Institutional Effectiveness Report
2020-2021

Program: Fine Arts BFA

College and Department: College of Fine Arts - School of Art Craft and Design

Contact: Kimberly Winkle

Mission: The mission of the School of Art, Craft & Design is to prepare BFA majors for careers in visual art studios, design practice and art education. More broadly, the SAC&D seeks to enable students to discover creative potential, to learn skills design processes, to acquire cultural knowledge, and to develop critical faculties through visual art experiences. The SAC&D also seeks to instill an appreciation of visual arts in all University students, and to broaden the cultural perspective of the community, state, and region. A unique facet of Tennessee Tech is the School of Art, Craft & Design's satellite campus, the Appalachian Center for Craft, which is dedicated to promoting excellence in American craft by providing access to the highest quality professional education in studio crafts, and presenting diverse craft artists, works and events in a community arts context. The ACC's primary function is in support of the BFA degree program as stated in the undergraduate course catalog.

The Bachelor of Fine Art degree is the initial professional degree in art. The School of Art, Craft & Design has developed the degree in accordance with the guidelines established by the National Association of Schools of Art and Design.

Program Goals:

PG 1: Increase degree offerings to grow enrollment and support a wider range of students such as: transfer, students with broader academic interests. This program goal helps to support Goal 1 of the University Strategic Plan: Education for Life by creating new educational pathways for our current and prospective students.

PG 2: Increase SAC&D marketing and promotion efforts to increase visibility to support increased enrollment; visibility should be in form of: exhibition, craft fair participation, print materials, mailings, social media presence and monthly e-newsletter distribution. These efforts help to support the Tech Tomorrow Strategic Plan goal 3: Exceptional Stewardship. The increased visibility has potential to grow our fundraising potential/impact which, ultimately, benefits our students and overall financial health.

PG 3: Successfully complete the COVID academic year through successful implementation of modified course delivery, when needed.

PG 4: Provide additional resources to support safe implementation of studio instruction during COVID. This program goal helps to support Goal Two of the Tech Tomorrow Strategic Plan: Innovation in All We Do. The added technology used in the classes was essential for providing a safe learning environment but has proven to be effective and a great addition for the post-COVID era, as well.

Student Learning Outcomes

SLO 1: Students will have broad understanding of art movements, artists and historical context to deepen understanding. This knowledge informs individual student creative practice and art making. This knowledge is primarily gained through successful completion of Art History courses and performance is measured via final semester grades and mid-semester exams.

SLO 2: Students will be familiar with non-Western art forms, which provides them with greater sources of inspiration and understanding of the various purposes of, perspectives and motivation for creating art. This knowledge is gained and measured via exam in required Art History courses.

SLO 3: Students will comprehensively develop as an artist with a competent understanding of process, concept, professional practice, context and problem solving; measured through successful completion of the BFA degree.

SLO 4: Students will understand the conceptual framework which inspires their artwork and be able to cogently describe and defend it. Measured qualitatively in project critiques and through written artist statements in thesis and design portfolios.

SLO 5: Students will gain experience and knowledge of the process of mounting a solo exhibition or design portfolio/website. Measured through successful completion of the senior thesis and design portfolio process and coursework. Threshold of acceptance is 70%.

SLO 6: Graduates will be able to embark and sustain professional careers as practitioners of the arts or arts education. Measured through ongoing contact with alumni and: successful completion of Art Education EdTPA and Praxis (art education majors) and successful completion of Design Portfolio (design majors) and successful completion of Professional Practices of the Artist (studio majors) helps prepare students for a meaningful career in the arts. Threshold of acceptance for the latter three are 70% and state requirements for EdTPA and Praxis.

A departmentally developed curriculum map can be found in Appendix 1 that shows the connections between courses and student learning outcomes.

Assessment Methods:

PG 1: Grow degree and program offerings

- *This goal is assessed by whether or not new degrees or programs were developed and, subsequently, approved.*

PG 2: Increase SAC&D marketing and promotion efforts

- Compare the number of new marketing and promotion initiatives year over year and assess, if possible, effectiveness of initiatives. Direct and indirect assessment.

PG 3: Successfully complete the COVID academic year through successful implementation of modified course delivery, when needed.

- The SAC&D was able to offer all of its studio courses face to face. All of our Art History and General Education courses were either online, hybrid or social distanced and with limited

enrollment capacity. These measures allowed us to successfully support our students' learning while providing as safe as learning environment as possible.

PG 4: Provide additional resources to support safe implementation of studio instruction during COVID.

