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.

|  |  |
| --- | --- |
| 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 4113**

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).

**Museum Internship**

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

**Practical application of art history and training in museology in a professional setting.**

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?

**permission of the instructor; junior level standing**

* 1. Why or why not?

**Ideally, students will have taken both of the introductory Art History Surveys if they are BA – AH or BFA students. We chose to use junior standing, however, to allow for non-art students to easily take this class after they have a sufficient non-art background to pass the reading, writing, and research requirements of this course. With the permission of instructor, outstanding students may take this course before their junior year.**

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.*

**Fall, 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.

**internship**

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

**credit/no credit**

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? **No**

a. If yes, what program?

Enter text...

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

a. If yes, what course?

Enter text...

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

a. If yes, which course?

Enter text...

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.

Enter text...

**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 orientation with faculty and on-site mentor**

**Weeks 2-5 curatorial profession – assisting with the permanent collection**

**Weeks 6-9 copy writing, grant writing – assisting in research for grant or copy writing**

**Weeks 10-14 preparator – assist with exhibition installation, label creation, framing**

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

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)

**The course is intended to give BA students with an Art History emphasis real-world application of art history as well as training in museology in a professional setting. It is hoped that the internship will be a step towards job placement for many students after their degree.**

**For our program-level goals, this course will enhance student knowledge of art, emphasizing the tools of description, judgment, and interpretation that they developed in lower-level courses. Furthermore, the course will emphasize both critical thinking skills and research.**

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/research skills as well as making them more historically and globally aware.**

c. Student population served.

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

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

**This internship is meant to sharpen students’ visual literacy, critical thinking, and research skills in a practical setting.**

**Assessment**

**University Outcomes**

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

|  |  |  |
| --- | --- | --- |
| * 1. **[ ]** 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?

Using Curriculum Map F17 forward, this class falls in the 4000-level ARTH coursework. This course gives students real-world experience using all of their knowledge in an internship.

It emphasizes and reinforces content: 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.

It reinforces critical Thinking Skills: PLO2 Critical Thinking Skills – SWBAT critically evaluate a work of art, utilizing formal analytical skills and an understanding of historical context, demonstrating their command of the elements of art (including terminology) to read the content of the objects (visual literacy).

It emphasizes and reinforces research skills: PLO3 Research – Students will produce a research project using current methodologies that will be presented to the faculty and evaluated for quality and contribution to the field.

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.*

|  |  |
| --- | --- |
| **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 artists 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 |

|  |  |
| --- | --- |
| **Program-Level Outcome 2 (from question #23)** | Critical Thinking Skills – Students will be able to critically evaluate a work of art, utilizing formal analytical skills and an understanding of historical context, demonstrating their command of the elements of art (including terminology) to read the content of the objects (visual literacy). |
| Assessment Measure | Direct: Using a rubric as the metric, a significant piece of original writing that evaluates a work of art (such as the exhibition project) from a 3000-level course will be submitted to the art history faculty.  Successful students will score 80% on a 100-point scale. |
| Assessment  Timetable | Year 2 (2018-2019) 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 |

|  |  |
| --- | --- |
| **Program-Level Outcome 3 (from question #23)** | Research – Students will produce a research project using current methodologies that will be presented to the faculty and evaluated for quality and contribution to the field. |
| Assessment Measure | Thesis paper will be assessed using a 10-point scale, focusing on the originality of the student’s research and their ability to form a coherent argument. Student will also be asked to present an abridged version of the paper to the faculty at the end of the semester (graded using a rubric to be developed), and provide a 150-word abstract prior to the presentation.  Successful students will score a 9 on the 10-point scale for the paper, and a 90% on the presentation rubric(to be developed). |
| Assessment  Timetable | Year 2 (2018-2019) 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?

|  |  |
| --- | --- |
| **Outcome 1** | **Students will be able to critically evaluate an exhibition** |
| Which learning activities are responsible for this outcome? | **Exhibition preparator duties, museum education duties, curatorial duties and registrar duties during internship** |
| Assessment Measure | **Assessed through paper – written component using a rubric, to be developed** |

**Bulletin Changes**

|  |
| --- |
| **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.* |

Page 475

*ARTH 4113.* ***Museum Internship****. Practical application of art history and training in museology in a professional setting. Prerequisites, junior level standing; or permission of instructor. Fall, Spring.*