Initial and Signature Page

Initials: Division Chair _____ Registrar_____ Teacher Education Chair _____

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Division:
Record of vote: _____ Approve _____ Disapprove _____Abstain

_____   _____

Division Chair   Date

Reason(s) for disapproval: _____
_____
_____

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Teacher Education Committee:
Record of vote: _____ Approve _____ Disapprove _____Abstain
            _____ TE vote not required   Teacher Education Chair   Date
Reason(s) for disapproval: _____
_____
_____

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Curriculum Committee:
Record of vote: _____ Approve _____ Disapprove _____Abstain

_____   _____

Curriculum Committee Chair   Date

Reason(s) for disapproval: _____
_____
_____

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Faculty Association:
Record of vote: _____ Approve _____ Disapprove _____Abstain

_____   _____

Faculty Association President   Date

Reason(s) for disapproval: _____
_____
_____

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VPAA:
_____ Approve _____ Disapprove

_____   _____

VPAA   Date

Reason(s) for disapproval: _____
_____
_____

****

University President:
_____ Approve _____ Disapprove

_____   _____

University President   Date

Reason(s) for disapproval: _____
_____
_____

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USAO Board of Regents:
_____ Approve _____ Disapprove

_____   _____

Chair, USAO Board of Regents   Date

Reason(s) for disapproval: _____
_____
_____

Procedure

1. The originating faculty member (OFM) works with department faculty and division chair to develop curriculum change (CC).[1]
2. OFM sends CC to division chair, *then* to registrar, and *then* to chair of teacher education. Each person electronically initials and returns CC to OFM. This step is only to communicate that a change is being proposed.
3. OFM forwards CC to curriculum committee chair and to faculty association president.
4. Curriculum committee holds digital forum for faculty and staff for questions and discussion of CC. Faculty/staff are notified by e-mail about the forum. The forum lasts five business days.[2]
5. Division faculty vote on CC. Division chair records result of the vote, electronically signs CC, and forwards to chair of teacher education.
6. Chair of teacher education determines if vote by teacher education committee is required. If so, teacher education committee votes on CC. Chair of teacher education records result of vote or indicates that vote was not required, electronically signs CC, and forwards to chair of the curriculum committee.
7. Curriculum committee votes on CC. President of curriculum committee records result of vote and electronically signs CC.
8. Chair of curriculum committee presents CC to faculty association. Faculty association votes on CC. Faculty association president records result of vote, electronically signs CC, and forwards to vice president of academic affairs (VPAA).
9. VPAA determines approval of CC, electronically signs it, and forwards to university president.
10. The university president determines approval of CC, electronically signs it, and forwards to USAO board of regents. University president sends letter of intent (LOI) to chancellor of the state regents.
11. USAO board of regents votes on CC. Chair of the board of regents signs CC and returns to university president. University president forwards CC to state regents no earlier than one month after the LOI was submitted. If the change is substantive a vote is required by the state regents. If it is non-substantive, only notification to the state regents is necessary.[3]
12. Once approved by state regents, the University president contacts Academic Affairs. Academic Affairs contacts OFM, registrar, and division chair about approval.
13. Registrar updates changes in Jenzabar and verifies updated checksheet. Registrar forwards verified checksheet to C&M who updates the checksheet on the website.
14. OFM works with administrative assistant to VPAA to update course catalog. CC record is held in the office of VPAA for 5 years. After 5 years it is relocated to university archives in Nash library.

[1] A curriculum change will take approximately two months to complete the cycle of approvals within the university and another 6 months to be approved by the state regents. However, that time may be longer based on the date when the proposal is initially submitted, the timing of regents' meetings, and the level of completeness of the proposal.

[2] It is the responsibility of the OFM to incorporate text of any agreed upon changes to the original proposal, as they see fit, based on comments from the faculty forum period in step 4. The division chair will review the revised proposal to verify that the text was altered accurately.

[3] A substantive change is a change in what students must complete to graduate (# of hours, deleting/adding a required course, changing admission requirements). A non-substantive change does not change what students must complete to graduate (adding/removing an elective, changing a course prefix or title, changing a course #)

Originating Faculty Member _____ Date _____

Department: _____ _____

Division: _____

Proposed Course #: _____

Proposed Course Title: _____

Has your program undergone a program review within the last 5 years?   yes   no

Append the following:
A.   Course description.
B.   Justification for the new course.
C.   Sample course syllabus.
D.   If this is a resubmission of a previous curriculum change, include a description of the changes that have been made to the proposal.

A. **Change in Course Number/Title/Description**

ART 3243 Advanced Expanded Media I

Advanced study area of interest addressing embedded media and hybrid forms through two-dimensional, three dimensional, and four-dimensional media. Advanced applications include conceptual and technical forms of multidisciplinary visual communication.
Prerequisite: ART 1013; ART 1122; ART 2333; 3 hours.

B. **Justification**
We are proposing a new course Advanced Expanded Media I as an advanced art studio elective to be used to fulfill requirements of the "Expanded Media" concentration for the BA and BFA degrees.
The title, "Expanded Media", is a contemporary term consistent with other COPLAC institutions, as well as, major MFA Programs.
Advanced Expanded Media I will be available for all art majors and minors. This change does NOT increase load for faculty. It does NOT increase total required hours to complete either the BA or BFA in Art. This course and its' content are not offered at other state institutions, allowing us to take the lead in advancing this type of research.

The Advanced Expanded Media I course will support the mission of the proposed "Expanded Media" concentration, on campus projects, and ArtWrecker studio, an experimental exhibition space located in downtown Chickasha.

C. **Sample Syllabus for new course.**

Advanced Extended Media I Syllabus

Jordan Vinyard office: 574-1301 e-mail: jvinyard@usao.edu

Course Description:
Advanced study area of interest addressing hybrid forms of media to control space through the use of two-dimensional, three-dimensional, and four-dimensional media. Advanced applications include conceptual and technical forms of multidisciplinary visual communication.

Course Objectives:
   A. Understanding Embedded Media and 4-dimensional media
   B. Use of Hybrid Forms
   C. Utilization of media
   D. Engaging multiple senses and relationship to the viewer
   E. Generating sketches/ maquettes for large scale works
   F. Appropriate display/installation methods
   G. Documentation methods and contribution to artistic dialogue

Course Supplies and Materials:
Sketchbook
Most Materials will pertain to the individual project needs
Readings for Advanced Extended Media I
Burton, Johanna*, Sculpture Not-Not-Not Pretty Air*
Hickey, Dave*, Beauty: The Invisible Dragon*
Steyerl, Hito*, If you Don't Have Bread Eat Art*
Fer, Briony, *The Scatter, Sculpture as Leftover*
Nesbit, Molly, *Parts Imply Wholes, and Wholes are Social*

Course Outline
      Week 1: Introduction; Assignment 1: Tension
      Week 2: Appropriate Construction methods
      Week 3: Tension
      Week 4: Tension- locations must be selected
      Week 5: Tension Critiques
      Week 6: Introduction to fabricated spaces/ conceptual spaces
      Week 7: Conceptual Spaces
      Week 8: Conceptual Spaces
      Week 9: Conceptual Spaces Critique
      Week 10: Introduction to Interactive Media
      Week 11: Interactive Media
      Week 12: Interactive Media Critiques
      Week 13: Assign Public / Social Spaces Collaboration
      Week 14: Public/ Social Spaces
      Week 15: Public/ Social Spaces Critique