# Cover Sheet for In-State Institutions
## New Program or Substantial Modification to Existing Program

| Institution Submitting Proposal | College of Southern Maryland |
|---|---|

*Each **action** below requires a separate proposal and cover sheet.*

- ◉ New Academic Program
- ○ New Area of Concentration
- ○ New Degree Level Approval
- ○ New Stand-Alone Certificate
- ○ Off Campus Program

- ○ Substantial Change to a Degree Program
- ○ Substantial Change to an Area of Concentration
- ○ Substantial Change to a Certificate Program
- ○ Cooperative Degree Program
- ○ Offer Program at Regional Higher Education Center

| Payment Submitted: ◉ Yes ○ No | Payment Type: ○ R*STARS # ◉ Check # 0601093 | Payment Amount: $850.00 | Date Submitted: 04/02/24 |
|---|---|---|---|

| Department Proposing Program | School of Liberal Arts |
|---|---|
| Degree Level and Degree Type | Associate of Arts Degree |
| Title of Proposed Program | Art |
| Total Number of Credits | 60 |
| Suggested Codes | HEGIS: 101002.00    CIP: 500701.0000 |
| Program Modality | ◉ On-campus   ○ Distance Education (fully online)   ○ Both |
| Program Resources | ◉ Using Existing Resources   ○ Requiring New Resources |
| Projected Implementation Date (must be 60 days from proposal submisison as per COMAR 13B.02.03.03) | ◉ Fall   ○ Spring   ○ Summer   Year: 2024 |
| Provide Link to Most Recent Academic Catalog | URL: https://catalog.csmd.edu/ |

| Preferred Contact for this Proposal | Name: | Cami Cooley |
|---|---|---|
| | Title: | Director of Academic Programs, Planning, and Assessment |
| | Phone: | (301) 934-7542 |
| | Email: | camic@csmd.edu |

| President/Chief Executive | Type Name: Dr. Yolanda Wilson |
|---|---|
| | Signature: *Yolanda Wilson*    Date: 3 - 20 - 2024 |
| | Date of Approval/Endorsement by Governing Board:    02/15/2024 |

Revised 1/2021

*Office of the President*

March 19, 2024

Dr. Sanjay Rai
Secretary of Higher Education
Maryland Higher Education Commission
6 N. Liberty Street
Baltimore, MD 21201

Re: New Academic Degree Program: Art, AA

Dear Dr. Rai:

The College of Southern Maryland is submitting a proposal for an Associate of Arts (AA) in Art. This degree is designed to create a pathway to colleges and universities offering a baccalaureate degree in Art or related programs of study.

The program is approved by CSM's Curriculum and Instruction Committee, President's Cabinet, and Board of Trustees. We are now seeking the Commission's approval to offer this program beginning Fall 2024.

Sincerely,

Yolanda Wilson, Ed.D
President
College of Southern Maryland

LA PLATA · LEONARDTOWN · PRINCE FREDERICK · REGIONAL HUGHESVILLE

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# NEW ACADEMIC DEGREE PROGRAMS, NEW STAND-ALONE CERTIFICATE PROGRAMS, AND SUBSTANTIAL MODIFICATIONS

**A. Centrality to Institutional Mission and Planning Priorities:**

1. Provide a description of the program, including each area of concentration (if applicable), and how it relates to the institution's approved mission.

   The proposed Art program will support the College of Southern Maryland (CSM) mission to enhance lives and strengthen the economic vitality of a diverse and changing region by providing affordable postsecondary education, workforce development, and cultural and personal enrichment opportunities. The new degree will serve as an affordable and high-quality option to receive an education in visual art foundations, with an emphasis on transferring into a Bachelor of Fine Arts program.

   This program challenges students with an intensive, hands-on, studio-based curriculum that emphasizes art-making skills and critical thinking. Classes are taught by professional, exhibiting artists who have expertise in their disciplines.

   The Associate of Arts Art program allows students to study a variety of traditional art-making disciplines while building a strong artistic foundation. Students are taught fundamental art techniques and principles and are encouraged to realize their individual artistic visions. Students may choose to focus on two-dimensional or three-dimensional work and may include electives in drawing, painting, photography, ceramics, and graphic design. The wide variety of experiences in the program will prepare students to focus on the studio discipline of choice in their Bachelor of Fine Arts program.

2. Explain how the proposed program supports the institution's strategic goals and provide evidence that affirms it is an institutional priority.

   The Art, A.A. degree will align with the strategic goals of the College of Southern Maryland (CSM) by optimizing the path to transfer to four-year institutions. It will enable student progress and completion and build and sustain the regional workforce pipeline. Additionally, this program will enhance equitable access to the field of art by providing the first credential along this path. According to the US Department of Education (2023), CSM is 48% White, 28% Black, 9% Hispanic, 4% Asian, and 7% Two or more races. Due to the increasing diversity of the service area demographics, the program will ultimately contribute to a more diverse student population entering undergraduate institutions and the workforce.

   For more information:  FY2021-2024 Vision, Mission, and Strategic Goals

   College of Southern Maryland | College Scorecard (ed.gov)

3. Provide a brief narrative of how the proposed program will be adequately funded for at least the first five years of program implementation. (Additional related information is required in section L.

    All costs of this newly proposed program will be funded through the annual operating budget for the Division of Learning (DOL). This new program will not require any additional expenditures outside those that are offset by increased tuition revenue from projected enrollment in the program (details are provided in Part L – Table 1). There are no new costs for equipment, instructional supplies, facilities, or staff. The program as proposed can be fully staffed with both current full-time and adjunct faculty and staff to support its operations. Initially no additional expense will be incurred; however, additional faculty would be hired as necessitated by growth in enrollment in years 3-5 (details are provided in Part L – Table 2.)

4. Provide a description of the institution's a commitment to:

    a) ongoing administrative, financial, and technical support of the proposed program

    The proposed A.A. in Art program has the necessary support at the department, division, and institutional level to operate successfully. The Department of Visual and Performing Arts (within the School of Liberal Arts) will house the degree with highly educated, credentialed, and deeply vested existing full-time tenured/tenure-track faculty, as well as qualified, long-term adjunct faculty, available to teach program courses (see table in Part I for the full listing of faculty), and administrative support personnel. All courses in the program can be taught by existing faculty.

    As outlined in Parts K and L, CSM is confident that the existing administrative and technical supports and physical facilities available to the department and institution are sufficient to ensure the program's feasibility – the department is not seeking any capital investments, specialized facilities, any additional administrative positions, or technology supports to deliver the program successfully. The classroom and lab space in various campus buildings is sufficient. CSM's Information Technology Help Desk is able to provide comprehensive technological assistance to faculty and students.

    b) continuation of the program for a period of time sufficient to allow enrolled students to complete the program.

    The program implementation is long-term, with tenured/tenure-track faculty dedicated to the ongoing course offering to ensure students are able to complete the degree within a reasonable time frame. The college is committed to student success and will provide all

enrolled students with the necessary courses and resources (e.g., advisors to guide students through the program) so they can graduate on schedule.

**B. Critical and Compelling Regional or Statewide Need as Identified in the State Plan:**

1. Demonstrate demand and need for the program in terms of meeting present and future needs of the region and the State in general based on one or more of the following:

   a)   The need for the advancement and evolution of knowledge

   b)   Societal needs, including expanding educational opportunities and choices for minority and educationally disadvantaged students at institutions of higher education

   c)   The need to strengthen and expand the capacity of historically black institutions to provide high quality and unique educational programs

   The proposed Art degree is a fine arts program that prepares students for transfer to Bachelor of Art and Bachelor of Fine Art programs. The broad education afforded by this program prepares students for a wide range of careers, including but not limited to advertising and promotions managers, art directors, fine artists, illustrators, commercial photographers, animators, special effects artists, graphic designers, fashion designers, and curators.

1. Provide evidence that the perceived need is consistent with the **Maryland State Plan for Postsecondary Education**.

   The three primary goals for the postsecondary community in Maryland remain access, success, and innovation.

   **Access:**

   CSM promotes access to higher education in the Southern Maryland region by offering affordable tuition rates. Students in the Associate of Arts, Art program can complete art foundation courses at a significant savings compared to taking those courses at Maryland public universities; using the part-time tuition rate of three Maryland Universities, tuition averages $370 per credit hour, compared to $140 per credit hour at CSM. This translates to a savings of approximately $13,880 (or 62%) in tuition for students who complete the Associate of Arts, Art at CSM versus taking those core classes at a Maryland public university.

