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

**New or Modified Course Proposal Form**

**[ ] Undergraduate Curriculum Council**

**[X] Graduate Council**

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| --- |
| **[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 3/10/2021 **Department Curriculum Committee Chair** | Joanna Grymes 3/30/2021  **COPE Chair (if applicable)** |
| Temma Balducci 3/10/2021 **Department Chair** | Mary Jane Bradley 4/2/2021  **Head of Unit (if applicable)** |
| Warren Johnson 3/16/2021  **College Curriculum Committee Chair** | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date…  **Undergraduate Curriculum Council Chair** |
| Mary Elizabeth Spence 3/19/2021 **Office of Assessment (new courses only)** | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date…  **Graduate Curriculum Committee Chair** |
| Gina Hogue 3/17/2021 **College Dean** | Alan Utter 4/28/2021  **Vice Chancellor for Academic Affairs** |
| \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date…  **General Education Committee Chair (if applicable)** |  |

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

Dr. Susan Whiteland, Dept. of Art + Design, swhiteland@astate.edu, 972.3050

1. **Proposed starting term and Bulletin year for new course or modification to take effect**

Start Term: Spring 2022

Bulletin Year: 2021-2022

**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\*** |  | **6703** |
| **Title** |  | **Applied Visual Art Infusion: Contemporary Approaches**  **Short: Applied Visual Art** |
| **Description\*\*** |  | **Curriculum development and application of art-infused contemporary models to integrate the visual arts with other subject area content.** |

***\**** (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?

Acceptance to the MAT Teacher Education Program.

* 1. Why or why not?

The prerequisite brings the proposed class in line with the current MLED/BTECH MAT program requirements.

1. Yes Is this course restricted to a specific major?
   1. If yes, which major? MAT
2. **Proposed course frequency [Modification requested? Yes/No]**

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

n/a

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

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.

Studio

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

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. Yes Is this course in support of a new program?

a. If yes, what program?

It is in support of a new Art OPTION for the existing MAT

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.)

***The class is designed and formatted for asynchronous 7 weeks of accelerated instruction which fits the timeline and expectations for the MAT programs***

Week 1 Students will become familiar with PBL rationale and STEAM pedagogy through readings, videos and discussion ATS 1,2,3,4,5,8 TESS 4

Week 2 Students will engage in research and write a personally meaningful problem scenario and driving question that provides opportunity for art integration with another subject area ATS 1,2,4,5,7 TESS 1,2

Week 3 Students will determine an art product that may be used to solve the problem scenario and/or publicly inform an audience of the situation to seek a solution ATS 4,5,6 TESS 1,2,3,4

Week 4 Students will create lesson plans that may be used to guide learning of content standards for another subject area and visual art standards including processes and techniques needed to create an art product ATS 1,2,3,4,5,6,7,8, TESS 1,2,3,4

Week 5 Document process of creating art product. ATS 4,5,6,7,8 TESS 1,3,4

Week 6 Create all supplementary materials for teaching and assessing curriculum content ATS 1,2,3,4,5,6,7,8 TESS 1,2,3,4

Week 7 Present recorded lesson virtually through Voice thread or another similar platform ATS 1,2,3,4,5,6,7,8,9,10 TESS 1,2,3,4

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

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

Not applicable

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

Current staffing and resources only

No overload is expected.

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

No; Current staffing will teach the course.

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)

**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)

Academic rationale: This course will provide opportunity to build a proficient level of practical knowledge in order to plan contemporary visual art curriculum approaches that may include integration with other subject area content

**COURSE LEARNING OUTCOMES:**

(1) Problem Solving Skills:

The student will have a reasonable understanding of problem resolution through assigned projects. ATS 4,5,6 TESS 1,2,3,4

(2) Technical Competence:

Through various projects the student will develop some level of proficiency in various computer applications that may be applicable for future classroom use. ATS 1,2,3,4,5,6,7,8, TESS 1,2,3,4

(3) Communication Skills:

The student will be able to adequately discuss contemporary approaches in curriculum building both in oral and written format. ATS 1,2,3,4,5,7,8 TESS 1,2,4

(4) Organizational Skills:

The student will acquire demonstrable organizational skills through research, idea

development, and time management in completing all of the projects by the assigned deadlines. ATS 4,5,6 TESS 1,2,3,4

(5) Collaboration Skills:

Through classroom exercises, assigned projects and group critique, students will acquire

demonstrable collaboration skills. ATS 1,2,3,4,5,6,7,8,9,10 TESS 1,2,3,4

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.

