Course Prefix and Number  ART/ENT 276:
Creative Space: The Meeting of Art and
Entrepreneurship
Department ART
CIP Code________________________________

FORM A
NEW OR AMENDED COURSE PROPOSAL

Consult the Curriculum Guide for Instructions.

(X) 1. Course identification:
   a. Course prefix, number, title ART/ENT 276: Creative Space: The Meeting of Art and
      Entrepreneurship
   b. __X__ New course (Consult Registrar’s Office for available number) ___Amended course
   c. All Possible Course Types ART/ENT

(X) 2. Rationale for the course or course amendment
This course addresses the growing relevance of creative practices to issues of entrepreneurship. Business and Art are
blended to allow cross-pollination between a working studio’s embrace of experimentation and the pragmatic
strategies of business planning. Students from both fields benefit.

(X) 3. Specify grading method: letter grade __X__ or satisfactory/unsatisfactory _____

(X) 4. Can course be repeated for credit? Yes ___ No __X__ if yes, indicate specifics, including number
   of hours for which a course can be repeated: ________________________________

(X) 5. Specify Credit (must match credit on Course Syllabus, Credit Structure Guide): 3:3:0

(X) 6. Prerequisites (use specific course numbers):

(X) 7. Corequisites (use specific course numbers): ________________________________

(X) 8. Registration Restrictions: Art Majors and Entrepreneur Majors

(X) 9. Bulletin description: (not to exceed 30 words):
Students develop self-employment skills with a focus on blending contemporary creative practices and
entrepreneurship. Research and basic art skills are combined with entrepreneurship resulting in personal business
models.

(X) 10. Mode of Delivery: __X____ Face to Face on campus ____ Face to Face off campus site ___
Interactive Real Time Video___ online internet (synchronous or asynchronous____ Storage Device or
Non-Web Media _______ (See complete list of course types on p. 6)

(X) 11. Is this course intended to be part of an online program? If so, what is the name of the
program? No

(X) 12. Will this course be taught at an off-campus location? If so, what is the complete address
of the location (number, street, city, county, state)? No_________________________________
(X) 13. Requested date for first offering of the course: **Spring 2013**

(X) 14. Attach Course Consultations, Form B, for other departments consulted

(X) 15. Will this course satisfy requirements for any teacher education program?
   _____Yes  X No If yes, refer to the Associate Dean for Student Services and Academic Affairs in the School of Education.

(X) 16. Course Syllabus.  **Please use the appropriate course syllabus format in the Curriculum Guide:**
   **SEE ATTACHED**

(X) 17. Differentiation of requirements for undergraduate and graduate students-**500-level courses only. N/A**

( ) 18. General Education-**NEW UNDERGRADUATE COURSE ONLY:** Are you requesting a General Education Core or Marker designation?  Yes__No  X  if so, attach the General Education Form or the Communication Across the Curriculum Form.  IF YOU WISH TO APPLY FOR A GEC CORE OR MARKER DESIGNATION FOR AN ALREADY-EXISTING COURSE, DO NOT USE THIS FORM See General Education Form.

*http://www.northcarolina.edu/ira/ir/analytics/enrdeg.htm


________________________________________

Attach completed Signature Sheet for Curricular Requests
Signature Sheet

Please circle the Applicable Form or Appendix Letter

UNCG Curricular Requests (UNCG Forms A, F, G, J, N) Request to Plan and Establish New Programs and New Distance Education Programs

(UNC General Administration Appendices A, C, F, G)

See separate signature sheets for General Education requests and Forms B, D, E, H, I, K, L, M Curricular requests will not be considered without the appropriate signed signature sheet

Program Name: ____________________________________________

OR

Course Prefix, Number, Title: ART/ENT 276: Creative Space: The Meeting of Art and Entrepreneurship

1. Christopher Thomas cmthoma3@uncg.edu 256.1095
   Contact Person email address Telephone

2. __________________________
   Date Dean of Academic Unit: please sign & print name

3. __________________________
   Date Chair, Department Curriculum Committee (if applicable) or Department Head

4. __________________________
   Date Chair, Academic Unit (College/School Curriculum Committee)

5. __________________________
   Date Associate Dean for Academic and Student Affairs in the School of Education (if applicable for teacher licensure)

APPROVAL BY GSC OR UCC

The requested action has been approved through UNCG’s internal curricular processes. The academic program is found to be within the scope of the mission of The University of North Carolina at Greensboro.

