Proposal

Separation of Visual Arts Concentrations from B.A. in the Studies in the Arts to a Full Degree Program under Visual Arts Program

Proposed new degree:
Bachelor of Arts in Visual Arts

Prepared by Proposal Coordinators
Jacob Feige, Associate Professor of Art
Hannah Ueno, Professor of Art

Planning Committee
Chung-Fan Chang, Assistant Professor of Art
Michael McGarvey, Professor of Art
Jedediah Morfit, Associate Professor of Art
Kate Ogden, Professor of Art History
Mariana Smith, Assistant Professor of Art
Wendel White, Distinguished Professor of Art

School of Arts and Humanities
February 11, 2021

The committee voted unanimously on January 29th to forward the proposal *Separation of the Visual Arts Concentration from B.A. in the Studies of Visual Arts to a Full Degree Program under Visual Arts* to the faculty senate, with revisions made for clarity prior to submission to the Senate executive committee. The proposal does not change what is being done, it simply changes the name of the major to reflect that reality. This change will make it easier to track students and determine resource needs as well as make it more straightforward for them to highlight their focus within the Arts than is currently possible under the 'track' system. As such, APP sees no need for this proposal to come to our committee for a second read. It would, however, be easier for further steps along the process, particularly the State-level review, if more consideration was given to the presentation of the material. A few examples include:

- Costs associated with accreditation must be explicitly stated, both initial fees and on-going costs.
- NJ AIC requires a comprehensive assessment plan. The curriculum map that is included is comprehensive but does not qualify as an assessment plan.
- Label all tables and figures and include page numbering. Consider formatting large tables in landscape and repeat table headers for tables breaking across multiple pages.

One additional note is that the ARTP and ARTV proposals must be considered at the same Senate meetings. Both will qualify for the waiver on new programs but that waiver request to the State will need to include both proposed degree programs as a single request. Therefore, the two should be reviewed concurrently for all internal reviews as well.

Please include this summary letter as part of your submission to the Faculty Senate.

Sincerely,

Elizabeth Pollock

Elizabeth Pollock
Chair, Academic Programs and Planning Committee

CONVERTING OPTIONS/CONCENTRATIONS WAIVER

Institutions requesting a waiver to the New Degree Program Review Process when converting an existing option or concentration into full program must answer the following questions:

1. Is the program degree level within the mission designation of the college?

The proposed separation will result in a Bachelor of Arts in Visual Arts, which is within Stockton's current mission level of Baccalaureate.

2. What is the need/impetus for the requested change?

All art majors, visual and performing, were at one time part of a single academic program called Studies in the Arts, encompassing degree programs, faculty, a shared budget, and facilities. Visual Arts and Performing Arts are now (and have been for many decades) two independent academic programs, with separate faculties, degree programs, budgets, and facilities. Because of their original union in a single academic program, all B.A. degrees offered by the Performing Arts Program and the Visual Arts Program have continued to be categorized as B.A. (degree) in Studies in the Arts (program and major), even though the Studies in the Arts Program ceased to exist.

The separation we are requesting is to make all visual arts degree programs fall under consistently titled categories of program and major. We note that the Bachelor of Fine Arts degree in Studio Art (major) is already in a consistently titled program category: B.F.A in Visual Arts. Both B.A. and B.F.A degrees in visual arts subjects are already part the Visual Arts Program administrative structure. The renaming of visual arts concentrations of the B.A. in Studies in the Arts has the support of the faculty in the Performing Arts Program and the Visual Arts Program.

We have applied for accreditation for the Bachelor of Fine Arts and Bachelor of Arts majors in visual arts subjects through the National Association of Schools of Art and Design (NASAD). To comply with the NASAD Handbook 2020-21, Standards for Accreditation. Section 3-F (see below), B.A. majors in visual arts must be separated from the Studies in the Arts major to be housed under a program title consistent with the **Visual Arts program: B.A. in Visual Arts**.

> **Section 3. Curricular Requirement and Review Scope**
> F. In order to be consistent in applying the requirements of this section, NASAD, the Commission, and the institution will consider eligibility for inclusion under NASAD protocols every program in art and design administered by:
>
> 1. a unit designated art, design, or art and design
> 2. the dean responsible for such units; and
> 3. units designated with other descriptors if 25% of the program offered requires study in studio or studio-related art and design and/or art teaching.

3. How long has the option/concentration been offered?

The B.A. in Studies in the Arts, Art History has been offered since the early 1980s. The B.A. in Studies in the Arts, Interdisciplinary Visual Arts has been offered since 2010. The B.A. in Studies in the Arts, Visual Arts (K-12 Teacher Certification) has been offered since 2017.

4. What is the enrollment history?

The number of students enrolled in the three visual arts concentrations of the B.A., Studies in the Arts major for the past several years is as follows:

B.A. in Visual Arts	SP'15	SP'16	SP'17	SP '18	SP'19	SP'20
Art History	7	8	8	5	4	12
Interdisciplinary Visual Arts	25	25	30	21	9	5
K-12 Teacher Certification *	NA	NA	NA	7	25	30
Total # of students	32	33	33	33	38	47

* K-12 Art Teacher Certification was introduced in Fall of 2017.

We have maintained an overall enrollment in this degree program. While the numbers of students in the Interdisciplinary Visual Arts have decreased, there has been a significant increase in enrollments in the Visual Arts K-12 Teacher Certification concentration over the past three years. This was expected because the Interdisciplinary Visual Arts concentration was originally designed for students who have double-majored in Education program.

5. Will the new program have sufficient content depth to justify classification as a major?

The new program and major names will apply to the three existing visual arts concentrations in the B.A. in Studies in the Arts: Art History, Interdisciplinary Visual Arts, and K-12 Teacher Certification. The Art History and Interdisciplinary Visual Arts concentrations are structured with 64 credits in the core program courses, of which 36 are credits in concentration courses. The K-12 Teacher Certification concentration has 74 core program courses including 56 credits in foundations, studios and art history, and 18-credits in education cognates. The curriculum of the proposed B.A. in Visual Arts is designed to meet the accreditation requirements of NASAD. These curricula are the existing, established coursework for our B.A. concentrations in visual arts that have been regularly examined by the University, the State of New Jersey, NASAD, and as part of regular five-year review cycles. Importantly, this change is one of program name, not of credits and curricula.

6. Will the college continue to offer the existing major?

The existing visual arts concentrations of the B.A. Studies in the Arts majors will be phased out as the identical concentrations in the new program and major, B.A. in Visual Arts, are established. They will continue to exist until all current students in the concentration either graduate or switch to the new degree, but no new students will be enrolled into the existing concentrations. There will be no effect on the ability to serve students who remain in the existing visual arts concentrations, as all of the required courses of the existing concentrations will exist in the new B.A. in Visual Arts degree or will otherwise continue to be offered in support of other concentrations or programs.

7. Would students currently enrolled in the option/concentration be "grandfathered" as to their degree title?

Current students of the existing B.A. in the Studies in the Arts can choose whether to retain their current degree title or switch to the newly formed B.A. in Visual Arts. There will be no required curriculum changes if they choose to switch to the new degree title.

8. Are sufficient resources available to support the new program in the following areas:

The three B.A. Studies in the Arts concentrations (Art History, Interdisciplinary Visual Art, and K-12 Teaching Certification) are already administered as part of the Visual Arts Program's faculty, facilities, and budget. Accordingly, these resources require no additional support for the name change to B.A. in Visual Art to occur.