ARED 6703 fits with the mission of the COEBS to generate, disseminate, and apply knowledge that will improve education. Learning curriculum approaches for infusing art with other subject area content will help teacher candidates who wish to be licensed to teach visual art K-12 to utilize contemporary pedagogical practices when planning for visual art instruction.

c. Student population served.

Students with an art degree, but without teacher certification.

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

The 6000 level of the proposed course, ARED 6703, is in line with all of the course levels that are part of the current MAT program for MLED and BTECH.

**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 #18 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?

The teacher candidate will be developing proficiency in each of the following program-level learning outcomes for the MAT program: Standard #1-10 (Learner Development, Learning Differences, Learning Environments, Content Knowledge, Application of Content Assessment, Planning for Instruction, Instructional Strategies, Professional Learning and Leadership/Collaboration.

1. Considering the indicated program-level learning outcome/s (from question #19), 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.*

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

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| **Program-Level Outcome 1 (from question #19)** | **Standard #1: Learner Development.** The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences. |
| Assessment Measure | PLT Exam |
| Semester Assessed | Fall (upon receipt of ETS report from PEP office) |
| Who is responsible for assessing and reporting on the results? | Program coordinator (Joanna Grymes) |

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| **Program-Level Outcome 2 (from question #19)** | **Standard #2: Learning Differences.** The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards. |
| Assessment Measure | Internship Portfolio Tasks (edTPA) 1 and 3 Rubrics 2, 5, 12, 13 in LiveText |
| Semester Assessed | Fall (internship semester) |
| Who is responsible for assessing and reporting on the results? | Scored by university internship supervisor – changes by semester  Collecting, Reporting responsibility: program coordinator (Joanna Grymes) |

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| **Program-Level Outcome 3 (from question #19)** | **Standard #3: Learning Environments.** The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation. |
| Assessment Measure | Internship Portfolio (edTPA) Task 2 Rubrics 6 and 7 |
| Semester Assessed | Fall (internship semester) |
| Who is responsible for assessing and reporting on the results? | Scored by university internship supervisor – changes by semester  Collecting, Reporting responsibility: program coordinator (Joanna Grymes) |

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| **Program-Level Outcome 4 (from question #19)** | **Standard #4: Content Knowledge.** The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content. |
| Assessment Measure | Praxis Content Exam (required for admission to program) |
| Semester Assessed | Fall ( upon receipt of ETS Praxis report from PEP office) |
| Who is responsible for assessing and reporting on the results? | Program coordinator Joanna Grymes |

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| **Program-Level Outcome 5 (from question #19)** | **Standard #5: Application of Content.** The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues. |
| Assessment Measure | Internship Portfolio (edTPA) Task 2 Rubric 9 |
| Semester Assessed | Fall (internship semester) |
| Who is responsible for assessing and reporting on the results? | Scored by university internship supervisor – changes by semester  Collecting, Reporting responsibility: program coordinator (Joanna Grymes) |

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| **Program-Level Outcome 6 (from question #19)** | **Standard #6: Assessment.** The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher’s and learner’s decision making. |
| Assessment Measure | Internship Portfolio (edTPA) Task 3 All rubrics |
| Semester Assessed | Fall (internship semester) |
| Who is responsible for assessing and reporting on the results? | Scored by university internship supervisor – changes by semester  Collecting, Reporting responsibility: program coordinator (Joanna Grymes) |

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| **Program-Level Outcome 7 (from question #19)** | **Standard #7: Planning for Instruction.** The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context. |
| Assessment Measure | Internship Portfolio (edTPA) Task 1 All rubrics |
| Semester Assessed | Fall (internship semester) |
| Who is responsible for assessing and reporting on the results? | Scored by university internship supervisor – changes by semester  Collecting, Reporting responsibility: program coordinator (Joanna Grymes) |

