From:	Cramer, Aaron M.
Sent:	Saturday, November 16, 2019 4:12 PM
To:	Bird-Pollan, Jennifer; Brothers, Sheila C.; Ett-Mims, Joanie; Woolery, Stephanie L.
Cc:	Henton, Martha K.
Subject:	NEW UC: Digital Media Design for Educators
Attachments:	Digital Media Design for Educators.pdf

Proposed New Undergraduate Certificate: Digital Media Design for Educators

This is a recommendation that the University Senate approve the establishment of a new Undergraduate Certificate: Digital Media Design for Educators, in the School of Art and Visual Studies within the College of Fine Arts.

Rationale: The proposed undergraduate certificate will permit education students to earn formal recognition in digital media. The demand for technology in public schools at all levels will continue to grow, and the 15-hour curriculum in digital media and design courses will make graduates more competitive. The program is intended for education students in the School of Art and Visual Studies and in the College of Education. An initial cohort of four students growing to 12 students is anticipated.

Aaron

Aaron M. Cramer
Kentucky Utilities Associate Professor of Electrical and Computer Engineering
Director of Graduate Studies, Electrical Engineering
Chair, Senate Academic Programs Committee
University of Kentucky
859-257-9113
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An Undergraduate Certificate is an integrated group of courses (as defined here 12 or more credits) that are 1) cross-disciplinary, but with a thematic consistency, and 2) form a distinctive complement to a student's major and degree program, or 3) leads to the acquisition of a defined set of skills or expertise that will enhance the success of the student upon graduation. Undergraduate Certificates meet a clearly defined educational need of a constituency group, such as continuing education or accreditation for a particular profession; provide a basic competency in an emerging area within a discipline or across disciplines; or respond to a specific state mandate.

After the proposal receives college approval, please submit this form electronically to the Undergraduate Council. Once approved at the academic council level, the academic council will send your proposal to the Senate Council office for additional review via a committee and then to the Senate for approval. Once approved by the Senate, the Senate Council office will send the proposal to the appropriate entities for it to be included in the Bulletin. The contact person listed on the form will be informed when the proposal has been sent to committee and other times, subsequent to academic council review.

Please click here for more information about undergraduate certificates.

1. GENERAL INFORMATION

1a	Date of contact with Institutional Effectiveness (IE)[1]:	Spring 2019
	☒ Appended to the end of this form is a PDF of the reply from Institutional Effectiveness.	
1b	Home college: College of Fine Arts	
1c	Home educational unit (department, school, college[2]): *School of Artand Visual Studies*	
1d	Proposed certificate name: *Certificate in Digital Media Design for Educators*	
1e	CIP Code[3]: *13.1302*	

1f	Requested effective date:	☒ Fall semester following approval.	OR	☐	Specific Date[4]: *Fall 20*

1g	Contact person name: *Ms. Marty Henton*	Email: *marty.henton@uky.edu*	Phone: *859-257-2252*

2. OVERVIEW

2a	Provide a brief description of the proposed new undergraduate certificate. *(300 word limit)*
	Art Education provides students with a strong foundation in art studio and art history, along with theory and practice of art education. Graduates with B.A. degrees are prepared for careers in public and private school art teaching from primary through 12th grade. Our rationale is to enhance our current art education program with

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[1] You can reach Institutional Effectiveness by phone or email (257-2873 or OSPIE@l.uky.edu).

[2] Only cross-disciplinary certificates may be homed at the college level.

[3] In consultation with the Undergraduate Council Chair and Registrar, identify the appropriate CIP code(s) *prior* to college-level approval.

[4] Certificates are typically made effective for the semester following approval. No program will be made effective unless all approvals, up through and including University Senate approval, are received.