If and when accreditation is granted, annual dues is estimated to be $1771. The rate is in accordance to the number of FTE (full-time equivalent) students served by the accredited unit. (https://nasad.arts-accredit.org/accreditation/general-information/dues-fees/#dues)

9. Since the proposed separation is part of an approved ongoing program, will the proposed conversion create any additional duplication with ongoing programs at other colleges in New Jersey?

The proposed conversion will not create any additional duplication with ongoing programs at other colleges in New Jersey as it is a change of name only.

PROGRAM ANNOUNCEMENT NARRATIVE PROPOSAL

A. Program Objectives

Visual Arts (ARTV) Program Mission Statement: Our mission is to help students acquire the skills and conceptual framework necessary for the expression of ideas in art, design, and art history, and to help them develop the basis for a lifelong pursuit of creative activity. (See University Mission, https://stockton.edu/president/mission-statement.html)

> **ARTV Program Goals:**
> • To foster creative problem solving and problem finding.
>
> • To increase understanding of art/design in a social context.
>
> • To cultivate understanding of visual language and creative processes.
>
> • To acquire knowledge of the history of art and contemporary practice.

Context of the Program Mission Statement: The Visual Arts (ARTV) faculty is committed to excellence in teaching and dedication to learning. All ARTV faculty members are active in their fields as artists and scholars. They are an engaged group of educators who work together well and value diversity in their faculty and student body.

All ARTV faculty members teach general studies courses. In general, the Visual Arts Program offers about nine general studies courses per semester, which is about 20% of the total Visual Arts courses offered to non-art majors every semester.

The curricula for the BA and BFA degrees provide breadth across the visual arts disciplines, while the BFA degree allows greater depth in a single concentration (Illustration, Photography, Studio art, or Visual Communications). The BA in Interdisciplinary Art (VIBA) allows greater flexibility to develop the skills for expression of ideas in art and design. The ARTV Program added a K-12 Art Teaching Certification under the BA degree in Fall 2017. Like the other BA degrees, it provides breadth across the visual arts disciplines.

The ARTV Program encourages students to engage in a variety of extracurricular activities. Our students have opportunities to participate in bus trips to museums every semester. The Program frequently offers guest artists' lectures and exhibition programs in the University Art Gallery. Working with the School of Arts and Humanities, the Program sometimes offers special events in conjunction with events at the Arts Garage of The Noyes Museum of Art. Many students have been able to travel abroad both as part of course work and non-credit study, with recent groups visiting Japan, Taiwan, and Cyprus. Student travel with the faculty member in Greek Art and Architecture occurs annually and is funded through the Dean C and Zoe S Pappas Greek Art and Architecture fund.

B. Evaluation and Learning Outcomes Assessment Plan

Studies, practice, and experiences in studio subjects are of prime importance in the preparation of students for professional careers in art and design. The excellence of the creative work produced by students is the best determinant of the adequacy of the studio studies offered by an institution. Creative work includes, but is not limited to, conceptualization, process, product, and critique.

The ARTV Learning Outcomes are adapted from the National Association of Schools of Arts and Design (NASAD) Standards and Guidelines.

Degree titles are listed in the following order: Program, Degree title, Concentration)

Visual Arts, B.A. in Visual Arts, Art History concentration

a. As outlined in the NASAD Handbook, the liberal arts major in art history requires a thorough grounding in the liberal arts, with a concentration of coursework in art and art history normally equaling 30–45% of the total credits required for graduation, and the remainder in general liberal arts studies.

Performance Indicator: Successful completion of the requirements for a Stockton University Bachelor of Arts degree with a concentration in Visual Arts / Art History. The Stockton B.A. includes 64 credit hours in art history, studio art, and cognate courses, as well as 32 credit hours in general studies courses and 32 credit hours in electives that are not allowed to include the visual arts.

b. Upon completion of the major, graduates must have attained the following:

i) A general knowledge of the monuments and principal artists of all major art periods of the past, including a broad understanding of the art of the twentieth century and acquaintance with the art history of non-Western cultures. This knowledge should be augmented by study in greater depth and precision of several cultures and periods in the history of art and concentration in at least one area to the advanced seminar level. Study at the advanced level should include theory, analysis, and criticism.

Performance Indicator: Successful completion of the art history major at Stockton, including the two-semester art history survey, three additional art history courses in more specialized areas, and a two-semester senior project sequence that includes (1) short papers and projects in theoretical approaches as well as applied real-world projects and (2) a senior project research paper or thesis on a topic chosen by the student in consultation with his or her advisor.

ii) A general knowledge of world history.

Performance Indicator: Successful completion of a required course in history as well as the two-semester survey in art history, which includes Western as well as non-Western fields.

iii) Knowledge of the tools and techniques of scholarship. Active research and the writing of analytical and critical essays should continue throughout the program.

Performance Indicator: Successful completion of research papers through the student's undergraduate years, including the two-semester senior project sequence described above under 2.a.

iv) Functional knowledge of the creative process. Normally, this is accomplished through one or more foundation or other studio courses; however, there are many methods of ensuring this competence.

Performance Indicator: Successful completion of five required courses in studio art, including Intro to Drawing, Intro to 2D Design, Intro to 3D Design, and two additional courses chosen from Painting, Printmaking, Photography, Sculpture, Graphic Design, and/or Intermediate Drawing.

c. The student should achieve adequate mastery of at least one foreign language to support research through the reading of primary source materials.

Performance Indicator: Successful completion of two foreign language courses required for the major.

Senior Project Assessment Rubrics:
Rubrics for Assessment of ARTV Senior Project Thesis Paper in Art History

Criteria	Excellent (5)	Proficient (4~3)	Developing (2~1)	Score
Content Accuracy and understanding of concepts; synthesis of materials and ideas	Work reflects a thoughtful engagement with and understanding of the topic, including issues of biographical and theoretical information, style, historical and cultural setting, and artistic significance.	Work somewhat reflects engagement with and understanding of the topic, including issues of biographical and theoretical information, style, historical and cultural setting, and artistic significance.	Work reflects little or no engagement with and understanding of the topic, including issues of biographical and theoretical information, style, historical and cultural setting, and artistic significance.	
Writing and format	Writing is clear and free of grammatical, syntax, and other errors; bibliographic format and citations follow University of Chicago style.	Writing is somewhat clear and free of grammatical, syntax, and other errors; bibliographic format and citations mostly follow University of Chicago style.	Writing is not clear and contains many grammatical, syntax, and other errors; bibliographic format and citations do not closely follow University of Chicago style.	
TOTAL				

Visual Arts, B.A. in Visual Arts, Interdisciplinary Visual Arts concentration

a. Understanding of basic design principles, concepts, media, and formats in the various fine arts disciplines. Development of this sensitivity continues throughout the degree program.

Performance Indicator: Students understand the organizational methods used in two-dimensional work. They utilize the elements and principles of design while working in black-and-white and color media. Problem-solving processes and research are integrated into the development and evaluation of images. The application of two-dimensional design is analyzed in relation to art and design professions.

b. Ability to apply principles of design and color and competency in drawing to work in specific fine arts specializations.

Performance Indicator: Student can apply basic skills and techniques for drawing from direct observation, using subjects such as still life, landscape and architecture. The depiction of form, light, and spatial depth is emphasized along with accurate proportion, scale and perspective. Student can employ research tools such as thumbnail sketches, sketchbooks and digital resources to develop final compositions and content. Student can demonstrate their understanding of design, color and compositions through participate in critiques, and classroom discussions.

c. The ability to conceive, design, and create works in one or more specific fine arts fields. Opportunities to develop an area of emphasis in at least one fine arts area.

