General Education Course Submission Form   **Date of Submission:** 09-15-2010

1.   **Check which area(s) this course applies to.**

Inquiry – Arts & Creativity	[X]	Composition & Communications - II	[ ]
Inquiry – Humanities	[ ]	Quant Reasoning – Math	[ ]
Inquiry – Nat/Math/Phys Sci	[ ]	Quant Reasoning – Stat	[ ]
Inquiry – Social Sciences	[ ]	Citizenship – USA	[ ]
Composition & Communications - I	[ ]	Citizenship - Global	[ ]

2.   **Provide Course and Department Information.**

Department: Department of Art

Course Prefix and Number: A-E 120   Credit hours: 3

Course Title: Pathways to Creativity in the Visual Arts

Expected Number of Students per Section: 18-20   Course Required for Majors in your Program?   no

Prerequisite(s) for Course?   none

This request is for (check one):   A New Course [X]   An Existing Course [ ]

Departmental Contact Information

Name: Marty Henton   Email: mrty.henton@uky.edu
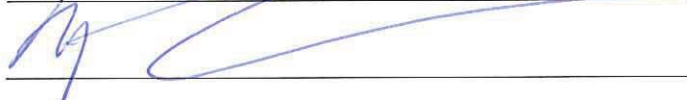
Office Address: 301A Arts Building   Phone: 7-2252

3.   **In addition to this form, the following must be submitted for consideration:**

- A syllabus that conforms to the Senate Syllabi Guidelines, including listing of the Course Template Student Learning Outcomes.
- A narrative (2-3 pages max) that explains: 1) how the course will address the General Education and Course Template Learning outcomes; and 2) a description of the type(s) of course assignment(s) that could be used for Gen Ed assessment.
- If applicable, a major course change form for revision of an existing course, or a new course form for a new course.

4.   **Signatures**

Department Chair: _____   Date: 11/4/10

Dean: _____   Date: 11/11/10

College Deans: Submit all approved proposals electronically to:
Sharon Gill Sharon.Gill@uky.edu

Revised May 6, 2010

NEW COURSE FORM

1. **General Information.**

   a. Submitted by the College of: FINE ARTS   Today's Date: 9-21-10

   b. Department/Division: ART

   c. Contact person name: Marty Henton   Email: marty.henton@uky.edu   Phone: 7-2252

   d. Requested Effective Date: ☒ Semester following approval   OR   ☐ Specific Term/Year[1] : _____

2. **Designation and Description of Proposed Course.**

   a. Prefix and Number: A-E 120

   b. Full Title: _____   Pathways to Creativity in the Visual Arts

   c. Transcript Title (if full title is more than 40 characters):   Pathways to Creativity in the Visual Art

   d. To be Cross-Listed[2] with (Prefix and Number): _____

   e. Courses must be described by <u>at least one</u> of the meeting patterns below. Include number of actual contact hours[3] for each meeting pattern type.

1 Lecture	_____ Laboratory[1]	_____ Recitation	_____ Discussion	_____ Indep. Study
_____ Clinical	_____ Colloquium	_____ Practicum	_____ Research	_____ Residency
_____ Seminar	2 Studio	_____ Other – Please explain: _____		

   f. Identify a grading system: ☒ Letter (A, B, C, etc.)   ☐ Pass/Fail

   g. Number of credits: 3

   h. Is this course repeatable for additional credit?   YES ☐   NO ☒

      If YES: Maximum number of credit hours: 3

      If YES: Will this course allow multiple registrations during the same semester?   YES ☐   NO ☒

   i. Course Description for Bulletin: <u>Students will be challenged to think creatively, expand cognitive development, perception, self-expression, and sensory awareness through research and rich studio experiences. Aesthetic knowledge and skills will provide students with a pathway to learning in art that integrates prior knowledge with new experiences which enhance creative learning through discovery, discussion, and collaboration.</u>

   j. Prerequisites, if any: none

   k. Will this course also be offered through Distance Learning?   YES[4] ☐   NO ☒

   l. Supplementary teaching component, if any: ☐ Community-Based Experience   ☐ Service Learning   ☐ Both

3. **Will this course be taught off campus?**   YES ☐   NO ☒

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[1] Courses are typically made effective for the semester following approval. No course will be made effective until all approvals are received.

[2] The chair of the cross-listing department must sign off on the Signature Routing Log.

[3] In general, undergraduate courses are developed on the principle that one semester hour of credit represents one hour of classroom meeting per week for a semester, exclusive of any laboratory meeting. Laboratory meeting, generally, represents at least two hours per week for a semester for one credit hour. (from SR 5.2.1)

[4] You must *also* submit the Distance Learning Form in order for the proposed course to be considered for DL delivery.

