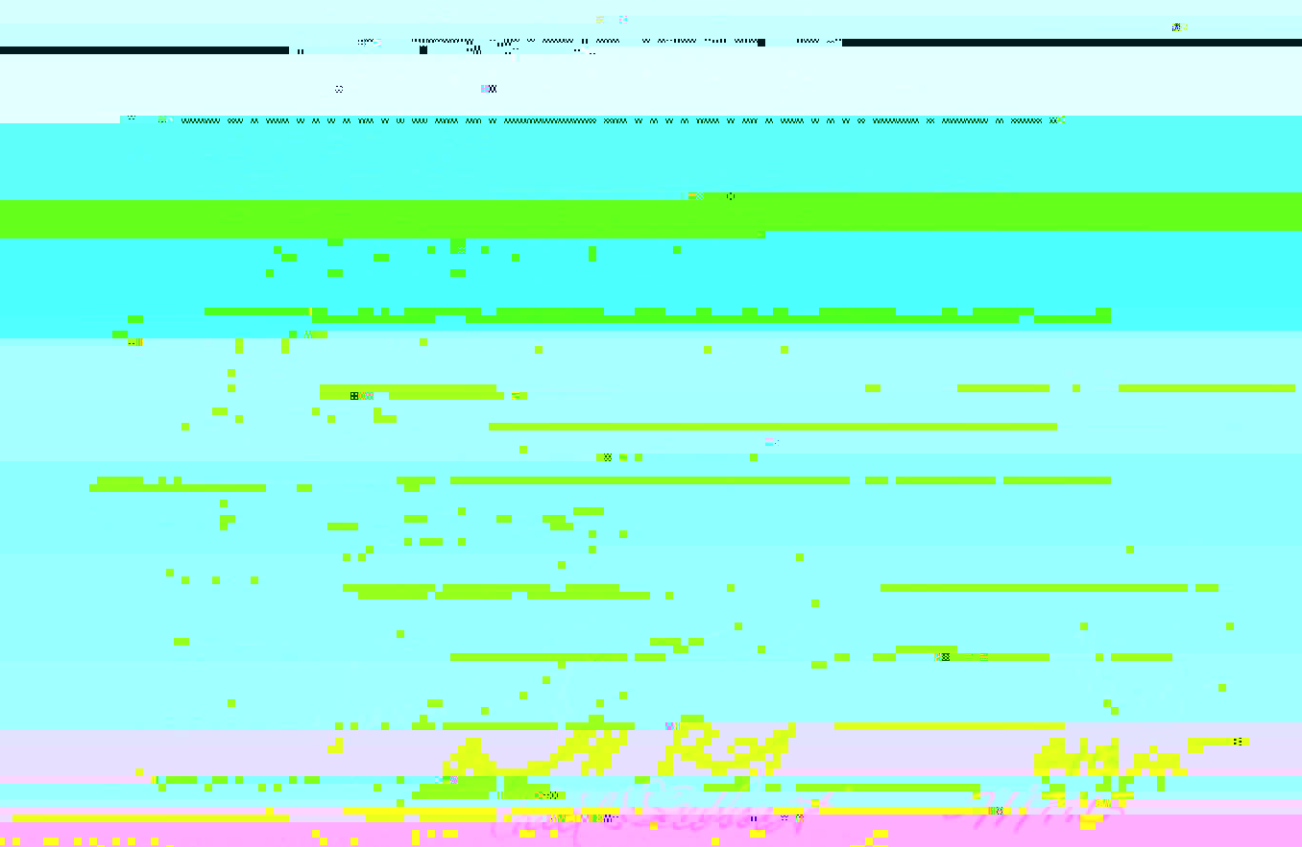


UWACC: AP 2/17/15
SCHM: AP 3/3/15

REQUEST FOR APPROVAL TO USE W-DESIGNATION

LSC # 14-21a Action ^{LSC} AP-2/3/15

COVER SHEET: Request for Approval to Use W-Designation



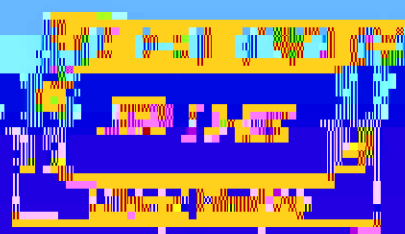
1. The proposed W-designation area is shown in pink on the map. The area is bounded by the following coordinates: [Coordinates]

