MONTCLAIR STATE UNIVERSITY
UNDERGRADUATE PROGRAM ALTERATION FORM

Check one: X   Alteration to Undergraduate Major

                                  Alteration to Undergraduate Minor

                                  Alteration to Undergraduate Concentration within a Major

                                  Alteration to Undergraduate Teacher Certification Program

Proposer's Name:	Andrew Atkinson	Phone Number:	6462435179
College/School:	College of the Arts	Department:	Art & Design
Title of New/ Current program:	BA Visual Arts	Current Alpha Code: (existing pgms)	VSAR

Check applicable:	X B.A.	B.F.A.	B.Mus.	B.S.	Minor	Other:

Requested Effective Date:	FA17	*Approved* Effective Date: *(To be determined by the Provost's Office)*	

NOTE: 1) All courses for a program must be fully approved before the program can be offered or revised. 2) A Program Approval document (PA), which originates at the departmental level, must accompany this form. (See reverse side of this form for required attachments.)

Approval Signatures

_____   _____
Chairperson, Department/Subject Area Curriculum Committee   Date

_____   _____
Department Chairperson/Subject Area Director   Date

_____   _____
Chairperson, College/School Curriculum Committee   Date

_____   _____
Dean of the College/School   Date
(For a new major, External Consultant's report must be attached.)

- -
At this point, forward the original proposal to the Provost's Office

Reviewed by Technical Subcommittee of UUCC

	Date
Chairperson, University Undergraduate Curriculum Committee	Date
Chairperson, Teacher Education Policy Committee/ Teacher Certification Officer (for programs leading to NJ State Certification)	Date
Provost/Vice President for Academic Affairs	Date

Approval Deadlines

Alterations to majors, teacher certification programs, or minors approved in the course of the academic year (September 1 through June 30) become effective at the beginning of the subsequent academic year (September 1).

Required Attachments

1. Rationale detailing specific changes to the program
2. Degree requirements/Work Program *(include a copy of the existing and proposed curriculum guides with the GenEd 2002)*

Copy of Revised MSU Learning Goal Assessment Plan reflecting the program alteration *(see https://midstates-assessment.montclair.edu/programAssessment/Security/SignIn.aspx)*

Additional Approval Signatures

Obtain signatures and attach documentation/memos of approval from the chairperson(s) of the department(s) in which required or suggested collateral courses are offered when applicable.

Dept. Chairperson	Dept. Name	Collateral Course #	Date
Dept. Chairperson	Dept. Name	Collateral Course #	Date
Dept. Chairperson	Dept. Name	Collateral Course #	Date
Dept. Chairperson	Dept. Name	Collateral Course #	Date

B.A. Program Alteration: Visual Arts
Department of Art and Design

The Department of Art and Design (A&D) proposes an alteration to the Bachelor of Arts degree program in Visual Arts. The proposed changes respond to recent and ongoing technological and cultural changes in the art world, as well as students' need for a program that is flexible and interdisciplinary and conducive to timely degree completion. The proposed alteration supports MSU's strategic goals of "connecting students with a successful future", and "connecting people and ideas" by bringing the curriculum in greater alignment with the professional practices of the field.

In summary, the proposed program alteration broadens the foundation courses to make them more relevant to all the programs in the department (giving students a flexible skill set) and adds a number of courses focused on three key areas: digital creation, interdisciplinary artistic production and entrepreneurship. Compared to the current curriculum, such alteration will enable a more contemporary education appropriate to today's ever-changing professional landscape.

I. Description of the Proposed Alteration:

The BA in Visual Arts program is a well-rounded learning experience that consists of:

I.   *General Education and Graduation Requirements*. These are largely unchanged from the previous BA Fine Art except:
   A. *ARFD100 Perceptual Drawing* fulfills the *Fine and Performing Arts* requirement.
   B. ENTR201 Entrepreneurial Mindset fulfills the *General Education Elective* requirement.
   C. *World Cultures* can be fulfilled by either *ARHT101 Art in Non-Western Societies*, or, the fashion focused *ARTX201 Culture and Appearance*.

II. A. *Core Requirement* consists of core courses that introduce students to the foundation and various principles of visual arts. First-year and second-year students participate in a common set of rigorous courses that they share with other undergraduate art and design candidates, regardless of program. The new core has been formed with two principles in mind: one, to incorporate digital making techniques from the outset of the degree alongside traditional materials, and; two, to introduce the diversity of thinking and making associated with the breadth of contemporary art and design that the department represents.

In addition to the *core requirements*, each program draws from a supplementary range of *program core requirements* which support the core and program goals.

