


ARED 323 Community-Based and Museum Art Education- NewCrs-2017-08-03

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

Form Information

 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: ONLY 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
Contact Person*	Marissa McClure Sweeny	Contact Email*	marissa.mcclure@gmail.com
Proposing Department/Unit*	Art	Contact Phone*	724-357-2530

(A) Course Prefix*	ARED
(B) Course Number*	<i>See the Registrar's List of Unavailable Course Numbers at http://www.iup.edu/WorkArea/linkit.aspx?LinkIdentifier=id&ItemID=129323</i> 323
(C) Course Title*	Community and Museum Art Education
(D) Course Level*	undergraduate-level

<p>(E) Cross Listed*</p> <p>Dual Listed courses must use the</p> <p>Dual Listed form</p> <p>Note: both courses to be dual-listed</p> <p>must be approved through Senate</p> <p>PRIOR to requesting Dual Listing</p> <p><i>Dual Listed = Courses listed at two levels, such as undergraduate and graduate, masters and doctoral, etc.</i></p>	<p><i>Cross Listed = Course has more than one prefix such as GEOG/RGPL 233</i></p> <p>NO</p> <p>If YES, with:</p>
<p>(F) Variable Credit*</p>	<p>NO</p> <p>If YES, enter the number of credits:</p>
<p>(G) Variable Title*</p>	<p>NO</p> <p>If YES, enter the title(s):</p>
<p>(H) Number of Credits*</p>	<p>Class Hours per Week:3</p> <p>Lab Hours:</p> <p>Credits:3</p>
<p>(I) Repeatable Course*</p> <p>This is for courses that can be</p> <p>Repeated multiple times e. g. Internship</p>	<p>NO</p> <p>If YES, please complete the following:</p> <p style="padding-left: 40px;">Number of Credits that May be Repeated:</p> <p style="padding-left: 40px;">Maximum Number of Credits Allowed to be Repeated:</p>
<p>(J) Prerequisite(s)</p>	<p>ARED 315</p>
<p>(K) Co-requisite(s)</p>	<p><i>This means that another course must be taken in the same semester as the proposed course</i></p>

<p>(L) Additional Information</p>	<p><i>Check all that apply. Note: Additional documentation will be required</i></p> <p><i>* Teacher Education: Please complete the Teacher Education section of this form (below)</i></p> <p><i>* Liberal Studies: Please complete the Liberal Studies section of this form (below)</i></p> <p><i>* Distance Education: Please complete the Distance Education section of this form (below)</i></p>
<p>(M) Recommended Class Size</p>	<p>YES</p> <p>Number (Enter Zero if No):20</p> <p>If YES: (Check one of the following reasons and provide a narrative explanation)</p> <p>Pedagogical</p> <p>Explain (required):</p> <p>This course requires out-of-class work in collaboration with local community-based and museum art education organizations and /or programs. Therefore, space is limited.</p>
<p>(N) Catalog Description*</p>	<p><i>Guidelines: Do not include pre/co-requisite information here. The registrar prefers a concise description of course content, beginning with an active verb.</i></p> <p>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.</p>
<p>(O) Student Learning Outcomes*</p> <p>For Each Outcome Describe</p> <p>How the Outcome Will Be Achieved</p>	<p><i>These should be measurable, appropriate to the course level, and phrased in terms of <u>student achievement</u>, not instructional or content outcomes</i></p> <p><i>If dual listed, indicate additional learning objectives for the higher level course.</i></p> <p>Students will be able to:</p> <ol style="list-style-type: none"> 1. Explore definitions of community-based and museum art education <i>Assessed through the Initial Self-Reflection and Plan of Action projects - - the Plan of Action requires students to research and to share their findings about two self-selected regional community-based and/or museum art education programs</i> 2. Understand the roles of educators and learners in community-based and museum art education settings <i>Assessed through the Plan of Action that requires students to identify two goals for their community work based in these understandings</i> 3. Analyze relationships between resistance, action, and change and what these relationships mean to and for community-based art education <i>Assessed through participation in reading responses and guided class discussions. Students are given three prompts for each course reading and must respond to these prompts in their class participation</i> 4. Evaluate the factors that affect and support community and museum-based art educational programming, including grants and membership <i>Assessed through Documentation & Reflection projects - - students must identify these factors in their reflective work</i> 5. Apply conclusions to a collaborative lesson in a community-based or museum setting <i>Assessed through Plan of Action, Documentation & Reflection, and sharing of collaborative community work</i>
<p>(P) Brief Course Outline*</p>	<p><i>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</i></p> <p><i>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</i></p> <p><i>direct faculty instruction, there should be a minimum of two hours of out of class student work.</i></p> <ul style="list-style-type: none"> • Students will be expected to be prepared for each course discussion, site visit, and planning meeting. Students are expected, at minimum, to contribute at least one question OR additional piece of media (e.g., photograph, website, article, etc.) directly linking the course reading/media to our class small group and whole group discussions. It is my expectation that students are thoughtful, respectful participants in our course discussions and activities and that questions deal directly with the course material. This participation accounts for 50 points of the final course grade.

- Students will participate, along with a small group of their peers, in a community-based and/or museum-based project throughout the course of the semester. Community work includes four assessed projects: An Initial Self-Reflection, a Plan of Action, Documentation of curriculum and teaching, and a Reflection. Community work will involve a minimum of 10 out-of-class hours working in collaboration with a community organization, and in-class meetings will be adjusted as necessary (i.e., we will not meet in class on certain days when we are in the field). Students will share final documentation/reflection with their peers in the in-class Symposium on Community-Based Arts at the close of the semester. 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 the final course grade.

Grade Category	Point Values
Participation	50 points
Community work + participation	150 points (25 points Initial Self-Reflection; 50 points Plan of Action; 50 points Documentation; 25 points Reflection)
Total	200 points

Initial Self-Reflection Criteria:

Our Initial Self-Reflection project is the first in the series of community work projects. The dual purposes of this reflection experience include learning more about ourselves, our communities, and one another from an assets-based (what is strong, not what is wrong) perspective and understanding about how reflective practice (including identity mapping) can generate curriculum in community-based and museum art education. The project includes two activities (detailed below), and is worth 25 points of your Community Work grade. It is due XXX, **our in-class sharing date:**

- Using the prompts in *Mapping Identity for Curriculum Work*, we will complete the identity wheel reflective activity. We will do so primarily in class, but you may wish to add to your wheel at home, in conjunction with the second project activity.
- Based upon your completion of your identity wheel, please bring an object/piece and/or objects/pieces that you have made in either a studio course or in your studio practice that you feel best represents your identity as an art education (it may be a work in progress – it need not be a finished piece – this is sharing rather than a critique). Please be prepared to share both your wheel and your piece with your classmates. We will use this discussion as a starting point for understanding how curriculum can be negotiated from experiences and objects in a community-based and museum art education setting.

• **Plan of Action Criteria:**

The Plan of Action is a variation of the CRAFT (contact + research = plan of action) cycle from the *Beginner's Guide to Community-Based Art*. It includes four primary components – these are designed to parallel the components typically required of grant and project proposals. Some of these components will be done in the whole group; others will be completed individually. Each of you will submit your own Plan of Action document, even though some information will be shared:

- We will begin with contact and research. Each group member will research and document two community-based or museum art(s) organizations within our local and/or regional community. You will be asked to share the name of the organization, its website and/or social media sites/materials, and your synthesis of its mission (what it does within our community). Each of you will share your research during our class meeting on XXX.
- Following this research and sharing, we will develop two goals for the community work we undertake this semester. Goals will be developed in accordance with an understanding of course readings and expectations and must be tied to at least one of the Core Arts Standards. Goals are the “why” of our plan of action. In other words, they describe why what we will undertake is important.
- With these goals in mind, each individual will develop a curriculum design that consists of a materials exploration and/or a small project using available community resources. A template will be shared for your curriculum design.
- Each individual and the group as a whole will cite two documentation strategies that will illustrate the effects of their community work. Examples include but are not limited to digital photography, digital video, blogging and/or journaling, surveys, etc. We will further discuss documentation strategies in class, and you will have the opportunity to choose the strategy that most closely aligns with your goals. Documentation provides the “how do you know?” and “data” for your plan (or after-grant report).

• **Documentation & Reflection Criteria:**

For your museum and community art experience in this course, you must create a **documentation and reflection** document {which could be a written document, a video piece, an artistic piece, etc.} that includes the following required components:

- The document must richly describe your museum and community-based experiences this semester.
- The document should highlight at least one specific event that made a positive impression upon you {events could include but are not limited to out-of-class visits, media viewed in class, etc.}, and should answer the following questions:
 - What, specifically, have you gained from this event?
 - How will you apply this learning to future pedagogical endeavors?
 - What do you wish you had learned further about through this event?
 - Relate your interpretation of this meaning of this event/experience for museum and community art education generally by referencing at least one course reading.
 - Conclude this section of your document with at least one question that remains for you concerning this event AND by relating your interpretation of the meaning that this event/experience has for you as an individual, an artist, and an art educator.

Rationale for Proposal

<p>(Q) Why is this Course Being Proposed?*</p>	<p>Community-Based and Museum Art Education has been offered for three consecutive Spring semesters (2015, 2016, and 2017) as an ARED 281 Special Topics Course. The course has been successful and has served both Art Education majors as a major elective as well as students from Adult Education, Special Education, Art History, and Religious Studies as a free elective.</p> <p>The course addresses a growing area of the field of Art Education: Teaching in Community-Based and Museum programs. A significant number of Art Educators nationwide pursue teaching in these contexts outside of the traditional P-12 public school teaching context. Students who have taken the course have gone on to pursue teaching in Community-Based Art Education Programs (e.g., Bunker Projects in Pittsburgh) and in museums. In many cases, these students are interested in working pedagogically with special populations outside of P-12 including learners with special needs, adult learners, and intergenerational programming.</p> <p>We expect the fields of Community-Based Art Education and Museum Education to continue to experience growth. Additionally, the course highlights our local and regional Art Educational organizations and partners, the plethora of art educational resources in nearby Pittsburgh, and our connections with IUP alumni teaching in these contexts.</p>
<p>(R) University Senate Summary of Rationale</p>	<p><i>Please enter a single paragraph summary/rationale of changes or proposal for University Senate.</i></p> <p>We would like to make the current ARED 281 Special Topics course into a permanent Art Education elective. The 281 has been taught successfully in three concurrent Spring semesters.</p>
<p>(S) How Does it Fit into the Departmental Curriculum?*</p>	<p><i>Check all that apply</i></p> <p>Free Elective Required Elective</p> <p>If Other, please explain:</p>
<p>(T) Is a Similar Class Offered in Other Departments? *</p>	<p>NO</p> <p>Please Provide Comment:</p>
<p>(U) Does it Serve the College /University Above and Beyond the Role it Serves in the Department?*</p>	<p>YES</p> <p>Please Provide Comment:</p> <p>This course includes a service-learning component that has been developed in collaboration with local art education organizations. For example, in Spring 2017, students in the course created the curriculum for and taught Saturday classes for children at The Artist's Hand Gallery as well as intensive art tutoring for young people there on Tuesday evenings.</p> <p>Additionally, as we have had students from other departments in each section of the course, it has enhanced other areas of the curriculum for students generally interested in art education, museum education, and learners beyond the P-12 context.</p> <p>Finally, through the course we have been able to strengthen relationships with our alumni who are teaching in community-based and museum contexts, and provide our students with job-seeking and networking opportunities.</p>
<p>(V) Who is the Target Audience for the Course?*</p>	<p>Department Elective Open to Any Student</p> <p>If Other, please explain:</p>

<p>(W) Implications for Other Departments*</p>	<p>A. What are the implications for other departments? (For Example: overlap of content with other disciplines, requirements for other programs)</p> <p>While there is no overlap with content between departments, students from other departments have taken this course as a free elective.</p> <p>B. How have you addressed this with other department(s) involved? What was the outcome of that attempt?</p>				
<p>(X) Attach Supporting Documents for Implications, if Necessary</p>	<table border="1"> <thead> <tr> <th data-bbox="282 464 407 520">File</th> <th data-bbox="412 464 1487 520">Modified</th> </tr> </thead> <tbody> <tr> <td colspan="2" data-bbox="282 520 1487 632"> <hr/> </td> </tr> </tbody> </table>	File	Modified	<hr/>	
File	Modified				
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<p>(Y) Are the Resources Adequate?*</p>	<p><i>(i.e. faculty, space, equipment, laboratory supplies, library materials, travel funds, etc.)</i></p> <p>YES</p> <p>Please Provide Comment:</p>				

Distance Education Section

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

<p>If Completing this Section, Check the Box to the Right:</p>	<p>NOTE: you must check this box if the Course has previously been approved for Distance Education</p>
<p>Course Prefix/Number</p>	
<p>Course Title</p>	
<p>Type of Proposal</p>	<p><i>See CBA, Art. 42.D.1 for Definition</i></p>
<p>Brief Course Outline</p>	<p><i>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</i></p> <p><i>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.</i></p>
<p>Rationale for Proposal (Required Questions from CBA)</p>	
<p>How is/are the instructor(s) qualified in the Distance Education delivery method as well as the discipline?</p>	

<p>For each outcome in the course, describe how the outcome will be achieved using Distance Education technologies.</p>	
<p>How will the instructor-student and student-student interaction take place? (if applicable)</p>	
<p>How will student achievement be evaluated?</p>	
<p>How will academic honesty for tests and assignments be addressed?</p>	

Liberal Studies Section

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


<p>If Completing this Section, Check the Box to the Right:</p>	<p>NOTE: you must check this box if the Course/Program has previously been approved for Liberal Studies</p>
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Liberal Studies Course Designations (Check all that apply)	
Learning Skills:	
Knowledge Area:	
Liberal Studies Elective	<i>Please mark the designation(s) that apply - must meet at least one</i>
Expected Undergraduate Student Learning Outcomes (EUSLOs)	<p><i>Describe how each Student Learning Outcome in the course enables students to become Informed Learners, Empowered Learners and/or Responsible Learners</i></p> <p><i>See http://www.iup.edu/WorkArea/DownloadAsset.aspx?id=181694</i></p>
Description of the Required Content for this Category	<i>Narrative on how the course will address the Selected Category Content</i>
<p>All Liberal Studies courses are required to include perspectives on cultures and have a supplemental reading.</p> <p>Please answer the following questions.</p>	

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

Teacher Education Section

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

<p>If Completing this Section,</p> <p>Check the Box to the Right:</p>	<p>NOTE: you must check this box if the Course/Program has previously been approved for Teacher Education related items</p>
<p>Course Designations:</p>	
<p>Key Assessments</p>	
	<p>For both new and revised courses, please attach (see the program education coordinator):</p> <ul style="list-style-type: none"> • The Overall Program Assessment Matrix • The Key Assessment Guidelines • The Key Assessment Rubric <p style="text-align: center;">File Modified</p> <hr/> <p>No files shared here yet.</p> <ul style="list-style-type: none"> • Drag and drop to upload or browse for files 
<p>Narrative Description of the Required Content</p>	<p><i>How the proposal relates to the Education Major</i></p>

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>