2. The proposed W-designation area is shown in pink on the map. The area is bounded by the following coordinates: [Coordinates]

3. The proposed W-designation area is shown in pink on the map. The area is bounded by the following coordinates: [Coordinates]

4. The proposed W-designation area is shown in pink on the map. The area is bounded by the following coordinates: [Coordinates]

5. The proposed W-designation area is shown in pink on the map. The area is bounded by the following coordinates: [Coordinates]



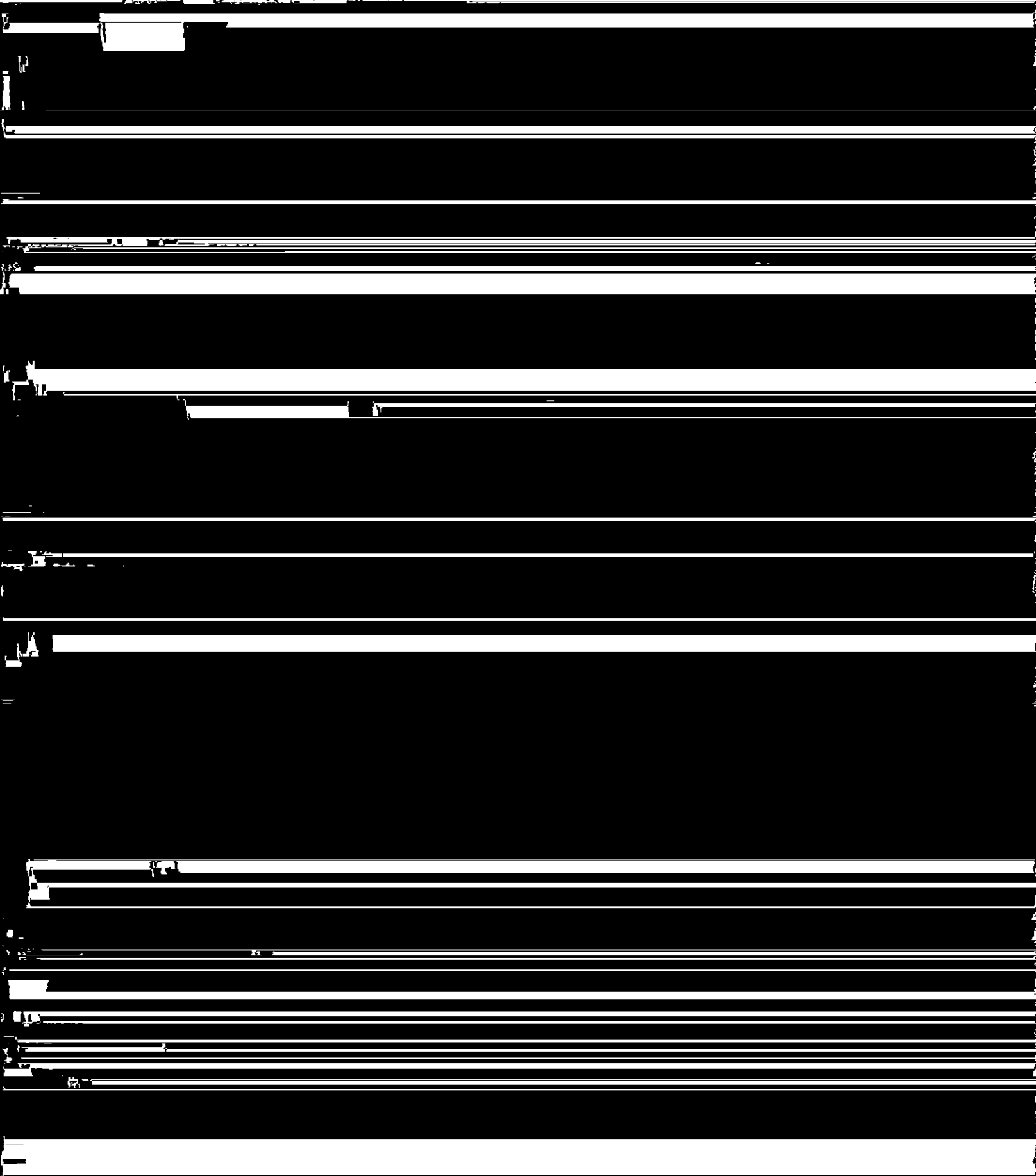
Approved
APR 20 2015
[Signature]

STATEMENT OF DEPARTMENTAL RESPONSIBILITY

[REDACTED]

Curriculum Design Expectations, Outcomes, and Assessment

Curriculum Design Expectations, Outcomes, and Assessment



I welcome and encourage you to share relevant course texts and media (which we will broadly define as articles, books, films, internet resources, etc.) with your classmates vial the d2l site. We will further discuss this in class.

