now, but will not be required to do so until 2012.

Is this a degree program (undergraduate, graduate, or professional) or major proposal? No

Program Specializations/Sub-Plans

If you do not specify a program specialization/sub-plan it will be assumed you are submitting this program for all program specializations/sub-plans.

Pre-Major

Does this Program have a Pre-Major? No

Attachments

- FCOB_support.pdf: Fisher letter
(Support/Concurrence Letters. Owner: Savage,Shari L)
- Chairs-let 10:09.docx: Chair's letter
(Letter from Program-offering Unit. Owner: Savage,Shari L)
- APA_MinorRationale.docx: Rationale
(Program Rationale Statement. Owner: Savage,Shari L)
- APA_MAJOR_ADVISING_SHEET_CAP.docx: Advising sheet
(Semester Advising Sheet(s). Owner: Savage,Shari L)

Comments

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Savage,Shari L	10/22/2010 03:49 PM	Submitted for Approval
Approved	Savage,Shari L	10/22/2010 03:56 PM	Unit Approval
Revision Requested	Williams,Valarie Lucille	11/03/2010 11:55 AM	College Approval
Submitted	Savage,Shari L	11/08/2010 09:07 PM	Submitted for Approval
Approved	Savage,Shari L	11/08/2010 09:08 PM	Unit Approval
Pending Approval	Williams,Valarie Lucille	11/08/2010 09:09 PM	College Approval

September 28, 2010

William Randall Smith
Vice Provost – Curriculum & Instruction Relations
Office of Academic Affairs
203 Bricker Hall
190 Oval Mall
CAMPUS

Dear Vice Provost Smith,

Semester Conversion Cover Letter

Summarizes department's review processes for programs and courses

Undergraduate and Licensure

The Undergraduate and Licensure Committee, which is comprised of approximately half of the tenure track faculty, and chaired by a faculty member appointed by the chair, reviewed all programs, our minor, and courses. During the 2009-2010 academic year, the Undergraduate and Licensure Studies Committee was chaired by Dr. Kevin Tavin, who was administratively assisted by Dr. Shari Savage. This academic year 2010-2011, the committee is chaired by Dr. Deborah Smith-Shank, who is also assisted administratively by Dr. Shari Savage. The process for converting the BAE and MA Licensure program for our core teacher education students was as follows. A draft proposal was created by Dr. Kevin Tavin and Dr. Shari Savage after they had done extensive research on how other Art Education teacher education programs were constituted for semesters throughout the state. The proposal was also checked to make sure they were aligned with our accrediting bodies NCATE and NASAD and the State of Ohio's Education Standards. The chair of the Undergraduate and Licensure Studies Committee brought the draft to the entire committee and they discussed and refined the draft to a finished form, and voted unanimously to accept it. The chair then brought the plan to the entire faculty at a Faculty Meeting. Some of the faculty had questions and requested further information. The chair provided the requested information at the next Faculty meeting and a vote was taken by the entire faculty to approve the proposed program. The vote was unanimous in favor and the new four year teacher preparation program was approved. The Undergraduate and Licensure Committee, with the assistance of the faculty who supervised particular GEC courses and the GTAs who taught them, provided updated material for these and other service courses provided by the department to the university. The undergraduate minor in art

education, Entrepreneurship in the Arts, was reviewed and revised by faculty who taught in the Arts Policy and Administration area of our department. The minor revisions were brought to the Undergraduate and Licensure Committee and unanimously approved and then presented at a later Faculty Meeting, where the revisions were also unanimously approved. A new undergraduate Arts Management Program, B.A., was developed and brought to the Undergraduate and Licensure Committee for approval. The new program was created because of student demand and interdisciplinary interest in the program. It was approved by the Undergraduate and Licensure Committee and then brought to the entire faculty for their approval. The new Arts Management undergraduate program was approved unanimously by the faculty.

Graduate Studies

The Graduate Studies Committee, which is comprised of approximately half of the tenure track faculty, and chaired by a faculty member appointed by the chair, reviewed all graduate programs and courses. During Autumn Quarter 2009 and Winter Quarter 2010, the Graduate Studies Committee was chaired by Dr. Christine Ballengee-Morris, and in Spring Quarter 2010 Dr. Vesta Daniel served as the committee chair. Both Graduate Studies Chairs were administratively assisted by the Graduate Program Coordinator, Ms. Kirsten Thomas. This academic year, 2010-2011, the committee continues to be chaired by Dr. Vesta Daniel, assisted administratively by Ms. Kirsten Thomas. The process for converting the MA programs and the Ph.D. Program for our graduate students from quarters to semesters was as follows. Each program's courses were reviewed by the entire Graduate Studies Committee and preliminary course reductions and combinations were suggested including new Programs of Study for each degree. All faculty members were responsible for providing the information required by the Office of Academic Affairs for the courses they taught. Many of the required courses for our programs were looked at intently and several courses were combined and reorganized to update content and assignments. A subcommittee of the Graduate Studies Committee met twice for several hours and discussed and refined the new Programs of Study for all programs. The revised Programs of Study were presented to the full Graduate Studies Committee and unanimously approved with minor changes. The Graduate Studies Chair brought the new Graduate semester program conversion documents to the Faculty retreat held in September 2010. After discussion, the faculty unanimously approved all of the revised semester conversion Graduate Programs of Study.

