

BFA IN ART EDUCATION (SINGLE SUBJECT PRE-CREDENTIAL PREPARATION)



SACRAMENTO STATE
Redefine the Possible

In Workflow

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Approval Path

1. Wed, 23 Sep 2020 18:16:53 GMT
Peter Williams (peter.williams): Rollback to Initiator
2. Wed, 30 Sep 2020 05:03:40 GMT
Peter Williams (peter.williams): Approved for ART Committee Chair
3. Wed, 30 Sep 2020 17:07:36 GMT
Carolyn Gibbs (carolyng): Approved for ART Chair
4. Wed, 21 Oct 2020 18:21:22 GMT
Robin Fisher (rfisher): Approved for ALS College Committee Chair
5. Wed, 21 Oct 2020 20:48:58 GMT
Melinda Wilson Ramey (mwilson): Approved for ALS Dean

New Program Proposal

Date Submitted: Mon, 28 Sep 2020 19:58:24 GMT

Viewing: BFA in Art Education (Single Subject Pre-Credential Preparation)

Last edit: Fri, 16 Oct 2020 14:43:08 GMT

Changes proposed by: Carolyn Gibbs (101014897)

Academic Group: (College)

Arts & Letters

Academic Organization: (Department)

Art

Catalog Year Effective:

2021-2022 Catalog

NOTE: This degree major program will be subject to program review evaluation within six years after implementation.

Individual(s) primarily responsible for drafting the proposed degree major program:

Name (First Last)	Email	Phone 999-999-9999
Carolyn Gibbs	carolyng@csus.edu	916-278-7515

Type of Program Proposal:

Major

Is this a pilot program?

No

Is this a Fast Track program?

No

Does this major plan to include any formal options, concentrations, or special emphases?

No

Title of the Program:

BFA in Art Education (Single Subject Pre-Credential Preparation)

Designation: (degree terminology)

Bachelor of Fine Arts

Abstract of the proposal:

The Art Department proposes to elevate the status of the Art Education program from a concentration to a major in order to comply with EO 1071. Additionally, the arrival of two tenure-track faculty members, modernized course updates, and the revival of barrio arts have transformed a small art education certificate program into the place for dynamic visual arts education in the region. To reflect the growth in the Art Education major, we intend to elevate our curriculum as a Bachelors of Fine Arts (BFA) major. Updating the degree to a BFA is in line with many nationally recognized art education programs, ensuring our graduates are competitive in their field of study and well prepared in their careers. A conceptually different degree, the Art Education BFA encompasses a breadth and depth system of educating students. The pre-service art teachers graduating with an Art Education BFA will have studio training in a breadth of 2-Dimensional, 3-Dimensional, 4-Dimensional art, as well as a survey of art history courses. Students will delve into multiple pedagogical perspectives of art education; expanding the core coursework ensures students have more opportunities to put theory into practice. The BFA allows for Art Education majors to incorporate the pre-requisite coursework for the teacher credential program into their graduation requirements, which eliminates the need to take additional courses to meet the College of Education teaching credential entrance requirements.

Briefly describe the program proposal (new or change) and provide a justification:

To comply with EO 1071, the Art Department proposes to reclassify the current concentration in Art Education. We are not only proposing a degree elevation, we are proposing an increase in units and degree change from BA to BFA. Currently, the Department of Art offers a 48-unit Bachelor of Arts degree that prepares students for single subject preparation. Currently, in order to comply with current CSET waiver requirements of the credential program, our 48-unit art degree needs to remain the same. Therefore, in order to enhance and develop a BFA program that provides students with an assorted background of courses and experience hours, additional units need to be added to the current 48 unit degree.

The BFA in Art Education will include the pre-requisite education courses (EDUC 100A, EDUC 100B, EDUC 170, EDUC 136), including teaching and service experience hours that are required for admission by the credential program. This will provide students with a clearer and more accessible path toward pre-credential certification while developing their experience and extensive knowledge as artist-practitioners.

Currently there are no B.F.A. degrees offered in Art Education in the CSU system, although the CSU does offer BA's in Art Education (Bakersfield, Chico, Humboldt, Fullerton, Long Beach, Los Angeles, San Diego, and Northridge.) The BFA in Art Education will provide Sacramento State with the distinction of being the first campus to offer a BFA in Art Education in the entire CSU system.

