UWULL AP 3/15/16 Sende App 3/29/16

New Course Proposal Template

Steps to the approval process:

- 1. Complete the applicable template(s) and email them to the departmental or program curriculum committee chair.
- 2. The curriculum chair emails the proposal to the curriculum committee, then to the department/program faculty for a vote and finally to the department/program chair.
- 3. The department/program chair emails the proposal to <u>curriculum-approval@iup.edu</u>; this email will also serve as an electronic signature.
- 4. Curriculum committee staff will log the proposal, forward it to the appropriate dean's office(s) for review within 14 days and post it on the X Drive for review by all IUP faculty and administrators. Following the dean's review the proposal goes to the UWUCC/UWGC and the Senate.
- 5. Questions? Email <u>curriculum-approval@iup.edu</u>.

Contact	David Ferguson	Email	dfergusn@iup.edu
Person:	-	Address:	
Proposing	College of Fine Arts	Phone:	7-2397
Depart/Unit:			

Course Prefix/Number	See the Registrar's list of Unavailable course numbers at http://www.iup.edu/WorkArea/linkit.aspx?LinkIdentifier=id&ItemID=129323 . FIAR 401			
Course Title	Creativity and Innovation in the Arts			
Dual/Cross Listed	Dual Listed = Courses listed at two levels, such as undergraduate and graduate, masters and doctoral, etc. Cross Listed = Course has more than one prefix such as GEOG/RGPL 233. Yes No If yes with: Click here to enter text.			
Number of Credits	(UG) Class Hours - 3 (UG) Lab Hours - 0 Credits - 3			
Prerequisite(s)	none			
Corequisite(s)	This means that another course must be taken in the same semester as the proposed course none			
Additional Information (Check all that apply. Note: Additional documentation will be required)	mation c all that apply. Additional entation will be Teacher Education (Is it Step 1 a prerequisite or is it part of the Professional Education Sequence If so please also complete Template D)			
Recommended Class Size (optional) (provide justification)	Are you recommending a class size: Yes No Number: 20 If yes: (check one of the following reasons and provide a narrative explanation) Pedagogical Physical limitation of classroom Accreditation body standards/recommendations Other Explanation (required): Discussion and interaction will be key to the process in this course. As such, a smaller enrollment is preferred. It is likely that this number will be naturally occurring in any case.			
Catalog Description	Guidelines: Do not include pre/co-requisite information here. The registrar prefers a concise description of course content, beginning with an active verb. Contemporary big ideas in the arts, the connections between the arts and the place of the arts in broader society, and in further cultivating innovative thinking in the arts			

Template A

	community are explored. Student are directed to development of new ideas into viable potential directions for their future professional lives.				
Student Learning Outcomes	Students will be able to:				
(These should be measurable, appropriate to the course level, and phrased in terms of student achievement, not instructional or content outcomes)	h. Articulate the ways in which arts inform and enhance daily life and				
If dual listed, indicate additional learning objectives for the higher level course.					
	A. Overview of Philosophy and the Arts.	6 instructional			
	hours a. What is the role of the arts in our lives? In societyb. Read and respond to readings from Graham (2005)				
	B. What are the habits of successful, creative people? hours	8 instructional			
	a. Artists as innovators	Candman (2005)			
	 b. Read and respond to readings from Kleon (2012) and C. How have new ideas come about in the past? hours 	6 instructional			
Brief Course Outline: Give an outline of sufficient detail to	a. Artists in businessb. Critique past arts businessesc. Read and respond to readings from Livingston (2008)				
communicate the course content to faculty across campus. It is not necessary to include specific	D. What new arts innovations are happening now? hours	5 instructional			
readings, calendar, or assignments.	a. Centers, collectives, troupes and ensemblesb. Individuals				
	c. Possible field tripsd. Critique existing arts in business innovations				
	E. What are your ideas? instructional hours	15			
	a. Idea developmentb. Feedback from professor(s) and fellow students				
	c. Refinement of idea				
	F. Presentation and culmination of ideas hours	4 instructional			
	Total= 44 instructional hours				
	This course is being proposed as a part of a revision to the Entrepreneurship in Fine Art Entrepreneurship in Fine Arts Minor is being revised to appeal to a wider constituency, terms of availability of courses, and more relevant for the needs of students who may fi	be more realistic in nd themselves in			
Why is this course being proposed?	the increasingly common situation where artists are working for themselves. This cours meet the needs of students from varied art backgrounds (Theater, Dance, Music, Visual reason, FIAR is the selected prefix. Previous versions of this minor dealt with many of oriented possibilities that students could encounter, but this course seeks to bring the stumight bring them to entrepreneurship in the first place: an innovative idea. Specifically	Arts) and for this the business- idents back to what			

