

**College of Visual & Performing Arts
Faculty Assembly Agenda
Friday, March 4, 2022 • 2PM
VIRTUAL**

I. Vote to conduct business virtually

II. Approval of Minutes from Jan 14, 2022 Faculty Assembly

III. Deadlines, Events and Reminders

- a. CVPA Open Houses
 - Saturday, March 5 – 11:00 am
 - Saturday, April 2 – Winthrop Day – 11:00 am
- b. Faculty 180
 - Annual Reports are now accessible in Interfolio, due May 16, 2022
- c. May Commencement – May 7, 10:00 am, Winthrop Coliseum

IV. CVPA Department & Unit Updates

- Welcome Associate Dean / Graduate Director – Lorrie Crochet
- Theatre & Dance – Daniel Gordon
- Design – Eva Roberts
- Fine Arts – Karen Oremus
- Music – Elisa Koehler
- Arts Administration Programs – Robert Wildman
- Communications – Lauren Grad
- Student Services – Anna Fredericks
- ST-ARTS / Arts Bridge (pre-university) – Jeff McEvoy
- Arts in Basic Curriculum Project – Kim Wilson

V. General Business

- Curriculum Review and Voting
 - See attached proposal for new courses: MUST 308, THRT 475, THRT 495 and
New Program: CERT-ARTE
- Bylaws Update
- College updates – Jeff Bellantoni
 - Faculty Searches in progress (Theatre, Design)
 - Budget FY 23
 - Summer Compensation
- Floor open for new/old business

VI. Sabbatical Presentation: Karen Stock

VII. Adjournment

Winthrop University Curriculum Application System

Subject/Course Number=MUST308

Action=Add New Course

Status=Pending

New Course Details

**Designator/
Number:** MUST308 **Version No:** 1

Department: MUSC

College: VPA

Catalog Title: History of American Popular Music

Transcript Title: Hist of Am Pop Music

**Catalog
Description:** A survey of popular American music from the early 1900s to current trends. Repertoire, solo artists, ensembles, musical styles, and sociopolitical events from each decade will be explored.

**Goals for the
Course:** Students will be able to: Explain and differentiate music/albums/ensembles/artists within cultural and historical contexts. Identify, understand, and emulate various performance styles/trends spanning multiple decades of American Popular Music. Discuss and explain the role of each musician in a given ensemble. Develop creative conclusions through intentional music analysis.

**Teaching
Method:** Lecture

Credit Hours: 3

Lecture Hours: 3

Lab Hours:

Grade Basis: Regular

Exam: Yes

Effective Term: 2022F

Ending Term:

Terms Offered: Periodically

How many times may a student receive credit for this course? 1

Is Teacher Ed committee approval required for this course action? No

Is General Ed committee approval required for this course action? No

Is course required for a degree/program? Yes

Methods of Evaluation(e.g projects, oral reports, portfolio etc.): projects, exams, oral reports

**Additional
requirements or**

**assignments,
if course may be
taken for
graduate credit.**

Cross Listing:

Prerequisite: MUST 306

Corequisite:

**List designator
and no. of
courses
covering
same/similar
content.**

**Notes for
Catalog:**

**Justification for
Course Action:** This course will provide students in the Department of Music with an upper level ("above 299") course in which they can explore American Popular Music. We do not offer a course dedicated to popular music and it would benefit students from all music disciplines & programs to better understand the current music industry. Additionally, this course will be part of the core curriculum for a proposed B.A. in Commercial Music.

**Effect of course
on other
programs,
curricula or
enrollment** N/A

Library Resources Required? No

Library Details

**Assessment
Support for
course action** Faculty members have researched multiple programs offering undergraduate degrees in Commercial Music. Additionally, Dr. Koehler and Dr. Patterson have discussed the need for more courses above the 299 level.

Staffing Details: Dr. Patterson, Dr. Dickert, and Dr. Isenhour could potentially teach this course.

