

## **Arts 2008-09 Initiative: Crucial Space Needs and Curriculum Development for the Division of the Arts**

### **Summary:**

The bond requests in this initiative provide for the space allocations that provide support for some of the other initiatives and thus serve as a basis for this unit plan. All arts requests in this first initiative for the 2009 Bond have been in the arts unit plan and on the college building plan with support as a primary college need from Bob Mention, SAC, and the Board of Education since at least 2003. These plans facilitate enrollment increases in all arts areas and critical support for Integrative Arts Development in Public Schools as both a public service and an important recruiting tool for the Division and the College. A tack funds application for one of the requests and all curriculum development for the Arts Division are also included in this initiative.

### **Description:**

The Division of the Arts programs in Fine Arts and Media Arts have been housed in retrofitted buildings (11 and 17) for thirty years. Since the initial development of this space, there have been only minor modifications and upgrades and these spaces are inadequate and inappropriate for the highest levels of teaching and student learning in these highly successful multidimensional programs. At the present time the Fine Arts and Media Arts programs are rapidly expanding offerings both on campus and in the community at large. National trends in education are supporting the growth of arts programs to support advanced learning in core academic disciplines like math, science, social science and language arts. As the arts division grows to meet these rapidly emerging opportunities, the current space and equipment are critically outdated and inadequate for both current and anticipated development in program offerings and enrollment. We are in critical need of additional and upgraded spaces to accommodate expanding programs in Journalism, Graphic Design, Media, Gaming, Publications, Photography, 2D, 3D, Music, Dance and Theatre, Art History and Arts Integration with other disciplines at Lane and in community high schools.

This critical situation was recognized by the Space Assignment Committee and the Board of Education as a primary college need as early as 2003 when new space for the arts was designated as one of the two top college priorities. Since that time five years ago, the need for new facilities, more space and better equipment have become even more critical. Therefore, as delineated below, the Division of the Arts requests that buildings 10 and 17 be added to building 11 and that renovation of these buildings for the Arts be a primary funding target of the upcoming Bond initiative in 2009.

Because all of these requests are best served by both facilities expansion and Bond funded renovation, the amount of the renovation request will have to be determined by facilities. We are listing the primary space requests together in this one initiative as Requests 1, 2, 3 and 4 below.

Also in this Initiative, in Request 5 we designate TACT funds to complete the conversion

of building 11, room 129 to a smart classroom for use by the arts and other departments. In Request 6 we request Curriculum funds for all Arts curriculum development.

We are preparing separate initiatives to request Carl Perkins and Technology funds for some of the equipment that will be used to expand specific programs including the music program, graphic design, journalism and publications.

#### Request #1

Reassign and Remodel Building 10 to update and expand the Fine Arts Program

Remodel Building 11 to better accommodate the Fine Arts Program.

This initiative includes developing: Display areas for student work and critiques; vehicle loading areas; outside work areas, computer class-rooms; art history classrooms; division offices;

faculty offices; student workroom/library; conference room; studios for painting, drawing, design, fibers, printmaking, sculpture, modeling, wood shop, welding shop, kiln area, plaster & ceramics; foundry; IS space; security storage area; larger art gallery; slide gallery; lecture-discussion rooms; locker space; storage; 2 test cell kilns.

#### Request #2

Remodel Forum Building 17 for Media Arts Program.

Vacate Photo, GD, Comp. lab, Publications in bldg. 18 and move to renovated first and second floors of building 17. Include: new labs for Journalism, Photography & Graphic Design; faculty offices; conference room; work rooms; check out room; darkrooms (wet and digital); 3 computer labs; photo/video studio; media lecture lab and classroom; audio recording/prod. studio; media screening room

#### Request #3

Build new Dance Studio as part of Bldg. 5 remodel.

Need 2 studios total (including existing studio in PE facility, 3400sf each in Buildings 5 & 6

Request # 4 Performing Arts Center. Redesign and expand foyer to theatre complex to accommodate better service and space for patrons. Add new concert shell to main stage. Replace all seats in Performing Arts Center.

#### Request #5

Remodel Bldg. 11/129 & 130 floors, seats and lighting. Complete smart class room in-- 129 (SEE TACT REQUEST IN THIS INITIATIVE)

#### Request # 6 Division Curriculum Development

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### Strategic Direction

- Achieve and sustain fiscal stability.