Template A

challenge students to develop their great idea within their artistic discipline or across discipline				
University Senate Summary of	this class grounded in practice as much as theory. This course is being proposed as a part of a revision to the Entrepreneurship in Fine Arts Minor. In turn the Entrepreneurship in Fine Arts Minor is being revised to appeal to a wider constituency, be more realistic in terms of availability of courses, and more relevant for the needs of students who may find themselves in			
Rationale Enter a single paragraph summary/rationale of changes or proposal for University Sentate	the increasingly common situation where artists are working for themselves. This course is designed to meet the needs of students from varied art backgrounds (Theater, Dance, Music, Visual Arts) and for this reason, FIAR is the selected prefix. Previous versions of this minor dealt with many of the business-oriented possibilities that students could encounter, but this course seeks to bring the students back to what might bring them to entrepreneurship in the first place: an innovative idea. Specifically, this class seeks to			
	challenge students to develop their great idea withis class grounded in practice as much as theor		e or across disciplines making	
How does it fit into	☐ Major Requirement ☐ Minor Re		Core Requirement (Interdisciplinary core – e.g Business/Education)	
the departmental curriculum? (Check all	☐ Required Elective ☐ Liberal S	tudies 🗵	Open Elective	
that apply)	☐ Other - Click here to enter text.			
Is a similar class offered in other departments?	☐ Yes Please provide comment: Click here to No	enter text.		
Does it serve the college/university above and beyond the role it serves in the department?	☐ Yes Please provide comment: Click here to ☑ No	enter text.		
	☐ Course Designed for Majors (☐ Required ☒ Not Required)			
	☐ Course Designed for Minor	☐ Depart	mental Elective	
Who is the target	☐ Restricted to Majors/Minors	☐ Open t	o Any Student	
audience for the course?	☐ Liberal Studies			
	☑ Other - This course may be taken by anyone, but is targeted for students who are in the Entrepreneurship in Fine Arts Minor. This course would serve as a capstone course in that minor. In addition to students in the departments in the College of Fine Arts, it is expected that students in the College of Business and in the areas of Interior Design and Fashion Merchandizing will be able to participate in the minor and take this course.			
	A. What are the implications for other dep requirements for other programs)?	artments (For example: overl	ap of content with other disciplines,	
Implications for other departments	B. How have you addressed this with other department(s) involved? What was the outcome of that attempt? (Attach documents as appropriate) Ongoing revisions of the minor continue with the Management Department in the Eberly College of Business. They are aware of this proposal.			
Are the resources adequate (i.e. faculty, space, equipment, laboratory supplies,	⊠ Yes			

Template A

library materials,	□ No						-
travel funds, etc.)?	Please provide comment: Click					A Market & Toolfe Transport	e de como menso esperante de
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 Are resources 	available/sufficient for this course?	⊠ Yes	□ No	□ NA			
• Is the proposa	l congruent with college mission?	⊠ Yes	□ No	□ NA			
Has the propo	ser attempted to resolve potential con-	flicts with o	ther academic	units?	⊠ Yes	□ No	□ NA
Comments: Click he	ere to enter text.						