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| For Academic Affairs and Research Use Only | |
| Proposal Number | LAC48 |
| CIP Code: |  |
| Degree Code: |  |

**New or Modified Course Proposal Form**

**[X] Undergraduate Curriculum Council**

**[ ] Graduate Council**

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

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

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| Katherine Baker 2/17/2022 **Department Curriculum Committee Chair** | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date…  **COPE Chair (if applicable)** |
| Temma Balducci 2/17/2022 **Department Chair** | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date…  **Head of Unit (if applicable)** |
| Warren Johnson 2/23/2022  **College Curriculum Committee Chair** | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date…  **Undergraduate Curriculum Council Chair** |
| Mary Elizabeth Spence 2/22/2022 **Office of Assessment (new courses only)** | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date…  **Graduate Curriculum Committee Chair** |
| Carl M. Cates 3/2/2022 **College Dean** | Alan Utter 3/14/2022  **Vice Chancellor for Academic Affairs** |
| \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date…  **General Education Committee Chair (if applicable)** |  |

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

Rachel Boillot, Assistant Professor of Photography, Dept. of Art + Design,

rboillot@astate.edu

Office: (870) 680-8372

Cell: (914) 907-7516

1. **Proposed starting term and Bulletin year for new course or modification to take effect**

Starting Term: Spring 2023

Bulletin Year: 22-23

**Instructions:**

*Please complete all sections unless otherwise noted. For course modifications, sections with a “Modification requested?” prompt need not be completed if the answer is “No.”*

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|  | **Current (Course Modifications Only)** | **Proposed (New or Modified)**  *(Indicate “N/A” if no modification)* |
| **Prefix** |  | ART |
| **Number\*** |  | 1123 |
| **Title**  (include a short title that’s 30 characters or fewer) |  | Creative Collaboration |
| **Description\*\*** |  | Creating collaborative artwork that considers perception, community engagement, and cross-disciplinary practices in art. This course requires three or more hours per week outside of class. |

***\**** Confirm with the Registrar’s Office that number chosen has not been used before and is available for use. For variable credit courses, indicate variable range. *Proposed number for experimental course is 9*.

\*\*Forty words or fewer (excepting prerequisites and other restrictions) as it should appear in the Bulletin.

1. **Proposed prerequisites and major restrictions** **[Modification requested? Yes/No]**

(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. **NO** Are there any prerequisites?
   1. If yes, which ones?

Enter text...

* 1. Why or why not?

Enter text...

1. **NO** Is this course restricted to a specific major?
   1. If yes, which major?
2. **Proposed course frequency [Modification requested? Yes/No]**

(e.g. Fall, Spring, Summer; if irregularly offered, please indicate, “irregular.”) *Not applicable to Graduate courses.*

Fall, Spring

1. **Proposed course type [Modification requested? Yes/No]**

Will this course be lecture only, lab only, lecture and lab, activity (e.g., physical education), dissertation/thesis, capstone, independent study, internship/practicum, seminar, special topics, or studio? Please choose one.

Studio

1. **Proposed grade type [Modification requested? Yes/No]**

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

Standard letter

1. **NO** Is this course dual-listed (undergraduate/graduate)?
2. **NO** Is this course cross-listed?

*(If it is, all course entries must be identical including course descriptions. Submit appropriate documentation for requested changes. It is important to check the course description of an existing course when adding a new cross-listed course.)*

**a.** – If yes, please list the prefix and course number of the cross-listed course.

Enter text...

**b.** – **Yes / No** Can the cross-listed course be used to satisfy the prerequisite or degree requirements this course satisfies?

Enter text...

1. **NO** Is this course in support of a new program?

a. If yes, what program?

Enter text...

1. **NO** Will this course be a one-to-one equivalent to a deleted course or previous version of this course (please check with the Registrar if unsure)?

a. If yes, which course?

Enter text...

**Course Details**

1. **Proposed outline** **[Modification requested? Yes/No]**

Week 1: Introductions & Ice-Breakers. In-class Environment Perception exercise.

Week 2: Perception: How we see and how the eye moves. Arnheim and Gestalt.

Week 3: Understanding Perception and Spatial Organization in Art. (Visiting Faculty Lecturers – 2D/3D Studio Art) Responding to Artworks as a Viewer and Considering Audience.

Week 4: Understanding Perception *Beyond* Art – how perception applies to other disciplines.

Week 5: When Perspective Shifts: Socio-cultural issues in perception, how perceptions change, how visual art can contribute to this dialogue, and the role of collaboration. Insider vs. Outsider: whose perspective matters? Ethical issues in making visual art about communities and culture.

Week 6: Rural Studio Practice: Local/Regional Case Study. Written Reflection.

Week 7: Social Practice and Engaging Community in Collaborative Art Projects. Public art site visitation.

Week 8: Problem-solving and Resources as applied to Creative practice and Process. Identifying Stakeholders. Collaborative Group Exercise and Project Proposal.

Week 9: Cross-disciplinary Project-related Research, Interviews and Process writing. Work on group project.

Week 10: Discuss installation. Work on group project.

Week 11: In-progress Critique. Set goals for Final Critique based on feedback.

Week 12: Cross-disciplinary Project-related Research, Interviews and Process writing. Work on group project.

Week 13: Work on group project.

Week 14: In-progress Critique: Visiting Faculty Reviewer.

Week 15: Final Critique and Reflection.

1. **Proposed special features** **[Modification requested? Yes/No]**

(e.g. labs, exhibits, site visitations, etc.)

