ARED 101 Introduction to Art Education-NewCrs-2019-01-28

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Form Information

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The page you originally access is the global template version. To access the template document that progresses through the workflow, please complete the following steps:

First Step: <u>**ONLY**</u> change the text in the [brackets] so it looks like this: **CRIM 101 Intro to Criminology-CrsRvs-2015-08-10**

- *If DUAL LISTED list BOTH courses in the page title*

Second Step: Click **"SAVE"** on bottom right

- *DO NOT TYPE ANYTHING INTO THE FIRST PAGE OTHER THAN THE TEXT IN BRACKETS*
- *Please be sure to remove the Brackets while renaming the page*

Third Step: Make sure the word *DRAFT* is in yellow at the top of the proposal

Fourth Step: Click on "**EDIT CONTENTS** "(*not EDIT*) and start completing the template. When exiting or when done, click **"SAVE"** (*not Save Draft*) on bottom right

When ready to submit click on the workflow icon and hit approve. It will then move to the chair as the next step in the workflow.

*Indicates a required field

Proposer*	Marissa McClure Sweeny	**Proposer Email***	marissa.mcclure@iup.edu
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Proposing Department/Unit*	Art	**Contact Phone***	357-2530

(A) Course Prefix*	ARED
(B) Course Number*	*See the Registrar's List of Unavailable Course Numbers at* http://www.iup.edu/WorkArea/linkit.aspx?LinkIdentifier=id&ItemID=129323 101
(C) Course Title*	Introduction to Art Education
(D) Course Level*	undergraduate-level

(E) Cross Listed* Dual Listed courses must use the Dual Listed form Note: both courses to be dual-listed must be approved through Senate PRIOR to requesting Dual Listing *Dual Listed = Courses listed at two levels,* *such as undergraduate and graduate,* *masters and doctoral, etc.*	*Cross Listed = Course has more than one prefix such as GEOG/RGPL 233* NO If YES, with:
(F) Variable Credit*	NO If YES, enter the number of credits:
(G) Variable Title*	NO If YES, enter the title(s):
(H) Number of Credits*	 Class Hours per Week:3 Lab Hours: Credits:3

(I) Repeatable Course*
 	
 This is for courses that can be
 	
 Repeated multiple times e.g. Internship
	NO
	
	 If YES, please complete the following:
	
	         Number of Credits that May be Repeated:
	
	         Maximum Number of Credits Allowed to be Repeated:

(J) Prerequisite(s)	Art Education Major or Instructor Permission
(K) Co-requisite(s)	*This means that another course must be taken in the same semester as the proposed course*

(L) Additional Information	*Check all that apply. Note: Additional documentation will be required*
	* Teacher Education: Please complete the Teacher Education section of this form (below)
	* Liberal Studies: Please complete the Liberal Studies section of this form (below)
	* Distance Education: Please complete the Distance Education section of this form (below)
(M) Recommended Class Size	YES
	Number (Enter Zero if No):25
	If YES: (Check one of the following reasons and provide a narrative explanation)
	Pedagogical
	Explain (required):
	This is a participatory seminar style course intended to facilitate the formation of a cohesive cohort among first-year Art Education students and new Art Education majors.
(N) Catalog Description*	*Guidelines: Do not include pre/co-requisite information here. The registrar prefers a concise description of course content, beginning with an active verb.*
	Introduces theoretical and contextual foundations that support contemporary art education theory and practice in a variety of settings including schools, museums, and community-based programs. Serves as the first of a sequence of courses in the Art Education major and should be taken the second semester of the first year or of admission to the major. Provides a foundation for the rest of the courses in the major. Conducted in a participatory seminar format that includes selected field experiences with public P-12 schools, museums, and community art programs.

