After the Foundational Studies Program has approved a course, departments will continue through the regular department and college procedures. The approved course should be submitted to the University Curriculum Committee by October 1, 2011.

Table of Contents (Click title to go to that section)

Instructions: ......................................................................................................................................................... 1
Part I. Course Information: .................................................................................................................................. 1
Part II. Syllabus Statement: .................................................................................................................................... 2
Part III. Design for Accessibility: .......................................................................................................................... 3
Part IV. Evidence of Quality Course Design: ......................................................................................................... 3
Part V. Additional Justification (Optional): ............................................................................................................ 3
Course Design Table................................................................................................................................................ 4

Instructions:
1. Complete one form per course.
2. Attach this Foundational Studies Course Application Form to the back of the University Curriculum Committee “Request for Curriculum Action” form. Both forms should be submitted to the Foundational Studies Program Office by August 19, 2011.

Part I. Course Information:

Course Number and Title: ART 410 Professional Practices in Art

Type of Foundational Studies Course – (Choose One):
[ ] DLS (Disciplinary Lens – Social Science)
[ ] DLL (Disciplinary Lens – Literature and Humanities)
[ ] DLV (Disciplinary Lens – Visual and Performing Arts)
[ ] DLM (Disciplinary Lens – Mathematics)
[ ] DLN (Disciplinary Lens – Natural, Physical, and Applied Sciences)
    Includes Lab: [ ] Yes [ ] No
[ ] CID (Communication in the Discipline)
[x] FF (Finishing Foundations)

Delivery Format(s) – (Check all that apply):
[x] Face to Face
[ ] Fully Online
[ ] Hybrid
[ ] Concurrent Enrollment
[ ] Other (briefly describe):
Part II. Syllabus Statement:

In the space below, include the syllabus statement for this course which will appear on the first page of the syllabus for each section of this course. (Template and examples are appended to this application form.)

Boise State's Foundational Studies Program provides undergraduates with a broad-based education that spans the entire university experience. Art 410- Professional Practices in Art satisfies three credits of the Foundational Studies Program Finishing Foundation (FF) requirements. It supports the following University Learning Outcomes, along with a variety of other course-specific goals. The course is the capstone requirement for the Bachelor of Arts in Visual Art, the Bachelor of Fine Arts in Visual Art, and the Bachelor of Fine Arts in Illustration.

ULO -1 Writing  
ULO-3 Critical Inquiry  
ULO-4 Innovation and Teamwork

ART 410 Professional Practices in Art provides a culminating capstone experience for senior Bachelor of Art – Visual Art, Bachelor of Fine Art – Visual Art and Bachelor of Fine Art – Illustration majors. Art 410 provides the student with knowledge of the creative, business, and organizational aspects of visual art including an examination of gallery and museum practices and procedures. Students will assist in the organization of exhibitions at the Visual Arts Center galleries and create professional documentation of their artwork including exhibition resume and photographs. Additional course hours working in the Visual Arts Center galleries will be arranged outside of regular class meetings. The Bachelor of Fine Art students will work creatively with the oversight of a faculty committee to produce and display a body of work and overcome technical and conceptual problems. Final group exhibition of artwork will be in the Visual Arts Center galleries. In addition, BFA students will write a statement about the body of work created for the thesis exhibition. Writing will be developed in a series of drafts along with the artwork and a final copy will be made available to exhibition audience. Students will consider and demonstrate how their artistic practice is a product of contemporary culture and utilize theoretical / conceptual models in the creation and description of that work.

ART 410 is designed to give all students the opportunity to develop the materials and skills needed to pursue professional opportunities after graduation. Art 410 is designed to give the BFA students the opportunity to develop a significant body of work and show that work in a professional gallery setting. This course helps to achieve the goals of the Foundational Studies Program by focusing on the following course learning outcomes. After successful completion of this course, you will be able to:

• Write professional support materials for your own creative research including artist’s statements and exhibition resumes. Professional writing from the related fields of arts marketing and gallery and museum practices will also be introduced.
• Understand the basic procedures and business aspects of art galleries and museums  
• Articulate in writing the concepts utilized in the creation and presentation of a body of work. This includes the synthesis of ideas from a variety of sources with a series of written drafts culminating in a final artist’s statement presented with the artwork described.  
• Describe and defend choices made in the creation and description of body of artwork.  
• Produce, evaluate, and show a body of artwork in a group exhibition.
Part III. Design for Accessibility:

In the space below, briefly describe plans for providing access to course materials and activities (or equivalent alternatives) to all students in adherence with the Americans with Disabilities Act. Although these plans may vary from instructor to instructor, the descriptions provided below should be representative of intended departmental and instructor practices. (See example statements appended to this form.)

| Art 410 course meetings will consist of face-to-face meetings with course instructor and faculty committees in ADA compliant buildings and classrooms/studios with ADA accessible seating as needed. Students may submit drafts of written materials in a variety of formats. Other accommodations will be provided to students as needed per the policies of the Disability Resource Center. | There are no tests given in this course, so testing accommodations are not necessary. |

Part IV. Evidence of Quality Course Design:

Please use the table below (column headings for this table should not be changed) to provide evidence that the course has been carefully designed and is clearly aligned with Foundational Studies Program desired ULOs. All sections of the course should share similar student learning outcomes. Teaching and Learning Activities and Assessment Methods may vary from instructor to instructor. Please use the table to report representative strategies that may be used. Assessment activities used for reporting to the Foundational Studies Program should be consistent across different sections of the course.