Visiting Lecturers from Art + Design department, Visiting Lecturers from other disciplines, case study with a local art, public art site visitation (downtown Jonesboro).

1. **Department staffing and classroom/lab resources**

current staff/resources

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

**NO**

1. **NO** Does this course require course fees?

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

**Justification**

**Modification Justification (Course Modifications Only)**

1. Justification for Modification(s)

Enter text...

**New Course Justification (New Courses Only)**

1. Justification for course. Must include:

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

This course studies perception as a basis for collaboration, considering the perspective of others both literally and figuratively. Understanding perception and spatial organization are essential to the production of visual artworks. This class will explore relevant theories of perception, as well as how considering perception facilitates community engagement. Students will make collaborative art projects in which they will consider their audience, community stakeholders, and art as social practice.

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

The Department of Art + Design is dedicated to the creative, aesthetic, and cultural development  
of visual art students that builds upon a well-rounded liberal arts education. The faculty prepares its  
students to assume leadership positions in their professional lives while maintaining a commitment  
to the conceptual and aesthetic standards of their chosen discipline. The department develops and  
supports a nurturing creative community that builds confidence through academic rigor and provides  
an environment in which students can build and refine their craft, develop critical thinking skills,  
and realize their full potential. Graduates of the Department of Art + Design join the community as  
socially responsible artists, designers, educators and historians ready to contribute to diverse and  
changing creative fields.  
This course will provide first-year students with the skills necessary to consider the possibilities for engaging viewers through the visual arts and introduce the notion of art as social practice. This course will additionally encourage thinking beyond any one artistic discipline as a means to understanding multiple perspectives on key issues.

c. Student population served.

Art + Design majors

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

This course is part of the Art + Design foundations program. Students will not need any prior knowledge to engage with this class. Having had this opportunity in their first year, students will move forward through the A+D degrees with a more expansive understanding of how art requires the consideration of a variety of contexts and viewpoints when making socially engaged artworks.

**Assessment**

**Assessment Plan Modifications (Course Modifications Only)**

1. **Yes / No** Do the proposed modifications result in a change to the assessment plan?

*If yes, please complete the Assessment section of the proposal*

**Relationship with Current Program-Level Assessment Process (Course modifications skip this section unless the answer to #18 is “Yes”)**

1. 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?

BFA in Art, Art Education

PLO#3 (Introduces)

Art Making: SWABT apply elements and principles of design with historical and contemporary compositional devices to create artwork in a variety of media with an understanding of process, safety, and presentation.

BFA in Art, Studio Art Emphasis

PLO#1 (Introduces)

Critical Thinking Skills: Students will be able to apply strong critical, analytic and communication skills required to advance in academic and professional fields.

PLO#2 (Introduces)

Technical Competence: Students will create a body of work in a specific media that culminates in a pre-professional exhibition

BFA in Graphic Design

PLO#1 (Introduces)

Subject Knowledge: Students will be able to synthesize professional work that answers project objectives using aesthetic, conceptual, and technical skills.

PLO#2 (Introduces)

Problem Solving Skills: Students will be able to solve complex problems for interconnected systems of objects, people and settings using knowledge of aesthetic and contextual issues.

PLO#3 (Introduces)

Technical Competence: Students will be able to create a portfolio that proves adaptation to technological innovation via effective designs that display a working knowledge of multiple processes and media.

BFA in Graphic Design, Digital Design Emphasis

PLO#1 (Introduces)

Technical: SWBAT demonstrate mastery of the technical skills required to develop web and mobile applications that are secure and user friendly.

PLO#2 (Introduces)

Conceptual: SWBAT distinguish and integrate key digital design concepts, principles, and theories to the design of effective and meaningful interactions between humans and digital devices.

PLO#3 (Introduces)

Professional Development: SWBAT demonstrate skills that reflect readiness for post-baccalaureate employment, graduate school, or professional certification.

1. Considering the indicated program-level learning outcome/s (from question #19), 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 #19)** | BFA in Art, Art Education Emphasis  Art Making: SWABT apply elements and principles of design with historical and contemporary compositional devices to create artwork in a variety of media with an understanding of process, safety, and presentation. |
| Assessment Measure | **Measure: Praxis Scores** Program Level Direct – Exam  Details/Description: Students must pass the Art Content Praxis II Art Content and Analysis (0315/5135/5134), as defined by Praxis to become a licensed teacher. Students are encouraged to take the Praxis II during their internship semester. Praxis scores are collected at the end of TIAR 4826.  Section I Art Making reflects knowledge gained in all ART courses and includes general and media and processes. These questions make up 64% of the exam.   Benchmark: Praxis II: Art Content and analysis (5134, section I, art making goal: A simple majority of students score 70% of possible points correct.  **Measure: Exit Survey (INDIRECT)**  Program Level Indirect - Survey  Details/Description  Near the end of Internship, students complete an exit survey.  Data Collection:  All participating students complete a rubric that is scored on 5-point scale where 5 = excellent, 4 = above average, 3 = average, 2 = below average, and 1 = failing.  All data from Fall and Spring are averaged. If there are too few students, multiple years are combined (2-3 years).  Benchmark:  75% of combined answers (total average for each question) are 3.0 or above  **Measure: Alumni Survey (INDIRECT)**  Program Level Indirect – Survey  Details/Description  Alumni survey distributed by email and social media.  Data Collection:  All participating students complete a rubric that is scored on 5-point scale where 5 = excellent, 4 = above average, 3 = average, 2 = below average, and 1 = failing.  Benchmark:  75% of combined answers (total average for each question) are 3.0 or above |
| Assessment  Timetable | Praxis Scores Implementation Plan:  Data Collection: Fall and Spring when TIAR 4826 is taught  Data reported: Year 1 on a 3-year cycle (16-17, 19-20)  Exit Survey Implementation Plan:  Data Collection: Fall and Spring when TIAR 4826 is taught  Data reported: Year 1 on a 3-year cycle (16-17, 19-20)  Alumni Survey - Implementation Plan:  Every 3 years (F17, F20). |
| Who is responsible for assessing and reporting on the results? | Praxis Scores Key Personnel:  Course Content: Studio ART and ARED Faculty  Reporting: A+D Assessment Coordinator  Surveys Key Personnel:  Data Collection: Assessment Coordinator |

