CURRICULUM COMMITTEE CHECKLIST

NAME OF PROGRAM: AA Degree in Fitness and Wellness  Date: April 13, 2012

Step 1  Reviewed change at division meeting.  YES  NO

Step 2  Presented as informational item at Division Chair Meeting(s) and checked if it affects other departments. Like programs must meet with Division Chairs on all affected campuses (North Mankato and Faribault).  YES  NO

Division Chair’s signature ____________________________

Step 3  Instructional Dean reviewed and indicated need for Curriculum Committee approval.  X  NO

Instructional Dean’s signature ____________________________

Step 4  Advisory Committee approval indicated in meeting minutes if necessary. Minutes provided to Curriculum Committee.  YES  NO

Step 5  Curriculum Committee made recommendations (changes, additional approvals, etc.). If no, skip to Step 7.  X  NO

Step 6  Committee’s recommendations completed. (Skip if not applicable.)  X  NO

Step 7  Curriculum Committee approved.  X  NO

Curriculum Committee Chair’s signature ____________________________

Step 8  Minutes and necessary materials provided to VP of Academic Affairs.  YES  NO

Step 9  Vice President of Academic Affairs approved.  YES  NO

Vice President of Academic Affairs’ signature ____________________________

Step 10  New Course Maximum Enrollment to Shared Governance.  YES  NO

Step 11  President’s approval for all changes requiring MnSCU approval.  YES  NO

President’s signature ____________________________
Appendix B

New Course or Course Change Proposal Form

Date of Proposal: 4/5/12

Author: Lu Mulder

Proposal Type: *New Course X Modify Course Delete Course

Contact for the Course: Lu Mulder

Course Designator, Number and Title (i.e.: ACCT 1800, Business Law): Sculpture

Number of Credits: 3

Prerequisites:
Art Structure or instructor approval.

Course Description: Sculpture will introduce students to the basic concepts, techniques, materials and methods used to create three-dimensional objects, installations and site-specific works. Students will explore three-dimensional form and space while experimenting with fabrication, assemblage and carving techniques. Students will learn basic principles of design as they relate to sculpture and the three-dimensional environment. MNTC goal area 6.

Grading Method: Grade X Pass/Fail

Scheduling: Fall Spring Summer Alternate Years Variable On Demand

Instructional Type: Lecture Lab Lecture/Lab X Internship Seminar

*Class Maximum: (For New Courses Only) / All Unlimited faculty members of a program or discipline must sign.

Faculty Name: Lu Mulder

Faculty Signature

Class Max: 15

Date

Dean's Name: Brian Fers

Dean's Signature

Date: 5/4/12

If there is not enough space provided, please use the back of this form for additional signatures or click on a row with the right button of the mouse, select insert and then select insert rows below to add rows to the table.

Is this Course Proposed as a Liberal Arts Course: Yes X No

If Yes, Which MnTC Area/Areas Will it Fulfill (http://www.mntc.org)? Goal area 6

Is This Course a Requirement/Elective for a Specific Program or Programs? Yes X No

If Yes, Which Program(s)?

Describe What is Changing/Being Added, and the Rationale:

What Impact Will This New Course or Change Have on Other Programs or Areas? Sculpture will provide a three-dimensional design component to the Fine Arts curriculum currently being offered at South Central College.
Sculpture
Course Outcome Summary

Course Information
Organization South Central College
Developers Lu Mulder; Michelle Johnson
Development Date 4/4/2012
Revised Date 4/28/2012
Course Number Art 125
Potential Hours of Instruction 80
Total Credits 3

Description
Sculpture will introduce students to the basic concepts, techniques, materials and methods used to create three-dimensional objects, installations and site-specific works. Students will explore three-dimensional form, and space while experimenting with fabrication, assemblage and carving techniques. Students will learn basic principles of design as they relate to sculpture and the three-dimensional environment. MNTC goal area 6. Extra learner supplies required. Prerequisite: Art 110 or instructor approval.

