Code # Enter text…

**New Course Proposal Form**

**[x] Undergraduate Curriculum Council**

**[ ] Graduate Council**

|  |
| --- |
| **[X] New Course or [ ]Experimental Course (1-time offering) (Check one box)** |

Signed paper copies of proposals submitted for consideration are no longer required. Please type approver name and enter date of approval.

Email completed proposals to [curriculum@astate.edu](mailto:curriculum@astate.edu) for inclusion in curriculum committee agenda.

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| --- | --- |
| Shelley Gipson 2/7/2017 **Department Curriculum Committee Chair** | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date…  **COPE Chair (if applicable)** |
| Curtis Steele 2/17/2017 **Department Chair:** | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date…  **Head of Unit (If applicable)** |
| Warren Johnson 2/21/2017 **College Curriculum Committee Chair** | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date…  **Undergraduate Curriculum Council Chair** |
| Deborah Chappel Traylor 2/22/2017 **College Dean** | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date…  **Graduate Curriculum Committee Chair** |
| |  |  | | --- | --- | | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | Enter date |   **General Education Committee Chair (If applicable)** | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date…  **Vice Chancellor for Academic Affairs** |

1. Contact Person (Name, Email Address, Phone Number)

**Curtis Steele,** [**csteele@astate.edu**](mailto:csteele@astate.edu)**, 870.972.3050**

2. Proposed Starting Term and Bulletin Year

**Fall 2017**

3. Proposed Course Prefix and Number (Confirm that number chosen has not been used before. For variable credit courses, indicate variable range. *Proposed number for experimental course is 9*. )

**ARTH 2603**

4. Course Title – if title is more than 30 characters (including spaces), provide short title to be used on transcripts. Title cannot have any symbols (e.g. slash, colon, semi-colon, apostrophe, dash, and parenthesis). Please indicate if this course will have variable titles (e.g. independent study, thesis, special topics).

**Global Art and Visual Literacy**

5. Brief course description (40 words or fewer) as it should appear in the bulletin.

**Visual arts from a global perspective, focusing on non-European cultures and emphasizing student’s ability to critically evaluate images and understand the built environment.**

6. Prerequisites and major restrictions. (Indicate all prerequisites. If this course is restricted to a specific major, which major. If a student does not have the prerequisites or does not have the appropriate major, the student will not be allowed to register).

1. Are there any prerequisites? **Yes**
   1. If yes, which ones?

**A grade C or better in ART 2503 or ARTH 2583 or ARTH 2593; or permission of instructor**

* 1. Why or why not?

**This course requires some preliminary knowledge of art history, and will expand on themes and regions explored in ART 2503, ARTH 2583, and ARTH 2593. To encourage non-art students to engage in visual literacy, possibly signing up for the certificate in Visual Literacy the art history department is hoping to establish, we have elected to keep this course as a 2000-level, so students can begin their certificate coursework at an early date during their time at the university and complete their degree efficiently. Permission of instructor will be allowed for exceptional students or unique situations.**

1. Is this course restricted to a specific major? **No**
   1. If yes, which major? Enter text...

7. Course frequency(e.g. Fall, Spring, Summer). *Not applicable to Graduate courses.*

**Spring**

8. Will this course be lecture only, lab only, lecture and lab, activity, dissertation, experiential learning, independent study, internship, performance, practicum, recitation, seminar, special problems, special topics, studio, student exchange, occupational learning credit, or course for fee purpose only (e.g. an exam)? Please choose one.

**Lecture**

9. What is the grade type (i.e. standard letter, credit/no credit, pass/fail, no grade, developmental, or other [please elaborate])

**Standard letter**

10. Is this course dual listed (undergraduate/graduate)?

**No**

11. Is this course cross listed? (If it is, all course entries must be identical including course descriptions. It is important to check the course description of an existing course when adding a new cross listed course.)

**No**

1. If yes, please list the prefix and course number of cross listed course.

Enter text...

1. Are these courses offered for equivalent credit? **NO**

Please explain. Enter text...

12. Is this course in support of a new program? **Yes**

a. If yes, what program?

**This course will be the cornerstone of a certificate in Visual Literacy that the art history program is hoping to develop by Spring 2018**

13. Does this course replace a course being deleted? **No**

a. If yes, what course?

14. Will this course be equivalent to a deleted course? **No**

a. If yes, which course?

15. Has it been confirmed that this course number is available for use? **Yes**

*If no: Contact Registrar’s Office for assistance.*

16. Does this course affect another program? **No**

If yes, provide contact information from the Dean, Department Head, and/or Program Director whose area this affects.

**Course Details**

17. Outline (The course outline should be topical by weeks and should be sufficient in detail to allow for judgment of the content of the course)

**Week 1: Learning to Look: How do we talk about Art and Architecture**

**Week 2: Sticks and Stones: Neolithic art around the World**

**Week 3: South and Southeast Asia before 1200**

**Week 4: China and Korea to 1279**

**Week 5: Japan before 1333**

**Week 6: Arts of the Americas before 1300**

**Week 7: Arts of the Americas after 1300**

**Week 8: Africa before 1800**

**Week 9: South and Southeast Asia after 1200**

**Week 10: China and Korea after 1279**

**Week 11: Japan after 1333**

**Week 12: Oceania**

**Week 13: Africa after 1800**

**Week 14: Learning to Look: How Visual Literacy Impacts our World**

**Textbook: Gardner’s Art through the Ages: Non-Western Perspective**

18. Special features (e.g. labs, exhibits, site visitations, etc.)

**None**

19. Department staffing and classroom/lab resources

**Existing** **Faculty**

1. Will this require additional faculty, supplies, etc.?

**No**

20. Does this course require course fees? **No**

*If yes: please attach the New Program Tuition and Fees form, which is available from the UCC website.*