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| **Program-Level Outcome 2 (from question #19)** | BFA in Art, Studio Art Emphasis  Critical Thinking Skills: Students will be able to apply strong critical, analytic and communication skills required to advance in academic and professional fields. |
| Assessment Measure | **Measure: Portfolio**  Program Level Direct – Student Artifact  Details/Description  Artifacts: Students complete a written statement and an oral defense that supports the exhibition of their work. This takes place in ART 4331 Senior Exhibition, a capstone course designed for students in their graduating year. ART 4331 has prerequisites of a grade of CR in ART 3330 and ART 4320; a minimum GPA of 2.75 in all work with an ART, ARTH, ARTM, or ARED prefix; permission of advisor, instructor, and department chair required; 12 hours of 15-hour emphasis area completed prior to senior exhibition semester in Fall or Spring.  Description:  A Group of Art + Design Department Faculty evaluate the student’s ability to describe and defend their exhibition in both written and oral forms. Students are asked to write about how they solve problems, analyze their work formally, describe their artistic influences, and make connections to contemporary practice. Students are asked to summarize their content, describe their creation of a specific work, defend technical choices, and reflect on the work in terms of audience during their oral defense.  Data Collection:  All participating Faculty complete a rubric that is scored on 5-point scale where 5 = excellent, 4 = above average, 3 = average, 2 = below average, and 1 = failing.  Benchmark:  75% of students will score a combined average (of all competencies measured in the Critical Thinking section) of 3.5 or higher.  **Measure: Exit Survey (INDIRECT)**  Program Level Indirect – Survey  Details/Description  Near the end of Senior Exhibition, students complete an exit survey.  Data Collection:  All participating students complete a rubric that is scored on 5-point scale where 5 = excellent, 4 = above average, 3 = average, 2 = below average, and 1 = failing.  All data from Fall and Spring are averaged. If there are too few students, multiple years are combined (2-3 years).  Benchmark:  75% of combined answers are 3.0 or above  **Measure: Alumni Survey (INDIRECT)**  Program Level Indirect – Survey  Details/Description  Alumni survey distributed by email and social media.  Data Collection:  All participating students complete a rubric that is scored on 5-point scale where 5 = excellent, 4 = above average, 3 = average, 2 = below average, and 1 = failing.  Benchmark:  75% of (combined average) questions rate a 3.0 or above |
| Assessment  Timetable | Portfolio Implementation Plan:  Data Collected: Fall and Spring every year  Data Reported: Year 2 (2019-2020; 2021-2022) on a two-year cycle  Exit Survey Implementation Plan:  Data Collected: Fall and Spring every year  Data Reported: Year 2 (2019-2020; 2021-2022) on a two-year cycle  Alumni Survey - Implementation Plan:  Every 3 years (F17, F20). |
| Who is responsible for assessing and reporting on the results? | Portfolio Key Personnel:  Evaluators: all Art + Design Faculty (at least 4)  Data Collection and Distribution: Assessment Coordinator  Surveys Key Personnel:  Data Collection: Assessment Coordinator |

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| **Program-Level Outcome 3 (from question #19)** | BFA in Art, Studio Art Emphasis  Technical Competence: Students will create a body of work in a specific media that culminates in a pre-professional exhibition. |
| Assessment Measure | **Measure:** Portfolio  Program Level Direct – Student Artifact  Details/Description:  Artifacts: Students present ≥ 10 pre-professional-level artworks from the emphasis area. This takes place in ART 4331 Senior Exhibition, a capstone course designed for students in their graduating year. ART 4331 has prerequisites of a grade of CR in ART 3330 and ART 4320; a minimum GPA of 2.75 in all work with an ART, ARTH, ARTM, or ARED prefix; permission of advisor, instructor, and department chair required; 12 hours of 15-hour emphasis area completed prior to senior exhibition semester in Fall or Spring.  Description:  A Group of Art + Design Department Faculty evaluate the student’s artwork as a professional exhibition in technical achievement, craftsmanship, and aesthetic engagement. The student’s artwork, written statement, and oral defense are evaluated as a whole through perceptual acuity, conceptual understanding, a clear idea, and the statement evidenced in the work.  Data Collection:  All participating Faculty complete a rubric that is scored on 5-point scale where 5 = excellent, 4 = above average, 3 = average, 2 = below average, and 1 = failing.  Benchmark:  75% of students will score a combined average (of all competencies measured in the Technical Skill section) of 4.0 or higher.  **Measure: Exit Survey (INDIRECT)**  Program Level Indirect – Survey  Details/Description  Near the end of Senior Exhibition, students complete an exit survey.  Data Collection:  All participating students complete a rubric that is scored on 5-point scale where 5 = excellent, 4 = above average, 3 = average, 2 = below average, and 1 = failing.  All data from Fall and Spring are averaged. If there are too few students, multiple years are combined (2-3 years).  Benchmark:  75% of combined answers are 3.0 or above  **Measure: Alumni Survey (INDIRECT)**  Program Level Indirect – Survey  Details/Description  Alumni survey distributed by email and social media.  Data Collection:  All participating students complete a rubric that is scored on 5-point scale where 5 = excellent, 4 = above average, 3 = average, 2 = below average, and 1 = failing.  Benchmark:  75% of (combined average) questions rate a 3.0 or above |
| Assessment  Timetable | Portfolio Implementation Plan:  Data Collected: Fall and Spring every year  Data Reported: Year 1 (2018-2019, 2020-2021) on a two-year cycle  Exit Survey Implementation Plan:  Data Collected: Fall and Spring every year  Data Reported: Year 2 (2019-2020; 2021-2022) on a two-year cycle  Alumni Survey - Implementation Plan:  Every 3 years (F17, F20). |
| Who is responsible for assessing and reporting on the results? | Portfolio Key Personnel:  Evaluators: all Art + Design Faculty (at least 4)  Data Collection and Distribution: Assessment Coordinator  Surveys Key Personnel:  Data Collection: Assessment Coordinator |

