

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*	

(E) Cross Listed*

Dual Listed courses must use the

Dual Listed form

Note: both courses to be dual-listed

must be approved through Senate

<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>(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>

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<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 <hr style="width: 20%; margin-left: 20px;"/> <ul style="list-style-type: none"> •