Cover Sheet for Proposal to the Undergraduate Curriculum and Catalog Review Committee

Note: For new courses, use the New Course Proposal Form

Proposal Number (Assigned by the Registrar):

Date: November 8, 2008 (rev. February 2, 2009)

Department: College of Visual and Performing Arts

Contact Person: Dr. Joseph Scartelli

Course or Program ID: CVPA 266

Proposal Category (check all that apply):

___ Course Prerequisite Change

___ Course Title Change (23 characters):

___ Course Deletion

___ Course Number Change

___ Program Revision (Attach Revision of Existing Program Form)

___ New Program (Major, minor, and certificate)

___ Course Credit Hour Change

_X_ New Course (attach New Course Proposal Form)

___ Course Syllabi Change

___ Change to Catalog Description

___ Minor Change to Course

Proposal Description with Rationale (State current status, proposed change, and why the change is desired. Attach additional sheets if necessary. If the proposal in any way alters the requirements for the program, complete the Revision of Existing Program section of this form):

Approved proposals traditionally go into effect the next academic year. However, if seeking an alternative effective date, please indicate the requested date in the space provided below, along with reason:

Travel courses already exist at the 300 level. The 200 level travel course will be available to students who want to use travel to fill the core curriculum requirement in fine arts or global perspectives.
Effective Date:

Reason for requesting an alternative effective date (please type or write in your reason for the change here):

___ Include a copy of the old and new syllabi to this proposal for comparison.

___ For Program Revisions, attach the Revision of Existing Program Form and include both the current and proposed program.

___ For New Course Proposals, attach the New Course Proposal and Assessment of Library Resources Forms with appropriate signatures.

**Special Note:** Changes to course syllabi must be submitted to the Registrar’s Office on either a 3 1/4 floppy disk or ZIP disk after final approval by the Vice President for Academic Affairs.

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<tr>
<td>Department Curriculum Committee Chair</td>
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<td>College Curriculum Committee Chair</td>
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<td>College Dean</td>
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If this proposal in any way affects a professional education program, it must be submitted to and approved by the Professional Education Committee and the Faculty Senate:

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<td>Professional Education Committee Chair</td>
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<td>General Education Curriculum Advisory Committee Chair</td>
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<td>Faculty Senate President</td>
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<td>UG Curriculum &amp; Catalog Review Committee</td>
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Revised 08/17/05
New Course Proposal

New course proposals at the undergraduate level must be approved by the Department and College Curriculum Committee before being presented to the Undergraduate Curriculum and Catalog Review Committee. Proposals for new courses intended for inclusion in the General Education Program must also be approved by the General Education Curriculum Advisory Committee before being presented to the Undergraduate Curriculum and Catalog Review Committee. Courses recommended by the Undergraduate Curriculum and Catalog Review Committee to the Vice President for Academic Affairs must be approved before they can be scheduled.

Graduate level courses (all 500 and those 400-level courses that may be taken for graduate credit) must be approved by the Department before being submitted to the Graduate Curriculum and Catalog Review Committee. The committee must recommend the course to the Vice President for Academic Affairs for approval before it can be scheduled.

ALL NEW COURSE PROPOSALS MUST BE SUBMITTED IN THE FOLLOWING FORM:

1. **Catalog Entry**

   **Date:**

   Department Prefix: [CVPA] (three or four capital letters)

   Course Number: [266] (three numbers)

   Course Title: **Travel Study in Visual and Performing Arts**

   Suggested Course Title for SIS program (28 character limit):

   Prerequisites: **Permission of Instructor**

   Credit Hours: **3**

   Brief Description: This is a brief description of the course as it will appear in the catalog. This description should be short, use full sentences, indicate lecture, laboratory, etc., and should not include the title of the course. For a General Education Course include the following statement at the end of the catalog entry: "This course has been approved for General Education credit in the following area of the curriculum: Communication, Fine Arts, Health & Wellness, Humanities, International & Intercultural Studies, Mathematical Sciences, Physical & Natural Sciences, Social & Behavioral Sciences Area."

   Academic study involving international travel. Locations and study focus vary with each section but may include Greece (for art), Italy (for music), England (for theater) and so on. Core Curriculum credit – Visual and Performing Arts or Global Perspectives.
2. Detailed Description of Course

a. List topics or major units; include subtopics under major units, if appropriate. NOTE: This section will be reviewed by many people who are not familiar with the subject matter. It is important to avoid jargon. It is also important that care be given to the organization of the content and that it be made much more detailed and complete than the catalog description. If this is a 400-level course that will be specified as being available for graduate credit, indicate the additional work that will be required of students taking the course for graduate credit.

All topic areas in the visual and performing arts are eligible for study through foreign travel experiences. Each section generally focuses on a specific geographic locale with site visits to locations relevant to the media being studied. As an example, an art trip to Greece might include visits to the Parthenon and a music department's trip to Italy might include opera performances in Venice. When the native language is not English, translators accompany the group. Learning activities in travel study range from museum visits with observation and analysis of major art works to lectures by artists, musicians, or actors and group discussion of experiences. In addition to specific media-related activities, students explore and analyze similarities between daily life in their U.S. home and the foreign country they are visiting. Most of the travel study programs require students to keep a log of observations and reactions.

b. Detailed Description of Conduct of Course

Include the appropriate instructional strategies, i.e., lab or field experience, student presentations, student development of materials, role-playing/simulation, cooperative/group learning, demonstrations, computer-assisted instruction, case studies, self-paced instruction, writing-to-learn activities, oral communication activities, use of audio-visual materials, guest speakers, lecture, etc.