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| **Program-Level Outcome 4 (from question #19)** | BFA in Graphic Design (general)  Subject Knowledge: Students will be able to synthesize professional work that answers project objectives using aesthetic, conceptual, and technical skills. |
| Assessment Measure | **Measure: Portfolio (DIRECT)**  Program Level Direct - Portfolio  Details/Description  Course Descriptions:  **GRFX 4803. Portfolio Capstone** Capstone course required for all graduating BFA, Graphic De- sign emphasis students. Preparation of portfolio of graphic design solutions that demonstrate the students overall knowledge and special skills. Prerequisite, advisor, instructor and chair permission, minimum GPA of 2.75 in all course work with an ART, ARTH, ARED, or GRFX prefix. Corerequisite, GRFX 4503. Spring  G**RFX 4503. Professional Practice for Design** Personal brand development, including visual identity, website, and social media strategy. Job-finding skills, including cover letter and resumé writing, interviewing, networking, legal issues, contracts, and overall professional communication. This course requires three or more hours per week outside of class. Prerequisites, a grade of C or better in GRFX 3303, GRFX 3503, GRFX 3603; CR in GRFX 3400; or instructor permission. Corequisite GRFX 4803. Spring.  Portfolio:  In GRFX 4803 Portfolio Capstone, students create a diverse professional portfolio of design work. A group of Graphic Design Faculty and outside evaluators (alumni, regional designers, etc.) evaluate the student’s ability to analyze their work using terminology required of a professional designer, be professional in their oral comments, and show conceptual understanding of project objectives within the portfolio.  Data Collection:  All participating evaluators complete a rubric that is scored on 5-point scale where 5 = excellent, 4 = above average, 3 = average, 2 = below average, and 1 = failing.  Benchmark  80 % of students will score a combined average of 3.5 or higher on the Subject Knowledge Questions  **Measure: Exit Survey (INDIRECT)**  Program Level Indirect - Survey  Details/Description  Near the end of Portfolio, students complete an exit survey.  Data Collection:  All participating students complete a rubric that is scored on 5-point scale where 5 = excellent, 4 = above average, 3 = average, 2 = below average, and 1 = failing.  All data from Fall and Spring are averaged. If there are too few students, multiple years are combined (2-3 years).  Benchmark:  75% of combined answers are 3.0 or above  **Measure: Alumni Survey (INDIRECT)**  Program Level Indirect – Survey  Details/Description  Alumni survey distributed by email and social media.  Data Collection:  All participating students complete a rubric that is scored on 5-point scale where 5 = excellent, 4 = above average, 3 = average, 2 = below average, and 1 = failing.  Benchmark:  75% of (combined average) questions rate a 3.0 or above |
| Assessment  Timetable | Portfolio Implementation Plan:  Data Collection: Spring when GRFX 4503 is taught  Data reported: Year 1 of 3 (18-19, 19-20, 22-23)  Exit Survey Implementation Plan:  Data Collected: Spring every year  Data Reported: Year 1 of 3 (18-19, 19-20, 22-23)  Alumni Survey - Implementation Plan:  Every 3 years (F17, F20). |
| Who is responsible for assessing and reporting on the results? | Portfolio Key Personnel:  Evaluation: Graphic Design Faculty and/or external evaluators  Reporting: Assessment Coordinator  Surveys Key Personnel:  Data Collection: Assessment Coordinator |

