

Approval Chart for Curriculum Changes

A = Approval I = Information*

Course Number _____ or Degree Plan(s) **BFA: Art in Two-dimensional Studio and BFA: Art in Three-dimensional Studio**

State the requested change and reason. A memo may be attached if more space is necessary.

To revise the BFA degree to meet national standards by changing the concentrations and adding a concentration in photography. Please see the attached explanation and supporting documents.

Circle the number that corresponds to the requested change. Degree plan changes are on the second page.

		COUNCIL**								
	Change to a Course	Dept./School	College Academic	Deans	UGEC	UUAC	GRAD	Provost	Faculty	President
1.	Title (description unchanged)	A	A	A	I			I	--	I
2.	Description (not affecting content)	A	A	A	I			I	--	I
3.	Content (substantive change)	A	A	A	I			A	--	A
4.	Number of hours (lecture, lab, contact)	A	A	A	A			A	--	A
5.	Course number within the hundred	A	A	I	I			I	--	I
6.	Course number beyond the hundred	A	A	A	A			A	--	A
7.	Prerequisites	A	A	A	I			I	--	I
8.	Course fee(s)	A	--	A	--			A	--	I
9.	From U to G <i>or</i> G to U	A	A	A	A			A	--	A
10.	Cross list with another dept: U or G level	A	A	A	A			A	--	A
11.	Department of record	A	A	A	A			A	--	A
12.	Open or close a course	A	A	A	A			A	--	A
13.	New course — See Adams Center for packet. This change includes combining or splitting a course(s).	A	A	A	A			A	--	A

* Councils may request additional information about "Information" items. These items are approved as "Consent Agenda."

** In most cases, approval by only one council is necessary.

Note: When an academic unit does not have a council, the UGEC and/or UUAC will serve as its academic council, depending on the nature of the issue.

Approval Chart for Curriculum Changes

A = Approval I = Information

	Change to a Degree Plan	Dept./School	College Academic	Deans	TEC	COUNCIL			Provost	Faculty	President
						UGEC	UUAC	GRAD			
1.	University Requirements — Change in approved course content**	A	A	A		A			A	--	A
2.	University Requirements — Add or drop a required course from the University Requirements chart**	A	A	A		A			A	A	A
3.	University Requirements — Add or drop a course from a menu within the University Requirements**	A	A	A		A			A	--	A
4.	University Requirements — Change hours within a menu on the University Requirements chart**	A	A	A		A			A	A	A
5.	Major — Revision of major ♦ ‡	A	A	A		A			A	--	A
6.	Major — Adopt or change admission requirements	A	A	A		A			A	--	A
7.	Major — Add or discontinue	A	A	A		A			A	A	A
8.	GPA — Revise major or cumulative requirement	A	A	A		A			A	A	A
9.	Minor — Revise course selection	A	A	A		I			I	--	I
	Minor — Add or discontinue	A	A	A		A			A	--	A
10.	Degree — Add or discontinue	A	A	A		A			A	A	A
11.	Any change to a graduate degree program*	A	A	A		A			A	--	A

♦ A minimum of 30 hours is required for a major. A maximum is specified for each degree (e.g., BA, BS). The university minimum for elective hours is 6, unless the requirements of external accrediting bodies make it impossible.

‡ Program or course changes applying to any major that includes Teacher Certification will be reviewed by the college, the Teacher Education Council (TEC), and then the UUAC.

* All graduate degree plan changes must go through the Graduate Council.

** Courses that satisfy ACU's University Requirements (General Education) will normally have lower-level numbering, be free of prerequisites and corequisites, appeal to more than one or two majors, and "not narrowly focus on those skills, techniques, and procedures specific to a particular occupation or profession" (SACS 2.7.3). Departments may request exceptions to the first three criteria.

Note: The Board of Trustees is informed when a major or degree is added or discontinued.

