

to Faculty Meeting
from John McVey, Chair, Curriculum Committee
what Curriculum Committee report
submitted 24 May 2010

Curriculum Committee submissions to Faculty Meeting

These course and program change proposals were approved in Faculty Meeting. They are arranged by (sponsoring) department, not chronology.

- A+IM *add to concentration requirements* PH206
A+IM *add to electives* : Sound and Image : Producing a Sound Track
AE311 Writing and Reading for Art Educators : *description change*
AE310 Art Education 1 > Perspectives in Art Education : *title and description changes*
AE311 Media, Forms and Ideas in Art Education > Methods: Media, Forms and Ideas in Art Education : *title and description changes*
AE410 Art Education II – Pre-Practicum > Curriculum Design and the Pre-Practicum : *title and description change*
AE *prerequisite change* : grade of B- or better (was C) in all AE and other courses required of students entering AE410 (was Art Ed 2)
GD212 Typography 1 : *fulfills* LTT elective
GD/ID Sound and Image: Producing a Sound Track : *new course*
GD *capstone elective requirements* : open to any 300 level or above studio electives (including repeat of Senior Design Seminar) the six-credit studio-elective alternative to a second semester of Design Seminar.
HU315 Japanese Languages and Culture > Japanese Art and Culture : *title, level and description changes*
ILL *program requirement change* : requirement that Illustration concentrators take GD1 or Typography I; removal of Illustration/Painting/Printmaking elective one
PH206 Intro to Audio and Video Media : *removal of prerequisite*
PH206 Intro to Audio and Video Media : *change fulfills* to fulfill LTT elective
PH315 Photographic Applications : *add two prerequisites* (Digital Photo, Studio Photo)
PH340 Contemporary Issues and Photography : *add prerequisite* (Digital Photo)
PH345 The Electronic Portfolio : *add prerequisite* (Digital Photo)
SC216 Interior/Exterior *title change* (to Interior/Exterior Installation)
SC305 Sculpture Workshop : *change in prerequisite* (add or by permission of instructor)
ID310 Public Art I : *course deletion*
ID312 Public Art II : *course deletion*
SC327 Installation/Performance : *course deletion*
SC330 Sculpture: Mixed Media : *course deletion*

These are submitted to Faculty Meeting today —

- GD *program requirement change* : Remove the Printmaking requirement and replace with requirement to take either GD256 Web Authoring I or GD223 Interactive Design.
GD223 Interactive Design : *change in prerequisite/fulfills*
GD256 Web Authoring I : *change in prerequisite/fulfills*
PN300 Life Painting III : *course title change* (to Painting III : Life Painting Workshop)
PN300 Painting III : Expressive Figure Painting : *course deletion*

other issues addressed during the year and/or left to AY2010-11

1 course levels

We do not have written or consistent criteria for course levels. Should competencies relate to these? We wondered if a checklist might (or might not) help to establish criteria for course levels. Might “upper division” courses involve more independent work? or require at least one non-Foundation level prerequisite? We have gathered some information from other colleges and universities on this issue.

These questions were prompted by the course change proposal that resulted in Japanese Art and Culture, whose title and description change was for a 300-level course, but which was finally approved as a 200-level course.

2 goals and competencies

Goals and competencies are required for all courses offered at Montserrat; we concluded that it makes sense to require them to be submitted with any new course proposal. Clearly stated goals and competencies would help the Committee base its evaluation of proposals on something consistent, and would also ensure that practice begun in the last NASAD process, continues. While we did not require them this year, I believe that the Committee should do so commencing in Fall 2010.

3 consulting role I — certificate program(s)

At our meeting on 18 November, we discussed a document prepared by Ron DiRito for the Dean’s Office, entitled *Developing a Certificate Program at Montserrat College of Art* (dated Spring/Summer 2009).