Course	Alteration or New Course	Replacing Old Course No.
Core Requirements		
ARFD100 Perceptual Drawing	Alteration	ARDW200
ARFD101 Process and Media I—Surface	Alteration	ARFD122
ARFD102 Drawing as Research	New	
ARFD103 Color and Light	Alteration	ARFD125
ARFD104 Process and Media II—Space	Alteration	ARFD123
Visual Art Core Requirements		
ARFD106 Digital Literacy	New	
ARFD200 Process and Media III—Time	New	
ARHT102 Visual Culture	New	
ARFD400 Art & Design Forum	Alteration	ARGS280 Art Forum

B. *Major Electives.* Include collateral skill building courses in which students will gain focused dexterity to enhance their areas of interest and investigation. These courses allow students to discover and/or use laboratories for the iteration of various concepts and projects, and/or continue the Entrepreneurial course sequence towards a certificate.

The studio courses are all alterations of current 200 level courses. In the old degree these courses function as the first in a four-course sequence. With the new degree the courses are introductions to skills and ideas that continue in a cross-disciplinary *Integrative Studio* sequence (described in next section). These are the courses:

Course	Alteration or New Course	Replacing Old Course No.
Major Electives		
ARST201 Objects in Clay	Alteration	ARCE200 Ceramics, Beginning I
ARST202 3D & Extended Media	Alteration	Alteration to ARSC210
ARST203 Accessory Design	Alteration	Alteration to ARMJ200
ARST204 Painting	Alteration	ARPA200 Painting Beginning I
ARST205 Photography	Alteration	Photography, Beginning I ARPH200
ARST206 Printmaking	Alteration	ARPM 200 Printmaking, Beginning I
ARST207 Sculpture	Alteration	ARSC 200 Sculpture, Beginning I

C. *Visual Arts Studio* courses are designed in such a manner as to give students the necessary skills with which to execute projects. The main areas emphasized are: research, studio practices, and the application of critical theoretical reading writing and visualization. The new course sequence of *Integrative Studio* courses replaces six separate course sequences in particular media (photo, painting, etc.). The new sequence encourages cross-disciplinary learning, and will help in time-to-degree-completion. At the end of the program students have a chance to present their work at the University's gallery. *Integrative Studio IV* acts as the BA in Visual Arts capstone course.

Course	Alteration or New Course	Replacing Old Course No.
Visual Arts Studio		
ARST301 Integrative Studio I	New	
ARST311 Integrative Studio II	New	
ARST401 Integrative Studio III	New	
ARHT400 Art Theory and Practices	Alteration	ARHT203 Philosophies or Modern Art
ARST411 Integrative Studio IV	New	

II. Rationale for Change:

Integrating the department's diverse programs

The curricular changes to all the programs attempt to address NASAD's concerns about the fragmented nature of our curriculum. By creating an integrated foundation sequence that is less exclusively 'fine art', and more inclusive and representative of our programs, two things happen: 1, the students gain a broader education that includes more design ideas and practices, 2j, gain an education that gives them a flexible skill set.

The Contemporary Context of Visual Arts

Over the last half-century, the aesthetic center of contemporary art has shifted from the use of media – painting, photo, ceramics – to an emphasis upon themes, ideas and practices.[1] The new curriculum emphasizes this new center, encourages interdisciplinary creation and conversation through replacing the six medium specific course sequences with one *Integrative Studio* sequence, buttressed with courses in art history, theory and visiting lectures. The curriculum sequence is designed to prepare students so that they may develop "workable connections between concepts and media."[2]

Integrative Studio Courses are taught through project-based learning and collaboration, some benefits of which are: allowing faculty and students alike to plan and manage time more productively; pool together students' own knowledge and skills; and more. Ultimately within the program, faculty and students will work together to create a shared identity instead of the diverse identifies fostered by specialization within the BA concentration.[3]

Adaptable skill sets

Working in the visual arts means working in a variety of professions as well as in a variety of areas within the visual arts in one's own practice. Supporting the program is *ENTR201 Entrepreneurial Mindset and Innovation.* The *Entrepreneurial Mindset* course will help ensure students' proficiency as innovative collaborators with those in other industries. Students can elect to take the *certificate of entrepreneurship* through the Feliciano center.

Digital Competency

All of the department's new programs emphasize new digital-making. By folding digital-making exercises and assignments into the foundations we feel that students will be better prepared for future opportunity.

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[1] NASAD Handbook VII.A., B. and VII.D.

[2] NASAD Handbook VII. E1-4, a-d

[3] Stanford University Newsletter on Teaching, (Winter 1999 Vol. 10, No 2) *Cooperative Learning: Students Working in Small Groups.* Stanford, CA

MONTCLAIR STATE UNIVERSITY

DEPARTMENT OF ART & DESIGN

BA Visual Arts (122 credits)
GenEd 2002
Fall 2017

Student _____
MSU ID# _____
Phone _____
E-mail _____
Date admitted to program _____

Program Requirements for Bachelor of Arts Degree (TOTAL CREDITS=120-122)
Student Advisor:

I. GENERAL EDUCATION REQUIREMENTS   33-35

A. GNED199 New Student Seminar		**1**
C. Communication		**[9-11]**
C1. WRIT105 College Writing I		3-4
C2. WRIT106 College Writing II		3-4
C3. CMST101 Fundamentals of Speech		3
D. Fine & Performing Arts		**[0]**
ARFD100 Perceptual Drawing (*listed in major*)		⇆
F. Humanities		**[3]**
F1. ARHT105 Art in Western Civ: Ancient–Medieval*		⇆
(*listed in major*)		
*Fulfills Graduation Writing Requirement		
F2. Philosophy and Religion Perspectives		
_____		3
G. Computer Science		**[3]**
		3
H. Mathematics		**[3]**
		3
I. Natural Science Laboratory		**[4]**
		4
J. Physical Education		**[1]**
_____		1
K. Social Science		**[9]**
K1. American and European History		
_____		3
K2. Global Cultural Perspectives		3
K3. Social Science Perspectives		3
L. General Education Elective		**[0]**
ENTR201 Entrepreneurial Mindset and Innovation		⇆

II. GRADUATION REQUIREMENTS   3-6

1. World Languages Requirement		**[3-6]**
World Language I		0 - 3
World Language II		3
2. World Cultures Requirement (select 1 of 2)		**[0]**
ARHT101 Art in Nonwestern Societies, or		
ARTX201 Culture and Appearance		⇆

III. MAJOR REQUIREMENT   72

A I. Core Requirements	**[36]**
ARFD100 Perceptual Drawing	3
ARFD101 Process & Media I: Surface	3
ARFD102 Drawing as Research	3
ARFD103 Color & Light	3
ARFD104 Process & Media II: Space	3
II. Program Core Requirements	
ARFD106 Digital Literacy	3
ARFD200 Process & Media III: Time	3
ARHT105 Art in Western Civ: Ancient–Medieval	3
ARHT106 Art in Western Civ: Ren–Modern	3
ARHT102 Visual Culture	3
ARFD400 Art & Design Forum	3
ARHT101 Art in Nonwestern Societies, or	
ARTX201 Culture and Appearance	3
B. Major Electives	
Students pick 5 courses from the list below	**[15]**
ARST201 Objects in Clay Production	3
ARST202 3D & Extended Media	3
ARST203 Accessory Design	3
ARST204 Painting	3
ARST205 Photography	3
ARST206 Printmaking	3
ARST207 Sculpture	3
ENTR301 Creating Your Startup Business Model	3
ENTR302 Pitch and Launch Your Startup	3
COED402 Cooperative Education Experience II	3
C. Visual Arts Studio	**[21]**
ENTR201 Entrepreneurial Mindset and Innovation	3
ARST301 Integrative Studio I	3
ARST311 Integrative Studio II	3
ARST401 Integrative Studio III	3
ARST411 Integrative Studio IIII	3
ARHT400 Art Theory and Practice	3
COED401 Cooperative Education Experience	3

IV. FREE ELECTIVES   9-12

Students are encouraged to use free electives to build an additional area of expertise relevant to their major program.

_____
_____
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_____
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MONTCLAIR STATE UNIVERSITY

Program Requirements for Bachelor of Arts Degree in Visual Arts (120 credits)
Fall 2017

RECOMMENDED 4-YEAR PLAN OF STUDY

This recommended four-year plan is provided as a broad framework that students can follow in order to complete their degree requirements within four years. Students should always consult their academic advisor before registering for classes.

FIRST YEAR

Fall Semester	16-17 credits	Spring Semester	15-16 credits
GER-GNED199 New Student Seminar	1	Core-ARFD106 Digital Literacy	3
GER-WRIT105 College Writing I	3-4	GER-WRIT106 College Writing II	3-4
GER-ARFD100 Perceptual Drawing	3	Core-ARFD102 Drawing as Research	3
Core-ARFD101 Process & Media I: Surface	3	Core-ARFD103 Color & Light	3
Core-ARHT102 Visual Culture	3	GER-H. Mathematics	3
GER-ARHT105 Art in West. Civ.: Ancient thru. Medieval	3		

SECOND YEAR

Fall Semester	16 credits	Spring Semester	15 credits
GER-CMST101 Fundamentals of Speech	3	Core-ARFD200 Process & Media III: Time	3
GER-Natural Science Laboratory	4	GER- Computer Science	3
Core-ARFD104 Process & Media II: Space	3	GER-F2 Philosophical and Religious Perspectives	3
Core-ARHT106 Art in Western Civilization: Renaissance-Mod.	3	GER-American and European History	3
GER-World Cultures_____	3	Major Elective_____	3

THIRD YEAR

Fall Semester	15 credits	Spring Semester	15 credits
ARST301 Integrative Studio I	3	REQ-ARST311 Integrative Studio II	3
World Cultures-World Language I	3	World Cultures-World Language II	3
ENTR201 Entrepreneurial Mindset and Innovation	3	REQ-ARHT400 Art Theory and Practice	3
GER-K3 Social Science Perspectives	3	Major Elective_____ _____	3
Major Elective_____	3	Free Elective_____	3

