Wilkes University Curriculum Committee
PROPOSAL SUBMITTAL FORM

Directions:
- Use this set of forms for all proposals sent to the Curriculum Committee.
- Pages 1-3 of this document are required. Any unnecessary forms should be deleted from the packet before submissions. If multiple forms are needed (course addition, course deletion, etc), simply copy and paste additional forms into this packet.
- Note that all new programs (majors and minors), program eliminations, significant program revisions and all general education core revisions must be reviewed and approved by the Provost and Academic Planning Committee (APC) prior to submission to the Curriculum Committee. The Provost will make the decision if a program revision requires APC review.
- Completed and signed forms are due no later than the second Tuesday of every month. Submit one signed original hard copy and a scanned electronic copy with all signatures to the Chair of the Curriculum Committee.

1. Originator: Eric Ruggiero
   Integrative Media, Art, + Design
   x.4508, eric.ruggiero@wilkes.edu

2. Addition of IM101 to satisfy the General Education Area IV

3. Check only one type of proposal: (double click on the appropriate check box and change default value to “checked”). Each different type of proposal must be submitted on a separate form.
   - □ New Program. (Major or Minor Degree Programs). This requires prior review and approval by the Provost and APC. Major = minimum of 30 credits, minor = minimum of 18 credits.
   - □ New Concentration, Track, or Certificate. The Provost determines if review and approval by APC is necessary. Concentration – minimum of 12 credits, certification, endorsement and track are discipline specific.
   - □ Elimination of Program. (Major or Minor Degree Programs). This requires prior review and approval by the Provost and APC.
   - □ Elimination of Concentration, Track, or Certificate. The Provost determines if review and approval by APC is necessary.
   - □ Program Revision. Significant revisions to a program require review and approval by the Provost. The Provost determines if review and approval by APC is necessary.
   - X General Education Revision. Submissions only accepted from the General Education Committee (GEC). Must be reviewed and approved by the Provost.
   - □ Creation of new departments, elimination of existing department. This requires prior review and approval by the Provost and APC.
   - □ Course additions or deletions not affecting programs (such as elective courses, transition of “topics” courses to permanent courses).
   - □ Change in course credit or classroom hours.
   - □ Incidental Changes. Includes changes in course/program title, course descriptions, and course prerequisites. (Although these changes do require approval by the Curriculum Committee, they do not go before the full faculty for approval).
   - □ Other (Specify)

Indicate the number of course modification forms that apply to this proposal:
   0 Course Addition Form (Attach Syllabi: refer to Faculty Handbook for requirements)
   0 Course Deletion Form
   0 Course Change Form

Revised 4/30/2018
4. Executive Summary of Proposal.

Briefly summarize this proposal. The breadth and depth of this executive summary should reflect the complexity and significance of the proposal. Include an overview of the proposal, background and reasoning behind the proposal and a description of how the proposal relates to the mission and strategic long-range plan of the unit and/or university. For incidental changes a one or two sentence explanation is adequate.

This proposal is a request to add the IMAD course IM101 to the General Education Area IV course offerings. The Department reflects the benefits, within many majors, of the broadening of artistic influences and the definition of a creative development process. The content this course covers, would help a wide range of students within their individual majors/career paths. The addition of another course option in this area, in general we felt, would also be a plus.

5. Other specific information. (Not applicable for incidental changes.)

What other programs, if any, will be affected by this proposal? Describe what resources are available for this proposal. Are they adequate? What would be the effect on the curriculum of all potentially affected programs if this proposal were adopted? Include any potential effects to the curriculum of current programs, departments and courses.

This may affect enrollments in other Area IV course offerings. IMAD anticipates lowering the sections offered of ART101 and supplement with IM101. Will explore shifting of faculty from the ART101 full time/adjunct pool, but expanding our adjunct resources may also be needed. Currently we offer two sections of IM101, with an additional section as a test offering. An additional section would not strain our current classroom availability. This course satisfies the Area IV outcomes as written, no significant changes in the delivery/syllabus needed. Will revisit the need of additional sections based on the popularity of this course once fulfilling the General Education requirement.

6. Program Outline. (Not applicable for incidental changes).

A semester-by-semester program outline as it would appear in the bulletin for a new program or any modified program with all changes clearly indicated.

IM101 is a Spring course offering. + one section additional.