Revised 4-18-12

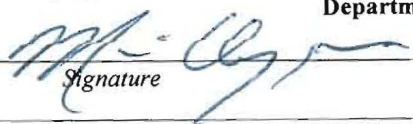
Approval Chart for Academic Information Changes

	Change to the Catalog	Dept./School	College Academic	Deans	UGEC	UUAC	GRAD	Provost	Faculty	President	Board of Trustees
1.	General requirements for graduation including course requirements that are common to all majors for all degrees*	--	--	--		A		A	A	A	--
2.	Admission requirements	--	--	--		A		A	A	A	--
3.	Policies governing academic probation and suspension	--	--	--		A		A	A	A	--
4.	Requirements for graduating with honors	--	--	--		A		A	A	A	--
5.	Other academic policy changes	--	--	--		A		A	--	A	

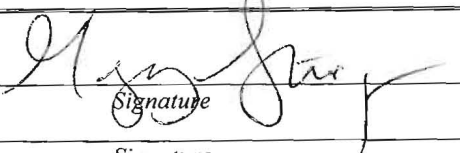
* The UUAC approved the clarification that "general requirements for graduation" means the seventeen items in the "General Requirements for Bachelor's Degrees" section of the catalog.

Revised 3-2-11

Curriculum/Catalog Changes Signature Page

Department/School Chair(s)	
 Signature	<u>2/5/14</u> Approval date
_____ Signature	_____ Approval date

College Academic Council(s)	
 Signature	<u>2/10/14</u> Approval date
_____ Signature	_____ Approval date

Dean(s)	
 Signature	<u>2/12/14</u> Approval date
_____ Signature	_____ Approval date

Teacher Education Council	
_____ Chair's signature	_____ Approval date

General Education Council	
_____ Chair's signature	_____ Approval date

Undergraduate Academic Council	
_____ Chair's signature	_____ Approval date

Graduate Council	
_____ Chair's signature	_____ Approval date

Provost	
_____ Signature	_____ Approval date

Faculty	
_____ Chair of faculty senate	_____ Approval date

President	
_____ Signature	_____ Approval date

Robert Green
Department of Art and Design
November 11, 2013

Proposal to Revise the BFA Degree And Add a Concentration in Photography

Overview and Argument:

A departmental committee comprised of Ginna Sadler, Dan McGregor, Kenny Jones, and Robert Green (Chair) spent the last academic year critically evaluating the fine arts program within the Department of Art and Design and its two degrees, the BFA in Two-dimensional Studio and the BFA in Three-dimensional Studio. Our look at the program began with a list of problems, concerns, and issues generated by all fine arts faculty. We discussed and examined these problems and then compared our program and its issues against national standards for BFA degrees.

Two organizations set and maintain national standards for fine arts programs: the College Art Association (CAA) and the National Association of Schools of Art and Design (NASAD). NASAD is a widely known accrediting agency for fine arts programs. I've included copies of the most recent standards published by these two organizations in the appendix.

What we found during our examination was that our current BFA degrees don't meet national standards set by either organization. The expected outcomes our degrees failed to fulfill were 1) "professional entry-level competence in the major area of specialization" and 2) the expectation that courses in the area of specialization represented 25-35% of art courses within the degree (see highlighted passages in NASAD Handbook 2012-13, pp. 91-94). Though a diagnosis of how we arrived at this fate is not pertinent to the proposal to revise the degree to meet national standards, it was important to us discover how this happened.

Three primary elements combined to diminish the standards of our BFA degrees.

- First, and certainly the most damaging, language requiring a 12-hour concentration within the BFA 2D/3D disappeared from the catalogue somewhere between 1999 and 2013, probably because it was thought unnecessary: the array of courses we offered was so narrow that students couldn't avoid a 12-hour concentration.
- Secondly, as our student numbers grew and new faculty were added, new courses were developed within the department that matched faculty training and expertise. Adding interior design and architecture programs also increased course options. Over time students had an increasing range of 2D and 3D courses to choose from taught by skillful and enthusiastic faculty and so they sampled widely.
- Finally, a student-centered teaching philosophy—not suggesting this is a bad thing—grew within the department to the point where students, for a variety of reasons, were driving curriculum. Advanced Studio Problems courses (essentially guided studies in a student's area of interest) began to proliferate, further widening student choices and more powerfully undermining the potential for “professional entry-level competence in the area of specialization”.