- Build organizational capacity and systems to support student success and effective operations.
- Commit to a culture of assessment of programs, services and learning.
- Create a diverse and inclusive learning college: develop institutional capacity to respond effectively and respectfully to students, staff, and community members of all cultures, languages, classes, races, genders, ethnic backgrounds, religions, sexual orientations, and abilities.
- Create, enhance, and maintain inviting and welcoming facilities that are safe, accessible, functional, well-equipped, aesthetically appealing and environmentally sound.
- Foster the personal, professional, and intellectual growth of learners by providing exemplary and innovative teaching and learning experiences and student support services.
- Position Lane as a vital community partner by empowering a learning workforce in a changing economy.
- Promote professional growth and provide increased development opportunities for staff both within and outside the College.

### **Learning Plan Goals**

- Curriculum enhancement.
- Enhance student success and retention
- Facilities enhancement.

### **Student Affairs Plan Goals**

- Create a Welcoming, Inclusive, and Responsive Environment.
- Enhance Recruitment Efforts.
- Strengthen relationships with high schools, transfer institutions, community partners, and employers to enhance the student's preparation for and success in college, career, civic engagement, and community involvement.

### **College Council Priorities**

- 1.a. Enrollment Management: K-12
- 1.b. Enrollment Management: Recruitment and Retention
- 1.c. Enrollment Management: Workforce Development
- 1.e. Enrollment Management: Increase Credit Enrollment Level
- 1.f. Enrollment Management: Partnerships with 4-year Colleges and Universities
- 3. Efficiencies
- 4.1 Responding to unit plans/council plans: Innovation
- 4.2 Responding to unit plans/council plans: Curriculum Development
- 4.3 Responding to unit plans/council plans: Enhancing Classrooms
- 5.1 Instructional Redesign: Work Processes
- 5.2 Instructional Redesign: Leveraging Technology
- 5.4 Instructional Redesign: Grants

- 5.5 Instructional Redesign: State Funding
  - 5.6 Instructional Redesign: Local Funding
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## Questions and Answers

*How is the initiative linked to the Unit Plans most recently submitted?*

1. *How does it continue the achievement of those goals?*
2. *If this is a continuation of an initiative started last year, make sure that relationship is clear.*

*How is this initiative linked to the efficiencies and productivities plans you had last year?*

1. *How does it continue the achievement of these plans?*
2. *If this is a continuation of an efficiency or productivity plan started last year, make sure that relationship is clear.*

The update and expansion of the Fine and Media Arts facilities has been the number one initiative on the Art Division unit plan since 2003 when this initiative was recognized by both the Space Assignment Committee and the Board of Education as a primary college need. It is linked directly to the efficiencies and productivity plan as well as the enrollment management plan that the Arts Division created between 2005 and 2007 and further enhanced this year. This is linked directly to long term plans to expand the entrance to the theatre, replace theatre seats and add a concert shell to the performing arts main stage. While the plan advances such efficiencies as consolidated sections and larger classes, it's primary initiatives in terms of enhancing student learning and fte generation through recruitment and program development are directly linked to improved and expanded facilities.

For instance, we have developed three new journalism classes and are poised to develop a journalism program that is linked with student publications and our graphic design program to articulate seamlessly with the new UO Journalism and Communication curriculum. This has already generated significant interest and enrollment increases yet we are struggling to find appropriate space and labs to accommodate these new courses and students. By expanding the second floor in building 17, we can integrate graphic design, student publications and journalism in separate, but contiguous spaces with new electronic labs. This integration of disciplines links the programs with real world practices in publishing and media. By expanding and renovating the first floor of building 17 we can expand photography offerings in both wet and digital formats and video while advancing our highly successful media arts program and the new gaming program. The new digital and journalism courses we have added in the last three terms have filled completely and have already generated 100 new enrollments. By bringing the media arts program under one roof and into contiguous spaces, we generate interdisciplinary activity and program development that translates to enhanced opportunities for students in both transfer and work related choices. And we vacate significant space in other campus

buildings.

The idea of increasing enrollment and/or sections in Fine Arts programming is a significant part of our enrollment plan, however, the current facilities will not accommodate that plan. By expanding to building 10 and renovating building 11, the performing arts dance studio the entrance to the performing arts building and the seats in the performing arts building, we can provide facilities and studios that are build specifically for defined teaching outcomes, expanded enrollment and additional section growth. New facilities that offer updated equipment, electronic classrooms and more space strongly support our efficiency, technology and enrollment plans by providing instructors with the best teaching environment and students with the best learning environment possible. This will attract both the best instructors and a broader contingent of students and allow for innovative programs such as integrative arts and performances on campus to develop new "on campus" relationships with public schools and public audiences.