Art education programs offered in the CSU range between 54-69 units of coursework. Per university policy, our program can only offer a 48-unit BA. Creating a BFA in Art Education will resolve the issue, and complement the BFA in Studio Art, making the department more competitive in preparing art educators and artist professionals.

Approving a BFA in Art Education will allow students to double major in Art Education and Studio Art. This will enhance the department's competitiveness as no other CSU campus offers a BFA in Art Education or a double major option in Studio Art and Art Education. Currently the Art Department offers a BFA in Studio Art that allows students to minor in Art Education and Art History. BA's in Studio Arts Methods and Art History offer options to minor in Art Education, Art History, or Art Studio.

With the recent hires of Dr. Veronica Hicks and Dr. Luis-Genaro Garcia the number of Art Credential applications in the College of Education has increased and we anticipate that our credential cohort will grow each year. Their leadership and unique scholarship have guided and influenced students through a limited number of art education courses. The BFA in Art Education will allow them to expand on their individual art education scholarship and provide the professional preparedness and distinction needed to serve the communities of Sacramento.

Objectives of the degree program:

The Art Education BFA program is intended to offer students a range of experiences in studio art, art history, and art education to develop a robust knowledge of art teacher pedagogy and theoretical perspectives, reinforced with applicable teacher training. We provide a thorough review of specific art education practices while evaluating how those practices connect with the student's chosen pedagogy when preparing to teach visual arts in California, the United States, and the world.

Program Outcomes

Graduates of the B.F.A. in Art Education will be able to:

- 1: Identify, describe and analyze a wide range of important works of art, artists, and art education theorists across the globe within their historical and cultural contexts.
- 2: Communicate through artmaking and visual analysis the formal and material qualities and technical processes of creative works.
- 3: Articulate a complex understanding of difference by examining art, artists, or art education theorists from cultural backgrounds different than one's own.
- 4: Apply K-12 teaching theories, concepts, and practices to current issues in art education.
- 5: Analyze elementary and secondary visual art student development, relationships, and artworks in historical context.
- 6: Identify, describe and analyze the social, cultural, and political issues facing the field of art education.
- 7: Produce and present effective visual arts lessons that comply with California Common Core State Standards and California Visual Arts Standards.

University Learning Goals**Undergraduate Learning Goals:**

Competence in the disciplines

Will this program be required as part of a teaching credential program, a single subject, or multiple subject waiver program (e.g., Liberal Studies, Biology) or other school personnel preparation program (e.g., School of Nursing)?

Yes

For the Council for the Preparation of School Personnel (to be filled out with assistance of your department chair):

Does this program change impact your department's currently written Program Standards Document?

No

Common Standards: In what way does this course or program change impact the currently written Common Standards document? Please include any suggested language changes.

The proposal does not change or impact the Common Standards document.

Is this change in response to program or unit assessment activities?

No

Please attach a Comprehensive Program Assessment Plan (required)

ART EDUCATION assessment.pdf

Please attach a Curriculum Map Matrix (required)

ART EDUCATION curriculum map.pdf

Please attach a five-year budget projection (required)

Art Education Budget Projection.pdf

Please attach the Smart Planner roadmap:

Art Education BFA - SmartPlanner ROADMAP.pdf

Catalog Description:

Units required: 72

Program Description

The Art Education BFA program prepares students to be resourceful, creative, and socially engaged artist-educators. Students develop expertise in a breadth of studio practices and depth of teaching, preparing students with the knowledge and skills necessary to thrive as teachers in school, museum, and community organizations. The curriculum prepares students through a variety of instruction, including studies in artistic perception; historical and cultural foundations in art; connections, relationships, and applications in art; critical art education theories and methodologies; and visual culture art education.

Graduates from the program are eligible to apply for the Single-Subject Teaching Credential Program in the College of Education to obtain state licensure to teach art in K-12 public schools. Students interested in teaching art in public schools in California should

get information from the Teaching Credentials Office in Eureka Hall 401 or the College of Education's Web site at www.csus.edu/coe/academics/credentials/.

Admission Requirements: Course prerequisites and other criteria for admission of students to the degree major program, and for their continuation in it.

Minimum Grade Requirement

Courses applied toward the Subject Matter program must be completed with a grade of 'C' or higher.

