

ARTE Engagement Teaching Guidelines

Date: Created and approved by the General Education Curriculum Committee (GECC), February, 2021.

The ARTE requirement for the Integrations Curriculum may be met through approved academic courses that incorporated ARTE-approved events or through students attending ARTE-designated events outside of class and submitting the required reflection to their portfolio.

General Course Overview

In fulfilling the Artistic Engagement requirement (ARTE) for the Integrations Curriculum, students will find an appreciation for the fine arts that they may not realize they had or deepen the connection to the arts they have already established. Intentional ARTE programming will provide meaningful experiences for the students, which will affect their emotional, spiritual, and intellectual growth. One of the many things the fine arts do particularly well is push students outside of their comfort zone by exposing them to art forms and genres with which they may not be familiar. This is a goal of a liberal arts education; to get students more comfortable with being uncomfortable and accepting of the unfamiliar.

The arts have a long history of being religious and social commentary, reflecting community ethical discussions, connecting the individual to a community, and celebrating what it means to be human. By engaging with the arts on a personal level while at CSB/SJU, students are more likely to connect with their communities, through the arts, in the future. CSB/SJU has an opportunity to be a leader in the field of arts engagement, empowering students with a variety of tools to understand the world they live in through artistic lenses, including non-verbal means of communication. After attending required ARTE events as part of an ARTE designated course, or outside of a course on their own, students will submit a reflective essay for each of the events. These essays will become artifacts in the students' Integrated Portfolios.

Like the other designations, faculty could apply for an ARTE course designation. To achieve this designation, a course proposal must be reviewed and approved by the GECC. To be approved, courses will need to include attendance at 1 ARTE-approved event for a 1-credit course or at 2-ARTE-approved events for a 2- or 4-credit course.

A roster of ARTE events will be selected by the ARTE advisory committee and all events will need to be on one of the campuses to receive approval. For a list of approved ARTE events and to propose a new ARTE event, visit: [Approved ARTE Events](#)

Learning Goal

Students develop an awareness of the rich and distinctive ways that artistic expression can provoke thought and emotion, practice appropriate audience behavior and appreciation, and develop the tools to understand the world they live in through artistic lenses.

Best Practices in Experiential Learning

The four criteria for best practices were adopted by the faculty in the Integrations Curriculum. The criteria are based on eight best practices developed by the National Society for Experiential Education. The four criteria are: Intention, Preparedness and Planning, Authenticity, and Reflection.

Intention: All parties must be clear from the outset why experience is the chosen approach to the learning that is to take place and to the knowledge that will be demonstrated, applied, or result from it. Intention represents the purposefulness that enables experience to become knowledge and, as such, is deeper than the goals, objectives, and activities that define the experience.

In course proposals, faculty should indicate where and how the Artistic Engagement will happen. Faculty should plan to have events that they will submit for ARTE advisory committee approval or indicate that they will select from that semester's list of approved ARTE events. In either case, the faculty member should describe why the Artistic Engagement was selected for this course. If possible, they should describe which kinds of events are best suited to their course goals – visual arts, theater, musical performance, poetry readings, etc. - and what they might do if those particular types of events are not available.

Preparedness and Planning: Participants must ensure that they enter the experience with sufficient foundation to support a successful experience. They must also focus from the earliest stages of the experience/program on the identified intentions, adhering to them as goals, objectives and activities are defined. The resulting plan should include those intentions and be referred to on a regular basis by all parties. At the same time, it should be flexible enough to allow for adaptations as the experience unfolds.

The faculty member should indicate what knowledge and skills learned in this class will be applied in attending and reflecting on Artistic Engagement events. Although faculty are not in control of the scheduling of the events (in most cases), best practices indicate a need to plan for when in the course these might occur and how the engagement discussions and reflections might be scaffolded within the course to accommodate the growing experience of the students. For instance, the engagements might move from being very structured to gradually allowing for more initiative and independence on the part the students. Perhaps the first engagement is completely planned and designed by the faculty member and the last engagement allows the student to choose from a set of options of events to attend. The discussions could also move from more faculty designed and driven discussions/activities to allowing students to lead and apply their experiences back in the classroom.

Authenticity: The experience must have a real-world context and/or be useful and meaningful in reference to an applied setting or situation. This means that it should be designed in concert with those who will be affected by or use it, or in response to a real situation.

Faculty should describe how students will use this engagement to develop and apply an awareness of the ways that artistic expression can provoke thought and emotion beyond the classroom. They should indicate how students will develop the tools to understand the world they live in through artistic lenses. The proposal should include a plan for students to practice appropriate audience behavior and appreciation.

Reflection: Reflection is the element that transforms simple experience into a learning experience. For knowledge to be discovered and internalized, the learner must test assumptions and hypotheses about the outcomes of decisions and actions taken, then weigh the outcomes against past learning and future implications. This reflective process is integral to all phases of experiential-based learning, from identifying intention and choosing the experience, to considering preconceptions and observing how they change as the experience unfolds. Reflection is also an essential tool for adjusting the experience and measuring outcomes.

To support the think-apply-reflect model, course proposals should include plans to embed student reflection into all phases of the experience.

Required ARTE DEAL summative reflection prompt

Students will be able to choose the types of ARTE-approved events they participate in or fulfill the ARTE requirement through an ARTE designated course. In either case, students will electronically submit a reflective essay for each event using the ARTE Reflection Prompt (see below). Assessment of the Artistic Engagement learning goal will occur through a review of a random selection of essays with a rubric designed by Fine Arts faculty. Students will also incorporate their ARTE experiences into their Portfolio as they integrate all of their coursework into a final paper.

Artistic Engagement (ARTE) DEAL Reflection Prompt

Describe: In a brief paragraph, describe the event you attended.

Examine:

1. What were your expectations of the event? How did the event match and/or differ from your expectations?
2. What interested you and engaged you during this experience? What did not? Why?
3. What kinds of thoughts and emotions did this event provoke in you? How did the art provoke these thoughts and emotions?
4. What did you expect as appropriate audience behavior for this event? What audience behavior did you see? How did you practice appropriate audience behavior?

Analyze Learning:

1. What tools or new knowledge did you develop through this experience that allows you to better understand the world?
2. What from this experience can you apply to your own life and intended career path?
3. How did you alter your own behavior based on your expectations during this experience?
4. What new insights did you develop about yourself when you experienced or engaged with this event?

ARTE Discussion Criteria

An ARTE-approved event must contain a discussion component that contextualizes the work of art and empowers students to understand how the artistic event contributes to their understanding of the world they live in. Such discussions will likely take the form of engaging with multiple artists' statements in an exhibition, an artist talk, a Q and A session, etc.

Evaluation of Discussion Component by ARTE Advisory Committee

In determining whether an artistic event offers sufficient discussion, effort will be made to ascertain how well the discussion can help students to reflect on the event. To that end, discussions will be expected to enable reflection on one or more of the following:

1. What tools or new knowledge did you develop through this experience that allows you to better understand the world?
2. What from this experience can you apply to your own life and intended career path?
3. How did you alter your own behavior based on your expectations during this experience?
4. What new insights did you develop about yourself when you experienced or engaged with this event?