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| For Academic Affairs and Research Use Only | |
| Proposal Number |  |
| CIP Code: |  |
| Degree Code: |  |

**New or Modified Course Proposal Form**

**[X] Undergraduate Curriculum Council**

**[ ] Graduate Council**

|  |
| --- |
| **[X]New Course, [ ]Experimental Course (1-time offering), or [ ]Modified Course (Check one box)** |

Signed paper copies of proposals submitted for consideration are no longer required. Please type approver name and enter date of approval.

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| --- | --- |
| Shelley Gipson 2/20/2020 **Department Curriculum Committee Chair** | Joanna M Grymes 3/20/2020  **COPE Chair (if applicable)** |
| Temma Balducci 2/21/2020 **Department Chair** | Mary Jane Bradley 3/23/2020  **Head of Unit (if applicable)** |
| |  |  | | --- | --- | | Mary Elizabeth Spence | 3/6/2020 | | **Office of Assessment** |  | | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date…  **Undergraduate Curriculum Council Chair** |
| Warren Johnson 3/18/2020 **College Curriculum Committee Chair** | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date…  **Graduate Curriculum Committee Chair** |
| Gina Hogue. 3/18/2020 **College Dean** | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date…  **Vice Chancellor for Academic Affairs** |
| |  |  | | --- | --- | | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | Enter date |   **General Education Committee Chair (if applicable)** |  |

1. **Contact Person (Name, Email Address, Phone Number)**

Shelley Gipson, Dept. of Art + Design, sgipson@astate.edu, 870.972.3753

1. **Proposed starting term and Bulletin year for new course or modification to take effect**  
   Fall 2020, 2020-2021 Bulletin

**Instructions:**

*Please complete all sections unless otherwise noted. For course modifications, sections with a “Modification requested?” prompt need not be completed if the answer is “No.”*

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| --- | --- | --- |
|  | **Current (Course Modifications Only)** | **Proposed (New or Modified)**  *(Indicate “N/A” if no modification)* |
| **Prefix** |  | **ARED** |
| **Number\*** |  | **4763** |
| **Title** |  | **Special Topics in Art Education Short: Special Topics in Art Ed** |
| **Description\*\*** |  | Advanced studies on a topic in Art Education. May be repeated for credit. |

***\**** (Confirm with the Registrar’s Office that number chosen has not been used before and is available for use. For variable credit courses, indicate variable range. *Proposed number for experimental course is 9*. )

\*\*Forty words or fewer as it should appear in the Bulletin.

1. **Proposed prerequisites and major restrictions** **[Modification requested? Yes/No]**

(Indicate all prerequisites. If this course is restricted to a specific major, which major. If a student does not have the prerequisites or does not have the appropriate major, the student will not be allowed to register).

1. **Yes** Are there any prerequisites?
   1. If yes, which ones?

a grade of C or better in ARED 3803; or instructor permission

* 1. Why or why not?

Students must have a foundation in Art Education before working on more advanced projects.

1. **No** Is this course restricted to a specific major?
   1. If yes, which major? Enter text...
2. **Proposed course frequency**

(e.g. Fall, Spring, Summer; if irregularly offered, please indicate, “irregular.”) *Not applicable to Graduate courses.*

Fall, Spring

1. **Proposed course type**

Will this course be lecture only, lab only, lecture and lab, activity (e.g., physical education), dissertation/thesis, capstone, independent study, internship/practicum, seminar, special topics, or studio? Please choose one.

Special Topics

1. **Proposed grade type**

What is the grade type (i.e. standard letter, credit/no credit, pass/fail, no grade, developmental, or other [please elaborate])

Standard Letter

1. **No** Is this course dual-listed (undergraduate/graduate)?
2. **No** Is this course cross-listed?

*(If it is, all course entries must be identical including course descriptions. Submit appropriate documentation for requested changes. It is important to check the course description of an existing course when adding a new cross-listed course.)*

**a.** – If yes, please list the prefix and course number of the cross-listed course.

Enter text...

**b.** – NO Can the cross-listed course be used to satisfy the prerequisite or degree requirements this course satisfies?

Enter text...

1. **No** Is this course in support of a new program?

a. If yes, what program?

Enter text...

1. **No** Will this course be a one-to-one equivalent to a deleted course or previous version of this course (please check with the Registrar if unsure)?

a. If yes, which course?

Enter text...

**Course Details**

1. **Proposed outline** **[Modification requested? Yes/No]**

(The course outline should be topical by weeks and should be sufficient in detail to allow for judgment of the content of the course.)