While the program ideas that Ron provided were interesting, our consensus view accorded with a passage on page 4 (of this 31 page study) : “Implementing a new program of study will require resources that reach beyond the curriculum. A budget must be established. Personnel will need to be hired that includes faculty, administrators, and facility and IT technicians.” We were struck by the large commitment that would be need to be made, up front, to get any certificate program launched.

4 consulting role II — Art Education

The Committee spent considerable time (in scheduled meetings, but also via e-mails and in other impromptu conversations) on proposals coming from Art Education. Some of these proposals progressed to action in Faculty Meeting. Several others were tabled: (1) making Art Education 2 a six-credit course; (2) introduction of an Art Education minor; (2) increasing the Writing and Reading Workshop from a 1.5 to a 3-credit course, and raising it from 200 to 300 level. Other ideas were also discussed, including separation of the pre-practicum placement out from Art Education II, into a separate 3-credit course, thereby leaving some scope for augmenting the classroom content of Art Ed II.

During this process, we came to understand some of the challenges facing our Art Education program. A growing number of students at Montserrat have learning deficiencies, and many of these students are choosing to go into the Art Ed program for which they are not academically equipped. These students may, in the long run, make good teachers; but they also risk failure in our program (with its toughened grade requirements), and in their MTEL examinations. Other factors enter into the picture: financial aid and loan obligations, in that extra Teaching Practicum/Practicum Seminar semester; our Art Education program as an attraction to potential students; &c., &c. Add to this the constantly moving target that is the Commonwealth’s frameworks and other requirements.

Our studio-based art education training model is one, but certainly not the only model, that might be adopted. One alternative model is the Artists, Community and Teaching (ACT) program at Otis College of Art and Design), which allows concentration in either Teacher

Credential Preparation or Community Arts Engagement. A MSAE program has also been discussed, as has a separate — but possibly related — program in museum/curatorial studies.

Curriculum Committee, together with Diane Ayott, were not able to get more deeply into these issues and alternatives, but the issues remain live. My own feeling is that concentration of enough brainpower, due diligence research, creativity and good will can together yield some good answers for Montserrat's commitment to Art Education.

5 LTT electives

The question of what might be included in criteria used to determine what courses satisfy the LTT elective, and what mechanisms might facilitate that process, came up in routine course and program change proposals (for GD211 Typography 1, and for PH206 Intro to Audio and Video Media). The Committee decided in favor of those two courses, on the merits of the proposals as we saw them. On February 9, we forwarded to Technology Committee — with cc's to the Foundation co-chairs — a request that Technology Committee take up this issue. We wondered who is responsible for updating LTT criteria, and for determining what courses satisfy those criteria. The criteria have not been revised in years, and are overdue for a close look.

We have not received any response to date.

6 the role of Curriculum Committee vis-à-vis course deletions

Committee members were astonished by the complaints voiced by our colleagues, in the Faculty Meeting of 15 April, to several course change proposals for “deletions” that were presented for vote. There were charges that these submissions were unprecedented and a waste of time. In fact, they are not unprecedented, although they are not the only way that courses disappear from “the books” — a course is automatically removed from listings if it has not been offered in two or three years. It is arguably useful for the community to be kept abreast of the curricular eddies as they happen.

If our colleagues determine that they do not want to waste valuable Faculty Meeting time on minutiae of this sort, I hope they will take it up with Faculty Affairs. (I cannot help remarking that we have advanced far from those days in which Faculty Meeting time was devoted to perfecting the syntax and diction of course change proposals that weren't really ready for prime time; that is no longer the case, and so we find minutiae of another sort to dwell on, rather than voting on the proposal and moving on.)

7 forms

Attached to this report are these drafts —

Program Requirement Change Form

Course Change Form

These forms seek to clarify and simplify process, aid in planning. It may be that the forms could be PDF's with entry fields. The work was done in early Fall 2009; some of the content is speculative (e.g., variable credit assignment).