Recommends approval

As department chair, I agree with our tenure track faculty's decision, and approve all of the Undergraduate and Graduate Programs proposed.

List all current programs in the department

- a. Undergraduate bachelors degree programs and /or majors: BAE in Art Education; BA in Arts Management
- b. Undergraduate minors: Art Education Minor – Entrepreneurship in the Arts
- c. Undergraduate associate degree programs: NA
- d. Graduate degree programs: MA in Art Education, MA in Arts Policy & Administration, Ph.D. in Art Education
- e. Graduate minors: NA

- f. Graduate certificate programs: NA
- g. Graduate Specializations: Material Culture; Museum Education and Administration
- h. Professional degree programs: NA
- i. Combined programs: NA

Indicate which, if any program is being withdrawn

MA portion of BAE Licensure Program is being withdrawn. This was a hold-out from the Holmes Education Reform Movement when the College of Education along with the Department of Art Education agreed to endorse certification of teachers only at the MA level. In keeping with all other teacher certification programs in the state of Ohio, we now plan to provide a four year teacher preparation program. We remain in compliance with all our accrediting bodies and the State Education Standards.

Includes any additional materials required for the college-level program review of programs and courses

The department is including a new undergraduate program in the area of Arts Management. The program was developed due to student interest and arts communities' needs. There is a ready job market for these students since the cultural enterprise job market is still viable.

We have plans in place for the transition year at both the undergraduate and graduate levels to ensure all students are effectively assisted in the semester conversion process. All students will be assisted by group advising and their own personal faculty advisor during this time to make sure they do not miss any program requirements.

Sincerely,

Patricia L. Stuhr,
Professor and Chair



FISHER
COLLEGE OF BUSINESS

February 23, 2010

Valarie Williams
Professor and Associate Dean, Arts and Humanities
Arts and Sciences
114 University Hall
230 N. Oval Mall
Columbus, OH 43210

Dear Professor Williams:

The Fisher College of Business is pleased to support the proposal for the Art Entrepreneurship Minor in the Department of Art Education in the Arts and Sciences. It is particularly encouraging to see the proposed minor serve the creative and enterprising interests of the arts students at Ohio State, as well as the more business-minded students with professional career interest in various arts industries. Fisher is pleased to support this proposed minor by offering the required courses BUS-MHR 290, *Entrepreneurship*, and BUS-MHR 490, *New Venture Creation*.

As the architect of the Ohio State University Undergraduate Interdisciplinary Minor in Entrepreneurship we have been pleased to see the expansion of entrepreneurship education across campus. We are especially appreciative that the proposed minor incorporates BUS-MHR 290 and BUS-MHR 490 as required courses. As areas outside of Fisher propose new and exciting minors in entrepreneurship, having a common set of core courses will serve to maintain the integrity of entrepreneurship education as a truly cross-disciplinary area of study and to effectively leverage the educational resources of "One University."

The addition of this minor will greatly serve the entrepreneurial interests of Ohio State students. Let us know how we can support your efforts further.

Sincerely,

Christine A. Poon
Dean and John W. Berry, Sr. Chair in Business

Office of the Dean

PROGRAM Proposal

GENERAL PROGRAM INFORMATION

**Arts Entrepreneurship Minor (University Interdisciplinary Minor; Arts Track)
Department of Art Education**

Undergraduate minor

Arts Entrepreneurship Minor

Converted with minimal changes to program goals and/or curricular requirements (e.g., name changes, changes in electives and/or prerequisites, minimal changes in overall structure of program, minimal or no changes in program goals or content)

PROGRAM REQUIREMENTS:

To understand the issues, problems and policy interventions impacting the contemporary arts and cultural sector.

To understand the purpose, function, and professional decision making in arts and cultural organizations.

To understand the professional role and responsibilities of the artist and the cultural worker in society.

To practice creative & critical thinking, opportunity recognition and innovative practice in various arts & cultural environments.

List the semester courses:

Minor Core Courses

Art Educ 4480: Exploring the Creative Sector: Art Issues in the 21st Century (3 cr hrs)

Art Educ 4481: Managing Arts Organization: Balancing Stability & Change (3 cr hrs)

Art Educ 4683: Developing Arts Careers: Positioning Passion (3 cr hrs)

Append a current (quarters-based) and proposed (semesters-based) curriculum advising sheet for the program, formatted to meet the unit's standards. **Attached**

Curriculum map:

PROGRAM GOALS				
Required Courses (offered by unit)	GOAL #1	GOAL #2	GOAL #3	GOAL #4
Course 1: 4480	advanced	intermediate	beginning	intermediate
Course 2: 4481	intermediate	advanced	beginning	intermediate
Course 3: 4683	intermediate	beginning	advanced	intermediate
Required Courses				

(offered outside unit)				
Course 1: Bus 290				beginning
Course 2: Bus 490				intermediate

Rationale:

As the Arts Entrepreneurship Minor has recently been approved (Spring 2010) and will not go into effect until Winter 2011, there are no significant changes in the academic program. Minimal changes in course names, correction in the course numbering, and simplification of prerequisites are intended to clarify the course content and to increase course accessibility to students.