**Instructional
Resources:** N/A

**Organizations
Resources:** N/A

Approval Details

College Curriculum Committee Chair --> Bellantoni, Jeffrey approved on 2/25/2022 11:25:01 AM

Department Chair --> Koehler, Elisa Catherine approved on 2/18/2022 5:49:37 PM

Winthrop University Curriculum Application System

Subject/Course Number=THRT475

Action=Add New Course

Status=Pending

New Course Details

Designator/ Number: THRT475 **Version No:** 1

Department: THDN

College: VPA

Catalog Title: Capstone in Dramatic Literature

Transcript Title: Capstone in Dramatic Literature

Catalog Description: An individually designed project in Dramaturgy. Students demonstrate what they have learned in the Theatre History and Dramatic Literature Concentration, including theatrical literary advisement, play development, production research and support, educational support, and how to communicate their knowledge productively.

Goals for the Course: 1. To serve as Dramaturg for a realized production 2. To develop questions and research potential answers. 3. To take artistic risks by incorporating new theatrical approaches and innovations. 4. To identify and solve artistic problems.

Teaching Method: Practicum, Research

Credit Hours: 2

Lecture Hours: 0

Lab Hours: 2

Grade Basis: Regular

Exam: No

Effective Term: 2022F

Ending Term:

Terms Offered: Spring, Fall

How many times may a student receive credit for this course? 1

Is Teacher Ed committee approval required for this course action? No

Is General Ed committee approval required for this course action? No

Is course required for a degree/program? Yes

Methods of Evaluation(e.g projects, oral reports, portfolio etc.): Practicum, Portfolio, Self-assessment

Additional requirements or

**assignments,
if course may be
taken for
graduate credit.**

Cross Listing:

Prerequisite: Theatre major or permission of chair of Theatre and Dance. junior or senior status. THRT 210

Corequisite:

**List designator
and no. of
courses
covering
same/similar
content.**

**Notes for
Catalog:**

**Justification for
Course Action:** This course provides a students theoretical and practical experience in production research and support, and educational support for a specific play within the departmental season. The course serves as a capstone for the newly proposed Theatre History and Dramatic Literature Concentration in Theatre

**Effect of course
on other
programs,
curricula or
enrollment** none

Library Resources Required? Yes

Library Details None beyond existing

**Assessment
Support for
course action** The faculty in the department has been discussing the idea of creating a History and Dramatic Literature concentration for a few years. We moved closer towards a decision in 2019, when we made the decision to require students to audition and/or interview for appropriate placement in the department. We discovered there were students who did not seem to fit in the existing concentrations of Performance, Musical Theatre, Technology/Design, or Theatre Education with K-12 Certification. We considered adding a Theatre Studies (as well as a Dance Studies) concentration to accommodate these students. Concerns arose that this concentration would start to function as a “catch all” or repository for students who did not meet the standards of the other concentrations, which was never the intention. As we delved deeper into what this curriculum would entail, we naturally found the title, History and Dramatic Literature. This course is the capstone experience fr this concentration. We are responding to student interest. After querying high

school students and incoming freshmen, it became clear that there was interest in a scholarly approach studying theatre, as well as having an opportunity to do so in a liberal arts tradition and be able to explore all aspects of theatre. Students are not typically exposed to this idea in high school, where the emphasis is mostly on performance, and to a lesser extent, design and production. Resources will be spent to appropriately communicate the benefits of this concentration to them. The primary reason for adding the program is to provide an avenue of study for students who do not want to (or don't want to yet) be actors, designers, or teachers. We encounter prospective students at college fairs and auditions around the region. More and more

Staffing Details: This course stacks with existing courses where faculty supervise Students in production aspects of departmental productions.

Instructional Resources: None

Organizations Resources: The course will not affect the level of production activity. Faculty regularly serve as mentors for student projects. This course will only add to that if it attracts new students to the program, which we do hope it does.

