ARTE Course Proposal Form

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**Artistic Engagement Learning Outcome**

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.

**General Course Description**

In fulfilling the Artistic Engagement requirement (ARTE) for the Integrations Curriculum, students will find a passion 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.

After attending the required number of ARTE-approved events (1 event for a 1-credit class; 2 events for 2- or 4- credit classes) for courses with the ARTE designation, students will submit a reflective essay for each of the events. These essays will become artifacts in the students' Integrated Portfolios.

The ARTE requirement for the Integrations Curriculum may be met through approved academic courses integrating one or two ARTE-approved events into the course. One credit classes require attendance at one ARTE-approved event while two- and four-credit courses require attendance at two ARTE-approved events.

All proposals must be approved prior to commencement of the experience.

**General Curriculum Information**

In the Integrations Curriculum a course can be designated as either:

1. A Way of Thinking, OR
2. CSD: Identity (CI) or CSD: Systems (CS), OR
3. Learning Foundations, Learning Explorations, or Learning Integrations, OR
4. Theological Explorations (THEO 1) or Theological Integrations (THEO 2).

Thematic Encounters or Thematic Focus\* designations must be attached to a course with a Way of Thinking designation.

Any course carrying one of the above designations may also have one engagement^, except for Theological Explorations (THEO 1), CSD: Identity, Learning Foundations, Learning Explorations, and Learning Integrations, which cannot carry engagements:

1. Artistic engagement (ARTE)
2. Experiential engagement (EXP)
3. Global engagement (GLO)

* Any course may satisfy the Quantitative Reasoning skill requirement
* Any course (except courses that fulfill Theological Explorations, Theological Integrations, Learning Foundations, or any course with a THEO course number) may also satisfy the Benedictine Raven.

\*Thematic Focus courses will be renumbered based on theme and course level to be consistent across the curriculum. They will still carry the Department prefix.

The renumbering will be as follows:

277/377 - Justice Theme  
278/378 - Movement Theme  
279/379 - Truth Theme

Each course under the Theme will have a different letter, for example:

HIST 276A  
HIST 276B, etc.

^Semester-length study abroad courses may carry both GLO and EXP.

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Instructor:

Course number:

Course title (as listed in the official catalog). If a topics course, please list the specific title this request applies to:

Abbreviated course title for the class schedule (30 characters or less including parenthesis & designation)

Prerequisites (if any):

MOST RECENT Official course description from the Academic Catalog. If this is a topics course, please list description for this specific topic:

Please note:

A.      The committee understands that some courses may still be in development. Prompts that ask for examples of assignments seek information about the spirit of what students will do and instructors are not bound to the specific details (e.g. writing prompts) provided.

B.      The committee includes faculty from a variety of disciplines. Please remember to briefly explain disciplinary terms, contexts, and/or texts to allow all the members of the committee to best understand how your responses address the question.

C.      As you are answering these questions, please keep in mind that students will need to produce work to assess their fulfillment of the related learning outcomes if applicable.

**Best Practices in Experiential Learning**

Each of the following questions is designed to help ARTE Advisory Board and the GECC understand how the ARTE goal will be met in your course. The questions are grounded in the four criteria for best practices adopted by the faculty in the Integrations Curriculum. The four criteria are: Intention, Preparedness and Planning, Authenticity, and Reflection. For more, see the [ARTE Teaching Guidelines](https://www.csbsju.edu/documents/Integrations%20Curriculum/ARTE%20Teaching%20Guidelines.pdf), found here.

In addition to ARTE-designated courses meeting the four criteria for best practices in experiential learning, ARTE experiences must be of an intensity and duration that is sufficient to enable the student to 1) apply their knowledge and skills in a real-world context and/or in an applied setting or situation and 2) engage in cyclical reflection demonstrating how they have discovered and internalized knowledge about themselves and the world through an artistic lens.

To ensure sufficient intensity and duration, ARTE events will be selected by a committee of Fine Arts faculty.

Course Proposal Questions

1.a. Please provide an example(s) or description of ARTE-approved events students will attend as part of this course. Why is this event(s) selected for this course? What will students learn from this experience(s) that they would not be able to learn from a typical class?

1.b. How will students gain sufficient foundation for engaging in this experience? What knowledge and skills will students be asked to apply to this experience?

2.a. How will students develop an awareness of the ways that artistic expression can provoke thought and emotion beyond the classroom?

2.b. How will students develop the tools to understand the world they live in through artistic lenses?

3. Students are expected to practice appropriate audience behavior and appreciation. Describe an activity or assignment in which students will do this.

4.a. The course requires structured, written reflections from students. How do you plan to embed student reflection into all phases of the experience to support the think-apply-reflect-repeat model?

4.b. I will assign the required reflection assignment for each required ARTE-approved event (1 event for a 1-credit class, 2 events for a 2- or 4-credit classes). Please initial here to acknowledge the required reflection assignments.

(Optional) Additional information (is there anything else that you would like the GECC to know about this course or application?):

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