Program Credit Hour Requirements:	A Number of credit hours in current program (<i>Quarter credit hours</i>)	B Calculated result for 2/3rds of current quarter credit hours (<i>Multiply the value in column A by 0.667 and round to the nearest tenth of a credit hour</i>)	C Number of credit hours required for proposed program (<i>Semester credit hours</i>)
Total credit hours required for completion of program	24	16.01	16
Prerequisite credit hours required for admission to program which are not counted toward total hours	0	0	0
Required credit hours offered by unit	15	10.01	10
Required credit hours offered outside unit	9	6	6
Double counted credit hours that meet two or more requirements (<i>e.g. prerequisites, general education requirements, program requirements</i>)	5	3.34	3
Free elective credit hours	0	0	0

TRANSITION POLICY

The Arts Entrepreneurship Minor does not go into effect until Winter term of 2011. All courses included in the minor taken before that time, quarter or semester, will be counted toward the minor.

Program learning goals:

To understand the issues, problems and policy interventions impacting the contemporary arts and cultural sector.

To understand the purpose, function, and professional decision making in arts and cultural

organizations.

To understand the professional role and responsibilities of the artist and the cultural worker in society.

To practice creative & critical thinking, opportunity recognition and innovative practice in various arts & cultural environments.

Direct Measures of Student Achievement:

Specific measures: Class and group discussion, research and critical readings, written student responses and classroom presentations on various issues are traditional learning strategies and assignments used to promote academic skills and critical thought. Beginning courses often have prompt-driven writings to determine what a student understands of the field. A Senior Field Research project and a Mentorship in Management provide a practicum or an experiential component.

Content objectives are evident in all assignments; students achieve in-depth understanding through mapping and analyzing the relationships within specific arts industries, their legal structures, government infrastructure, and private and public resources. Similarly, students analyze the internal relationships within an organization, its governance, its leadership, staffing, its programming, revenue streams, and financial management.

Students apply conceptual/ theoretical models and current research to practical situations. They compile their research findings, seek consensus on its significance, and apply their results to an actionable plan. Specifically, most courses involve both group and/or the individual work on project design, planning for implementation and evaluation. Besides leadership and decision-making skills, collaborative work with peers and with local arts organizations, increases student initiative, understanding of community opportunity, and recognition of the need for innovation in the field. Thereby, students are encouraged to negotiate multiple ways of describing problems, and therefore, generating multiple solutions.

Finally, although research methods are embedded in every course through various course assignments, the advanced course requirements emphasize the importance of appropriate, but varied research methods for gathering information and building in-depth knowledge of the field. As important, the program provides for integrated practical learning opportunities such as group field research, individual research, internships/mentorships, and study abroad programs.

Indirect Means: Student assessment is, of course, more about individual learning or achievement measured directly against course objectives. But, an on-going record of student performance or achievement can provide an indirect measurement of program success. Secondly, a student's reflection on his/her own learning (or barriers to it) can be drawn from New Course Evaluations distributed by each instructor. These evaluations ask the student to critique the value of the courses related to his/her learning; students assess the topics (range, depth, detail), reading (amount, level, utility), assignments (number, variety, assessments, grade distribution), classroom activities (presentations, discussions, group projects, individual projects) and web-based activities. Also, at the course level, enrollment and seat availability in specific major

courses will be evaluated. Possible barriers to completing the major may be revealed by enrollment trends.

New Program Exit Interview will provide information about the overall plan of study, its implementation, and the students themselves. As enrollments increase, graduating majors or alumni will be surveyed for effectiveness of the program structure, for the availability and sequencing of courses in the major, and for information about student majors, honors and scholar affiliation, course selection, outreach participation, and academic performance (GPA) in major courses. As students may not declare their major until application for graduation, data gathered at that time will be compared with earlier course evaluations.

Based on recommended program standards of AAAE, items on this instrument would focus on student familiarity with major concepts and knowledge in the field. Clearly, these are short- and mid-term methods and measurements. Long-term measurements are more difficult to implement, however, methods evaluating program success might include increased undergraduate students declaring an Arts Policy and Administration major, increased enrollment in core courses, documentation of growing internships/volunteer opportunities provided by the community, substantial retention and graduation rate, and job placement rates and/or acceptance into graduate study within the field. Although short- and mid-term formative program evaluation is preferable for improving courses, a long-term evaluation timeline can be implemented over a five year period. Starting with benchmark information gathered from 2005 when the first core courses were offered, the program can track the indicators above over the first five years of the major program.