Performance Indicator: Successful completion of Senior Portfolio in VIBA with a series of projects. The portfolio should demonstrate their artistic strengths, personal interests, and career goals when planning their projects. For example, students whose interest are in character design and animation may choose sculptural form or digital, three-dimensional modeling for their projects.

Senior Portfolio Assessment Rubrics:
Studio Fine Arts* Zero score may be given on an extremely poor performance or lack of competency in an indicated area.

Criteria	Excellent (5)	Proficient (4~3)	Developing (2~1)	Score
Format, presentation	Format and presentation are very well suited to the body of work, meeting professional standards.	Overall, format and presentation are appropriate to the body of work.	Format and presentation show a lack of care and consideration.	
Content. Synthesis of ideas, technique, and form	Work integrates the interrelations of form, content, and context. Work reflects a thoughtful engagement with issues of social, cultural, historical, or personal significance.	Work somewhat relates form, content, and context. Work engages somewhat with issues of social, cultural, historical, or personal significance.	Work shows little or no connections between the form, content and context. Work shows little or no engagement with social, cultural, historical, or personal significance.	
Artistic process and material problem solving	The body of work is the product of extensive experimentation, risk taking, and technical mastery.	Work shows exploration of materials and methods, with some accomplished technique.	Work shows little experimentation, risk taking, or technical accomplishment.	

Criteria	Excellent (5)	Proficient (4~3)	Developing (2~1)	Score
Senior Essay	Clearly describes the core ideas and processes of a body of work. Substantively addresses social, cultural, and/or historical context. The essay has excellent style, grammar, and syntax.	Describes the core ideas and processes of a body of work fairly well. Includes some social, cultural, and/or historical context. The essay has fairly good style, grammar, and syntax.	Essay is poorly written, failing to adequately address core ideas or context.	
Knowledge of art history: Ancient — contemporary art, work of art and artists	Work and discussions reflect a broad working knowledge of artists and artistic movements. The student is able to contextualize his/her own work in historical and contemporary art practice.	Work and discussions reflect some knowledge of artists and artistic movements. The student is beginning to contextualize his/her own work in historical and contemporary art practice.	Needs work. No evidence shown. The student shows little or no knowledge of historical or contemporary art in work or discussions.	
Criteria	Excellent (5)	Proficient (4~3)	Developing (2~1)	Score
TOTAL				

d. Working knowledge of various aesthetic issues, processes, and media and their relationship to the conceptualization, development, and completion of works of art.

Performance Indicator: Student's ability to foster their own lines of inquiry into the purpose, audience, genre, and expectations of the creative field they are interested in through portfolio project. Student's ability to demonstrate to form relevant questions and to do the research necessary to answer those questions.

e. Understanding of the similarities, differences, and relationships among the various fine arts areas. Experiences that encourage familiarity with a broad variety of work in various specializations and media, including broad exposure to works of art.

Performance Indicator: Student's successful completion of the selection of five standard foundations: Painting I, Printmaking I (or Printmaking and Mixed Media), Photography: Film & Darkroom I, Sculpture I, Graphic Design I, and Intermediate Drawing (or Drawing II: Figure Drawing).

Visual Arts, B.A. in Visual Arts, Visual Arts K-12 Teacher Certification concentration

a. Competence in basic studio skills shall be emphasized in all art education degrees. In addition to the common core of studio skills and general studies, the artist/designer electing a career in teaching must develop competencies in professional education and in specific studio areas.

Performance Indicator: Successful completion of Senior Portfolio (*Also see Senior Portfolio Assessment Rubrics under Interdisciplinary Visual Arts concentration*) in VIBA with a series of projects. The portfolio should demonstrate their artistic strengths, including painting and sculpture, which are required by the New Jersey Department of Education. Students should demonstrate (a)

material competency; (b) technical proficiency in multiple studio areas and mastery in a specific studio medium; (c) knowledge of artists and art history. EDVA students are required to complete a general studies education in addition to their education credits and must obtain a minimum overall GPA of 3.0.

b. The professional education component should be dealt with in a practical context, relating the learning of educational theories and strategies to the student's day-by-day artistic experiences.

Performance Indicator: Successful completion of 31 to 35 credits dedicated to theory and clinical experience in in the EDVA curriculum. These courses cover topics such as diversity in schools and communities, educational psychology, instructional technology in K-12 classrooms, and techniques of teaching. As students complete these Education requirements, they complete studio coursework requirements simultaneously, allowing for an integration of education theory and artistic practice. The student must also complete two 4000-level courses designed as capstones to the theory of art eduction (EDUC 4608 Methods of Teaching Art) and to studio art practice (ARTV 4832 Senior Portfolio in VIBA), respectively.

c. Students should be provided opportunities for various types of teaching and directed observation throughout the period of undergraduate art education study.

Performance Indicator: EDVA students are required to complete a total of 230 hours in clinical experience in education prior to a full semester of clinical practice. The progression of classroom observation and teaching is as follows:
• As part of EDUC 3100, students complete 50 hours of teaching observation at a school in an urban setting, called the Clinical Experience Semester. They must observe at least two classroom settings and gain an understanding of the roles and responsibilities of classroom teachers, the diversity of student learners, and school cultures.

• Students must complete 80 hours of observation and assistant teaching in the Part-Time Clinical Practice I Semester, EDUC 3101. This observation and teaching, also conducted at an urban school, focuses on specific pedagogy, classroom management, and effective project and lesson design.

• In Part-time Clinical Practice II Semester, EDUC 4600, must complete an additional 100 hours of classroom observation and teaching, with emphasis on a more direct teaching role.

• Students must complete fifteen weeks of full-time student teaching in a nearby public elementary or secondary school as part of EDUC 4990, Full-Time Clinical Practice. Students must oversee all aspects of instruction as part of this student teaching, including project and lesson planning, grading, classroom management, grading, and parent-teacher conferences.

C. Stockton University's Essential Learning Outcomes

The ARTV Program evaluation, planning, and projection process strongly supports the stated purpose and curricular goals of the unit and of the broader institution. The members of the Program work together well in managing program business. The stated mission of the Program is as follows:

The ARTV Program aims to provide BFA and BA Majors in visual art disciplines with a comprehensive foundation in visual thinking and culture culminating with in-depth study in the philosophy and techniques of a specific discipline.

The university has also identified ten Essential Learning Outcomes. Nearly all of them are addressed in the ARTV curriculum: The updated ARTV Curriculum Map details a pedagogical overview and comparison to these Essential Learning Outcomes*.