Approval Details

College Curriculum Committee Chair --> Bellantoni, Jeffrey approved on 2/25/2022 11:34:15 AM

Library Dean --> Kendrick, Kaetrena Davis approved on 2/17/2022 10:04:12 AM

Department Chair --> Gordon, Daniel James approved on 2/16/2022 8:14:36 PM

This request was created by Gordon, Daniel James on 2/16/2022 8:13:24 PM

Winthrop University Curriculum Application System

Subject/Course Number=THRT495

Action=Add New Course

Status=Pending

New Course Details

Designator/ Number:	THRT495 Version No: 1
Department:	THDN
College:	VPA
Catalog Title:	Capstone Production Practicum
Transcript Title:	Capstone Production Practicum
Catalog Description:	A practical exploration of the production process. Students demonstrate what they have learned in the Design/Tech concentration. Students will be required to apply for a leadership position, showing experience in their area of interest to fulfill the position successfully.
Goals for the Course:	1. Students will understand how to manage their time to complete a self-directed project in scenic design, properties design, costume design, costume construction, stage management, technical direction, make-up and hair design, lighting design, master electrician or sound design. 2. Students will learn and put into practice the professional process by which theatre designers, managers and technicians communicate information to a director, design team, theatre manager and professional scenic shop that is producing a realized theatrical production. 3. Students will learn how to produce professional paperwork specifically designed to communicate information in their design, management or tech area.
Teaching Method:	Laboratory, Practicum, Research
Credit Hours:	2
Lecture Hours:	0
Lab Hours:	2
Grade Basis:	Regular
Exam:	No
Effective Term:	2022F
Ending Term:	
Terms Offered:	Spring, Fall
How many times may a student receive credit for this course?	2
Is Teacher Ed committee approval required for this course action?	No
Is General Ed committee approval required for this course action?	No

Is course required for a degree/program? Yes

Methods of Evaluation(e.g projects, oral reports, portfolio etc.): Portfolio, practicum, self assessment

Additional requirements or assignments, if course may be taken for graduate credit. N/A

Cross Listing:

Prerequisite: THRT 395

Corequisite:

List designator and no. of courses covering same/similar content.

Notes for Catalog: registration by permission of instructor

Justification for Course Action: There was no effective capstone for the BA Theatre Tech /Design Concentration. In addition, some graduating senior's portfolios were lacking realized projects

Effect of course on other programs, curricula or enrollment This change should allow for more consistent assignments and delegation of production opportunities for studio theatre productions, making the student works projects a better learning opportunity for all students.

Library Resources Required? No

Library Details N/A

Assessment Support for course action Senior exit surveys, Junior reviews of tech/design students.

Staffing Details: This course may be stacked with the existing THRT 395

Instructional Resources: N/A

Organizations Resources: N/A

Approval Details

College Curriculum Committee Chair --> Bellantoni, Jeffrey approved on 2/25/2022 11:34:47 AM

Winthrop University Curriculum Application System

Degree/Major/Concentration=CERT-ARTE

Action=Add New Program

Status=Pending

Version No=1

Program Change Details

New Program CERT-ARTE

Name:

New Program Graduate Certificate in Art Education

Title:

Department: Fine Arts

College: College of Visual & Performing Arts

Career: Graduate

Is Teacher Ed NO

Committee

Approval

Required:

New Details: [R1418.docx](#)

Justification for Program Change: At the University Level: "Winthrop University is committed to creating certificate programs that promote specializations that can give our graduates a competitive edge, increase interest and retention, finding creative linkages between program areas, and resourcefully refining existing assets into new offerings." 1. Support inclusive excellence by expanding our impact on students and our communities through enrollment growth and increases in retention and graduation rates. 1.2 Enrich our academic program mix by developing new and innovative programs (degree programs, certificate programs, continuing education programs) and by refining existing academic programs to meet the emerging needs and interests of diverse student populations and the community. At the Departmental Level: -Generate a program that welcomes certified art teachers to continue their practice of creating studio art. -Generate a connection between the local schools and the WU Fine Arts Department. -Prepare future Fine Arts professors as educators. -Aligning creative research and pedagogy. -Encouraging art educators who have a teaching certificate to apply to the MFA Program. -Constructing a track through the MFA Program that is intentionally developed for future professors and currently practicing art teachers. -Boost enrollment of the MFA Program.