Supplemental/Recommended Books:

Supplemental, or recommended, books are available for purchase at the Co-op Book Store, with the exceptions of *Creative and Mental Growth*, which is on reserve in the main library, and *Differentiated Instruction in Art*, which is an e-book:

- Fay, I. & Funk, D. *Teaching with love and logic: Taking control of the classroom*

to readings and course media should be a minimum of two typed pages, using a standard 12 pt. font and should stand on their own as concise, complete, and thoughtful pieces of academic writing in APA style.

8 Reading Responses (10 points per response)	80 pts.
Learner Interview	25 pts.
Curriculum Design (50 points documentation & reflection)	125 pts.
Course participation	20 pts
Total	250 points

VI. Course Outline (subject to change)

week one

8/26: syllabus review, course introduction, view *Axe Cop*

8/28: self-reflection assignment, view *The Scared is scared & Caine's Arcade*

assignment: self-reflection

week two: **THEME ONE ~ children and their art-making**

9/2: introduction to theme one: children's art making and collaborating with children, view *Heidi's Horse*

assignment: read Wilson & Wilson, *Introduction*

9/4: discussion *Introduction*, Lowenfeld's stages of artistic development

assignment: read Wilson & Wilson, *Chapter 1*

week three: why and how do children make art?

9/9: discuss *Chapter 1*

week eight

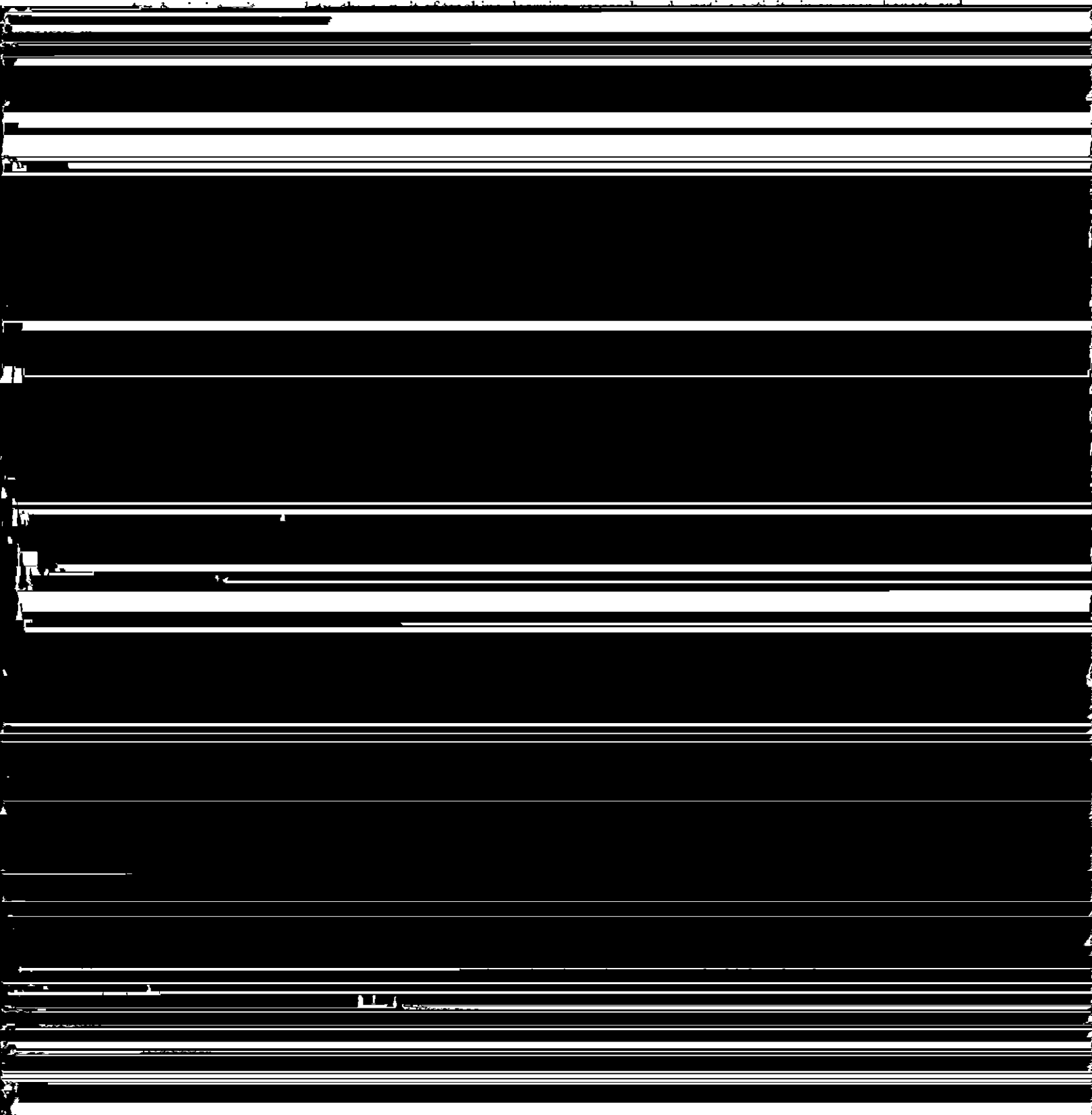
10/14: view excerpt from *School of Rock*, discuss *Chapter 6* and the project-based approach to curriculum design