- The SAC&D supported purchase of 3 televisions and 3 webcams so that our studio instructors could project their hands-on demonstrations to prevent students from crowding together and not adhere to CDC social distancing guidelines.

SLO 1: Broad understanding of art movements, artists and historical context

- *Art History Grades*

  The art history courses, including the general education Introduction to Art, are firmly entrenched within the historical context. Art movements and styles, artists' biographies, and the analysis of specific works of art are always considered within the socioeconomic, religious, political, and demographic context of a particular historical moment. Engaging the larger historical context while learning about works of art leads students to understand the deeper significance that art has always played in every facet of society. Students demonstrate their comprehension of these concepts through a variety of written and creative assignments and exams. A final grade of 'C' in these courses indicates the student adequately participated and demonstrated understanding, while a 'B' shows a higher level of effort and quality of work. 'A' grades demonstrate the student was engaged, enthusiastic, and performing at the highest level. Direct assessment.

SLO 2: Familiar with non-Western art forms

- *Meso-American Art History and successful completion of Survey I or Survey II*

  Non-Western art forms are readily incorporated into the art history curriculum. All courses are designed with a global perspective to broaden students' awareness of artists and styles from beyond the European canon. In particular, exams in art history courses include multiple-choice questions testing the students' comprehension of these subjects. Additionally, a deeper level of understanding is tested through essay questions in which students must answer "big picture" questions that require them to explain the historical contexts (political, religious, socioeconomic, etc.) affecting art movements and artists in Africa, China, Japan, India, the Middle East, and Pre-Columbian Americas. These exams and other assessments quantify student comprehension along the following scale: grade of 'C' indicates the student adequately participated and demonstrated understanding, while a 'B' shows a higher level of effort and quality of work. 'A' grades demonstrate the student was engaged, enthusiastic, and performing at the highest level. Direct assessment.

SLO 3: Comprehensively develop as an artist

- *Sophomore Assessment:*

  Students in a BFA studio concentration with approximately 45 - 60 earned hours are screened for appropriate progress in art foundations classes, general education classes, and classes in the concentration studio. Studio concentration faculty, who also assist in advising,

assess whether the level of accomplishment (the quality of the artwork) in at least two classes in the concentration is sufficient to support a recommendation to continue in upper division work in that studio, consistent with the NASAD content and competency standards noted for all professional baccalaureate degrees in art and design.

Regarding the sophomore assessment, conscientious and competent performance in beginning studio classes may produce grades of C or better, and yet not indicate the potential to be competitive in a studio career. Although our sophomore assessment process is less severe, it is intended to serve a similar predictive function to pre-admission portfolio reviews. This process has encouraged students to change concentrations and even to change majors. This recommendation is denied in a small proportion of cases, and the process has been conceived as an enhancement of advising on an individual basis. If a denial of the recommendation to advance leads a student to a more productive major, it is deemed a successful outcome. However, since Spring 2012 the results of these assessments are being tabulated, to see if trends emerge that are useful for program assessment. Based on faculty discussions, the option to record three responses by the faculty advisor, “Recommended,” “Not Recommended” and “Defer,” are included in the sophomore assessments. The “Defer” response was added to the original assessment to accommodate situations that arise in cases of transfer students, changes of concentration, and other extenuating circumstances. Spring 2019 results will be updated during fall 2019, after faculty advisors have had the opportunity to assess portfolios and meet with eligible advisees who were identified subsequent to the completion of spring 2019 coursework.

Results are included at the end of the report. Attached are 2 examples of the sophomore assessment form. Direct assessment.

SLO 4: Understand the conceptual framework of their artwork

- *Senior Thesis*

The senior thesis process requires the student to propose and develop a one-person exhibition and a portfolio of stylistically unified, technically accomplished work, and to define and defend its conceptual premise(s) to a committee of faculty and sometimes invited professional artists. This process generally involves two six-credit courses completed over two consecutive semesters. The level of accomplishment will be consistent with the NASAD content and competency standards noted for specific baccalaureate degrees in art or design. Students must earn a grade of "C" or better to meet the threshold of acceptability.