Program Requirements: (If new courses are being created as part of a new program, it will be useful to propose courses first.)

Program Requirements

Code	Title	Units
Art History Foundation (12 Units)		
<i>Complete all three courses:</i>		9
ART 1A	Art, Religions, and Power before 1400	
ART 1B	Art in the Western World: From Renaissance to Baroque	
ART 1C	Global Modern and Contemporary Art	
<i>Select one of the following:</i>		3
ART 3A	Traditional Asian Art	
ART 3B	Modern and Contemporary Asian Art	
ART 4	European Visual Traditions	
ART 5	Art of the Americas	
Art Studio Foundation (21 Units)		
<i>Complete all four courses:</i>		12
ART 20A	Beginning Drawing	
ART 22	Beginning Painting	
ART 60	Two-Dimensional Composition	
ART 97	Beginning Electronic Art	
<i>Select one of the following:</i>		3
ART 70	Form, Space Vision	
ART 88	Beginning Sculpture	
<i>Select one of the following:</i>		3
ART 50	Beginning Ceramics	
ART 53	Beginning Hand-Built Ceramics	
<i>Select one of the following:</i>		3
ART 40	Beginning Printmaking	
PHOT 40	Basic Techniques of Photography	
Upper Division Art Studio Depth (6 Units)		
<i>Select two courses from Group 1, Group 2 or Group 3:</i>		6
<i>Group 1</i>		
ART 120	Advanced Drawing	
ART 122A	Intermediate Painting (may be taken twice for credit)	
ART 122B	Advanced Painting (may be taken four times for credit)	
ART 123	Figure Drawing	
ART 124A	Intermediate Watercolor	
ART 124B	Advanced Watercolor	
ART 125A	Life Painting	
ART 125B	Life Studio	
ART 126	Painting and Drawing in the Field	
ART 140	Intermediate Printmaking	
ART 144	Digital Printmaking	
ART 145	Advanced Printmaking Studio	
ART 145	Advanced Printmaking Studio	
ART 178A	Public Art Processes	
ART 178B	Public Art Studio	
<i>Group 2</i>		
ART 127	Collage and Assemblage (may be taken twice for credit)	

ART 150	Advanced Ceramics
ART 153	Hand-Built Ceramic Techniques
ART 178A	Public Art Processes
ART 178B	Public Art Studio
ART 180	Figure Sculpture
ART 182	Intermediate Sculpture (may be taken twice for credit)
ART 183	Advanced Sculpture (may be taken twice for credit)
ART 187	Installation and Performance Art (may be taken twice for credit)

Group 3

ART 142/CSC 126	3D Computer Modeling
ART 143/CSC 127	3D Computer Animation
ART 144	Digital Printmaking
ART 146	Creative Coding
ART 147/COMS 157	Video Art
ART 178A	Public Art Processes
ART 178B	Public Art Studio
ART 197	Intermediate Electronic Art
ART 198	Advanced Electronic Art

Upper Division Art History Depth (6 Units)*Select two of the following:* 6

ART 100	Origins of American Indian Art
ART 102	Themes in World Art and Visual Culture ✎
ART 103	Art of the Ancient Mediterranean
ART 105	Medieval Art
ART 106	Renaissance Art
ART 107	Baroque and Rococo Art
ART 108	19th Century Art
ART 109	Modern Art
ART 110	US and Caribbean Art: Race and Representation 🌐
ART 111	Latin American and Latino Art History ✎
ART 112	Contemporary Art
ART 113B	Asian Art and Mythology
ART 114	Topics in Early Modern Art
ART 115	Topics in Asian Art
ART 116	Topics in Modern and Contemporary Art
ART 117A	Art of India and Southeast Asia
ART 117B	Art of China and Japan
ART 117C	Art of Korea
ART 118C	Public Art in the Americas
PHOT 102	Photography, a Social History

Required Upper Division Art Education Courses (18 Units)*Complete all six courses:* 18

ART 130	Theories in Art Education
ART 133	Art Education for Children
ART 135	Overview of Secondary Art Education
ART 137	Art for Exceptional Children
ART 148	Barrio Art for Ethnic Groups
ART 192C	Senior Seminar in Art Education

Pre-requisite Credential Courses (9 Units)*Complete all four courses:* 9

EDUC 100A	Educating Students with Disabilities in Inclusive Settings
EDUC 100B	Educating Students with Disabilities in Inclusive Settings Lab
EDUC 170	Bilingual Education: Introduction to Educating English Learners
PUBH 136	School Health Education

Total Units

72

Note: ART 305 (Art in the Public School) is the required learning methods course for students enrolled in the Professional Education Program in the College of Education. The program is currently under review by the Commission on Teacher Credentialing and students are strongly encouraged to consult an advisor.