All of this redesign of both facilities and curriculum strongly supports our ongoing and highly successful commitment to serve the community at large and to recruit from a larger segment of the population. Our dance, music, theatre, sculpture, ceramics, media arts programs and gallery place our programs and facilities at the disposal of the public. Our integrative arts program places our teaching artists directly in the core curriculum classes of local middle schools and high schools to enhance student engagement, learning and performance across all disciplines. These efforts are not only significant contributions to education and to this community, they are also critical recruiting tools, particularly if linked to state of the arts facilities that will accommodate high level "on campus" interactions with public schools and audiences, through workshops, performances, exhibitions and a summer arts jam.

Last Fall and this Spring our integrative arts program placed our instructors in 30 classrooms in 8 schools in Eugene and Springfield serving nearly 1,000 students each term. Reports from public school teachers and students indicate a high satisfaction with the program and a desire for more integration with the college. The Superintendent of the Springfield Schools has asked us to partner with them to integrate arts throughout their entire curriculum. Our Jazz Festival, concerts, exhibitions and workshops bring thousands of prospective students and supporters into the Lane environment. But outdated facilities and equipment make the continuation and growth of these programs more and more difficult each year.

*Describe the resources needed:*

Requests 1, 2, 3 and 4, the major Space initiatives require immense funding and will rely on the 2009 Bond Initiative and thus funds will have to be determined by the facilities department. Thus they are not listed in this document for funding but are included as the basis of support for all of the other initiatives.

Request 5, TACT Fee \$17,000 Room 11/129 and 130 Smart Classroom upgrade completion.

Request 6 Curriculum Development, 6 courses, 570 hours total as follows: 1. American Art, Art 214 70 hours; 2. American Art: Contemporary 100 hours; 3. Book Making 100 hours; 4. Native American Art History 100 hours; 5. World Dance 100 hours; 6 Visual Communication 100 hours.

Requests 2 & 7, Journalism, Graphic Design, Publications and the Music Lab require significant electronic/digital equipment that will be used regardless of the result of the Bond Initiative or space allocations. Thus, these requests are addressed as individual initiatives directed toward Technology and Perkins funding sources.

*What specific measurable program outcomes do you expect to achieve with this initiative? The outcomes should be specific enough to be measurable. Also, outline the method that will be used to determine the results.*

1. Increased class size and/or additional sections of classes including noncredit seats in credit classes and workshops and summer enrollment from high schools. Measured by data elements.
2. Increased curriculum offerings specifically in Journalism, Publications and Media Arts though also in existing programs in fine arts, music, dance and theatre. Measured by data elements.
3. Overall increased enrollment from development of new classes and programs. Measured by data elements.
4. Greater community awareness of LCC service to the community and the significance of arts learning from outreach and inreach through integrative arts program. Measured by number of integrative arts classes taught in public schools, number of schools and students served, number of visits, workshops and HS enrollments at LCC by integrative arts high school students, number of press articles on LCC Arts and ultimately by enhanced enrollment and fte generation.
5. Better facilities attract a large contingent of students and qualified faculty. Measure by data elements and demographic changes in students enrolling in the arts.
6. Support of the integrative arts program through facilities for teacher training and student workshops and summer programs. Measure by success of integrative arts program.
7. Higher levels of student engagement, learning, performance and satisfaction from new facilities and updated equipment. Develop exit interview and assessment process and access student evaluations to measure.

*Department Priority:*

*Unit Resources:*

Since this initiative is directed at facility improvement through the bond initiative and will house existing and new programs, all Fine Arts, Media Arts and Performing Arts departmental resources will be devoted to this initiative. We request more specific tech resources to support the various programs on separate, individual initiatives that request Perkins and Tact funds.