**Success:**

Assessment data from the current Arts and Sciences program reflects a high degree of student success in core art classes at CSM. It can be reasonably inferred that the student success rate will transfer to the new Art program, in which students will benefit from newly focused resources and an enhanced, more focused, curriculum. CSM supports student success by offering students accurate and current information in the classroom, the opportunity to observe professionals in the field, and timely advising from program faculty who are most able to offer students guidance on both their current academic plan as well as future career opportunities.

**Innovation:**

An education in the visual arts involves repeated challenges in creative problem solving, and inherently calls for students to be innovative in their creative research. While foundations-level art classes tend to focus on process and design, ideation and innovation are core requirements explored in numerous projects and challenges in the Associate of Arts: Art curriculum. A strong tradition of experiential learning in the visual arts allows students to develop innovative solutions to problems in an environment of peer-driven and collaborative exchange of ideas. Through art history coursework, students will study many of the world's great innovators in art, design, and architecture. Art history classes encourage students to hone their critical thinking, writing, and research skills. These skills are translatable into every field and students' personal goals.

C. **Quantifiable and Reliable Evidence and Documentation of Market Supply and Demand in the Region and State**:

1. Describe potential industry or industries, employment opportunities, and expected level of entry (*ex: mid-level management*) for graduates of the proposed program.

   In target occupations such as graphic designers, self-enrichment teachers, photographers, and art directors, there is expected growth of +6.5% projected through 2027, with a total of 10,659 jobs in our service area. Median earnings for these target occupations are $71,200 per year, well above the national average. Please see the charts in C.2. for details.

2. Present data and analysis projecting market demand and the availability of openings in a job market to be served by the new program.

   Please see the tables below.

## Target Occupations

| 10,659 | +6.5% | $34.22/hr $71.2K/yr | 1,276 |
|---|---|---|---|
| Jobs (2022) | % Change (2022-2027) | Median Earnings | Annual Openings |
| 6% above National average | Nation: +10.6% | Nation: $23.50/hr; $48.9K/yr | |

| Occupation | 2022 Jobs | Annual Openings | Median Earnings | Growth (2022 - 2027) |
|---|---|---|---|---|
| Graphic Designers | 2,623 | 269 | $38.38/hr | +5.07% |
| Self-Enrichment Teachers | 2,264 | 312 | $23.15/hr | +9.19% |
| Artists and Related Workers, All Other | 1,156 | 124 | $49.92/hr | +0.87% |
| Photographers | 1,053 | 107 | $31.58/hr | +5.41% |
| Art Directors | 810 | 101 | $63.23/hr | +7.53% |
| Museum Technicians and Conservators | 631 | 82 | $37.61/hr | +3.49% |
| Fine Artists, Including Painters, Sculptors, and Illustrators | 450 | 65 | $12.53/hr | +16.00% |
| Set and Exhibit Designers | 318 | 32 | $29.96/hr | +3.14% |
| Archivists | 315 | 42 | $36.48/hr | +4.76% |
| Special Effects Artists and Animators | 220 | 29 | $25.58/hr | +11.36% |
| Craft Artists | 217 | 31 | $7.89/hr | +14.75% |
| Curators | 191 | 27 | $35.45/hr | +8.90% |
| Jewelers and Precious Stone and Metal Workers | 188 | 32 | $20.05/hr | +14.36% |
| Commercial and Industrial Designers | 107 | 12 | $41.16/hr | +9.35% |
| Recreational Therapists | 106 | 9 | $32.91/hr | +0.94% |
| Etchers and Engravers | <10 | Insf. Data | Insf. Data | +Insf. Data |

## Regional Trends
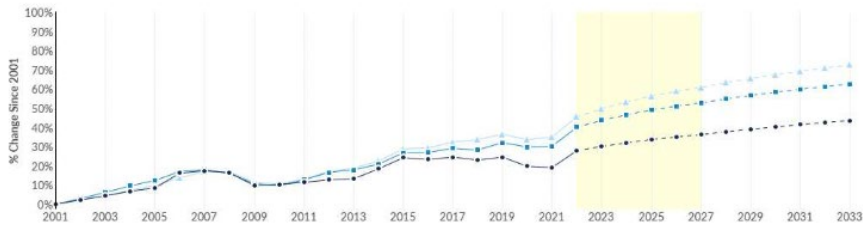


| Region | 2022 Jobs | 2027 Jobs | Change | % Change |
|--------|-----------|-----------|--------|----------|
| ● Region | 10,659 | 11,356 | 697 | 6.5% |
| ■ State | 61,656 | 67,227 | 5,571 | 9.0% |
| ▲ Nation | 1,307,866 | 1,446,071 | 138,205 | 10.6% |

## Occupation Gender Breakdown



| Gender | 2022 Jobs | 2022 Percent | |
|--------|-----------|--------------|---|
| ● Males | 4,814 | 45.2% | |
| ● Females | 5,845 | 54.8% | |

3. Discuss and provide evidence of market surveys that clearly provide quantifiable and reliable data on the educational and training needs and the anticipated number of vacancies expected over the next 5 years.

The US Dept of Labor Statistics' Occupational Outlook Handbook states, "Overall employment in arts and design occupations is projected to grow about as fast as the average for all occupations from 2022 to 2032. On average, about 95,800 openings are projected each year in these occupations due to employment growth and the need to replace workers who leave the occupations permanently. The median annual wage for this group was $51,150 in May 2022, which was higher than the median annual wage for all occupations of $46,310."

Additionally, the Handbook states that "Employment of graphic designers is projected to grow 3 percent from 2022 to 2032, about as fast as the average for all occupations.

About 22,800 openings for graphic designers are projected each year, on average, over the decade. Many of those openings are expected to result from the need to replace workers who transfer to different occupations or exit the labor force, such as to retire."

4. Provide data showing the current and projected supply of prospective graduates.

| Quick Facts: Art Directors | |
|---|---|
| 2022 Median Pay | $105,180 per year<br>$50.57 per hour |
| Typical Entry-Level Education | Bachelor's degree |
| Work Experience in a Related Occupation | 5 years or more |
| On-the-job Training | None |
| Number of Jobs, 2022 | 135,100 |
| Job Outlook, 2022-32 | 6% (Faster than average) |
| Employment Change, 2022-32 | 8,200 |

| Quick Facts: Graphic Designers | |
|---|---|
| 2022 Median Pay | $57,990 per year<br>$27.88 per hour |
| Typical Entry-Level Education | Bachelor's degree |
| Work Experience in a Related Occupation | None |
| On-the-job Training | None |
| Number of Jobs, 2022 | 270,900 |
| Job Outlook, 2022-32 | 3% (As fast as average) |
| Employment Change, 2022-32 | 8,900 |

**D. Reasonableness of Program Duplication:**

1. Identify similar programs in the State and/or same geographical area. Discuss similarities and differences between the proposed program and others in the same degree to be awarded.

- Allegany College of Maryland offers an art area of concentration, Arts and Sciences Associate of Arts designed for students planning to transfer to a four-year college or university with a major in art.

- Anne Arundel Community College offers a studio arts, visual arts transfer Associate of Arts that provides the fundamental foundation in the visual arts to prepare students for transferring to a four-year college, university, or art school to pursue a bachelor's degree in the visual arts.

- Carroll Community College offers a visual arts concentration, Arts and Sciences Associate of Arts that teaches students the technical skills to be a successful artist and prepares them for transfer to a four-year visual arts program.

- Cecil College offers an Art Associate of Fine Arts that provides the foundation for transfer into a Bachelor of Arts program at a four-year college or university.

- Frederick Community College offers an art area of concentration, Arts and Humanities Associate of Arts that enables students to experience hands-on learning in art history, 2D design, drawing, acrylic, oil and watercolor painting, color theory, illustration, sculpture, and pottery.

- Hagerstown Community College offers a visual arts concentration, Arts and Sciences Associate of Arts designed for students who plan to transfer to a four-year institution and major in visual arts, visual arts education, or a related field.

- Howard Community College offers a visual arts concentration, Arts and Sciences Associate of Arts designed as a guide for students planning to transfer to a four-year institution to complete a bachelor's degree in visual arts.

- Harford Community College offers an Associate of Fine Arts that offers students an Associate of Arts and preparation to transfer to a Bachelor of Arts or Bachelor of Fine Arts Art + Design program.

- Montgomery College offers an Associate of Fine Arts, Studio Art and an Associate of Arts, Art.

Although comparable programs exist at other community colleges in Maryland, none are close enough geographically for duplication to be a concern. Art programs, by nature, require significant contact hours in classrooms and studios. In addition, many of the studio courses require specific equipment and tools, which require easy access for students. For this reason, program similarities are reasonable for this program.

2. Provide justification for the proposed program.

An Art AA program will provide students with foundational courses to transfer into a four-year bachelor's degree program in art. Art degree graduates can earn entry-level positions in graphic design, teaching, museum direction, photography, and fine arts.

