Code # Enter text…

**New Course Proposal Form**

**[x] Undergraduate Curriculum Council**

**[ ] Graduate Council**

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| **[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 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** |
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| \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | 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****, 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 3053**

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).

**Medieval and Renaissance Art and Architecture**

Short Title: Medieval Renaissance Art Arch

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

**Formation and development of art and architecture from the Carolingian period to the end of the Renaissance, focusing on how style was effected by historical context and changing religious practices.**

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?

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

* 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 have chosen 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.*

**Spring, odd**

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? **No**

a. If yes, what program?

 Enter text...

13. Does this course replace a course being deleted? **Yes**

a. If yes, what course?

**This course will replace two courses: ARTH 4553 – Medieval Art; and ARTH 4533 – Renaissance art. The choice to combine these two courses better reflects the expertise of new faculty, changes in the field as regards periodization, and a desire to add new courses with a more global focus.**

14. Will this course be equivalent to a deleted course? **Yes**

a. If yes, which course?

**While content will not be identical, ARTH 3053 will continue to provide students with a grounding in the canonical objects and critical knowledge of particular artist from the Medieval and Renaissance periods, (previously provided by ARTH 4553 and ARTH 4533). This new course is therefore equivalent to both ARTH 4553 and ARTH 4533. The early medieval period, which was once covered by ARTH 4553 – Medieval Art, will now be discussed in another new course, ARTH 3033 – Late Antique and Eastern Mediterranean Art and Architecture.**

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? **Yes**

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

**This course would potentially effect the following programs.**

**Both ARTH 4553 (Medieval art) and ARTH 4533 (Renaissance art) are listed as electives for the Minor in Medieval Studies. The contact person for this programs is:**

**Phyllis Pobst, Associate Professor of History**

**ppobst@astate.edu**

**972.2109**

**ARTH 4533 (Renaissance art) is currently listed as an elective for the Major in World Languages and Cultures (BA) – Emphasis in Global Studies and the Minor in International Studies. The contact person for these programs is:**

**Janelle Collins, Chair of World Languages**

**jcollins@astate.edu**

**972.2210**

**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: The Renaissance and renaissances: The first (r)enaissance: Carolingian period**

**Week 2: Ottonian period and the rise of monastic culture**

**Week 3: Pilgrims Progress: Romanesque Architecture of the Camino**

**Week 4: Holy Light and High vaults: Gothic Art and Architecture**

**Week 5: Gothic period Abroad: England, Germany, and Italy**

**Week 6: Opening up new Arena (chapels): Giotto to the Early 15th century in Italy**

**Week 7: Reflecting on the Early Northern Renaissance**

**Week 8: Pressing into the New World: The Effects of the Printing**

**Week 9: Leonardo of the North: Albrecht Durer and his Millieu**

**Week 10: The Original “Da Vinci:” Leonardo and his Impact**

**Week 11: Raphael and Early 16th century Rome**

**Week 12: We yes Vatican!: The Sistine Chapel and New Saint Peters**

**Week 13: Michelangelo’s Mannerism**

**Week 14: France’s Slow Renaissance and the Rebirth Abroad**

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 all BA and BFA majors. Medieval and Renaissance art will primarily work towards goals 1 and 2, although global iteration of medieval and renaissance periods will also be examined.**

**For our program-level goals, this course will enhance student knowledge of the stylistic qualities of two periods that are critical for the understanding of Western Art history, emphasizing the tools of description, judgment, and interpretation that they developed in ARTH 2583 and ARTH 2593. Furthermore, students will be challenged to critically analyze works of art using formal analytic skills and an understanding of historical context, competencies that fulfill our commitment providing students with a command of the elements of art that can be used to read the content of objects (visual literacy). Finally, students will required to produce a project that introduces them to principles of 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 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 non-majors**

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

**This upper-level survey is meant to deepen students’ knowledge of a specific region and its major works of art and architecture while simultaneously introducing them to basic research methods and improving their critical thinking skills and their aptitude with visual literacy.**

**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
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**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?

On Curriculum Map F17 Forward, this course falls into Art History 3000-level Time Frame Two.

It introduces new 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 emphasizes 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 introduces 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.*

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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 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 |

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| **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 |

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| **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?

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| **Outcome 1** | Students will be able to identify artworks in Egypt and the Near East. |
| Which learning activities are responsible for this outcome? | **Lecture and reading**  |
| Assessment Measure  | **Visual Identification on exams and quizzes**  |

*(Repeat if needed for additional outcomes)*

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| **Outcome 2** | **Students will be able to write critically about art.** |
| Which learning activities are responsible for this outcome? | **Readings, Group discussion, response paper project and final exhibition project**  |
| Assessment Measure  | **Graded response paper and written component of final exhibition project** |

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| **Outcome 3** | **Students will be able to understand research tools for art history** |
| Which learning activities are responsible for this outcome? | **The final project is responsible for this outcome. In it, students are asked to apply their understanding of the course content in a creative way by producing a “museum exhibition” about the art and architecture we are examining in this course.** ***Choosing a topic or theme:*****The organizing idea behind the show can be thematic or a deeper look at one artist or regional center of production.** ***Choosing works of art:*****SIX objects for the exhibition that best explicate the chosen theme will be selected. Three of the objects you choose must be ones that were NOT discussed in class.**  ***Exhibition “catalogue” must include:***1. **A 2-3 page introduction that explains the organizing principle and discusses the broader historical context of the exhibition.**
2. **A catalogue-style entry for each object that includes these 5 elements:**
	1. **identifying information about the object (artist, date, size, media)**
	2. **a formal description of the object**
	3. **a discussion of subject/iconography**
	4. **a discussion of its production context and how it was understood by its culture**
	5. **one cited source for further information on the object (MLA style)**

 ***Presentation*: a short (5 minute) presentation will be given at the end of**  **the semester** |
| Assessment Measure  | **Assessed through final exhibition project – written component and presentation** |

**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 3053.* ***Medieval and Renaissance Art and Architecture****. Formation and development of art and architecture from the Carolingian period to the end of the Renaissance, focusing on how style was effected by historical context and changing religious practices. Prerequisites, junior level standing; or permission of instructor. Spring, odd.*