Winthrop University Curriculum Application System

Degree/Major/Concentration=CERT-ARTA
Action=Add New Program
Status=Pending
Version No=1

Program Change Details

New Program Name: CERT-ARTA
New Program Title: Certificate in Arts Administration
Department: Fine Arts
College: College of Visual & Performing Arts
Career: Graduate
Is Teacher Ed NO
Committee Approval
Required:
New Details: R698.docx
Justification for Program Change:
This program was conceived as an alternative to and an appendage of the master’s degree program arts administration (MAAA). It offers fundamental professional credentials for those working in the non-profit arts environment who do not wish to pursue a graduate degree and complete an academic thesis. The justification also addresses a question of capacity. When the MAAA program began about a decade ago, it was designed to accommodate cohorts of nine or ten students. For several years the enrollment met that maximum target. The typical enrollment in the past three years, however, has been five to seven students per cohort, so the program has available capacity for more students. This certificate program calls for students to take the exact same courses that the master’s degree students take, and so we can admit two to four certificate students every year to bring the cohorts up to their maximum capacity. There is no need for the creation of additional curriculum, no need for additional faculty, no need for additional sections of the courses, no need for a larger classroom space, no need for any additional investment of resources at any level.

Assessment Support for Program Change: The assessment plan is included in the "New Details" document.

Approval Details

Department Chair --> Stanley, Joseph Thomas approved on 3/3/2014 9:48:02 AM

This request was created by Vorder Bruegge, Andrew on 3/3/2014 9:15:07 AM
Program Description

This low-residency certificate program is designed for individuals with fundamental, entry-level experience in non-profit arts organizations who seek to begin careers or enhance their effectiveness as arts administration professionals. This certificate is ideal for individuals who want advanced credentials and professional connections without the larger time commitment and academic requirements of a master's degree. The weekend and online delivery allows students to develop their professional skills without compromising their family and career obligations.

The eighteen credit hour certificate program includes eighteen weekend sessions, spread out over two years of part-time enrollment. Classes meet one weekend each month during the fall and spring semesters and one weekend in the Maymester term. In the weeks between each module, students and faculty members connect online to develop assignments, share ideas, and reflect upon assigned readings. Course content includes: leadership and governance, marketing, sustainability, legal and ethical issues, as well as finance/budgeting. Certificate students have full access to all the university’s resources while they are enrolled in courses.

Students develop strong bonds of camaraderie that transform into a vital network of professional peers after graduation. The program features visits to non-profit arts organization sites in the region. The faculty includes course instructors who are all working professionals in arts administration and guest lecturers with specialized expertise in marketing, law, grant-writing, advocacy, and leadership. Certificate students have full access to all the university’s resources while they are enrolled in courses.

Winthrop University is a member of the Association of Arts Administration Educators (AAAE), the international professional organization that promotes standards of education in arts administration.

Mission Statement. The Graduate Certificate in Arts Administration program combines current theoretical study and applied practice to prepare reflective leaders to work in non-profit arts and culture environments.

Program Details:

Program Goals

1. To provide students a curriculum of best practices in governance, organizational management, audience development, financial management, and legal principles pertaining to non-profit arts organizations and cultural institutions.
2. To explore evolving technologies, global issues, ethical questions, and leadership practices as they relate to non-profit arts and culture.

Program Student Learning Outcomes
Graduates of the certificate program will be able to:

1. Demonstrate understanding of historical development and strategic planning for non-profit arts and culture organizations.
2. Demonstrate understanding of fiscal sustainability, audience development, and institutional development for non-profit arts and culture organizations.
3. Demonstrate knowledge of and skills in production, distribution, and marketing of the arts and culture.
4. Demonstrate knowledge of key aspects of the legal, policy, and ethical environments of the arts and culture.

Admission Requirements. In addition to meeting Winthrop University general admission requirements for all graduate students, applicants for admission must show high promise of success in graduate study in arts administration as demonstrated by an essay, documentation of education, and documentation of work experience in the arts or cultural environment. Ideal candidates come to the program with superior undergraduate achievement in an arts discipline, applied professional work in the non-profit arts environment, and an aspiration to advance to a leadership role in the field. The applied experience with a non-profit arts organization is essential for success in the program, because students will draw upon their work experience as context for the concepts, theories, knowledge, and materials presented in the curriculum. Moreover, students are expected to put their learning into practice in their professional lives.