(O) Student Learning Outcomes* (SLO)

For Each Outcome Describe

How the Outcome Will

Be Measured

These should be measurable, appropriate to the course level, and phrased in terms of <u>student achievement,</u> not instructional or content outcomes

If dual listed, indicate additional learning objectives for the higher level course. **Hit Tab to add additional lines**

Note that the text box in the table expands

SLO #	Outcome	How outcome is assessed
1	Develop a conceptual framework that will allow you to understand important concepts, tools of inquiry, and the structure of the field of art education	Portfolio Assessment
2	Compare interdisciplinary approaches and seek resources to deepen your understanding of art and educational content and contexts	Reading and Course Media Responses
3	Summarize historical and contemporary issues and challenges in art education	Reading and Course Media Responses
4	Describe local, state, and national art education goals, standards, and assessment practices	Reading and Course Media Responses
5	Investigate the range of locations in which art education can occur, and the ways in which institutional settings shape educational and artistic learning	Portfolio Assessment
6	Interpret how social, cultural, emotional, intellectual, and developmental characteristics of learners and issues of diversity affect learning and teaching	Portfolio Assessment
7	Reflect on your own experiences as a learner and a teacher in order to establish the habits of a reflective practitioner	Portfolio Assessment: Danielson Framework
8	Design a first curriculum (Unit Plan) that synthesizes your understanding of pedagogical approaches to art education	Unit Plan: CAEP Approved Unit Plan Rubric

(P) Brief Course Outline*	*Give an outline of sufficient detail to communicate the course content to faculty across campus. It is not necessary to include specific readings, calendar, or assignments* *As outlined by the federal definition of a "credit hour", the following should be a consideration regarding student work - For every one hour of classroom or* *direct faculty instruction, there should be a minimum of two hours of out of class student work.* This course provides an introduction to some of the theoretical and contextual foundations that support contemporary art education theory and practice in a variety of settings including schools, museums, and community-based programs. The course is centered in discussion of issues relating to teaching children, adolescents, and adults including: • The content of art education • Locations of art education practice • Understanding learners • Teaching as a reflective process • Critical and reflective pedagogy • Professional development and art education as a profession During the semester you will have an opportunity to observe and work directly with children or adolescent learners, and to plan and present at least one educational experience to a small group of students. You will also begin the teaching/learning portfolio which you will continue to develop through the remainder of your courses in art education as you document your experiences and reflections in this class.

Rationale for Proposal	
(Q) Why is this Course Being Proposed?*	The Art Education program is making the program changes to better serve Art Education students. The current course offerings are outdated, and do not reflect the current state of the field of Art Education. In Fall 2020, our first cohort of students who will be eligible for a year-long student teaching internship will enter into the new course sequence. ARED 101: Introduction to Art Education will introduce students to the structure of the Art Education program at IUP, and will introduce basic topics such as the history of art education, lesson planning, public speaking, and professionalism. Current students do not typically take Art Education coursework until they are sophomore status. This prevents them from progressing through the program as a cohort, causing confusion with regards to scheduling, particularly with regards to the 3 Step Process outlined by the College of Education and Communication.
(R) University Senate Summary of Rationale	*Please enter a single paragraph summary/rationale of changes or proposal for University Senate.* ARED 101: Introduction to Art Education will introduce students to the structure of the Art Education program at IUP, and will introduce basic topics such as the history of art education, lesson planning, public speaking, and professionalism. Current students do not typically take Art Education coursework until they are sophomore status. This prevents them from progressing through the program as a cohort, causing confusion with regards to scheduling, particularly with regards to the 3 Step Process outlined by the College of Education and Communication.
(S) How Does it Fit into the Departmental Curriculum?*	*Check all that apply* Major Requirement If Other, please explain:
(T) Is a Similar Class Offered in Other Departments?*	NO Please Provide Comment:

(U)Does it Serve the College /University Above and Beyond the Role it Serves in the Department?*	NO Please Provide Comment:
(V) Who is the Target Audience for the Course?*	Department Elective Course Designed for Majors If Other, please explain:
(W) Implications for Other Departments*	A. What are the implications for other departments? (For Example: overlap of content with other disciplines, requirements for other programs) There is no overlap between this course and those offered by other departments. B. How have you addressed this with other department(s) involved? What was the outcome of that attempt?
(X) Attach Supporting Documents for Implications, if Necessary	**File Modified**
(Y) Are the Resources Adequate?*	*(i.e. faculty, space, equipment, laboratory supplies, library materials, travel funds, etc.)* YES Please Provide Comment: The course will not require additional faculty or facility resources.