**E. Relevance to High-demand Programs at Historically Black Institutions (HBIs)**

1. Discuss the program's potential impact on the implementation or maintenance of high-demand programs at HBI's.

   The proposed Art degree at the College of Southern Maryland will support the success of Bowie State University, Coppin State University, Morgan State University, and University of Maryland Eastern Shore by establishing an affordable and high-quality transfer degree for residents of Southern Maryland who wish to pursue a 4-year degree in the visual arts at one of Maryland's historically black institutions. Additionally, the proposed degree will allow students to take advantage of a new articulation agreement with Bowie State University.

   None of the HBIs in Maryland offer a comparable Associate of Arts, Art degree. The creation of the degree at the College of Southern Maryland foresees no negative enrollment impacts.

**F. Relevance to the identity of Historically Black Institutions (HBIs)**

1. Discuss the program's potential impact on the uniqueness and institutional identities and missions of HBIs.

   Social justice and equity are central to art education, and all art courses at the College of Southern Maryland attempt to contribute to awareness of complex social problems and improve the quality of life for all within Southern Maryland, the state of Maryland, and national and global communities. The art program at the College of Southern Maryland, without overlapping or imitating the programs and missions of HBIs, dedicates its focus to supporting the population of Southern Maryland. CSM's coursework lays the groundwork for our students to succeed in programs offered at HBIs should they continue their education at one of the four HBIs in Maryland.

**G. Adequacy of Curriculum Design, Program Modality, and Related Learning Outcomes** (as outlined in COMAR 13B.02.03.10):

1. Describe how the proposed program was established, and also describe the faculty who will oversee the program.

   Significant research and thought went into the decision to create an Art program at CSM. Data suggests students in the liberal arts track are transferring to 4-year institutions to complete a degree in Art.  By creating a directed degree, students can focus on their chosen discipline and transfer credits more easily to their 4-year institution of choice.  Feedback collected from the college's advisors and financial aid areas indicate significant student interest in art. The College of Southern Maryland has established a process for curriculum development and revisions which is driven and originated by the faculty.  The proposal is approved by the curriculum and instruction committee, which is co-chaired by the Vice-President of Division of Learning and the Director of Academic Planning and Assessment. Once approved by this committee, it moves through several steps through the president's cabinet and the college's Board of Trustees before submission to MHEC. This program will better promote student transferability and improve student progress and completion as it allows for streamlined articulations with four-year institutions.

   The program will be overseen by David Robinson, Dean of the School of Liberal Arts, Stephen Johnson, Chair of the Department of Visual and Performing Arts, and Andrew Wodzianski, Coordinator of Art.

2. Describe educational objectives and learning outcomes appropriate to the rigor, breadth, and (modality) of the program.

   **Upon completion of this program a student will be able to:**

   - Demonstrate a basic comprehension of art with a historical and contemporary context.

   - Utilize foundational skills to demonstrate a basic competency in techniques in one or more art media.

   - Demonstrate visual problem-solving capability.

3. Explain how the institution will:
   a) provide for assessment of student achievement of learning outcomes in the program

   The academic planning and assessment office manages the assessment cycle and determines when programs and courses are assessed. Assessment instruments are aligned with program and course outcomes. Course-level assessment is a part of program-level assessment to determine how students are meeting the program outcomes. Each academic year at least one program student learning outcome will be assessed and reported to the Director of Academic Assessment for review by the Academic Learning and Assessment Committee (ALAC). In addition, course level assessment data is required to be documented in the program's Annual Assessment Report, which is submitted to ALAC for accountability.

   b) document student achievement of learning outcomes in the program

   The office of Academic Planning and Assessment manages the assessment cycle and determines when the programs are assessed. Each CSM program review takes place during one academic year in accordance with a timeline managed by the Assessment Office. Coordinators and chairs track the activities through the Annual Assessment Report. The culmination of the review includes a five-year action plan, which addresses maintaining the program strengths and solving any program weaknesses.

4. Provide a list of courses with title, semester credit hours and course descriptions, along with a description of program requirements

**Curriculum Map: Program Outcomes and Course Requirements**

| | Demonstrate a basic comprehension of art with a historical and contemporary context. | Utilize foundational skills to demonstrate a basic competency in techniques in one or more art media. | Demonstrate visual problem-solving capability. | General education requirement: English Language Composition | General education requirement: Arts / Humanities | General education requirement: Biological / Physical Sciences | General education requirement: Biological / Physical Sciences (with lab) | General education requirement: Social / Behavioral Sciences | General education requirement: Mathematics |
|---|---|---|---|---|---|---|---|---|---|
| ART 1010 | * | | | | * | | | | |
| ART 1020 | * | | | | * | | | | |
| ART 1200 | * | * | * | | * | | | | |
| ART 1205 | * | * | * | | | | | | |
| ART 1210 | * | * | * | | | | | | |
| ART 1220 | * | * | * | | | | | | |

| | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| **ART 1505** | * | * | * | | | | | | |
| **ENG 1010** | | | | * | | | | | |
| **ENG 1020** | | | | * | | | | | |
| **Approved Bio / Physical science from gen ed list (3 credits)** | | | | | | * | | | |
| **Approved Bio / Physical science from gen ed list (4 credits with lab)** | | | | | | | * | | |
| **Approved Social / Behavioral science from gen ed list (6 credits)** | | | | | | | | * | |
| **MTH 1010** | | | | | | | | | * |
| **FYS 1010** | | | | | | | | | |
| **ART Electives (15 credits)** | | | | | | | | | |

**List of Required Courses:**

**Art 1010 – History of Western Art I, 3** credit hours

Students survey the development of painting, sculpture, and architecture in western cultures from the Paleolithic period of prehistory to late Fourteenth Century Italy. The focus of the study will be a historical chronology looking specifically at the formation and progression of social, cultural, and historical events that shaped the development of human aesthetics and sense of taste in the arts. The class observes artistic styles over time and, through a cross-cultural analysis, compares the stylistic characteristics of each. Material in the classroom is presented through slides, videos, and lectures.

**Art 1020 – History of Western Art II**, 3 credit hours

Students survey the development of painting, sculpture, and architecture in western cultures from the Thirteenth Century to the present. The focus of the study is a historical chronology looking specifically at the progressive development of aesthetic and the artistic tastes in the cultures of

western civilizations. The class explores the influences and inspiration that cultural and historical events have on the art of each culture, studying them individually as well as from a cross-cultural comparison. Material in the classroom is presented through slides, videos, lectures, and text.

**Art 1030 – Introduction / Art Appreciation**, 3 credit hours

Students are introduced to the fundamental elements of art. Sources of study include selective readings, slide lectures and discussion. The class explores the principles of design and the visual characteristics of art in both two-dimensional and three-dimensional format. The class learns to look at objects of art and, from an informed perspective, to appreciate the value such objects hold in society. The most important purpose of this course is for the student to further enhance an interest, appreciation, and understanding of the fundamental elements of style and aesthetic development in the visual arts. There is a great deal of required reading and at least one field trip to an area museum. This course satisfies the General Education Arts requirement.

**Art 1035 – History of Photography**, 3 credit hours

This course will explore the history of photography by examining photographers and examples of their work from the earliest concept of the use of mathematics and optics to the independent art form into which the medium has evolved. Careful attention will be paid to the diversity of the medium, i.e. photographs as documents, as products of a particular scientific process, and as communication in the context of word/picture relationships. Examination of photography as a fine art expression and learning the criteria for criticism will provide a forum to explore the debate between the technical and the artistic merit of the medium. This course satisfies the General Education Arts requirement.

**Art 1045 – History of American Art**, 3 credit hours

This course is a comprehensive study of the social history and cultural development in American art. Students will survey the evolution of painting, sculpture, architecture, and decorative arts from the early colonial period to the present. Students completing this course will be able to distinguish the stylistic traits that characterize American art and the aesthetic goals and influences of the artists who created it. Students will also explore how the various artists reflect the history of their time and students will assess ways in which the art of the past influences our aesthetic tastes today. The curriculum of study will focus on important artistic contributions and how to apply the terminology necessary for a scholarly analysis of the works of art. This course satisfies the General Education Arts requirement.

**Art 1065 – Art of Italian Renaissance**, 3 credit hours

Students will survey three centuries of art of Renaissance Italy. The course explores political and social structures that produced a rich tapestry of the art of the period. Students will study painting, sculpture and architecture. They will learn about artists, patrons and societies affected by an innovative philosophy. There is a required live or virtual field trip. This course satisfies the General Education Arts requirement.