	15 hours in digital media and design courses to provide our students with a certificate of accomplishment in the area of technology that will make them competitive in the education field and fill the need for more technology programs in schools. The new B.S. in Digital Media Design Program in the School of Art and Visual Studies is a natural fit for us to partner with our colleagues to add this certificate to our program.
2b	This proposed undergraduate certificate (check all that apply):
	☒ Is cross-disciplinary[5].
	☐ Is certified by a professional or accredited organization/governmental agency.
	☐ Clearly leads to advanced specialization in a field.
2c	**Affiliation.** Is the undergraduate certificate affiliated with a degree program? Yes ☒ No ☐
	If "yes," include a brief statement of how it will complement the program. If it is not affiliated with a degree program, incorporate a statement as to how it will provide an opportunity for a student to gain knowledge or skills not already available at UK. *(300 word limit)*
	The demand for technology in the public schools at all levels will only be growing in the future and our desire is for our students to be prepared to meet this need and fill positions as art teachers in the schools. This is further explained in 2a and 2b.
2d	**Duplication.** Are there similar regional or national offerings? Yes ☐ No ☒
	If "Yes," explain how the proposed certificate will or will not compete with similar regional or national offerings.
2d	**Rationale and Demand.** Explain the need for the new undergraduate certificate (e.g. market demand and cross-disciplinary considerations). *(300 word limit)*
	Currently, in order for art education majors to get formal recognition for courses that they take in 'digital media', which has job applications, they are forced to take a double major which requires at least another year of college.
	Art Education wants a certificate which would allow for them to be formally recognized for the digital courses. The demand for technology in the public schools at all levels is growing and it is our desire for our students to be prepared to meet this need and fill positions as art teachers in the schools. We are seeing more digital technology being integrated into the elementary art room with mobile I-pad and Chrome books. Many of the teachers hired are candidates from industrial technology and art because schools are having a hard time training individuals to fill these positions.
2e	**Target audience.** Check the box(es) that apply to the target student population.
	☒ Currently enrolled undergraduate students.
	☐ Post-baccalaureate students.
2f	Describe the demographics of the intended audience. *(150 word limit)*
	These are students who are getting a B.A. in Art Education and Studio and will add the Certificate in Digital Media Design for Educators
2g	**Projected enrollment.** What are the enrollment projections for the first three years?

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[5] An undergraduate certificate must be cross-disciplinary and students must take courses in at least two disciplines, with a minimum of three credits to be completed in a second discipline.

		Year 1	*Year 2* *(Yr. 1 continuing + new entering)*	*Year 3* *(Yrs. 1 and 2 continuing + new entering)*
	Number of Students	*4*	*8*	*12*

2h	**Distance learning (DL).** Initially, will any portion of the undergraduate certificate be offered via DL?	Yes ☐ No ☒

If "Yes," please indicate below the percentage of the certificate that will be offered via DL.

1% - 24% ☐	25% - 49% ☐	50% - 74% ☐	75 - 99% ☐	100% ☐

If "Yes," describe the DL course(s) in detail, including the number of required DL courses. *(200 word limit)*

3. ADMINISTRATION AND RESOURCES

3a	**Administration.** Describe how the proposed undergraduate certificate will be administered, including admissions, student advising, retention, etc. *(150 word limit)*
	Since all students in the certificate are primarily from the School of Art and Visual Studies they will be admitted, advised, and tracked by a School of Art and Visual StudiesAdvisor.

3b	**Faculty of Record.** The Faculty of Record consists of the undergraduate certificate director and other faculty who will be responsible for planning and participating in the certificate program. Describe the process for identifying the certificate director. Regarding membership, include the aspects below. *(150 word limit)* • Selection criteria; • Whether the member is voting or non-voting; • Term of service; and • Method for adding/removing members.
	The Director of the Certificate Program will come from the Art Education Area and will be a 3-year appointment made by the School of Art and Visual Studies Associate Director and Undergraduate Advisor. The faculty of record will come from the Digital Studio Faculty of record, Studio, Art Education Faculty of Record and College of Education Faculty of Record. The faculty of record will serve for one year (renewable) and will have experience in digital media, art education, and educational technology. The faculty of record will be appointed by the Program Director and they will have voting privileges

3c	**Advisory board.** Will the undergraduate certificate have an advisory board[6]?	Yes ☐ No ☒

If "Yes," please describe the standards by which the faculty of record will add or remove members of the advisory board. *(150 word limit)*

If "Yes," please list below the <u>number</u> of each type of individual (as applicable) who will be involved in the advisory board.
Faculty within the college who are within the home educational unit.
Faculty within the college who are outside the home educational unit.

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[6] An advisory board includes both faculty and non-faculty who advise the faculty of record on matters related to the program, e.g. national trends and industry expectations of graduates.

		Faculty outside the college who are within the University.
		Faculty outside the college and outside the University who are within the United States.
		Faculty outside the college and outside the University who are outside the United States.
		Students who are currently in the program.
		Students who recently graduated from the program.
		Members of industry.
		Community volunteers.
		Other. Please explain:
		Total Number of Advisory Board Members

3d	**Course utilization.** Will this undergraduate certificate utilize courses from other academic units?	Yes ☒ No ☐
	If "Yes," two pieces of supporting documentation are required. ☒ Check to confirm that appended to the end of this form is a letter of support from the other units' chair/director[7] from which individual courses will be used. The letter must include demonstration of true collaboration between multiple units[8] and impact on the course's use on the home educational unit. ☐ Check to confirm that appended to the end of this form is verification that the chair/director of the other unit has consent from the faculty members of the unit. This typically takes the form of meeting minutes.	