______________________________
DATE APPROVED Chair, Graduate Studies Committee

______________________________
DATE APPROVED Chair, Undergraduate Curriculum Committee

UNCG: UCC/GSC: - Revised 2012
GUIDELINES FOR COMPLETING FORM A (New or Amended Course Proposal)

To submit a new or amended course proposal, complete Form A and submit electronically as a word document, including original signature page to GSC(gsc@uncg.edu) (500-700 level) and/or to UCC (underged@uncg.edu) (100-500 level). If you plan to request General Education markers or a GEC category designation you should attach the General Education Form or communication Across the Curriculum Form when you submit the proposal to the Office of Undergraduate Studies. Provide the following information for each item below in the space provided. Proposals with incomplete information or missing signatures will be returned.

Note that all new or amended courses must be approved by Schools/College Curriculum Committee/UCC before they can be reviewed for General Education markers or GEC category designation.

Course Amendments Requiring Form A -The following changes are considered amendments to existing courses and need to be submitted to the Schools/College Curriculum Committee/UCC/GSC for approval using Form A.

- Raising or lowering semester credit
- Changing a course number two or more levels
- Substantive change in course description
- Revision of student learning outcomes, except for General Education recertification review for existing courses.

Required Course--If a new or existing course is to be required for any program, a statement indicating how the credits received for this course affect the total hours for a) graduation, b) the major concentration, where appropriate, and c) free electives should be attached to the proposal.

These General Guidelines explain the various categories of the New or Amended Course Proposal (Form A). Additional guidelines for proposals for internship/practicum courses are found in this Guide.

1. Course Identification:
   a) Course Prefix and Number: Course levels reviewed by the UCC are 100, 200, 300, 400, and 500. Courses at the 500-level are reviewed first by the GSC, then by the UCC. Courses at the 600-level and above are reviewed only by the GSC. Courses at the 500 level can be taken by both undergraduates and graduates and may not be restricted to either. When a course has been deleted (inactivated) the University Registrar places a moratorium on the use of the number for five years before it may be used again. When renumbering or requesting new course numbers, the Registrar’s Office must be consulted prior to submission to Schools/College curriculum committee/UCC or GSC.
   
   Course Title: The title should be limited to six words or fewer and should clearly reflect the content of the course. Care should be taken not to use technical terms that may not be clear to students or other non-specialists. The UCC or GSC may recommend changes in course titles. Note that Banner allows only 30 characters (including spaces) so be mindful of how your title may be abbreviated for the academic transcript and the schedule of courses.
   b) Self-explanatory
   c) Course Type: Please refer to the list in the Curriculum Guide or contact the Registrar’s Office.

2. Rationale: The rationale for the course or amendment should indicate the relationship to the curriculum of the Department/College/School submitting the course. Failure to include this item may result in a delay in consideration of the proposal by the UCC/GSC.

3. Grading Method: Specify letter grade or satisfactory/unsatisfactory or pass/not pass.

4. Repeat for Credit: Specify a limit to the number of hours for which a course can be repeated. Indicate restrictions, for example, When topic varies; May be repeated once; May be repeated for a total of x-number of hours; etc. The description should make it clear that the content will be
radically different from one offering to the next.

5. **Specify Credit:** See “Course Credit Structure Guide” in this Guide. List semester hours credit, lecture or seminar contact hours and/or lab or studio hours.

6. **Prerequisites/Corequisites:** State clearly, with appropriate sequence indicated (i.e., give specific course numbers; indicate “permission of instructor” if this is the only way a student can enroll in the course). If you are requesting separate prerequisites and corequisites for this course, please clearly differentiate. If a course can serve as either, list “prerequisite or corequisite,” but note that Banner can check for only one (prerequisite is preferable).

8. **Registration Restriction:** Use this item to indicate when certain populations are to be included or excluded from enrollment. Banner-enforced categories for restrictions include: major, concentration, minor, student classification, student level, degree, program, campus, college, student attribute, and student cohort.

9. **Course Description:** The Bulletin description must be limited to 30 words or fewer and should communicate clearly to students the basic content of the course. The UCC/GSC may request that this be rewritten or incorporate minor revisions. Prerequisites and other qualifiers are not included in the limitation of 30 words or fewer.

10. **Options for Mode of Delivery:** (a) face-to-face on campus, (b) face-to-face off campus site, (c) online Internet (synchronous or asynchronous), (d) videoconferencing

14. **Consultations:** See Form B, UNCG Course Consultation in this Guide. Consultations serve the purposes of providing information as courtesy and avoiding course duplication. Please note whether reservations/suggestions from consultations were addressed. Please attach all course consultation forms; if the consulting department did not return the form, this should be noted on the form. You may also attach email correspondence as evidence of consultations.

15. **Teacher Education Program:** See “Teacher Education Courses.”