**Art 1200 – Two-Dimensional Design**, 3 credit hours

This course is an introductory exploration of visual literacy through the elements and principles of two-dimensional design. A wide range of theories, conceptual approaches, and media will develop students' visual intelligence as they formally identify, interpret, and investigate visual organization.

**Art 1205 – Three-Dimensional Design**, 3 credit hours

This course is an exploration of visual literacy through the elements and principles specific to three-dimensional design. Form, and volume are emphasized with a wide range of theories, conceptual approaches, and media as students develop visual intelligence of physical space. Fundamental sculptural techniques will be introduced.

**Art 1210 – Color Theory Practice,** 3 credit hours

This course is an introductory exploration of visual literacy through color. Students examine a broad range of historic and contemporary color theories while contrasting the element's expressive, symbolic, and decorative aspects.

**Art 1220 – Basic Drawing I**, 3 credit hours

From life setups, students analyze modeling, anatomy, and perspective using various graphic media. Weekly readings, critiques, a working sketchbook, and a final portfolio review are required.

**Art 1225 – Figure Drawing**, 3 credit hours

This studio art course will provide instruction in analyzing and drawing the human figure. Proportion, anatomy, volume and structure are investigated through various drawing media. Methodologies from historical movements, as well as contemporary trends, will be explored. Weekly readings, critiques, a working sketchbook, and a final portfolio review are required. Students work from a live nude model.

**Art 1230 – Intermediate Drawing**, 3 credit hours

Building on skills explored in Basic Drawing, students will investigate additional media, techniques, and compositional elements. Special emphasis may be placed on landscapes, portraiture, and life drawing. Weekly readings, critiques, a working sketchbook, and a final portfolio review are required.

**Art 1240 – Basic Oil / Acrylic Painting**, 3 credit hours

Students with some background instruction such as basic drawing or basic design are encouraged to develop their own painting techniques. Course topics include the chemical and physical nature of paint, the composition of pictures, visual theories, and studio discipline.

**Art 1250 – Intermediate Oil / Acrylic Painting**, 3 credit hours

Students increase their awareness of composition as they develop individual painting technique, artistic vision, and studio discipline.

**Art 1300 – Graphic Design I**, 3 credit hours

Students are introduced to basic principles of graphic design as applied to print media, including the basic theory and techniques of visual communication using computers. Important applications include Adobe Photoshop and Illustrator, as well as page layout software.

**Art 1310 – Graphic Design II**, 3 credit hours

Students are introduced to the graphic design skills necessary for online publication, including Web design. Students design their own Web pages, and learn such software as Dreamweaver, Flash, and learn the basics of HTML.

**Art 1500 – Basic Photography**, 3 credit hours

Students are introduced to the basic principles of photography using a 35mm camera. Concepts/skills will include properly exposing, developing and printing black and white film, the creative use of lighting, composition, and design in a fine arts environment. Projects will involve creating photographic images as an expression of individual artistic vision. Students are required to maintain a portfolio and must own or have access to a 35mm camera. Estimated materials cost $150.00 (film, photo paper, negative sleeves, mount board).

**Art 1505 – Digital Photography I**, 3 credit hours

Students are introduced to the basic principles of photography using a digital camera. Concepts skills will include the use of digital cameras, scanners, printers, as well as the use of Adobe Photoshop software. Students will explore creative use of lighting, composition, and design in a fine arts environment, and will create photographic images as an expression of individual artistic vision. Students are required to maintain a portfolio and must own or have access to a digital camera.

**Art 1510 – Intermediate Photography**, 3 credit hours

In this continuation of ART-1500, students refine black and white techniques and experiment with a variety of films, photographic papers, and developers. Theories of color photography are introduced. Students are required to maintain a portfolio and must own or have access to a 35MM SLR camera. Estimated cost: $150 (film, negative files, mount board, and photo paper).

**Art 1515 – Digital Photography II**, 3 credit hours

Students expand and develop advanced applications of Photoshop, Illustrator, and other programs in digital photography. They learn advanced color management skills and keep a comprehensive portfolio which reflects their exploration of an individual style. Students must own or have access to a digital camera.

**Art 1520 – Advanced Photography**, 3 credit hours

Students integrate technical skills from Basic and Intermediate photography to create a resolved and consistent portfolio geared for entrance into the professional job market or for application to an advanced fine arts institution. Students conduct extensive research on particular subjects; practice

advanced photographic techniques; learn proper archival presentation and storage techniques. Attendance at various regional photographic exhibitions is required.

**Art 1525 – Principles of Lighting**, 3 credit hours

Students will be introduced to the basic concepts of lighting for photography. Students will work individually and in teams to learn how to control both natural and studio light. Students will learn how to build various lighting scenarios both in a studio and on location. Students will be introduced to various types of lighting equipment including hot lights, strobe lighting kits and handheld meters.

**Art 2020 – Integration of the Arts**, 3 credit hours

This course introduces students to the areas of the visual arts, dance, music, and theater through an exploration of representative works. This experience will enhance self-expression and a better understanding of the human experience. This course meets the integrated arts requirement of the Maryland state approved Associate of Arts in Teaching degree.

**Art 2200 – Beginning Ceramics**, 3 credit hours

Students use hand-building and wheel-throwing techniques to craft pottery and sculpture. Creative concepts are further developed through the use of various clay bodies, slips and glazes, and firing methods.

**Art 2210 – Intermediate Ceramics**, 3 credit hours

Students with a basic understanding of clay, glazes and kiln operation learn and apply advanced techniques of forming methods and decoration.

**Art 2220 – Advanced Ceramics**, 3 credit hours

Advanced students establish a contract at the beginning of the semester to complete an independent study in ceramics. Building on competencies gained from Beginning Ceramics and Intermediate Ceramics, students develop perceptual and aesthetic concepts while exploring individual expression.

**Art 2230 – Introduction to Wheel-thrown Ceramics**, 3 credit hours

Students develop competence throwing cylindrical and open forms and are introduced to making lids, spouts and handles. Trimming, clay and glaze making, as well as oxidation and raku firings are explored.

**Art 2240 – Ceramic Sculpture**, 3 credit hours

This course is designed for the student who wishes to utilize ceramic media to create three-dimensional forms. A variety of basic ceramic sculpture techniques will be explored and used to express both representational and nonrepresentational ideas. The research of historic and contemporary trends in ceramic sculpture will be studied to develop background knowledge and enhance technical skill. Sculptures will be fired with appropriate surface finishes to accentuate the aesthetic nature of each piece. Individual attention will be given to each student to encourage them to produce unique works of art that relate to their life experiences. Finally, students will be afforded the opportunity to apply the knowledge of techniques and concepts introduced in this class to an in-depth study of a form-based or a concept-based theme.

**Art 2700 – Topics in the Visual Arts**, 3 credit hours

Advanced Art students establish a contract with the instructor at the beginning of the semester to complete an independent study in Painting, Photography, or Drawing.

**Semester-By- Semester Course Sequence:**

| Course | Semester One Title | Credits |
|---|---|---|
| ENG 1010 | Composition and Rhetoric | 3 |
| FYS 1010 | First Year Seminar | 3 |
| ART 1200 | Two-Dimensional Design | 3 |
| ART 1220 | Basic Drawing | 3 |
| MTH 1010 | Quantitative Literacy and Reasoning | 3 |
| | **Semester Two** | |
| **Course** | **Title** | **Credits** |
| | Biology / Physical science* | 3 |
| ART 1010 | History of Art I | 3 |
| ART 1205 | Three-Dimensional Design | 3 |
| ART 1505 | Digital Photography | 3 |

| Course | Title | Credits |
|---|---|---|
| SOC-1010 | Introduction to Sociology | 3 |
| | **Semester Three** | |
| **Course** | **Title** | **Credits** |
| ART 1020 | History of Art II | 3 |
| ART 1210 | Color Theory | 3 |
| ART | Elective – Any ART | 3 |
| | Biology / Physical science with lab* | 4 |
| ART | Elective – any ART | 3 |
| | **Semester Four** | |
| **Course** | **Title** | **Credits** |
| ART | Elective – any ART | 3 |
| ART | Elective – any ART | 3 |
| | Elective – any | 2-3 |
| ENG 1020 | Composition and Literature | 3 |
| | Social / Behavioral Science* | 3 |

5. Discuss how general education requirements will be met, if applicable.

All degree programs at CSM are comprised of discipline-specific and general education courses. The general education courses provide the foundation for a higher education curriculum and well-rounded intellectual experience for all students independent of their program of study. Students will complete 20-36 general education credits from the following disciplines: Arts, Humanities, English Composition, Social and Behavioral Sciences, Mathematics, Biological Sciences, and Physical Sciences. These courses ensure students have mastered their core discipline knowledge and are familiar with the foundational knowledge required for all college-level work. The general education courses are transferable to all two- and four-year public institutions in Maryland and many private institutions.