3e	**Financial Resources.** What are the (non-course) resource implications for the proposed undergraduate certificate, including any projected budget needs? *(300 word limit)*
	This is absorbed in existing classes that are taught in the School of Art and Visual Studies and the College of Education.

3f	**Other Resources.** Will the proposed undergraduate certificate utilize resources (e.g. departmentally controlled equipment or lab space) from additional units/ programs?	Yes ☐ No ☒
	If "Yes," identify the other resources that will be shared. (*150 word limit*)	
	If "Yes," two pieces of supporting documentation are required. ☐ Check to confirm that appended to the end of this form is a letter of support from the appropriate chair/director[9] of the unit whose "other resources" will be used. ☐ Check to confirm that appended to the end of this form is verification that the chair/director of the other unit has consent from the faculty members of the unit. This typically takes the form of meeting minutes.	

4. IMPACT		
4a	**Other related programs.** Are there any related UK programs and certificates?	Yes ☐ No ☒
	If "Yes," describe how the new certificate will complement these existing UK offerings. *(250 word limit)*	

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[7] A dean may submit a letter only when there is no educational unit below the college level, i.e. there is no department/school.
[8] Show evidence of detailed collaborative consultation with such units early in the process.
[9] A dean may submit a letter only when there is no educational unit below the college level, i.e. there are no departments/schools.

If "Yes," two pieces of supporting documentation are required.

☐ Check to confirm that appended to the end of this form is a letter of support from the appropriate chair/director of the unit whose "other resources" will be used.

☐ Check to confirm that appended to the end of this form is verification that the chair/director has input from the faculty members of the unit. This typically takes the form of meeting minutes.

5. ADMISSIONS CRITERIA AND CURRICULUM STRUCTURE

5a	**Admissions criteria.** List the admissions criteria for the proposed undergraduate certificate. *(150 word limit)*
	Students will successfully complete A-S 102. Minimum GPA 2.75. At the 'entry level' to the Digital Media Design Certificate for Educators students will complete a questionnaire with their expectations and at the 'exit level' will self-assess to see if they met their expectations.

5b	**Core Courses.** List the required courses below.		

Prefix & Number	Course Title	Credit Hrs	Course Status[10]
A-S 200	*Digital Art*	3	No Change
A-S 340	*Introduction to Graphic Design, Meaning, and Image*	3	No Change
A-S 345	*Web Design*	3	No Change
EDC 543	*Digital Game Based Learning and Instruction*	3	No Change
EDC 544	*Use & Integration of Instructional Media*	3	No Change

5c	**Elective courses.** List the electives below.		

Prefix & Number	Course Title	Credit Hrs	Course Status[11]
			Select one….
			Select one….
			Select one….
			Select one….
			Select one….
			Select one….
	Total Credit Hours:		

5d	Are there any other requirements for the undergraduate certificate? If "Yes," note below. *(150 word limit)*	Yes ☐	No ☒

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[10] Use the drop-down list to indicate if the course is a new course ("new"), an existing course that will change ("change"), or if the course is an existing course that will not change ("no change").

[11] Use the drop-down list to indicate if the course is a new course ("new"), an existing course that will change ("change"), or if the course is an existing course that will not change ("no change").

5e	Is there any other narrative about the undergraduate certificate that should be included in the Bulletin? If "Yes," please note below. *(300 word limit)*	Yes ☒	No ☐

The Undergraduate Certificate in Digital Media Design for Educators will allow education students in the School of Art and Visual Studies and the College of Education to demonstrate their readiness to integrate and instruct classes in technology in the K-12 classroom. Students will increase their knowledge in a variety of digital technologies that provide them with skills to enhance digital learning for their future students. This will be achieved through a series of five courses that will further enrich their basic knowledge of digital media. Successful completers of this certificate will be competent in digital media collage and sound, topography, illustration, and layout design, web page design, game-based learning, and educational strategies for integrating technology into the classroom.