**Below is a syllabus of a sample topic.**

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| **Week 1** | **Discuss class goals and student learning objectives. Consider various project based learning ideas. Consider assessments.** |  |
| **Week 2** | **Meeting with Nettleton Supt. Re Makerspace options at Nettleton STEAM** |  |
| **Week 3** | **Article/Research discussion: Consider possible mural ideas for doors, research paint options and dementia patient needs: Consider STEAM excerpts, Makerspace information on line source** |  |
| **Week 4** | **meeting about door murals 3:00** |  |
| **Week 5** | **Mural Planning** |  |
| **Week 6** | **Mural Planning – Work in Progress Critique** |  |
| **Week 7** | **Presentation at UH elementary 10:30 regarding artist/art teacher profession.** |  |
| **Week 8** | **Update on project plans and assessments** |  |
| **Week 9** | **STEAM Project Planning** |  |
| **Week 10** | **STEAM Project Planning** |  |
| **Week 10** | **Meeting with Mural Participants/Directors** |  |
| **Week 11** | **Meeting with STEAM Project Participants/Directors** |  |
| **Week 12** | **Updates on Projects** |  |
| **Week**  **13** | **Updates on Projects** |  |
| **Week 14** | **Projects Completed** |  |
| **Week 15** | **Project Presentations and artifacts** |  |

1. **Proposed special features**

(e.g. labs, exhibits, site visitations, etc.)

none

1. **Department staffing and classroom/lab resources**

1. Will this require additional faculty, supplies, etc.?

**No**

1. **No** Does this course require course fees?

*If yes: please attach the New Program Tuition and Fees form, which is available from the UCC website.*

**Justification**

**Modification Justification (Course Modifications Only)**

1. Justification for Modification(s)

Enter text...

**New Course Justification (New Courses Only)**

1. Justification for course. Must include:

a. Academic rationale and goals for the course (skills or level of knowledge students can be expected to attain)

Special Topics will allow faculty to teach multiple students (unlike Independent Study) a specific course in a topic not covered by our curriculum as described in the bulletin. Examples of this might include Mixed Media, Fresco, Mural, SWAG, and cross-disciplinary courses.

b. How does the course fit with the mission of the department? If course is mandated by an accrediting or certifying agency, include the directive.

The Department of Art + Design is dedicated to the creative, aesthetic and cultural development of visual art students that builds upon a well-rounded liberal arts education. The faculty prepares its students to assume leadership positions in their professional lives while maintaining a commitment to the conceptual and aesthetic standards of their chosen discipline. The department develops and supports a nurturing creative community that builds confidence through academic rigor and provides an environment in which students can build and refine their craft, develop critical thinking skills, and realize their full potential. Graduates of the Department of Art + Design join the community as socially responsible artists, designers, educators and historians ready to contribute to diverse and changing creative fields.

Special Topics in Art Education will allow students to have more hands-on experiences that include community-based, multi-generational, STEAM, Maker’s Space, and more. These opportunities change frequently and are not included in the current bulletin.

c. Student population served.

Art + Design students

d. Rationale for the level of the course (lower, upper, or graduate).

This course is intended for students at the junior or senior level, after they have some experience in studio art.

**Assessment**

**Assessment Plan Modifications (Course Modifications Only)**

1. **Yes / No** Do the proposed modifications result in a change to the assessment plan?

*If yes, please complete the Assessment section of the proposal*

**Relationship with Current Program-Level Assessment Process (Course modifications skip this section unless the answer to #19 is “Yes”)**

1. What is/are the intended program-level learning outcome/s for students enrolled in this course? Where will this course fit into an already existing program assessment process?

Special Topics will fall under either the 18 hours of Upper-level ART, ARED or GRFX courses

PLO2 – Emphasized

Historical and Theoretical Foundation of Art - SWABT understand art materials in their art historical context including stylistic traits, theory, aesthetics, and critical response in western and non-western traditions.

PLO3 – Emphasized and Reinforced

Art Making - SWABT apply elements and principles of design with historical and contemporary compositional devices to create artwork in a variety of media with an understanding of process, safety and presentation.

1. Considering the indicated program-level learning outcome/s (from question #20), please fill out the following table to show how and where this course fits into the program’s continuous improvement assessment process.