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**Carl Perkins Funding Request**

*Is this a Career & Technical Education program approved by the state and offered through Lane for credit?*

No

*If not a Career & Technical Education program, does your request provide considerable support for students enrolled in these programs?*

No

*Do you have an advisory committee that meets 2-3 times per year?*

No

*If request is for personnel, will funds be used to replace an existing position?*

Question Not Answered

*How will funding this initiative increase or sustain the academic achievement and technical skills attainment (GPA of 2.0 or better) of Career and Technical Education students?*

Question Not Answered

*How will funding this initiative increase or sustain the number of CTE students that graduate or receive a one year certificate from Lane and help prepare the students for employment?*

Question Not Answered

**EQUIPMENT \$**

Question Not Answered

*COMPUTER HARDWARE \$*

Question Not Answered

*COMPUTER SOFTWARE \$*

Question Not Answered

*MATERIALS & SUPPLIES \$*

Question Not Answered

*CURRICULUM DEVELOPMENT (Hours)*

Question Not Answered

*PART-TIME FACULTY \$*

Question Not Answered

*TIMESHEET STAFF \$*

Question Not Answered

*TRAVEL \$*

Question Not Answered

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### **Curriculum Development Funding Request**

*1. List the following information*

- *Course Numbers (titles if not currently offered)*
- *Instructor Name(s) who will work on the curriculum development*
- *Whether each of the courses is in, or has been through, the curriculum approval process*

1. American Art, Art 214 on-line, Mary Ann Plunkett, Processed by Curriculum Committee
2. Survey of Modern Art: Contemporary, Art 213, Vanderschaaf & Dillion, Not yet processed
3. Artists' Books, Learning Community, Susan Lowdermilk, Not yet processed



4. Survey of American Indian Art and Architecture, J.S. Bird, Not yet processed
5. World Dance Class, Bonnie Simoa, Not yet processed
6. Visual Communication, Jan Halverson, Jennifer Salzman Not yet processed

These are additional classes that we plan to develop to articulate with the UO journalism program but we are not requesting development funds for them this year.

Newspaper Reporting 2  
 Newspaper Design  
 Media Law  
 Cyberjournalism  
 Reporting for Electronic Media  
 Magazine Article Writing II  
 Magazine Feature Editing  
 Magazine Design and Production

*2. List each course number (or title) and the materials to be created for each class*

- *Instructional goals, objectives, syllabi and outlines*
- *Lab instruction packets*
- *Practice, quiz, presentation &/or demonstration materials*
- *Other (specify)*

1. American Art, Art 214 on-line, Mary Ann Plunkett, Processed by Curriculum Committee

American Art, Art 214 materials to be created for each class will be based on materials presented in the current lecture course.

Prepare syllabus and schedule

Objective: The course surveys major developments in American Art from the 17th century

through the 20th century as seen primarily in painting; there will be some reference to sculpture

and architecture. Upon completion of the course, students will be familiar with the lives and

works of major artists and major art movements. They will understand how major historical and

cultural developments have influenced American art movements. The course addresses issues

related to Native Americans and African Americans and gives insights to what makes American

arts unique.

Prepare 8 on-line lectures

Coordinate lectures with other readings from on-line or other sources

Collect and prepare digital images and video clips for lectures, quizzes, and exams.

Prepare objective questions bank for 8 on-line quizzes

Prepare 4 group assignments. The purpose of group assignments is to deepen the

student's

understanding of the reading material and prepare them for exams. Each group assignment

will have study questions about key topics from each lecture.

2 on-line exams with objective, short answer, and image identification questions

Collect on-line reference materials that may be linked to the course

2. Survey of Modern Art, Contemporary, Betsy Vanderschaaf, Hannah Dillion, Not yet processed

The intent of Survey of Modern Art: Contemporary is to explore developments in art in the

late 20th and early 21st centuries in the United States and beyond these borders. This course

will focus on selected figures, trends, and traditional and non-traditional mediums â?? painting,

sculpture, printmaking, performance, installation, digital and mixed media. We will examine the

ways in which the world of art has undergone dramatic changes within the last thirty years. We

will study how artists have dealt with such issues as the legacy of Modernism. time, place,

identity, the body, language, spirituality, community, mass media, and technology.

The Survey of Modern Art: Contemporary involves a combination of slide/digital lectures and

discussion, videos, student projects and presentations, and exams. Class attendance will be vital

since the lectures will consider other artists, works, and issues in addition to those pertaining to

the required text (yet to be determined).

3. Artists' Books, Learning Community, Susan Lowdermilk, Not yet processed

Instructional goals, objectives, syllabi and outlines will be created

Lab instruction packets will be developed

Practice, quiz, presentation &/or demonstration materials will be created.