FOURTH YEAR

Fall Semester	15 credits	Spring Semester	13 credits
REQ-ARST401 Integrative Studio III	3	REQ-ARST411 Integrative Studio IV	3
GER-K2 Global Cultural Perspectives	3	GER Physical Education	1
Core-ARFD400 Art & Design Forum	3	COED401 Cooperative Education Experience	3
Free Elective_____	3	Major Elective_____	3
Major Elective_____	3	Free Elective_____	3

MONTCLAIR STATE
UNIVERSITY

DEPARTMENT OF ART & DESIGN

BA Visual Arts (120 credits)
GenEd 2002

Student _____
MSU ID# _____
Phone _____
E-mail _____
Date admitted to program _____

Program Requirements for Bachelor of Arts Degree (TOTAL CREDITS=120)
Student Advisor:

I. GENERAL EDUCATION REQUIREMENTS 36

A. GNED199 New Student Seminar **1**

C. Communication **[9]**
Ca. ENWR105 College Writing 3
Cb. ENWR106 College Writing 3
Cc. CMST101 Fundamentals of Speech 3

D. Fine & Performing Arts **[3]**
_____ 3

F. Humanities **[3]**
F1. World History/General Humanities
(fulfilled by ARHT 105) 0
F2. Philosophy and Religion Perspectives
_____ 3

G. Computer Science **[3]**
_____ 3

H. Mathematics **[3]**
_____ 3

I. Natural/Physical Science Lab **[4]**
_____ 4

J. Physical Education **[1]**
_____ 1

K. Social Science **[9]**
K1. American and European History
_____ 3
K2. Non-Western Cultural Perspectives 3
K3. Social Science 3

L. Free Elective **[3]**

III. MAJOR REQUIREMENTS 48

ARFD121 Foundations I: Concept, Process &Application 3
ARFD122 Foundations II: 2D Design 3
ARFD123 Foundations III: 3D Design 3
ARFD124 Foundations IV: Figure Drawing 3
ARFD125 Color, Light & Time 3
ARHT105 Art in Western Civilization: Ancient-Medieval 3
ARHT106 Art in Western Civilization: Renaissance
Through Modern 3

You must take 4 sequential courses in one studio area. This
will be your studio specialization. See page two for list.
_____ 3
_____ 3
_____ 3
_____ 3
_____ 3
_____ 3

Art History Electives
Complete 23 areas below **[6]**
Ancient Art through Medieval Art 3
Renaissance Art through Baroque Art 3
19th or 20th Century Art 3
Special Topics 3

II. GRADUATION REQUIREMENTS 3-9

1. World Languages Requirement **[3-6]**
World Language I 3
World Language II 3

2. World Cultures Requirement (select 1 of 3) **[3]**

The world cultures course, required of all students,
may be taken as part of the General Education Requirements.

Requirement may be filled within Department of Art &
Design by ARCE 200, ARDW 200, ARDW 201, ARPA 200, ARPH 200,
ARPH 201, ARPM 200, ARSC 200, or ARSC 210.

See page three for a list of courses that fulfill each Art
History Elective area.

Required GenEd classes for BFA Degree. BFA programs in the Department of Art & Design include Studio, Animation & Illustration, Filmmaking, Graphic Design, and Industrial Design. A separate interview is required for admission to these major programs.

IV. FREE ELECTIVES 27-33

Students are encouraged to use free electives to build an additional
area of expertise relevant to their major program.

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B.A. in Fine Arts, Studio Concentration (FAST)
Recommended Four-Year Plan (Fall 2012)

This recommended four-year plan is provided as an **outline** for students to follow in order to complete their degree requirements within four years. This plan is a **recommendation** and students should only use it in consultation with their academic advisor. Students should be aware that this plan assumes that no developmental courses are required. If developmental courses are needed, students may have additional requirements to fulfill that do not appear on the four-year plan.

First Year

Fall Semester	HRS		Spring Semester	HRS	
GNED 199 New Student Seminar	1		GenEd American/European History	3	
ENWR 105 College Writing I	3		ENWR 106 College Writing II	3	
CMST 101 Fundamentals of Speech	3				
ARHT 105 Art in Western Civilization: Ancient through Medieval	3		ARHT 106 Art in Western Civilization: Renaissance through Modern	3	
ARFD 121 Foundations I: Concepts	3		ARFD 123 Foundations III: 3D	3	
ARFD 122 Foundations II: 2D	3		ARFD 124 Foundations IV: Figure Drawing	3	
Total:	16		Total:	15	

Second Year

Fall Semester	HRS		Spring Semester	HRS	
World Language	3		World Language	3	
GenEd Philosophy/Religion	3		GenEd Non-Western Cultures	3	
ARFD 125 Foundations V: Color	3		Studio Specialization: Beginning II	3	
Studio Specialization: Beginning I	3		Free Elective	3	
Free Elective	3		Free Elective	3	
Total:	15		Total:	15	