Types of Instruction
Instruction Type Contact Hours Credits
Lecture 16 1
Lab 64 2

Prerequisites
Art 110 or instructor approval

Exit Learning Outcomes
Core Abilities
A. Civic knowledge and engagement - local and global:
B. Intercultural knowledge and competence
C. Foundations and skills for lifelong learning
D. Teamwork and problem-solving
E. Analysis and inquiry
F. Critical and creative thinking
G. Written and oral communication

External Standards
GOAL 6. The HUMANITIES—THE ARTS, LITERATURE, AND PHILOSOPHY To expand students' knowledge of the human condition and human cultures, especially in relation to behavior, ideas, and values expressed in works of human imagination and thought.
6.a Demonstrate awareness of the scope and variety of works in the arts and humanities.
6.b Understand those works as expressions of individual and human values within an historical and social context.
6.c Respond critically to works in the arts and humanities.
6.d Engage in the creative process or interpretive performance.
6.e Articulate an informed personal reaction to works in the arts and humanities.

### Competencies

1. **Identify the Elements of Three-Dimensional Design**
   **Learning Objectives**
   a. Explore the degrees of dimensionality, including relief, freestanding, environmental, and site-specific artwork.
   b. Utilize line, both structural and implied, as fundamental issues in sculpture.
   c. Employ color and light as visual language.
   d. Utilize texture as an integral expressive element.
   e. Explore shape and space as visual language.

2. **Identify the Principles of Three-dimensional Design**
   **Learning Objectives**
   a. Explore Gestalt theory by utilizing the concept of unity in a three-dimensional work.
   b. Create an artwork that utilizes harmony and variety to establish a cohesive design.
   c. Explore scale and proportion as a visual language.
   d. Utilize balance as a means to create stability or tension.
   e. Utilize rhythm to establish movement.
   f. Create emphasis for conceptual or aesthetic impact.

3. **Demonstrate the methods and materials of three-dimensional design**
   **Learning Objectives**
   a. Utilize found objects
   b. Manipulate wire.
   c. Construct using cardboard.
   d. Employ color media
   e. Employ experimental textures

4. **Demonstrate skill in use of spatial concepts relative to the object as well as the environment.**
   **Learning Objectives**
   a. Manipulate positive form and negative space.
   b. Design a work to be site-specific.
   c. Activate space by means of implied and literal formal relationships.
   d. Interact with space, both physically and conceptually.
   e. Explore temporal issues relative to spatial and physical concerns.

5. **Demonstrate skill in use of volume and mass in three-dimensional design**
   **Learning Objectives**
   a. Create real and implied planes.
   b. Manipulate primary and secondary contours.
   c. Create volume using geometric shape.

6. **Demonstrate understanding of physical forces in the implementation of three-dimensional design.**
   **Learning Objectives**
a. Demonstrate understanding of effects of weight and gravity in three-dimensional design.
b. Manipulate tension and torsion in three-dimensional design.
c. Explore compression and expansion of space.
d. Explore concepts of presence and absence.

7. **Demonstrate understanding of historical models in three-dimensional design.**

**Learning Objectives**

a. Research historical movements that have had an impact on the evolution of contemporary sculpture, including assemblage, dada, minimalism, etc.
b. Implement research in the creation of original art work in genre of choice.
c. Present findings of research in formal and informal settings, including critique, and class discussions.

8. **Demonstrate understanding of contemporary models in three-dimensional design.**

**Learning Objectives**

a. Define and identify contemporary artists who are key in your interest in contemporary art.
b. Research aesthetic and conceptual goals and approaches to artwork.
c. Implement findings in development of three-dimensional design.
d. Articulate conceptual basis of work.

9. **Develop conceptual awareness of own artwork as it relates to current concerns in Post-Modern Art.**

**Learning Objectives**

a. Explore concept of Post-Modernism in contemporary art.
b. Identify student's own place within the Post-Modern conceptual vision.
c. Manipulate form and space to create a site-specific installation.
d. Research issues of diversity and social awareness relative to art and art-making.
e. Implement research in the creation of work utilizing conceptual style of choice.
f. Present findings of research through class discussion, and class critique.
g. Create artist statement that defines aesthetic and conceptual goals and concerns relative to the individual's artwork.
Appendix B