4. Survey of American Indian Art and Architecture, J.S. Bird, Not yet processed

Powerpoint presentations for all cultural areas (8)

Notes for presentations

Creation of complete digital image library

Additional digital imagery files, multimedia presentations

Mid-Term Exam, Final Exam

Reading packets: Mayan art and architecture

Three quizzes

Image list and handout for student presentations

Handout for written paper and topics

Class schedule/ calendar

Study sheets for each cultural area (8)

5. World Dance Class, Bonnie Simoa, Not yet processed

World Dance instructional goals, objectives, syllabi and outlines, presentation materials

including video/dvd footage, internet sites, and guest artists lists will be created.

6. Visual Communication, Jan Halverson, Jennifer Salzman Not yet processed

This class will articulate with a visual communication class in UO Journalism and UO Art. It meets the criteria of a general education elective at UO and can be taught to large numbers of students. It is based on the book, Visual Communication: Integrating Media, Art and Science that is used at UO. The goals are to introduce students to various theories and applications of visual communication in order to develop a better understanding of how visuals and media influence the public mind and shape behavior. Visual presentations, a syllabus, 10 creative exercises, two tests, demonstration materials and instructional handouts will be developed.

*3. List each course number (or title) and give your timeline for beginning and completing each course curriculum development.*

1. American Art, Art 214 on-line, Mary Ann Plunkett, Processed by Curriculum Committee

Preparation for this course could begin in July 2008 and be it ready to offer on-line by Jan. 2009

2. Survey of Modern Art, Contemporary, Art 213 Vanderschaaf & Dillion, Not yet processed

The Survey of Modern Art: Contemporary will be offered twice a year as a part of the Early Modern

20th Century series, 2008-2009, and on a continuous basis thereafter. Consequently, the instructors would require from June to August 2008 to settle upon a textbook, choose the themes

and artists to be presented, prepare the lectures, and scan images of the artists' works that will

accompany the lectures.

3. Artists' Books, Learning Community, Susan Lowdermilk, Not yet processed  
Begin Spring 2008, Complete Fall 2008

4. Survey of American Indian Art and Architecture, J.S. Bird, Not yet processed

Materials will be created at the beginning of summer term, 08 and completed by the end of fall

term 08

5. World Dance Class, Bonnie Simoa, Not yet processed

World Dance curriculum will be created and completed during fall term 2008.

6. Visual Communication, Jan Halverson, Jennifer Salzman Not yet processed

Begin with funding and complete by Fall 08.

*4. What are up to 3 departmental instructional goals that are met through the development of curriculum in each class?*

1. American Art, Art 214 on-line, Mary Ann Plunkett, Processed by Curriculum Committee

Provide majors in the Art and Applied Design Department with more learning opportunities

related to their major and to students in other majors, as well as lifelong learners, the opportunity to explore and understand the vital world of art that is relevant to them now. Develop students' capacity to understand issues of difference, power and privilege through the lens of contemporary art/artists who address a variety of matters directly related to such themes.

Provide students with an opportunity for lifelong personal development and enrichment through the study of art that is being produced in a rich variety of media by contemporary artists with a myriad of identities.

2. Survey of Modern Art, Contemporary, Betsy Vanderschaaf, Hannah Dillion, Not yet processed

The Survey of Modern Art: Contemporary will provide majors in the Art and Applied Design

Department with more learning opportunities related to their major and to students in other

majors, as well as lifelong learners, the opportunity to explore and understand the vital world of

art that has been and is transpiring in their own lifetime.

The Survey of Modern Art: Contemporary will develop students' capacity to understand issues

of difference, power and privilege through the lens of contemporary art/artists who address a

variety of matters directly related to such themes.

The Survey of Modern Art: Contemporary will provide students with an opportunity for lifelong personal development and enrichment through the study of art that is being produced i

n a rich variety of media by contemporary artists with a myriad of identities.

3. Artists' Books, Learning Community, Susan Lowdermilk, Not yet processed  
FTE

Learning Community Class, interdisciplinary

Teach new art genre and processes

4. Survey of American Indian Art and Architecture, J.S. Bird, Not yet processed

Perspective shift: Expand perspectives as they pertain to self and world culture

Champion the understanding of the historic and cultural significance of art

Explore a wide variety of artistic media

5. World Dance Class, Bonnie Simoa, Not yet processed

The course would meet the following departmental instruction goals: to offer a curriculum that

embraces diversity; to develop students intellectually, physically, and spiritually; and to enhance

creativity and expressivity.

6. Visual Communication, Jan Halverson, Jennifer Salzman Not yet processed

Increase FTE

Transform student lives by making them more aware of the effect of visual communication on

their lives and culture.

