ARED 215 Issues in Art Education-CrsRvs-2019-01-28

- 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**

- *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

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Proposing Department/Unit*	Art	Contact Phone*	357-2530

Course Level*	undergraduate-level

Course Revisions

(Check all that apply;fill out categories below as specified; i.e. if only changing a course title, only complete Category A)

Category A:	Category B:
course_title_change	course_prefix_number_change course_revision *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) - Please check the APPROVED DE Course List - ON DOCUMENTS PAGE before completing this section If already approved - you DO NOT need to do a DE proposal*

Rationale for Proposed Changes (All Categories)

(A) Why is the course being revised /deleted:* *Please be specific - this should be have more detail than the Summary for the Senate.*	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 The current course offerings are outdated, and do not reflect the current state of the field of Art Education.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. We are adding five new courses: ARED 101: Introduction to Art Education (3 credits), ARED 323: Community and Museum Art Education (new elective course), ARED 324: Art Education and Special Populations (new elective course), ARED 325: Art Education and Visual Culture (new elective course) ARED 326: Art Education and Digital Technology 2. We are adding one course revision (ARED 315 becomes ARED 215). ARED 315 can become 215 because of our addition of ARED 101. **ARED 101 will focus on the introductory aspects of Art Education while ARED 215 will focus on issues in the field. In this way, ARED 315 (which previously did both) will be split into two courses with ARED 101 being an introduction and ARED 215 being issues.** ARED 101: Introduction to Art Education (new course) will introduce student 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. ARED 215: Issues in Art Education (currently 315) will then be able to deal more directly with current issues in Art Education, as the course description is written: An overview of art education within K-12 programs. Requirements and responsibilities of art teachers are explored in the context of becoming a professional educator. Curriculum and assessment issues pertaining to state standards are examined. Various populations of students, as well as various teaching contexts, are featured in lectures, readings, and discussions. Art teaching is viewed as a dynamic discipline as contemporary issues within art, art education, and general education are studied. Also provides information regarding the teaching of art with special needs populations.
(B) University Senate Summary of Rationale*	*Please enter a single paragraph summary/rationale of changes or proposal for University Senate.* Because of our addition of ARED 101, ARED 215: Issues in Art Education (currently 315) will then be able to deal more directly with current issues in Art Education, as the course description is written: An overview of art education within K-12 programs. Requirements and responsibilities of art teachers are explored in the context of becoming a professional educator. Curriculum and assessment issues pertaining to state standards are examined. Various populations of students, as well as various teaching contexts, are featured in lectures, readings, and discussions. Art teaching is viewed as a dynamic discipline as contemporary issues within art, art education, and general education are studied. Also provides information regarding the teaching of art with special needs populations. **We are changing the course title and updating the catalog description to reflect the current state of inclusivity in the field which ranges beyond K-12 programs to include community-based and museum art education programs as well.**
(C) Implications of the change on the program, other programs and the Students:*	For current students, ARED 101 and ARED 215 will not be a requirement. Students in Art Education beginning Fall 2019 will be required to take ARED 101, replacing ARED 320: Art Criticism and Aesthetics, so the total required credits will not change.

Current Course Information*
Category A

(D) Current Prefix*	ARED
Proposed Prefix	ARED
(E) Current Number*	315

Proposed Number	215
(F) Current Course Title*	Issues of Art in K-12 Programs
Proposed Course Title	Issues in Art Education
(G) Prerequisite(s)	
Proposed Prerequisite(s)	ARED 101
(H) Current Catalog Description	An overview of art education within K-12 programs. Requirements and responsibilities of art teachers are explored in the context of becoming a professional educator. Curriculum and assessment issues pertaining to state standards are examined. Various populations of students, as well as various teaching contexts, are featured in lectures, readings, and discussions. Art teaching is viewed as a dynamic discipline as contemporary issues within art, art education, and general education are studied. Also provides information regarding the teaching of art with special needs populations.
Proposed Catalog Description	An overview of issues in the field of art education. Provides students with foundational texts and theories that constitute the field of art education as it exists in schools, community-based contexts, and museums. Examines multiple populations of learners including special populations through discussion, direct instruction, and collaborative projects. Synthesizes contemporary art education as a dynamic scholarly field.
	If changing Category A, no further action required.
	Category B (if no change, leave blank)
(I) Repeatable Course This is for a course that can be repeated Multiple times e.g. Internship	If YES, please complete the following: Number of Credits that May be Repeated: Maximum Number of Credits Allowed to be Repeated:
Proposed Repeatable Course	If YES, please complete the following: Number of Credits that May be Repeated: Maximum Number of Credits Allowed to be Repeated:
(J) Number of Credits	Class Hours per week:3 Lab Hours:0 Credits:3