> Adapting to Change
>
> Communication Skills
>
> Creativity and Innovation
>
> Critical Thinking
>
> Ethical Reasoning
>
> Global Awareness
>
> Information Literacy and Research Skills
>
> Program Competence
>
> Quantitative Reasoning
>
> Teamwork and Collaboration

*_Stockton University Essential Learning Outcomes:_ Stockton University has established a set of university-wide Essential Learning Outcomes (ELOs). The following table provides a mapping of the performance indicators for the proposed B.A. in Visual Arts to the Stockton University ELOs:

Curriculum Mapping: The proposed B.A. in Visual Arts includes required core foundation courses offered by the B.F.A. Additionally, there is an elective program cognate course shared with the Performing Arts program, Arts Management. The curriculum mapping (mapping courses to performance indicators) presented here includes only a mapping of courses offered by the ARTV Program and does not include courses offered by other academic programs, whether required or elective. (Appendices A: ARTV Essential Learning Outcome (ELO) Curriculum Mapping Table)

D. Relationship to Institutional Strategic Plan and Impact on its own Offerings

As the field of arts has grown and becoming more specialized, so is the need to have separate curricular structure for Performing Arts and Visual Arts. The Performing Arts have added a Music concentration within the past five years. And the Visual Arts have added K-12 Art Teacher Certification concentration. The proposed B.A. in Visual Arts is in alignment with Stockton's mission statement

> _"Our insistence upon breadth of education for all students does not preclude an emphasis on depth of study in the major disciplines but rather, supplements it. Our academic programs must_

offer students a real understanding of the ideas and methods of their disciplines, including those most recently developed. Exposure to many disciplines and intensive investigation of one discipline should prepare graduates to move into appropriate fields of employment, or to continue with academic or professional study"

E. Need

The Bureau of Labor Statistics, Occupational Outlook Handbook (https://www.bls.gov/ooh/arts-and-design/home.htm), lists the following Interdisciplinary visual arts, art historian, K-12 education related careers, along with 2019 median salary and projected job growth through 2028:

Occupation	2019 Median Pay	Projected Growth through 2028
Art Directors	$94,220 per year	1%, Little or no change
Crafts and Fine Artists, Painters, Sculptors	$48,760 per year	1%, Little or no change
Graphic Designers	$52,110 per year	3%, Slower than average
Web Developers	$65,000 per year	13%, Much faster than average
Video, Camera Operators	$59,810 per year	11% Much faster than average
Multimedia Artists and Animators	$75,270 per year	4%, As fast as average
Curator, Museum Workers	$49,850 per year	9%, Faster than average
High School Teachers	$61,660 per year	4%, As fast as average
Middle School Teachers	$59,660 per year	3%, Slower than average
Public Relations, Advertising Media	$61,150 per year	6%, As fast as average

Nine schools within the State of New Jersey currently offer undergraduate visual arts degrees. Stockton University is one of only two institutions to offer B.A. in Visual Arts, K-12 Teacher Certification in southern region. (* Accredited by NASAD.)

Institution	B.A. Degree Offered in Visual Arts
Kean University*	B.A. in Fine Arts
Institution	B.A. Degree Offered in Visual Arts
Monmouth University	B.A. in Studio Art, Photography
Montclair State University*	B.A. in Art Education, Visual Arts
New Jersey City University*	B.A. in Fine Arts and Craft, Graphic Design, Art History, Art Teacher Certification
Ramapo College of New Jersey	B.A. in Drawing, Painting, Art History, Art Teacher Certification

Rowan University*	B.A. in Art
Rutgers University-New Brunswick*	B.A. in Art (Minor)
The College of New Jersey*	B.A. in Art History, Art Education
William Paterson University of NJ*	B.A. in Studio Art, Art History

F. Students

Anticipated enrollments in the proposed B.A. in Visual Arts major are estimated directly from the enrollment history of the existing Visual Arts concentration of the current Studies in the Art major.

Our program has had an average of 150 majors per year (B.A. and B.F.A. combined) in the past 6 years. The B.A. in Interdisciplinary Visual Arts concentration has been growing. The students declaring for the Visual Arts K-12 Teacher Certification concentration has increased for more than 400% since its introduction in 2017. We expect the enrollment in the Visual Arts K-12 Teacher Certification to increase in coming years.

Visual Arts	SP'15	SP'16	SP'17	SP '18	SP'19	SP'20
B.A. in Visual Arts	32	33	33	33	38	47
B.F.A. in Visual Arts	111	121	117	107	109	128
Total	143	154	150	140	147	175

G. Program Resources

Within the B.A. in the Studies in the Arts, the Performing Arts and Visual Arts concentrations have historically managed separate resources. There is no shared resource between the two concentrations. The proposed B.A. in Visual Arts has sufficient studio space to sustain both the B.A. and the B.F.A. programs since both are already managed entirely by Visual Arts.

Visual Arts has 8 full-time tenure-track lines and 11 adjunct faculty members. All full-time faculty have terminal degrees and are tenured.

The existing program and major categories and the new program and major categories that result from the separation will not require immediate increase in our resource needs.

B.A. – VISUAL ARTS
ART HISTORY

STOCKTON
UNIVERSITY
SCHOOL OF
ARTS & HUMANITIES

facebook.com/
stocktonartsandhumanities

@stocktonARHU

@stocktonARHU

stockton.edu/arhu

CORE REQUIREMENTS: 28 credits

ARTV 1161 Introduction to 2d Design* OR	4
ARTV 1164 Introduction to 2d Digital Design*	
ARTV 1162 Introduction to Drawing**	4
ARTV 1169 Introduction to 3d Design***	4
ARTV 2175 Art History I	4
ARTV 2176 Art History II	4

2 of the following courses (8 credits):

ARTV 2121 Photography: Film & Darkroom I

ARTV 2161 Painting I

ARTV 2168 Printmaking I OR

ARTV 2169 Printmaking and Mixed Media

ARTV 2269 Sculpture I

ARTV 2270 Graphic Design I

*ARTV 1161 or *ARTV 1164 is the prerequisite for Graphic Design I

**ARTV 1162 is the prerequisite for Painting I and Printmaking I

*ARTV 1161, *ARTV 1164 or **ARTV 1162 are prerequisites

A minimum grade of **C** or better is required for all program and cognate courses counted toward the 64 program and cognate credits required for graduation.

VISUAL ARTS / ART HISTORY REQUIREMENTS:

36 credits

ARTV 4950	**Senior Project in Art History I***	**4**
ARTV 4951	**Senior Project in Art History II***	**4**

3 courses from the following (12 credits):

ARTV 2177	Introduction to the History of Architecture
ARTV 2271	World Art
ARTV 3335	Art of New Jersey
ARTV 3337	Ancient Greek Art & Architecture
ARTV 3338	Archaeology of the Mediterranean World
ARTV 3339	Art in the Shadow of Rome
ARTV 3340	Medieval Art & Architecture
ARTV 3341	Contemporary Art OR
GAH 2286	Critical Theory and Contemporary Art
ARTV 3342	Renaissance & Baroque Art & Architecture
ARTV 3610	Nineteenth-Century Art
ARTV 3611	Early Modern Art
ARTV 3612	American Art
ARTV 3613	Modern Art since 1950
GAH 2227	History of Photography
PHIL 3116	Philosophies of Art

1 ARTV Elective (art history or studio art)	4

Choose ONE of the following two options:

Academic Cognates: Foreign language 8 credits (French is recommended), Historical Studies (HIST) 4 credits

Arts Management Cognates: ARTV 2117 Arts Management (4), MGMT 2110 Introduction to Management (4), MKTG 2110 Marketing Principles (4)

* ARTV 4950 includes a series of short papers and an internship in the University Art Gallery or another gallery or museum.

**ARTV 4951 includes a thesis paper. A second internship is recommended.

B.A. – VISUAL ARTS
INTERDISCIPLINARY VISUAL ART

CORE FOUNDATION: 20 credits

ARTV 1165 Introduction to 2d Design* OR	3
ARTV 1167 Introduction to 2d Digital Design*	
ARTV 1166 Introduction to Drawing**	3
ARTV 1168 Introduction to 3d Design***	3
ARTV 1173 Form, Color & Content	3
ARTV 2175 Art History I	4
ARTV 2176 Art History II	4

*ARTV 1161 or *ARTV 1164 is the prerequisite for Graphic Design I and Image and Typography

**ARTV 1166 is the prerequisite for Painting I and Printmaking I

*ARTV 1165, *ARTV 1167 or **ARTV 1166 are prerequisites for Photography: Film & Darkroom I

***ARTV 1168 is the prerequisite for Sculpture I

STUDIO DISTRIBUTION: 20 credits

Select 5 of the following 4-credit courses.
ARTV 2161 Painting I
ARTV 2168 Printmaking I OR
ARTV 2169 Printmaking and Mixed Media
ARTV 2121 Photography: Film & Darkroom I
ARTV 2155 Intermediate Drawing OR
ARTV 2166 Drawing II: Figure Drawing
ARTV 2269 Sculpture I

INTERDISCIPLINARY VISUAL ARTS: 24 credits

2 ARTV Electives and/or approved Cognate courses at 2000-level or higher	8
3 ARTV Electives at the 3000-level, at least 2 in studio art*	12
ARTV 4832 Senior Portfolio in VIBA	4

*Prerequisites for capstone course

NOTE: Students must successfully complete a Portfolio Review prior to taking 3000-4000 level studio art courses.