NEW COURSE FORM

4.   Frequency of Course Offering.

  a. Course will be offered (check all that apply): ☒ Fall ☒ Spring ☐ Summer

  b. Will the course be offered every year? YES ☒ NO ☐

     If NO, explain: _____

5.   Are facilities and personnel necessary for the proposed new course available? YES ☐ NO ☒

     If NO, explain: <u>This course will require additional full-time teaching positions. Funding for instruction has been made available through the Provost's office.</u>

6.   What enrollment (per section per semester) may reasonably be expected? <u>20</u>

7.   Anticipated Student Demand.

  a. Will this course serve students primarily within the degree program? YES ☐ NO ☒

  b. Will it be of interest to a significant number of students outside the degree pgm? YES ☒ NO ☐

     If YES, explain: <u>This course will be proposed to meet the Inquiry: Creativity requirements in the new General Education.</u>

8.   Check the category most applicable to this course:

  ☐ Traditional – Offered in Corresponding Departments at Universities Elsewhere

  ☒ Relatively New – Now Being Widely Established

  ☐ Not Yet Found in Many (or Any) Other Universities

9.   Course Relationship to Program(s).

  a. Is this course part of a proposed new program? YES ☒ NO ☐

     If YES, name the proposed new program: <u>General Education</u>

  b. Will this course be a new requirement[5] for ANY program? YES ☐ NO ☒

     If YES[5], list affected programs: _____

10.   Information to be Placed on Syllabus.

  a. Is the course 400G or 500? YES ☐ NO ☒

     If YES, the *differentiation for undergraduate and graduate students must be included* in the information required in **10.b**. You must include: (i) identification of additional assignments by the graduate students; and/or (ii) establishment of different grading criteria in the course for graduate students. (See *SR 3.1.4.*)

  b. ☐ The syllabus, including course description, student learning outcomes, and grading policies (and 400G-/500-level grading differentiation if applicable, from **10.a** above) are attached.

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[5] In order to change a program, a program change form must also be submitted.

Instructor: Lecturer-Instructor
Office Phone: 859-257-2727
Office: Fine Arts.
E-mail –marty.henton@uky.edu
Office Hours:

* Please silence cell phones and no texting in class.

Course Description

How do the arts communicate? Why is it important to understand the impact of creativity on learning? How do we experience art and creativity? How do you learn? This course will provide opportunities for you to explore the answers to these questions. You will participate in hands-on learning experiences that incorporate visual problem solving skills; methods of inquiry, creative expression, use of technology, and integrated learning that enhance visual literacy. Student engagement in critical thinking will deepen theoretical and philosophical knowledge of art and creativity. Approaches to assessment and sell assessment will be integrated into the course as tools to improve knowledge of artistic expression and refine the process of art, creativity, and learning.

Students will be challenged to think creatively, expand cognitive development, perception, self-expression, and sensory awareness through research and rich studio experiences. Aesthetic knowledge and skills will provide students with a pathway to learning in art that integrates prior knowledge with new experiences that enhance creative learning through discovery, discussion, and collaboration.

Student Learning Outcomes: At the end of this class students will be able to:
- demonstrate knowledge of methodology in art through the use of materials, processes, and the development of creative thought and discussion
- demonstrate the ability to use the arts to problem solve, play, stimulate creativity that embodies "out of the box" thinking.
- identify their learning style through Howard Gardner's Multiple Intelligence
- explore personal expression and creativity through the creation of two and three dimensional artworks (artifacts) using a various traditional and non-traditional media
- implement tools for peer and self-assessment to guide the learning process through evaluation and refinement
- demonstrate knowledge of various art forms presented in class through observation and discussion
- demonstrate knowledge of the power of arts and creativity to enhance and enrich cross-curricular learning through the design and implementation of a group project
- apply appropriate technology in learning and collaborative projects
- write a short paper on a topic connecting the student with art and learning through analysis, evaluation, and refinement.
- Apply processed focused approaches to creativity.

Course Goal – This course is designed to provide students with tools for understanding creativity through actively engaging in the process of making art, talking about art, and looking at personal learning styles that connect the student to creative expression and visual literacy.

Course Objectives
Students will:
- identify how they learn using Howard Gardner's *multiple intelligence theory*
- make art with various media and through a variety of processes
- use technology to make art and create presentations
- participate in class critiques, peer and self assessment
- will look at and discuss art with reference to the elements of art and principles of design

Textbook
The textbook is *The Arts and the Creation of Mind*, Elliot W. Eisner. 2002.
  ➢ Recommended readings on reserve at the Lucille Little Library.
  ➢ Outside readings and handouts
  ➢ Journal/notebook for journal entries and assignments.
  ➢ Access to digital camera if possible.

Course Structure and Requirements
The majority of class time will be spent in process-focused activities designed to stimulate the imagination, incorporate play, identifying learning styles, and research with creativity and learning.

