

## TWU CORE COURSE PROPOSAL FORM –TEXAS CORE CURRICULUM

### Submission Procedure

Submit an electronic copy of the following three documents to *Ms. Elizabeth Brown, Senior Administrative Assistant, Undergraduate Studies & Academic Partnerships* at [MBrown36@twu.edu](mailto:MBrown36@twu.edu) by **no later than December 6.**

1. TWU Core Course Proposal Form
2. Current Course Syllabus
3. Signed Letter of Approval from Department Chair and Dean

### I. Designated Contact & Course Information

Name: Elizabeth Kim Department: Visual Arts Email: ekim7@twu.edu  
 Course Prefix/Number: ART 2423 Course Title: World Art History I  
 Semester Credit Hours: 3 Proposed TCCNS # 500703  
 Existing Course  New Core Course

### II. Proposed Foundational Component Area (FCA): Highlight one area only

Communication	Mathematics	Life & Physical Sciences
Language, Philosophy, & Culture	Creative Arts	American History
Government/Political Science	Social & Behavioral Sciences	

**Table 1: Alignment of Course Description with Foundational Component Area (FCA)**

Foundational Component Area (FCA)	Course Description	Alignment of Course with Foundational Component Area
Provide name of selected FCA (from those provided below the table).	Provide approved catalog course description.	Identify elements of the FCA that align with the course description and explain how the course fulfills them.
<b>Creative Arts</b>	World architecture, sculpture, painting, and other art forms from Prehistoric times to the 14th century. Appropriate for art majors and non-art majors. No prerequisites. Three lecture hours a week. Credit: Three hours.	Appreciation and analysis of creative artifacts and works of the human imagination. Involves the synthesis and interpretation of artistic expression and enable critical, creative, and innovative communication about works of art.

## Foundational Component Areas (FCAs)

- ◆ **Communication** – Courses in this category focus on developing ideas and expressing them clearly, considering the effect of the message, fostering understanding, and building the skills needed to communicate persuasively. Course involve the command of oral, aural, written, and visual literacy skills that enable people to exchange messages appropriate to the subject, occasion, and audience. [Required Core Objectives: CTS, CS, TW, and PR]
- ◆ **Mathematics** – Courses in this category focus on quantitative literacy in logic, patterns, and relationships. Courses involve the understanding of key mathematical concepts and the application of appropriate quantitative tools to everyday experience. [Required Core Objectives: CTS, CS, and EQS]
- ◆ **Life & Physical Sciences** – Courses in this category focus on describing, explaining, and predicting natural phenomena using the scientific method. Courses involve the understanding of interactions among natural phenomena and the implications of scientific principles on the physical world and on human experiences. [Required Core Objectives: CTS, CS, EQS, and TW]
- ◆ **Language, Philosophy, & Culture** – Courses in this category focus on how ideas, values, beliefs, and other aspects of culture express and affect human experience. Courses involve the exploration of ideas that foster aesthetic and intellectual creation in order to understand the human condition across cultures. [Required Core Objectives: CTS, CS, SR, and PR]
- ◆ **Creative Arts** – Courses in this category focus on the appreciation and analysis of creative artifacts and works of the human imagination. Courses involve the synthesis and interpretation of artistic expression and enable critical, creative, and innovative communication about works of art. [Required Core Objectives: CTS, CS, TW, and PR]
- ◆ **American History** - Courses in this category focus on the consideration of past events and ideas relative to the United States with the option of including Texas History for a portion of this component area. Courses involve the interaction among individual communities, states, the nation, and the world, considering how these interactions have contributed to the development of the United States and its global role. [Required Core Objectives: CTS, CS, SR, and PR]
- ◆ **Government/Political Science** – Courses in this category focus on consideration of the Constitution of the United States and the constitutions of the states, with special emphasis on that of Texas. Courses involve the analysis of governmental institutions, political behavior, civic engagement, and their political and philosophical foundations. [Required Core Objectives: CTS, CS, SR, and PR]
- ◆ **Social & Behavioral Sciences** – Courses in this category focus on the application of empirical and scientific methods that contribute to the understanding of what makes us human. Courses involve the exploration of behavior and interactions among individuals, groups, institutions, and events, examining their impact on the individual, society, and culture. [Required Core Objectives: CTS, CS, EQS, and SR]

**Table2: Alignment of Course-Level Student Learning Outcomes (SLOs) with Required Core Objectives**

Core Objectives	Course-Level SLOs [List all course-level SLOs that directly align with the FCA required Core Objectives. SLOs listed should be <i>specific, observable, &amp; measurable</i> . SLO's should also be consistent with those listed on the syllabus. <u>A minimum of 1 course-level SLO must be identified for each of the required Core Objectives of the FCA.</u> ]	Description of how SLO's meet each core objective Describe how the proposed course meets each of the designated core objectives. The description may refer to specific assigned texts, specific course assignments, and/or course-specific student learning outcomes.
<b>Critical Thinking Skills [CTS]</b> – to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information	1. Accurately research the motivation for the production and reception of historical art works.  2. Differentiate between the distinct art-making practices in their specific cultural and historical contexts.	1. Visual analysis paper: creative thinking, inquiry, analysis, evaluation, synthesis of information  2. Written compare and contrast exercises of artworks: inquiry, analysis, evaluation