So the committee set about establishing new learning outcomes for the entire fine arts program, relying heavily, but not exclusively, on NASAD and CAA standards. After defining learning outcomes, we worked simultaneously on where within our courses and curriculum these would be addressed, measured, and met. Where no course existed to address some of these learning outcomes we proposed new courses to meet the challenge. This inevitably led to revisions to the degree plan mandating a minimum 18-hour concentration (25% of a 72-hour art program) in painting, or sculpture, the only disciplines where enough courses already exist to fulfill the concentration (see highlighted portions of NASAD Handbook 2012-13, pp. 112-14). Because our colleague Nil Santana had been developing a new concentration in photography to meet high student demand, we synthesized his initial degree plan design to meet these same standards. It now makes sense to request support for the new BFA concentration in photography in unison with our request for significant revisions to the BFA degree.

We went the extra mile by comparing faculty teaching loads, course responsibilities, and semester schedules to ensure that all the changes we've recommended are achievable without additional faculty and with only minor alterations to course assignments and frequency of offerings.

The committee posted summaries of our findings and proposals on the Department of Art and Design Faculty Blog throughout our yearlong investigation, presented our finalized proposal to the fine arts faculty first, followed by faculty in other disciplines within the department, and received their unanimous approval to proceed.

Though there is much more to do to bring this plan to fruition, our foremost goal is to earn the Academic Council's support and get the revised degree plan and new concentration in photography into the catalogue for 2014/15. We are asking for your support of these changes in spite of our inability to develop proposed new courses in advance of this request. In our view it is unacceptable for the University to delay changing a degree that falls short of minimum standards in the discipline. Too many students are adversely affected.

It is incredibly important to us that our graduates meet the standards of the discipline and we are committed to making that happen—to the extent that such is possible—within the current degree plan for those students already pursuing the BFA degree. No matter what happens, the learning outcomes developed as a part of our process are going into effect in fall 2014.

Proposed Learning Outcomes

The committee reviewing our fine arts program developed the following learning outcomes as guideposts for degree program developments and changes. We identified how and where student achievement of these outcomes will be measured. Fulfillment of all these learning outcomes is not possible without changes to the BFA degree plans, as students cannot be required to take 18 credit hours within a single discipline.

Acknowledgement: The majority of the language used to describe competencies and experiences is borrowed from the NASAD Handbook for 2012-13, thus moving us toward full compliance with national accrediting standards for our discipline. These competencies also comply with CAA standards for BFA degree programs. Only item 3 is uniquely composed because it is tied to the mission of the University and the new capstone expectations.

BFA Competency Overview:

Students must demonstrate entry-level professional competence by developing a body of work for evaluation in the major area of study and present this work in a senior exhibition.

Specific BFA Learning Outcomes

What essential characteristics does a successful fine arts BFA student possess in general and within each concentration or major?

1. Students must demonstrate an understanding of the common elements and vocabulary of art/design and of the interaction of these elements, and be able to employ this knowledge to analyze works of art/design perceptively and to evaluate them critically.

Measurement: Successful completion of ART 105, ART 106, ART 423 and the written and oral components of the senior exhibition.

2. Students must demonstrate the ability to classify works of art/design in historical, cultural, and stylistic contexts.

Measurement: Successful completion of the art history course sequence.

3. Students must recognize the historical contribution of Christianity to the fine arts and the contemporary relationship of art and religion, as well as reflect on and articulate the relationship of art and faith in their lives.

Measurement: Successful completion of the art history course sequence ensures students meet the first component and ART 495 ensures students meet the second component. Additionally, the elective course entitled Visual Faith would most deeply address the historical contribution of Christianity to the fine arts and current issues in contemporary art and religion.

4. Students must demonstrate achievement of professional entry-level competence in the major area of specialization, including technical mastery, capability to create work and solve problems independently, and a set of artistic and/or intellectual goals that are evident in their work.