The senior thesis process models important professional expectations that studio artists typically experience. In this process, occasionally a student may fail to produce enough work, or work of sufficient quality, and will not receive the minimum grade of "C" in a senior thesis course. However, in a more frequent minority of cases, a student may experience a breakthrough that prompts a change of direction in the work, or encounter an unforeseen technical or aesthetic roadblock that requires more time to resolve, even though the quantity and quality of work is sufficient for a passing grade. The student may be advised by the committee and choose the opportunity to extend the project an extra semester. The

senior thesis process is intended to fulfill the professional requirement that an emerging professional artist can present a body of work that projects a clear level of aesthetic and technical resolution. The resulting portfolio will be the basis of judgment for galleries, exhibitions, professional art fairs, graduate school admission, etc. The data that have been collected over the years for the BFA program exist in the form of photographic portfolios and artists statements recording each senior thesis project. A group of qualified art faculty, curators or art dealers can review these portfolios and assess the program relative to other college programs or professional standards relevant to a given art venue, such as graduate school entrance, juried art shows or gallery representation. During evaluator visits from the National Association of Schools of Art and Design, five years of senior thesis portfolios are presented for review along with student transcripts to monitor adherence to NASAD standards, competencies and expectations. Direct assessment

SLO 5: Process of mounting a solo exhibition or design portfolio

The senior thesis and Design Portfolio process models important professional expectations that studio artists typically experience. In this process, occasionally a student may fail to produce enough work, or work of sufficient quality, and will not receive the minimum grade of "C" in a senior thesis course. The level of accomplishment will be consistent with the NASAD content and competency standards noted for specific baccalaureate degrees in art or design. Students must earn a grade of "C" or better to meet the threshold of acceptability. Assessment takes place over the course of 2 semesters in individual thesis and/or portfolio meetings with their respective faculty member or faculty committee. Students are assessed on the strength of their; progress, conceptual framework, execution and completion. Thesis rubric and portfolio rubric attached. Direct assessment.

SLO 6: Embark and sustain professional careers

- *Praxis II Exam:*

  Praxis II Exam - BFA students in the Art Education concentration take the Art: Content and Analysis as monitored by the College of Education Office of Teacher Education, as a requirement prior entering Residency I and Residency II as a teacher licensure candidate. Direct Assessment.

  Annual results are provided at the end of this report. The threshold of acceptability is defined by the State of TN.

- *Alumni Surveys:*

  Alumni Surveys - Ongoing contact and feedback from BFA alumni has made it evident that a reliable School of Art, Craft & Design alumni survey will provide better data to assess student learning outcome 6 adequately. The departmental staff has recently completed a comprehensive update of alumni contact information. An appropriate means of providing a departmental alumni survey process was reviewed by the art faculty subcommittee on assessment during the 2014-2015 academic year but the survey has not yet been administered. The unit needs to discuss and determine plans for implementing the survey. Indirect assessment.

Results:

PG 1: Develop new degrees and programs.

- We proposed a new Bachelor of Science Degree in Studio Art. The proposal was approved internally at TTU, by NASAD (Art accrediting body) and seeking approval by THEC.
- Two new minors were approved for delivery: Minor of Art History and a Minor of Studio Art

PG 2: Increase SAC&D marketing and promotion efforts

-We procured a billboard on I-40 and Willow Ave. Westbound to promote our Craft Center programs. This is also, by default, brings attention to our SAC&D academic program. As a result of the billboard, we've experienced increase in overall foot-traffic at the Craft Center.

-We procured a billboard on HWY 56 South at I-40 to promote our Craft Center programs. This is also, by default, brings attention to our SAC&D academic program. As a result of the billboard, we've experienced increase in overall foot-traffic at the Craft Center.

-Increased social media presence to promote faculty and student activities, success and accomplishments.

-Because of COVID, we were unable to participate in several annual events at which we normally participate.

PG 2: Successfully complete the COVID academic year through successful implementation of modified course delivery, when needed.

- The SAC&D was able to offer all of its studio courses face to face. All of our Art History and General Education courses were either online, hybrid or social distanced and with limited enrollment capacity. These measures allowed us to successfully support our students' learning while providing as safe as learning environment as possible.

PG 3: Provide additional resources to support safe implementation of studio instruction during COVID.

- - The SAC&D supported purchase of 3 televisions and 3 webcams so that our studio instructors could project their hands-on demonstrations to prevent students from crowding together and not adhere to CDC social distancing guidelines. Additional trainings were made available via TTU CITL.

SLO 1: Broad understanding of art movements, artists and historical context

Since 2015-2016, there's been growth in the overall success rate of students in our Art History Survey I and II courses, which provides all of our majors with broad understanding of a wide range of art movements, artists and historical contexts.