Explanation of special characteristics of the proposed degree major program; e.g., in terminology, units of credit required, types of course work, etc.:

Art Education BFA program students take introductory courses in contemporary teaching and art practices focusing on art and human development, preparing them with diverse strategies and approaches to instruct art lessons. Students grow their artistic skills by taking multiple studio art courses to demonstrate their competency in art making.

In the proposed BFA in Art Education, students take several pre-requisite teaching credential courses that complete the preliminary coursework requirements for the College of Education Teaching Credential program.

The proposal also increases the number of required art education courses. In the last year, a selection of coursework in art education was revitalized, including a curricular redesign of Art for Exceptional Children and the return of Sacramento State's Barrio Art Program. By requiring these courses, students learn to teach art to diverse populations, and consider equity and accessibility in their classrooms.

In the proposed BFA in Art Education, students are afforded a greater selection of studio coursework to prepare them as teaching artists trained in diverse art media. As the first Art Education BFA program in the California State University system, Sacramento State sets a precedent for artistic and academic excellence by regionally leading the field of art education in a new direction. Not only does the Art Education BFA program now comprise the College of Education's teacher credential pre-requisite coursework, the degree elevation to 72 units ensures that graduates have a competitive edge in their professional careers as well as those seeking entry to MFA programs.

For undergraduate programs, provisions for articulation of the proposed major with community college programs:

All lower- division required courses (33 units) will continue to be articulated with area community colleges, including American River College, Cosumnes River College, Folsom Lake College, Fresno City College, Sacramento City College, Sierra College, and San Joaquin Delta College. See www.assist.org for existing articulation agreements.

Will this program require specialized accreditation?

Will this program require accreditation?

Yes

Anticipated date of accreditation request: (limited to 20 words)

Spring 2021

Provision for meeting specialized accreditation requirements, where applicable:

The current BA in Art with a Concentration in Art Education is accredited by NASAD (National Association of Schools of Art and Design) and already meets the association's requirements for accreditation. We will reapply for accreditation of this program once the program is elevated to a major.

Need for the Proposed Degree Major Program

Is the proposed degree program offered at any California State University campus or any neighboring institutions?

Yes

List of other California State University campuses currently offering or projecting the proposed degree major program; list of neighboring institutions, public and private, current offering the proposed degree major program:

CSU Chico offers a 54 unit BA
CSU Bakersfield offers a 60 unit BA
CSU Fullerton offers a 54 unit BA
CSU San Bernardino offers a 97 unit BA
CSU Long Beach offers a 69 unit BA
CSU Humboldt offers a 57 unit BA
Colorado State - BFA in Art Education

Differences between the proposed program and the programs listed above:

Pre-requisite teaching credential courses that complete the preliminary coursework requirements for the College of Education Teaching Credential program now included in the Art Education coursework.

Students can declare a Minor in Art History or Art Studio.

Students can select from revitalized art education courses, including a curricular redesign of Art for Exceptional Children and the return of Sacramento State's Barrio Art Program.

First Art Education BFA program in the California State University system.

Degree elevation to 72 units - afforded a greater selection of studio coursework to prepare them as teaching artists trained in diverse art media.

Graduates have a competitive edge in their professional careers as well as those seeking entry to MFA programs.

Additionally, with the development of Sac State's Anchor University Initiative, the service opportunities offered through the Art Education BFA, in partnership with the community engagement center, will align with the mission of the Anchor University initiative, the College of Arts and Letters, and the College of Education.

List of other curricula currently offered by Sac State which are closely related to the proposed program:

None

Attach the results of a formal survey in the geographical area to be served indicating demand for individuals who have earned the proposed degree and evidence of serious student interest in majoring in the proposed program:

Art Enrollment Historical Table.pdf

Provide justification for any discrepancies between national/statewide/professional manpower surveys and local findings:

Since a full art education program already exists as a concentration of the BA in Art, we can provide historical data taken the Art Department Factbook to show serious student interest in the program. From 2015-2020, we have had between 16 and 33 Art Education majors annually (see attached file). Upon being elevated to a major, we hope to grow this number by 5-10% annually.