*For further assistance, please see the ‘Expanded Instructions’ document available on the UCC - Forms website for guidance, or contact the Office of Assessment at 870-972-2989.*

|  |  |
| --- | --- |
| **Program-Level Outcome 1 (from question #23)** | PLO2 – Emphasized  Historical and Theoretical Foundation of Art - SWABT understand art materials in their art historical context including stylistic traits, theory, aesthetics, and critical response in western and non-western traditions. |
| Assessment Measure | DIRECT – Students must pass the Art Content Praxis II, as defined by Praxis to become a licensed teacher. Students are encouraged to take the Praxis II during their internship semester. Praxis scores are collected at the Exit Interview at the end of TIAR 4826.Praxis II Art Content and Analysis (0315/5135), Section II Historical and Theoretical Foundation goal: 80% of students get 70% of possible points correct  INDIRECT – Student Survey during Exit Interview at end of TIAR 4826, Alumni survey of all ARED graduates\* every three years, starting Fall 2017. \*due to small numbers. |
| Assessment  Timetable | Fall, Spring Data Collection during Internship  Reporting in Year 1: 16-17; 19-20 on a three-year cycle.  Fall Meeting: Assessment Committee reviews data;  Spring Meeting: Faculty reviews findings |
| Who is responsible for assessing and reporting on the results? | Art Education reports to Assessment Coordinator |

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| **Program-Level Outcome 2 (from question #23)** | Art Making –  SWABT apply elements and principles of design with historical and contemporary compositional devices to create artwork in a variety of media with an understanding of process, safety and presentation. |
| Assessment Measure | DIRECT – Students must pass the Art Content Praxis II, as defined by Praxis to become a licensed teacher. Students are encouraged to take the Praxis II during their internship semester. We are dependent upon Praxis reports for our data at this time. Praxis II Art Content and Analysis (0315/5135), Section I Art Making goal: 80% of students get 70% of possible points correct.  INDIRECT – Student Survey during Exit Interview at end of TIAR 4826, Alumni survey of all ARED graduates\* every three years, starting Fall 2017. \*due to small numbers. |
| Assessment  Timetable | Fall, Spring Data Collection in ART 4331: Senior Exhibition;  Reporting in Year 2: 17-18; 20-21 on a three-year cycle.  Fall Meeting: Assessment Committee reviews data;  Spring Meeting: Faculty reviews findings |
| Who is responsible for assessing and reporting on the results? | Art Educator reports to Assessment Coordinator. |

*(Repeat if this new course will support additional program-level outcomes)*

**Course-Level Outcomes**

1. What are the course-level outcomes for students enrolled in this course and the associated assessment measures?

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| --- | --- |
| **Outcome 1** | Student will demonstrate knowledge of a specific topic in art education. |
| Which learning activities are responsible for this outcome? | Reading, Presentation, Artifact Creation, Group work, Project Completion |
| Assessment Measure | Completion of Group Project graded by rubric |

*(Repeat if needed for additional outcomes)*

**Bulletin Changes**

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| **Instructions** |
| **Please visit** [**http://www.astate.edu/a/registrar/students/bulletins/index.dot**](http://www.astate.edu/a/registrar/students/bulletins/index.dot) **and select the most recent version of the bulletin. Copy and paste all bulletin pages this proposal affects below. Please include a before (with changed areas highlighted) and after of all affected sections.**  **\*Please note: Courses are often listed in multiple sections of the bulletin. To ensure that all affected sections have been located, please search the bulletin (ctrl+F) for the appropriate courses before submission of this form.** |

**Undergraduate Bulletin 2019-2020, Page 425 current**

Art Education (ARED)

ARED 3702. **Children and Art** Processes and methods for integrating art with the elementary classroom experience, as designed for the non-art major; may not be used to satisfy any art degree. Prerequisite, 30 semester hours. Fall, Spring, Summer.

ARED 3803. **Teaching Art in the Elementary Grades** Techniques and strategies for teach-ing visual art to children in the elementary grades, developing an art curriculum, and learning to assess children’s artwork are the focus of this course. Prerequisite, a grade of C or better in ART 1013, ART 1033, ARTH 2583, and ARTH 2593; 30 semester hours completed. Spring.

ARED 4703. **Concepts in Art Education** A study of historical and contemporary philosophical concepts in art education. Prerequisites, a grade of C or better in ARED 3803; acceptance into a teacher education program. Spring.

ARED 4753. **Special Problems in Art Education** Independent study of approved topics in Art Education. May be repeated for credit. Prerequisite, instructor permission. Spring.

**ARED 4763. Special Topics in Art Education** Advanced studies on a topic in Art Education. May be repeated for credit. Prerequisite, a grade of C or better in ARED 3803; or instructor permission. Fall, Spring.

**Undergraduate Bulletin 2019-2020, Page 425 proposed**

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