Specifically applicants should:

1. Hold a baccalaureate degree from an accredited institution;
2. Have an overall undergraduate grade-point average of 3.0 on a 4.0 scale;
3. Have at least one year of work experience (professional or volunteer) in a non-profit arts/cultural environment;
4. Submit an essay describing their background in a non-profit arts/cultural environment and their reasons for pursuing this degree program;
5. Submit a current curriculum vitae; and
6. Submit two letters of recommendation. Recommendations from arts and/or academic professionals are preferred. The online admissions application requires applicants to provide names and email addresses of two individuals from whom he/she has requested letters of recommendation. These two people will then receive an email instructing them to upload the recommendation letters into our online application system. Applicants should talk with these individuals ahead of time so they will be expecting the recommendation request email when they receive it.

All materials should be sent to the Graduate School, 209 Tillman Hall, Winthrop University, Rock Hill, SC 29733. Final admission decisions cannot be made until all information has been received. Once students are admitted to this certificate program, they may begin their studies at the start of the next new course in the calendar.

An applicant whose native language is not English must demonstrate proficiency (see “Graduate Admission for International Students”).
Admission to the MA Degree Program after the Certificate. Upon successful completion of six hours, Graduate Certificate students may apply for admission to the Master of Arts in Arts Administration degree program. If accepted, all credits earned toward the graduate certificate will be applied to the degree program. All students enrolled in the MAAA degree program from the beginning will receive a Graduate Certificate in Arts Administration upon completion of the 18 credits shown below. They will then continue towards completion of the master’s degree.

Program Summary:

<table>
<thead>
<tr>
<th>Required Program: Year One</th>
<th>Semester Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ARTA 600 Principles and Practices of Arts Administration</td>
<td>3</td>
</tr>
<tr>
<td>ARTA 610 Leadership, Management, and Organizational Structure</td>
<td>3</td>
</tr>
<tr>
<td>ARTA 650 Arts Administration and the Law</td>
<td>3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Required Program: Year Two</th>
<th>Semester Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ARTA 620 Marketing the Arts</td>
<td>3</td>
</tr>
<tr>
<td>ARTA 630 Financial Analysis, Budgeting, and Fiscal Management</td>
<td>3</td>
</tr>
<tr>
<td>ARTA 640 Sustainability: Funding, Development and Grants</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Semester Hours: 18

Students must meet the same qualitative requirements (GPA) for retention and completion as for the graduate educational leadership, arts administration, and relevant graduate arts degrees.

Assessment Plan Details

Assessment Plan

Assessment of student learning outcomes in the Graduate Certificate in Arts Administration program occurs within the context of the following general principles:

1. Much of the assessment that takes place in the classroom is evaluative, and faculty members employ assessment tools everyday in many ways.
2. Academic assessment does not replace curricular, programmatic, and other types of ongoing review for improvement: it supplements and improves it.
3. Faculty ownership of and participation in assessment activities is essential. Assessment is embedded in the culture of the entire teaching/learning enterprise of the program.
4. The Arts Administration program has a history of making changes based on assessment results.
5. Academic assessment is aligned with recommended best practices of the Association of Arts Administration Educators (AAAE), the international professional organization that promotes standards for this academic discipline.

We also recognize that there is a difference between student learning outcomes and program outcomes. In the Graduate Certificate in Arts Administration program, we assess both. To this end, we’ve developed these operational definitions:
Student Learning Outcomes (SLOs) describe, in measurable terms, what students should be able to do, what they will know, and/or attitudes they will hold at the end of an assignment, a class, or the entire program.

Program Outcomes (AUOs) are process-oriented and they describe how well the certificate program intends to function or improve its services. Program outcomes focus on services, products, and/or processes that sustain the degree program and are essential to its operation.

This document focuses on student learning outcomes. Description of a few examples of assessment measures can demonstrate how the above general principles translate into concrete form.

Programmatic Reviews

The Graduate Certificate in Arts Administration program utilizes external program reviews, as it does not have national accreditation standards. Peer review of academic programs is a widely accepted method for assessing curricular sequences, course development and delivery, and the effectiveness of faculty. Using external reviewers is a useful way of analyzing whether student achievement correlates appropriately with departmental goals and objectives. Recommendations initiated by skilled external reviewers can be instrumental in identifying program strengths and weaknesses leading to substantial curricular and structural changes and improvements. Winthrop University is a member of the Association of Arts Administration Educators (AAAE), the international professional organization that promotes standards of education in arts administration. While AAAE does not function as an accrediting organization, it offers many of the services of such a body. These services include: an annual national convention; consultative visits for external review; published guidelines concerning curriculum, faculty credentials, assessment, and best practices.