A minimum grade of C or better is required for all program and cognate courses counted toward the 64 program and cognate credits required for graduation.

GENERAL STUDIES REQUIREMENT: 32 credits

25 % of all the courses a student takes at Stockton must be General Studies courses.

For all first-year students and transfer students with fewer than 64 credits (B.A. degree), the following courses are required.

General Arts and Humanities (**GAH**)   — 8 credits
General Interdisciplinary (**GEN**) — 4 credits
General Integration and Synthesis (**GIS**)* — 4 credits
General Natural Science and Mathematics (**GNM**) — 8 credits
General Social Science (**GSS**) — 8 credits
*Must be taken in junior or senior year

> No more than 16 credits in any "G" category may be applied toward the B.A. degree.

AT-SOME-DISTANCE ELECTIVES REQUIREMENT (Courses unrelated to your major): 32 credits

GENERAL EDUCATION OUTCOME REQUIREMENT

These courses are listed as attributes and should be completed within the 128 credits needed to graduate.

Arts (**A**)   Values Ethics (**V**)
Historical Consciousness (**H**)   International/Multicultural (**I**)

WRITING REQUIREMENT (4 courses)

All matriculated students must earn a **C** or better in 4 writing-designated courses. Two W1 courses may be transferred.

1 W1 course (any level)   1 W1 or W2 course (any level)
1 W1 or W2 course (any level)   1 W1 or W2 course **3000-level**

> W2 and Q2 courses must be taken at Stockton.

QUANTITATIVE REASONING REQUIREMENT (3 courses)

All matriculated students must pass three quantitative-reasoning-designated courses. Two Q1 courses may be transferred.

1 Q1 course (any level)   1 Q1 or Q2 course (any level)   1 Q2 course (any level)

For more information on the Visual Arts program, please consult the Academic Bulletin.

Course descriptions and prerequisite information may be found in the Catalog of Courses.

> Reminder: "The student is responsible for ensuring that all graduation requirements are met" (Bulletin). It is important that you consult with your preceptor and/or the Center for Academic Advising on a regular basis.
>
> All Bachelor's Degree programs require a minimum of 128 credits and a 2.00 cumulative G.P.A.

STOCKTON
UNIVERSITY
SCHOOL OF
ARTS & HUMANITIES

facebook.com/
stocktonartsandhumanities

@stocktonARHU

@stocktonARHU

stockton.edu/**arhu**

B.A. – VISUAL ARTS
VISUAL ARTS K-12 CERTIFICATION

VISUAL ARTS PROGRAM COURSES: 74 credits

Core Foundation: 28 credits

ARTV 1165 Introduction to 2d Design* OR	3
ARTV 1167 Introduction to 2d Digital Design*	
ARTV 1166 Introduction to Drawing**	3
ARTV 1168 Introduction to 3d Design***	3
ARTV 1173 Form, Color & Content	3
ARTV 2175 Art History I	4
ARTV 2176 Art History II	4
ARTV 2161 Painting I	4
ARTV 2269 Sculpture I	4

*ARTV 1165 or *ARTV 1167 is the prerequisite for
Graphic Design I and Image and Typography

**ARTV 1166 is the prerequisite for Painting I and Printmaking I

*ARTV 1165, *ARTV 1167 or **ARTV 1166 are prerequisites for

Interdisciplinary Studio Art Distribution: 12 credits

Choose 3 of the following 4-credit courses or
approved 2000-level electives:
ARTV 2121 Photography: Film and Darkroom I
ARTV 2155 Intermediate Drawing OR
ARTV 2166 Drawing II: Figure Drawing
ARTV 2168 Printmaking I OR
ARTV 2169 Printmaking and Mixed Media
ARTV 2265 Image and Typography OR
ARTV 2270 Graphic Design I

Concentration: 16 credits

2 ARTV Electives at the 3000-level in studio art	8
1 Art History Elective	4
ARTV 4832 Senior Portfolio in VIBA	4

Education Cognates: 18 credits*

EDUC 4600 Part-Time Clinical Practice II (100 hours)	2
EDUC 4608 Methods of Teaching Art	4
EDUC 4990 Full-Time Final Clinical Practice II	12

*Minimum grade of B– required

NOTE: Students must successfully complete a Portfolio Review

GENERAL STUDIES REQUIREMENT: 32 credits

25 % of all the courses a student takes at Stockton must be General Studies courses.
For all first-year students and transfer students with fewer than 64 credits (B.A. degree), the following courses are required.
Students should work directly with Education preceptors to choose courses that meet State certification requirements.

General Arts and Humanities (**GAH**) — 8 credits
General Interdisciplinary (**GEN**) — 4 credits
General Integration and Synthesis (**GIS**)* — 4 credits
General Natural Science and Mathematics (**GNM**) — 8 credits
General Social Science (**GSS**) — 8 credits
*Must be taken in junior or senior year

No more than **16** credits in any "G"
category may be applied toward
the B.A. degree.

AT-SOME-DISTANCE COURSES (EDUC REQUIREMENT): 31-35 credits

Professional Requirements (See Education for additional GPA, Tests, & Clearance Requirements)

EDUC 1515 Diversity in Family, Schools & Communities (4 credits)*
EDUC 2241 Inclusive Learning in Education (4 credits)*
INTC 2610 Instructional Technology for K-12 Teachers (4 credits)*
EDUC 2231 Development of the Learner (4 credits)*
EDUC 2000 Gateway to NJ Teaching Profession (1 credits)**
EDUC 3100 Part-Time Clinical Experience in Education (50 hours in K-12 setting, 2 credits)
EDUC 3101 Part-Time Clinical Practice in Education I (80 hours in K-12 setting, 2 credits)**
EDUC 3200 Practices and Techniques of Teaching (W2, 4 credits)**
EDUC 4120 Reading in the Content Area (2 credits)**
EDUC 4991 Final Clinical Practice Seminar (2 credits)
EDUC 4992 EdTPA Capstone (2 credits)

*Or equivalent. See the Teacher Education section of the Academic Bulletin for more information.
**Minimum grade of B– required

GENERAL EDUCATION OUTCOME REQUIREMENT

These courses are listed as attributes and should be completed within the 128 credits needed to graduate.

Arts (**A**)   Values Ethics (**V**)
Historical Consciousness (**H**)   International/Multicultural (**I**)

WRITING REQUIREMENT (4 courses)

All matriculated students must earn a **C** or better in 4 writing-designated courses. Two W1 courses may be transferred.

1 W1 course (any level)   1 W1 or W2 course (any level)
1 W1 or W2 course (any level)   1 W1 or W2 course **3000-level**

W2 and Q2 courses must be taken at Stockton.

QUANTITATIVE REASONING REQUIREMENT (3 courses)

All matriculated students must pass three quantitative-reasoning-designated courses. Two Q1 courses may be transferred.