6. Identify any specialized accreditation or graduate certification requirements for this program and its students.

**N/A**

7. If contracting with another institution or non-collegiate organization, provide a copy of the written contract.

**N/A**

8. Provide assurance and any appropriate evidence that the proposed program will provide students with
clear, complete, and timely information on the curriculum, course and degree requirements, nature of faculty/student interaction, assumptions about technology competence and skills, technical equipment requirements, learning management system, availability of academic support services and financial aid resources, and costs and payment policies.

Clear, complete, and timely information on the curriculum, academic support services, financial aid resources, payment policies, course and degree requirements will be posted in the college catalog and website upon MHEC approval. The program and course descriptions will be located on the program college webpage. The nature of the faculty and student interaction, assumptions about technology skills and required technical equipment, learning management system, availability of academic support services will be in the syllabus, college catalog, and the Learning Management System. Students will receive information about technical requirements and the use of the learning management system from the college's Help Desk and support from the Distance Learning and Faculty Development area of the college. Faculty can use professional development opportunities to enhance pedagogical skills to support student success better. Financial aid resources, costs, and payment policies are located on the college website at https://www.csmd.edu/costs-aid/index.html

9. Provide assurance and any appropriate evidence that
advertising, recruiting, and admissions materials will clearly and accurately represent the proposed program and the services available.

Advertising, recruiting, and admissions materials clearly and accurately represent the proposed program and available student services. Prospective students and current students will have access to the same online materials detailing all the resources, The Marketing and Communications Department (MAR-COM) advances the mission of the college by developing and implementing clear, consistent, engaging, and multi-faceted marketing and communication strategies and products. This department will create program brochures, booklets, emails, newsletters, and course schedules. In addition, online methods of communication to promote the program will be used including Facebook, Twitter, Instagram, YouTube, LinkedIn, and Snapchat. The information regarding marketing is located on the college website at:

https://www.csmd.edu/about/marketing/index.html

See below the evidence of student access to the information and support:

https://catalog.csmd.edu/

https://www.csmd.edu/student-services/index.html

https://www.csmd.edu/student-services/learning-support/tutoring/index.html

https://www.csmd.edu/programs-courses/credit/online-learning/getting-started.html

**H. Adequacy of Articulation** (as outlined in COMAR 13B.02.03.19)

1. If applicable, discuss how the program supports articulation with programs at partner institutions. Provide all relevant articulation agreements. More information for Articulation Agreements may be found here.

   The College of Southern Maryland has prepared drafted articulation agreements with the following schools for the proposed Art degree;

   • St. Mary's College of Maryland (included at the end of the document)

**I. Adequacy of Faculty Resources** (as outlined in COMAR 13B.02.03.11).

1. Provide a brief narrative demonstrating the quality of program faculty. Include a summary list of **faculty with appointment type, <u>terminal degree title and field</u>, academic title/rank, status (full-time, part-time, adjunct) and the course(s) each faculty member will teach in the proposed program.**

   The program will be staffed by four permanent faculty, each with terminal degrees in the field, all of whom are also active professionally. Faculty members at CSM are encouraged to continue developing their professional presence in their fields. The Visual Arts faculty are actively participating in national and international exhibitions, research, and publications within their fields. CSM faculty are encouraged to attend and participate in their discipline's national and international conferences. CSM also provides ongoing opportunities to develop and engage in pedagogical research and best practices.

| Faculty | Credentials | Status | Courses |
|---|---|---|---|
| **Andrew Wodzianski** Professor of Art | MFA, Maryland Institute College of Art | Full-time | ART 1200 2D Design, ART 1210 Color Theory and Practice, ART 1220 Basic Drawing, ART 1225 Figure Drawing, ART 1230 Intermediate Drawing, ART 1240 Basic Painting, ART 1250 Intermediate Painting, ART 2700 Special Topics in Visual Arts |
| **Heather Bougher** Assistant Professor of Art History | Ph.D., M.A. Ohio University | Full-time | Art 1010 History of Western Art I, Art 1020 History of Western Art II, Art 1030, Intro to Art/Art |

| | | | Appreciation, Art 1065 History of Italian Renaissance Art |
|---|---|---|---|
| **George Bedell**<br>*Professor of Art* | MFA, Florida State University | Full-time | ART 1035 History of Photography, ART 1205 3D Design, ART 1500 Basic Photography, ART 1505 Digital Photography, ART 1510 Intermediate Photography, ART 1515 Digital Photography, ART 1520 Advanced Photography, ART 2700 Special Topics in Visual Arts |
| **Yikui Gu**<br>*Professor of Art* | MFA, Philadelphia Academy of Fine Arts | Permanent Part-time | ART 1200 2D Design, ART 1210 Color Theory and Practice, ART 1220 Basic Drawing, ART 1225 Figure Drawing, ART 1230 Intermediate Drawing, ART 1240 Basic Painting, ART 1250 Intermediate Painting, |

2. Demonstrate how the institution will provide ongoing pedagogy training for faculty in evidenced-based best practices, including training in:

   a) Pedagogy that meets the needs of the students
   b) The learning management system
   c) Evidenced-based best practices for distance education, if distance education is offered.

Faculty members teaching in the Art, A.A. program possess the expertise to deliver high-quality classroom instruction that enables students to achieve student learning outcomes. Additionally, the College of Southern Maryland (CSM) provides ongoing pedagogy training for full-time and part-time faculty in evidenced-based best practices including pedagogy that meets the needs of a diverse student populations using a variety of modalities, training related to use of the learning management system, and training related to best practices for distance education. The College's Distance Learning and Faculty Development (DLF) area has designed numerous online courses that prepare faculty to use the College's learning management system, BrightSpace/D2L. Faculty (full-time and adjunct) are required to complete this training as a condition of employment. The College uses an ongoing peer review and support process called Online Academic Rigor and Presence (OARP) to provide education and continuous improvement on best practices related to distance learning. The College's Division of Learning (DOL) also provides monetary support for faculty to attend professional development. Through the Faculty Development Committee (FDC), peer colleagues and guest speakers also address the ongoing education for pedagogy that supports the needs of students.

**J. Adequacy of Library Resources** (as outlined in COMAR 13B.02.03.12).

1. Describe the library resources available and/or the measures to be taken to ensure resources are adequate to support the proposed program.

   The library resources available at CSM emphasize academic, digital, media, and information literacy. Through academic databases, the library catalogue, and access to Interlibrary Loan (ILL), students are well equipped to foster research interests and skills. The available Research and Instructional Librarians have assembled quick-access library guides for each department and subsequent disciplines and majors offered at CSM. Specifically for the Visual Arts, CSM's library offers databases of peer-reviewed scholarly journals and eBooks through ProQuest and EBSCO, Reference databases, and scholarly websites. The CSM library is making consistent efforts to strengthen the library catalogue's offerings, supplemented by the extensive offerings of Interlibrary Loan. Additionally, the CSM library is an excellent companion in faculty efforts to continue supporting accessibility and inclusivity to meet the needs of our diverse student body by providing resources and technology appropriate for students with different learning types and needs.

**K. Adequacy of Physical Facilities, Infrastructure and Instructional Equipment** (as outlined in COMAR
   13B.02.03.13)

1. Provide an assurance that physical facilities, infrastructure and instruction equipment are adequate to initiate the program, particularly as related to spaces for classrooms, staff and faculty offices, and laboratories for studies in the technologies and sciences.

The Art Program exists across three CSM campuses: La Plata, Leonardtown, and Prince Frederick.

Content specialists are tasked with lab management, working with the Program Coordinator and Division Chair to address areas of concern.

**Drawing / Painting / Design Foundations facilities:**

The Prince Frederick, Leonardtown, and La Plata campuses all have a designated wet/dry studio classroom, equipped with two industrial sinks, storage areas, student shelving, easels, model stands, drawing horses, north-facing windows, and smart podiums.

**Photography / Graphic Design facilities:**

The photography and graphic design courses are supported by two lab facilities on the La Plata campus.

*FA 167 Mac lab* - The Mac lab has nineteen iMac workstations, one iMac for the instructor, and three additional workstations to support printing. Currently, students have access to three 17" Epson P900 printers, and one Canon 24" iPF6450 wide format printer. Student workstations are equipped with Epson flat scanners and Wacom tablets.

*FA 157 Darkroom* - The darkroom consists of fourteen workstations equipped with Omega / LPL 670 enlargers, a separate film processing area, a film drying cabinet, and an RC print dryer.

