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| For Academic Affairs and Research Use Only | |
| Proposal Number | LAC54 |
| CIP Code: |  |
| Degree Code: |  |

**New or Modified Course Proposal Form**

**[X] Undergraduate Curriculum Council**

**[ ] Graduate Council**

|  |
| --- |
| **[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)**

Temma Balducci, tbalducci@astate.edu, Dept. of Art + Design, 870.972.3053

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

Starting Term: Fall 2024

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\*** |  | 4861 |
| **Title**  (include a short title that’s 30 characters or fewer) |  | Senior Project |
| **Description\*\*** |  | Extended project that emphasizes artistic process and collaboration between advanced students. |

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

Senior standing or instructor permission

* 1. Why or why not?

Students must have knowledge that senior standing implies. Requiring BFA Review would not satisfy this metric – it does not include the 3000-level skillsets. Given that our upper-level courses are so broad in content, it would be impossible to list all of the options from 3000 and 4000 level classes.  
Instructor permission allows for a range of students to take this course, including non-majors and minors.

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

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

Week 1 – Introductions/Ice Breaker Games

Week 2 – Intent/Group Intent Review

Week 3 – Research Critique

Week 4 – Work in Progress Critique

Week 5 – Prototype, Proof, Maquette Critique

Week 6 – Project budget/timeline/manpower review

Week 7 – Statement Introduction

Week 8 – Work in Progress Critique

Week 9 – Art History/Theory Guest Critique(s)

Week 10 – Statement Draft Peer Review

Week 11 –Troubleshooting Day

Week 12 – Work in Progress Critique

Week 13 – Statement DUE

Week 14 – Public Presentation/Opening

Week 15 – Critique/Assessment

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

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

Guest critiques, public exhibition, and presentation of the work on-or-off campus

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

Existing staff and 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)

With collaboration at its core, this course will bring together the diverse knowledge and skillsets from all Art + Design majors to create and exhibit work as a group. Graphic Design students can learn from Art Educators, who will in turn learn from Studio majors, etc. This ‘think-tank’ approach to creation and critique will give students real world experience, helping them prepare for a variety environments like graduate school, work within an agency, or teaching to differently aged student bodies. A key part of this course will be the presentation of a pre-professional project to the general public. To complete this project, the students must deploy their technical and aesthetic acumen, art historical knowledge, and soft skills (critical thinking, professional writing, etc.).

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 not only engages student creativity and adaptability, but also helps to generate leaders in the art world through pre-professional collaboration. Building confidence through a rigorous extended project within our community, the course is equally outward looking, and will act as a bridge to the public, the all important audience for our student’s future careers

c. Student population served.

All Art + Design majors

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

This course is upper-level because it requires the foundational 1000 and 2000 level courses as well as the emphasis areas found in the 3000s. These courses will be key for successful completion and engaged with pre-professional practice.

**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, Studio Art Emphasis

Reinforce PLO #1 Critical Thinking Skills - Students will be able to apply strong critical, analytic and communication skills required to advance in academic and professional fields.

BFA in Graphic Design (general)

Emphasis PLO #2 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.

BFA in Graphic Design, Digital Design emphasis

Reinforce PLO #2 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.

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, Studio Art Emphasis  Reinforce PLO #1 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 (DIRECT)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 (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 | 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? | 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 2 (from question #19)** | BFA in Graphic Design (general)  Emphasis PLO #2 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. |
| 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  GRFX 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 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 2 of 3 (17-18, 20-21)  Exit Survey Implementation Plan:  Every Spring  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 3 (from question #19)** | BFA in Graphic Design, Digital Design emphasis  Reinforce PLO #2 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: 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  GRFX 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 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 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 2 of 3 (21-22)  Exit Survey Implementation Plan:  Every Spring  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:  Assessment Coordinator |

*(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** | Create pre-professional project for exhibition. |
| Which learning activities are responsible for this outcome? | Intent, research, variety of critiques including work in progress and invited faculty, production and installation for exhibition |
| Assessment Measure | Rubric completed by faculty, including craftsmanship of exhibition and the ability of the student to describe their technical and aesthetic choices (similar to Senior Exhibit format and benchmarks) |

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| **Outcome 2** | Create written statement in support of the exhibition. |
| Which learning activities are responsible for this outcome? | Intent, research, variety of critiques including work in progress and invited faculty, draft reviews |
| Assessment Measure | Rubric completed by faculty, including ability to describe artistic process (research, experimentation, failure, use of criticisms, etc.) and the ability to describe the connection of content to and finished artwork (similar to Senior Exhibit format and benchmarks) |