Course Final Grades Art History Survey I

Years	Students Assessed	Percentage of Students meeting Threshold
2015-16	15	10 = 66%
2016-17	18	16 = 88%
2017-18	19	14 = 74%
2018-19	21	18 = 86%
2019-20	14	14 = 100%
2020-21	16	15 = 94%

Course Final Grades Art History Survey II

Years	Students Assessed	Percentage of Students meeting Threshold
2015-16	28	22 = 78%
2016-17	33	28 = 84%
2017-18	28	27 = 96%
2018-19	25	23 = 92%
2019-20	25	23 = 92%
2020-21	20	19 = 95%

SLO 2: Familiar with non-Western art forms

Non-Western art forms are embedded into all of our Art History courses, however our Ancient Mesoamerican Art History course focuses exclusively on non-Western art. There was a lower percentage of students meeting the threshold in this course in 2020-21; the reason is unclear but COVID and all online teaching in this course is likely a contributing factor.

Course Final Grades for Ancient Mesoamerican Art History (course taught every 3rd semester)

Years	Students Assessed	Percentage of Students meeting Threshold
2015-16		
2016-17	27	26 = 96%
2017-18		
2018-19	17	16 = 94%
2019-20		
2020-21	18	13 = 72%

SLO 3: Comprehensively develop as an artist

The results show that most of our students pass the Sophomore review process.

Sophomore Assessment Results

Years	Students Assessed	Recommended to Advance	Not Recommended to Advance	Defer	Comments
2011-12	11	11	0		

2012-13	12	10	0	2	
2013-14	11	10	1		
2014-15	19	18	0	1	
2015-16	37	34	1		2 student forms had no professor signature, unknown status.
2016-17	33	33	1		
2017-18	37	34	0	3	
2018-19	20	16	1	3	
2019-20	23	22	0	1	
2020-21					

2020-21 sophomore assessment data is not available until October of 2021.

SLO 4: Understand the conceptual framework of their artwork

Senior thesis students are required to submit a printed portfolio which contains written description of the conceptual framework that inspires their work in the form of an artist statement. Exhibition, thesis or design portfolio and successful oral defense of their concepts is required for successful completion of senior thesis and design portfolio coursework for which the threshold is “C”.

Senior Thesis and Design Portfolio

Years	Senior Thesis or Design Portfolio	Recommended to Graduate	Not Recommended to Graduate
2011-12	6	6	0
2012-13	7	6	1
2013-14	14	12	2
2014-15	12	11*	1 student was recommended to graduate by the senior thesis committee but did not graduate due to a general education requirement that was not complete
2015-16	21	9**	8 students are continuing senior thesis in fall 2016. 3 students did not register for classes in fall 2016. 1 student changed their major.
2016-17	22	12***	6 of the original 22 are continuing senior thesis in fall 2017. 3 students have not registered for classes. 1 student changed their major.
2016-17	9	9	0
2017-18	22	18	4 still have coursework to complete before they are eligible to graduate
2018-19	18 (plus 4 art education)	17	1 student still has one course to complete
2019-20	26	25	1 student missing Ged Ed Requirement
2020-21	32	23	8 design students and 1 thesis student continuing in fall 2021

The threshold of acceptability is 70%; the attached senior thesis assessment instrument aids the thesis committee member in determining the final semester grade for each senior thesis in their respective studio.

SLO 5: Process of mounting a solo exhibition or design portfolio and website

Senior Thesis

Years	Senior Thesis or Design Portfolio	Recommended to Graduate	Not Recommended to Graduate
2011-12	6	6	0
2012-13	7	6	1
2013-14	14	12	2
2014-15	12	11*	1 student was recommended to graduate by the senior thesis committee but did not graduate due to a general education requirement that was not complete
2015-16	21	9**	8 students are continuing senior thesis in fall 2016. 3 students did not register for classes in fall 2016. 1 student changed their major.
2016-17	22	12***	6 of the original 22 are continuing senior thesis in fall 2017. 3 students have not registered for classes. 1 student changed their major.
2016-17	9	9	0
2017-18	22	18	4 still have coursework to complete before they are eligible to graduate
2018-19	18 (plus 4 art education)	17	1 student still has one course to complete
2019-20	26	25	1 student missing Ged Ed Requirement
2020-21	32	23	9 students are continuing senior thesis or portfolio in fall 2021

The threshold of acceptability is 70%; the attached senior thesis assessment instrument aids the thesis committee member in determining the final semester grade for each senior thesis in their respective studio.

SLO 6: Embark and sustain professional careers

New curricular offerings that are specifically designed to prepare students for Praxis have proven effective. 100% of our Art Education students have passed praxis during the last two academic years.
The threshold of acceptability is defined by the State of TN.