Studio work, class participation, and journal entries – students will create artwork with various media that fulfills specific assignments, participate in self and peer critique and assessment, engage in class and group discussions, and keep a journal on outside readings, class discussions, observations, reflections, and group projects.

Research Topic – students will select a topic that provides personal insight into art and creativity and will respond with a research paper that connects the student with art and learning in their field of study. Typed and double spaced (5-8) pages with cited resources.

Group Project – students will collaborate with 3-4 classmates to design a creative project that connects art and creativity with learning in interdisciplinary ways. This will be a culminating project that challenges students to come to consensus on a project topic and work as a team to present it to the class. Students are encouraged to be innovative and to 'think out of the box', as they educate their peers using technology that can include PowerPoint's, podcasts, i-movies, websites, blogs, social networking, or other forms of technology that deepen learning and assessment.

Evaluation and Grading

Attendance	10%
Research paper – response to topic	15%
Studio work, class participation and journal entries	35%
Group Project	40%
Total	100%

Grading Explanations

90 - 100 = A; 80 - 89 = B; 70 - 79 =C; 60 - 69 = D; 59 = E

A = Excellent work: Careful attention to detail and craftsmanship in studio work. Demonstrates a quality work ethic with regard to creativity and problem solving skills on exercises, class participation, and research. Excellent in every aspect. B = Above average: Studio work is well done. Work ethic is above average in creativity and problem solving skills. Good work.
C = Studio work is average. Average examples of creativity and problem solving skills and average work ethic.
D = Inadequate work: Studio work in below average. No real examples of creativity or attempts to solve problems relating to class activities. Research is below average. No evidence of work ethic.
E = Unacceptable work and effort
(A "C" represents satisfactory work, regular attendance, and successful accomplishment of the course.)

Attendance Policy:
- ✓ Late arrivals will be marked tardy. Leaving early will also be noted. Any three late arrivals or early self-dismissals will count as an absence. You are late if you arrive to class after your name has been called when role is taken.
- ✓ Any absences will be reflected in your final grade. 3 absences will drop your final grade by half a letter and another half a letter for every absence after that.
- ✓ 5 unexcused absences the instructor will discuss the situation with the student
- ✓ If you miss more than 7 absences you will fail the course.
- ✓ Excused absences must have proper documentation due to medical reasons or other major traumatic event.
- ✓ It is your responsibility to talk to your instructor immediately if you think there may be a mistake in your attendance records. Corrections older that a week will not be honored.

Academic Integrity, Cheating and Plagiarism:
This course will follow the University's honesty policy. The University's policies regarding cheating and plagiarism are found at http://www.uky.edu/StudentAffairs/Code/part2.html and should be familiar to all students in this course. To better understand the University's policy on plagiarism, please become familiar with http://www.uky.edu/Ombud/Plagiarism.pdf , a document explaining and giving examples not only of plagiarism, but how to avoid it. Minimum punishment for either of these offenses is an "E" in the course.

Accommodation for Students with Disabilities.
If you have a documented disability that requires academic accommodations, please see me as soon as possible during the scheduled office hours. In order to receive   accommodations for this course, you must provide me with a Letter of Accommodation from the Disability Resource Center (Rm. 2, Alumni Gym, 257-2754, e-mail – jkarnes@email.uky.edu for coordination of campus disability services available to students with disabilities.

Classroom behavior, decorum and civility
Students are expected to respect the dignity of all and to value differences among members of our academic community.

NEW COURSE FORM

Signature Routing Log

General Information:

Course Prefix and Number: A-E 120

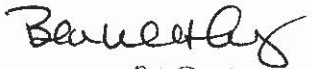Proposal Contact Person Name: Marty Henton   Phone: 7-2252   Email: marty.henton@uky.edu

INSTRUCTIONS:

Identify the groups or individuals reviewing the proposal; note the date of approval; offer a contact person for each entry; and obtain signature of person authorized to report approval.

Internal College Approvals and Course Cross-listing Approvals:

Reviewing Group	Date Approved	Contact Person (name/phone/email)	Signature
Department of Art	9/3/2010	Ben Withers / 7-4013 / bwithers@uky.edu	Ben Withers
College of Fine Arts Curriculum Committee	11/5/10	Jane Johnson / 7-1709 / jhjohn@email.uky.edu	Jane H Johnson
		/ /	
		/ /	
		/ /	

External-to-College Approvals:

Council	Date Approved	Signature	Approval of Revision[6]
Undergraduate Council	12/07/2010	Sharon Gill Digitally signed by Sharon Gill DN: cn=Sharon Gill, o=Undergraduate Education, ou=Undergraduate Council, email=sgill@uky.edu, c=US Date: 2011.01.03 10:12:30 -05'00'	
Graduate Council			
Health Care Colleges Council			
Senate Council Approval		University Senate Approval	

Comments:

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[6] Councils use this space to indicate approval of revisions made subsequent to that council's approval, if deemed necessary by the revising council.