Faculty Director: Marty Henton, Senior Lecturer in Art Education

6. ASSESSMENT

6a	**Student learning outcomes.** Please provide the student learning outcomes for this undergraduate certificate. List the knowledge, competencies, and skills (learning outcomes) students will be able to do upon completion. (Use action verbs, not simply "understand.") *(250 word limit)*

SLO 1- Integrate knowledge of contemporary art practice and theory with their own work in the digital realm

~Effectively manipulate the elements and principles of digital art to create compositions
~Use Photoshop, scanners, and other digital equipment to creatively translate ideas into visual representation through sketches and digital execution.
~Analyze critically their own work and the work of others

SLO 2 - Design and create webpages
~Grasp the knowledge of using html and css as the language for writing web pages
~Create design for the internet that is aesthetic and functional
~Create a series of web pages

SLO 3 - Create graphic design projects integrated with current software in creative exploration
~Use Illustrator, scanners and other digital equipment
~Apply learned techniques and knowledge to creatively translate ideas into visual representation through sketches, roughs, and digital execution
~Analyze critically their own work and the work of others

SLO 4 - Develop simple gaming applications in Scratch to apply learned techniques and knowledge
~Develop a simple gaming application in Scratch/Gamemaker
~Evaluate a range of games and game environments through experience and immersion.
~Present original approaches to using the potential of game-based learning and to complete a prototype Game Design Document with script and implement a pilot design.

SLO 5 - Integrate technology in the classroom through gaming, web, digital, e and graphic design
~Use a variety of technology applications for educational purposes
~Integrate technology into teaching strategies.

6b	**Student learning outcome (SLO) assessment.** How and when will student learning outcomes be assessed? Please map proposed measures to the SLOs they are intended to assess. Do not use grades or indirect measures (e.g. focus groups, surveys) as the sole method. Measures likely include artifacts such as course-embedded assessment (e.g., portfolios, research papers or oral presentations); and test items (embedded test questions, licensure/certification testing, nationally or state-normed exams). *(300 word limit)*
	A-S 200 Students will submit a body of work in digital collage and digital drawing and will effectively demonstrate their understanding of the elements and principles of art and design. *A-S 340 – Students will personally produce, fabricate or generate an artifact or artifacts that demonstrates their engagement with the creative processes of illustration, typography, and layout design, either as an individual or as part of a collaborative.* *A-S 345 – Students will work individually and in groups to create and design web pages* *EDC 543 –Students will develop, design, and implement an educational game design project that meets industry standards.* *EDC – 544 – Students will research, analyze, and compile an instructional media* *Selected course artifacts will be reviewed by the faculty committee on a rotating basis.* *During the student teaching semester students will put these skills into practice in a digital media lesson plan that is designed, taught, and assessed in one of their placements with feedback from students and their Cooperating Teachers. This lesson/assessment will be uploaded to OTIS for their Exit portfolio review.*
6c	**Certificate outcome assessment[12].** Describe program evaluation procedures for the proposed undergraduate certificate. Include how the faculty of record will determine whether the program is a success or a failure. List the benchmarks, the assessment tools, and the plan of action if the program does not meet its objectives. *(250 word limit)*
	The Faculty Committee will be responsible for advising, mentoring, and assessing the program on an annual basis. *1. The number of students enrolled in the program, retention, and the number of certificates awarded annually.* *2. Tracking job placement of graduating students.* *3. Annual survey of graduating students earning their Digital Media Design Certificate for Educators certificate.* *4. Survey of school personnel where graduating students have been hired to determine their success teaching digital media classes* *5. Faculty Committee will review the data collected to determine the success of the program in a 3 year time period.*

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[12] This is a plan of how the certificate will be assessed, which is different from assessing student learning outcomes.

	In the event that enrollment numbers drop an outside committee will review the faculty committee's report on an annual basis and will make recommendations for any curriculum changes to be made by the Faculty of Record. The Dean of the College of Fine Arts will review the certificate program to determine its effectiveness.

7. OTHER INFORMATION

7a	Is there any other information about the undergraduate certificate to add? (*150 word limit*)
	=

8. APPROVALS/REVIEWS

Information below does not supersede the requirement for individual letters of support from educational unit administrators and verification of faculty support (typically takes the form of meeting minutes).

	Reviewing Group Name	Date Approved	Contact Person Name/Phone/Email
8a	(Within College) *In addition to the information below, attach documentation of department and college approval. This typically takes the form of meeting minutes but may also be an email from the unit head reporting department- and college-level votes.*		
			/ /
			/ /
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			/ /
8b	(Collaborating and/or Affected Units)		
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			/ /

8c	(Senate Academic Council)	Date Approved	Contact Person Name
	Health Care Colleges Council (if applicable)		
	Undergraduate Council		

6b	Student learning outcome (SLO) assessment. How and when will student learning outcomes be assessed? Please map proposed measures to the SLOs they are intended to assess. Do not use grades or indirect measures (e.g. focus groups, surveys) as the sole method. Measures likely include artifacts such as course-embedded assessment (e.g., portfolios, research papers or oral presentations); and test items (embedded test questions, licensure/certification testing, nationally or state-normed exams). *(300 word limit)*
	Assessment artifacts will come from the review of the course rubrics for A-S 200, A-S 340, A-S 345, EDC 543, and EDC 544. At the completion of coursework, the student should have a 2.75 or better average for the five courses. The digital program committee will review the portfolios upon completion of the required course work.
6c	Certificate outcome assessment[12]. Describe program evaluation procedures for the proposed undergraduate certificate. Include how the faculty of record will determine whether the program is a success or a failure. List the benchmarks, the assessment tools, and the plan of action if the program does not meet its objectives. *(250 word limit)*
	Successful completion of the Digital Media Design Certificate Program will be determined through, exit interviews, job placement and potential reviews from employers as reviewed by the digital program faculty committee. (digital studio, art education, and college of education faculty of record).