Assessment Support for Program Change: Due to the nature of South Carolina's teacher certification and licensure requirements, current practicing artist-teachers can use local and arts education situated Professional Development credits. There is a demonstrated need for current alternative certification-seeking teachers

(called PACE) to have access to visual art education content at the graduate level. The Art Education program at Winthrop University can offer courses that would present contemporary content in Art Education and put the new content to work in their classrooms. This type of professional development will be immediately relevant as well as rigorous. According to the South Carolina Teacher Licensure information: “College or University Credit Educators may complete academic credit-bearing coursework through a Regionally Accredited Institute of Higher Education for renewal credit. The translation of hours to renewal credits are as follows: 1 semester hour = 20 renewal credits, 1 quarter hour = 13 renewal credits, 1 Continuing Education Unit (CEU) = 10 hours = 10 renewal credits.” A market search revealed just one similar program at the Rhode Island School of Design. This program is designed to assist persons in graduate school (across the entirety of RISD) to prepare themselves for teaching in Higher Education. Link to program description and sequence here (<https://www.risd.edu/academics/teaching-learning-art-design/collegiate-teaching>). It is important to note that the proposed Graduate Certificate in Art Education at Winthrop does not lead to K-12 South Carolina Teacher Licensure. The proposed program has been reviewed, informally, by the Chair of the Fine Arts Department, the Dean of CVPA, the Vice Provost for Academic Affairs, and the Provost. It has been constructed according to the Commission for Higher Education required guidelines for graduate certification.

Staffing Details: Current staffing levels—one full time faculty and one adjunct instructor—can sustain the proposed graduate certificate program. The Art Education Program Coordinator will oversee the Graduate Certificate Program as proposed. However, if this program were to expand beyond its original scope, it could be possible that an additional faculty member would be required to support larger incoming cohorts of graduate students and the course rotations that are needed.

Instructional Resources: Instructional resources were requested in the Spring semester of 2021. When the technology is installed, the current Art Education space can be aligned with current K-12 educational art studios. The resources requested can support the practical knowledge of delivering content from hybrid learning scenarios. Thus, all participants, from K-12 to PACES and beyond, can refine content delivery skills for clarity and engagement through various platforms.

Organizations Resources: The Art Education program has an active advisory board that is a constellation of experts from Winthrop, area art educators, emeritus professors, graduate school administrators, theorists from Art Education, recent graduates, colleagues, and peers. The organizational impact could produce a rise in enrollment in existing graduate level art education courses, highlight Winthrop University Fine Arts as a cornerstone of content for alternative certification-seeking art educators, offer a micro-certification for current participants in and of the CVPA graduate programs, and provide assistance to current WU faculty members who accept placements of this

Graduate Certificate program. If a current MFA student becomes interested in this program, the series of courses that they take would be slightly altered by replacing some of their research-oriented electives with research-oriented practices in visualization, theories of knowledge, research methodologies, speaking, writing, and studio practices. It is understood that the MFA students' electives are expected to be utilized for creating breadth in their thesis and exhibition. The content offered in art education courses includes visual literacy, academic reading and writing skills, personal and systemic assessments, art creation approaches, critique methods of self and others' work, research methodologies, theories of knowledge, social theories, academic skills for productivity and retention, and investigations of metacognition—all presented through divergent art making practices.