Proposed Number of Credits	Class Hours:Lab Hours:Credits:		
(K) Current Course Student Learning Outcomes (SLOs)			
(L) Proposed Course Student Learning Outcomes (SLOs) *For each outcome, describe how the outcome will be achieved*	Note that the text box in the table expands		

<table>
<tr><th>SLO #</th><th>Outcome</th><th>How outcome is assessed</th></tr>
<tr><td>1</td><td>Describe major historical events and philosophy shaping the teaching of art.</td><td>A History of Art Education Unit assignments.</td></tr>
<tr><td>2</td><td>Construct an argument on how learning in the visual arts benefits learners.</td><td>Look Book Unit assignment.</td></tr>
<tr><td>3</td><td>Connect issues facing special populations using multiple sources of information.</td><td>Curriculum Design and Pedagogy Unit assignments.</td></tr>
<tr><td>4</td><td>Prioritize issues of art teaching in P-12, community-based, and museum programs.</td><td>Curriculum Design and Pedagogy Unit and assignments.</td></tr>
<tr><td>5</td><td>Compare assumptions about art education in view of what others have discovered about teaching art.</td><td>Assessment and Accesibility Unit assignments.</td></tr>
<tr><td>6</td><td>Evaulate key art education documents and influential art educators related to the issues of art education.</td><td>Research Paper.</td></tr>
</table>

(M) Previous Brief Course Outline *(It is acceptable to copy from old syllabus)*	*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.*

(N) **Brief** **Course** **Outline** *(Give sufficient detail to communicate the* *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.* Topics and Subtopics Covered in the Course: **Unit 1: A History of Art Education** • Historical foundations of art education • Art education as a dynamic, scholarly field • Locations served by art educators • Populations of learners served by art educators • Historical antecedents of contemporary approaches to art education **Unit 2: Look Book** • A catalogue of approaches to art education and resources for art education curated by students according to individual and shared interests • An ongoing portfolio of inspiration for curriculum design in art education • Developing a teaching philosophy informed by the students' understandings of art education as a field and their goals as future educators • Creating a rationale for art teaching and learning supported by State and National Standards **Unit 3: Curriculum Design** • An introduction to the philosophy of curriculum design, what shapes curriculum in art, and issues facing curriculum design • Approaches to and models for curriculum design • How to creat Unit, Lesson, and Project plans and assessments • An Introduction to using State and National Arts Standards to develop curriculum **Unit 4: Pedagogy** • Approaches to teaching and their philosophical underpinnings • Contemporary approaches to teaching • Current conceptions of teachers and of learners • The impact of school contexts on teaching and learning in art **Unit 5: Assessment and Accesibility** • Assessment practices in the arts • Art for special populations • Variation of art programs in different art educational contexts including schools, museums, and community-based contexts • Issues of diversity and inclusion in art education

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.	
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)	
Learning Skills:	
Knowledge Area:	
Liberal Studies Elective	*Please mark the designation(s) that apply - must meet at least one*
Expected Undergraduate Student Learning Outcomes (EUSLOs) Map the Course Outcome to the EUSLO's	*Map each course outcome to the appropriate EUSLOs tha 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 ability to access, evaluate, interpret and use information from a variety of sources	
• the ability 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 (L) Student Learning Outcomes* (SLO) from the course proposal	Narrative on how the course will address the Selected Category Content	
	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