Hitting it out of the Park: Your Best TCA Submission

CIAC Conference 2021
Jennifer Forsberg
Katherine Fitzpatrick
Chase Fischerhall

April 22, 2021
Ah, spring: birds are singing, flowers are blooming, there’s the crack of the bat and the cries of “play ball!” But that’s not all!

It’s also just about time to think about your upcoming TCA submissions!
2020 TCA submissions had an 85% approval rate – that’s a winning record!
Success starts with practice! So let’s practice building an outline that will hit it out of the park!
Here is a snip from a sample course outline

**Course Outline**
Art History: American Art

**Course**
- Course Identifiers: ART 109
- Course Title: Art History: American Art
- Units: 3.00

**Cover**
- Date of Campus Approval Of Outline: 12/13/2018
- Effective Term for Course: Fall 2019
- Outline of Record: A comprehensive survey of the rich cultural diversity of American art from Colonial times to the present. Major artists and styles will be studied in the context of American culture.
- Course Description:
- Honors: No
- Type: Technical Change Substantial Change
- Lecture Hours Per Term: 48
- Lab Hours Per Term: 48

The only area of concern here is the lab hours; this requires an umpire’s judgment. While an art history course may have lab hours, it’s not typical and so we’d want to look further to determine whether this is a mistake, and thus...
STRIKE ONE!
Requisites

This is where we would expect to see a prerequisite, if appropriate.

- Corequisites are considered equivalent to prerequisites for TCA review purposes
- Advisories are not; if a course is listed as an advisory rather than a pre- or co-req, it is not sufficient for TCA approval.
- Enrollment limitations are not considered in the review process.
Course objectives

At the end of the course, the student will be able to:

- identify the functions of art in various civilizations and stylistic periods of American art history.
- analyze individual artwork in terms of form, content, media, social context, function, and significance in relation to American art history as a whole.
- distinguish various cultures, styles, periods and movements in American art and identify important artworks for each.
- explain the effect of discrimination on certain aspects of American life detailing the effects this has had on the arts.
- understand the diversity of indigenous American art.
- describe the evolution in the status of artists and the definition of art form early Native Americans to the present supported by appropriate examples.
- distinguish various media used in creating works of art and the technical innovations that have affected the way artists use materials.
- date within reasonable limits the major periods and monuments of American art.

These course objectives are a solid hit. We expect to see correlation between the course objectives and course content (which we’ll get to in a minute), but this is also the first place where we get a substantive idea of what students are learning. Complete sentences rather than brief laundry lists are always preferable because it gives the reviewer a more complete idea of what is being taught.
This is another solid hit – course content is really the heart of the outline for a reviewer, and this one contains enough detail to determine that the course objectives and content are in line, and to have a solid idea of what students are learning.

Course content sections can be too brief, but can they be too long? Generally, no, unless the material being taught seems unreasonably broad, to the point where there’s a question about whether that much can be covered in the length of the course.
Intermission – Dogs in the Ballpark!
More Good Boys and Girls!
Look at that face!
Revisiting the Lab Hours!

Lab Content:
N/A

Methods of Instruction
Methods of Instruction: Lecture

Going back to the issue in slide 6, in which 48 lab hours were listed – both of these sections above indicate that there is no lab content. Lab content can sometimes be found elsewhere in an outline, but we would expect to see “see course content” rather than “N/A” if that were the case.

This all suggests that the lab hours were listed in error, and we would expect that to be fixed before we could approve the outline. Luckily, this is a minor technical error, that likely could be remedied during the technical appeal period in October.
Methods of Evaluation

Two essay papers, exploring different aspects of American Art, one midterm exam, 5 quizzes, discussion, and a final which includes objectives and short answer essays, as well as image identification.

1. Students will be asked to answer both objective and short answer essay questions central to American art.
2. Students will receive feedback in the form of numeric grades, written comments and discussion of their ability to meet these objectives.
3. Class participation and attendance

The following is an example of a short essay question: Identify a slide of a major artwork, including the title, artist, date, period or style, location and medium. Then write an essay that deals with:
   a. How the materials, subject matter and patronage affect the form of the work and the working conditions of artists of the particular period.
   b. Provide any other factors that might have influenced the creation of the piece
   c. The significance the work may have had in its own time and in the broader scope of American art.

This would be not just a hit but a double! What elevates it is the example. Examples under Methods of Evaluation and Out of Class Assignments are not required, but they give the outline a boost and can make the difference, in a otherwise thin outline, between approval and denial.
This is an error, one that’s unfortunately common. At least ONE textbook must be published within the past seven years *or* listed as a classic text in the field. Since none of these books are within the recency requirement and there is no “classics” notation, the outline would be denied.

This is another error that can be considered “technical” – and thus the outline could be resubmitted during the technical appeals period.
### Assignments

Out of Class Assignments:

Students will write two essay papers exploring different aspects of American Art Example:

1. Using examples in the text and outside sources, provide an analysis of an American artist, art period, art movement or indigenous culture before the 20th century.
2. Using examples from the text as well as outside sources, provide an analysis of American artist, art period, art movement or indigenous culture of the 20th or 21st century.
3. Reading of the textbook and other assigned articles.

This is yet another hit! (If you’re paying attention, the bases are now loaded.) We would more typically see the example of an assignment (which was included under Methods of Evaluation in Slide 13) here, but there’s no strike for putting it elsewhere, and the information included here is solid. We will accept a generic list in this section, but a detailed list makes the outline more robust and increases the chances of it being approved.
The “other information” section can be used to give contextual information – for example, if your outline is a resubmission for an approved course, it’s helpful to us if you mention in this section why it’s being resubmitted – an added prereq, change in course content, etc. It’s also a good place to let us know if you think your course is similar to an already approved course and/or a course at a UC.

We don’t utilize SLOs in our review.
This is a loss, for two reasons: the error on lab hours and the out-of-date textbooks. The first reason may seem petty, but because outlines are public-facing and accessible to everyone, it’s important to have even the small details be correct.

As noted, both of these should be relatively minor fixes that can be corrected in time for the technical appeal period – giving you another chance to hit a home run!
<table>
<thead>
<tr>
<th>UCOP</th>
<th>ASSIST</th>
</tr>
</thead>
<tbody>
<tr>
<td>▪ May I change my submission month?</td>
<td>▪ How do I change an outline in New ASSIST?</td>
</tr>
<tr>
<td>▪ Why did this course not get a UC Eligibility Area?</td>
<td>▪ How do I view the workflow?</td>
</tr>
<tr>
<td>▪ I just noticed this course is no longer on the TCA, what happened?</td>
<td>▪ How do I run a report?</td>
</tr>
<tr>
<td>▪ Why does my course have a limitation?</td>
<td>▪ How do I submit, withdraw, resubmit a course?</td>
</tr>
</tbody>
</table>
The TEAM!

- Jennifer Forsberg, 
  Articulation Analyst, UCOP
  jennifer.forsberg@ucop.edu
  510-987-0907

- Katherine Fitzpatrick, 
  Articulation Analyst, UCOP
  katherine.fitzpatrick@ucop.edu
  510-987-9643

- ASSIST Coordination Site
  Articulation Specialist
  ryan@assist.org
  Ryan Novero 510-987-0866

- ASSIST Coordination Site
  Articulation Specialist
  kassidee@assist.org
  Kassidee Sattler 510-987-0956