*5. List each course number (or title) and give the value of the development of curriculum in each course to other faculty members.*

1. American Art, Art 214 on-line, Mary Ann Plunkett, Processed by Curriculum Committee

The course will enhance the studio art and graphic design courses taught by our faculty by complementing their study of current artistic expressions and genre, and the design and use of new media tools.

2. Survey of Modern Art, Contemporary, Betsy Vanderschaaf, Hannah Dillion, Not yet processed

The Survey of Modern Art: Contemporary will enhance the studio art and graphic design courses

taught by our faculty by complementing their study of current artistic expressions and genre, and the design and use of new media tools.

3. Artists' Books, Learning Community, Susan Lowdermilk, Not yet processed

Prepares students with skills to showcase work developed in other classes.

4. Survey of American Indian Art and Architecture, J.S. Bird, Not yet processed

This class further supports our stated mission, which benefits our students and faculty, in that it:

Promotes humanitarian values

Champions the understanding of the historic and cultural significance of art

Assists students in exploring a variety of artistic media

5. World Dance Class, Bonnie Simoa, Not yet processed

The World Dance course will be important to faculty offering existing courses that address various

aspects of cultures, i.e., Asian Art, Cultural Anthropology, etc. World Dance could potentially be

part of a learning community, which is proven to be valuable to students and faculty alike.

6. Visual Communication, Jan Halverson, Jennifer Salzman Not yet processed

A basic understanding of how visual communications works from design to cognition to behavior

is an essential tool for art students. This will help other instructors advance their own teaching in

more comprehensive ways and will eliminate the need for remedial training in visual basics.

*6. List each course number (or title) and say how many students will be served by the development of curriculum in each class.*

1. American Art, Art 214 on-line, Mary Ann Plunkett, Processed by Curriculum Committee

60 students per term

2. Survey of Modern Art, Contemporary, Betsy Vanderschaaf, Hannah Dillion, Not yet processed  
30 students per term
3. Artists' Books, Learning Community, Susan Lowdermilk, Not yet processed  
20-23 students per term
4. Survey of American Indian Art and Architecture, J.S. Bird, Not yet processed  
30-35 students per term
5. World Dance Class, Bonnie Simoa, Not yet processed  
30 students per term
6. Visual Communication, Jan Halverson, Jennifer Salzman Not yet processed  
Up to 100+ per term with two graders, otherwise 30

*7. List each course number (or title) and give the specific benefits to students that you expect from the development of curriculum in each class.*

1. American Art, Art 214 on-line, Mary Ann Plunkett, Processed by Curriculum Committee  
Course will enhance the students understanding of American history and the factors that have shaped our society. Students would have an awareness of the importance of the arts to society and they would have learned how to view and critically evaluate images.
2. Survey of Modern Art, Contemporary, Betsy Vanderschaaf, Hannah Dillion, Not yet processed  
The Survey of Modern Art: Contemporary will provide a framework in which students may consider examples in modern and contemporary art that will serve to expand their artistic, cultural, and existing/ historical references. In addition, this class will serve to inform and expand the students' own lifelong creative endeavors.
3. Artists' Books, Learning Community, Susan Lowdermilk, Not yet processed  
To design and create artists books creating or using written content such as: self authored, authored by another student, use of assigned text, "Reading Together" books, text chosen by the student. To focus on design process development and concept development. To learn simple binding styles and pop-up techniques. To learn the history of artists books and movable books.
4. Survey of American Indian Art and Architecture, J.S. Bird, Not yet processed  
Expands current classes and information offered in Native American studies across campus  
Expands upon students knowledge of the peoples and history of the U.S.  
Expands students understanding of art as a reflection of identity, culture, world view & mythology  
Offers the students an alternative to the development and use of the "Western culture" aesthetic  
Exposes students to a vibrant world of art that is underrepresented in this culture and in

many  
colleges

5. World Dance Class, Bonnie Simoa, Not yet processed

Students will develop an understanding and appreciation for World Dance forms as they relate to broader the cultural contexts. They will gain an intellectual and physical understanding of the movements, rhythms, choreography and meanings of dance in diverse cultures. They will also understand the purpose of dance in various cultures.

6. Visual Communication, Jan Halverson, Not yet processed

Students will learn the theory and application of visual communication  
Students will learn to create and interpret visual messages in various media  
Students will learn the importance of the effect of visual messages in a mediated culture  
Students will learn how to respond more intelligently and effectively to mediated messages  
Students will become more aware, intelligent and responsible visual communicators

*8. List each course number (or title) and give the specific benefits for diversity that you expect from the development of curriculum in each class.*

1. American Art, Art 214 on-line, Mary Ann Plunkett, Processed by Curriculum Committee

Course addresses diversity issues as they emerge in the art and arts representation of culture.