1 Q1 course (any level)   1 Q1 or Q2 course (any level)   1 Q2 course (any level)

A minimum grade of **C** or better is required for all ARTV courses counted toward the 72 program and cognate credits required for graduation.

The NJ Dept. of Education requires a minimum cumulative GPA of **3.00** for teacher certification and a B– or better in all professional education courses.

Reminder: "The student is responsible for ensuring that all graduation requirements are met" (Bulletin). It is important that you consult with your preceptor and/or the Center for Academic Advising on a regular basis.

All Bachelor's Degree programs require a minimum of 128 credits and a 2.00 cumulative G.P.A.

For more information on the Visual Arts program, please consult the Academic Bulletin.

Course descriptions and prerequisite information may be found in the Catalog of Courses.

BFA – VISUAL ARTS

CORE FOUNDATION: 24 credits

ARTV 1165 Introduction to 2d Design* OR	3
ARTV 1167 Introduction to 2d Digital Design*	
ARTV 1166 Introduction to Drawing**	3
ARTV 1168 Introduction to 3d Design***	3
ARTV 1173 Form, Color & Content	3
ARTV 2175 Art History I	4
ARTV 2176 Art History II	4
ARTV Art History Elective	4

*ARTV 1165 or *ARTV 1167 is the prerequisite for Graphic Design I and Image and Typography

**ARTV 1166 is the prerequisite for Painting I and Printmaking I

*ARTV 1165, *ARTV 1167or **ARTV 1166 are prerequisites for Photography: Film & Darkroom I

***ARTV 1168 is the prerequisite for Sculpture I

STUDIO DISTRIBUTION: 16 credits

Select 4 of the following 4-credit courses, including one from your intended track:

ARTV 2121 Photography: Film & Darkroom I
ARTV 2161 Painting I
ARTV 2168 Printmaking I OR
ARTV 2169 Printmaking and Mixed Media
ARTV 2265 Image and Typography OR
ARTV 2270 Graphic Design I*
ARTV 2269 Sculpture I

*Graphic Design I and Image and Typography are required for the BFA Visual Communications and Illustration tracks.

STUDIO CONCENTRATION: 40 credits

See reverse side for concentration requirements.

NOTE: Students must successfully complete a Portfolio Review prior to taking 3000-4000 level studio art courses.

DIGITAL MEDIA REQUIREMENT

Because of the increasing importance of computer skills in the art world, all studio art majors are required to take at least one course involving digital technology. (NOTE: Visual Communications, Illustration, and Photography majors will fulfill this requirement as part of their required coursework.) The following courses count toward the digital media requirement:

ARTV 1125 The Computer as an Art Tool
ARTV 1164 Intro to 2d Digital Design
ARTV 2265 Image and Typography
ARTV 2270 Graphic Design I
ARTV 2321 Photo: Digital Image and Print
ARTV 3625 Photoshop
ARTV 3674 3D Modeling
ARTV 3676 3D Animation
ARTV 3621 Web Design

A minimum grade of C or better is required for all program and cognate courses counted toward the 80 program and cognate credits required for graduation.

STUDIO CONCENTRATIONS: 40 credits

Painting: 40 credits

ARTV 2155	Intermediate Drawing	4
ARTV 2166	Drawing II: Figure Drawing	4
ARTV 3234	Contemporary Approaches	4

Choose 1 of the following courses: 4

ARTV 3235	Painting: Special Topics OR	
ARTV 3233	Painting from Observation	

Art Theory or Approved Cognate 4

ARTV 4960	Senior Project I in Painting	4
ARTV 4961	Senior Project II in Painting	4

3 ARTV Electives including at least one
studio art class at the 3000-level 12

Printmaking: 40 credits

ARTV 2155	Intermediate Drawing	4
ARTV 2166	Drawing II: Figure Drawing	4
ARTV 3265	Printmaking: Special Topics	4
ARTV 3666	Printmaking: Contemporary Approaches	4

Art Theory or approved Cognate 4

ARTV 4940	Senior Project I in Printmaking	4
ARTV 4941	Senior Project II in Printmaking	4

3 ARTV Electives including at least one
studio art class at the 3000-level 12

Photography: 40 credits

ARTV 2321	Photography: Digital Image and Print	4
ARTV 3240	Photography: Film and Darkroom II OR	
ARTV 3241	Alternative Photo Processes	4

Art Theory or approved Cognate 4

ARTV 3625	Photoshop I	4
ARTV 4900/4800	Internship or Independent Study	4
ARTV 4920	Senior Project in Photography I	4
ARTV 4921	Senior Project in Photography II	4

3 ARTV Electives including at least one studio art
class at the 3000-level 12

Sculpture: 40 credits

ARTV 2155	Intermediate Drawing	4
ARTV 2166	Drawing II: Figure Drawing	4

Choose 2 of the following courses: 8

ARTV 3468	Sculpture in the Digital Age OR	
ARTV 3768	Sculpture II OR	
ARTV 3770	Sculpture III OR	
ARTV 3680	Designed Object	

Sculpture continued

Art Theory or Approved Cognate		4
ARTV 4830	Senior Project I in Sculpture	4
ARTV 4831	Senior Project II in Sculpture	4

3 ARTV Electives including at least one
studio art class at the 3000-level 12

Visual Communications: 40 credits

ARTV 2265	Image and Typography*	4
ARTV 3621	Web Design* OR	
ARTV 3677	Designing for WordPress	4
ARTV 3220	Interactive Media Design*	4
ARTV 3271	Graphic Design II*	4
ARTV 4900/4800	Internship OR Independent Study	4
ARTV 4580/4780	Senior Project I in Visual Communications	4
ARTV 4581/4781	Senior Project II in Visual Communications	4

Choose 1 ARTV course from the following: 4

ARTV 2230	Illustration I
ARTV 3625	Photoshop I
ARTV 3674	3d Modeling OR
ARTV 3676	3d Animation
ARTV 3221	Package Design

2 ARTV Electives 8

Illustration: 40 credits

ARTV 2155	Intermediate Drawing OR	
ARTV 2166	Drawing II: Figure Drawing*	4
ARTV 2265	Image and Typography*	4
ARTV 2230	Illustration I	4

Choose TWO from the following list*: 8
ARTV 3241 Alternative Photo Processes
ARTV 3625 Photoshop
ARTV 3235 Painting: Special Topics
ARTV 3233 Painting from Observation
ARTV 3220 Interactive Media Design
ARTV 3271 Graphic Design II
ARTV 3674 3D Modeling
ARTV 3767 3D Animation
ARTV 3265 Printmaking: Special Topics
ARTV 3666 Printmaking: Contemporary Approaches
ARTV 3768 Sculpture II
ARTV 3770 Sculpture III

ARTV 3678 Illustration Seminar	4
ARTV 4580/4780 Senior Project I in Visual Communications	4
ARTV 4581/4781 Senior Project II in Visual Communications	4

2 ARTV Electives 8

*Image and Typography, Graphic Design II, and Interactive
Media Design or Web Design are prerequisites for Senior
Project I in Visual Communications.

GENERAL STUDIES REQUIREMENT: 32 credits

25 % of all the courses a student takes at Stockton must be General Studies courses.

For all first-year students and transfer students with fewer than 64 credits (BFA degree), the following courses are required.

General Arts and Humanities courses (**GAH**) — 8 credits

General Interdisciplinary courses (**GEN**) — 4 credits

General Integration and Synthesis courses (**GIS**)* — 4 credits

General Natural Science and Mathematics courses (**GNM**) — 8 credits

General Social Science courses (**GSS**) — 8 credits

*Must be taken in junior or senior year

> No more than **16** credits in any "G" category may be applied toward the B.A. degree.