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| **Program-Level Outcome 8 (from question #19)** | **Standard #8: Instructional Strategies.** The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways. **Standard #9: Professional Learning and Ethical Practice** The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner. **Standard #10: Leadership and Collaboration**. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession |
| Assessment Measure | Internship Portfolio (edTPA) Task 3 All rubrics |
| Semester Assessed | Fall (internship semester) |
| Who is responsible for assessing and reporting on the results? | Scored by university internship supervisor – changes by semester  Collecting, Reporting responsibility: program coordinator (Joanna Grymes) |

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| **Program-Level Outcome 9 (from question #19)** | **Standard #9: Professional Learning and Ethical Practice** The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner. |
| Assessment Measure | Internship Portfolio (edTPA) Tasks 1, 2 and 3 Reflection Rubrics |
| Semester Assessed | Fall (internship semester) |
| Who is responsible for assessing and reporting on the results? | Scored by university internship supervisor – changes by semester  Collecting, Reporting responsibility: program coordinator (Joanna Grymes) |

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| **Program-Level Outcome 9 (from question #19)** | **Standard #9: Professional Learning and Ethical Practice** The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner. |
| Assessment Measure | Successful completion of ETS ProEthica Training |
| Semester Assessed | Internship semester or when data provided by PEP office |
| Who is responsible for assessing and reporting on the results? | PEP collects data from licensure paperwork; Program Coordinator Joanna Grymes |

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| **Program-Level Outcome 9 (from question #19)** | **Standard #9: Professional Learning and Ethical Practice** The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner. |
| Assessment Measure | Internship Portfolio Tasks 6 Reflective analysis |
| Semester Assessed | Fall (internship semester) |
| Who is responsible for assessing and reporting on the results? | Scored by university internship supervisor – changes by semester  Collecting, Reporting responsibility: program coordinator (Joanna Grymes) |

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| **Program-Level Outcome 10 (from question #19)** | **Standard #10: Leadership and Collaboration**. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession |
| Assessment Measure | Internship Portfolio Tasks 4 and 5 |
| Semester Assessed | Fall (internship semester) |
| Who is responsible for assessing and reporting on the results? | Scored by university internship supervisor – changes by semester  Collecting, Reporting responsibility: program coordinator (Joanna Grymes) |

**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** | Course level outcomes are problem solving skills, technical competence, communication skills, organizational skills, and collaboration skills. |
| (1) Problem Solving Skills:  The student will have a reasonable understanding of problem resolution through assigned projects.  (2) Technical Competence:  Through various projects the student will develop some level of proficiency in various computer applications that may be applicable for future classroom use.  (3) Communication Skills:  The student will be able to adequately discuss contemporary approaches in curriculum building both in oral and written format.  (4) Organizational Skills:  The student will acquire demonstrable organizational skills through research, idea  development, and time management in completing all of the projects by the assigned deadlines.  (5) Collaboration Skills:  Through classroom exercises, assigned projects and group critique, students will acquire  demonstrable collaboration skills. | * + - 1. Students will write reviews and post discussions and comments related to problem-based learning pedagogy. They will also engage in research and write a personally meaningful problem scenario and driving question that could be used in developing a lesson that integrates art with another subject area’s content.       2. Students will gain technical competence in creating art lessons that incorporate technology in the planning and delivery of lessons and in the execution of an art product.       3. Students will communicate with peers and instructor through discussion board posts and comments left on a voice thread presentation.       4. Students will demonstrate organizational skills in using efficient time management for completing all assignments by due date, in researching appropriate topics for project-based learning, in idea development, in project building, and in conducting assessment of meeting project objectives.       5. Students will demonstrate collaborative skills by engaging in classroom exercises, assigned projects and group critiques. |
| Assessment Measure | The course level outcomes will be assessed informally throughout the course through discussion board postings and comments as well as periodic in-progress critiques of prepared lesson plans, and supplementary materials of the lesson plans. A recorded presentation of a problem-based learning lesson will be a summative evaluation of the course level outcomes in conjunction with a final course exam. |

*(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.** |

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**DEPARTMENT OF ART + DESIGN**

**Art Education (ARED)**

**ARED 6703. Applied Visual Art Infusion: Contemporary Approaches** Curriculum development and application of art-infused contemporary models to integrate the visual arts with other subject area content. Prerequisite: Acceptance to the MAT Teacher Education Program.