

GENERAL STUDIES AGREEMENT FORM For New General Studies Courses

Please complete and attach all materials for your General Studies Course Proposal Application to this form. If you have questions about the General Studies process or would like to discuss your course prior to submitting your Application, please contact the Convenor of the appropriate General Studies Course Review Committee. The completed application should be sent to the Dean of the School of General Studies.

If you design your own course, you will be asked to submit a Proposal Application. Refer to the document entitled "How to Propose a General Studies Course" for description of the course proposal process and guidelines for completing your Proposal Application.

If you propose to teach an existing course or a section of a course with multiple sections, it will suffice to submit a standard syllabus. However, if you propose to teach a course that is part of the College's course inventory but may have fallen into disuse because a faculty member either departed or no longer teaches the course, please submit a complete Proposal Application as if the course were new.

Adjuncts of courses that are not part of multiple section offerings agree to meet with the apropos General Studies committee during the second and fourth years of a course offering to review their experience; after that, adjunct faculty will review their course every 5 years. This course review follows the course review process described in the document entitled "How to Propose a General Studies Course"; refer to that section for fuller explanation of the review process and procedures.

All faculty members whose General Studies courses are approved agree to submit their courses for a review process every five years. A section of the web page entitled "How to Propose a General Studies Course" describes the review process; refer to that section for an explanation of the review process and procedures.

Finally, all instructors are advised that the approval of a General Studies course does not automatically insert such a course into an interdisciplinary minor no matter how suitable such inclusion may be. Decisions about faculty membership in the minor and about inclusion of courses in the curricula of minors are at the discretion of the program faculty of the minor. Similarly, courses do not receive attributes or subscripts automatically, either. Nor does a course become part of the Freshman Seminar Program concurrent with its approval as a General Studies course. Attribute and subscript designation and inclusion in the Freshman Seminar Program require separate approval after the course has gone through the General Studies course approval process. Faculty members interested in such designations should contact the appropriate coordinator.

Please sign this page and submit it together with your General Studies Course Proposal Application materials to the Dean of the School of General Studies.

e.a. hall

1/28/18

Signature

Date

Elizabeth A. Hall signed electronically 1/18/18

Please print your name clearly here

Please send this form and any attachments to the Dean of the School of General Studies at least two weeks prior to a scheduled new course proposal meeting. Sample, completed new course forms are accessible on the [General Studies website](#).

GENERAL STUDIES NEW COURSE PROPOSAL FORM

These sections should be completed by the faculty/staff member proposing the course.

Art and Disability	2000-3000 level	4
Acronym	Course Level (2XXX - 3XXX)	

Schedule Type	<input type="checkbox"/> Lecture (1-5)	<input checked="" type="checkbox"/> Seminar (0-6)	<input type="checkbox"/> Tutorial (7)	<input type="checkbox"/> Independent study (8)	<input type="checkbox"/> Internship (9)
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Instructor Name	Elizabeth Hall	Program Disabilities Minor	School GEN
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Art and Disability
Complete Course Title (30 characters maximum)

Prerequisite	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No
If yes, list prerequisite by Acronym & Number		

CIP (Dept Discipline) Code	Course Status: <input checked="" type="checkbox"/> New <input type="checkbox"/> Adapted
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Codes to select can be found at <http://www.theideacenter.org/DisciplineCodes>

NOTE: All Subscript designations and/or W/Q approvals must be submitted through the appropriate Convenor.

Course Description for the Bulletin – must be approximately 45 words

The sections below should be completed by the General Studies Convenor.

