# http://www.ric.edu/webcommunications/images/SealWithText_Small_Black.pngUNDERGRADUATE CURRICULUM COMMITTEE (UCC)PROPOSAL FORM

## Cover page scroll over blue text to see further important [instructions](#instructions): please read.

**N.B. DO NOT USE HIGHLIGHT, please DELETE THE WORDS THAT DO NOT APPLY TO YOUR PROPOSAL**

**ALL numbers in section (A) need to be completed, including the impact ones.**

|  |  |  |
| --- | --- | --- |
| A.1. [Course or program](#Proposal) | **ART 232: Renaissance to Contemporary Art** |  |
| [Replacing](#Ifapplicable)  | **ART 232: Renaissance to Modern Art** |
| A.2. [Proposal type](#type) | **Course: revision**  |
| A.3. [Originator](#Originator) | **Sara Picard** | [Home department](#home_dept) | **Art** |
| A.4. [Context and Rationale](#Rationale)  | **The new course name and description updates language and terminology to clarify and better reflect the course content incorporating the twenty-first century (considered “contemporary” art). Additionally, course content draws from a more inclusive approach to art history. The new course description reflects current language about art mediums and the course as a general education course independent from ART 231, rather than a continuation or amplification of it.**  |
| A.5. [Student impact](#student_impact) | **This update will allow for a more accurate representation of the material the course needs to cover.**  |
| A.6. [Impact on other programs](#impact)  | **This is a General Education course.** |
| A.7. [Resource impact](#Resource) | [*Faculty PT & FT*](#faculty):  | **None** |
| [*Library*:](#library) | **None** |
| [*Technology*](#technology) | **None** |
| [*Facilities*](#facilities): | **None** |
| A.8. [Semester effective](#Semester_effective) | **Fall 2020** | A.9. [Rationale if sooner than next Fall](#Semester_effective) | **n/a** |
| A.10. INSTRUCTIONS FOR CATALOG COPY: This single file copy must include ALL relevant pages from the college catalog, and show how the catalog will be revised. (1) Go to the “Forms and Information” page on the UCC website. Scroll down until you see the Word files for the current catalog. (2) Download ALL catalog sections relevant for this proposal, including course descriptions and/or other affected programs. (3) Place ALL relevant catalog copy into a single file. Put page breaks between sections and delete any catalog pages not relevant for this proposal. (4) Using the track changes function, revise the catalog pages to demonstrate what the information should look like in next year’s catalog. (5) Check the revised catalog pages against the proposal form, especially making sure that program totals are correct if adding/deleting course credits. If new copy, indicate where it should go in the catalog. If making related proposals a single catalog copy that includes all is acceptable. Send as a separate file along with this form. |

B. [NEW OR REVISED COURSES](#delete_if)  **DO NOT use highlight. Delete this whole page if the proposal does not include a new or revised course.**

|  | Old ([for revisions only](#Revisions))Only include information that is being revised, otherwise leave blank (delete provided examples that do not apply) | NewExamples are provided for guidance, delete the ones that do not apply |
| --- | --- | --- |
| B.1. [Course prefix and number](#cours_title)  | **ART 232**  | **ART 232**  |
| B.2. Cross listing number if any |  |  |
| B.3. [Course title](#title)  | **Renaissance to Modern Art** | **Renaissance to Contemporary Art** |
| B.4. [Course description](#description)  | Focusing on European painting, sculpture, architecture, and the minor arts of the past 500 years, the basic aims of [ART 231](http://ric.smartcatalogiq.com/2018-2019/Catalog/Courses/ART-Art/200/ART-231) are developed further. Lecture. | Students focus on European and American art, architecture, and material culture since the Renaissance. Thus, fundamental concepts and functions of cultural history, visual analysis, and interpretation are introduced and developed. |
| B.5. [Prerequisite(s)](#prereqs) |  |  |
| B.6. [Offered](#Offered) |  |  |
| B.7. [Contact hours](#contacthours)  |  |  |
| B.8. [Credit hours](#credits) |  |  |
| B.9. [Justify differences if any](#differences) |  |
| B.10. [Grading system](#grading)  |  |  |
| B.11. [Instructional methods](#instr_methods) |  |  |
| B.12.[Categories](#required) |  |  |
| B.13. Is this an Honors course? | **NO** | **NO** |
| B.14. [General Education](#ge)N.B. Connections must include at least 50% Standard Classroom instruction. | **YES** **category: A** | **YES** **category: A** |
| B.15. [How will student performance be evaluated?](#performance) |  |  |
| B.16. [Redundancy statement](#competing) |  |  |
| B. 17. Other changes, if any |  |

