Effective Date: Fall 2005

1. **Delete:** On pg. 58, under Bachelor of Fine Arts, Section III. e.
   
   **Add:** On pg. 58, in place of deleted entry:
   
   e. Other departmental requirements--Successful completion of ART 490 and 491 demonstrates major, oral and computer competency.

2. **Delete:** On pg. 59, under Bachelor of Arts, both Sections III. b and III. c
   
   **Add:** On pg. 59 in place of deleted entry:
   
   b. Successful completion of ART 400 demonstrates major, oral and computer competency.

3. **Delete:** On pg. 60, under Art with Teacher Licensure, both Sections III. b and III. c
   
   **Add:** On pg. 60, in place of deleted entry:
   
   b. Successful completion of ART 400 demonstrates major, oral and computer competency.

**Impact:**
This proposed change eliminates the existing requirement for art majors to pass the Art History Comprehensive Exam as demonstration of major competency, and substitutes successful completion of ART 400 or ART 490 and 491 depending on the degree sought. Additionally, this will integrate all university competency requirements within a specific capstone course in ART, thus allowing for closer supervision and evaluation of each student by art faculty. The Art History Comprehensive Exam will remain an instrument designed to assess major competency of students completing degrees with the concentration in Art History and the Art History minor.

**Rationale:**
The existing competency requirement is not an appropriate assessment for studio art majors or minors. Its focus on art history does not evaluate whether students have assimilated the essential components of a studio curriculum. While Art History contributes significantly to the studio artist’s knowledge, its focus is primarily on the historical, social and philosophical ideas embedded in the art object and its production. Thus the comprehensive exam does not measure students potential for creative problem solving or technical skills. By contrast, students in ART 400 and 490 are required to produce creative work and a written research paper, which are used to assess how both their technical and art historical knowledge support their ideas and practice.