<p><b>Communication Skills [CS]</b> – to include effective development, interpretation and expression of ideas through written, oral, and visual communication</p>	<p>1. Develop thoughtful written products or discursive presentations on relevant aspects of the history of art and visual culture.</p> <p>2. Clearly articulate theoretical constructs of art-making or aesthetics.</p>	<p>1. Visual analysis paper or participation in weekly discussions: effective development, interpretation and expression of ideas through written and oral communication</p> <p>2. Visual analysis paper or participation in weekly discussions: effective development, interpretation and expression of ideas through written and oral communication</p>
<p><b>Empirical &amp; Quantitative Skills [EQS]</b> – to include the manipulation and analysis of numerical data or observable facts resulting in formed conclusions</p>		
<p><b>Teamwork [TW]</b> – to include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal</p>	<p>1. Develop thoughtful written products or discursive presentations on relevant aspects of the history of art and visual culture.</p>	<p>1. Group project: ability to consider different points of view and to work effectively with others to support a shared purpose or goal</p>
<p><b>Personal Responsibility [PR]</b>– to include the ability to connect choices, actions and consequences to ethical decision-making</p>		
<p><b>Social Responsibility [SR]</b> – to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities</p>	<p>1. Differentiate between the distinct art-making practices in their specific cultural and historical contexts.</p> <p>2. Indicate an appropriate understanding of the importance of the influence of the arts on intercultural experiences.</p>	<p>1. Written compare and contrast exercises of artworks: intercultural competence, ability to engage effectively in regional, national, and global communities</p> <p>2. Museum visit essay: intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and/or global communities</p>

**III. Proposed Component Area Option (CAO):** If proposing a CAO highlight one area only.

Multicultural-Women’s Studies  
Wellness

Component Area Options (CAOs)

- ◆ **Multicultural-Women’s Studies**-Courses in this category explore social institutions, norms, and practices for their impact on the status and roles of diverse women, while enhancing knowledge of and appreciation for the multicultural world in which we live. Courses examine inequalities based on gender, race/ethnicity, and other social categories; adopt a feminist/social-justice perspective that reflects women’s experiences, ideas, issues, and needs as valid in their own right; and enhance understanding of the responsibilities of living in a culturally diverse world. *[Required Core Objectives: CTS, CS, PR, and SR]*
- ◆ **Wellness**- Courses in this category focus on six dimensions: emotional, intellectual, occupational, physical, social, and spiritual. Courses require students to participate in active learning or experiential activities designed to enhance personal well-being. *[Required Core Objectives: CTS, CS, and one other Course Objective option]*

**Multicultural-Women’s Studies Courses**

*Use this section only if proposing a Multicultural-Women’s Studies Course, otherwise skip to section VII.*

**If proposing a Multicultural-Women’s Studies Course, is the course currently approved to meet the University’s Multicultural-Women’s Studies requirement?**

- Yes (Skip to section VII)  No (complete the remainder of this section)

**Alignment of Course with Required Objectives for Multicultural-Women’s Studies Courses**

Required Multicultural-Women’s Studies Objectives	Description of how course meets each objective for Multicultural-Women’s Studies Courses Describe how the proposed course meets each of the objectives for Multicultural-Women’s Studies courses. The description may refer to specific assigned texts, specific course assignments, and/or course-specific student learning outcomes.
1. Examines social institutions, norms, and/or practices for their impact on the status and roles of diverse women	
2. Examines inequalities based on gender, race/ethnicity, and other social categories (for example, economic status, nationality, sexuality, disability status, region or religion)	
3. Adopts a feminist/social-justice perspective that reflects women’s experiences, ideas, issues, and needs as valid in their own right.	
4. Enhances knowledge of and appreciation for the multicultural world in which we live.	

## Wellness Courses

*Use this section only if proposing a Wellness Course. Otherwise skip to section VIII.*

### Alignment of Course with Required Objectives for Wellness Courses

Wellness Courses must fulfill all 5 of the objectives listed below:

<b>Required Wellness Objectives</b>	<b>Description of how course meets each objective for Wellness Courses</b> Describe how the proposed course meets each of the objectives for Wellness courses. The description may refer to specific assigned texts, specific course assignments, and/or course-specific student learning outcomes.
1. Describe and explain the interrelationships of at least three of the dimensions of wellness (emotional, intellectual, occupational, physical, social, and spiritual).	
2. Evaluate information resources to develop the ability to determine the relevance and accuracy of wellness related materials.	
3. Examine personal wellness choices affecting society at large.	
4. Examine social and cultural factors affecting personal wellness choices.	
5. Apply wellness principles and guidelines to enhance personal well-being.	