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| **Program-Level Outcome 5 (from question #19)** | BFA in Graphic Design (general)  Problems Solving Skills:Students will be able to solve complex problems for interconnected systems of objects, people and settings using knowledge of aesthetic and contextual issues. |
| Assessment Measure | **Measure: Portfolio (DIRECT)**  Program Level Direct - Portfolio  Details/Description  Course Descriptions:  **GRFX 4803. Portfolio Capstone** Capstone course required for all graduating BFA, Graphic Design emphasis students. Preparation of portfolio of graphic design solutions that demonstrate the students overall knowledge and special skills. Prerequisite, advisor, instructor and chair permission, minimum GPA of 2.75 in all course work with an ART, ARTH, ARED, or GRFX prefix. Corerequisite, GRFX 4503. Spring  G**RFX 4503. Professional Practice for Design** Personal brand development, including visual identity, website, and social media strategy. Job-finding skills, including cover letter and resumé writing, interviewing, networking, legal issues, contracts, and overall professional communication. This course requires three or more hours per week outside of class. Prerequisites, a grade of C or better in GRFX 3303, GRFX 3503, GRFX 3603; CR in GRFX 3400; or instructor permission. Corequisite GRFX 4803. Spring.  Portfolio:  In GRFX 4803 Portfolio Capstone, students create a diverse professional portfolio of design work. A group of Graphic Design Faculty and outside evaluators (alumni, regional designers, etc.) evaluate the student’s ability to describe their use of analysis in the research phase of development and the student’s ability to describe their process for creating professional work that responds to context.  Data Collection:  All participating evaluators complete a rubric that is scored on 5-point scale where 5 = excellent, 4 = above average, 3 = average, 2 = below average, and 1 = failing.  Benchmark  80% of students will score a combined average of 3.5 or higher on the Problem Solving Questions  **Measure: Exit Survey (INDIRECT)**  Program Level Indirect - Survey  Details/Description  Near the end of Portfolio, students complete an exit survey.  Data Collection:  All participating students complete a rubric that is scored on 5-point scale where 5 = excellent, 4 = above average, 3 = average, 2 = below average, and 1 = failing.  All data from Fall and Spring are averaged. If there are too few students, multiple years are combined (2-3 years).  Benchmark:  75% of combined answers are 3.0 or above  **Measure: Alumni Survey (INDIRECT)**  Program Level Indirect – Survey  Details/Description  Alumni survey distributed by email and social media.  Data Collection:  All participating students complete a rubric that is scored on 5-point scale where 5 = excellent, 4 = above average, 3 = average, 2 = below average, and 1 = failing.  Benchmark:  75% of (combined average) questions rate a 3.0 or above |
| Assessment  Timetable | Portfolio Implementation Plan:  Data Collection: Spring when GRFX 4503 is taught  Data reported: Year 2 of 3 (17-18, 20-21)  Exit Survey Implementation Plan:  Data Collected: Spring every year  Data Reported: Year 2 of 3 (17-18, 20-21)  Alumni Survey - Implementation Plan:  Every 3 years (F17, F20). |
| Who is responsible for assessing and reporting on the results? | Portfolio Key Personnel:  Evaluation: Graphic Design Faculty and/or external evaluators  Reporting: Assessment Coordinator  Surveys Key Personnel:  Data Collection: Assessment Coordinator |

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| **Program-Level Outcome 6 (from question #19)** | BFA in Graphic Design (general)  Technical Competence:Students will be able to create a portfolio that proves adaptation to technological innovation via effective designs that display a working knowledge of multiple processes and media |
| Assessment Measure | **Measure: Portfolio (DIRECT)**  Program Level Direct - Portfolio  Details/Description  Course Descriptions:  **GRFX 4803. Portfolio Capstone** Capstone course required for all graduating BFA, Graphic De- sign emphasis students. Preparation of portfolio of graphic design solutions that demonstrate the students overall knowledge and special skills. Prerequisite, advisor, instructor and chair permission, minimum GPA of 2.75 in all course work with an ART, ARTH, ARED, or GRFX prefix. Corerequisite, GRFX 4503. Spring  G**RFX 4503. Professional Practice for Design** Personal brand development, including visual identity, website, and social media strategy. Job-finding skills, including cover letter and resumé writing, interviewing, networking, legal issues, contracts, and overall professional communication. This course requires three or more hours per week outside of class. Prerequisites, a grade of C or better in GRFX 3303, GRFX 3503, GRFX 3603; CR in GRFX 3400; or instructor permission. Corequisite GRFX 4803. Spring.  Portfolio:  In GRFX 4803 Portfolio Capstone, students create a diverse professional portfolio of design work. A group of Graphic Design Faculty and outside evaluators (alumni, regional designers, etc.) evaluate the portfolio professional quality, self-motivation in content, and working knowledge of various design processes and visual communication issues.  Data Collection:  All participating evaluators complete a rubric that is scored on 5-point scale where 5 = excellent, 4 = above average, 3 = average, 2 = below average, and 1 = failing.  Benchmark  80 % of students will score a combined average of 3.5 or higher on the Technical Competence Questions  **Measure: Exit Survey (INDIRECT)**  Program Level Indirect - Survey  Details/Description  Near the end of Portfolio, students complete an exit survey.  Data Collection:  All participating students complete a rubric that is scored on 5-point scale where 5 = excellent, 4 = above average, 3 = average, 2 = below average, and 1 = failing.  All data from Fall and Spring are averaged. If there are too few students, multiple years are combined (2-3 years).  Benchmark:  75% of combined answers are 3.0 or above  **Measure: Alumni Survey (INDIRECT)**  Program Level Indirect – Survey  Details/Description  Alumni survey distributed by email and social media.  Data Collection:  All participating students complete a rubric that is scored on 5-point scale where 5 = excellent, 4 = above average, 3 = average, 2 = below average, and 1 = failing.  Benchmark:  75% of (combined average) questions rate a 3.0 or above |
| Assessment  Timetable | Portfolio Implementation Plan:  Data Collection: Spring when GRFX 4503 is taught  Data reported: Year 3 of 3 (18-19, 21-22)  Exit Survey Implementation Plan:  Data Collected: Spring every year  Data Reported: Year 3 of 3 (18-19, 21-22)  Alumni Survey - Implementation Plan:  Every 3 years (F17, F20). |
| Who is responsible for assessing and reporting on the results? | Portfolio Key Personnel:  Evaluation: Graphic Design Faculty and/or external evaluators  Reporting: Assessment Coordinator  Surveys Key Personnel:  Data Collection: Assessment Coordinator |