7. OTHER INFORMATION

7a	Is there any other information about the undergraduate certificate to add? *(150 word limit)*
	=

8. APPROVALS/REVIEWS

Information below does not supersede the requirement for individual letters of support from educational unit administrators and verification of faculty support (typically takes the form of meeting minutes).

	Reviewing Group Name	Date Approved	Contact Person Name/Phone/Email
8a	(Within College) *In addition to the information below, attach documentation of department and college approval. This typically takes the form of meeting minutes but may also be an email from the unit head reporting department- and college-level votes.* Robt Jensen		
	SA/VS	17, 8, 2018	7-2336 robert.jensen at uky.edu
	SA/S-Art ED	2/27/2018	257-2252 Marty.Henton@uky.edu
	CFA/Associate Dean	3/19/2019	257-8172 elizabeth.arnold@uky.edu g. arnol
8b	(Collaborating and/or Affected Units)		
	ISD/C&I	2/26/19	Kun Huang 257-4661 K.huang@uky.edu
	ISD/C&I	02/26/19	J. mazur 257-4896 jmazur@uky.edu
	ISD/C&I	02/26/19	g. Salin 257-2898 gsalin@uky.edu

[12] This is a plan of how the certificate will be assessed, which is different from assessing student learning outcomes.

Faculty of Record for **Undergraduate** <u>Degrees</u> AND <u>Minors</u> AND Undergraduate <u>Certificates</u>

The faculty of record is the faculty body responsible for determining the educational policies pertaining to ALL aspects of the program, including courses, credit hours, rigor, admission and progression requirements, etc. There are generally two types of faculty of record, described below as "Option #1" and "Option #2".

Program Type and Major		
a.	Program Type (undergraduate certificate, minor, or specific undergraduate degree designation[1]): *Undergraduate Certificate*	
b.	Major Name[2]: *Certificate in Digital Media Design for Educators*	
c.	Contact person name: *Marty Henton*	Email: *marty.henton@uky.edu*

	Choose the option below that best describes the faculty of record and respond to the relevant questions.	
Option #1	Option #1: At the undergraduate level, the default faculty of record[3] for an undergraduate degree/minor/undergraduate certificate is the voting faculty body of the educational unit that is homing the degree/minor/certificate. The default program director is the director of undergraduate studies. The program director is appointed by the head of the homing educational unit, in consultation with the faculty of record.	
1a	Is Option #1 the best description of the proposed program's faculty of record?	Yes ☐ No ☒
	If "Yes," no further information is needed about the proposed faculty of record. If "No," proceed to Option #2 and respond to questions 2a – 2f, which are related only to Option #2.	
Option #2	Option #2: The default faculty of record of the educational unit that is homing an undergraduate degree/minor/undergraduate certificate may vote to make a subset of its members serve as the faculty of record for the degree/minor/certificate that is homed within their educational unit[4]. If a subset is chosen, they may also include faculty from other units.	
2a	Is Option #2 the best description of the proposed program's faculty of record?	Yes ☒ No ☐
	If "Yes," respond to questions 2b – 2g below, which pertain only to Option #2. If "No," re-review Option #1 to determine if Option #1 is feasible. You can also email Sheila Brothers in the Senate Council office for additional guidance.	
2b	Provide the date when the voting faculty of the educational unit homing the degree/minor/certificate voted to approve use of a subset of faculty to serve as the faculty of record.	*4/5/2019*
2c	List the names and departmental affiliations of the faculty who will (at least initially) comprise the faculty of record for this proposed new undergraduate degree/minor/certificate.	
	Mia Cinelli- Assistant ProfessorDigital MediaDesign, Chad Eby- Art Srtudio and Digital Design, John Norris- Dawing and Digital Design, Matt Page - Senior Lecturer in Digital Media Foundations and Graphic Design, Allan Richards- Associate Professor in Art Education, Gerry Swan- Associate Professor of	