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| **Outcome** | Complete oral presentation and Q&A during exhibition. |
| Which learning activities are responsible for this outcome? | Intent, Research, variety of critiques including work in progress and invited faculty, draft statement reviews |
| Assessment Measure | Rubric completed by faculty including ability to analyze their work formally using appropriate vocabulary and the ability to robustly describe the visual narrative in a specific artwork (similar to Senior Exhibit format and benchmarks) |

**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.** |

**UNDERGRADUATE BULLETIN 2021-2022, PAGE 465, CURRENT**

ART 4093. Advanced Ceramics Continuation of ceramics work. Independent projects for advanced students. This course requires three or more hours per week outside of class. May be repeated for credit. Prerequisites, a grade of C or better in 6 hours of ART 3093, and a grade of CR in ART 3330; instructor permission required. Fall, Spring.

ART 4103. Advanced Sculpture Continuation of sculpture work with emphasis on development of personal direction. This course requires three or more hours per week outside of class. May be repeated for credit. Prerequisites, a grade of C or better in ART 3103, and a grade of CR in ART 3330; or instructor permission. Fall, Spring.

ART 4320. Exhibition Preparation Focus on information pertaining to the preparation for ART 4330. Prerequisites, a grade of CR in ART 3330; a minimum GPA of 2.75 in all work with ART, ARTH, or ARED prefix; and permission of department chair. Students MUST meet the prerequisite requirements or they will not be allowed to register for this course. Fall and Spring.

ART 4331. Senior Exhibition Capstone course required for all graduating BFA Studio Art emphasis students. This course requires three or more hours per week outside of class. Prerequisites, a grade of CR in in ART 3330 and ART 4320; a minimum GPA of 2.75 in all work with an ART, ARTH, ARTM, or ARED prefix; advisor, instructor, and department chair permission required; 12 hours of 15 hour emphasis area completed prior to senior exhibition semester. Fall, Spring.

ART 435V. Independent Study in Studio Faculty-guided self-directed studio practice for the advanced student. Open to all art media. This course requires three or more hours per week outside of class. May be repeated for credit. Prerequisite, advisor and instructor permission. Fall, Spring.

ART 4373. Special Topics in Art Advanced studies in a particular medium or topic in studio art. This course requires three or more hours per week outside of class. May be repeated for credit. Prerequisite, a grade of CR in ART 3330, or instructor permission. Irregular.

ART 4433. Advanced Digital Illustration Advanced studies in various illustrative materials and techniques. 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, a grade of C or better in ART 3433; or instructor permission. Fall, Spring.

ART 4443. Film Based Photography Advanced studies of photographic equipment, techniques and processes with emphasis on personal expression. This course requires three or more hours per week outside of class. May be repeated for credit. Prerequisites, a grade of C or better in ART 3403, and a grade of CR in ART 3330; or instructor permission. Fall.

ART 4453. Advanced Photography Advanced studies in photography as fine art, includes silver and nonsilver based processes with emphasis on aesthetic expression. 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 3403. Fall, even.

ART 4523. Advanced Game Design and Development Advanced study including research and experimentation culminating in a fully realized game or game concept. This course requires three or more hours per week outside of class. May be repeated for credit. Prerequisite, C or better in ART 3523, ART 3543, or GRFX 3713, or instructor permission. Spring.

**ART 4861. Senior Project** Extended project that emphasizes artistic process and collaboration between advanced students. Prerequisite, senior standing or instructor permission. Fall, Spring.

**Art History (ARTH)**

ARTH 2583. Survey of Art History I General investigation of the historical development of art and architecture from prehistoric periods to the Renaissance, including Western and NonWestern Art. First Year Experience for Art Majors. Fall, Spring. (ACTS#: ARTA 2003)

ARTH 2593. Survey of Art History II Continuation of ARTH 2583, covering the period from the Renaissance to today

**PAGE 465 – FINAL VERSION**

ART 4093. Advanced Ceramics Continuation of ceramics work. Independent projects for advanced students. This course requires three or more hours per week outside of class. May be repeated for credit. Prerequisites, a grade of C or better in 6 hours of ART 3093, and a grade of CR in ART 3330; instructor permission required. Fall, Spring.

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ART 4320. Exhibition Preparation Focus on information pertaining to the preparation for ART 4330. Prerequisites, a grade of CR in ART 3330; a minimum GPA of 2.75 in all work with ART, ARTH, or ARED prefix; and permission of department chair. Students MUST meet the prerequisite requirements or they will not be allowed to register for this course. Fall and Spring.

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ARTH 2593. Survey of Art History II Continuation of ARTH 2583, covering the period from the Renaissance to today

Paste bulletin pages here...