

**DEGREE/PROGRAM CHANGE
FORM C
Form Number: C1084**

Fields marked with * are required

| | | | | | |
|---------------------------|------------------|-------------------------|--|---------------|----------|
| Name of Initiator: | Sarita Jo Cargas | Email:* | cargas@unm.edu | Date:* | 08-25-12 |
| Phone Number:* | 505 277-4211 | Initiator's Title* | Lecturer III: UC University Honors Program | | |
| Associated Forms exist?* | Yes ▼ | | | | |
| Faculty Contact* | Rosalie Otero | Administrative Contact* | Lee Clark | | |
| Department* | U Honors | Admin Email* | laclark@unm.edu` | | |
| | Branch | Admin Phone* | 277 4211 | | |

Proposed effective term:

| | | | |
|----------|--------|------|--------|
| Semester | Fall ▼ | Year | 2013 ▼ |
|----------|--------|------|--------|

Course Information

| | |
|---------------------------------|---|
| Select Appropriate Program | Undergraduate Degree Program ▼ |
| Name of New or Existing Program | * University Honors - Fine Arts Core Course |
| Select Category | UG Core Course ▼ |
| | Degree Type |
| Select Action | New ▼ |

Exact Title and Requirements as they should appear in the catalog. If there is a change, upload current and proposed requirements.
See current catalog for format within the respective college (upload a doc/pdf file)

[FA Syll.docx](#)

☐ **Does this change affect other departmental program/branch campuses? If yes, indicate below.**

Reason(s) for Request * (enter text below or upload a doc/pdf file)
It is expected that this change will be implemented by all branch campuses who offer honors courses.

Upload a document that includes justification for the program, impact on long-range planning, detailed budget analysis and faculty workload implications. *

[Form C core course Fine Arts.docx](#)

Honors College Core Course in Fine Arts

Sample Syllabus

Fine Art as Global Perspective: Visual Arts

HONFA 201 3CH

Brief Description for Catalog

This course introduces interdisciplinary perspectives on fine art fields such as visual arts, theater, architecture, dance and music. Its goal is to encourage understanding of the role of art in society and culture.

Full Course Description (using Visual Arts as sample)

This core course will serve as an introduction to visual arts. This interdisciplinary course will engage students with various fine art pieces throughout the semester in order to experience, interpret, and analyze art (SLO 1). They will also explore the role or impact of art globally and historically-- how art affects societies and how societies affect art and the significance and import of the arts, both in terms of production and of experience (SLO 2). They will strengthen their problem solving skills through the creative process and understand the relationship between fine art and other disciplines (SLO 3). Students will also consider various examples of controversy and censorship toward specific works of art (SLO 4).

Student Learning Outcomes: Once students successfully complete this course, they should be able to:

1. Analyze and critically interpret significant works of art.
2. Compare art forms, modes of thought and expression, and processes across a range of historical periods and/or structures (such as political, geographic, social, cultural, and intellectual).
3. Develop strong communication skills, oral and written, when describing, analyzing, and comparing works of art.
4. Identify, analyze and apply criteria for making aesthetic judgments.

Assessment

1. Students can apply principles of critical thinking to demonstrate integrative learning--SLO #1:

a. How students address course content and acquire knowledge:

- Through readings, class discussion, and visits to museums and galleries

b. Student Learning Outcomes—students will:

- Learn to appreciate various, even contradictory, interpretations of the same work of art, as well as significant passages of art history, as retaining validity and theoretical plausibility.
- Be able to apply multiple points of view (competing theories) to the interpretation and evaluation of selected works of art.

2. Students can analyze cultural issues within a global context (i.e. cultural, historical, political, geographic, social, and intellectual)—SLO #2:

a. How student will address course content and acquire knowledge:

- Through readings, class discussion, and visits to museums and galleries.

b. Student Learning Outcomes—students will:

- Gain an appreciation and understanding not only of the striking contrasts and contradictions between the forms of visual expression of disparate cultures on a global scale, contemporaneously as well as historically, but also what binds them together.
- Study aspects of visual expression within the cultural settings that gave rise to them, and to which are inextricably connected;
- Learn how significant works of art not only engendered a lasting effect on the culture that produced it, but continue in their influence today;
- Become familiar with the contemporary cultural trends that shape the visual arts today.

c. How students will use course content and demonstrate achievement of SLO #2:

- Through a required analytical/research paper, graded by rubric, as well as other descriptive/interpretive written assignments and oral presentations.