Please see table below.

Part V. Additional Justification (Optional):

If the brief justification provided to the University Curriculum Committee in the proposal to accompany the “Request for Curriculum Action” is not sufficient to make the case for including the course in the Foundational Studies Program, additional (optional) narrative can be added here.

Foundational Studies Program Director Signature

Date
## Course Design Table

<table>
<thead>
<tr>
<th>Foundation ULO 7 Criteria</th>
<th>Foundation ULO 7 Notions of Exemplary Work</th>
<th>Course Learning Outcomes: By the end of this course, each student should be able to…</th>
<th>Assessment Method: Evidence of Student Learning</th>
<th>Planned Teaching &amp; Learning Activities / Pedagogy</th>
</tr>
</thead>
</table>
| **ULO 1** Writing          | • Improves across a series of drafts in response to feedback from faculty committee  
• Adopts an appropriate voice, tone, and level of formality in relation to work created  
• Focuses narrowly on a clear description of artwork | • Articulate in writing the concepts utilized in the creation and presentation of a body of work. This includes the synthesis of ideas from a variety of sources with a series of written drafts culminating in a final artist’s statement presented with the artwork described. | • Complete a one-page written artist statement about body of artwork being created for the course exhibition.  
• Complete revisions based on feedback from faculty committee. (BFA only) | • Consistent review and feedback from faculty committee of written artist’s statements. |
| **ULO 3** Critical Inquiry | • Clearly identifies and describes the problem: explains how it fits within the discipline’s sphere of inquiry (concepts and theories of contemporary visual art)  
• Accurately diagnoses failures of reasoning and clearly distinguishes different grades of reasoning quality according to discipline-specific evaluative standards | • Describe and defend choices made in the creation and description of body of artwork. | • During faculty committee meetings, discuss and answer questions regarding the conceptual and physical description of your artwork. (BFA only) | • Individual student scheduled meetings with faculty committee where conceptualization and fabrication of artwork in progress is discussed and reviewed. |
<table>
<thead>
<tr>
<th>Foundation ULO 7 Criteria</th>
<th>Foundation ULO 7 Notions of Exemplary Work</th>
<th>Course Learning Outcomes: By the end of this course, each student should be able to…</th>
<th>Assessment Method: Evidence of Student Learning</th>
<th>Planned Teaching &amp; Learning Activities / Pedagogy</th>
</tr>
</thead>
</table>
| **ULO 4 Innovation**     | • Consistently demonstrates and applies multiple elements of innovation process resulting in unique application of knowledge and ideas (and techniques of production of artwork)  
• Extends a novel or unique idea, question, format, or product to create new knowledge or knowledge that crosses boundaries | • Produce, evaluate, and show a body of artwork in a group exhibition. | • Complete a series of images and/or objects and discuss your own assessment of the project with faculty committee.  
Complete proper framing or other professional presentation tasks on completed artwork.  
Deliver and install work in gallery meeting the predetermined schedule set by gallery director.  
(BFA only) | • Faculty committees show examples of professional presentation in various visual art disciplines.  
• Remind students of deadlines related to exhibition installation and related events. |
| **ULO 1.3 Writing**      | • Uses the text conventions of writing exhibition resumes, artist’s statements and other writing from the visual arts field professionally | • Write professional support materials for your own creative research including artist’s statements and exhibition resumes.  
Understand writing from the related fields of arts marketing and gallery and museum practices. | • Complete multiple drafts of exhibition resumes, artist’s statements and written support material such as exhibition press releases for peer and course instructor review and feedback. (BA and BFA) | • Course lectures and professional examples given.  
• Consistent review and feedback from course instructor.  
Feedback from peer review and discussion. |
<table>
<thead>
<tr>
<th>Foundation ULO 7 Criteria</th>
<th>Foundation ULO 7 Notions of Exemplary Work</th>
<th>Course Learning Outcomes: By the end of this course, each student should be able to…</th>
<th>Assessment Method: Evidence of Student Learning</th>
<th>Planned Teaching &amp; Learning Activities / Pedagogy</th>
</tr>
</thead>
<tbody>
<tr>
<td>ULO 9 Visual Arts</td>
<td>• Apply knowledge and methods characteristic of the visual arts to explain and appreciate the significance of aesthetic products and creative activities.</td>
<td>• Understand the basic procedures and business practices of galleries and museums.</td>
<td>• Complete hands-on training in Visual Arts Center galleries including work related to gallery administration, marketing, security, and art handling procedures. (BA and BFA)</td>
<td>• Course lectures and hands on experience in Visual Arts Center galleries in class and during arranged hours.</td>
</tr>
</tbody>
</table>