For graduate programs, the number of declared undergraduate major and the degree production over the preceding years of the corresponding baccalaureate program:

n/a

Professional uses of the proposed degree major program:

The BFA in art education will offer a well-rounded and professional-level education for those interested in becoming art-educators, artists with the ability to teach in multiple professional levels. Credentialed educators in public schools, Museum educators, teaching artists, and art education specialists in community organizations.

The expected number of majors in:

1st Year Enrollment:

30

3rd Year Enrollment:

35

5th Year Enrollment:

40

1st Year Graduates:

6

3rd Year Graduates:

6

5th Year Graduates:

8

Existing Support Resources for the Proposed Degree Major Program

List faculty members, with rank, appointment status, highest degree earned, date and field of highest degree, and professional experience (including publications if the proposal is for a graduate degree), who would teach in the proposed program:

Name	Rank	Appointment Status	Highest Degree Earned	Year of Highest Degree Earned (YYYY)	Publications/Professional Experience
Luis Garcia	Assistant Professor	Full Time	Doctorate	2017	<p>Garcia, L.-G. (2020). Art Education & the Problem-Posing Methodology: A critical Approach to Learning from and Working with Students and their Communities. In Brion-Meisels, Gretchen, Fei, Jessica Tseming, & Vasudevan, Deepa Sriya. (2020). <i>At Our Best (Current Issues in Out-of-School Time)</i>. Charlotte, NC: Information Age Publishing, Incorporated.</p> <p>Kohli, R., Pizarro, M., Garcia, L.-G., Kelly, L., Espinoza, M., Cordova, Juan. (2020) <i>Critical Professional Development and the Racial Justice Leadership Possibilities of teachers of colour in K-12 schools, Professional Development in Education</i>.</p> <p>Garcia, L.-G. (2017). <i>La Loteria and Creative Resistance: A Funds of Knowledge Approach to Art Education</i>. In J. M. Kiyama. & C. Rios-Aguilar (Eds.), <i>Funds of Knowledge in Higher Education: Honoring Students' Cultural Experiences and Resources as Strengths</i>. New York, NY: Taylor and Francis.</p> <p>Garcia, L.-G. (2015). <i>Empowering Students through Creative Resistance: Art-based Critical Pedagogy in the Immigrant Experience</i>. <i>Diálogo, An Interdisciplinary Studies Journal</i>, 18(2), 139–149.</p> <p>Garcia, L.-G. (2015). <i>Educación</i>. <i>InterActions: UCLA Journal of Education and Information Studies</i>, 11(1).</p> <p>Garcia, L.-G. (2012). <i>Making Cultura Count Inside and Out of the Classroom: Public Art & Critical Pedagogy in South Central Los Angeles</i>. <i>Journal of Curriculum and Pedagogy</i>, 9(2), 104–114.</p> <p>Garcia, L.-G. (2012). <i>May Day Service Learning Project Eastside High School: From Alumni to Future Alum</i>. In S. V.Chappell & C. J. Faltis (Eds.), <i>The Arts and Emergent Bilingual Youth: Building Critical, Creative Programs In School and Community Contexts</i>. New York, NY: Taylor and Francis.</p>

Veronica Hicks	Assistant Professor	Full Time	Doctorate	2019	<p>Forthcoming - Hicks, V. (2021). The Resiliency of Pre-service Art Teachers during COVID-19 Restrictions. <i>Art Education Journal</i>.</p> <p>Hicks, V., & LeBlanc, N. (2019). "Just" a Conversation About Studio Practice. <i>Visual Arts Research Journal</i>. Volume 45, Issue 1.</p> <p>Horoschak, L., Gavin, K., & Hicks, V. (2014). Reflections on Moore College of Art and Design's master's degree program in art education with an emphasis on special populations. 2013 VSA Intersections: Arts and Special Education Exemplary Programs and Approaches, 127-146.</p> <p>Studio Sisterhood: Women Artist-Educators, Creative Practices, and the Politics of Making, National Art Education Association Conference, Minneapolis, Minnesota March 2020.</p> <p>The Revitalization of ART 137: Art for Exceptional Children at Sac State, Curriculum Slam, California Art Education Association State Conference, Sacramento, California November 2019.</p>
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Space and facilities that would be used in support of the proposed program: Show how this space is currently used and what alternate arrangements, if any, will be made for the current occupants.