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| **Program-Level Outcome 7 (from question #19)** | BFA in Graphic Design, Emphasis in Digital Design  Technical:SWBAT demonstrate mastery of the technical skills required to develop web and mobile applications that are secure and user friendly. |
| Assessment Measure | **Measure: Portfolio (DIRECT)**  Program Level Direct - Portfolio  Details/Description  Course Descriptions:  **Students using 19-20 Bulletin or before**  **GRFX 4803. Portfolio Capstone** Capstone course required for all graduating BFA, Graphic Design emphasis students. Preparation of portfolio of graphic design solutions that demonstrate the students overall knowledge and special skills. Prerequisite, advisor, instructor and chair permission, minimum GPA of 2.75 in all course work with an ART, ARTH, ARED, or GRFX prefix. Corerequisite, GRFX 4503. Spring  G**RFX 4503. Professional Practice for Design** Personal brand development, including visual identity, website, and social media strategy. Job-finding skills, including cover letter and resumé writing, interviewing, networking, legal issues, contracts, and overall professional communication. This course requires three or more hours per week outside of class. Prerequisites, a grade of C or better in GRFX 3303, GRFX 3503, GRFX 3603; CR in GRFX 3400; or instructor permission. Corequisite GRFX 4803. Spring.  **Students using 20-21 Bulletin or after**  **GRFX 4813. Digital Design Portfolio** Capstone Development of an online portfolio and addi- tional digital assets as well as job-seeking skills such as interviewing and networking in preparation for professional practice. Restricted to BFA in Graphic Design with an emphasis in Digital Design. Prerequisites, advisor and instructor permission, minimum GPA of 2.75 in all course work with an ART, ARTH, ARED, or GRFX prefix. Spring., GRFX 3603; CR in GRFX 3400; or instructor permission. Corequisite GRFX 4803. Spring.  Portfolio:  Students present a diverse professional portfolio of design work that includes work from specific courses tailored to the students career goals.  Data Collection:  All participating evaluators complete a rubric that is scored on 5-point scale where 5 = excellent, 4 = above average, 3 = average, 2 = below average, and 1 = failing.  Benchmark  80 % of students will score a combined average of 3.5 or higher  **Measure: Exit Survey (INDIRECT)**  Program Level Indirect - Survey  Details/Description  Near the end of Portfolio, students complete an exit survey.  Data Collection:  All participating students complete a rubric that is scored on 5-point scale where 5 = excellent, 4 = above average, 3 = average, 2 = below average, and 1 = failing.  All data from Fall and Spring are averaged. If there are too few students, multiple years are combined (2-3 years).  Benchmark:  75% of combined answers are 3.0 or above  **Measure: Alumni Survey (INDIRECT)**  Program Level Indirect – Survey  Details/Description  Alumni survey distributed by email and social media.  Data Collection:  All participating students complete a rubric that is scored on 5-point scale where 5 = excellent, 4 = above average, 3 = average, 2 = below average, and 1 = failing.  Benchmark:  75% of (combined average) questions rate a 3.0 or above |
| Assessment  Timetable | Portfolio Implementation Plan:  Data Collection: Fall and Spring when Portfolio is taught  Data reported: Year 1 of 3 (20-21)  Exit Survey Implementation Plan:  Data Collected: Spring every year  Data Reported: Year 1 of 3 (20-21)  Alumni Survey - Implementation Plan:  Every 3 years (F17, F20). |
| Who is responsible for assessing and reporting on the results? | Portfolio Key Personnel:  Evaluation: Digital Design Faculty and/or external evaluators  Reporting: Assessment Coordinator  Surveys Key Personnel:  Data Collection: Assessment Coordinator |