2. Survey of Modern Art, Contemporary, Betsy Vanderschaaf, Hannah Dillion, Not yet processed

The Survey of Modern Art: Contemporary, by its very nature, demands an exploration of and appreciation for diversity through art dealing with issues of race relations, gender, sexuality, community, environment, time and place, the body, language, spirituality, mass media, and technology.

3. Artists' Books, Learning Community, Susan Lowdermilk, Not yet processed  
Student collaboration

Crossover of disciplines, English and AAD

Crossover of disciplines in AAD, Art and Graphic Design

Outreach to schools in the community. (Jennifer Von Ammon's class already does this)

4. Survey of American Indian Art and Architecture, J.S. Bird, Not yet processed

This class is all about diversity: This class will focus on a wide variety of peoples and cultures, in part to understand art, but also to understand the indigenous cultures of North and Central America, and the diversity of those cultures. For example, the difference between Mayan culture

and art and Lakota culture and art is vast. Each culture discussed is unique in its form and in the art created. This class also investigates various gender roles of men and women which, again, were based on specific cultural views. The art created is as diverse as the cultures that created it, in form, meaning, scale, style, materials, use and status. This class is based in diversity, and is a primary objective of the class.

5. World Dance Class, Bonnie Simoa, Not yet processed

The World Dance course will develop the students' understanding, appreciation and respect for dance art forms of diverse cultures. By this, they will transfer this understanding, appreciation and respect to diverse cultural practices, ways of thinking and ways of living.

6. Visual Communication, Jan Halverson, Not yet processed

Visual communicators in mass media use sophisticated, intuitive processes to shape perceptions of reality, cultural understanding and behavior toward self and others. Diversity is a core component of this class as students learn how the media use images to represent our diverse culture and shape our perceptions of race, class, gender and self and our behavior toward others. This course provides tools for students to learn to decode those messages in order to better understand their influence and thus develop their own, informed responses to the diversity of culture.

*9. List each course number (or title) and give the specific benefits to sustainability that you expect from the development of curriculum in each class.*

1. American Art, Art 214 on-line, Mary Ann Plunkett, Processed by Curriculum Committee

Arts courses inherently make students more aware of self and others, of place and environment, of culture and political issues. Awareness of self and others is critical to advancing sustainability. As an on-line course it would help reduce travel and use of paper.

2. Survey of Modern Art, Contemporary, Betsy Vanderschaaf, Hannah Dillion, Not yet processed

The Survey of Modern Art: Contemporary while the structure of the course will address many themes that will remain constant over time (as described above), the content regarding examples of contemporary art and artists necessitate continuous updating in order to maintain the course's relevance and dynamism.

3. Artists' Books, Learning Community, Susan Lowdermilk, Not yet processed

FTE



Non art majors introduction to art class

Use of "Reading Together Books"

Interdisciplinary

4. Survey of American Indian Art and Architecture, J.S. Bird, Not yet processed

This class can be offered over a sustained period of time. The view of Native arts and artists is

constantly changing, as new discoveries are made, as Native people get more control of the own

work (such as the new Native Art Museum in Washington), as Native artists make contributions

to contemporary art.

The issue of sustainability is a core issue to that class, in terms of the struggle for Native artists

to sustain their own cultures and art forms and traditions, and their contribution to the world in

terms of art, ceremony, spirit, beauty, and mythology.

5. World Dance Class, Bonnie Simoa, Not yet processed

Understanding and respect are keys to a sustainable society. Through the medium of dance,

students learn what it means to move together, work together and learn together. The World

Dance class is a vehicle for sustainability, and is a building block for a supportive network of

understanding, appreciation and respect for all cultures.

6. Visual Communication, Jan Halverson, Not yet processed

Learning to understand and respond intelligently to the manipulations of media visual messaging facilitates a better understanding of the self in relation to the larger culture and world. This, in turn, supports awareness of the need to develop more real and sustainable cultural systems, including the system of mass media communication in visual formats.

*10. List each course number (or title) and give the specific effects on distributed learning that you expect from the development of curriculum in each class.*

1. American Art, Art 214 on-line, Mary Ann Plunkett, Processed by Curriculum Committee

The addition of this course to the Distance Learning community will provide an opportunity for

many more students from all walks of life to participate in the exploration of contemporary art,

and thereby expand and cultivate their understanding of and references to art in this new century.

