

Eastern Illinois University

NEW/REVISED COURSE PROPOSAL FORMAT

(Approved by CAA on 9/29/11 and CGS on 10/18/11, Effective Fall 2011)

This format is to be used for all courses submitted to the Council on Academic Affairs and/or the Council on Graduate Studies.

Please check one: ☐ New course ☒ Revised course

PART I: CATALOG DESCRIPTION

1. **Course prefix and number, such as ART 1000:** ART 5510
2. **Title (may not exceed 30 characters, including spaces):** Curriculum and Assessment
3. **Long title, if any (may not exceed 100 characters, including spaces):** Curriculum Design and Assessment in Art Education
4. **Class hours per week, lab hours per week, and credit [e.g., (3-0-3)]:** (3-0-3)
5. **Term(s) to be offered:** ☐ Fall ☐ Spring ☐ Summer ☒ On demand
6. **Initial term of offering:** ☒ Fall ☐ Spring ☐ Summer **Year:** 2014
7. **Course description:**

This course presents students with historical models and current trends in curricular and assessment design in art education.

8. **Registration restrictions:**
 - a. **Equivalent Courses:** None.
 - **Identify any equivalent courses** (e.g., cross-listed course, non-honors version of an honors course).
 - Indicate whether coding should be added to Banner to restrict students from registering for the equivalent course(s) of this course. ☐ Yes ☒ No

b. Prerequisite(s)

- **Identify the prerequisite(s)**, including required test scores, courses, grades in courses, and technical skills. Indicate whether any prerequisite course(s) MAY be taken concurrently with the proposed/revised course.

Admission to the Master of Arts in Art with Art Education Option or the Master of Arts in Art with Community Arts Option.

- Indicate whether coding should be added to Banner to prevent students from registering for this course if they haven't successfully completed the prerequisite course(s). ☐ Yes ☐ No

If yes, identify the minimum grade requirement and any equivalent courses for each prerequisite course:

c. Who can waive the prerequisite(s)?

☐ No one ☒ Chair ☐ Instructor ☐ Advisor ☐ Other (Please specify)

d. Co-requisites (course(s) which MUST be taken concurrently with this one):

e. **Repeat status:** ☒ **X** Course may not be repeated.

☐ Course may be repeated once with credit.

Please also specify the limit (if any) on hours which may be applied to a major or minor.

f. **Degree, college, major(s), level, or class** to which registration in the course is restricted, if any:

Master of Arts in Art with Art Education Option and Master of Arts in Art with Community Arts Option.

g. **Degree, college, major(s), level, or class** to be excluded from the course, if any:

9. **Special course attributes** [cultural diversity, general education (indicate component), honors, remedial, writing centered or writing intensive]

10. **Grading methods** (check all that apply): ☒ **X** Standard letter ☐ CR/NC ☐ Audit ☐ ABC/NC
("Standard letter"—i.e., ABCDF—is assumed to be the default grading method unless the course description indicates otherwise.)

Please check any special grading provision that applies to this course:

☐ The grade for this course will not count in a student's grade point average.

☐ The credit for this course will not count in hours towards graduation.

If the student already has credit for or is registered in an equivalent or mutually exclusive course, check any that apply:

☐ The grade for this course will be removed from the student's grade point average if he/she already has credit for or is registered in (insert course prefix and number).

☐ Credit hours for this course will be removed from a student's hours towards graduation if he/she already has credit for or is registered in (insert course prefix and number).

11. **Instructional delivery method:** (Check all that apply.)

☒ **X** lecture ☐ lab ☐ lecture/lab combined ☐ independent study/research
☐ internship ☐ performance ☐ practicum or clinical ☐ study abroad
☒ **X** Internet ☒ **X** hybrid ☐ other (Please specify)

PART II: ASSURANCE OF STUDENT LEARNING

1. **List the student learning objectives of this course:**

Upon completion of the course the student will be able to:

1. Analyze and discuss current theory in curriculum and assessment in the public schools.
2. Evaluate reading assignments and response activities by participating in professional on-line discussions about curriculum and assessment in art education.
3. Analyze and discuss current theory in assessment strategies in art and apply theory to practical methodology by designing assessment instruments for the classroom.
4. Research a focused curriculum design issue and prepare an assessment plan.
5. Develop a creative project that exemplifies curricular and assessment approaches.

a. If this is a general education course, indicate which objectives are designed to help students achieve one or more of the following goals of general education and university-wide assessment:

- EIU graduates will write and speak effectively.
- EIU graduates will think critically.
- EIU graduates will function as responsible citizens.

b. If this is a graduate-level course, indicate which objectives are designed to help students achieve established goals for learning at the graduate level:

- Depth of content knowledge #1, #2, #3, #4, #5
- Effective critical thinking and problem solving #2, #3
- Effective oral and written communication #1, #2, #3, #4
- Advanced scholarship through research or creative activity #2, #3, #4, #5

2. Identify the assignments/activities the instructor will use to determine how well students attained the learning objectives:

Objective	Literature reviews 20%	Discussions 20%	Research 40%	Creative Project 20%
1. Analyze and discuss current theory in curriculum and assessment in the public schools.	X			
2. Evaluate reading assignments and response activities by participating in professional on-line discussions about curriculum and assessment in art education.		X		
3. Analyze and discuss current theory in assessment strategies in art and apply theory to practical methodology by designing assessment instruments for the classroom.		X		
4. Research a focused curriculum design issue and prepare an assessment plan.			X	
5. Develop a creative project that exemplifies curricular and assessment approaches.				X

3. Explain how the instructor will determine students' grades for the course:

Student work will be evaluated using performance assessment rubrics. Each assignment will be assessed and given a specified number of points.

- Literature reviews constitute 20% of the final grade.
- Discussions will constitute 20% of the final grade.
- Research constitutes 40% of the final grade.
- Creative project constitute 20% of the final grade.

4. For technology-delivered and other nontraditional-delivered courses/sections, address the following:

a. Describe how the format/technology will be used to support and assess students' achievement of the specified learning objectives:

Using a CMS (course management system) students may access lectures via presentation software or learning modules that contain recorded lectures made using multimedia software. Students will also access through CMS assigned readings, links to multimedia, graded weekly discussion threads, other written assignments, rubrics, and an electronic drop box.

b. Describe how the integrity of student work will be assured:

To ensure the integrity of the course work, discussion board assignments and text from all written assignments will be submitted through a plagiarism identification system. Academic integrity and online courtesy is discussed in the syllabus. Students will also be evaluated through a rigorous assessment. Discussions may use a face-to-face format or use web-conferencing software. Students will receive individual grading rubrics that specify levels of competence, and individualized instructor feedback on assignments regarding the quality of their work.

c. Describe provisions for and requirements of instructor-student and student-student interaction, including the kinds of technologies that will be used to support the interaction (e.g., e-mail, web-based discussions, computer conferences, etc.):

Class interactions will use a combination of technologically delivered discussion threads, real-time discussion, web-conferencing (virtual classroom with audio/video and white board support), email, social networks, blogs, social bookmarking, and online interactive galleries.

5. For courses numbered 4750-4999, specify additional or more stringent requirements for students enrolling for graduate credit. These include:

- a. course objectives;
- b. projects that require application and analysis of the course content; and
- c. separate methods of evaluation for undergraduate and graduate students.

6.If applicable, indicate whether this course is writing-active, writing-intensive, or writing-centered, and describe how the course satisfies the criteria for the type of writing course identified. (See Appendix *.)

PART III: OUTLINE OF THE COURSE

Provide a week-by-week outline of the course’s content. Specify units of time (e.g., for a 3-0-3 course, 45 fifty-minute class periods over 15 weeks) for each major topic in the outline. Provide clear and sufficient details about content and procedures so that possible questions of overlap with other courses can be addressed. For technology-delivered or other nontraditional-delivered courses/sections, explain how the course content “units” are sufficiently equivalent to the traditional on-campus semester hour units of time described above.

Class interactions will use a combination of technologically delivered discussion threads, real time discussion, web-conferencing (virtual classroom with audio/video and white board support), email, social networks, blogs, social bookmarking, and online interactive galleries.

- Week 1: Introduction to the course.
- Week 2: History of curriculum theory and practices in art education.
- Week 3: Current curricular trends in art education.
- Week 4: Backward design curriculum theory.
- Week 5: Understanding by design and art education.
- Week 6: Common Core Standards and the Visual Arts Standards.
- Week 7: Backward Design: The six facets of understanding. Introduce research and creative project.
- Week 8: Essential questions and doorways to understanding.
- Week 9: Thinking like an assessor.
- Week 10: Validity of criteria and assessment instruments for art education.
- Week 11: Planning for learning.
- Week 12: Teaching for understanding.
- Week 13: Inquiry based learning.
- Week 14: The big picture: Curriculum framework.
- Week 15: Concluding activities. Students will submit research papers.

PART IV: PURPOSE AND NEED

1. Explain the department's rationale for developing and proposing the course.

This is a revision of a course that has been part of the curriculum since the MA in Art with Art Education Option program began in 2004. Course revisions are aligned with other MA in Art with Art Education Option curriculum revisions and the MA in Art with Community Arts Option being proposed simultaneously.