Review Outcome:	Yes	No	
	<input type="checkbox"/>	<input type="checkbox"/>	Course meets guidelines for "G" category
	<input type="checkbox"/>	<input type="checkbox"/>	Course meets at least two General Studies objectives List Objective Number _____

Course As A Whole Is:	<input type="checkbox"/> Approved Unanimously	<input type="checkbox"/> Disapproved With A Split Vote
	<input type="checkbox"/> Approved With A Split Vote	<input type="checkbox"/> Disapproved Unanimously

Subcommittee Members Present:	
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Recommendations:	
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Program Convenor: _____ Date: _____

Dean of General Studies: _____ Date: _____

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1. General Studies Category

Identify and explain the ways in which the course fits the selected [course category](#) (GAH, GEN, GIS, GNM or GSS):

Select Course Category: -General Interdisciplinary Skills & Topics

Explanation of chosen course category:

The course is offered through the School of General Studies as part of the new Minor in Disability Studies.

2. Course Description (250-300 word explanation of the course, overall focus, and academic rationale):

The course will be a multidisciplinary overview of art produced by artists with disabilities and how they define their own identity as cultural producers in the visual arts, hip hop music genre and poetry.

The course will be structured around a ground breaking text by Leroy Moore, Disabled Black Art History 101, to examine theories of identity and post-identity politics. In particular, the work of Horace Pippin, Charles Curtis Blackwell, Kiilu Nyasha, India Harvell, The Wild Zappers, Christine Sun Kim, Mary Duffy, Alison Lapper, Frieda Kahlo, Chuck Close, Yayoi Kusama, Rosemary Garland Thompson

Patricia Ayers and Henri de Toulouse Lautrec, will be viewed, analyzed and discussed. The textbook establishes a discourse based on "disabled identity-based language". How lived (embodied) histories of disabled artists result in a creative practice "deeply intertwined" with disability. If time allows, the course will explore Graphic Novels such as Why Couldn't You Let Me Die?

3. Course Proposal Narrative

Explain the new learning opportunities provided by the course and the interdisciplinary nature of the course; in addition provide a course outline/syllabus, including overall organization of the course – learning modules, breakdown of the in-class and out of class work -- readings and assignment descriptions; please refer to the document entitled "[How to Propose a General Studies Course](#)" for a fuller description.

Interdisciplinary Nature:

The course covers readings, concepts and ideas that are at the nexus of multiple fields of study: Arts & Humanities, Art History, Critical Thinking, Social Theory and Disabilities Studies (and perhaps even Legal Studies). As of the writing of this proposal, there are no course offerings that address disability as lived embodied experience. The course offers new learning opportunities for students to shift their normative thinking about dis-ability as a condition that underscores an individual's capacity to live a full life to dis-ability to one that results in a life full of richness and possibilities. The textbook "Black Disabled Art History 101" readings will examine how race factors into the disabled minority experience as well as opportunities for creative self-expression and activism.

Difference from a Program Course in an Academic Discipline

Describe the ways in which the course is different in content, goals, and objectives from a Program course in a discipline:

The minor in Disability Studies is new. This course is also new and will be the first offering that integrates the Arts into Disability Studies. Therefore, to date, the course content differs from other General Studies course offerings in the GENS minors. The textbook, "Black Disabled Art History 101", takes a look the works of art, poetry, dance and music created by disabled artists. The textbook author also examines how race creates multiple layers of minority experiences and points-of-view. As a result of the textbook and supplementary readings, reflective writings, and multimedia projects, students will become more informed about the "minority" of under-represented people who are different from themselves and the mainstream population. Most importantly, this new awareness puts a positive and transformative "spin" on differently-abled that may inspire Stockton students to advocate disabled rights and access here at Stockton University. A

4. Alignment of Course Goals to Assignments

Identify the objectives met by this course. All courses are expected to meet at least two [General Studies objectives](#) and one or more college-wide ELOs. Content goals specific to the course should also be given here.