Some attention was also given to other forms, in particular this misnamed “course waiver” form, that should be replaced by “course prerequisite” and “program requirement” waiver forms. A discussion of the issues, and presentation of some tentative solutions, can be found in the minutes to the Curriculum Committee meeting of 17 September 2009, which can be accessed via the Committee web page:

<http://studio.montserrat.edu/faculty/curriculum.htm>

COURSE CHANGE FORM

2009-10 academic year

Course title	Forms of Attention	
Course number (if existing) <i>all designations, including cross-listings</i>		
Submitted by (name, department)	John McVey	Graphic Design
	someone else	Liberal Arts
Date	1 April 2010	

- | | |
|--|--|
| <input type="checkbox"/> New course | <input type="checkbox"/> Prerequisites/Fulfills change |
| <input type="checkbox"/> Course title change | <input type="checkbox"/> New cross-listing |
| <input type="checkbox"/> Course description change | <input type="checkbox"/> Delete course from books |
| <input type="checkbox"/> Level change | <input type="checkbox"/> Revive deleted course |

Recommended level 100 200 300 400

Recommended designation(s)

<input type="checkbox"/> AE	<input type="checkbox"/> AH	<input type="checkbox"/> AN	<input type="checkbox"/> DR	<input type="checkbox"/> EN	<input type="checkbox"/> FA
<input type="checkbox"/> FN	<input type="checkbox"/> GD	<input type="checkbox"/> HU	<input type="checkbox"/> ID	<input type="checkbox"/> IL	<input type="checkbox"/> INT
<input type="checkbox"/> PH	<input type="checkbox"/> PN	<input type="checkbox"/> PR	<input type="checkbox"/> SC	<input type="checkbox"/> SI	<input type="checkbox"/> SO

other (_____)

Proposed credits 1 1.5 3 other _____

1-3 (variable, depending on work completed)

Frequency (anticipated)

<input type="checkbox"/> 1 (every semester)	<input type="checkbox"/> 2 (once per AY)
<input type="checkbox"/> 3 (every third semester)	<input type="checkbox"/> 4 (every fourth semester)

To be offered (anticipated) **Fall** (year _____) **Spring** (year _____)

Description:

What we pay attention to, and the quality of that attention, ultimately define our lives. This reading-intensive colloquium/studio course surveys the literature on attention as manifested in philosophy, certain spiritual texts, psychoanalysis, cognitive sciences, rhetorical theory, literature, and art. At the center of the course are (1) a focus on habit – an enemy of attention – that is treated by Samuel Beckett (on Proust), William James, Gertrude Stein; and (2) the survey usefully provided by Winifred Gallagher in her *Rapt: Attention and the Focused Life* (2009).

It is anticipated that every other week, a guest will join us for a discussion of his or her area of expertise. Students will maintain a constant engagement with our themes in discussion, critical and creative writing, and visual investigations.

Goals and competencies:

placeholder : would include formal, technical, conceptual

Prerequisites	60 accumulated credits, any field
Fulfills	studio elective (e.g., A+IM elective, LTT requirement, science requirement)

Rationale for change:

Curiosity. Restlessness.

Proposed change to become effective	Fall 2010
Publication date (when change should appear on website and elsewhere)	whenever

APPROVALS (names, dates included as examples)

stage	name	title	date
<input type="checkbox"/> initial submission, signed by Chair(s) of department(s) hosting the course	John Colan	Chair, GD	28 March 2010
	Fred Lynch	Chair, Illustration	27 March 2010
<input type="checkbox"/> received by Curriculum Committee chair	John McVey	Chair, Curriculum	1 April 2010
<input type="checkbox"/> signed copy received by Academic Affairs, and filed	Sharon McManus	Coordinator	1 April 2010
<i>in committee</i>			
<input type="checkbox"/> approved in Curriculum Committee, signed by committee chair	John McVey	Chair, Curriculum	12 April 2010
<input type="checkbox"/> approved, Faculty Meeting (and entered in minutes)	Sharon McManus	Coordinator	14 April 2010
<input type="checkbox"/> changes (if any) approved, Department Chair(s)	John Colan	Chair, GD	15 April 2010
	Fred Lynch	Chair, Illustration	22 April 2010
Dean's Office			
<input type="checkbox"/> approved by Dean	Laura Tonelli		1 May 2010
<input type="checkbox"/> Final version placed in Curriculum Binder			
Registrar's Office			
<input type="checkbox"/> received by Registrar	Theresa Skelly	Registrar	2 May 2010
<input type="checkbox"/> publication (web, elsewhere)	?	?	?