New Course or Course Change Proposal Form

Date of Proposal: 4/1/12

Author: Michelle Johnson

Proposal Type: *New Course  Yes  Modify Course  Delete Course

Contact for the Course:  Michelle Johnson

Course Designator, Number and Title (i.e.: ACCT 1800, Business Law): ARCT 135

Number of Credits: 3

Prerequisites: None

Course Description: This course is an introduction to Watercolor and the various ways it can be used as a creative tool for aesthetic and conceptual understanding. Students will expand their skills in compositional design through the study of the Elements of Art and Principles of Organization: Line, Shape, Texture, Value, Color, Space, Balance, Emphasis, Rhythm, Scale/Proportion and Unity. Also examined and practiced in class are the painting techniques of watercolor, including the "preservation of whites", transparencies, bleeds, dropping color, wet on wet technique, dry-brush and lifting. Through lectures and visual references, historical and contemporary examples of watercolor will be explored and analyzed to expand students’ understanding of fine art and their own work within this context. In addition, students will learn how to discuss, analyze and evaluate their own work as well as the work of their peers, through class discussions and critiques. (MNTC 6: The Humanities and Fine Arts)

Grading Method:  Grade  Yes  Pass/Fail

Scheduling:  Fall X  Spring  Summer  Alternate Years  Variable  On Demand

Instructional Type:  Lecture  Lab  Lecture/Lab X  Internship  Seminar

*Class Maximum:  (For New Courses Only) / All Unlimited faculty members of a program or discipline must sign.

Faculty Name  Faculty Signature  Class Max  Date
Michelle Johnson  20  4/1/12

Dean’s Name  Dean’s Signature  Date
Brian D. Foss  4/3/12

If there is not enough space provided, please use the back of this form for additional signatures or click on a row with the right button of the mouse, select insert and then select insert rows below to add rows to the table.

Is this Course Proposed as a Liberal Arts Course:  Yes X  No

If Yes, Which MnTC Area/Areas Will it Fulfill (http://www.mntctransfer.org)?: Goal Area 6

Is This Course a Requirement/Elective for a Specific Program or Programs?: Yes X  No

If Yes, Which Program(s)?  Elective for AA degree

Describe What is Changing/Being Added, and the Rationale:

What Impact Will This New Course or Change Have on Other Programs or Areas?

Allows students more electives for potential concentrations, learning communities, etc.
Introduction to Watercolor
Course Outcome Summary

Course Information
Organization: South Central College
Developers: Michelle Johnson
Development Date: 10/20/2010
Revised Date: 5/14/2012
Course Number: ART 135
Potential Hours of Instruction: 64
Total Credits: 3

Description
This course is an introduction to Watercolor and the various ways it can be used as a creative tool for aesthetic and conceptual understanding. Students will expand their skills in compositional design through the study and practice of the Elements of Art and the Principles of Organization: Line, Shape, Texture, Value, Color, Space, Balance, Emphasis, Rhythm, Scale/Proportion and Unity. Also examined and practiced in class are the painting techniques of watercolor, including the “preservation of whites,” transparencies, bleeds, dropping color, wet on wet technique, drybrush and lifting. Through lectures and visual references, historical and contemporary examples of watercolor will be explored and analyzed to expand students’ understanding of fine art and their own work within this context. In addition, students will learn how to discuss, analyze and evaluate their own work as well as the work of their peers, through class discussions and critiques. (MNTC 6: The Humanities and Fine Arts) *Additional learner supplies will be required for this course. Prerequisite: none.

Types of Instruction

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<thead>
<tr>
<th>Instruction Type</th>
<th>Contact Hours</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Classroom Presentation/Lecture</td>
<td>32</td>
<td>2</td>
</tr>
<tr>
<td>On-Campus Lab</td>
<td>32</td>
<td>1</td>
</tr>
</tbody>
</table>

Prerequisites
None

Exit Learning Outcomes
Core Abilities

A. Teamwork and problem solving: Students will demonstrate the ability to work together cohesively with diverse groups of persons, including working as a group to resolve any issues that arise.
B. Analysis and inquiry: Students will demonstrate an ability to analyze information from multiple sources and to raise pertinent questions regarding that information.
C. Critical and creative thinking: Students will develop the disposition and skills to strategize, gather, organize, create, refine, analyze and evaluate the credibility of relevant information and ideas.
D. Written and oral communication: Students will communicate effectively in a range of social, academic, and professional contexts using a variety of means, including written, oral, numeric/quantitative, graphic, and visual modes of communication.
E. Foundations and skills for lifelong learning: Students will display an understanding of learning as a lifelong process through demonstration of a desire to learn, the willingness to apply learning to other
areas of their lives, the ability to think and act independently, be willing to take the initiative to get projects done, and demonstrate the ability to reflect upon what has occurred and how it has impacts the student and others.