Praxis II - Art Content Results

Academic year	2014-15	2015-16	2016-17	2017-18*	2018-19	2019-20	2020-21
Praxis:	8 out of 9	3 out of 5	3 out of 5	3 out of 5	7 out of 9	8 out of 8	4 out of 4
Art Content and Analysis	87.5% pass rate	60% pass rate	60% pass rate	60% pass rate	77% pass rate	100% pass rate	100% pass rate

*Note: pass score increased this year

Modifications for Improvement

Program Goal 1

We continue seeking the addition of a new Bachelor of Science in Studio Art degree offering to augment our pre-existing professional BFA Degree. The new program will provide more curricular flexibility, opportunity to complete a suite of varied courses to better support the career and creative interests of our students and better serve a growing population of transfer and diverse students, such as non-traditional and/or veteran students, ultimately having a positive effect on enrollment, recruitment and retention within the School of Art, Craft & Design.

A new Bachelor of Science degree proposal is in the early stages of the approval process at this time. The Letter of Notification has been submitted and approved internally and is awaiting approval by THEC.

SLO 6

Praxis specific activities are embedded into art education courses, especially ARED 2020 and ART 3205. Starting 2017 - 2018, it was observed that art ed students were weak in art history, responding to art, and writing/talking about their own art and practice. In Spring 2020, a weekly Special Problems course was offered for art ed juniors who were preparing to take the Praxis exam in March. The course covered general art history, mostly timelines and non-western art, art techniques, essay writing, practice exams, and study tips. Students completed specific activities and played study games every week, and they organized outside of class study sessions, too. All students passed Praxis in Spring 2021. Because of the successful Praxis outcome that the SAC&D intends to continue to offer the Special Topics Course

The SAC&D intends to revisit the Alumni survey instrument that was developed in 2014 to assess its current relevance and to establish a plan for implementation of the survey.

SLO 4 & 5

Better course definition and structure were added to the Design Portfolio course which has resulted in increased productivity. Better defined timelines and objectives are the key features of the changes. These changes took place in 2019-2020 in effort to provide clarity, increase productivity and definition to the design portfolio coursework and to liken it to the senior thesis process that exists in the other studio areas. These changes have benefited students who previously cited concern about lack of clarity regarding project description and assessments. We will continue to monitor and modify where needed.

The senior thesis experience could benefit by adding better defined benchmarks and timelines. Additionally, the thesis experience should be reviewed to determine if additional rubrics should be created to individually assess: artist statement, exhibition, and artwork. In recent year we have observed students struggling with the senior thesis process, therefore an ad hoc committee has been established to assess the current process and suggest modifications for improvement.

Appendices

1. Curriculum Map
2. Senior Thesis Faculty Assessment Form
3. Portfolio Rubric
4. Sophomore Assessment Forms

Appendix 1: Curriculum Map

Course	SLO 1	SLO 2	SLO 3	SLO 4	SLO 5	SLO 6
ART 1035	X	X				
ART 1045						
ART 1050			X			
ART 1250			X			
ART 1350			X			
ART 2000	X	X				
ART 2020	X	X				
ART 2040			X	X		
ART 2210			X			
ART 2220			X			
ART 2340			X			
ART 2330			X			
ART 2410			X	X		
ART 2510			X	X		
ART 2540			X			
ART 2610			X			
ART 2710			X			
ART 2810			X			
ART 2910			X			
ART 3099			X			X
ART 3130	X	X				
ART 3205			X			
ART 3210			X	X		
ART 3220			X	X		
ART 3230			X	X		
ART 3240			X	X		
ART 3250			X	X		
ART 3320			X			
ART 3410			X	X		
ART 3420			X	X		
ART 3421			X	X		
ART 3511			X	X		
ART 3520			X	X		
ART 3530			X	X		
ART 3610			X			
ART 3611			X			
ART 3630			X	X		
ART 3640			X	X		
ART 3641			X	X		
ART 3650			X	X		
ART 3651			X	X		
ART 3710			X	X		
ART 3720			X	X		

ART 3730			X	X		
ART 3810			X	X		
ART 3820			X	X		
ART 3830			X	X		
ART 3910			X	X		
ART 3920			X	X		
ART 3930			X	X		
ART 4170		X				
ART 4211			X	X	X	X
ART 4221			X	X	X	X
ART 4231			X	X	X	X
ART 4232			X	X	X	X
SENIOR THESIS			X	X	X	X
ARED 2020	X					
ARED 2050			X			
ARED 3155			X			
ARED 3165			X			
ARED 4871						X
ARED 4872						X
ARED 4881						X
ARED 4882						X