Distance Education Section

- Complete this section only if adding Distance Education to a New or Existing Course

If Completing this Section, Check the Box to the Right:	**NOTE: you must check this box if the Course has previously been approved for Distance Education**
Course Prefix/Number	
Course Title	
Type of Proposal	*See CBA, Art. 42.D.1 for Definition*

Brief Course Outline	*Give an outline of sufficient detail to communicate the course content to faculty across campus. It is not necessary to include specific readings, calendar or assignments* *As outlined by the federal definition of a "credit hour", the following should be a consideration regarding student work - For every one hour of classroom or* *direct faculty instruction, there should be a minimum of two hours of out of class student work.*

Rationale for Proposal (Required Questions from CBA)	
How is/are the instructor(s) qualified **in the Distance Education delivery** **method as well as the discipline?**	

For each outcome in the course, describe **how the outcome will be achieved using** **Distance Education technologies.**	<table><tr><th>Course SLO #</th><th>How outcome is assessed using Distance Education Technologies</th></tr><tr><td>1</td><td></td></tr><tr><td>2</td><td></td></tr><tr><td>3</td><td></td></tr></table>
How will the instructor-student and **student-student interaction take place?** **(if applicable)**	
How will student achievement be evaluated?	
How will academic honesty for tests **and assignments be addressed?**	

Liberal Studies Section

- Complete this section only for a new Liberal Studies course or Liberal Studies course revision

If Completing this Section, **Check the Box to the Right:**	**NOTE: you must check this box if the Course/Program has previously been approved for Liberal Studies**

Liberal Studies Course Designations (Check all that apply) **Section 1**	
Learning Skills:	
Knowledge Area:	

Liberal Studies Elective	*Please mark the competencies(s) that apply - must meet at least one*
How does this course fit into the designation you indicated above?	

Expected Undergraduate Student Learning Outcomes (EUSLOs) Map the Course Outcome to the EUSLO's	*Map each course outcome to the appropriate EUSLO's that apply. Fill in the course outcome number.* *See https://www.iup.edu/liberal/faculty-and-staff/euslos/ for additional information regarding mapping EUSLOs*

Informed Learners demonstrate:	**Course SLO #**
• the ways of modeling the natural, social and technical worlds	
• The aesthetic facets of human experience	
• the past and present from historical, philosophical and social perspectives	
• the human imagination, expression and traditions of many cultures	
• the interrelationships within and across cultures & global communities	
• the interrelationships within and across disciplines	
Empowered Learners demonstrate:	**Course SLO #**
• effective oral and written communication abilities	
• ease with textual, visual and electronically-mediated literacies	
• problem solving skills using a variety of methods and tools	
• information literacy skills including the ablity to access, evaluate, interpret and use informatoin from a variety of sources	
• the ablity to transform information into knowledge and knowledge into judgement and action	
• the ability to work within complex systems and with diverse groups	
• critical thinking skills including analysis, application and evaluation	
• reflective thinking and the ability to synthesize information and ideas	
Responsible Learners demonstrate:	**Course SLO #**

	• intellectual honesty	
	• concern for social justice	
	• civic engagement	
	• an understanding of the ethical and behavioral consequences of decisions and actions on themselves, on society, and on the physical world	
	• an understanding of themselves and a respect for the identities, histories and cultures of others	

How will each outcome be measured (note should mirror (O) Student Learning Outcomes* (SLO) from the course proposal		
	Course SLO #	**Assessment Tool to be used to measure the outcome**
	1	
	2	
	3	

All Liberal Studies courses are required to include perspectives on cultures and have a supplemental reading.
Please answer the following questions.

Liberal Studies courses must include the perspectives and contributions of ethnic and racial minorities and of women whenever appropriate to the subject matter. Please explain how this course will meet this criterion.	
Liberal Studies courses require the reading and use by students of at least one non-textbook work of fiction or non-fiction or a collection of related articles. Please describe how your course will meet this criterion.	

Teacher Education Section

- Complete this section only for a new Teacher Education course or Teacher Education course revision

If Completing this Section, **Check the Box to the Right:**	**NOTE: you must check this box if the Course/Program has previously been approved for Teacher Education related items**
Course Designations:	

Key Assessments	
	For both new and revised courses, please attach (see the program education coordinator): • The Overall Program Assessment Matrix • The Key Assessment Guidelines • The Key Assessment Rubric **File**　　**Modified** No files shared here yet. • Drag and drop to upload or browse for files
Narrative Description of the **Required Content**	*How the proposal relates to the Education Major*

Please scroll to the top and click the Page Status if you are ready to take action on the workflow.
Please submit an ihelp if you have any questions http://ihelp.iup.edu