16. **Course Syllabus:** Use the standard format as a foundation for the course syllabus unless this is a course for an NCATE accredited program, including all teacher education courses reviewed by the Associate Dean in the School of Education. For these courses, use the NCATE syllabus format. Plain and consistent language should be used throughout. Avoid jargon specific to the discipline. The scope of intended objectives and content selection should be consistent with the credit hours to be given, the length of the term of instruction, the evaluation methods, and student learning outcomes. For General Education Courses, be sure that the syllabus, clearly and in sufficient detail to evaluate its content, shows how the course learning goals, methods of evaluation, and -- most importantly -- student assignments advance achievement of the broad General Education Learning Goals and the GEC Student Learning Outcomes identified for your category or marker as described in the Curriculum Guide. Be sure that graded student work engages all the GEC/Marker Student Learning Outcomes, that the bulk of student work is devoted to General Education, and that the course as a whole matches the general description and expectations given for your category or marker.

17. **Differentiation of Requirements for Undergraduate and Graduate Students:** **500-level Courses Only:** Syllabi for 500-level courses must distinguish clearly between learning outcomes and assignments intended for undergraduate students and those intended for graduate students. Graduate students should undertake deeper and more complex work than undergraduate students even when shared course content justifies teaching both populations together. (See “SACS Principles of Accreditation” in this Guide)
PLEASE NOTE: Student Contract/Agency Agreement: See "Additional Guidelines for Preparing Proposals for Internships/Practicum Courses" in this Guide.

COMMENT: The following documents are included in this Guide, and may be helpful in preparation of the course syllabus:

"UNCG Vision for Teaching and Learning"
"Seven Principles for Good Practice in Undergraduate Education"
"Guidelines for Good Practice in Graduate Education"

See Section I of this Guide for detailed information on where and how to submit proposals for curricular changes.
ADDITIONAL GUIDELINES FOR PREPARING PROPOSALS
FOR INTERNSHIP/PRACTICUM COURSES

INTERNSHIP: PLEASE NOTE: Student Contract/ Agency Agreement--Internships and practica are covered by specific University policies. Please see the information at: http://provost.uncg.edu/publications/academic/agreements.asp

Any career-related, supervised learning experience of limited duration in which an individual takes on a responsible role in a setting outside the traditional university environment. The setting may be a non-profit organization, a government office, or a private/public, for-profit business. An internship may last for a month, several months, or a year; be paid or voluntary; be taken for academic credit or not; be full-time or part-time. There are some circumstances under which individuals who participate in “for-profit” private sector internships or training programs may do so without compensation. This may apply to interns who receive training for their own educational benefit if the training meets certain criteria. The determination of whether an internship or training program meets this exclusion depends upon all of the facts and circumstances of each such program. The following criteria must be applied when making this determination:

- The internship, even though it includes actual operation of the facilities of the employer, is similar to training which would be given in an educational environment;
- The internship experience is for the benefit of the intern;
- The intern does not displace regular employees, but works under close supervision of existing staff;
- The employer that provides the training derives no immediate advantage from the activities of the intern; and on occasion its operations may actually be impeded;
- The intern is not necessarily entitled to a job at the conclusion of the internship; and
- The employer and the intern understand that the intern is not entitled to wages for the time spent in the internship.

INTERNSHIP/PRACTICUM COURSE: A structured, supervised internship activity related to a student's academic program that provides academic credit. An internship course has specific learning objectives, requires specific projects or assignments, includes supervision by both the employer and a faculty supervisor, and includes periodic and/or a final evaluation of the student and a grade determined by the faculty supervisor with input from the on-site supervisor.

References below are to items on Form A. Where specific instructions are not noted here, the general guidelines for any course proposal apply.
2. Rationale for the course: Describe how the internship or practicum will extend the student's education through practical experience in a field of study and/or enhance her/his career after graduation. Provide a list of possible internship sites. (Please consider the full range of potential sites, including businesses, government agencies, cultural/recreational organizations, religious organizations, civic organizations.)
3. **Specific grading method:** In addition to indicating whether the course is letter grade or pass/fail, indicate here how the grade will be determined by the supervising faculty member. What components will it be based on: a paper, a portfolio, a report from the workplace supervisor, performance in a seminar component?

5. **Specify credit:** Credit for an internship/practicum should be indicated by three digits which show:
   - Credit hours for the course: hours lecture per week (or 0 if none): hours in the field per week
   - For example:
     - 1-3:0:3-9 The course can be taken for 1-3 hours credit: there are no lecture hours: hours in the field per week depends on the number of credit hours designated.
     - 6:1:15 The course carries 6 hours credit: there is one on-campus class or meeting per week: there are 15 hours in the field per week.

9. **Course description:** For the student’s information, include information about the campus component (seminar, meetings with faculty coordinator).