AT-SOME-DISTANCE ELECTIVES REQUIREMENT (Courses unrelated to your major): 32 credits

GENERAL EDUCATION OUTCOME REQUIREMENT

These courses are listed as attributes and should be completed within the 128 credits needed to graduate.

Arts (**A**)   Values Ethics (**V**)

Historical Consciousness (**H**)   International/Multicultural (**I**)

WRITING REQUIREMENT (4 courses)

All matriculated students must earn a **C** or better in 4 writing-designated courses. Two W1 courses may be transferred.

1 W1 course (any level)   1 W1 or W2 course (any level)

1 W1 or W2 course (any level)   1 W1 or W2 course **3000-level**

> **W2 and Q2 courses must be taken at Stockton.**

QUANTITATIVE REASONING REQUIREMENT (3 courses)

All matriculated students must pass three quantitative-reasoning-designated courses. Two Q1 courses may be transferred.

1 Q1 course (any level)   1 Q1 or Q2 course (any level)   1 Q2 course (any level)

For more information on the Visual Arts program, please consult the Academic Bulletin.

Course descriptions and prerequisite information may be found in the Catalog of Courses.

> Reminder: "The student is responsible for ensuring that all graduation requirements are met" (Bulletin). It is important that you consult with your preceptor and/or the Center for Academic Advising on a regular basis.
>
> All Bachelor's Degree programs require a minimum of 128 credits and a 2.00 cumulative G.P.A.

Appendices A: ARTV Essential Learning Outcome (ELO) Curriculum Mapping Table

LEGS Alignment (if relevant)	ELO Alignment/Level of Proficiency (if relevant)	Accreditation Outcomes (if relevant)	Program Outcomes	Course	Course Goal	What Measurement/ Instrument	Which Assignments
Learning	Creativity and Innovation, Program Competency		Design, representation, abstraction, materials competency, studio practice, arts careers and art history	ARTV1161 Intro to 2D Design	Understanding elements and principles of art and design, develop professional presentation skills and use of appropriate terminology	Project, sketchbook assignment, essay	All
Learning	Creativity and Innovation, Program Competency		Design, representation, abstraction, materials competency, studio practice, arts careers and art history	ARTV1162 Intro to Drawing	Understanding elements and principles of art and design, develop professional presentation skills and use of appropriate terminology	Project, sketchbook assignment, essay	All
Learning	Creativity and Innovation, Program Competency		Design, representation, abstraction, materials competency, studio practice, arts careers and art history	ARTV1164 Intro to 2D Digital Design	Understanding elements and principles of art and design, digital literacy, and use of appropriate terminology.	Projects, process book, presentations	All
Learning	Communication skills,Creativity and Innovation ELO-Level Quantiative Reasoning, Program Competency		Competence with principles of typographic syntax, visual organization, color theory, conceptual development skills, technical proficiency with , communication skills. (NASAD) and ability to solve problems which parallel the professional world.	ARTV 2270 Graphic Design I	Conceptual, technical and perceptual understanding of basic typographic syntax and itsrelation to principles of two dimensional design and visual communication applications. Design process, critcal analysis,	Rubrics, Critique, Portfolio	All
Learning	Creativity and Innovation E, Program Competency, Research Skills,Teamwork and collaboration		Understanding of information and language structure for organizing content including visual identity or visual brand and apply it with visual continuity and sustained quality, and apply it across a range of media. Content organization and structures that are responsive to technological, social, and cultural systems. Coordination and development of design strategies. (NASAD)	ARTV 4580 and 4781 Senior Project in VCOM I and II	Ability to develop sustained solutions to complex multiple unit real world visual communications problems.Technical competency in appropriate media for entry level positions in an area of professional visual communication. Theoretical understanding and ability to utilize and effectively communicate and work

with others throughout the design process from research, thumbnail sketches, to

comprehensives, to finished printed piece if applicable.Develop content and art direction for a group exhibition and individual portfolio that

demonstrates the conceptual and technical competencies above. | Rubrics, Critique, Portfolio | All |
| Learning | Creativity and Innovation, Communication skills,Program Competency | | Fluency in the use of the formal vocabulary and concepts of design—including content, elements, structure, style, and technology—in response to visual communication problems. Understanding of how communication theories, principles, and processes have evolved through history and the ability to use this knowledge to address various types of contemporary problems. focus on relationships among audience, context, and content. (NASAD)Understanding of typographic syntax and how to utilize page layout, proportion grid structure, typographic hierarchy, and typographic space across multiple pages and /or printed pieces. core visual identity and apply it with unified and consistent art direction to multiple pages or separate print pieces. | ARTV 3271 Graphic Design II | Understanding of typographic syntax and how to utilize page layout, proportion grid structure, typographic hierarchy, and typographic space across multiple pages and /or printed pieces. Understanding of typographic syntax and how to utilize page layout, proportion grid structure, typographic hierarchy, and typographic space across multiple pages and /or printed pieces. Technical understanding knowledge and skills for pre press print graphics including use of pixel based, draw and page layout software and demonstrated ability to craft and verbally present thumbnails, rough comprehensives and finished digital prints as well as simple bound serial paper structures. | Rubrics, Critique, Portfolio | All |

Appendices A: ARTV Essential Learning Outcome (ELO) Curriculum Mapping Table

LEGS Alignment (if relevant)	ELO Alignment/Level of Proficiency (if relevant)	Accreditation Outcomes (if relevant)	Program Outcomes	Course	Course Goal	What Measurement/ Instrument	Which Assignments
Learning	Creativity and Innovation, Program Competency		Design, representation, abstraction, materials competency, studio practice, and art history	ARTV2161, Painting 1	Understanding painting media, confidence with traditional painting techniques, using color systems, articulating critical points of view.	portfolio	All
Learning	Creativity and Innovation, Program Competency		Design, representation, abstraction, materials competency, studio practice, and art history	ARTV3233, Painting From Observation	Understanding painting media, confidence with traditional painting techniques, painting technique innovation, articulating critical points of view.	portfolio, blog posts	All
Learning, Global Awareness	Creativity and Innovation, Program Competency, Critical Thinking		Design, representation, abstraction, materials competency, studio practice, arts careers, art theory, and contemporary art	ARTV3234, Painting: Contemporary Approaches	Material/technique experimentation, development of personal approaches, theoretical knowledge of contemporary art, articulating critical points of view.	portfolio, blog posts, quizes	All
Learning	Creativity and Innovation, Critical Thinking, Program Competency		Design, representation, abstraction, materials competency, studio practice, arts careers and art history	LEGS Alignment (if relevant)	Material literacy, problem solving, critical analysis, contemporary art issues.	LEGS Alignment (if relevant)	All
Learning	Creativity and Innovation, Critical Thinking, Program Competency		Design, representation, abstraction, materials competency, studio practice, arts careers and art history	LEGS Alignment (if relevant)	LEGS Alignment (if relevant)	Creative Responses, portfolio	All
Learning	Creativity and Innovation, Critical Thinking, Program Competency		Design, representation, abstraction, materials competency, studio practice, arts careers and art history	ARTV3768 / Sculpture II	Material literacy, problem solving, critical analysis, contemporary art issues.	Creative Responses, portfolio	All
Learning	Creativity and Innovation, Critical Thinking, Program Competency		Design, representation, abstraction, materials competency, studio practice, arts careers and art history	ARTV4832 / VIBA	Material literacy, problem solving, critical analysis, contemporary art issues, futher understanding of professional careers options and standards	Essays, Creative Responses, portfolio	All
Learning	Creativity and Innovation, Critical Thinking, Program Competency		Design, materials competency, studio practice, arts careers and art history		Material literacy, problem solving, critical analysis, increased understanding of industrial design thinking and design process	Creative Responses, portfolio	All
Learning	Creativity and Innovation, Quantiative Reasoning, Program Competency		Design, representation, abstraction, materials competency, studio practice, arts careers and art history	ARTV2121 Photo: Film & Darkroom 1	Understanding photographic images, quantitative skills, history of photography, contemporary issues.	Exams, essays, portfolio	All
Learning	Creativity and Innovation,Program Competency, Communication skills		Design, representation, abstraction, materials competency, studio practice, arts careers and art history	ARTV2321 Photo: Digital Image & Print	Digital literacy, problem solving, critical analysis, contemporary art issues.	Essays and portfolio	All
Learning	Creativity and Innovation,Program Competency		Digital competency, design, representation, abstraction, materials competency, studio practice, arts careers and art history	ARTV3265 Photoshop 1	Digital literacy, problem solving, critical analysis, contemporary art issues.	Essays and portfolio	All
Learning	Creativity and Innovation,Program Competency		Design, representation, abstraction, materials competency, studio practice, arts careers and art history	ARTV3240 Photo: Film & Darkroom 2	Producing a long term project, problem solving, critical analysis, contemporary art issues.	Portfolio, assignments and essay	All