Course Content Goals:

List specific goals here (e.g. For a Food Science course - Students will explain the physics of heat transfer and how this influences cooking with different materials)

ESSENTIAL LEARNING OUTCOMES: 1. Creativity and Innovation 2. Global Awareness 3. Communication Skills
 GENERAL STUDIES OBJECTIVES 2, 5, 8 and 11
 CONTENT GOALS SPECIFIC TO THE COURSE: COMMUNICATION
 In this course students will be writing in different formats, digital and tradition. As a result they will be able to 1. Student can write for an audience beyond the instructor and classmates. 2. use multiple rhetorical strategies such as narration, classification, definition, compare and contrast). 3 Student can write for multiple purposes (e.g., to persuade, to inform, to entertain, to move emotionally, to analyze, to recommend, to call readers to action). Students will be researching artists and articles about artist: Student can find electronic sources (e.g., websites or articles in online periodicals) beyond dictionary.com and Wikipedia and/or that students can find traditional sources (e.g., books, personal correspondence, surveys, art, music, journal, magazine, or newspaper articles).
 CONTENT GOALS SPECIFIC TO THE COURSE: COMMUNICATION APPRECIATION AND UNDERSTANDING OF ARTISTIC EXPERIENCES in this course students will look at works of art created by the disabled and learn to understand that work in context; they will be able to distinguish between artistic media, analyze iconography of art works, interpret the meaning of a work based upon iconography, intention and context, research a work of art using the Bjork Library Databases, search for verifiable art imagery. They will learn how to size and crop i

General Studies Objectives	ELOs	IDEA
Objective 2	Creativity and Innovation	Objective 3
Objective 5	Global Awareness	Objective 7
Objective 8	Communication Skills	Objective 11

Explain how the goals identified above will be met and assessed, for example through specific readings and assignments. If you need more space, please attach additional information with your completed form.

GENS Objective: 2, 5 ELO: Global Awareness and Communication IDEA: 3, 11
 ASSIGNMENTS
 • Transcribing digital images for web and Blackboard – through the transcription of selected imagery to be AAA compliant for visually impaired, students learn first-hand how they can bring that social responsibility into technologies such as digital media production and Learning Management systems. Images found and collected will be the building block for the High Stakes Multimedia Curatorial Project.
 • Text and Supplemental Readings present differently-abled people as examples of responsible citizenship and how art can be deployed as a form of activism.

GENS Objective 5, 8, 11 ELO: Creativity and Innovation and Communication Skills IDEA: 7
 • ASSIGNMENTS
 Disabled Artist Biography—students research and write about an artist and answer questions pertaining to: what inner drives the artist’s work; the kinds of media and materials they use and why; what is the artist’s intended meaning or purpose for the work; how does the work function as Activism; what is their chosen means of dissemination(museum, gallery, art exhibited in non-tradition spaces)?
 • 2 Low Stakes Reflection Essays published as WordPress blog entries – students write 2 reflection essays about 2 works of art (of their choosing) which will develop student ability to employ visual and critical thinking to thoroughly describe and explain what they see, the media and materials used, and many possible layers of meaning and interpretation. This assignment will be the building block for the curatorial essay component High Stakes Multimedia Curatorial Project.

GENS Objective: 2, 5, 8, 11 ELO: Communication Skills, Global Awareness (Information Literacy and Research Skills) IDEA: 3, 7, 11
 * High Stakes Multimedia Curatorial Project-Students will curate a digital exhibition (group or solo) of a disabled artist(s) and organize/ curate digital images, web links, movies, text and captions into WordPress. They will consider how to translate this exhibition to be AAA compliant for the visually impaired and consult with Dan Gambert and the Instructor on solutions vis-a-vis WordPress plug ins and image transcriptions.
 • Textbook supplemental readings provide the conceptual framework that define disability as a medical or social condition and disrupt normative thinking about abled and dis-abled.
 • Weekly Discussions will present different aspects of disability experiences and different concepts of identity. For example, mental illness, cerebral palsy, hidden disabilities, learning disabilities.
 • Oral discussions give a chance for students to flesh-out and debate preconceived notions of abled and dis-abled, and then transform or shift those notions as a result of discussion.
 • Readings and screenings will inform students of where and how dis-abled art and artists fits into the time line of art history and culturally relevant creative expression.

Adjunct faculty proposing a new General Studies course should, in addition, complete a Sponsor Form and attach a CV.
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