| B.18**.** [**Course learning outcomes**](#outcomes)**: List each one in a separate row** | [**Professional Org.Standard(s)**](#standards)**, if relevant** | [**How will each outcome be measured**](#measured)**?** |
| --- | --- | --- |
| Learn stylistic, technical, and thematic characteristics of major art historical periods |  | Quizzes and exams |
| Develop art historical vocabulary and chronology of visual and material culture |  | Quizzes, exams, and writing |
| Strengthen critical thinking skills as well as oral and written communication |  | Class participation, presentations, papers |

| B.19. [**Topical outline**](#outline)**: Do NOT insert whole syllabus, we just need a two-tier outline** |
| --- |
| 1. Introduction to art history
	1. What is art and what is history?
	2. Four steps of art history
2. Fifteen-century Europe
	1. Northern Europe
	2. Italy
	3. Assessing physical properties
3. Sixteenth-century Europe
	1. Northern Europe
	2. Italy
	3. Formal analysis
4. Seventeenth-century Europe
	1. Northern Europe
	2. Southern Europe
	3. Identifying subject matter and iconography
5. Eighteenth and early nineteenth-century Europe and America
	1. Northern Europe
	2. Southern Europe
	3. Integration within cultural contexts
6. Nineteenth-century Europe and America
	1. Europe
	2. America
7. Contemporary Art
 |

## D. Signatures

* Changes that affect General Education in any way MUST be approved by ALL Deans and COGE Chair.
* Changes that directly impact more than one department/program MUST have the signatures of all relevant department chairs, program directors, and relevant dean (e.g. when creating/revising a program using courses from other departments/programs). Check UCC manual 4.2 for further guidelines on whether the signatures need to be approval or acknowledgement.
* Proposals that do not have appropriate approval signatures will not be considered.
* Type in name of person signing and their position/affiliation.
* Send electronic files of this proposal and accompanying catalog copy to curriculum@ric.edu and a printed or electronic signature copy of this form to the current Chair of UCC. Check UCC website for due dates.

##### D.1. Approvals: required from programs/departments/deans who originate the proposal. may include multiple departments, e.g., for joint/interdisciplinary prposals.

| Name | Position/affiliation | [Signature](#_Signature" \o "Insert electronic signature, if available, in this column) | Date |
| --- | --- | --- | --- |
| Doug Bosch | Chair of Art |  |  |
| Earl Simson | Dean of Faculty of Arts & Sciences |  |  |

##### D.2. [Acknowledgements](#acknowledge): REQUIRED from OTHER PROGRAMS/DEPARTMENTS IMPACTED BY THE PROPOSAL. SIGNATURE DOES NOT INDICATE APPROVAL, ONLY AWARENESS THAT THE PROPOSAL IS BEING SUBMITTED. CONCERNS SHOULD BE BROUGHT TO THE UCC COMMITTEE MEETING FOR DISCUSSION

| Name | Position/affiliation | [Signature](#Signature_2) | Date |
| --- | --- | --- | --- |
| Jeannine Dingus-Eason | Dean of Feinstein School of Education and Human Development |  |  |
| Jeffrey Mello | Dean of School of Business |  |  |
| Debra Servello | Dean of School of Nursing |  |  |
| Jayashree Nimmagadda | Dean of School of Social Work |  |  |
| James Magyar | Chair of COGE |  |  |