Third Year

Fall Semester	HRS		Spring Semester	HRS	
GenEd Computer Science	3		GenEd Natural/Physical Science	4	
ARGS 280 Art Forum	3		GenEd Social Science	3	
ARHT Art History Elective (see Dept. list)	3		Studio Specialization: Advanced	3	
Studio Specialization: Intermediate	3		Studio Elective	3	
Free Elective	3		Free Elective	3	
Total:	15		Total:	16	

Fourth Year

Fall Semester	HRS		Spring Semester	HRS	
GenEd Mathematics	3		GenEd Physical Education	1	
ARHT Art History Elective (see Dept. list)	3		GenEd General Education Elective	3	
Studio Elective	3		Free Elective	3	
Free Elective	3		Free Elective	3	
Free Elective	3		Free Elective	3	
Total:	15		Total:	13	

Total Required: 120 Credits

Course	alt/new	Description
ARFD100 Perceptual Drawing	Alteration	With an emphasis on observational drawing, various materials, methods and subjects will be explored as a means of cultivating visual acuity. The course will touch on drawing exercises that support all visual art and design disciplines. Genres include: perspective, figuration, still life and landscape. Historical and contemporary examples will be included in discussions of drawing as cultural expression.
ARFD101 Process and Media I—Surface	Alteration	This studio course introduces creative processes in design and artistic production in two dimensional form. Lectures, readings, and exercises will expose students to methods of inquiry vital to the formation of ideas and formal strategies. Assignments provide the means to explore techniques and media to solve an array of visual problems including visual hierarchy, pattern making, compositional strategy and other fundamental aspects of two-dimensional form. Collaborative learning is utilized as an important tool within the artist's and designer's process. Students will work in a cross-disciplinary manner further integrating drawing as an ideation tool. Students will work on creative 2D work in both traditional and digital media.
ARFD102 Drawing as Research	New	Students will develop descriptive graphic skills and ideation processes in analog and digital formats in new areas of research that can express future concepts in a creative way. They will be introduced to a variety of sketching methods that include mapping techniques, systems drawing, axonometric perspective and the iterative development of visual concepts. Subjects explored range from symbols and logos to visual organizational systems.
ARFD103 Color and Light	Alteration	This studio course is a comprehensive introduction to color theories, practices, and vocabulary, providing a knowledge base and a variety of experiences in color mixing applicable to design, art and fashion. Content includes study of the methodologies of prominent color theorists, and the components of color in 2-dimensional and three-dimensional exercises in digital and material media. Students will apply and understand color harmony and disharmony systems, apply contemporary color specification systems, and comprehend color chemistry and the psychology of impact of color.
ARFD104 Process and Media II—Space	Alteration	Using basic sculptural processes, this studio course develops the student's understanding of form and space. Exploration in three-dimensions includes proportion, scale, form, materiality, surface, volume and relationship. Collaborative and individual projects will relate to the human form, functional objects and the environment with emphasis on communication, sustainability, and cultural context. Projects include research, mapping, planning, design, building and presentation as integral components.
ARFD106 Digital Literacy	New	A studio class designed to evaluate a broad range of technologies. Through a series of projects, students will develop an analytical frame of mind while learning current digital tools and methods. This course instills technological versatility, which will enable students to produce thought-provoking visual communication particularly emphasizing digital sketching.
ARFD200 Process and Media III—Time	New	Students learn and apply digital and aesthetic skills to create works with time as an essential element. The course investigates concepts of change, sequencing, transformation, duration and narrative. Study of audio, video, animation and performance art provide a contemporary context for analysis of the various ways that time-based media communicate. Projects may include applications to installation/performance art, motion graphics, stop motion animation and digital media, such as video, social and presentation. At the end of the course the students will partake in a portfolio review of the work created through the foundation courses. Successful completion of the portfolio review will enable students to move into the studio sequence of their major.
ARFD400 Art & Design Forum	Alteration	This course examines contemporary issues in art and design within local, regional and global contexts. The course will principally consist of lectures from artists and designers, alumni, and academics. Thematically grouped lectures will provide students with a cross section of contemporary practice, criticism, and theory in art and design fields. Students will utilize their research abilities in formal papers, presentation skills (visual and oral) to expand upon and contextualize the theme of the lecture series drawing upon the students' existing knowledge from previous art and design history courses.
ARHT102 Visual Culture	New	This course introduces an interdisciplinary approach to the study and research of aesthetic, communication and information systems comprising visual culture. It teaches a variety of visual means of analysis through visual examples from prehistory to now . Through image, text, film, fashion, objects, architecture and more, students develop artifact analysis skills, both formal and related to cultural context (structure, media, space, time, narrative, style/mode). Students establish understanding of meanings embedded in visual culture through classification and description as analytic methods. Through research, readings and discussions students learn to recognize, interpret and report meaning and aesthetics function of visual culture in essays and presentations.
ARHT400 Art Theory and Practices	Alteration	This lecture course is a study of art practices and theory since 1945. The class focuses on the transformations in art, and their theoretical foundations, that emerged from the second half of the 20th century to the 21st century. Students will examine the works of previously ignored identities and