External Standards
GOAL 6. The HUMANITIES--THE ARTS, LITERATURE, AND PHILOSOPHY To expand students knowledge of the human condition and human cultures, especially in relation to behavior, ideas, and values expressed in works of human imagination and thought.
6.a Demonstrate awareness of the scope and variety of works in the arts and humanities.
6.b Understand those works as expressions of individual and human values within an historical and social context.
6.c Respond critically to works in the arts and humanities.
6.d Engage in the creative process or interpretive performance.
6.e Articulate an informed personal reaction to works in the arts and humanities.

Competencies
1. Implement the Elements of Art and the Principles of Organization within the students own artwork.
   Learning Objectives
   a. Cultivate understanding of design terminology.
   b. Implement design terminology when discussing the students own design as well as the work of his/her peers.
   c. Analyze works of art in relation to the function and purpose of the Elements of Art and the Principles of Organization.
   d. Practice utilizing the Elements and Principles through extended projects and short term exercises.
   e. Discuss strategies for improvement.
   f. Cultivate comparative analysis between classmates using the Elements and Principles as a guideline.

2. Design compositions that display aesthetic problem solving.
   Learning Objectives
   a. Compose designs that display apparent time, thought and imagination.
   b. Display a strong degree of visual organization of the materials and elements that make up the work.
   c. Interpret the theme or concept at hand in a formally cohesive manner.
   d. Articulate the reasons for choices in imagery and composition.

3. Design compositions that display conceptual problem solving.
   Learning Objectives
   a. Conceptualize the theme of the artwork in a unique and imaginative way.
   b. Articulate issues of interpretation and perceived meaning in the work.
   c. Articulate meaning of aesthetic choices in the work relative to the concept at hand.
   d. Discuss conceptual objectives in individual and group critiques.

4. Develop dexterity in use of materials.
   Learning Objectives
   a. Cultivate skill in brush work.
   b. Develop ability to manage different paper textures.
c. Develop ability to stretch paper.
d. Develop familiarity and skill in the treatment of various paint textures.
e. Cultivate skill in techniques of bleeds, edges and transparencies as well as lifting color.
f. Develop dexterity with wet on wet and drybrush painting.

5. **Illustrate understanding of color theory in design projects.**  
   **Learning Objectives**  
   a. Study the basic rules behind color theory, including the relationship of Hues, Color Saturation, Color Families, Color Opposites and Color Chords.
b. Practice color mixing, color application, color proportion in class exercises and projects.
c. Create Chromatic Neutrals and transparencies.
d. Conceptualize effects of color theory in establishing luminosity, emphasis, and spatial relationships in designs.
e. Employ color theory to enhance the conceptual content of the design.

6. **Utilize proper techniques for critiquing a composition.**  
   **Learning Objectives**  
   a. Discuss the critique process and it’s purpose.
b. Discuss the objective and subjective interpretation of artwork.
c. Articulate objective/subjective reactions to the work.
d. Evaluate the function of formal relationships.
e. Evaluate the connotation or meaning of the work.
f. Evaluate how the work connects to the world at large as well as functions in a historical context.

7. **Evaluate the artwork of the students own work as well as his/her peers.**  
   **Learning Objectives**  
   a. Develop ability to pinpoint formal strengths and weaknesses in a design through critique and dialogue.
c. Analyze artworks in relation to historical and contemporary contexts.
d. Cultivate ability to make a comparative analysis of the work between classmates.

8. **Articulate to works of art through verbal and written assignments.**  
   **Learning Objectives**  
   a. Characterize reactions/interpretations to formal issues as well as subject matter through active participation in group critique.
b. Discuss the meaning of cliche and originality in artwork today.
c. Practice articulating the reaction to a work through a written examination of the artist’s intentions.
d. Practice articulating the reaction to a work through a written examination of formal relationships.
e. Analyze and critique designs through the discussion of technique-specific issues.

9. **Acquire appreciation for watercolor as a historically important discipline in the arts.**  
   **Learning Objectives**  
   a. Examine the history of watercolor in art by observing frequent examples -with lecture and powerpoint- of art masters.
b. Complete required research on mentioned artists and artistic movements.
c. Complete artwork that incorporates selected ideas/style of selected artist/movement from art history.
d. Evaluate class projects in relation to historical and contemporary fine art concepts through critique.