**Ceramics facilities:**

Ceramics classes are taught in the ceramics lab on the La Plata campus.

*FA 159 Ceramic lab* - The ceramics lab includes a large classroom with worktables and chairs and twelve potters' wheels. There is a sink and a built-in shelving system for project and supply storage. Adjoining the classroom are three additional rooms. The glaze room is equipped with a sink and sediment trap, a spray booth equipped with an exhaust system, a spray gun, and a compressor. The clay room has a large sink with a sediment trap. The kiln room is equipped with electric kilns.

**Three-Dimensional Design facilities:**

Three-Dimensional design is taught on the La Plata campus in a workshop shared with the Theater department. This shared facility includes a complete woodshop with a Sawstop table saw, two bandsaws, sliding compound-miter saw, panel saw, and belt disk sanders. Some metal fabrication is supported with a Mig welder.

A new classroom space with significant workbench space for all 3D students has just been added.

**Gallery Space**

**The Tony Hungerford Memorial Art Gallery** serves as a teaching gallery for the students of CSM's Art Program and for the greater CSM community. The gallery focus is to exhibit curated work from local, regional, and national artists. Particular attention is given to the selection of work that expands our visual arts curriculum and introduces students to a wide range of visual content and ideas. Most exhibiting artists visit the campus to lecture on their current body of work, studio practice, and artistic vision. The gallery also hosts an annual juried student exhibition. The show allows students to learn the procedures needed to prepare work for presentation, and to familiarize themselves with the typical application requirements.

**The Walter Grove II Memorial Art Gallery** provides a dedicated space to showcase student artwork throughout the year, with a dedicated section for winners of the annual purchase award.

**The Larry Chappelear Memorial Art Gallery** exhibits a significant collection of Southern Maryland landscape paintings by Larry Chappelear, who led the art department at College of Southern Maryland for more than three decades.

2. Provide assurance and any appropriate evidence that the institution will ensure students enrolled in and faculty teaching in distance education will have adequate access to:
   a) An institutional electronic mailing system, and
   b) A learning management system that provides the necessary technological support for distance education

   Students are provided with college email addresses and have access to Help Desk support for use of email, the learning management system, and other technology. The College of Southern Maryland provides full-time and part-time faculty members access to the electronic mailing system (Microsoft Outlook). Each faculty member's school email address uses the domain@csmd.edu. Faculty receive emails from both students and colleagues via this system. Students enrolled in credit programs are issued a school email address upon enrollment and uses the domain @mymail.csmd.edu.

   Each course offered at the College of Southern Maryland is created in a BrightSpace/D2L shell that allows remote access during each term. Each faculty member, full-time and part-time, is given access to each class that they are assigned to teach via

BrightSpace/D2L learning management system. Faculty are able to see who is enrolled in the course, create a gradebook, create discussion boards, upload course content, and communicate with students.

After enrolling in a course at the College of Southern Maryland, students are provided access to each course in which they are enrolled. Course access is granted during Preview Week, which is seven days prior to the official start of a course. Within the course shell, students can access all course content posted by the instructor, assess graded assignments and feedback, and communicate with the instructor and other students.

PART L: Adequacy of Financial Resources with Documentation (as outlined in COMAR 13B.02.03.14).

Complete Table 1: Resources and Narrative Rationale. Provide finance data for the first five years of program implementation. Enter figures into each cell and provide a total for each year. Also provide a narrative rationale for each resource category. If resources have been or will be reallocated to support the proposed program, briefly discuss the sources of those funds.

| TABLE 1: PROGRAM RESOURCES | | | | | |
|---|---|---|---|---|---|
| Resource Categories | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 |
| 1. Reallocated Funds | $255,799 | $255,799 | $255,799 | $255,799 | $255,799 |
| 2. Tuition/Fee Revenue (c + g below) | $210,000 | $231,525 | $253,050 | $278,250 | $306,075 |
| a. Number of F/T Students | 50 | 52 | 55 | 57 | 60 |
| b. Annual Tuition/Fee Rate | $4,200 | $4,200 | $4,200 | $4,200 | $4,200 |
| c. Total F/T Revenue (a x b) | $210,000 | $218,400 | $231,000 | $239,400 | $252,000 |
| d. Number of P/T Students | 38 | 42 | 46 | 50 | 55 |
| e. Credit Hour Rate | $175 | $175 | $175 | $175 | $175 |
| f. Annual Credit Hours | 15 | 15 | 15 | 15 | 15 |
| g. Total P/T Revenue (d x e x f) | $68,250 | $73,500 | $78,750 | $84,000 | $91,875 |

| | | | | | |
|---|---|---|---|---|---|
| 3. Grants, Contracts & Other External Sources | $ 0 | $ 0 | $ 0 | $ 0 | $ 0 |
| 4. Other Sources | $ 0 | $ 0 | $ 0 | $ 0 | $ 0 |
| TOTAL (Add 1 – 4) | $534,049 | $547,699 | $565,549 | $579,199 | $599,674 |

| |
|---|
| *Reallocated Funds:*<br>Funds will be reallocated from the current AA Arts and Sciences: Art program, which is being suspended this year. |
| *Tuition/Fee Revenue:*<br>Assuming modest growth in both full-time and part-time enrollments and tuition and fees are assumed constant over the next five years, the chart displays the overall financials for the program. The in-county tuition rate of $140 per credit and a fee of $35 per credit for a total of $175 per credit have been used to calculate revenue; with 24 credits per year for full-time students, and an average of 15 credits per year for part-time. |
| *Grants, Contracts, & Other External Sources:*<br>This program does not use grants, contracts or external sources for funding. |
| *Other Sources:*<br>There are no other sources used for funding. |

Complete Table 2: Program Expenditures and Narrative Rationale. Provide finance data for the first five years of program implementation. Enter figures into each cell and provide a total for each year. Also provide a narrative rationale for each expenditure category.

| TABLE 2: PROGRAM EXPENDITURES | | | | | |
|---|---|---|---|---|---|
| **Expenditure Categories** | **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** |
| 1. Faculty (b + c) below | $ 0 | $ 0 | $74,063 | $74,063 | $74,063 |
| a. Number of FTE | 0 | 0 | 1 | 1 | 1 |
| b. Total Salary | $ 0 | $ 0 | $55,000 | $55,000 | $55,000 |
| c. Total Benefits | $ 0 | $ 0 | $19,063 | $19,063 | $19,063 |
| 2. Admin Staff (b + c below) | $ 0 | $ 0 | $ 0 | $ 0 | $ 0 |
| a. Number of FTE | 0 | 0 | 0 | 0 | 0 |

| | | | | | |
|---|---|---|---|---|---|
| b. Total Salary | $ 0 | $ 0 | $ 0 | $ 0 | $ 0 |
| c. Total Benefits | $ 0 | $ 0 | $ 0 | $ 0 | $ 0 |
| 3. Support Staff (b + c below) | $ 0 | $ 0 | $ 0 | $ 0 | $ 0 |
| a. Number of FTE | 0 | 0 | 0 | 0 | 0 |
| b. Total Salary | $ 0 | $ 0 | $ 0 | $ 0 | $ 0 |
| c. Total Benefits | $ 0 | $ 0 | $ 0 | $ 0 | $ 0 |
| 4. Technical Support and Equipment | $ 0 | $ 0 | $ 0 | $ 0 | $ 0 |
| 5. Library | $ 0 | $ 0 | $ 0 | $ 0 | $ 0 |
| 6. New or Renovated Space | $ 0 | $ 0 | $ 0 | $ 0 | $ 0 |
| 7. Other Expenses | $ 0 | $ 0 | $ 0 | $ 0 | $ 0 |
| TOTAL (Add 1 – 7) | $ 0 | $ 0 | $74,063 | $74,063 | $74,063 |

*Faculty:*
The current program will be fully staffed with both full-time and adjunct faculty and staff from the department of Visual and Performing Arts to support the operations of the new program of study. As mentioned above, these faculty will be reallocated from the current AA in Arts and Sciences: Art. Initially, no additional expense will be incurred; however, additional faculty would be hired as enrollment necessitates. The funds listed in Table are the anticipated average salary and benefits for a new assistant professor of Art for years 3-5.

*Admin Staff:*
This program will be housed in the Visual and Performing Arts department, as part of the School of Liberal Arts, which already has a dean, associate dean, department chair, and coordinator in place who will support the program.

*Support Staff:*
This program will be housed in the Visual and Performing Arts department. Office associates support the department as a whole, and not individual programs, so it is not expected that any new support staff will be needed.