	Instructional Systems Design in the College of Education,, David WIscher- Assistant Professor Digital and Print Media,		
2d	The program director will be appointed by the unit administrator (chair or director, or dean if the program is homed at the college level) of the unit homing the undergraduate degree/minor/certificate, in consultation with the members of the faculty of record.	Yes ☒	No ☐
	If "No," explain below who will appoint the program director.		
2e	The individual members of the faculty of record are faculty members with full voting rights on undergraduate educational policy in their respective units.	Yes ☒	No ☐
	If "No," explain why not.		
2f	The individual members of the faculty of record will be added and removed from the faculty of record by the existing members of the faculty of record.	Yes ☒	No ☐
	If "No," explain below how the members will be added and removed.		
2g	Select the ONE option below that best describes the length of service for members of the faculty of record.		
	The individual members of the faculty of record will *serve continuously* until they express a desire to be removed or until the faculty of record vote to remove them from the faculty of record.	Continuous Service ☐	
	OR		
	The individual members of the faculty of record will serve *terms of a specific duration* and the faculty of record will add and remove members when terms end, or when a member no longer wishes to serve, or when the faculty of record vote to remove them from the faculty of record.	Specific terms ☒	
	If faculty will serve *terms of a specific length*, identify the anticipated normal length of a term (i.e. one year or three years) below.		
	The faculty of record will serve for one year (renewable) and will have experience in digital media, art education, and educational technology. The faculty of record will be appointed by the Program Director and they will have voting privileges		

3/21/2019

To Whom It May Concern:

I write today to offer my whole-hearted support for approval for the pending **Digital Media and Design Certificate for Educators** that is currently under review. The Digital and Media Design program is one of our largest majors in the School of Art and Visual Studies and adding the certificate is a logical next step in offering this important credential to our undergraduate students. As the proposal states, the certificate will expand the knowledge base of our art education students in technology, therefore keeping them current in teaching pedagogy and creative trends in art for the 21st century classroom. Furthermore, the extra qualifications in technology will allow our students a competitive edge in the search for teaching positions in both the private and public sectors.

While it is hard for me to imagine any objection to this logical expansion of offerings to meet the needs of our students, I welcome the opportunity to respond should any questions occur in this formal approval process.

Mark Shanda, Dean
College of Fine Arts
Professor of Theatre & Dance

GERRY SWAN

Associate Professor

University of Kentucky

College of Education

Department of Curriculum and Instruction

143C Taylor Education Building

Lexington, KY 40506-017

Fax: 859-257-1602

Email: gerry.swan@uky.edu

website: http://otisonline.org

To the review committee,

The program faculty in the Instructional Design Program (Joan Mazur, Kun Huang and myself) are enthusiastic about collaborating with and contributing some options to the Digital Media Design certificate. The use and production of media has always been an important part of instructional design and today's digital infrastructure has made the creation and inclusion of media in learning experiences more accessible than ever. Of course just because people have the ability to use digital tools to create media, doesn't not mean that those materials will be well designed. The widespread use of PowerPoint is probably the best example of this. EDC 544 and 543 are focused on the use of static, video and interactive media in instruction and think they will be beneficial for students taking the certificate. We hope to have our students take some of the design courses offered by SAVS.

Sincerely,

Gerry

Art Education Meeting Minutes
1/26/2018 at 10:30 am

In attendance:
Marty Henton, Allan Richards, Emma Perkins, Stephanie Cramer

Information was presented on the Digital Media Design certificate
- A PPT was approved that will be shown to the faculty

Discussion on changes in education: Alignment with EPSB and KAPE

Discussion on Literacy: Looking at the future needs

Discussion on Master's Program:
- The program revisions are in the Curriculum Committee of the College
- The program will then be sent to the University Committee and then Senate for approval
- Further discussion on EPSB and alignment with art education program
- Suggestions for promotional material pieces

Certificates:
- Digital Media
- Community Studies
- Museum Studies
- Look into these to support MFA in curatorial studies

Topics to Discuss for Semester
- Examine what is happening to art education across the country
- Lay groundwork for online Master degree
- Utilize Mondopad to reach out to students across the country
- Make sure the online program has an "ombudsman" (or someone in a similar role) who can address student issues
- Look into Professional Development in art education classrooms with studio professors teaching art: discuss funding and costs
- Further exploration of concentration areas of Master degree: culture, diversity, special education, digital media, TAB, etc.