2. Survey of Modern Art, Contemporary, Betsy Vanderschaaf, Hannah Dillion, Not yet processed

The Survey of Modern Art: Contemporary will be offered as an online course in the near future.

The addition of this course to the Distance Learning community will provide an

opportunity for many more students from all walks of life to participate in the exploration of contemporary art, and thereby expand and cultivate their understanding of and references to art in this new century.

3. Artists' Books, Learning Community, Susan Lowdermilk, Not yet processed

It is not possible to offer this genre of class on line or by distance learning.

4. Survey of American Indian Art and Architecture, J.S. Bird, Not yet processed

Since the bulk of this class is in digital imagery, there is the possibility of offering this class as a

distance learning, or on-line class, or hybrid class.

5. World Dance Class, Bonnie Simoa, Not yet processed

The effects on distributed learning from the World Dance course will be minimal. Dance is an art

form of transference, whereby physical presence is of paramount importance. Kinesthetic learning

requires physical, emotional, intellectual, and psychological presence, which is a important,

sometimes difficult skill to master and widely applicable in the real world.

Outside-of-class

video and internet viewings will have some impact on distributed learning.

6. Visual Communication, Jan Halverson, Not yet processed

This course easily lends itself to distribution through various on-line and distance learning

modes.

*Hours requested for Curriculum Development funding:*

*Please enter the amount of one of the following:*

- 100 hours maximum for new development.
- 70 hours maximum for course revision
- 50 hours for 3-4 credit conversion
- other (use if multiple courses addressed in one initiative)

***Do not enter any characters other than numbers and a decimal.***

*How many hours are you requesting? If there are multiple courses addressed in the initiative, please list each course number (or title) and give the number of hours requested for each course.*

570

*Can this initiative be partially funded?*

No

*Partially funded curriculum development HOURS requested:*

Question Not Answered

*Explanation of effect of partial funding:*

Question Not Answered

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### **Technology Fee Funding Request**

#### *1. Category of request*

- *Maintain existing technology*
- *Increase student access to technology*
- *New technology*

*Please type in the category of the request in the field below.*

Increase Student Access to Technology by completing conversion of 11/129 to a Smart Classroom

#### *2. Campus location*

- *Main Campus*
- *Downtown Center*
- *Florence*
- *Cottage Grove*
- *CLC (list specific locations)*

*Please type in the location of the request in the field below.*

Main Campus

#### *3. Names of the person(s) with more information (if needed):*

Rick Williams  
Betsy Vanderschaaf

#### *4a. Budget ORGN*

621001

#### *4b. Budget PROG*

111000

*5. How many students will benefit per year?*

Approximately 450

*6. Describe the benefit?*

This is a multipurpose classroom that is used by Art, LLC and Social Science. Last term, as part of our initiative to enhance the use of technology, the arts division used tech funds to provide a digital projector and computer on a cart as well as new projection screens for this classroom in 11/129. Because of the configuration of the room this tool has proven to be a difficult match as instructors have to roll out the cart, set it up and then balance the mouse and keyboard on a small podium perched on a student desk. By completing this transformation into a complete smart classroom with the addition of a ceiling mount for the projector, wall mounted speakers and a smart classroom podium, instructors who use the classroom will be more likely to use technology daily and more than 450 students annually will have better and regular access to learning through technology. Please note that costs are estimates based on completing work that was begun last year with insufficient funds.

*COMPUTER HARDWARE \$*

12000

*COMPUTER SOFTWARE \$*

Question Not Answered

*STAFFING \$*

Question Not Answered

*INSTALLATION \$*

5000

*LICENSING \$*

Question Not Answered

*Can this initiative be partially funded?*

No

*COMPUTER HARDWARE \$*

Question Not Answered

*(CH) Explanation of effect of partial funding:*

Question Not Answered

*COMPUTER SOFTWARE \$*

Question Not Answered

*(CS) Explanation of effect of partial funding:*

Question Not Answered

*STAFFING \$*

Question Not Answered

*(S) Explanation of effect of partial funding:*

Question Not Answered

*INSTALLATION \$*

Question Not Answered

*(I) Explanation of effect of partial funding:*

Question Not Answered

*LICENSING \$*

Question Not Answered

*(L) Explanation of effect of partial funding:*

Question Not Answered