*Technical Support and Equipment:*
There is no additional or new technical support or equipment needed for this program. Current technical support and equipment is sufficient for the needs of the students and faculty.

| |
|---|
| *Library:* |
| Current library materials are sufficient for the needs of the students and faculty. |
| *New or Renovated Space:* |
| There is no new or renovated space needed for this program. Current classroom space is sufficient for the needs of the students and faculty. |
| *Other Expenses:* |
| There are no other expenses required or needed for this program. |

**M. Adequacy of Provisions for Evaluation of Program** (as outlined in COMAR 13B.02.03.15).

1. Discuss procedures for evaluating courses, faculty and student learning outcomes.

2. Explain how the institution will evaluate the proposed program's educational effectiveness, including assessments of student learning outcomes, student retention, student and faculty satisfaction, and cost-effectiveness.

Faculty members are evaluated for every course by enrolled students. CSM uses IDEA surveys through Campus Labs technology to distribute course evaluations. Faculty members are also evaluated in the classroom by their appropriate Chair or designee in their first semester of their first year at CSM and a peer observation in their second semester of their first year. After the first year at CSM, faculty are evaluated once per year by the faculty evaluation committee. Un-tenured faculty that have been teaching at CSM for 7+ years receive an evaluation from the faculty evaluation committee every three years. Benefitted tenured faculty with 7+ years at CSM are evaluated by the faculty evaluation committee every four years.

Courses and student learning outcomes are assessed by faculty and evaluated by the CSM Academic Learning Assessment Committee (ALAC). The committee establishes guidelines for comprehensive program and discipline reviews and provides guidance for student outcomes assessment efforts to assure sound, evidence-based decision making and improved student learning.

ALAC also facilitates ongoing student-learning assessment activities that measure, document, and enhance continuous quality improvement and effectiveness.

Student learning outcomes in visual art courses are assessed exclusively by ALAC-approved rubrics. Data is collected and submitted annually for analysis.

**N. Consistency with the State's Minority Student Achievement Goals** (as outlined in COMAR 13B.02.03.05).
1. Discuss how the proposed program addresses minority student access & success, and the institution's cultural diversity goals and initiatives.

Visual Arts programs and activities echo CSM's initiatives to meet diversity and equity goals through using the Ally software suite to enable students with disabilities to access their course materials, regular professional and peer-led workshops to advance diversity, equity, inclusion, and belonging awareness and knowledge for faculty, participating in the

Achieving the Dream college focus in an effort to close student equity gaps, encouraging students to join clubs and programs that strengthen student relationships with one another and faculty, and by motivating minority students to apply for scholarships to help offset the cost of their education. Visual arts courses encourage these initiatives on a local level through a curriculum that is diverse and inclusivity-sensitive by offering a broad range of content and representation to broaden student perspectives while also maintaining cultural sensitivity. The Visual Art courses support CSM's diverse student body through hands-on, group learning within both studio and art history classes, encouraging creative freedoms within their coursework, and through articulating cultural diversity goals within our course learning objectives.

**O. Relationship to Low Productivity Programs Identified by the Commission:**
   1.     If the proposed program is directly related to an identified low productivity program, discuss how the fiscal resources (including faculty, administration, library resources and general operating expenses) may be redistributed to this program.

   **N/A**

**P. Adequacy of Distance Education Programs** (as outlined in COMAR 13B.02.03.22)
   1.     Provide affirmation and any appropriate evidence that the institution is eligible to provide Distance Education.

   2.     Provide assurance and any appropriate evidence that the institution complies with the C-RAC guidelines, particularly as it relates to the proposed program.

   This program is not offered as a distance learning program.

# Articulation Agreement

## The College of Southern Maryland
### Art
## AND
## The St. Mary's College of Maryland (SMCM)
### Art

**PREFACE**

St. Mary's College of Maryland (SMCM) welcomes students from College of Southern Maryland into our community of learners. This Articulation Agreement is designed to facilitate College of Southern Maryland students' ease of transfer from the Art program at College of Southern Maryland to the SMCM Art program. This Agreement augments any Guaranteed and Dual Admission agreements signed between The College of Southern Maryland and SMCM.

Under this Agreement, College of Southern Maryland students graduating with an Associate of Arts (A.A.) in Art will be eligible for admission into SMCM Art program, provided that students:

1. Submit the SMCM Application for Admission at least six months prior to the start of the semester they wish to transfer to St. Mary's College of Maryland.
2. Complete the required courses as described in the Appendix A of this agreement.
3. Satisfy all other SMCM admissions requirements, which are available on the College website at http://www.smcm.edu or by contacting an admissions counselor at St. Mary's College of Maryland.
4. Graduate from College of Southern Maryland with a minimum cumulative grade-point average (GPA) of 2.75.

5. Recognize that grades of "C-" or better will transfer and will be transcribed as transfer credits or "TR" on the SMCM transcript. Per the Code of Maryland Regulations (COMAR), grades of D will transfer although may not be used for major/minor requirements.
6. Understand that there is no residential living requirement for incoming students, though transfer students may request on-campus housing if they wish.
7. Understand that SMCM will accept up to 70 transferable credits.
8. Understand that students with at least 56 transferable credits will enter with Junior status.
9. Submit College of Southern Maryland transcripts along with transcripts from any other colleges they may have attended prior to attending College of Southern Maryland.

SMCM welcomes International Students to apply to the College. Additional admission materials will include the Test of English as a Foreign Language (TOEFL) and WES transcript evaluations if applicable. Please check the College website at http://www.smcm.edu for details.

This Agreement is also available to part-time students.

**ALTERNATIVES TO THIS AGREEMENT**

Students interested in Dual Admission to SMCM are encouraged to consult with an Academic Adviser at College of Southern Maryland and the Office of Admissions at SMCM to assist in choosing courses to promote timely graduation from SMCM. Transcripts will be evaluated on a preliminary basis by the SMCM Admissions Office prior to application upon request.

**OBLIGATIONS OF ST. MARY'S COLLEGE OF MARYLAND**

To facilitate the transfer of College of Southern Maryland graduates to the SMCM Art program in accordance with the foregoing, SMCM agrees to the following:

# Articulation Agreement

1. To attend regularly scheduled transfer programs at College of Southern Maryland.

2. To invite College of Southern Maryland students to information/advising meetings with SMCM faculty and staff on a regular basis at both College of Southern Maryland and SMCM in order to facilitate smooth curricular and co-curricular integration to St. Mary's College of Maryland.

3. To send SMCM letters of admission to all College of Southern Maryland students who meet the conditions set forth herein and confirm their intention to matriculate at SMCM. It is recommended that students confirm their intention to matriculate at SMCM by June 1st for the fall semester, or by December 1st for the spring semester and satisfy all other regular SMCM admissions requirements.

4. Those students entering fulltime study at SMCM are eligible to be awarded academic scholarships and/or grants per established guidelines at the time of enrollment.

   Scholarships are renewable on an annual basis and students must meet with a Financial Aid advisor for additional information. SMCM offers a variety of scholarships and grant awards. These opportunities include merit-based and need-based aid and grants. Sources of these awards include SMCM, private donors, as well as federal and state programs.

5. To ensure that incoming students will be provided with SMCM financial aid information and receive full consideration for SMCM financial aid, in addition to appropriate scholarships and grants listed above, upon matriculation at St. Mary's College of Maryland.

6. To ensure that College of Southern Maryland graduates entering SMCM under the terms of this Agreement go through SMCM's normal transfer admissions process, including meeting all applicable SMCM requirements and deadlines pertaining to application for admission, orientation and registration, and payment of tuition and fees. They will abide by the policies and procedures, and any revisions thereof that apply to all SMCM students. Incoming matriculated students will have all the rights and privileges of other SMCM students.

7. To periodically invite College of Southern Maryland students to SMCM events.

## OBLIGATION OF COLLEGE OF SOUTHERN MARYLAND

College of Southern Maryland agrees to publicize this agreement to prospective and current College of Southern Maryland students in its promotional literature, and make special arrangements for SMCM recruiters and advisors to visit College of Southern Maryland to meet with prospective and current Art students.

## JOINT OBLIGATIONS

1. To inform each other through appropriate channels prior to implementing major changes in policy or curricula that directly affect students transferring under the terms of this Agreement, and keep each other informed of any changes of policy or curricula that affect those students. Both SMCM and College of Southern Maryland will review this Articulation Agreement on a regular basis and make changes upon mutual agreement, as needed. Such changes will be effective when both College of Southern Maryland and SMCM sign the revised document.

2. Students are required to graduate from College of Southern Maryland with a minimum GPA of 2.00. Transferrable courses with grades of D or better will be brought into SMCM as transfer credits. A minimum grade of C- or better is required in courses counting toward Art.