view excerpt from *Democracy & Its Discontents*

Disability Support Services, located in 216 Pratt Hall, provides services to students with disabilities of all kinds, including learning, physical, hearing, vision, or psychological. IUP is committed to ensuring equal access to education as intended by Section 504 of the Rehabilitation Act of 1973 and the Americans With Disabilities Act.

** Students with special needs should notify me as soon as possible, if you have *any* concerns or considerations.

**VIII. Other
Academic Integrity Statement**



Nyman, A., & Jenkins, M. (Eds.). (1999). *Issues and approaches to art for students with special needs*. Reston, VA: National Art Education Association Press.

Pelo, A. (2007). *The language of art: Inquiry-based studio practices in early childhood settings*. St. Paul, MN: Redleaf Press.

Wilson, M. & Wilson, B. (2009). *Teaching children to draw* (2nd Ed). Worchester, MA: Davis Publications.

III. Work Samples

IUP Art Ed.

ARED 317

Fall 2014

Dr. Marissa McClure

LEARNER INTERVIEW GUIDELINES, CHOICES, + SUGGESTIONS:

For the Learner Interview, you must engage in a ten-question (minimum) interview with a learner of your choice. You define "learner" which includes children, school learners, museum learners, learners in community settings.

You will interpret your learner's responses. How do you believe they represent learners in their group? What type of

must include AT LEAST ONE of the National Core Arts Standards in your curriculum design overview.

- **Lesson & Learner Outcomes:** Your project must include at least four measurable outcomes in a bullet-point list.
- **Instructional Resources:** You must include specific titles, dates, artists/authors and sources for each research you plan to share with learners (e.g., books, images, original art pieces). You must include either an image of or a link to each of these resources in your curriculum design overview (links can be included in the References Section. If you choose to make a PowerPoint or other presentation, please include your PowerPoint with the curriculum design overview as an attachment.
- Your curriculum design overview must include a **Provocation**.
- **Documentation and Assessment of Student Learning:** Your project must include at least four measurable assessment outcomes in a bullet-point list.

Documentation and Assessment: 25 points

Documentation is a means of learning from your observations of classroom events. In various forms – videotapes, photographs, field notes – documentation provides a visible trace of the process that learners and educators engage in during their artistic investigations together. It provides a record of the learning experiences in the classroom, reveals connections between events, and provides learners, educators, and other stakeholders (families,

What should your reflection accomplish? Of what should your reflection consist? As a basis, your reflection should:

1. richly describe what happened in your teaching experience;
2. highlight at least one specific event that you feel went very well (whether expectedly or unexpectedly so) and include what you gained from this event;
- ~~3. highlight at least one specific event that was unplanned or unexpected and interpret what you learned from~~

Subject: LS proposals