The BA in Art with a Concentration in Art Education currently uses classrooms and faculty offices in Kadema Hall. Additional space or facilities beyond these existing facilities will not be necessary for the art education major.

Library resources to support the program, specified by subject areas, volume count, periodical holdings, etc.:

Books:

- Total number of art-related titles: 19,599
- Total number of art-related print titles: 19,515
- Total number of art-related electronic titles: 89
- Visual Arts titles (N): 5,097
- Architecture titles (NA): 3,261
- Sculpture titles (NB): 1,061
- Drawing, design and illustration titles (NC): 1,528
- Painting titles (ND): 4,425
- Print media titles (NE): 751
- Decorative Arts (NK): 2,693
- Arts in general (NX): 783

Library has a demand-driven acquisitions program through which patrons can access more titles than are included in these numbers.

The Library currently subscribes to several art-specific databases, including:

- Art Full Text™
- Art Index Retrospective™
- Artstor
- Avery Index to Architectural Periodicals
- Design and Applied Arts Index
- JSTOR
- Oxford Art Online
- Project Muse

The current Fine and Performing Arts Librarian has a BA with an emphasis in Studio Art and Art History, as well as a Masters in Library and Information Science, and has collaborated with several teaching faculty from Art History

Library research guides for art history students are as follows:

- Art History: <http://csus.libguides.com/arthistory>
- Indigenous Art: <http://csus.libguides.com/indigenousart>
- Latin American Art: <http://csus.libguides.com/latinamericanart>

Equipment and other specialized materials currently available:

Faculty and students currently have access to a collection of artworks by regional and national artists in the University Art Collection, with a particular strength in art of the 1960s, 1970s and 1980s. Special Collections and University Archives additionally contains many artworks, historical documents, and resources relevant to a wide variety of art history, art education, and art studio courses. These on-campus resources supplement the wide variety of regional resources available to students in museums like the Crocker Art Museum.

Additional Support Resources Required

Enrollment and faculty positions should be shown for all discipline categories which will increase because of the new program and for all discipline categories which will decrease because of the new program. If faculty positions are to be transferred into the new program from other areas, the reductions in faculty positions should be shown on the appropriate discipline category or categories:

Faculty are already teaching a full program of art education courses, which already exists as a concentration of the BA in Art. We are elevating the program from a concentration to a major in order to be in compliance with EO 1071.

Any special characteristics of the additional faculty or staff support positions needed to implement the proposed program:

A full art education program already exists with two tenured/tenure-track faculty as a concentration of the BA in Art. No additional faculty or staff are required to add the additional units to the degree. We are elevating the program from a concentration to a major in order to be in compliance with EO 1071.

The amount of additional lecture and/or laboratory space required to initiate and sustain the program over the next five years: Indicate any additional special facilities that will be required. If the space is under construction, what is the projected occupancy date? If the space is planned, indicate campus wide priority of the facility, capital outlay program priority, and projected date of occupancy.

No additional space is needed.

Additional library resources needed: Indicate the commitment of the campus to purchase or borrow through interlibrary loan these additional resources.

No additional library resources are needed.

Additional equipment or specialized materials that will be 1) needed to implement the program and 2) needed during the first two years after initiation: Indicate source of funds and priority to secure these resource needs.

No additional specialized equipment is needed.

Please attach any additional files not requested above:

support for Art Education BFA from Public Health .pdf
BFA Letters of Support Credentials Public Health.pdf
BFAArtEd_LetterOfConsultation.pdf
LetterOfConsultation_ArtEdBFA.pdf

Reviewer Comments:

Peter Williams (peter.williams) (Wed, 23 Sep 2020 18:16:53 GMT): Rollback: Changes to the Abstract are recommended to specify the purpose of the pre-requisite coursework. We recommend including the PLOs in the Objectives of the Degree Program. Additionally, we propose that Objective #7 should be amended to indicate compliance with Common Core State Standards.

Key: 495