Next Meeting: Friday, 2/16/18 at 10:30 am

Faculty Meeting minutes
January 26, 2018

Present: Ruth Adams, Becky Alley, Gary Bibbs, Anna Brzyski, Alice Christ, Mia Cinelli, Jeremy Colbert, Stephanie Cramer, September Diencephalon, Stacey Earley, Matt Gilley, Crystal Gregory, Garrett Hansen, Marty Henton, Stuart Horodner, Rob Jensen, Miriam Kienle, Jonathan McFadden, Matt page, Lee Ann Paynter, Paul Rodgers, Bobby Scroggins, Robert Shay, Brandon Smith, Rob Southard, Hunter Stamps, Dima Strakovsky, Heather Stratton, Monica Visona, Paolo Visona, James Wade, Kate Wheeler, David Wischer

Meeting was called to order at 2:03 pm.

A motion was made by Miriam Kienle to approve the minutes from the previous meeting, seconded by Marty Henton. Passed unanimously.

LLP Presentation:
Becky Conneelly, Program Coordinator for the CFA's Creative Arts Living Community Program (LLP) gave a presentation on how the LLP benefitsstudents and how SA/VS faculty can contribute to the LLP experience. (Presentation is attached to this email)

Rob Jensen publicly acknowledged the UK Artist Scholarship awarded to Ebony Patterson to applause.

DMDE Certificate:
Marty Henton presented a proposal for a new certificate partnership between Art Ed and DMDE, which would be a different and easier option than a double major. Presentation is attached.

Monica Visona made a motion to approve, seconded by Matt Page. Approved unanimously.

State of the School:
Rob Jensen presented statistics re the state of SA/VS enrollment, which is up from last year; however, he emphasized the need for better numbers regarding Admits actually accepting and attending, especially in light of the State's declining high school population.

He asked for volunteers at the CFA Open House for admits on March 30, to represent SA/VS with prospective students. The Recruiting Committee is already at work preparing for this event.

Conferences:
We will be hosting:
The Society for Photographic Educators in November, 2018

The Southeast Conference of Art Associations in Fall, 2021 and have the support of Dean Shanda
The Mid-America Print Council in 2022
We are in negotiations for hosting the GSA conference in 2019

Promotion/Tenure
Rob needs statements. The deadline is the end of March, but Rob asked for them sooner.

Standing Curriculum Committee:
Rob wrote the wording for this committee in the SA/VS Rules document.
Rob noted that much in the Rules document is outdated. He proposed that his will revise the document and bring it to the Faculty in the Fall. He will send the existing Rules document to the Faculty for review.

Fall Faculty Show
Rob asked for interested Faculty (excluding the ones who exhibited in Fall 2017) to speak to Becky ASAP.

Student shows:
The Andy Barr Congressional art show is February 22.
The Student Activities Board Young Artists competition and show will be held in the BAG hallway
The FCPS competition and show will open on May 18.

Hiring Policies:
The Dean has formalized hiring policies for the College. Instead of taking ranking of faculty votes, the Dean has requested written reports on candidates which he will review and upon which his decision will be final. Our vote will only be in an advisory capacity. In addition, all full-time faculty searches must be national.

Research/Creativity Support:
The Dean has also formalized this process. The Dean will publish criteria for awards in a Dean's note on the College website, along with a call for applications. The deadline will be two weeks from now. The Dean does not want funds available for these awards to sit and be absorbed into next year's budget. There is ample funding, including more for associate professors, than there has been in the past.

Chinese Initiative
The Dean approved a trip to Zhuhan to continue negotiations. He will take the 60/40 tuition split proposal to the Provost as well as the underwriting of 3-year lecturer positions. If we get 20 students, that will mean three positions and $170K. More students would mean four positions and $250K. The searches must be national.

The Dean also approved the Shanghai initiative with the stipulation that research scholarships to pay for our faculty in China may need to be approved by Board of Trustees.

Discussion followed with the suggestion that we host a national residency competition for MFAs to teach in Shanghai rather than send full faculty. This would increase our visibility and make our MFA program more attractive because of its inside track to China.

Rob Jensen spoke to the College of Design re designing the Shanghai facility. Hopefully there will be a trip to negotiate further in May.

Fall Visiting Artist:
Joe Davis will be using the Visiting Artist Studio.

Grad Student Research:
We received almost $83K to spend on travel and out of state tuition waivers plus fellowship money. We still have $75K of that. Please send proposals to the Dean's office by the second week of February. Undergrad student travel to conferences is also eligible. Money for study abroad was not addressed.

- Rob asked that faculty please refrain from gossiping or sharing negative opinions about other faculty with or in front of students.

African American/African Studies program:
Monica Visona will be a Faculty of Record in this proposed new program of the College of Arts and Sciences, which means she will teach two cross-listed courses (these are currently existing courses of Monica's) and compensated with travel funds.

Alice Christ made a motion to approve this position, Kate Wheeler seconded. Approved unanimously.