		cultures that have recently moved to the centre of contemporary art's concerns. The students will produce academic writing on contemporary artists or theoreticians and use the content of the class to contextualise their own nascent practice.
ARST201 Objects in Clay and Production	Alteration	Students will learn the basics of ceramics techniques and become familiar with various methods of production from basic hand built techniques to wheel thrown and 3D printed objects for mold making. The assignments will cover basics clay construction of utilitarian objects as well as ceramic as a versatile medium for creating sculptural objects. The evolution and history of clay as a material along with the various uses will be explored.
ARST202 3D & Extended Media	Alteration	An introduction to three-dimensional form, this course offers the basic skills, visual vocabulary and the material knowledge used in the development of an emerging sculptural practice. The emphasis of this course is developing a cognizant relationship of objects in space and in their environment. Through experimental and thematic based assignments, students will engage in various materials, methods, and new media to create projects covering a broad range of sculptural disciplines and digital media platforms. The class also offers an introduction to concept of multiples through repeated objects using mold making and casting. Exploring fabrication techniques in metal and soft materials used in the creation of sculpture objects, investigations in media will range from wearable art to mixed media installation.
ARST203 Accessory Design	Alteration	This introductory course teaches students the technical, making, and design skills necessary to create jewelry and 3D accessory products. Students will conceptualize, sketch their designs and create intricate patterns in a range of materials. Through various project-based assignments, students will gain the necessary skills for creating accessories. Assignments will encompass utilitarian and non-utilitarian objects.
ARST204 Painting	Alteration	This course is an introduction to painting. The main purpose of the course's content is skill building. Subject matter of still life, the figure, abstraction and representation will be taught through various projects. Color, materials, concept and design elements will be explored. The course will focus on one specific concept and develop and iterate through that various painted representations. Assignments incorporate modes and elements of digital media. Reading, gallery and museum visits. Meets Gen Ed 2002 - Fine and Performing Arts.
ARST205 Photography	Alteration	This course focuses on photography as an art form and introduces students to both analog and digital photographic processes. The history of photography will be covered to provide context of medium's evolution within the world of art and design. Assignments explore the camera as a means for visual expression that not only frames but translates three-dimensional space into a two-dimensional images. Through a series of projects based on personal investigations, students will obtain a deeper knowledge of visual perception and photography as means for personal expression. Students will be able to build their skills and recognize the range of output possibilities. Reading, gallery and museum visits. Meets Gen Ed 2002 - Fine and Performing Arts.
ARST206 Printmaking	Alteration	This course introduces traditional printmaking techniques through projects. The course explores a number of topics, issues and processes of printmaking as a unique, one of a kind technique to the number of replicative iterations used in the various print disciplines. The process will be used as a bridge medium to explore topical issues relating to the multiple interdisciplinary ways in which this vehicle for artistic expression connects to other disciplines. Reading, gallery and museum visits. Meets Gen Ed 2002 - Fine and Performing Arts.
ARST207 Sculpture	Alteration	This course provides an exploratory experience with mediums and approaches from modeling and constructing to kinetic and interactive. The class encompasses the conceptual breadth of contemporary sculpture, while retaining its connection to materiality and long-standing artistic traditions. The class introduces students to an exploratory experience in multiple mediums and materials from clay, metal, wood, plaster to various equipment and welding techniques. Reading, gallery and museum visits. Meets Gen Ed 2002 - Fine and Performing Arts.
ARST301 Integrative Studio I	New	This course is an introduction to cross-disciplinary study and studio practice in both 2D & 3D disciplines. Students will work in teams to explore abstract concepts and engage in critical feedback as a problem-solving tool towards developing skills as visual thinkers. Through the incremental making process, the thematic assignments are designed to foster conceptual and integrative skills from inception through iteration towards development of a personal aesthetic. The goal of course is to demonstrate the ability to integrate concepts, material skills and techniques learned from foundation level courses and apply knowledge into project work.
ARST311 Integrative Studio II	New	This course shares a common theme with Integrative Studio I through bridging topics that buttress reading and writing assignments with research and making of creative work. The objective of the course is to develop skills in self-directed learning, visual thinking and creative problem solving across multiple artistic disciplines. Cultivating relationships from individual to team, students engage in collaborative models of experimentation as problem-solving tool to explore the relationship between object, content, and context. The class combines creative research, studio practices, mapping ideas, journaling, lectures, and tutorials towards the creation of a nascent artistic practice. Pre-requisite: Integrative Studio I. Co-requisite: ARHT400 Introduction to Art Theory and Practices