Winthrop’s academic planning process requires all programs to include discussion of assessment strategies in the planning process for all new undergraduate and graduate programs. The Graduate Certificate in Arts Administration program’s annual report to the dean includes a section on assessment. This program report serves as the foundation for the dean’s annual report to the Vice President for Academic Affairs.

Annual Faculty Review

The Program Director reviews each faculty member’s goals and record of accomplishment in May for the previous calendar year. Evaluation criteria include teaching, creative/scholarly activity, and service that supports student learning. On the basis of this assessment, faculty members and the Program Director collaboratively consider and design new goals and objectives.

Classroom Observation

The Program Director observes the instruction of all faculty members at every class session. The Program Director regularly documents observations of instructors’ effectiveness and then meets
occurs with the instructors to review the observation/evaluation and make plans for teaching improvements.

Administrative Evaluations

All faculty members in the program make written evaluations of the Program Director. The dean collects and analyzes the faculty evaluations as one element in a larger, annual review of administrative effectiveness. Annual consultations between the Program Director and the dean occur where they develop a plan for improving administrative skills.

Professional Development

The Program Director and faculty members regularly attend conferences sponsored by AAAE and various national arts organizations. They also consult with staff members associated with various campus offices, such as the Office of Nationally Competitive Awards, the Academic Success Center, Instructional Technology, and Dacus Library. All these resources support excellence in the program’s instruction.

Placement

Placement of graduates in professional positions with non-profit arts organizations (or in for-profit companies or with other kinds of non-profits) is considered in the assessment of program goals.

Assessment measures in this program demonstrate that:

A. we have an assessment plan that tracks the where, how and when learning occurs for students during their academic careers in the Graduate Certificate in Arts Administration program at Winthrop. (The Assessment Map)

B. the learning that occurs in the program aligns with the broader learning goals of the college, university, and external professional organizations. (Vertical Alignment)

C. we always attain the important symbiotic connection between assessment and change. (Closing the Assessment Loop)

D. we regularly review all components of our program’s assessment plan (see fifth column of The Assessment Map)

A. The Assessment Map in the Graduate Certificate in Arts Administration Program:

<table>
<thead>
<tr>
<th>ASSESSMENT ACTIVITY</th>
<th>ASSESSMENT RESULTS</th>
<th>ASSESSMENT FREQUENCY</th>
<th>RESULTS USED TO MAKE CHANGES IN:</th>
<th>ASSESSMENT ACTIVITY/TOOL REVIEWED</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Evaluations of</td>
<td>Student feedback data on</td>
<td>Every semester</td>
<td>Pedagogy; curriculum</td>
<td>Every five years</td>
</tr>
<tr>
<td>Courses (Indirect)</td>
<td>instruction</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Program Director's Classroom Observation of Instruction (Indirect)</td>
<td>Observation data by Program Director followed by individual meeting with faculty member</td>
<td>Every semester</td>
<td>Pedagogy and course content</td>
<td>Every five years</td>
</tr>
<tr>
<td>Faculty Meetings (Indirect)</td>
<td>Minutes of assessment discussions</td>
<td>Every month</td>
<td>Pedagogy; curriculum; Teaching Assignments</td>
<td>Every semester</td>
</tr>
<tr>
<td>Pre-Program Survey (Indirect)</td>
<td>Base-line data on student knowledge of program goals</td>
<td>Every Fall</td>
<td></td>
<td>Every four years</td>
</tr>
<tr>
<td>Mid-Program Survey (Indirect)</td>
<td>Student feedback on program effectiveness</td>
<td>Every Fall</td>
<td>Advising, curriculum, teaching assignments, policies, course content</td>
<td>Every four years</td>
</tr>
<tr>
<td>Exit Survey (Indirect)</td>
<td>Student feedback on program effectiveness</td>
<td>Every June</td>
<td>Pedagogy, curriculum, teaching assignments, policies, course content</td>
<td>Every four years</td>
</tr>
<tr>
<td>Courses Assignments (Direct)</td>
<td>Student projects</td>
<td>Every semester</td>
<td>Course content</td>
<td>Every two years</td>
</tr>
</tbody>
</table>

The Program Director manages the above assessment tools consistently and regularly, as the third column in the chart indicates. The program’s faculty members meet at least once per month during the academic year and in a retreat at the end of the academic year. They review assessment data and implement change in those meetings.