Approval Details

College Curriculum Committee Chair --> Bellantoni, Jeffrey approved on 2/25/2022 12:07:15 PM

Department Chair --> Oremus, Karen approved on 2/9/2022 4:12:21 PM

This request was created by Sweeney, Kyle Grant on 2/9/2022 10:52:18 AM

Department of Fine Arts
 January 28, 2022
 Graduate Certificate in Art Education
 ARTE

Program Description:

The Graduate Certificate in Art Education program is a stand alone credential. The program will include contemporary pedagogy, curriculum development, skill building as Artist/Researcher/Teacher, qualitative and post-qualitative research methodology, program assessment, intentional teaching and leadership skills, and a deep understanding of visual literacy. This program does not lead to South Carolina K-12 Teacher licensure.

*To reduce confusion between the Graduate Certificate program and the Teacher Certification program, the program will be called “Artists/Teacher Graduate Certificate Program” in conversation. The Commission for Higher Education states that the official title of the program must remain “Graduate Certificate in Art Education.”

Required Program		Semester Hours
<i>ARTE COURSES</i>	ARTE 548: Curriculum in Art Education and Secondary Methods	3
	ARTE 650: MFA Teaching Practicum	3
	ARTE 682: Research Methods in Art Education	3
<i>Electives</i>	Fine Arts electives: Studio Art (ARTS), Art History (ARTH), or outside research electives (must be >500-level course), as approved by the Graduate Certificate program coordinator. Requirement for For Current MFA Students in the Fine Arts: ARTE 593: Capstone Seminar in Art Education - 1 credit hour	1 to 3
Total Semester Hours:		10 - 12

Admission Process and/or pre-requisites:

The art education program coordinator would review applicants for the following:

Bachelor’s degree, or its U.S. equivalent, from a college or university accredited by an accepted accrediting body.

GPA of 2.75 or higher on all post-secondary work attempted. If the applicant has earned a post-baccalaureate, degree grades in that program will be taken into consideration.

A Statement of Purpose must be submitted online as part of the application submission process. The Statement should describe the applicant's experience, objectives for undertaking graduate study, and research interests, if any. The Statement of Purpose should be a formal statement that is between 1,000 and 1,200 words.

In addition to completing 12 hours of graduate coursework before applying to the Certificate Program, **current Winthrop graduate students** must submit a brief letter of recommendation from their Major Professor/thesis advisor in support of their application.

Justification for creating the certificate:

At the University Level

- "Winthrop University is committed to creating certificate programs that promote specializations that can give our graduates a competitive edge, increase interest and retention, finding creative linkages between program areas, and resourcefully refining existing assets into new offerings."
 - 1. **Support inclusive excellence by expanding our impact on students and our communities through enrollment growth and increases in retention and graduation rates.**
 - 1.2 Enrich our academic program mix by developing new and innovative programs (degree programs, certificate programs, continuing education programs) and by refining existing academic programs to meet the emerging needs and interests of diverse student populations and the community.

At the Departmental Level:

- Generate a program that welcomes certified art teachers to continue their practice of creating studio art.
- Generate a connection between the local schools and the WU Fine Arts Department
- Prepare future Fine Arts professors as educators
- Aligning creative research and pedagogy
- Encouraging art educators who have a teaching certificate to apply to the MFA Program
- Constructing a track through the MFA Program that is intentionally developed for future professors and currently practicing art teachers.
- Boost enrollment of the MFA Program.

Assessment Support Details: What research did the department conduct in order to determine this new certificate was needed?

Due to the nature of South Carolina's teacher certification and licensure requirements, current practicing artist-teachers can use local and arts education situated Professional Development credits. There is a demonstrated need for current alternative certification-seeking teachers (called PACE) to have access to visual art education content at the graduate level. The Art Education program at Winthrop University can offer courses that would present contemporary content in Art Education and put the new content to work in their classrooms. This type of professional development will be immediately relevant as well as rigorous. According to the South Carolina Teacher Licensure information: "College or University Credit Educators may complete academic credit-bearing coursework through a [Regionally Accredited Institute of Higher Education](#) for renewal credit. The translation of hours to renewal credits are as follows: 1 semester hour = 20 renewal credits, 1 quarter hour = 13 renewal credits, 1 Continuing Education Unit (CEU) = 10 hours = 10 renewal credits."

