

ARED 101 Introduction to Art Education-NewCrs-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



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@iup.edu
Proposing Department/Unit*	Art	Contact Phone*	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> 101
(C) Course Title*	Introduction to Art Education
(D) Course Level*	undergraduate-level

(E) Cross
Listed*

Dual Listed
courses must
use the

Dual Listed form

Note: both courses to be dual-listed

(P) Brief Course Outline*	<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> <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> <i>direct faculty instruction, there should be a minimum of two hours of out of class student work.</i> This course provides an introduction to some of the theoretical and contextual foundations that support contemporary art education theory and practice in a variety of settings including schools, museums, and community-based programs. The course is centered in discussion of issues relating to teaching children, adolescents, and adults including: • The content of art education • Locations of art education practice • Understanding learners • Teaching as a reflective process • Critical and reflective pedagogy • Professional development and art education as a profession During the semester you will have an opportunity to observe and work directly with children or adolescent learners, and to plan and present at least one educational experience to a small group of students. You will also begin the teaching/learning portfolio which you will continue to develop through the remainder of your courses in art education as you document your experiences and reflections in this class.
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Rationale for Proposal	
(Q) Why is this Course Being Proposed?*	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. ARED 101: Introduction to Art Education will introduce students 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.
(R) University Senate Summary of Rationale	<i>Please enter a single paragraph summary/rationale of changes or proposal for University Senate.</i> ARED 101: Introduction to Art Education will introduce students 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.
(S) How Does it Fit into the Departmental Curriculum?*	<i>Check all that apply</i> Major Requirement If Other, please explain:
(T) Is a Similar Class Offered in Other Departments? *	NO Please Provide Comment:

(U) Does it Serve the College /University Above and Beyond the Role it Serves in the Department?*	NO Please Provide Comment:
(V) Who is the Target Audience for the Course?*	Department Elective Course Designed for Majors If Other, please explain:
(W) Implications for Other Departments*	A. What are the implications for other departments? (For Example: overlap of content with other disciplines, requirements for other programs) There is no overlap between this course and those offered by other departments. B. How have you addressed this with other department(s) involved? What was the outcome of that attempt?
(X) Attach Supporting Documents for Implications, if Necessary	File Modified
(Y) Are the Resources Adequate?*	

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 EUSLO's	<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> <table border="1"> <tr> <th>Informed Learners demonstrate:</th> <th>Course SLO #</th> </tr> <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> <tr> <td> - information literacy skills including the ability to access, evaluate, interpret and use informatoin from a variety of sources </td> <td></td> </tr> <tr> <td> - the ability to transform information into knowledge and knowledge into judgement and action </td> <td></td> </tr> <tr> <td> - the ability to work within complex systems and with diverse groups </td> <td></td> </tr> <tr> <td> - critical thinking skills including analysis, application and evaluation </td> <td></td> </tr> <tr> <td> - reflective thinking and the ability to synthesize information and ideas </td> <td></td> </tr> <tr> <th>Responsible Learners demonstrate:</th> <th>Course SLO #</th> </tr> </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		information literacy skills including the ability to access, evaluate, interpret and use informatoin 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 #
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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 