ARST401 Integrative Studio III	New	Building upon the progression of disciplines and concepts explored in Integrative Studio II, this course emphasizes critical thinking in support of overlapping interests between and across the disciplines. Over the course of the semester, students will exhibit the ability to integrate concepts with material skill building and techniques learned from previous experiences into self directed research projects. Integrating fieldwork from multiple perspectives, along with a broad palette of digital tools, online platforms, students will begin the creation of prototypes for senior thesis based work. Pre-requisite: Integrative Studio II.
ARST411 Integrative Studio IV	New	The Integrative Studio courses are based on creative research, studio experimentation, artistic invention, and daily practice along with visiting artists, gallery and museum visits. This course culminates the sequence and degree, and prepares their emerging visual practice for a post-degree future. Students are expected to be able to develop and execute a final body of art work. The course will promote an understanding of how risk and failure are integral to the process of making creative work. Pre-requisite: Integrative Studio III.

Program Learning Goals, Assessment Plan and its Process

The proposed BA Visual Arts degree offers students an opportunity to be enrolled in a rigorous and carefully structured program that invites its candidates to explore the range and possibilities of the creative arts. The curriculum is designed to help students develop heightened visual sensibility and technical skills that bridge a range of mediums both in traditional and digital disciplines with compelling and innovative critical analytical dexterity. There is emphasis placed on course work that stresses research, writing and presentation as important values to the creative process. These attributes are supported by and work in tandem with the careful selection of GER courses.

Program Learning Goals

The altered BA program allows students to gain an insightful overview of the world of art and design by providing them with a general introduction to various methods and practices both, current and historic. Students will become acquainted with the principles of art and design processes through study of historical and theoretical references and of the fundamentals of research and creation. The program will present and demonstrate these fundamental attributes within the context of studio practices while also using various digital platforms, Internet and social media and written and oral presentations, etc.

The essential goals a graduating student will have met are:

(1) Knowledge - Gain, critically assess, and apply essential information regarding art and design practices from historical and current perspectives and their relationship to society. Students will gain knowledge by exploring, discovering, researching, creating and will have the ability to demonstrate their knowledge verbally and in writing.

(2) Creativity - Demonstrate the ability to research and draw connections between their skills and life beyond the studio. Students will be able to make connections through a synthesis of perspective and influences to arrive at a unique aesthetic. Students will be creative within their research considering all aspects of sustainable methods as it applies to their practice.

(3) Professionalism - Students' learning will provide them with transferable skills and with the ability to move easily among different professional areas and industry sectors. Their experience will allow them to bring their creative mindset to any position or project. Students will be creative within their research considering all aspects of sustainable methods as it applies to their practice. Students will embrace respectful standards and the ability to envision themselves as members of a professional and civic community.

The Assessment Process: Measures and Methods

The proposed assessment plan utilizes the full-time program coordinator to serve as liaison to organize and manage the implementation of goals and methods for collecting data from full-time and part-time faculty. Documentation should demonstrate a range of work by students who met, exceeded, and performed below expectation of the course content for each of the Program Learning Goals. Examples of student work describing each of the Program Learning Goals are to be collected. Student works should demonstrate various grade ranges that exceeds, meets, and performs below average. The assessment liaison should meet with full-time and adjunct faculty to lead them through expectations and inform about necessary changes and adjustments at the beginning of each semester. Mid-semester and the end of the semester will serve as a benchmark for evaluation of changes and or implementations of expectations.

Goal 1: Knowledge - Gain, critically assess, and apply essential information regarding art and design practices from historical and current perspectives and their relationship to society. Students will gain knowledge by exploring, discovering, researching, creating and will have the ability to demonstrate their knowledge verbally and in writing.

Student Learning Outcomes

Students will be able to:

1.1 - Describe the historical overview and evolution of visual and applied arts.

1.2 - Use language and writing to describe concepts of various arts including their own works with clarity and nuance.

1.3 - Understand visual strengths that promote clarity of intention.

1.4 - Build upon their education in a self-sufficient manner.

Program Learning Goal No 1	Courses	Assessment Measure, Direct and Indirect	Who will develop measure	Assessment Schedule	Disseminate Results	Use of Data
Knowledge	ARFD100 Perceptual Drawing; ARFD102 Drawing as Research; ARST204 Painting; ARST201 Objects in Clay Production; ARST311 Integrative Studio II	Direct: Students will be able to articulate themselves through presentations of concepts, processes, and make connections from a historical point of reference. Presentation and Final Projects and Final Papers.	Full-time and adjunct faculty will help facilitate this measure through research assignments and written assignments.	Midway through the semester for seminar, theory and history courses. And then once again through final papers and or presentations at the end of the semester.	Data is collected at the end of each semester and is forwarded to respective coordinators.	Faculty members meet at the beginning of the spring semester to discuss learning goal, demonstrate need for refinement and provide support for improvement of measures.