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| **Program-Level Outcome 8 (from question #19)** | BFA in Graphic Design, Emphasis in Digital Design  Conceptual:SWBAT distinguish and integrate key digital design concepts, principles and theories to the design of effective and meaningful interactions between humans and digital devices. |
| Assessment Measure | **Measure: Portfolio (DIRECT)**  Program Level Direct - Portfolio  Details/Description  Course Descriptions:  **Students using 19-20 Bulletin or before**  **GRFX 4803. Portfolio Capstone** Capstone course required for all graduating BFA, Graphic Design emphasis students. Preparation of portfolio of graphic design solutions that demonstrate the students overall knowledge and special skills. Prerequisite, advisor, instructor and chair permission, minimum GPA of 2.75 in all course work with an ART, ARTH, ARED, or GRFX prefix. Corerequisite, GRFX 4503. Spring  G**RFX 4503. Professional Practice for Design** Personal brand development, including visual identity, website, and social media strategy. Job-finding skills, including cover letter and resumé writing, interviewing, networking, legal issues, contracts, and overall professional communication. This course requires three or more hours per week outside of class. Prerequisites, a grade of C or better in GRFX 3303, GRFX 3503, GRFX 3603; CR in GRFX 3400; or instructor permission. Corequisite GRFX 4803. Spring.  **Students using 20-21 Bulletin or after**  **GRFX 4813. Digital Design Portfolio** Capstone Development of an online portfolio and addi- tional digital assets as well as job-seeking skills such as interviewing and networking in preparation for professional practice. Restricted to BFA in Graphic Design with an emphasis in Digital Design. Prerequisites, advisor and instructor permission, minimum GPA of 2.75 in all course work with an ART, ARTH, ARED, or GRFX prefix. Spring., GRFX 3603; CR in GRFX 3400; or instructor permission. Corequisite GRFX 4803. Spring.  Portfolio:  In Portfolio, Faculty will evaluate students on their use of a variety of aesthetic concepts in the portfolio.  Data Collection:  All participating evaluators complete a rubric that is scored on 5-point scale where 5 = excellent, 4 = above average, 3 = average, 2 = below average, and 1 = failing.  Benchmark  80 % of students will score a combined average of 3.5 or higher on the Conceptual Questions  **Measure: Exit Survey (INDIRECT)**  Program Level Indirect - Survey  Details/Description  Near the end of Portfolio, students complete an exit survey.  Data Collection:  All participating students complete a rubric that is scored on 5-point scale where 5 = excellent, 4 = above average, 3 = average, 2 = below average, and 1 = failing.  All data from Fall and Spring are averaged. If there are too few students, multiple years are combined (2-3 years).  Benchmark:  75% of combined answers are 3.0 or above  **Measure: Alumni Survey (INDIRECT)**  Program Level Indirect – Survey  Details/Description  Alumni survey distributed by email and social media.  Data Collection:  All participating students complete a rubric that is scored on 5-point scale where 5 = excellent, 4 = above average, 3 = average, 2 = below average, and 1 = failing.  Benchmark:  75% of (combined average) questions rate a 3.0 or above |
| Assessment  Timetable | Portfolio Implementation Plan:  Data Collection: Spring when GRFX 4503 is taught  Data reported: Year 2 of 3 (21-22)  Exit Survey Implementation Plan:  Data Collected: Spring every year  Data Reported: Year 2 of 3 (21-22)  Alumni Survey - Implementation Plan:  Every 3 years (F17, F20). |
| Who is responsible for assessing and reporting on the results? | Portfolio Key Personnel:  Evaluation: Digital Design Faculty and/or external evaluators  Reporting: Assessment Coordinator  Surveys Key Personnel:  Data Collection: Assessment Coordinator |

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| **Program-Level Outcome 9 (from question #19)** | BFA in Graphic Design, Emphasis in Digital Design  Professional Development:SWBAT demonstrate skills that reflect readiness for post-baccalaureate employment, graduate school, or professional certification. |
| Assessment Measure | **Measure: Portfolio (DIRECT)**  Program Level Direct - Portfolio  Details/Description  Course Descriptions:  **Students using 19-20 Bulletin or before**  **GRFX 4803. Portfolio Capstone** Capstone course required for all graduating BFA, Graphic Design emphasis students. Preparation of portfolio of graphic design solutions that demonstrate the students overall knowledge and special skills. Prerequisite, advisor, instructor and chair permission, minimum GPA of 2.75 in all course work with an ART, ARTH, ARED, or GRFX prefix. Corerequisite, GRFX 4503. Spring  G**RFX 4503. Professional Practice for Design** Personal brand development, including visual identity, website, and social media strategy. Job-finding skills, including cover letter and resumé writing, interviewing, networking, legal issues, contracts, and overall professional communication. This course requires three or more hours per week outside of class. Prerequisites, a grade of C or better in GRFX 3303, GRFX 3503, GRFX 3603; CR in GRFX 3400; or instructor permission. Corequisite GRFX 4803. Spring.  **Students using 20-21 Bulletin or after**  **GRFX 4813. Digital Design Portfolio** Capstone Development of an online portfolio and addi- tional digital assets as well as job-seeking skills such as interviewing and networking in preparation for professional practice. Restricted to BFA in Graphic Design with an emphasis in Digital Design. Prerequisites, advisor and instructor permission, minimum GPA of 2.75 in all course work with an ART, ARTH, ARED, or GRFX prefix. Spring., GRFX 3603; CR in GRFX 3400; or instructor permission. Corequisite GRFX 4803. Spring.  Portfolio:  In Portfolio, students create a diverse professional portfolio of design work. A group of Design Faculty and outside evaluators (alumni, regional designers, etc.) evaluate the students on the presentation of their portfolio as a pre-professional in a digital field.  Data Collection:  All participating evaluators complete a rubric that is scored on 5-point scale where 5 = excellent, 4 = above average, 3 = average, 2 = below average, and 1 = failing.  Benchmark  80 % of students will score a combined average of 3.5 or higher on the Conceptual Questions  **Measure: Exit Survey (INDIRECT)**  Program Level Indirect - Survey  Details/Description  Near the end of Portfolio, students complete an exit survey.  Data Collection:  All participating students complete a rubric that is scored on 5-point scale where 5 = excellent, 4 = above average, 3 = average, 2 = below average, and 1 = failing.  All data from Fall and Spring are averaged. If there are too few students, multiple years are combined (2-3 years).  Benchmark:  80 % of students will score a combined average of 3.5 or higher on the Professional Development Questions  **Measure: Alumni Survey (INDIRECT)**  Program Level Indirect – Survey  Details/Description  Alumni survey distributed by email and social media.  Data Collection:  All participating students complete a rubric that is scored on 5-point scale where 5 = excellent, 4 = above average, 3 = average, 2 = below average, and 1 = failing.  Benchmark:  75% of (combined average) questions rate a 3.0 or above |
| Assessment  Timetable | Portfolio Implementation Plan:  Data Collection: Fall and Spring when Portfolio is taught  Data reported: Year 3 of 3 (22-23)  Exit Survey Implementation Plan:  Data Collected: Spring every year  Data Reported: Year 3 of 3 (22-23))  Alumni Survey - Implementation Plan:  Every 3 years (F17, F20). |
| Who is responsible for assessing and reporting on the results? | Portfolio Key Personnel:  Evaluation: Digital Design Faculty and/or external evaluators  Reporting: Assessment Coordinator  Surveys Key Personnel:  Data Collection: Assessment Coordinator |