Measurement: After successfully completing the highest 400-level course in their area of specialization, the student will present and defend, via oral and written components, an exhibition of work as part of ART 494 Senior Exhibition. Groundwork for the “artistic and/or intellectual goals” evident in the exhibited work is laid by successful completion of ART 425 Art Theory. Additionally, they will develop and present an exit portfolio and artist's statement in either ART 495 (painting and sculpture) or ART 456 (photography).

5. Students must have the ability to form and defend value judgments about art and design and to communicate art/design ideas, concepts, and requirements to professionals and laypersons related to the practice of the major field.

Measurement: A combination of successful completion of the highest 400-level course within their area of specialization, completion of ART 423 and ART 495 (painting and sculpture) or

ART 456 (photography), and the oral and written components of the senior exhibition, ART 494.

6. Students must demonstrate a basic understanding of the nature of professional work within the art world and the communication and presentation skills necessary to assist in the development and advancement of their careers.

Measurement: Successful completion of ART 495 (painting and sculpture) or ART 456 (photography).

Concentration-Specific Experiences:

Painting

- The ability to communicate basic principles of design and color, concepts, media, and formats, and to apply them to a specific aesthetic intent.
- The ability to synthesize the use of drawing, two-dimensional design, and color.
- Knowledge and skills in the use of basic tools, techniques and processes sufficient to work from concept to finished product, including knowledge of paints and surfaces.
- Each student will work independently toward the development of a consistent, personal direction and style.

Sculpture

- The ability to communicate basic design principles with an emphasis on three-dimensional design, and to apply these principles to a specific aesthetic intent. This includes functional knowledge of the traditions, conceptual modes, and evolutions of the discipline.
- Understanding of the possibilities and limitations of various materials.
- Knowledge and skills in the use of basic tools, techniques, and processes to work from concept to finished product.
- Mastery in one or more sculptural media.
- Each student will work independently toward the development of a consistent, personal direction and style.

Photography

- Demonstrate knowledge and skill in the use of basic tools, techniques, technologies, and processes sufficient to work from concept to finished product. This involves a mastery of the materials, equipment, and processes of the discipline, including but not limited to uses of cameras, film, lighting/digital technologies, processing in black and white, and color, printing, and work with non-silver materials.
- Work in experimental and manipulative techniques, candid and contrived imagery, documentary photography, archival processing, and interpretive studies should be included.
- The ability to apply photographic techniques to industrial, commercial, and fine art applications.
- Each student will work independently toward the development of a consistent, personal direction and style.

Proposed Changes to the BFA Degree Plan

The three pages that follow this section present the proposed changes to the BFA degree in Two-Dimensional Studio and Three-Dimensional Studio as they appear in the 2013-14 Catalogue.

Below you'll find an explanation of key changes.

- Two new courses are proposed to help us meet the new learning outcomes for the BFA degree concentrations in Painting, Photography, and Sculpture: 1) ART 425 Art Theory, a senior-level lecture course that deals with the philosophical and theoretical underpinnings of the fine arts, and 2) ART 494 Senior Exhibition, a senior level course that intertwines lecture and studio format to give direction, technical and presentational assistance to students developing and presenting a cohesive body of work, as well as provides a structure for department assessment. The studio component will demand continued production of new work within the concentration (Painting, Photography, or Sculpture) aimed specifically at the senior exhibition. This course will also serve to assess the creative, analytical, and evaluative dimension of studio work. In our preliminary vision for this course it will promote a faculty/student collaboration that will be highly innovative for our program.
- Three choices of concentration (Painting, Photography, or Sculpture) will be required to meet NASAD and CAA standards for the achievement of professional, entry-level

competence in each concentration, as well as the expectation that 25% (18 hours) of art courses be within the concentration. The proposed changes to the degree plans stipulate five studio courses in these disciplines, followed by ART 494 Senior Exhibition (representing the sixth in the concentration), which is conceived as the culminating and most essential studio experience in the student's chosen concentration. Please note that the first courses of the Painting and Sculpture concentrations are included among the general requirements for the major (see ART 341 and ART 331 among the Major Requirements). Those initial courses must be followed sequentially by five courses (ART 342, 443, 444, and 490 for painting, ART 291, 292, 391, 392 and 456 for photography, or ART 332, 433, 434 and 490 for sculpture—the 490 course is an independent studio course in the concentration under faculty guidance).