Appendix 2: Senior Thesis Faculty Assessment Form

Senior Thesis Faculty Assessment Form

The faculty will fill in all areas below this line upon conclusion of each senior thesis meeting with the student:

Level of concepts and ideas driving the work.
1 Very good.
2. Good
3 Average
4 Needs more time and work

Level of innovation and iteration expressed in the work.
1 Very good
2 Good
3 Average
4 Needs more time and work

Level of craftsmanship and material understanding displayed in the work brought to this meeting.
1 Very good
2. Good
3 Average
4 Needs more time and work

Based on the work I saw in this meeting do you feel the student has made strong progress forward using the ideas and suggestions made in our last meeting?
1 Very good
2. Good
3 Average
4 Needs more time and work

Overall quality and amount of work from last meeting to this meeting.
1 Very good
2. Good
3 Average
4 Needs more time and work

Comments:

Appendix 3: Portfolio Rubric

Portfolio Rubric

CRITERIA	PERFORMANCE INDICATORS				
	Excellent 100-90%	Above Average 89-80%	Average 79-70%	Below Average 69-60%	Poor 59-0%
Design/ Execution 80 pts possible *individual design portfolio pieces*	Final design is well refined and thoughtfully executed. It is flawless in its creation and has a logical and well defined visual hierarchy.	Final design is executed well. It has few flaws in its execution. It has a logical and well defined visual hierarchy. Design shows a logical progression.	Final design works but is of average quality. Some elements need further refinement. The visual hierarchy is evident but lacks strength.	Final design is of lower quality. Multiple areas need further refinement. The visual hierarchy is poor and unorganized. Work is displays as unfinished.	Final design is sloppy and/or unfinished. Elements have been handled carelessly. No visual hierarchy is evident. Final design is lacking.
Layout 20 pts possible *portfolio layout*	Final layout exceeds the requirements and is flawless in its delivery.	Final layout meets requirements and is of high quality.	Final layout lacks some requirements and is of average quality.	Final layout lacks multiple requirements and is of low quality.	Final layout does not meet most of the requirements. Work is unfinished and/or late.

Appendix 4: Sophomore Assessments

Sophomore Assessment--Clay Concentration

Academic Year 2020-21

Student Name: **T#**

Email:

General Education Courses

English 1010 _____ English 1020_____ Math Gen. Ed. Req._____

Art Foundations

Art 1010/1340 (2D Design) _____ Art2010/1350 (3D Design) _____

Art 2310/1045 (Drawing I) _____ Art 1250 (Intro to Digital Imaging) _____

Art 2320/1050 (Drawing II) or 2330 (Technical Drawing) _____

Concentration Studios

Art 2510 Introduction to Clay _____

Art 3510 Clay on the Wheel or Art 3511 Intermediate Handbuilding _____

Transfer substitutions if applicable: _____

List at least 21 hours of other classes applicable to degree requirements:

*****Art courses must carry a grade of "C" or above to apply to requirements or for prerequisites.

Concentration Advisor: Jessica Wilson

Comments:

Recommendation to advance in the concentration: **Spring 2022**

Concentration Advisor _____ Chair_____

Approve _____ Deny _____ Defer _____ Approve _____ Deny _____ Defer ____

Student Signature: _____

Sophomore Assessment—Art Education Concentration

Academic Year 2020-21

Student Name: **T#**

Email:

General Education Courses

English 1010 _____ English 1020_____ Math Gen. Ed. Req._____

Art Foundations

Art 1010/1340 (2D Design) _____ Art 2010/1350 (3D Design) _____

Art 2310/1045 (Drawing I) _____

Art 2320/1050 (Drawing II) or 2330 (Technical Drawing) ____

Concentration Studios

ARED 2020 Art Education Theory_____ ARED 2050 _____

Art 2040 Printmaking Relief _____ ARED 1250 _____

Art 2410 Painting I, Intro_____

Transfer substitutions if applicable: _____

List at least 21 hours of other classes applicable to degree requirements:

*****Art courses must carry a grade of "C" or above to apply to requirements or for prerequisites

Concentration Advisor: Jeremy Blair

Comments:

Recommendation to advance in the concentration: **Spring 2022**

Concentration Advisor _____ Chair_____

Approve _____ Deny _____ Defer _____ Approve _____ Deny _____ Defer _____

Student Signature: _____