UK Art Museum:
Stuart Horodner spoke about upcoming shows at the Museum, including Malkarth and Ralph Steadman.

Faculty Search update:
Dima announced the schedule for interviews with candidates for the DMDE position, who will be on campus in late February and March.

Ruth announced that we have permission to begin a search for Digital Drawing faculty, and we hope to bring candidates to campus after Spring Break.

The meeting adjourned at 3:18pm

CFA Curriculum Committee Meeting
Monday, March 18, 2019
9-10am

Present: Jill Schinberg, Anthony Alterio, Jennifer Campbell, David Wischer, Garrett Hansen, Lee Eachus, Raleigh Dailey, Nelson Fields
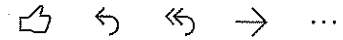
- Meeting called to order by Jill Schinberg: 9:02am.
- Jennifer Campbell moves to approve February 11 meeting minutes; Nelson Fields seconds. Group unanimously votes to approve February 11 meeting.
- Jill presents findings on Digital Media Design for Arts Educators.
    - Students Learning Outcomes have been clarified.
    - Supporting documentation for unit collaboration submitted.
    - Jill notes the proposal is largely complete.
- Jill moves to accept Digital Media Design for Arts Educators; Nelson seconds. Group unanimously votes to accept Digital Media Design for Arts Educators.
- Nelson reviews MUS-360 and notes that changes to the course is a major change and not a minor change.
    - Proposal submitter has been notified of the concern (notified prior to Spring Break);
    - Course content moving from K-12 and now into K-5;
    - MUS-360 moved to next agenda.
- Raleigh Dailey presents findings on TA-383:
    - Course content is already at 400-level (the proposal is requesting to move the course from 300-level to 400-level);
    - Raleigh concerned that the syllabus submitted with the proposal is still at 300-level;
    - Group agrees that a new syllabus that reflects the new number be included.
- Jennifer moves to accept TA-383; Jill seconds. Group unanimously votes to accept TA-383.
- Jill discusses change to CFA Rules Document (proposed by CFA Curriculum Committee member Beth Arnold) which includes extending current terms of members from 2 years to 3 years. The aim of this change is to avoid the discontinuity of operations with such frequent turnover.
    - Jill extends opportunity for current members to extend their term as those currently serving on the committee are grandfathered into the 2-year term
        - Lee Eachus, Nelson Fields, David Wischer, Jennifer Campbell agree to extend term.
- Jill reviews projected proposals for April 22 meeting.
- Jill adjourns meeting at 9:44am.

Notification of Intent: Certificate in Digital Media Design for Educators (13.1302)

Weber, Annie
Fri 3/22/2019 11:42 AM   👍 ↩ ↩ → ···
Jensen, Robert; Weber, Annie; Pearson, RaeAnne; Office of Strategic Planning and Institutional Effectiv

Dear Robert Jensen ,
Thank you for submitting a Notification of intent for **Certificate in Digital Media Design for Educators, UCert1, Post-Secondary Certificate (13.1302)**.

My email will serve 2 purposes: 1.) Next steps for SACSCOC, and 2.) Verification and notification that you have contacted OSPIE—a Senate requirement for proposal approval.

1.   **Next steps for SACSCOC:** None required
2.   **Verification that OSPIE has reviewed the proposal:** Based on the documentation presented the proposed program does not constitute a substantive change as defined by the University or SACSCOC, the university's regional accreditor. Therefore, no additional information is required by the Office of Strategic Planning & Institutional Effectiveness at this time. The proposed program change(s) may move forward in accordance with college and university-level approval processes.

IMPORTANT: Certificates (undergraduate and graduate) will be added to the CPE Inventory once they have been approved by the University Senate. For degree programs, an NOI will be submitted by the Office of Strategic Planning and Institutional Effectiveness to CPE and you will need to work closely with our office to ensure that your proposal meets all external CPE requirements and deadlines.

Should you have any questions or concerns about UK's substantive change policy and its procedures, please do not hesitate to contact our office.

Office of Strategic Planning & Institutional Effectiveness
University of Kentucky
Visit the Office of Strategic Planning and Institutional Effectiveness Website

MEMORANDUM

TO: Marty Henson, Senior Lecturer-Art Education

FROM: Dr. Jared R. Stallones, Chair JRS

           Department of Curriculum and Instruction

DATE: October 29, 2019

SUBJECT: Support for Certificate in Digital Media Design for Educators

The Department of Curriculum and Instruction fully supports the collaboration between School of Art and Visual Studies and the College of Education to include EDC 543-Digital Game Based Learning and Instruction and EDC 544-Use and Integration of Instructional Media in the Certificate in Digital Media Design for Educators course sequence.