- Two new courses are required to fill out the concentration in Photography: 1) ART 391 Advanced Photography I: Commercial Practices and 2) ART 392 Advanced Photography II: Moving Picture will be added to two existing courses (ART 291, 292) to complete the core of this concentration. ART 391 is conceived as a course designed for the exploration of current professional photographic techniques and trends with emphasis on studio and field assignments related to problems encountered in commercial photography. Topics will include studio product, portraiture, editorial, fashion, and architectural photography. ART 392 is conceived as a course focused on learning advanced techniques of digital filmmaking for a variety of applications ranging from short narrative works to art videos and documentaries. Students in this concentration must complete ART 291, 292, 391, 392, and 456 (capstone course), followed by ART 494 Senior Exhibition to fulfill the 18-hour concentration in Photography.

**ART ALL-LEVEL TEACHING, GRAPHIC DESIGN, TWO-DIMENSIONAL STUDIO,
THREE-DIMENSIONAL STUDIO (BFA)**

**BFA: ART ALL-LEVEL TEACHING, GRAPHIC DESIGN, PAINTING,
PHOTOGRAPHY, SCULPTURE (BFA)**

UNIVERSITY REQUIREMENTS

Please see the University Requirements section of this catalog.

MAJOR REQUIREMENTS

Art

ART 105 Two-Dimensional Design

3

ART 106 Three-Dimensional Design

3

ART 111 Basic Drawing

3

ART 112 Figure Drawing I

3

ART 213 Figure Drawing II

3

ART 314 Advanced Drawing

3

ART 315 Printmaking

3

ART 331 Sculpture I

3

ART 341 Painting I

3

ART 221 Art History: Survey I

3

ART 222 Art History: General Survey II

(3)¹

ART 324 Art History: American

3

ART 423 Art History: 20th Century (capstone and writing-intensive course)

3

TOTAL

36

CONCENTRATIONS

All-Level Teaching (ARTT)

ART 287 Art for Elementary Teacher

3

ART 291 Intro to Photography

3

ART 351 Typography I

3

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THREE-DIMENSIONAL STUDIO

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ART 361 Ceramics I <i>or</i>	
ART 371 Jewelry/Metal I	3
ART 488 Art Education: Secondary	3
EDUC 211 Educ Foundation & Multicultural Perspectives	(3) ¹
EDUC 221 Educational Psychology	(3) ¹
EDUC 412/432 Secondary Curriculum and Media/Secondary Management and Methods (capstone course) <i>or</i> EDUC 411/431 Elementary Curriculum and Media/Elementary Management and Methods (capstone course)	6
EDUC 476 Effective Strategies for English Language Learners	3
EDUC 490 Student Teaching (capstone course)	6
SPED 371 Teaching Students with Special Needs	3
TOTAL	33
¹ Hours (in parentheses) may also fulfill university requirements and are not included in total major hours	
Graphic design (GRDS)	
ART 291, 351, 352, 353, 454, 455, 456 (capstone course), 457 and 9 hours of two- and/or three-dimensional studio (ART 200-499)	33
Painting	
ART 342, 425, 443, 444, 490, 494, 495 (capstone course), and 12 hours of two- and/or three-dimensional studio (ART 200-499)	33
Photography	
ART 291, 292, 391, 392, 425, 456 (capstone course), 494 and 12 hours of two- and/or three-dimensional studio (ART 200-499)	33
Sculpture	
ART 332, 425, 433, 434, 490, 494, 495 (capstone course), and 12 hours of two- and/or three-dimensional studio (ART 200-499)	33