3. Students will strengthen their problem solving skills through the creative process and understand the relationship between fine art and other disciplines—SLO #3:

a. How student address course content and acquire knowledge:

- Through readings, participatory class exercise and discussion

b. Student Learning Outcomes—students will:

- Describe and analyze course content in order to make connections to knowledge and experience derived from other fields of inquiry;
- Determine the relevance of the visual arts to contemporary society;
- Discern ways in which the visual arts can be instrumental in changing widely held perceptions within a culture;
- Gain a working knowledge of the vocabulary peculiar to the various forms of visual expression.

c. How students will use course content and demonstrate achievement of SLO #3:

- Through a required analytical/research paper graded by rubric; other interpretive writing assignments and oral presentations.

4. Students will gain an understanding of how images are used for advertising, propaganda, as well as to create a sense of cultural or spiritual identity—SLO #4:

a. How student address course content and acquire knowledge:

- Through readings, participatory class exercise and discussion

b. Student Learning Outcomes—students will:

- Gain a broad familiarity with the principles of design, the visual elements, media, and methods;
- Be able to form and support coherent positions that are relevant to art objects;
- Be able to explain how art is used for various purposes.

c. How student will use course content and demonstrate achievement of SLO #4:

- Through a required analytical/research paper graded by rubric; other interpretive writing assignments and oral presentations.

Required Texts and Materials:

Sparks of Genius, Robert S. Root-Bernstein

How Art Made the World, Nigel Spivey

Biographies and memoirs of artists

Field Trips: Museums, galleries, performances

Use of Multi-media technologies including videos

Requirements and Assignments:

- Students will be required to read various texts and other supplemental readings
- Students will complete an analysis graphic organizer for 3-5 artworks each week. The graphic organizers include the following information for each artwork: identification, period/culture, subject/iconography, style/technique, significance/function/purpose (includes social, political, scientific, and religious values of the culture.
- Students will be prepared to discuss, debate, deliberate ideas based on reading assignments and experiential field excursions.
- Students will complete two or three essays based on themes that analyze various artwork and essays that address how cultural background influences how a piece is read, experienced and valued.
- Students will work collaboratively in small groups to present artworks from different cultures based on a common theme. They may also choose to compare works among three or more art groups such as a dance performance, a painting, and an iconic building.
- Working in small groups, students will visualize a problem in their city, state, or nation and seek to address solutions through art.
- Students will explore controversial art or censorship and write an essay that describes the nature of the controversy, the issues surrounding the dispute, solutions, and personal opinion.
- Students will engage personally in one art form such as draw or paint, design a building, or produce a video.

Course Calendar

| | | |
|-----------|--------|--|
| Module I | Week 1 | <u>Introduction to the Subject (1-3 weeks)</u> Why is it important to study visual arts? What makes something a work of art? How are all the arts related? How does an art form function as a means of communication? |
| | | |
| Module II | Week 4 | <u>Formal Analysis: Art as Experience/ the Creative Process (4-6 weeks)</u> How do artists use visual media to embody or communicate experience? |

| | | |
|------------|---------|--|
| | | <p>How is the art form constructed? –this is where vocabulary and the process of analysis come in.</p> <p>What give an artwork value? What factors influence that judgment? Are there any universal standards that can be applied or are they always relative?</p> <p>How has technology influenced/ been shaped by the arts?</p> |
| Module III | Week 8 | <p><u>Contextual Analysis: Art as Cultural/Historical Text (4-6 weeks)</u></p> <p>How does visual media shape culture?</p> <p>How are different arts related to each other or the focus art form?</p> <p>How do the arts reflect the values and world view of the society that created them?</p> <p>How do arts from different cultural traditions and historical periods influence contemporary American/World Cultures?</p> <p>Should Gov't/States fund the arts? Is controversial work, art-- such as new media, digital art, body art, videos, performance art, and graffiti?</p> |
| Module IV | Week 12 | <p><u>Final Project (1-3 weeks)</u></p> <p>Students would present their portfolios and final paper.</p> |

Required attachment for adding core course as required by the instructions,
“Criteria for adding core curriculum courses”

- a. Statement of the core area course will fit in, rationale: how will course benefit UNM students, why does it belong in the core curriculum:

This new core course in the Fine Arts area will benefit honors students by helping them remain and complete the Honors College curriculum. Currently too many students are forced to drop the program due to scheduling difficulties and problems fulfilling all their university graduation requirements including those for their major, minor, honors, and university core requirements. Allowing them to count a number of specific honors core courses towards their honors requirements will alleviate one of the more common problems for honors students. The honors version of the core course will also enhance the university core curriculum because it will introduce intense foci on interdisciplinarity and primary source materials.