B. **Vertical alignment of learning goals:**
The specific program mission and goals align with CVPA, university, and the AAAE professional organization missions and goals.

**Graduate Certificate in Arts Administration Mission Statement:**

The Graduate Certificate in Arts Administration program combines current theoretical study and applied practice to prepare reflective leaders to work in non-profit arts and culture environments.

**Graduate Certificate in Arts Administration Program Goals**

1. To provide students a curriculum of best practices in governance, organizational management, audience development, financial management, and legal principles pertaining to non-profit arts organizations and cultural institutions.
2. To explore evolving technologies, global issues, ethical questions, and leadership practices as they relate to non-profit arts and culture.

The program mission statements and program goals share a focused vision of professional education and a commitment to developing students’ management skills. The program’s student learning outcomes, the student learning outcomes for each course, and the student learning outcomes for assignments in each course all connect directly to at least one of the Graduate Certificate in Arts Administration program goals.

**CVPA Mission Statement**

The College of Visual and Performing Arts at Winthrop University offers nationally accredited programs in art, design, theatre, dance, and music, and provides academically challenging instruction in an interdisciplinary environment that inspires and prepares the next generation of artists, educators, scholars, and audiences. We promote intellectual inquiry and collaborative opportunities that encourage each student to develop a uniquely creative vision cultivated through artistry, teaching, scholarship, public performance, and community engagement.

The college mission statement asserts that students receive “academically challenging instruction.” The program’s mission statement affirms that we achieve this through “theoretical study and applied practice.” The program’s goals also assert that the Graduate Certificate in Arts Administration program expects its graduates to master “best practices” in the non-profit arts environment.

**Relevant Excerpt from the University Mission Statement**

Winthrop University provides personalized and challenging undergraduate, graduate, and continuing professional education programs of national caliber within a context dedicated to public service to the nation and to the State of South Carolina. The values of service, excellence, diversity, community, and leadership provide the foundation for Winthrop’s continuing development and shape Winthrop’s continuing success.

Winthrop students acquire and develop knowledge, skills, capabilities and values that enrich their lives and prepare them to meet the needs and challenges of the contemporary world, including the ability to communicate effectively, appreciate diversity, work collaboratively, synthesize knowledge, solve complex problems and adapt to change. Ongoing assessment of programs and services ensures both that all academic programs challenge students at their highest level of ability and that the library, instructional technology and other academic service areas support courses of study that are consonant with best
practices. As a result, Winthrop graduates are eminently well prepared to enter the most competitive graduate or professional schools as well as to be leaders in their chosen professions and in their communities.

In the program mission statement, we assert that we are preparing students to assume leadership roles in their profession. This links to the university mission statement’s assertion that “academic programs challenge students at the highest level” as well as the university’s commitment to preparing graduates “to be leaders in their chosen professions and in their communities.”

**AAAE Graduate Program Goals**

When completing a graduate degree, students should possess specific core competencies in certain areas including:

1. Financial and audience development, strategic analysis and planning
2. The dynamics and logistics of institutional development related to how art gets presented and produced
3. The legal, ethical, and policy environments for the arts
4. Leadership in complex organizational environments including the dynamics of working with boards, organizational structure and staffing, and working with artists and other constituencies
5. The international environment for the arts and the impact of the global economy
6. The application of research methodologies to the field including the ability to conceptualize, analyze, synthesize, and evaluate data

AAAE provides overall program goals for graduate DEGREE programs, but these program goals are applicable to the Graduate Certificate program as well. The Graduate Certificate in Arts Administration program goals include all the core competencies outlined in the AAAE program goals. In some cases, specific courses speak to the AAAE program goals (e.g., legal principles covered in ARTA 650: Arts Administration and the Law), and in other cases, specific assignments in courses speak to AAAE program goals (e.g., social media assignment in ARTA 620: Marketing the Arts course).

**C. Closing the Assessment Loop**

This section of the assessment plan is updated every year. It discusses data collected, analysis conducted by the faculty instructors and program administrators, and states the specific revisions to curriculum, assignments, and assessment measures made to improve the program.