ARED 323 Community and Museum Art Education-DEAdd-2019-08-20

- The workflow icon is no longer available. Please click on the Page Status after the orange circle icon near the page title. *

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**

- *<u>If DUAL LISTED list BOTH courses in the page title</u>*

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

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

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

Fourth Step: Click on "<u>**EDIT CONTENTS**</u> "(*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 **Page Status** link next to the orange circle icon and hit approve. It will then move to the chair as the next step in the workflow.

*Indicates a required field

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Proposing Department/Unit*	Art and Design	Contact Phone*	724-357-2530

Course Level*	undergraduate-level

Distance Education Section

 *- Complete this section only if adding Distance Education to a New or Existing Course - If adding to an Existing Course - please check to see if it has already been approved HERE (On Documents Page) - **before** completing the form*

NOTE - if already approved - a new proposal DOES NOT NEED TO BE COMPLETED

Course Prefix /Number*	ARED 323
Course Title*	Community and Museum Art Education
Type of Proposal*	*See CBA, Art. 42.D.1 for Definition* online

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.*
	Course Description Examines theories, issues and practices related to art education within community-based and museum settings. Includes art and children's museums, community art programs, after school programs, public and collaborative art programs, and emerging organizations, programs, and resources. In these settings, art educators work with a diversity of learners that may include children, adults, community activists and cultural workers, as well as with a diversity of art processes and media. Examines relationships between theory and practice and collaborates with community and museum-based organizations. **Course Outcomes** Students will be able to: 1. Explore definitions of community-based and museum art education 2. Understand the roles of educators and learners in community-based and museum art education settings 3. Analyze relationships between resistance, action, and change and what these relationships mean to and for community-based art education 4. Evaluate the factors that affect and support community and museum-based art educational programming, including grants and membership 5. Apply conclusions to a collaborative lesson in a community-based or museum setting **Course Assessments** • Ten Discussion Posts and Post Responses: You will be expected to post either a question or a resource responding to course readings and media and respond to a classmate's posting, for a total of **TEN** posts and **TEN** responses to the dated online discussion boards during the fifteen weeks of the course. No make-up posts will be accepted. **Discussion questions that you must address in your posts will be provided and posted for each reading.** The purpose of the posts is for you to synthesize issues presented in the readings, and to make direct connections between theory, research, and practice. Preparation for these posts includes thoughtfully reading and reflecting upon the course readings and their relevance to your current or future practice and experiences as an art educator. Each post and response is worth 10 points (5 points per post, and 5 points per response) of your course grade, for a total of 100 points. **Discussion posts and responses are due on Fridays at 5 PM, unless otherwise noted.** • Community Work: You will participate, along with a small group of your peers, in a community-based and/or museum-based project throughout the course of the semester. Further information will be shared as it becomes available. The community work will involve establishing a plan of action, documentation of your work, and several reflections. Community work will involve a minimum of 10 out-of-class hours working in collaboration with a community organization. You will share your final documentation/reflection with your peers in the virtual Symposium on Community-Based Arts at the close of the semester {our final exam date}. As is appropriate to the context, documentation will additionally remain with the organization for future reference and use by educators and cultural workers. Community work accounts for 150 points of your course grade.

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?***	The instructor has taught multiple courses online, both at IUP and at the University of Arizona. Most recently, the instructor taught the complementary K-6 Art Methods course online in Fall Semester 2017. The instructor has taught in the IUP Art Education program for five years, and has been teaching Art Education in Higher Education for 10 years. Prior to this, the instructor was a PreK-12 Art Teacher for five years.

For each outcome in the course, describe **how the outcome will be achieved using** **Distance Education technologies.** *	**Course Outcomes** Students will be able to: 1. Explore definitions of community-based and museum art education **Online discussion forums and written responses** 2. Understand the roles of educators and learners in community-based and museum art education settings **Project Plan** 3. Analyze relationships between resistance, action, and change and what these relationships mean to and for community-based art education **Online discussion forums and written responses, Project Plan, Community Work** 4. Evaluate the factors that affect and support community and museum-based art educational programming, including grants and membership **Community Work (Documentation and Reflection)** 5. Apply conclusions to a collaborative lesson in a community-based or museum setting **Community Work (Documentation and Reflection)**
How will the instructor-student and **student-student interaction take place?*** **(if applicable)**	Through written feedback offered in d2l assignment boxes, through online discussion forums, and through video conferencing technologies.
How will student achievement be evaluated?	The assignments remain consistent with the traditionally offered course. Those assignments are already submitted via d2l, and students are given feedback in this way. Assignments and rubrics will not change in the DE form.
How will academic honesty for tests **and assignments be addressed?***	The course does not include tests but does include original written assignments such as reading responses and lesson plans. While it is difficult to plagiarize these materials, use of technology within the d2l format to check for originality will be employed.

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