- a. **If this is a general education course, you also must indicate the segment of the general education program into which it will be placed, and describe how the course meets the requirements of that segment.**
- b. **If the course or some sections of the course may be technology delivered, explain why.**

A technology delivered section will make the course available to persons outside of EIU who do not have the ability to come to campus due to employment or geographic location.

2. Justify the level of the course and any course prerequisites, co-requisites, or registration restrictions.

Art 5510 is a graduate level art education course and students are expected to complete graduate level coursework. Art 5510 is an elective course open only to students enrolled in either the MA in Art with Art Education Option or MA in Art with Community Arts Option.

3. If the course is similar to an existing course or courses, justify its development and offering.

Art 5510 is not similar to any other course.

- a. **If the contents substantially duplicate those of an existing course, the new proposal should be discussed with the appropriate chairpersons, deans, or curriculum committees and their responses noted in the proposal.**
- b. **Cite course(s) to be deleted if the new course is approved. If no deletions are planned, note the exceptional need to be met or the curricular gap to be filled.**

4. Impact on Program(s):

- a. **For undergraduate programs, specify whether this course will be required for a major or minor or used as an approved elective.**
- b. **For graduate programs, specify whether this course will be a core requirement for all candidates in a degree or certificate program or an approved elective.**

Art 5510 is an elective course for graduate students seeking the Master of Arts in Art with Art Education Option or the Master of Arts in Art with Community Arts Option.

If the proposed course changes a major, minor, or certificate program in or outside of the department, you must submit a separate proposal requesting that change along with the course proposal. Provide a copy of the existing program in the current catalog with the requested changes noted.

PART V: IMPLEMENTATION

1. Faculty member(s) to whom the course may be assigned:

Dr. Patricia Belleville or other qualified graduate art education faculty members.

If this is a graduate course and the department does not currently offer a graduate program, it must document that it employs faculty qualified to teach graduate courses.

2. Additional costs to students:

There will be no additional costs to students.

Include those for supplemental packets, hardware/software, or any other additional instructional, technical, or technological requirements. (Course fees must be approved by the President's Council.)

3. Text and supplementary materials to be used (Include publication dates):

Efland, A. Freedman, K., & Stuhr, P. (1996). *Postmodern art education: An approach to curriculum*. Reston, VA: The National Art Education Association.

National Assessment Governing Board U.S. Department of Education. (2008) *Arts Education Assessment Framework*. Washington DC.

Popovich, K. (2006). Designing and implementing exemplary content, curriculum, and assessment in art education. *Art Education*, 59(6), 33-39.

Wiggins, G. & McTighe, J. (2005). *Understanding by design*. Alexandria, VA: Association for Supervision and Curriculum Development (ASCD).

Other reading assignments will selected from current art education publications (Studies in Art Education, Visuals Arts Research Journal, or International Journal of Education and the Arts), and placed online by the instructor.

PART VI: COMMUNITY COLLEGE TRANSFER

If the proposed course is a 1000- or 2000-level course, state either, "A community college course may be judged equivalent to this course" OR "A community college course will not be judged equivalent to this course." A community college course will not be judged equivalent to a 3000- or 4000-level course but may be accepted as a substitute; however, upper-division credit will not be awarded.

PART VII: APPROVALS

Date approved by the department or school: March 1, 2013

Date approved by the college curriculum committee: March 20, 2013

Date approved by the Honors Council (if this is an honors course):

Date approved by CAA: **CGS:**

*In **writing-active courses**, frequent, brief writing activities and assignments are required. Such activities -- some of which are to be graded -- might include five-minute in-class writing assignments, journal keeping, lab reports, essay examinations, short papers, longer papers, or a variety of other writing-to-learn activities of the instructor's invention. Writing assignments and activities in writing-active courses are designed primarily to assist students in mastering course content, secondarily to strengthen students' writing skills. In **writing-intensive courses**, several writing assignments and writing activities are required. These assignments and activities, which are to be spread over the course of the semester, serve the dual purpose of strengthening writing skills and deepening understanding of course content. At least one writing assignment is to be revised by the student after it has been read and commented on by the instructor. In writing-intensive courses, students' writing should constitute no less than 35% of the final course grade. In **writing-centered courses** (English 1001G, English 1002G, and their honors equivalents), students learn the principles and the process of writing in all of its stages, from inception to completion. The quality of students' writing is the principal determinant of the course grade. The minimum writing requirement is 20 pages (5,000 words).

Student
Success
Center

<http://www.eiu.edu/~success/>

581-6696



<http://www.eiu.edu/~counsctr/>

581-3413

Career
Services

<http://www.eiu.edu/~careers/>

581-2412

Disability
Services

<http://www.eiu.edu/~disablty/>

581-6583