#### IV. Core Objectives Assessment

<p><b>Core Objective/SLO(s)</b></p> <p>1. Identify Core Objective [use bracketed abbreviation found in Section II, Table 2]</p> <p>2. Provide associated SLO(s) consistent with those listed in Section II.</p>	<p><b>Course Embedded Assignment(s)</b></p> <p>1. Identify the course embedded assignment(s) by name</p> <p>2. List major categories/elements that will be assessed</p>
<p><b>[CTS]</b> – <i>to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information</i></p> <p>a. Accurately research the motivation for the production and reception of historical art works.</p> <p>b. Differentiate between the distinct art-making practices in their specific cultural and historical contexts.</p>	<p>a. Visual analysis paper: creative thinking, inquiry, analysis, evaluation, synthesis of information</p> <p>b. Written compare and contrast exercises of artworks: inquiry, analysis, evaluation</p>
<p><b>Core Objective/SLO(s)</b></p> <p>1. Identify Core Objective [use bracketed abbreviation found in Section II, Table 2]</p> <p>2. Provide associated SLO(s) consistent with those listed in Section II.</p>	<p><b>Course Embedded Assignment(s)</b></p> <p>1. Identify the course embedded assignment(s) by name</p> <p>2. List major categories/elements that will be assessed</p>
<p><b>[CS]</b> – <i>to include effective development, interpretation and expression of ideas through written, oral, and visual communication</i></p> <p>a. Develop thoughtful written products or discursive presentations on relevant aspects of the history of art and visual culture.</p> <p>b. Clearly articulate theoretical constructs of art-making or aesthetics.</p>	<p>a. Visual analysis paper or participation in weekly discussions: effective development, interpretation and expression of ideas through written and oral communication</p> <p>b. Visual analysis paper or participation in weekly discussions: effective development, interpretation and expression of ideas through written and oral communication</p>
<p><b>Core Objective/SLO(s)</b></p> <p>1. Identify Core Objective [use bracketed abbreviation found in Section II, Table 2]</p> <p>2. Provide associated SLO(s) consistent with those listed in Section II.</p>	<p><b>Course Embedded Assignment(s)</b></p> <p>1. Identify the course embedded assignment(s) by name</p> <p>2. List major categories/elements that will be assessed</p>

<p><b>[TW]</b> –to include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal</p> <p>a. Develop thoughtful written products or discursive presentations on relevant aspects of the history of art and visual culture.</p>	<p>a. Group project: ability to consider different points of view and to work effectively with others to support a shared purpose or goal</p>
<p><b>Core Objective/SLO(s)</b></p> <ol style="list-style-type: none"> <li>1. Identify Core Objective [use bracketed abbreviation found in Section II, Table 2]</li> <li>2. Provide associated SLO(s) consistent with those listed in Section II.</li> </ol>	<p><b>Course Embedded Assignment(s)</b></p> <ol style="list-style-type: none"> <li>1. Identify the course embedded assignment(s) by name</li> <li>2. List major categories/elements that will be assessed</li> </ol>
<p><b>[SR]</b> –to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities</p> <p>a. Differentiate between the distinct art-making practices in their specific cultural and historical contexts.</p> <p>b. Indicate an appropriate understanding of the importance of the influence of the arts on intercultural experiences.</p>	<p>a. Written compare and contrast exercises of artworks: intercultural competence, ability to engage effectively in regional, national, and global communities</p> <p>b. Museum visit essay: intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and/or global communities</p>

## V . Expectations

Assessments are to be conducted/administered based on the established Core Objectives Assessment rotation cycle. Course instructors will be responsible for uploading course embedded assignments and student artifacts based on Core Objectives Assessment rotation cycle and sampling design selection.

### Criteria Used to Assess the Core Course Proposal:

- ✓Course description aligns with selected Foundational Component Area (FCA)
- ✓Course-level student learning outcomes (SLOs) align with state-mandated Core Objectives for the designated FCA
- ✓SLOs are specific, observable, and measurable
- ✓SLOs clearly describe what students will be able to do (performance-based)

- ✓ Course embedded assignments chosen clearly align with the *intent* of the SLO
- ✓ Course syllabus is aligned with Foundational Component Area (FCA) and required Core Objectives based on SLOs, learning activities, and assessments

#### **VI. Addendum**

Attach current course syllabus (REQUIRED).

#### **For Undergraduate Studies Staff Only:**

- Forward to Department Dean, Chair, Program Director, and Course Proposed Author
- Forwarded to OSAP for Colleague CRSE updating
- Forwarded to OAP for updating
- Forwarded to RO for Degree Audit updating
- Forwarded to Admissions for updating
- Forwarded to Academic Advising for updating
- Forwarded to Coordinator, Transfer & Compliance
- UGSAP web site updated