Goal 2: Creativity - Demonstrate the ability to research and draw connections between their skills and life beyond the studio. Students will be able to make connections through a synthesis of perspective and influences to arrive at a unique aesthetic. The students will be able to make and think on convergent and divergent levels.

Student Learning Outcomes

Students will be able to:

1.1 - work on convergent and divergent level applying conceptual blending, create visual metaphors.

1.2 - Be able to synthesize work from a broad theoretical and cultural background.

1.3 - Demonstrate the ability to analyze objectively and to make connections among concepts, mediums, and historic references within a global context.

1.4 - Connect their chosen art and research to other mediums.

Program Learning Goal No 2	Courses	Assessment Measure, Direct and Indirect	Who will develop measure	Assessment Schedule	Disseminate Results	Use of Data
Creativity	ARFD200 Process and Media III: Time; ARST201 Integrative Studio I;	Students will be able to demonstrate their skills through a series of mediums by connecting processes to ideas in assignments and in a self directed manner in Final Projects and Senior Exhibition.	Full-time and adjunct faculty will help facilitate this measure through project-based exercises in Core courses and through conceptually driven assignments in Studio courses.	The end of the fall semester will serve as a benchmark for evaluating Goal No 2. Courses are evaluated in terms of student outcomes and final projects.	Data is collected at the end of each semester and is forwarded to respective coordinators. Data collected should represent a range of work from grades C-A. Documentation and justification should be provided for each grade area.	Faculty members meet at the beginning of each semester to discuss learning goal, demonstrate need for refinement and provide support for improvement of measures.

Goal 3: Professionalism - Students' learning will provide them with transferable skills and with the ability to move easily among different professional areas and industry sectors. Their experience will allow them to bring their creative mindset to any position or project

Student Learning Outcomes

Students will be able to:

1.1 - Work collaboratively with others.

1.2 - Have proficiency in the execution of creative ideas and in the integration of previously learned skills.

1.3 - Understand and practice sustainability in and outside their studio practice.

1.4 - Be self-directive to seek out knowledge to continue their research.

1.5 - Understand the changing world of art and design practices.

Program Learning Goal No 3	Courses	Assessment Measure, Direct and Indirect	Who will develop measure	Assessment Schedule	Disseminate Results	Use of Data
Professionalism	ARST 411 Integrative Studio IV; COED401 Cooperative Education Experience; COED402 Cooperative Education Experience II.	Students will understand their skills and recognize them in the visual arts and within the design world as assets. Final Projects/ Senior Exhibition.	Full-time and adjunct faculty will help facilitate this through exposure and linking process and skills as they may apply.	The end of the spring semester will serve as a benchmark for evaluating Goal No 3. Courses are evaluated in terms of student outcomes and final projects.	Data is collected at the end of each semester and is forwarded to respective coordinators, and the pertinent Offices at the College and University.	Faculty members meet at the beginning of each semester to discuss learning goal, demonstrate need for refinement, provide support for improvement of measures, and support for students.

Curriculum Matrix for the Visual Arts Program / Bachelors of Arts			
Course	Goal 1	Goal 2	Goal 3
ARFD100 Perceptual Drawing I		X	
ARFD101 Process & Media I: Surface		X	
ARFD102 Drawing as Research	A	X	
ARFD103 Color & Light	X		
ARFD104 Process & Media II: Space	X	X	
ARFD106 Digital Literacy	X		
ARFD200 Process & Media III: Time	X	X	A
ARFD400 Art & Design Forum	X		X
ARHT102 Visual Culture	X		
ARHT106 Art in Western Civilization: Renaissance through Modern	X		
ARHT105 Art in Western Civilization: Ancient through Medieval	X		
ARST301 Integrative Studio I	X	A	A
ARST201 Objects in Clay Production	A		X
ARST203 Accessory Design		X	X
ARST204 Painting	A	A	X
ARST205 Photography and Practice			X
ARST206 Printmaking	X	X	X
ARST207 Sculpture		X	X
ARST311 Integrative Studio II	A		X
ARST401 Integrative Studio III	X	X	A
ARHT400 Art Theory and Practices	X		X
ARST411 Integrative Studio IV	X	X	X
COED 401 Co-operative Education Experience I			X

Use and Dissemination of Assessment Outcomes

Upon collection of data the program coordinator will review the results with Department Chair and for the areas assessed for recommendation of curriculum improvement, programmatic changes, and any other changes necessary. The assessment plan and evaluation should consist of the following:

- Update of course objectives or mission of the program and degree in educating students.
- Sequencing of courses and its content.
- Observation of courses for support of content via in-classroom, and syllabi recommendations.
- Syllabi workshops for supporting proper rubrics for outcomes and expectations.
- Enhancement of curricular opportunities for students, including internships, expansion of project-based collaboration with co-operate industries and or partners.

- Program Learning Goals can be modified for better evaluation of curriculum.