7. New Program Assessments: (For new programs ONLY)

All new major programs reviewed through the Curriculum Committee must complete this section. Please consult the following page for guidance in developing an assessment plan: https://wilkes.edu/about-wilkes/university-committees/assessment/assessment-planning.aspx

a. Please list program-level student learning outcomes (SLOs) that all program majors should be able to demonstrate upon graduation from the program. SLOs should be worded such that student performance can be measured directly.

Insert Text Here…

Revised 4/17/2018
b. Please briefly describe current plans for how student performance on each program-level SLO will be assessed. Be sure to answer *where* (which courses), *when* (frequency), and *how* (assessment method) for each SLO.

Insert Text Here...

c. Please identify by name any external accreditation agency or agencies that will influence assessment planning. Include standards or requirements from that accreditor that must be followed when developing the program’s assessment plan. *You are encouraged to share specific, current web links to relevant content when standards or requirements related to assessment are substantial.*

Insert Text Here...
8. Signatures and Recommendations. (please date)

- Signatures of involved Department chair(s) and Dean(s) indicate agreement with the proposal and that adequate resources (library, faculty, technology) are available to support proposal.
- If a potential signatory disagrees with a proposal he/she should write "I disagree with this proposal" and a signed statement should be attached to this submission.

<table>
<thead>
<tr>
<th>Print Name/Title</th>
<th>Signature</th>
<th>Date</th>
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<tbody>
<tr>
<td>Eric Riggiero – Integrative Media, Art, + Design</td>
<td></td>
<td>6/2/18</td>
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<tr>
<td>Steven Thomas</td>
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<td>10/6/18</td>
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<tr>
<td>Steven Thomas – Performing Arts</td>
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<tr>
<td>Paul Riggs</td>
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<td>10/9/18</td>
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<tr>
<td>Paul Riggs – College of Arts, Humanities and Social Science</td>
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<tr>
<td>Sue Hritzak</td>
<td></td>
<td>10/5/18</td>
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Anne Skleder (For new programs, significant revisions and revisions to the General Education Program revisions only).
Provost should check here ___ if this proposal is a program revision AND the significance of the revision requires review and approval by APC prior to Curriculum Committee.

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<thead>
<tr>
<th>Print Name</th>
<th>Signature</th>
<th>Date</th>
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<tbody>
<tr>
<td>Bobak Karimi</td>
<td></td>
<td>1/16/2018</td>
</tr>
<tr>
<td>Karen Churcher</td>
<td></td>
<td>11/16/2018</td>
</tr>
</tbody>
</table>

Chair, Academic Planning Committee. For new programs, program revisions sent via the provost. Signature indicates that the proposal has been reviewed and approved by APC.

Chair, General Education Committee. For revisions to General Education program only. (Signature indicates that the proposal has been approved by GEC).

Revised 4/17/2018
IM-101. IM Foundations I

Credits: 3

This course is an introduction and multiple media survey of artists, styles and techniques influential in the development of contemporary media. Through this exposure and readings, a creative process will be developed and absorption will stimulate, motivate and inspire a personal aesthetic vision. In addition, through intensive thought, analysis and critique we will explore media as it affects our society and our responsibility as media content generators.

B1: IM101: IM Foundations I

Student Learning OBJECTIVES

Creation: Concept, Create and Produce (CCP)
CCP1: Exposure to artists and associated styles/mediums
CCP2: Breed creative self-directed influences
CCP3: Develop creative development techniques
CCP4: Critically analyze media and generate an influential awareness

Critical Thinking: Analysis, Critique, and Understanding (ACU)
ACU1: Demonstrated an ability to analyze visual art for the purposes of inquiry, learning, critical thinking, and communicating
ACU2: Demonstrated the distillation of their ideas as a series of process-oriented steps
ACU3: Demonstrated an ability to integrate their own ideas and those of others, situating themselves within a global and diverse field of artistic discourse
ACU4: Demonstrated an ability to use external resources in support of critical thinking, research, studio practice, and writing

Product (PD)

PD1: Created a portfolio consisting of experimental creative explorations in a variety of media types demonstrating an understanding of artistic styles and the creative process.
PD2: Created a series of written/oral critical analysis or reflective writing/presentation

B2: Student Learning Outcomes for General Education Area IV - Visual and Performing Arts:

Students will:

- analyze works of art using vocabulary appropriate to the art form; (VPA1)
- demonstrate an understanding of the relationship between artistic technique and the expression of a work's underlying concept; (VPA 2)
- analyze the relationship between works of art and the social, historical, global and personal contexts in which they are created or experienced; and (VPA3)
- engage in the artistic process, including conception, creation, interpretation, and ongoing critical analysis. (VPA4)

Students will achieve at least three of the four identified objectives.
B3: Wilkes Institutional Student Learning Outcomes:
Students will develop and determine through coursework, learning experiences, co-curricular and extracurricular activities:

ISLO1: The knowledge, skills, and scholarship that are appropriate to their general and major field areas of study;
ISLO2: Effective written and oral communication skills and information literacy using an array of media and modalities;
ISLO3: Practical, critical, analytical, and quantitative reasoning skills;
ISLO4: Actions reflecting ethical reasoning, civic responsibility, environmental stewardship, and respect for diversity; and
ISLO5: Interpersonal skills and knowledge of self as a learner that contribute to effective teamwork, mentoring, and lifelong learning.

Assignments and Course Requirements

Students will establish an understanding of: basic design vocabulary, influences of artists/designers, concept development process.

- Students will identify Design Elements and the Principles of Composition.
- Students will identify: artists, artistic movements, designers, and influential industry trends.
- Students will establish a working methodology of the steps necessary in the creative process to generate valued, substantive concepts.

Students will clearly communicate ideas and concepts.
Students will develop good craftsmanship and presentation skills.
Students will acquire the ability to verbalize concepts and engage in both written and oral critical analysis of artists, designers, and the work they produce.

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<tbody>
<tr>
<td>CCP1, CCP2, CCP3, CCP4, ACU1, ACU2, ACU3, ACU4, PD1</td>
<td>VPA1, VPA2, VPA3, VPA4</td>
<td>ISLO1-5</td>
<td>In-Class Participation</td>
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<td>VPA1, VPA2, VPA3, VPA4</td>
<td>ISLO1-5</td>
<td>Course Projects/Portfolio</td>
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<td>VPA1, VPA2, VPA3, VPA4</td>
<td>ISLO1-5</td>
<td>Critical Analysis and Critique</td>
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<tr>
<td>CCP2, CCP3, CCP4, ACU1, ACU2, ACU3, ACU4, PD2</td>
<td>VPA1, VPA2, VPA3, VPA4</td>
<td>ISLO1-5</td>
<td>Reflective Writing or Presentation</td>
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<tr>
<td>CCP1, CCP4, ACU1,</td>
<td>VPA1, VPA2, VPA3,</td>
<td>ISLO1-5</td>
<td>External Visits</td>
</tr>
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</table>
Course Description:
This course is an introduction and multiple media survey of artists, styles and techniques influential in the development of contemporary media. Through this exposure and readings, a creative process will be developed and absorption will stimulate, motivate and inspire a personal aesthetic vision. In addition, through intensive thought, analysis and critique we will explore media as it affects our society and our responsibility as media content generators.

Course Objectives:
> Exposure to artists and associated styles/mediums
> Breed creative self-directed influences
> Develop creative developmental techniques
> Critically analyze media and generate influential awareness

Course Guidelines:
> Attendance is critical – see Class Attendance Policy below.
> Due dates are your deadline. Missing your deadline will result in a full grade point reduction for that project. If there are any questions regarding projects it is your responsibility to contact me in a timely manner for clarification.
> You are expected to adhere to the University's Rules of Conduct as described in the Student Handbook.

Required Texts:
Tharp, Twyla. The Creative Habit, Learn It and Use It for Life.
Simon & Schuster, 2003

Recommended Reading & Viewing:
www.designinmotion.com
www.dzine.tv
POST, Variety, Cinefex, Shoot, CGW

Class Attendance Policy:
This class will be conducted, as would a professional working environment. Attending all classes is expected. Any unavoidable absences will be conveyed in advance in person and via e-mail and replied with consent. Two unexcused absences will result in a .5 grade reduction. After three consecutive absences, you will be automatically withdrawn from the course and must petition the Dean of Student Affairs for re-admittance. Four late arrivals will also result in a .5 grade reduction. This will be repeated for every instance.
Academic Honesty:
All work generated is expected to be your own. Use of reference content will
be properly credited. Students not following the policies of Academic Honesty will be
addressed as referenced on page 42 of the Undergraduate Bulletin and the Student
Handbook.