Appendices A: ARTV Essential Learning Outcome (ELO) Curriculum Mapping Table

LEGS Alignment (if relevant)	ELO Alignment/Level of Proficiency (if relevant)	Accreditation Outcomes (if relevant)	Program Outcomes	Course	Course Goal	What Measurement/ Instrument	Which Assignments
Learning	Creativity and Innovation, Program Competency, Critical Thinking		Studio practive, arts careers, contemporary art awareness	ARTV4920 and ARTV4921 Sr. Project in Photography I & II	Long term in depth project leading to a career portfolio. Print on demand publishing, gallery presentation, web portfolio	Portfolio, exhibition, and artist statement	All
Learning	Creativity and Innovation, Quantiative Reasoning, Program Competency		Design, representation, abstraction, materials competency, studio practice, arts careers and art history	ARTV-2168 Printmaking I	Understanding printed images, quantitative skills connected to the discipline, history of printmaking, critical anlaysis, contemporary issues in printmaking.	essay, online post thread, portfolio	All
Learning	Creativity and Innovation,Program Competency, Communication skills		Design, representation, abstraction, materials competency, studio practice, arts careers and art history	ARTV-2169 Printmaking & Mixed Media	Understanding printed images, quantitative skills connected to the discipline, problem solving acrosss boundaries of art, critical anlaysis, contemporary art issues.	essay, online post thread, portfolio	All
Learning	Creativity and Innovation,Program Competency, Communication skills		Design, representation, abstraction, materials competency, studio practice, arts careers and art history	GAH-1265 Intro to the Print	Understanding printed images, quantitative skills connected to the discipline, history of printmaking, critical anlaysis, contemporary issues in printmaking.	essay, online post thread, portfolio	All
Learning	Creativity and Innovation,Program Competency, Communication skills		Design, representation, abstraction, materials competency, studio practice, arts careers and art history	ARTV-2155 Intermediate Drawing	Develop creative capacities in visual art, with emphasis on concept, develop a stronger ability to use and to integrate concepts, theories, and principles in fine art, and contemporary issues in drawing.	essay, online post thread, portfolio	All
Learning, Globalization	Program Competency, Global Awareness		Art history, terminology, historical periods and styles	Art History I	Understanding works of art in their historical and cultural context	Grading (research paper, test with essay and slide IDs)	
Learning, Globalization	Program Competency, Global Awareness		Art history, terminology, historical periods and styles	Art History II	Understanding works of art in their historical and cultural context	Grading (research paper, test with essay and slide IDs)	
Learning, Globalization	Program Competency, Global Awareness		Art history, terminology, historical periods and styles	ARTV 3610 Nineteenth Century Art	Understanding works of art in their historical and cultural context	Grading (research paper, test with essay and slide IDs)	
Learning, Globalization	Program Competency, Global Awareness		Art history, terminology, historical periods and styles	ARTV 3611 Early Modern Art	Understanding works of art in their historical and cultural context	Grading (research paper, test with essay and slide IDs)	
Learning	Program Competency		Art history, terminology, historical periods and styles	ARTV 3612 American Art	Understanding works of art in their historical and cultural context	Grading (research paper, test with essay and slide IDs)	
Learning	Program Competency, Global Awareness		Art history, terminology, historical periods and styles	ARTV 3613 Modern Art Since 1950	Understanding works of art in their historical and cultural context	Grading (research paper, test with essay and slide IDs)	
Learning, Globalization	Program Competency, Global Awareness		Art history, terminology, forms and theories of art	ARTV 3340 Contemporary Art	Understanding works of contemporary art, issues, theories, engagement with today's art world	Grading (research paper, test with essay and slide IDs)	

Appendices A: ARTV Essential Learning Outcome (ELO) Curriculum Mapping Table

LEGS Alignment (if relevant)	ELO Alignment/Level of Proficiency (if relevant)	Accreditation Outcomes (if relevant)	Program Outcomes	Course	Course Goal	What Measurement/ Instrument	Which Assignments
Learning	Program Competency, Communication Skills, Critical Thinking		Research and writing in art history, types of writing (press release, museum signage, etc), theoretical approaches	ARTV 4950 Senior Project I in Art History	Learning a variety of forms of art historical research, interpretation, theories, and writing	Grading (series of short papers and projects)	
Learning	Program Competency, Information Literacy and Research Skills		Research and writing in art history	ARTV 4951 Senior Project II in Art History	Research and writing in art history	Grading (extended research project)	
Learning, Globalization, preparing Ethical, empathic students	Creativity and Innovation, Communication skills, Engagement, Critical Thinking		Research and writing in art history	GAH 2118 Christians, Jews, Muslims (3 Abrahamic Faiths on Pilgrimage)	Research and writing in art history, Engagement	Research paper, Exams	All
Learning, Globalization	Program Competency, Communication Skills, Critical Thinking, Global Awareness		Writing about art and architectural history, terminology, historical periods and styles	ARTV 2177 Intro to the History of Architecture	Understanding the Built Environment, Engagement	Analysis paper, Exams	All
Learning, Globalization	Program Competency, Communication skills, Critical Thinking, Global Awareness		Art history, terminology, historical periods and styles, current scientific methods, drawing	ARTV 3338 Archaeology of the Mediterranean World	Research and writing in art history and archaeology, Engagement, Critical Thinking	Analysis paper, Exams, documentation	All
Learning, Globalization	Program Competency, Critical Thinking, Global Awareness		Art history, terminology, historical periods and styles	ARTV 3339 Art in the Shadow of Rome	Research and writing in art history, Engagement, Critical Thinking	Analysis paper, exams	All
Learning, Globalization	Program Competency, Global Awareness		Art history, terminology, historical periods and styles	GAH 2012 Art Appreciation	Understanding works of art in their historical and cultural context	Analysis paper, Exams, documentation	All
Learning, Globalization	Program Competency, Global Awareness		Art history, terminology, historical periods and styles	ARTV 3338 Byzantine Art and Architecture	Research and writing in art history, Engagement, Critical Thinking	Research paper, Exams	All