ARED 317 Art in K-6 Programs -DEAdd-2016-11-11

- 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-DEAdd-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 *<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"** on bottom right

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*Indicates a required field

Proposer*		Proposer Email*	
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Proposing Department/Unit*	Art Department	**Contact Phone***	724-351-2531

Course Level*	
	undergraduate-level

Distance Education Section

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

Course Prefix /Number*	ARED 317
Course Title*	Art in K-6 Programs
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.* Students in ARED 317 will: (1) understand the relevance and importance of art education for all children in elementary schools; (2) actively discuss, explore and apply a variety of pedagogical approaches related to the integration of art in within a variety of subject areas; (3) develop practical classroom applications to be used in the teaching of art history, art criticism, aesthetics and studio activities.
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?***	I taught a children's art course online for 4 years (at the University of Arizona) using d2l as the primary delivery method (2009-2012). I have been an Art Education faculty member at 3 universities since 2008, and was a preK-6 elementary art teacher from 2002-2008. My teaching and research is focused on elementary art education.
For each outcome in the course, describe **how the outcome will be achieved using** **Distance Education technologies.***	Through the completion of ARED 317 students will be able to: 1) Critically assess theories related to developmental stages of childhood artistic growth through weekly writing responses (with written feedback from the instructor) and discussion forums as well as video conferencing. 2) Become familiar with appropriate strategies for the implementation of various art resources, including visuals, periodicals, electronic media, etc. using online research tools. 3) Develop research strategies that will allow for the application of art techniques and topics at the elementary level, including strategies for working with various student populations that will be shared in online discussion forums. 4) Explore techniques for incorporating personal and cultural histories within larger course goals, including the utilization of art museums, cultural centers, and historical societies through web-based research and sharing through a collaborative "pinning" archive hosted on d2l. 5) Understand the importance of state and national visual art standards, and develop practical assessment techniques and demonstrate their understanding in their assignments. 6) Develop a variety of approaches to research writing, including but not limited to research papers, lesson plans, article summaries, and peer reviews submitted electronically. 7) Synthesize course information into a coherent art education unit, and present this unit to their peers in an online format using video conferencing technology.
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.
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.
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