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

1. Considering the indicated program-level learning outcome/s (from question #19), 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 #19)** |  |
| Assessment Measure | Please include direct and indirect assessment measure for outcome. |
| Assessment  Timetable | What semesters, and how often, is the outcome assessed? |
| Who is responsible for assessing and reporting on the results? | Who (person, position title, or internal committee) is responsible for assessing, evaluating, and analyzing results, and developing action plans? |

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

**Course-Level Outcomes**

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

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| **Outcome 1** | Gain a comprehensive understanding of perception, spatial organization, and how this impacts viewers of visual art. |
| Which learning activities are responsible for this outcome? | Environment Perception exercises, Lectures on Arnheim and Gestalt, Visiting Faculty Lecturers, Written Exercises, Research and Case Studies. |
| Assessment Measure | Final Reflections on perception, collaboration, and community engagement will be evaluated by at least 4 Art + Design faculty and 1 faculty member from another department. |
| **Outcome 2** | Make a collaborative art project that engages viewers from the local community. |
| Which learning activities are responsible for this outcome? | Group Project, Identifying Stakeholders, Interviews and Project-related Research. |
| Assessment Measure | At least 4 Art + Design faculty and 1 faculty member from another department will evaluate completed projects according to rubric. |

**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. Please include a before (with changed areas highlighted) and after of all affected sections.**  **\*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.** |

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ART 1043. Drawing II Builds on fundamental drawing skills using a broad range of materials and techniques while expanding subject matter and considering abstraction, process, conceptual thinking and incorporating digital tools. This course requires three or more hours per week outside of class. Prerequisite, a grade of C or better in ART 1033. Fall, Spring, Summer.

ART 1053. Elective Drawing for Non Majors Fundamental elements of drawing, including skill, observation, material and technique. This course requires three or more hours per week outside of class. May only be taken once. Restricted to non-Art majors. Fall, Spring, Summer.

ART 1063. Elective Painting for Non majors Introduction to painting with color. This course requires three or more hours per week outside of class. May be taken only once. Restricted to non-Art Majors. Fall, Spring.

ART 1073. Elective Fine Art Photography for Non majors Introduction to photography as a means of personal expression. This course requires three or more hours per week outside of class. May be taken only once. Restricted to non-Art majors. Fall, Spring.

ART 1083. Elective Printmaking for Non majors Basic techniques in printmaking media such as monotype, relief or screen printing. This course requires three or more hours per week outside of class. May only be taken once. Restricted to non-Art Majors. Fall, Spring.

ART 1093. Elective Ceramics for Non majors Basic exploration of techniques of clay manipulation including the use of the potter’s wheel. Selected pieces will be fired. This course requires three or more hours per week outside of class. May be taken only once. Restricted to non-Art Majors. Fall, Spring.

**ART 1123. Creative Collaboration** Creating collaborative artwork that considers perception, community engagement, and cross-disciplinary practices in art. This course requires three or more hours per week outside of class. Fall, Spring.

ART 2503. Fine Arts-Visual FINE ARTS. Introduction to major artists, media, styles and works of art within their cultural and historical contexts for the non-art major. Note, this course does not meet general education requirements for any degree in art. Fall, Spring, Summer. (ACTS#: ARTA 1003)

ART 2523. Introduction to Game Design Foundational principles and theories of game design, development, and analysis. Students create their own board games and concepts. This course requires three or more hours per week outside of class. Fall.

ART 3033. Drawing III Students will focus on the human figure through drawing sessions employing life models, undergoing detailed studies of anatomy, and creating independent projects involving the figure. This course requires three or more hours per week outside of class. Prerequisites, a grade of C or better in ART 1013, ART 1033 and ART 1043. Fall, Spring, Summer.

ART 3063. Painting Introduction to composition and techniques in painting media. This course requires three or more hours per week outside of class. Prerequisite, a grade of CR in ART 3330 or GRFX 3400. Fall, Spring.

ART 3073. Watercolor Painting Emphasis on the development of composition and techniques with transparent watercolor media including color theory and various methodologies. This course requires three or more hours per week outside of class. May be repeated for credit. Prerequisite, a grade of C or better in ART 3063 and a grade of CR in ART 3330. Fall.

ART 3083. Printmaking Covers intaglio, relief, screen printing, lithography and contemporary printmaking techniques. This course requires three or more hours per week outside of class. Prerequisites, a grade of CR in ART 3330 or GRFX 3400. Fall, Spring.

ART 3093. Ceramics Introduction to ceramic materials and techniques, wheelthrown and handbuilt forms. Glazing and firing undertaken. This course requires three or more hours per week outside of class. May be repeated for credit. Prerequisites, a grade of CR in ART 3330 or GRFX 3400. Fall, Spring.

ART 3103. Sculpture Studio practice and experimentation in three dimensional design. Clay, wood, metal, and other materials are used. This course requires three or more hours per week outside of class. Prerequisites, a grade of CR in ART 3330 or GRFX 3400. Fall, Spring.

**463 – FINAL VERSION**

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