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SUPPLEMENT FOR MAJOR	
Sophomore Literature	
TOTAL	3
ELECTIVES	
Minimum (GRDS, TWOD, THRD)	3
Minimum (ARTT)	3
TOTAL MAJOR HOURS	75
CRITERIA FOR ADMISSION TO TEACHER EDUCATION	
In accordance with Texas state law, students must meet the admission criteria described in the Teacher Education section.	
OTHER GRADUATION REQUIREMENTS	
Minimum GPA in major (GRDS, TWOD, THRD)	2.25
Minimum GPA for graduation (GRDS, TWOD, THRD)	2.00
Minimum GPA in major (ARTT)	2.75
Minimum GPA for graduation (ARTT)	2.75
Minimum advanced hours	33
Minimum total hours	131
Transfer students must complete a minimum of 24 hours of the total advanced hours in studio areas at ACU.	
<i>Courses numbered 0** do not count in minimum hours required for degree.</i>	

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ABBREVIATIONS TO NEW BFA'S

Hours (in parentheses) may and	
Graphic design (GRDS)	
ART 291, 351, 352, 353, 454, 455, 456 (capstone course), 4 and/or three-dimensional studio (ART 200-499)	(PTNG)
Painting ART 342, 425, 443, 444, 490, 494, 495 (capstone course), 4 two- and/or three-dimensional studio (ART 200-499)	(PHTO)
Photography ART 291, 292, 391, 392, 425, 456 (capstone course), 494, 495 and/or three-dimensional studio (ART 200-499)	(SCPT)
Sculpture ART 352, 425, 433, 434, 490, 494, 495 (capstone course), 496 two- and/or three-dimensional studio (ART 200-499)	

ART ALL-LEVEL TEACHING, GRAPHIC DESIGN, TWO-DIMENSIONAL STUDIO, THREE-DIMENSIONAL STUDIO (BFA)

The Bachelor of Fine Art (BFA) is a studio intense course of study designed for students with a strong commitment to a professional future as graphic designers, photographers, studio artists or artist/teachers. Students select a concentration from the areas of all-level teaching certification, graphic design, photography, painting or sculpture.

BFA CONCENTRATIONS: ART ALL-LEVEL TEACHING, GRAPHIC DESIGN, PAINTING, PHOTOGRAPHY, SCULPTURE	
UNIVERSITY REQUIREMENTS	
Please see the University Requirements section of this catalog.	
MAJOR REQUIREMENTS	
Art ART 105 Two-Dimensional Design 3 ART 106 Three-Dimensional Design 3 ART 111 Basic Drawing 3 ART 112 Figure Drawing I 3 ART 213 Figure Drawing II 3 ART 314 Advanced Drawing 3 ART 315 Printmaking 3 ART 331 Sculpture I 3 ART 341 Painting I 3 TOTAL 27	
CONCENTRATIONS	
All-Level Teaching (ARTT) ART 287 Art for Elementary Teacher 3 ART 291 Intro to Photography 3 ART 351 Typography I 3 ART 361 Ceramics I <i>or</i> ART 371 Jewelry/Metal I 3 ART 488 Art Education: Secondary 3 EDUC 211 Educ Foundation & Multicultural Perspectives (3) ¹ EDUC 221 Educational Psychology (3) ¹ EDUC 412/432 Secondary Curriculum and Media/Secondary Management and Methods (capstone course) <i>or</i> EDUC 411/431 Elementary Curriculum and Media/Elementary Management and Methods (capstone course) 6 EDUC 476 Effective Strategies for English Language Learners 3 EDUC 490 Student Teaching (capstone course) 3 SPED 371 Teaching Students with Special Needs 3 TOTAL 33 ¹ Hours (in parentheses) may also fulfill university requirements and are not included in total major hours	
Graphic design (GRDS) ART 291, 351, 352, 353, 454, 455, 456, 457 and 9 hours of two- and/or three-dimensional studio (ART 200-499) 33	
Two-Dimensional studio (TWOD) ART 495 (capstone course), 21 hours of two-dimensional studio and 9 hours of two- and/or three-dimensional studio (ART 200-499) 33	
Three-Dimensional studio (THRD)	

These course names should also be listed. Same as above.