# Articulation Agreement

3. To collaborate in providing students with information and academic advising both from SMCM and College of Southern Maryland. SMCM will make available contact information for questions about St. Mary's College of Maryland's academic requirements, Core Curriculum requirements, degree requirements, and the process of transferring to SMCM.

4. To jointly agree to develop and implement advertising and promotional efforts to communicate the benefits of this Articulation Agreement.

5. To designate that the SMCM Department Chair and the CSM Coordinator of Transfer and Articulation will coordinate this agreement.

6. To exchange data and documents on a regular basis that will contribute to the maintenance and improvement of the arrangement, enhance the transfer process, and promote effective cooperation between institutions. These will consist of data about individual transfer students, including admissions information and grades, and reports on the results of program reviews, assessments of students' learning, and decisions of curricula and other committees.

7. This Agreement may be updated (by means of addenda), upon mutual agreement by appropriate officials of the two institutions, to allow for additional curriculum articulation sheets accommodating course equivalencies for specific major(s)/minor(s)/certificate program(s). This Agreement sets forth the entire understanding of the parties with respect to the subject matter hereof and supersedes all prior understandings, memos, writings or agreements of the parties with respect to the subject matter hereof. Any waiver by a party of any of its rights or of the other party's obligations must be in writing.

8. To provide, when available, direct links between the SMCM and College of Southern Maryland websites when applicable.

## REVISIONS, RENEWAL, AND TERMINATION OF THIS AGREEMENT

The SMCM Vice President for Academic Affairs and Dean of the Faculty and the CSM Vice President of Academic Affairs and Coordinator of Transfer and Articulation are responsible for identifying and communicating to each other changes in the policies or requirements of their respective institutions that affect this Articulation Agreement.

This Articulation Agreement will be in effect, as of the date of its signing, for students entering SMCM fall semester 2023 or after. It will be reviewed on a yearly basis by the appropriate parties at each institution and will be renewed automatically until superseded by new Agreements or formally terminated. Either institution may terminate this Agreement at any time by written notice at least one year in advance of the effect date of termination. Should this Agreement be terminated, it is understood that the termination will not apply to students already accepted to SMCM under the terms of this Agreement.

# Articulation Agreement

The willingness of both institutions to enter this Articulation Agreement in order to facilitate the transfer of students from College of Southern Maryland to St. Mary's College of Maryland, and to expand their opportunities for academic success there, is indicated by the following signatures. The undersigned representatives of the parties, College of Southern Maryland and St. Mary's College of Maryland, have executed this Articulation Agreement on the dates indicated:

| College of Southern Maryland | St. Mary's College of Maryland |
|---|---|
| | |
| Yolanda Wilson                                  Date<br>President | Katherine Gantz                                  Date<br>Vice President for Academic<br>Affairs and Dean of Faculty |

# APPENDIX A

| College of Southern Maryland | | | | St. Mary's College of Maryland | | | |
|---|---|---|---|---|---|---|---|
| **Required Courses** | | | | **St. Mary's College Course Equivalents** | | | |
| Prefix | Number | Title | Credits | Prefix | Number | Title | Credits |
| ART | 1200 | Two Dimensional Design AND | 3 | ART | 205 | Introduction to Visual Thinking | 3 |
| ART | 1205 | Three Dimensional Design | 3 | ART LDIV | | Art General elective – does not count toward the ART major | 3 |
| ART | 1300 | Graphic Design I | 3 | ART | 214 | Introduction to Digital Media | 3 |
| ART | 1010 | History of Western Art I AND | 3 | ARTH | 225 | Art History Survey 1: Prehistory to the Medieval | 3 |
| ART | 1020 | History of Western Art II | 3 | ARTH | 226 | Art History Survey 2: Renaissance to the Present | 3 |
| | | TOTAL RECOMMENDED CREDITS | 15.00 | | | TOTAL GRANTED CREDITS FROM RECOMMENDED COURSES | 15 |

**\*Recommended CSM courses to fulfill SMCM Art Lower Level Elective Requirement**
Any CSM art course that has been assigned an SMCM equivalency as an art (ART) or art history (ARTH) will fulfill elective requirements for the major. Beyond the courses listed above, recommended studio art courses would be any that are in the medium/studio art discipline where a student would want to focus their advanced work (drawing, painting, sculpture, photo, digital) but particularly those that serve as the prerequisite for the advanced SMCM art course in a specific medium (as specified below).

| Recommended Courses | | | | St. Mary's College Course Equivalents | | | |
|---|---|---|---|---|---|---|---|
| Prefix | Number | Title | Credits | Prefix | Number | Title | Credits |
| **Choose 2 courses from below:** | | | | | | | |
| ART | 1220 | Basic Drawing | 3 | ART | 204 | Intro. To Drawing (pre-requisite for adv. Drawing) | 3 |
| ART | 1240 | Basic Painting | 3 | ART | 206 | Intro. To Painting (pre-requisite for adv. Painting) | 3 |
| ART | 1500 | Basic Photography | 3 | ART | 212 | Intro. To Photography (pre-requisite for adv. Photo) | 3 |
| ART | 2200 | Beginning Ceramics (students interested in pursuing Art Education are recommended to take this course) | 3 | ART | 233 | Topics in Art | 3 |
| | | | | | | | |
| **Choose 1 course from below:** | | | | | | | |
| ART | 1035 | History of Photography | 3 | ARTH | 250 | Topics in Western Art History | 3 |
| ART | 1045 | History of American Art | 3 | ARTH | 250 | Topics in Western Art History | 3 |
| ART | 1065 | Art of the Italian Renaissance | 3 | ARTH | 250 | Topics in Western Art History | 3 |
| | | TOTAL ELECTIVE CREDITS | 9.00 | | | TOTAL GRANTED ELECTIVE CREDITS | 9.00 |
| | | **GRAND TOTAL CREDITS** | 24 | | | **GRAND TOTAL GRANTED CREDITS** | 24.00 |

# APPENDIX A

| Remaining Degree Requirements at St. Mary's College of Maryland and Advising Sheet | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| **First Fall Semester at St. Mary's College** | | | | **First Spring Semester at St. Mary's College** | | | | |
| Prefix | Number | Title | Credits | Prefix | Number | Title | Credits | |
| CORE | 301 | Liberal Arts Seminar | 4 | ART | 3XX | Advanced Art Elective | 4 | |
| ART | 3XX | Advanced Art Elective | 4 | ART | 3XX | Advanced Art Elective | 4 | |
| ART | 2XX | 200-level ART course | 4 | XXX | 3XX | Upper-Level Elective | 4 | |
| ARTH | 2XX or 3XX | Art History elective (if needed to reach 3 art history courses) | 4 | | | | | |
| | | Elective as needed to reach 128 total credits. | | | | Elective as needed to reach 128 total credits. | | |
| | | Upper-Level credits as need to reach 44 credits | | | | Upper-Level credits as needed to reach 44 credits | | |
| | | | | | | | | |
| **Second Fall Semester at St. Mary's College** | | | | **Second Spring Semester at St. Mary's College** | | | | |
| Prefix | Number | Title | Credits | Prefix | Number | Title | Credits | |
| ART | 430 | Capstone 1: Creative Practices in Art | 4 | ART | 431 | Capstone 2: Professional Practices in Art | 4 | |
| XXX | 3XX | Upper Level Elective | 4 | XXX | 3XX | Upper Level Elective | 4 | |
| XXX | 3XX | Upper Level Elective | 4 | XXX | 3XX | Upper Level Elective | 4 | |
| | | | | | | | | |
| | | Elective as needed to reach 128 total credits. | | | | Elective as needed to reach 128 total credits. | | |
| | | Upper-Level credits as needed to reach 44 credits | | | | Upper-Level credits as needed to reach 44 credits | | |
| | | | | | | | | |
| **First Summer at St. Mary's College (if needed for timely graduation)** | | | | **Second Summer at St. Mary's College (if needed for timely graduation)** | | | | |
| Prefix | Number | Title | Credits | Prefix | Number | Title | Credits | |
| | | | | | | | | |
| | | | | | | | | |
| | | | | | | | | |
| **Additional Requirements** | | | | | | | | |
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# APPENDIX A

NOTE: Completion of the A.A. or A.S. Degree satisfies the foreign language requirement and the six categories of the *Liberal Arts Approaches to Understanding the World* requirement. Completion of CORE 301 and CORE 350 (or equivalent) are requirements of attending St. Mary's College of Maryland.

Students must earn a total of 128 credits, 44 of which must be at the upper-level (300-400).

Students interested in Art Education are encouraged to take ART 269 or ART 369 Community Arts/Arts Educator (fulfills CORE-350)

ST MARY'S COLLEGE *of* MARYLAND
*The Public Honors College*