| FINE ARTS | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| Courses and Experiences in Liberal Learning | | | | | | | | | | | | | Courses and Experiences in Major | | | | | | | | | | | | | | | | | | | | | | |
| **Learning Goals** | First Seminar | Academic Writing | FL 1 & 2 or exam | LL 1 | LL 2 | LL 3 | LL 4 | LL 5 | LL 6 | FS and LL 7 | LL8 | Experience 1 ? | AFA 111 DRAWING | AFA 113 Color/Design | AFA 112 Conceptual | AFA 118 3-D design | ADA 180 DAI:Static | ADA Digital Arts: Imaging II | AFA 130 Sculpture | AFA 280 photo I | ADA 285 DAI: time | AFA 201 Figure | AFA 202 Print | AFA 211 PAINTING | AFA 281 Documentary Photo | AFA 305 Art Photography | AFA 381 Photo II | AFA 345 Topics in art | AFA 381 Photo II | AFA 496 FINE ARTS Seminar | AFA 498 Thesis project | | | | |
| ***Liberal Learning*** | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **Intellectual Growth** | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 1 Academic Inquiry | | | | | | | | | | | | | | | 1 | | | | | | | | | | | | 3 | | 3 | 3 | | | | |
| 2 Writing | | | | | | | | | | | | | | | 1 | | | | | | | | | | | | 2 | | 3 | 3 | | | | |
| 3 Speaking | | | | | | | | | | | | | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 2 | 1 | 3 | 3 | | | | |
| 4 Information Literacy | | | | | | | | | | | | | 1 | 1 | 2 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 2 | 1 | 2 | 1 | 2 | 2 | | | | |
| 5 Foreign Language | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **Civic Responsibilty** | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 6 Race / Ethnicity | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 7 Gender | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 8 Global Persepctives | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 9 Community Engagement | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **Domains of Knowledge** | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 10 Artistic Expression | | | | | | | | | | | | | 2 | 1 | 2 | 1 | 1 | 2 | 2 | 1 | 2 | 2 | 2 | 2 | 2 | 3 | 3 | 3 | 3 | 3 | | | | |
| 11 Worldviews | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 12 Social Structures | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 13 Social Change | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 14 Scientific Investigation | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 15 Quantitative Reasoning | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| ***Major Program*** | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 1. Acquire knowledge & skills | | | | | | | | | | | | | 1 | 1 | 1 | 1 | 1 | 2 | 2 | 1 | 2 | 2 | 2 | 2 | 2 | 3 | 3 | 3 | 3 | 3 | | | | |
| 2. Identify influences & traditions | | | | | | | | | | | | | 1 | 1 | 2 | 1 | 1 | 2 | 2 | 1 | 2 | 2 | 2 | 2 | 2 | 3 | 3 | 3 | 3 | 3 | | | | |
| 3. Identify artists & artistic works | | | | | | | | | | | | | 1 | 1 | 2 | 1 | 1 | 2 | 1 | 1 | 2 | 1 | 1 | 1 | 1 | 1 | 1 | 2 | 2 | 3 | | | | |
| 4. Apply knowledge of influences | | | | | | | | | | | | | 1 | 1 | 1 | 1 | 1 | 2 | 2 | 1 | 2 | 2 | 2 | 2 | 3 | 3 | 3 | 3 | 3 | 3 | | | | |
| 5. Understand problem solving | | | | | | | | | | | | | 1 | 3 | 3 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 3 | 2 | 3 | | | | |
| 6. Utilize arts elements & media | | | | | | | | | | | | | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 3 | 2 | 3 | | | | |
| 7. Dem techno,tools,term,techni,media | | | | | | | | | | | | | 1 | 1 | 1 | 1 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 3 | 3 | 3 | 3 | 3 | 3 | | | | |
| 8. Refine skills | | | | | | | | | | | | | 1 | 1 | 1 | 1 | 1 | 2 | 2 | 1 | 2 | 2 | 2 | 2 | 2 | 3 | 3 | 3 | 3 | 3 | | | | |
| 9. Elicit aesthetic response | | | | | | | | | | | | | 1 | 1 | 1 | 1 | 1 | 1 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 3 | 3 | 3 | 3 | 3 | | | | |
| 10. Communicate aesthetic qualities | | | | | | | | | | | | | 1 | 1 | 1 | 1 | 1 | 1 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 3 | 3 | 3 | 3 | 3 | | | | |
| 11. Constructive critique | | | | | | | | | | | | | 1 | 1 | 1 | 1 | 1 | 1 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 3 | 3 | 3 | 3 | 3 | | | | |
| 12. Develop criteria for evaluation | | | | | | | | | | | | | 1 | 1 | 1 | 1 | 1 | 1 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 3 | 3 | 3 | 3 | 3 | | | | |
| | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Skill levels: 1 = Basic understanding; 2 = Intermediate comprehension; 3 = Advanced application | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |