

ARED 730 Teaching Studio Art-NewCrs-2018-01-27

- 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*	Robert Sweeny	Proposer Email*	sweeny@iup.edu
Contact Person*	Susan Palmisano	Contact Email*	palmisan@iup.edu
Proposing Department/Unit*	Art	Contact Phone*	7-2536

(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> 730
(C) Course Title*	Teaching Studio Art
(D) Course Level*	graduate-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:0</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>(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>distance-education</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 is a graduate level course offered online where there will be in depth discussion and independent writing components. It is important to keep the class size manageable so that the instructor can provide adequate and timely feedback.</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>Explores contemporary studio art practices and their application in a variety of educational settings, including higher education and K-12. Students will curate an exhibition based upon personal work, or work of students, and develop curriculum for higher education and/or K-12 settings. These activities will allow students to make connections between personal studio practices and pedagogical implementation of relevant art educational strategies.</p>																				
<p>(O) Student Learning Outcomes* (SLO)</p> <p>For Each Outcome Describe</p> <p>How the Outcome Will Be Measured</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. Hit Tab to add additional lines</i></p> <p>Note that the text box in the table expands</p> <table border="1" data-bbox="310 1073 1487 1455"> <thead> <tr> <th>SLO #</th> <th>Outcome</th> <th>How outcome is assessed</th> <th>COE-ET FRAMEWORK FOR ADV. PROG (CAEP)</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>Assess relevant issues regarding contemporary studio art pedagogies and practices</td> <td>Weekly review of readings and posting on learning management system</td> <td>I. Scholarship</td> </tr> <tr> <td>2</td> <td>Report information regarding personal studio explorations to colleagues.</td> <td>Mid-term exhibition plan, integrating personal and/or student work with concepts</td> <td>I. Scholarship III. Reflection</td> </tr> <tr> <td>3</td> <td>Appraise the relationship between contemporary studio practices and current pedagogical models in higher education and K-12 settings.</td> <td>Term paper on studio issues & the art classroom</td> <td>I.Scholarship II. Practice III. Reflection</td> </tr> <tr> <td>4</td> <td>Develop curriculum for teaching studio art that is informed by contemporary artistic practices as well as standards in K-12 and higher education.</td> <td>Curriculum Design Project</td> <td>I. Scholarship</td> </tr> </tbody> </table>	SLO #	Outcome	How outcome is assessed	COE-ET FRAMEWORK FOR ADV. PROG (CAEP)	1	Assess relevant issues regarding contemporary studio art pedagogies and practices	Weekly review of readings and posting on learning management system	I. Scholarship	2	Report information regarding personal studio explorations to colleagues.	Mid-term exhibition plan, integrating personal and/or student work with concepts	I. Scholarship III. Reflection	3	Appraise the relationship between contemporary studio practices and current pedagogical models in higher education and K-12 settings.	Term paper on studio issues & the art classroom	I.Scholarship II. Practice III. Reflection	4	Develop curriculum for teaching studio art that is informed by contemporary artistic practices as well as standards in K-12 and higher education.	Curriculum Design Project	I. Scholarship
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<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 style="text-align: center;">Course Outline</p> <p>Unit One: What is a Studio?</p> <ol style="list-style-type: none"> 1. Assess relevant issues regarding contemporary studio art pedagogies and practices through responses to weekly readings. <ol style="list-style-type: none"> a. Studio architecture b. Studio methodologies <p>Unit Two: Translating Studio Techniques into Practice</p> <ol style="list-style-type: none"> 1. Report information regarding personal studio explorations to colleagues through mid-term exhibition plan. <ol style="list-style-type: none"> a. Preparing the exhibition space b. Presenting the work in a professional manner <p>Unit Three: Planning and Preparation (Danielson Framework)</p> <ol style="list-style-type: none"> 1. Appraise the relationship between contemporary studio practices and current pedagogical themes as they relate to K-12 and higher education. <ol style="list-style-type: none"> a. Planning and preparation b. Classroom environment c. Instruction d. Professionalism <p>Unit Four: Classroom Environment</p> <ol style="list-style-type: none"> 1. Develop curriculum for teaching studio art that is informed by contemporary artistic practices as well as standards in K-12 and higher education. <ol style="list-style-type: none"> a. Curriculum rationale b. Relationship to state/national standards c. Adaptations for students with special needs
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Rationale for Proposal	
<p>(Q) Why is this Course Being Proposed?*</p>	<p>This course will be required for the MA in Art/Pedagogical Theory Track (proposed) and the MFA in Studio Art.</p> <p>Students in the MA in Art/Pedagogical Theory Track will be required to understand a wide variety of contemporary studio practices. This course will provide such an overview, allowing students to experiment with studio activities and application of theories.</p> <p>Students pursuing an MFA in Studio Art, the terminal degree in the discipline, may seek teaching positions in higher education upon graduation. This course provides an overview of teaching methods in preparation for a career in higher education.</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>This course will be required as part of the proposed MA in Art/Pedagogical Theory Track and for the MFA in Studio Art program. This course will provide an overview of contemporary teaching practices, allowing students to experiment with studio activities and application of theories as they apply to both the K-12 and higher education settings. This course will further prepare students within the MFA in Studio Art program, the terminal degree in the discipline, for a teaching career in higher education.</p> <p>This course will always be taught online. There are no plans for this course to be taught face to face.</p>
<p>(S) How Does it Fit into the Departmental Curriculum?*</p>	<p><i>Check all that apply</i></p> <p>Major Requirement</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>NO</p> <p>Please Provide Comment:</p>				
<p>(V) Who is the Target Audience for the Course?*</p>	<p>Course Designed for Majors</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>None</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="293 1234 358 1276">File</th> <th data-bbox="358 1234 540 1276">Modified</th> </tr> </thead> <tbody> <tr> <td colspan="2" data-bbox="293 1276 540 1402"><hr/></td> </tr> </tbody> </table>	File	Modified	<hr/>	
File	Modified				
<hr/>					
<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>distance-education</p>
<p>Course Prefix /Number</p>	<p>ARED 730</p>
<p>Course Title</p>	<p>Teaching Studio Art</p>
<p>Type of Proposal</p>	<p><i>See CBA, Art. 42.D.1 for Definition</i></p> <p>online</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 style="text-align: center;">Course Outline</p> <p>Unit One: What is a Studio?</p> <ol style="list-style-type: none"> 1. Assess relevant issues regarding contemporary studio art pedagogies and practices through responses to weekly readings. <ol style="list-style-type: none"> a. Studio architecture b. Studio methodologies 2. Reading: Becker, Carol Ed. (1994). <i>The subversive imagination: Artists, society, and social responsibility</i>. New York: Routledge. (or similar articles on the topic by relevant authors) <p>Unit Two: Translating Studio Techniques into Practice</p> <ol style="list-style-type: none"> 1. Report information regarding personal studio explorations to colleagues through mid-term exhibition plan. <ol style="list-style-type: none"> a. Preparing the exhibition space b. Presenting the work in a professional manner 2. Reading: Weintraub, L. (2003). <i>In the making: Creative options for contemporary art</i>. New York: D.A.P Press. (or similar articles on topic by other relevant authors) <p>Unit Three: Planning and Preparation (Danielson Framework)</p> <ol style="list-style-type: none"> 1. Appraise the relationship between contemporary studio practices and current pedagogical themes as they relate to K-12 and higher education. <ol style="list-style-type: none"> a. Planning and preparation b. Classroom environment c. Instruction d. Professionalism 2. Reading: Danielson, C. (2007). <i>Enhancing Professional Practice: A Framework for Teaching</i>, 2nd Edition. Association for Supervision & Curriculum Development <p>Unit Four: Classroom Environment</p> <ol style="list-style-type: none"> 1. Develop curriculum for teaching studio art that is informed by contemporary artistic practices as well as standards in K-12 and higher education. <ol style="list-style-type: none"> a. Curriculum rationale b. Relationship to state/national standards c. Adaptations for students with special needs 2. Reading: Bastos, F. & Zimmerman, E. (2015) <i>Connecting Creativity Research and Practice in Art Education: Foundations, Pedagogies, and Contemporary Issues</i>. Reston, VA: NAEA Press. (or similar articles on topic by other relevant authors)
<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>Instructor has taught ARHI 101: Introduction to Art every summer since Summer 2005, as well as ART 615 Art Seminar, ART 620 Arts and Visual Culture, ART 424/525 Critical Practice distance education courses. He also has fourteen years of experience teaching art and art education courses at the university level and a very extensive professional record of scholarly publications.</p>										
<p>For each outcome in the course, describe how the outcome will be achieved using Distance Education technologies.</p>	<table border="1"> <thead> <tr> <th data-bbox="305 470 423 541">Course SLO #</th> <th data-bbox="423 470 1484 541">How outcome is assessed using Distance Education Technologies</th> </tr> </thead> <tbody> <tr> <td data-bbox="305 541 423 613">1</td> <td data-bbox="423 541 1484 613">Students will identify relevant issues through weekly review of reading assignments and through discussion board conversations</td> </tr> <tr> <td data-bbox="305 613 423 659">2</td> <td data-bbox="423 613 1484 659">Reflective writings will be shared online and a mid-term plan submitted to the discussion board for analysis.</td> </tr> <tr> <td data-bbox="305 659 423 730">3</td> <td data-bbox="423 659 1484 730">Term Paper on studio issues & the art classroom will be submitted online. Research writing will be shared at both their developing stages and in final form through online posts to the discussion board.</td> </tr> <tr> <td data-bbox="305 730 423 793">4</td> <td data-bbox="423 730 1484 793">Research strategies will be discussed online and developed through course readings. Course curriculum projects will be posted online and analyzed through discussion board conversations.</td> </tr> </tbody> </table>	Course SLO #	How outcome is assessed using Distance Education Technologies	1	Students will identify relevant issues through weekly review of reading assignments and through discussion board conversations	2	Reflective writings will be shared online and a mid-term plan submitted to the discussion board for analysis.	3	Term Paper on studio issues & the art classroom will be submitted online. Research writing will be shared at both their developing stages and in final form through online posts to the discussion board.	4	Research strategies will be discussed online and developed through course readings. Course curriculum projects will be posted online and analyzed through discussion board conversations.
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<p>How will the instructor-student and student-student interaction take place? (if applicable)</p>	<p>These forms of interaction will take place through asynchronous posts to message boards, as well as synchronous discussions during scheduled chat times, if applicable.</p>										
<p>How will student achievement be evaluated?</p>	<p>Student achievement will be evaluated through written responses in discussion boards, and written assignments posted to learning management system.</p> <p>Specifically, students will be evaluated on the following:</p> <ol style="list-style-type: none"> 1. Weekly review/response connecting reading to studio research 2. Participation in online discussion 3. Mid-Term Research plan for integration of personal studio activity in classroom/exhibition. 4. Final research paper on issues and everyday studio practices <p><i>Grade breakdown:</i></p> <ol style="list-style-type: none"> 1. End of term paper - 40% of grade 2. Mid-Term exhibition plan - 20% of grade 3. Online participation grade - 20% of grade 4. Weekly review/response - 20% of grade 										
<p>How will academic honesty for tests and assignments be addressed?</p>	<p>No tests will be assigned however written work will be assessed for authenticity through comparison of written samples that come from discussion posts and other assignments. Students will be required to cite sources accordingly in written work and follow the academic integrity statement included on the syllabus, which states students agree that by taking this course all required papers may be subject to submission for textual similarity review, such as Turnitin.com, for the detection of plagiarism.</p>										

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
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Liberal Studies Course Designations (Check all that apply)																							
Section 1																							
Learning Skills:																							
Knowledge Area:																							
Liberal Studies Elective	<i>Please mark the competencies(s) that apply - must meet at least one</i>																						
How does this course fit into the designation you indicated above?																							
Expected Undergraduate Student Learning Outcomes (EUSLOs) Map the Course Outcome to the ESULO's	<p><i>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</i></p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 70%;">Informed Learners demonstrate:</th> <th style="width: 30%;">Course SLO #</th> </tr> </thead> <tbody> <tr> <td>• the ways of modeling the natural, social and technical worlds</td> <td></td> </tr> <tr> <td>• The aesthetic facets of human experience</td> <td></td> </tr> <tr> <td>• the past and present from historical, philosophical and social perspectives</td> <td></td> </tr> <tr> <td>• the human imagination, expression and traditions of many cultures</td> <td></td> </tr> <tr> <td>• the interrelationships within and across cultures & global communities</td> <td></td> </tr> <tr> <td>• the interrelationships within and across disciplines</td> <td></td> </tr> <tr> <th>Empowered Learners demonstrate:</th> <th>Course SLO #</th> </tr> <tr> <td>• effective oral and written communication abilities</td> <td></td> </tr> <tr> <td>• ease with textual, visual and electronically-mediated literacies</td> <td></td> </tr> <tr> <td>• problem solving skills using a variety of methods and tools</td> <td></td> </tr> </tbody> </table>	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	
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	<ul style="list-style-type: none"> information literacy skills including the ability to access, evaluate, interpret and use information from a variety of sources 	
	<ul style="list-style-type: none"> the ability to transform information into knowledge and knowledge into judgement and action 	
	<ul style="list-style-type: none"> the ability to work within complex systems and with diverse groups 	
	<ul style="list-style-type: none"> critical thinking skills including analysis, application and evaluation 	
	<ul style="list-style-type: none"> reflective thinking and the ability to synthesize information and ideas 	
	Responsible Learners demonstrate:	Course SLO #
	<ul style="list-style-type: none"> intellectual honesty 	
	<ul style="list-style-type: none"> concern for social justice 	
	<ul style="list-style-type: none"> civic engagement 	
	<ul style="list-style-type: none"> an understanding of the ethical and behavioral consequences of decisions and actions on themselves, on society, and on the physical world 	
	<ul style="list-style-type: none"> 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.

<p>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.</p>	
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Teacher Education Section

- Complete this section only for a new Teacher Education course or Teacher Education 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 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 style="width: 20%; margin: 0 auto;"/> <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>