Classroom, lab, field, studio and performance study in the visual and performing arts supervised by Radford University faculty or designated surrogate. In situ visits to study art works in the context in which they were made or performed is a considerable portion of the travel class. The classes are structured with pre-travel orientation workshops and lectures and post-travel discussion/presentation sections with an emphasis on using the students’ experiences to make comparisons across other cultures, thus synthesizing and conceptualizing what has been learned in the travel study in terms of broader global/cultural issues.

c. Student Goals and Objectives of the Course

Need to be stated in terms of student outcomes. What are the major learning objectives: What new capabilities, skills, levels of awareness, etc. will students derive from the course? Example: "Having successfully completed this course, the student will be able to . . .” For a General Education Course, in addition to a statement of course-specific goals and objectives, include a description of the broad general education program goals and the goals established for the particular knowledge area of the program as these goals will be addressed in this course.

The student will meet the objectives in Goal 8: Radford University students will experience and analyze ways in which the visual and performing arts reflect and communicate aspects of the human experience.

Radford University students will be able to:
a. Analyze works of art in terms of the medium’s distinctive language and syntax
b. Identify and explain how works of art express human values and experiences within specific historical, cultural and social contexts
c. Identify and explain how the visual and performing arts have been used as vehicles for influencing culture
d. Evaluate works of art from the perspectives of aesthetic or critical criteria

(note: “Art” in this context refers to all the visual and performing arts disciplines including visual art, architecture & design, music, dance, and theatre)

AND

Goal 11: Radford University students will understand how social and cultural (for example, political, historical, economic, environmental, religious, or geographic) forces shape experiences in the global setting.

Radford University students will be able to:

a. Compare and contrast different perspectives used to explain the world and international issues
b. Use materials studied to explain cross-cultural issues in the world
c. Evaluate similarities and differences among world cultures that effect perceptions, beliefs, or behaviors, and thus relationships between those cultures

d. Assessment Measures

Include a list of appropriate assessment strategies. Keep in mind that different instructors use different assessment measures and strategies. For a General Education Course, in addition to a statement of course-specific assessment measures, include a description of the ways student learning will be assessed to determine fulfillment of the broad general education program goals and the goals established for the particular knowledge area of the program.

Assessment of learning will be conducted through written papers, presentations, performances, exhibits, and/or portfolios (may be electronic). Other forms may include proof of attendance at events, lectures, performances, exhibits, shows, etc.

e. Other Course Information

Examples: Bibliography of readings relevant to the course, special teaching aids, and any other information not contained in one of the above sections.

The CVPA 266 courses will require pre-and post-travel sessions with required relevant reading and written assignments addressing cross-cultural characteristics of the visual and performing arts and that emphasize the synthesis of the current travel study experience to broader world and cultural conditions, issues, events, etc.
3. Background and Justification

a. Need for the Course

State why the course is needed in the curriculum. Indicate how the course addresses one or more of the objectives of the department. For a General Education Course, explain how the addition of this course will improve the General Education Program, enhance students' ability to fulfill the broad learning goals of the program, enhance students' ability to fulfill the specific learning goals of a particular area of the program, and/or enable students to fulfill a program goal that is not currently being met.

This course can meet two goal areas of the Core Curriculum and would provide unique and intensive experiential opportunities for students through immersion in cultures outside of the United States. This experience will also allow students to acquire first-hand understanding of how general cultural patterns relate to more specific forms of cultural expression.

b. Students for Whom Course is Offered

Identify the specific group of students the course is designed to attract. If the course is a major requirement, indicate how the number of hours in the major will be affected.

All students who meet approval of the individual instructor and the International Studies program. This is required for all travel courses to ensure that students and faculty can work and live together during the time they spend in a foreign country.

c. Anticipated Enrollment

Estimate the average number of students expected to be enrolled in the course each time it is offered.

Average of 15-20 per section.

d. Frequency of Course Offerings

Indicate the frequency with which the course will be offered including anticipated number of sections.

Offered in multiple sections (3 – 5) annually

e. Level and Prerequisites

Provide a rationale for course level and prerequisite(s) including criteria for "Permission of Instructor," if applicable.

The course has no prerequisites, other than permission of instructor as noted under 2b.
4. Rationale for Resources Required

a. Faculty Resources

Identify existing faculty resources, if any, that will be reallocated to this course. Identify additional faculty resources, if any, required to offer this course.

None

b. Effect on Existing Curricula

Identify the impact, if any, on the department's current offerings of General Education, the major, and electives. Identify courses, if any, that will be deleted if this course is approved. Identify the impact, if any, that this course will have on any other department. Include a statement that the department has been notified concerning the impact.

None

c. Facilities, Equipment and Supplies

List any additional or reallocated facilities, equipment or supplies required to offer the course and state whether funds are currently available in the Department budget to cover the anticipated costs.

None

d. Library Resources

Early in the process of preparing the proposal, contact the library liaison who works with your department to determine the availability of materials to support the proposed course. Describe existing resources and append to the course proposal a list of additional materials to be purchased to support the course. Include the library liaison who worked with you to identify needed materials. Providing this list will enable the library to earmark funds especially for the purchase of materials for new courses. Refer to http://lib.radford.edu/Collection_Development/liaison.cfm for current list of library faculty liaisons.

1. Describe the adequacy of materials available to support this course.

2. List in priority order the additional materials to be purchased.

Attach additional sheets as needed.

Prepared by:
e. Computer Resources

Identify computer resources needed for the course. Include a statement from the Director of Academic Computing, or other appropriate individual, indicating how these needs will be accommodated.

None

f. Other Anticipated Resources

None

* Approval of new courses only. Resources required for new courses must be approved through the college resource allocation process.

All courses must be reviewed departmentally at three-year intervals. All General Education Courses must be reviewed by the General Education Curriculum Advisory Committee at five-year intervals.

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Revised 08/17/05