**Course Justification**

21. Justification for course being included in program. Must include:

a. Academic rationale and goals for the course (skills or level of knowledge students can be expected to attain)

**We are restructuring the art history curriculum for 3 primary reasons: 1. to provide our students with a more holistic view of the history of art, 2. to better reflect the expertise of our current faculty, including new tenure-track professors, and 3. to emphasize global awareness and visual literacy, which provides important skills and a broad knowledge base for A-State students, particularly BA and BFA majors. Global Art and Visual Literacy is designed to emphasize all of these goals. Furthermore, it seeks to develop student’s familiarity with non-Western art, expanding the foundation of knowledge gained in ARTH 2503 (for non-majors) or ARTH 2583/2593. Global Art and Visual Literacy is also a key course for the certificate in Visual Literacy we are currently developing.**

**For our program-level goals, this course will focus on enhancing student knowledge of the stylistic qualities of non-Western Art history, emphasizing the tools of description, judgment, and interpretation that they developed in ARTH 2503 or ARTH 2583 and ARTH 2593. Students will also be introduced to methods for the critical analysis works of art, developing their aptitude for visual literacy through an understand of how form interacts with function, and how both are informed by historical context.**

b. How does the course fit with the mission established by the department for the curriculum? If course is mandated by an accrediting or certifying agency, include the directive.

**The Department of Art and Design is dedicated to the creative, aesthetic, and cultural development of visual art students that builds upon a well-rounded liberal arts education. This course will give the students practice in analysis, interpretation, critical thinking, and writing skills as well as making them more historically and globally aware. This course will provide a broader understanding of non-western art, which is currently not covered by either survey. This is especially true for art education students, whose Praxis II covers this material .**

c. Student population served.

**Art, art history, art education, and graphic design majors as well as non-majors**

d. Rationale for the level of the course (lower, upper, or graduate).

**This survey is meant to deepen students’ knowledge of a specific region and its major works of art and architecture while simultaneously improving their critical thinking skills and their aptitude with visual literacy. It aligns best with the other Surveys, which are 2000-level.**

**Assessment**

**University Outcomes**

22. Please indicate the university-level student learning outcomes for which this new course will contribute. Check all that apply.

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| * 1. **[X]** Global Awareness | * 1. **[X]** Thinking Critically | * 1. **[X]** Information Literacy |

**Relationship with Current Program-Level Assessment Process**

23. What is/are the intended program-level learning outcome/s for students enrolled in this course? Where will this course fit into an already existing program assessment process?

**This course Introduce PLO 1 -** Content Knowledge – Students will demonstrate familiarity with the stylistic qualities for major works of art through being able to describe, interpret, and judge them.

24. Considering the indicated program-level learning outcome/s (from question #23), please fill out the following table to show how and where this course fits into the program’s continuous improvement assessment process.

*For further assistance, please see the ‘Expanded Instructions’ document available on the UCC - Forms website for guidance, or contact the Office of Assessment at 870-972-2989.*

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| **Program-Level Outcome 1 (from question #23)** | Content Knowledge – Students will demonstrate familiarity with the stylistic qualities for major works of art through being able to describe, interpret, and judge them. |
| Assessment Measure | Attribution of period/style and possible artist for 6 unknown images, where students make an argument for identification using comparative objects or buildings.  Successful students will appropriately identify 4 of 6 images. |
| Assessment  Timetable | Year 1 (2016-2017) on a three-year cycle. |
| Who is responsible for assessing and reporting on the results? | Art History Faculty report to Art and Design Assessment Committee |

*(Repeat if this new course will support additional program-level outcomes)*

**Course-Level Outcomes**

25. What are the course-level outcomes for students enrolled in this course and the associated assessment measures?

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| **Outcome 1** | Students will gain a familiarity with non-western styles including the context by region. |
| Which learning activities are responsible for this outcome? | **Lecture and reading** |
| Assessment Measure | **exams** |

*(Repeat if needed for additional outcomes)*

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| **Outcome 2** | **Students will be able to write critically about non-western art.** |
| Which learning activities are responsible for this outcome? | **Lecture, reading, discussion** |
| Assessment Measure | **“how to look” final project includes a written component** |

**Bulletin Changes**

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| **Instructions** |
| **Please visit** [**http://www.astate.edu/a/registrar/students/bulletins/index.dot**](http://www.astate.edu/a/registrar/students/bulletins/index.dot) **and select the most recent version of the bulletin. Copy and paste all bulletin pages this proposal affects below. Follow the following guidelines for indicating necessary changes.**  **\*Please note: Courses are often listed in multiple sections of the bulletin. To ensure that all affected sections have been located, please search the bulletin (ctrl+F) for the appropriate courses before submission of this form.**  - Deleted courses/credit hours should be marked with a red strike-through (~~red strikethrough~~)  - New credit hours and text changes should be listed in blue using enlarged font (blue using enlarged font).  - Any new courses should be listed in blue bold italics using enlarged font (***blue bold italics using enlarged font***)  *You can easily apply any of these changes by selecting the example text in the instructions above, double-clicking the ‘format painter’ icon 🡪 , and selecting the text you would like to apply the change to.*  *Please visit* [*https://youtu.be/yjdL2n4lZm4*](https://youtu.be/yjdL2n4lZm4) *for more detailed instructions.* |

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***ARTH 2603. Global Art and Visual Literacy. Visual arts from a global perspective, focusing on non-European cultures and emphasizing student’s ability to critically evaluate images and understand the built environment. Prerequisites, a grade “C” or better in ART 2503 or ARTH 2583 or ARTH 2593; or permission of instructor. Spring.***