- b. Impact statement on effect course may have on other departments/courses currently in core:

“This new core course will minimally affect the number of students who take a pre-existing university core course. Honors students only make up approximately ten percent of the university population. Furthermore, Honors students are likely to take many of their core courses in the disciplines because those courses are prerequisites for courses in the students’ majors.

- c. Current and predicted enrollments for the next 3 yrs.

We predict these courses will fill at the Honors class maximum size of 17 students per course.

- d. Budget/Faculty Load Statement: budget impact statement, resources (faculty/facilities) that the department has for teaching the course, memo from Dean or College Curriculum Committee regarding financial support for 5-10 yrs.

Budget impact statement:
See below.

Resources (faculty/facilities) that the department has for teaching the course:
The current honors full-time and adjunct faculty are prepared to teach these courses. The projected budget for the new Honors College projects hiring 3-6 new faculty over the next several years and they also will be a resource to teach the new core courses.

Memo from Dean or College Curriculum Committee regarding financial support for 5-10 yrs: See below.

For "Budget Impact Statement"

APPENDIX E



APPENDIX E Cost Estimation and Sources of Funding

COST ESTIMATION

| | |
|---|----------------------------|
| Faculty | |
| Dean | \$ 160,000 |
| Associate Dean - SAC and course buy-out | 40,000 |
| T/TT Faculty(1) | 75,000 |
| T/TT Faculty | 75,000 |
| T/TT Faculty | 75,000 |
| Honor Fellows (6) - 4 course buyouts/year @ \$7000/course (2) | 168,000 |
| Lecturer (1) | 45,000 |
| Part Time Instructors - 12 courses/year @ \$3,800/ course | 45,600 |
| | <u>\$ 683,600</u> |
| Staff | |
| Accountant I | \$ 40,000 |
| Admin I for Deans Office | 27,000 |
| Development Associate | 54,000 |
| Admin I for Scholarship Office | 27,000 |
| CAELD, NISF Program Specialist | 45,000 |
| Academic Advisors (4) | 144,000 |
| | <u>\$ 337,000</u> |
| Benefits | |
| Fringe Benefits (29%) | \$ 289,134 |
| Total Salary and Benefits | <u>\$ 1,309,734</u> |
| Other | |
| Recruitment Budget | \$ 25,000 |
| Supply and Equipment Budget | 50,000 |
| | <u>75,000</u> |
| Total | <u>\$ 1,384,734</u> |

Tuition & Funding Formula Assumptions

Assumptions:

- 90 new students to the University that graduated within the top 25% of their class.
- Each student averages 26 credit hours per year to graduate in 5
- 85% retention rate
- Half of a student's credit hours are lower division/half upper
- Instruction/Instructional Support Expenditure calculation used by the State Funding Formula.

Gross Tuition & Formula Revenue

Freshman Year 90 students * 26 ch * \$151.48 = \$354,463
 Sophomore Year 77 students * 26 ch * \$151.48 = \$303,263
 Junior Year 65 students * 26 ch * \$242.96 = \$410,602
 Senior Year 55 students * 26 ch * \$334.44 = \$478,249
 5th Year Senior 45 students * 26 ch * 334.44 = \$391,295

Total Gross Tuition & Formula Revenue = \$ 1,937,872

Notes: (1) Market Salaries for tenure stream faculty vary widely depending on discipline; \$75000 is an estimated average that would include humanities, physical and social sciences
 (2) Course buy-out costs will depend on current college policies. For example, A&S is moving to a policy that charges 1/8 of annual salary for one course buy-out.



MEMO

TO: Faculty Senate Curriculum Committees
FROM: Kate Krause, Interim Dean, University College
RE: Support for Core Courses in Honors
Date: July 10, 2012

Last spring the Faculty Senate approved the creation of an Honors College. One component of the proposal was the establishment of courses in Honors that satisfy Core Curriculum requirements by delivering content that addresses the learning outcomes established for each disciplinary area. The Honors faculty have developed this course to allow Honors students to satisfy a core requirement in [the social and behavioral sciences]. The long-term plan for the Honors College is to develop courses in each of five (?) core areas.

These courses will be taught by current tenure stream Honors faculty, new hires in Honors, adjunct faculty with special expertise in the area and Honors Fellows whose tenure homes are in a specific discipline. The budget established for the Honors College is sufficient to compensate these faculty members and, in the case of Honors Fellows, to compensate their home departments.

University College is committed to supporting this course now and as the Honors College grows.