PROGRAM REQUIREMENT CHANGE FORM

2009-10 academic year

Note — This draft form might also cover “policy” changes, but such changes would assume pre-existing policies (possibly approved by Faculty Meeting). Is this the case?

*Are there examples? E.g., the sophomore threshold? How was that handled? It is to cover this particular example that the concentration list includes **ALL**. Should the form handle both program requirement and policy changes, it would presumably want to show “before” and “after” language, side-by-side, to facilitate understanding, together of course with an adequate presentation of a rationale.*

“Capstone” takes various forms at Montserrat. The arrangement show below allows for this various practice. However, I don’t think it answers to all the issues that amendment (and thus, close scrutiny) of the “policy” change form might give rise to.

*Please indicate program whose requirements would be subject to proposed change. If **BFA** program, indicate which. If **other** program, indicate which.*

<input type="checkbox"/> BFA concentration	<input type="checkbox"/> Animation and Interactive Media	<input type="checkbox"/> Book Arts
<input type="checkbox"/> Diploma concentration	<input type="checkbox"/> Graphic Design	<input type="checkbox"/> Illustration
	<input type="checkbox"/> Interdisciplinary Studies	<input type="checkbox"/> Painting and Drawing
	<input type="checkbox"/> Photography and Video	<input type="checkbox"/> Printmaking
	<input type="checkbox"/> Sculpture	<input type="checkbox"/> ALL
	<input type="checkbox"/> capstone (for purpose of discussion only) (indicate whether FA, AI+M, Book Arts, Graphic Design or Illustration)	
	<input type="checkbox"/> FA	<input type="checkbox"/> A+IM <input type="checkbox"/> BA <input type="checkbox"/> GD <input type="checkbox"/> ILL

<input type="checkbox"/> other program	<input type="checkbox"/> Art Education	<input type="checkbox"/> Art History (minor)
	<input type="checkbox"/> Creative Writing (minor)	<input type="checkbox"/> Liberal Arts
	<input type="checkbox"/> Foundation	

Submitted by (name, department)	Blyth Hazen	Graphic Design
	John Colan	Graphic Design
Date	6 October 2009	

Description:

If new courses that are proposed in conjunction with this form are approved,

1 the AI+M requirement

AN230 Animation: 3D would change to **AN230 3D Modeling and Animation**, and

2 three new courses would be added to A+IM electives:

- IDxxx Sound and Image: Producing a Sound Track**
- ANxxx Animating Stories: Narrative to Abstraction**
- ANxxx 3D Character Animation**

Rationale for change:

Making sure A+IM Concentration requirements are in agreement with course proposal submitted to Curriculum Committee at the same time.

Proposed change to become effective Fall 2010

Publication date whenever
(when change should appear on website and elsewhere)

APPROVALS (names, dates included as examples)

stage	name	title	date
<input type="checkbox"/> initial submission signed (1) by Chair(s) of department(s) associated with the concentration or program; or (2) in the case of BFA programs not residing within one department, by at least two faculty members (including one department chair) recognized by the Dean as overseeing a program.	John Colan	Chair, GD	28 March 2010
	Blyth Hazen	Graphic Design	27 March 2010
<input type="checkbox"/> received by Curriculum Committee chair	John McVey	Chair, Curriculum	1 April 2010
<input type="checkbox"/> signed copy received by Academic Affairs, and filed	Sharon McManus	Coordinator	1 April 2010
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