Assignments:
+ Read Chapter and submit via e-mail excerpted interesting concepts/passages
and instill personal dissection, by Sunday 12am.
+ Research Artist(s) of the week and submit via e-mail discussion concept(s),
web site(s) and instill personal dissection by Tuesday 12am.
Note: you will receive a response via e-mail once your submission has been
received. If you do not receive a confirmation contact me no later than the end
of the following class day.

Grading:

Assignments:
+ E-mail assignments = 25%
+ Midterm & Final Quiz = 25%
+ Final Project = 40%
+ Participation and Attitude = 10%

Final Grades (Point Scale)
100-095 = 4
094-087 = 3.5
086-080 = 3
079-075 = 2.5
074-070 = 2
069-065 = 1.5
064-060 = 1
059-0 = 0

Class Schedules:

Week 1.
T: Jan. 17th
  Course Overview
  Read Chapter 1

Th: Jan. 19th
  Discussion – Media; Area of Influence
Week 2.
T: Jan. 24\textsuperscript{th}
  Reading Discussion and Exercise - Chapter 1
  Read Chapter 2

Th: Jan. 26\textsuperscript{th}
  Experimental Film – Maya Deren / Louis Bunuel

Week 3.
T: Jan. 31\textsuperscript{st}
  Reading Discussion and Exercise - Chapter 2
  Read Chapter 3

Th: Feb. 2\textsuperscript{nd}
  Experimental Film – Julie Taymor/ Jean-Pierre Juenet-Marc Caro

Week 4.
T: Feb. 7\textsuperscript{th}
  Reading Discussion and Exercise - Chapter 3
  Read Chapter 4

Th: Feb. 9\textsuperscript{th}
  Experimental Video – Bill Viola / Chris Cunningham
  Experimental Video/ Installations – Nam Jun Paik

Week 5.
T: Feb. 14\textsuperscript{th}
  Reading Discussion and Exercise - Chapter 4
  Read Chapter 5

Th: Feb. 16\textsuperscript{th}
  Performance Art – Joseph Beuys / Laurie Anderson
  Experimental Stop-Motion Animation – Jan Svankmajer /
  Stephen & Timothy Quay

Week 6.
T: Feb. 21\textsuperscript{st}
  Reading Discussion and Exercise - Chapter 5
  Read Chapter 6

Th: Feb. 23\textsuperscript{rd}
  Commercial Stop-Motion Animation – Willis O’Brien/ Ray Harryhausen

Week 7.
T: Feb. 28\textsuperscript{th}
  Reading Discussion and Exercise - Chapter 6
Read Chapter 7

Th: March. 2\textsuperscript{nd} – Computer Graphics and 3D Animation – Tron/Pixar

Week 8.
T: March. 7\textsuperscript{th} - Off
Th: March. 9\textsuperscript{th} - Off

Week 9.
T: March. 14\textsuperscript{th} - Reading Discussion and Exercise - Chapter 7
    Read Chapter 8

Th: March. 16\textsuperscript{th} - Visual Effects – George Melies/Peter Jackson/Kong

Week 10.
T: March. 21\textsuperscript{st} - Reading Discussion and Exercise - Chapter 8
    Read Chapter 9

Th: March. 23\textsuperscript{rd} – Experimental Typography – David Carson

Week 11.
T: March. 28\textsuperscript{th} - Reading Discussion and Exercise - Chapter 9
    Read Chapter 10

Th: March. 30\textsuperscript{th} – Motion Design- ATTIK

Week 12.
T: April. 4\textsuperscript{th} - Reading Discussion and Exercise - Chapter 10
    Read Chapter 11

Th: April. 6\textsuperscript{th} - Title Sequences - Pablo Ferro – Saul Bass
    – Kyle Cooper

Week 13.
T: April. 11\textsuperscript{th} - Reading Discussion and Exercise - Chapter 11
    Read remaining Chapter

Th: April. 13\textsuperscript{th} – Off

Week 14.
T: April. 18\textsuperscript{th} - Reading Discussion and Exercise – Final Chapter

Th: April. 20\textsuperscript{th} – Individual Review of Final Presentation Progression

Week 15.
T: April 25th - Interactivity; Installations, Web, Games

Th: April 27th – Review: Final Quiz and Final Presentation Concept Discussion

Week 16.
T: May 2nd – Final Quiz
Th: May 3rd – Classes End & Finals Begin