A market search revealed just one similar program at the Rhode Island School of Design. This program is designed to assist persons in graduate school (across the entirety of RISD) to prepare themselves for

teaching in Higher Education. Link to program description and sequence [here](#). It is important to note that the proposed Graduate Certificate in Art Education at Winthrop does not lead to K-12 South Carolina Teacher Licensure.

The proposed program has been reviewed, informally, by the Chair of the Fine Arts Department, the Dean of CVPA, the Vice Provost for Academic Affairs, and the Provost. It has been constructed according to the Commission for Higher Education required guidelines for graduate certification.

Staffing Details: How will this certificate affect staffing?

Current staffing levels—one full time faculty and one adjunct instructor—can sustain the proposed graduate certificate program. The Art Education Program Coordinator will oversee the Graduate Certificate Program as proposed. However, if this program were to expand beyond its original scope, it could be possible that an additional faculty member would be required to support larger incoming cohorts of graduate students and the course rotations that are needed.

Instructional Resources: Are any needed for implementation?

Instructional resources were requested in the Spring semester of 2021. When the technology is installed, the current Art Education space can be aligned with current K-12 educational art studios. The resources requested can support the practical knowledge of delivering content from hybrid learning scenarios. Thus, all participants, from K-12 to PACES and beyond, can refine content delivery skills for clarity and engagement through various platforms.

Organizational Resources: Will this program action require any organization changes, such as internship supervision, program coordination, interdisciplinary advisory boards, etc.? Discuss the organizational impact (if any) of the proposed program action.

The Art Education program has an active advisory board that is a constellation of experts from Winthrop, area art educators, emeritus professors, graduate school administrators, theorists from Art Education, recent graduates, colleagues, and peers. The organizational impact could produce a rise in enrollment in existing graduate level art education courses, highlight Winthrop University Fine Arts as a cornerstone of content for alternative certification-seeking art educators, offer a micro-certification for current participants in and of the CVPA graduate programs, and provide assistance to current WU faculty members who accept placements of this Graduate Certificate program.

If a current MFA student becomes interested in this program, the series of courses that they take would be slightly altered by replacing some of their research-oriented electives with research-oriented practices in visualization, theories of knowledge, research methodologies, speaking, writing, and studio practices. It is understood that the MFA students' electives are expected to be utilized for creating breadth in their thesis and exhibition. The content offered in art education courses includes visual literacy, academic reading and writing skills, personal and systemic assessments, art creation approaches, critique methods of self and others' work, research methodologies, theories of knowledge, social theories, academic skills for

productivity and retention, and investigations of metacognition—all presented through divergent art making practices.

A sample structure for a current Winthrop MFA student who wishes to also pursue the Graduate Certificate in Art Education follows:

Sample Program for MFA degree with Graduate Certificate in Art Education		Semester Hours
<i>Studio Art Courses</i>	ARTS 600: Graduate Research A	9
	ARTS 601: Graduate Research B	6
	ARTS 695: Thesis Statement I	3
	ARTS 696: Thesis Production	6
	ARTT 697: Thesis Statement II	3
<i>ARTS Electives</i>	Choose from: ARTE 650: MFA Teaching Practicum ARTS electives (must be >500-level course)	12
<i>Academic Studies of Visual Media</i>	ARTT 690: Graduate Seminar	12
	ARTH 683: Seminar in Aesthetics, Theory, and Criticism of Art	3
<i>Electives</i>	Choose from: ARTS, Art History, or outside research electives (must be >500-level course). Individual discretion. OR Required Electives for MFA Students seeking Graduate Certificate in Art Education: ARTE 548 Curriculum (3 cr.)	6

	<p>ARTE 593 Capstone Seminar in Art Education (1 cr.)</p> <p>(The required courses fit into the existing MFA electives section, and offer only 4 of the 6 required credits, thus most—if not all—students would take an additional ARTS, ARTH, or outside research elective).</p>	
Total Semester Hours:		61