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**Mason Core Proposal Worksheet: Arts**

**Category Overview**

Mason Core courses in the film making, visual, and performing arts stress generative, inquiry-based learning through direct aesthetic and creative experience in the studio environment. Art history courses address the intrinsic relationship of personal and cultural creativity, and the manifestation of aesthetics, visual culture, and visual narrative within historical contexts.

*Required: One approved course*

**Part I: General Information**

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| --- | --- | --- | --- |
| *Course Number* |  | *Course Title* |  |
| *Proposal Contact* |  | *Contact Email* |  |

**Required Documentation for Proposal**

* Syllabus with statement that this course meets the Arts Mason Core requirement AND a list of the category learning outcomes, clearly marked
* Completed proposal worksheet (this form)
* Specific assignment prompts and/or test questions to support the Assignment Map. Please highlight the specific assignment prompts/questions that relate to each learning outcome.

Please keep in mind:

* Mason Core Committee members are a cross-section of the University. Please avoid discipline specific terminology and provide as much context as possible to facilitate the review process. Fully explain any terms that are unique to your area.
* As a part of the Mason Core on-going assessment process, you will be asked to regularly submit assignments that directly link to the category learning outcomes. Student work samples will be requested as well.

*More proposal resources available on our website:*

[**https://masoncore.gmu.edu/faculty-resources/course-submission/**](https://masoncore.gmu.edu/faculty-resources/course-submission/)

**Part II: Rationale**

Please provide a succinct explanation (no more than 300 words) of: (a) how this course fits the broad category description and (b) how the content related to this category and the learning outcomes are integrated into the course as a whole. Mason Core learning outcomes are expected to be a significant focus of the course and should be thoughtfully integrated.

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**Part III: Assignment Map**

**Instructions:** For accreditation, we must be able to collect at least one assignment from each individual student that demonstrates whether or not that student achieved the associated learning outcome. There can be one assignment for each outcome, or there may be an assignment that covers multiple outcomes. For a class to be added to Mason Core, the Mason Core Committee must be able to evaluate whether each outcome has a clear assignment that can be independently reviewed to evaluate achievement of the outcome.

Below, for each learning outcome, fully describe the assignment, clearly explain how the assignment asks the student to demonstrate the learning outcome, and discuss how the assignment will be assessed to provide evidence the learning outcome was met. Keep in mind that assessment, in this context, refers to the achievement of the related learning outcome, not how the entire assignment will be graded.

 ***Assignments, including exam, test, or quiz questions, must be uploaded into CIM, either as part of the syllabus or as separate documents, for review. Proposals without these materials cannot be reviewed.*** Please refer to the [Mason Core website](https://masoncore.gmu.edu/faculty-resources/course-submission/) for additional resources.

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| **Outcome**For this category, the first learning outcome and a **minimum of two** of the remaining learning outcomes must be met. | **Assignment**Describe the specific assignment you will use to support this outcome. *(Be sure to upload the assignment prompts or exam, test, or quiz questions.*) | **Explanation** Provide a clear explanation of how this assignment will support the outcome, providing important details that committee members outside of your discipline might need to fully understand the connection. | **Assessment** Clearly articulate how you will know whether students have met the outcome. Please note assessment is different from grading.  |
| 1. Demonstrate an understanding of the relationship between artistic process, and a work's underlying concept, and where appropriate, contexts associated with the work. **(required)**
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| **Choose at least two (2) of the following, keeping in mind it is better to meet fewer outcomes well as opposed to meeting more not as thoroughly**.  |
| 1. Identify and analyze the formal elements of a particular art form using vocabulary and critique appropriate to that form.
 |  |  |  |
| 1. Analyze cultural productions using standards appropriate to the form, as well as the works cultural significance and context.
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| 1. Analyze and interpret the content of material or performance culture through its social, historical, and personal contexts.
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| 1. Engage in generative artistic processes, including conception, creation, and ongoing critical analysis
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**Part IV: Course Management Plan**

Please provide who will continue as the primary contact and/or course administrator for this course going forward.

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| --- | --- |
| **Name** | **Email Address** |
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Please provide the person in your unit who is responsible for coordinating your curriculum.

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| **Name** | **Email Address** |
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Mason Core classes should be routinely available. Furthermore, each time a Mason Core course is offered, the learning outcomes must be included and assessed appropriately, regardless of the instructor of the course, to maintain consistency across sections and to provide a similar student learning experience. Below, please describe a course management plan that will ensure that this is the case. This may need to be completed in consultation with your curriculum coordinator/undergraduate program director or department chair. Please respond to all prompts thoroughly.

1. How often will you offer this course? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
2. How many sections do you anticipate offering each year? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
3. What is the anticipated enrollment for each section? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
4. Will common assignments be used across sections? If not, how will the department ensure the Mason Core learning outcomes are met in each section?
5. General education courses can be challenging to teach, particularly since students may be new to the University experience and are likely non-majors with no related academic background on which to build. Faculty greatly benefit from additional professional development to help them navigate these challenges.

A) What professional development will you provide to new instructors in preparation for teaching the course?

B) How will your academic unit provide on-going support for faculty who are regularly teaching this course?