15. **Course syllabus:** Follow the topics of the standard syllabus format, although a few topics (e.g., teaching strategies, required texts, topical outline) may not be applicable. Be sure to include the following:
   - Student expectations and assignments: role in arranging the internship, work hours, reading or bibliography assignments, oral or written reports, portfolios, and/or work assessments.
   - Topics for internship/practicum seminars or meetings with faculty
Course Number: ART/ENT 276

Course Title: Creative Space: The Meeting of Art and Entrepreneurship

Credits: 3 Credit Hours

Prerequisites: None

For Whom Planned: Art and Entrepreneurship Majors and Minors

Instructor Information:

Instructor: Christopher Thomas
Office: 214 Gatewood
Phone: #336.256.1095
e-mail: cmthoma3@uncg.edu

Course Description:

Students develop self-employment skills with a focus on blending contemporary creative practices and entrepreneurship. Research and basic art skills are combined with entrepreneurship resulting in personal business models.

Student Learning Outcomes:

• Develop a more defined creative philosophy, a more committed attitude toward work output and a broader sense the role of aesthetics plays in business.
• Gain awareness of contemporary models of creative practice and commerce.
• Gain retail experience by participating in Spartan Trader activities including market research, selection, promotion and sales of products.
• Develop self-employment skills through development of an individual business model.

Teaching Methods for Achieving Learning Outcomes:

This course relies on case studies of individuals and organizations whose business models merge a strong creative philosophy (a studio mentality) with the pragmatic concerns of connecting with an audience. Writing assignments and heavy use of a visual journal incorporating drawing, photography and collection serve to clarify individuals’ area of
interest as well as deepen understanding of creative flexibility’s role in entrepreneurship and self-employment. This visual journal becomes a workbook of aesthetic and entrepreneurial philosophy and forms the basis for each student’s business model- a primary and tangible goal of this course.

Readings, group discussions, lectures and visiting practitioners all contribute to our consideration of the concerns and practices of contemporary professionals for whom creativity, output and audience connection are key.

Creative approaches to product development and customer service become reality through students’ use of the Spartan Trader. Self-employment skills are gained as students engage in market research, sell their artwork and curate for inclusion the work of other regional artists.

**Course Requirements & Evaluation:**

- Complete and submit all assignments on time.
- Read assigned materials and take notes during lectures.
- Actively participate in all classroom discussions and activities related to the Spartan Trader
- Make daily use of a visual journal/business model workbook, which includes both personal research and assigned projects.

**Grading:**

Making efficient and productive use of class time, and arriving prepared is a pre-requisite

Assessment of your journal activity, class contribution and personal initiative in projects are main factors. The depth of attention you give to your research and work will be obvious during group meetings so err on the side of productivity.

   - Research—50 points
   - Development-50 points
2 Class involvement and participation in Spartan Trader activities-100 points

3 Completion and presentation of personal business model-100 points

Total: 300 points

A = 93% - 100%  A - = 90 % - 92%  B+ = 87% - 89%
B = 83 % - 86%  B - = 80 % - 82%  C + = 77 % - 79%
C = 70 % - 76%  F = < 70%

**Academic Integrity Policy:**

**Academic Integrity**

The UNCG Academic Integrity Policy states,” If knowledge is to be gained and properly evaluated, it must be pursued under conditions free from dishonesty. Deceit and misrepresentations are incompatible with the fundamental activity of this academic institution and shall not be tolerated.” By choosing to enroll in this course and by completing assignments, projects, examinations, etc., you are by default held to the standards of the Academic Integrity Policy, and you are subject to sanctions should you violate the policy in any manner.

**Professionalism**

A professional demeanor is expected of students. Showing respect for the instructor, teaching assistant, classmates, coworkers, and customers is very important. Honesty and independent work is expected on all assignments. Students are encouraged to seek advice from the instructor when needed, in a timely manner in order that sufficient time is given to resolve problems or complete assignments.

**Attendance Policy:**
Attendance is required at every meeting. An excused absence requires a doctor’s note. Medical appointments should be scheduled for a time that does not conflict with class meetings. For other emergency issues see the instructor.

Bibliography:

Alexander, Christopher, *The Nature of Order: An Essay on the Art of Building and the Nature of the Universe*

Alexander, Christopher, *A Pattern Language: Towns, Building, Construction*

Berkun, Scott, *The Myths of Innovation*

Brown, Tim, *Change by Design: How Design Thinking Transforms Organizations and Inspires Innovation*

Dewey, John, *Art as Experience*

Doorley, Scott, *Make Space: How to Set the Stage for Creative Collaboration*

Florida, Richard, *The Rise of the Creative Class-Revisited*


Jacob, Mary Jane, *The Studio Reader: On the Space of Artists*


Mau, Bruce, *Massive Change*


Zittel, Andrea, *Lay of my Land*