PART I: CATALOG DESCRIPTION

1. Course prefix and number, such as Art 1000: Art 2400
2. Title (may not exceed 30 characters, including spaces): Introduction to Art Education
3. Long title, if any (may not exceed 100 characters, including spaces): None
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: 2010
7. Course description (not to exceed four lines): Introduction to the philosophical foundations of the field of Art Education and the various contexts within which art teaching functions. Twenty clock hours of pre-student teaching experience included. Prerequisite: Enrollment in the Art Education option.

8. Registration restrictions:
   a. Identify any equivalent courses (e.g., cross-listed course, non-honors version of an honors course) None
   b. 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. Enrollment in the Art Education option
   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): None
   e. Repeat status: ☑ Course may not be repeated.
      ☐ Course may be repeated to a maximum of ___ hours or ___ times.
   f. Degree, college, major(s), level, or class to which registration in the course is restricted, if any: Any student entering the Art Education program.
   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] WI

10. Grading methods (check all that apply): ☑ Standard letter ☐ C/NC ☐ Audit ☐ ABC/NC (“Standard letter”—i.e., ABCDF--is assumed to be the default grading method unless the course description indicates otherwise.)

11. Instructional delivery method: ☑ lecture ☐ lab ☐ lecture/lab combined ☐ independent study/research
      ☐ internship ☐ performance ☑ practicum or clinical ☐ study abroad ☐ other
PART II: ASSURANCE OF STUDENT LEARNING

1. List the student learning objectives of this course:

   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
      - Effective critical thinking and problem solving
      - Effective oral and written communication
      - Advanced scholarship through research or creative activity

1. Analyze and evaluate past and present developments, issues, research, and social influences in the field of art education.
2. Experience observing, assisting, and/or teaching art history to children of various age groups.
3. Identify appropriate and professional behaviors during the completion of field experiences.
4. Analyze what behaviors make an effective teacher.
5. Demonstrate knowledge of various teaching strategies appropriate to instruction in art.
6. Demonstrate the understanding of the use of technology for completing assignments including an electronic portfolio.
7. Decide whether a career in art education is personally suitable and apply to the College of Education and the Art Education option.

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

1. Read assignments and based on the information in each chapter/article, be prepared to outline, present, compare, or contrast the readings in class.
2. Research paper on an artist.
3. Keep a notebook for observations and interviews.
4. Completion of 20 clinical observation hours including two oral presentations of art historical content.
5. Participate professionally (minimum of 12 documented hours) in the student chapter of the Illinois Art Education Association/National Art Education Association.
6. Write an autobiography paper
7. Write a Letter of Intent and submit to Live Text
8. Complete the application to the College of Education and the Art Education option.

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

   Each assignment will be graded and given a specified number of points. Late assignments will not be accepted.

   1. Professional Participation (12 hrs) 10%
   2. Research paper 10%
3. Notebook 10%
4. Autobiography 10%
5. Letter of Intent 10%
6. Observation Hours 10%
7. Presentations 10%
8. Quizzes or class pres. 10%
9. Requirements 20%

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:
   b. Describe how the integrity of student work will be assured:
   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.):
      N/A

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.
      N/A

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 *)
   Writing-intensive

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.

This course is a 3-0-3 and will meet twice a week in 75 minute units. Note that the following is an example only.

Week 1   Introduction to class, sign up for artists, observations, go over papers, give homework, sign up for student chapter.
Week 2   Introduction to Handbook and department requirements
          Discussion on the topic "How to Achieve Happiness and Success as a Teacher"
Week 3   Discussion on Dressing for Success and Dispositions
Week 4   Discussion of elementary art teacher interviews.
Week 5   Discussion on "Interpreting Art: Building Communal and Individual Understanding"
Week 6   Discussion on Art Analysis & Aesthetic Scanning
Week 7   Discussion on identifying and using effective teaching strategies
Week 8   Discussion of assigned questions.
Week 9   Discussion on "Why Positive Expectations are Important"
Eastern Illinois University Course Proposal Format

Week 10  Discussion on Issues for Art Education
Week 11  Using Live Text to submit papers
Week 12  Discussion about teaching at the middle school level.
         Discussion on "How to Increase Positive Student Behavior"
Week 13  Discussion on teaching at the high school level.
Week 14  Discussion on what we can learn from the history of Art Education
Week 15  Portfolio Interview for Art Education.

PART IV: PURPOSE AND NEED

1. Explain the department’s rationale for developing and proposing the course.
   The mission of this class has changed from just an introduction to the Art Education field to introducing the students to the Art Education field and preparing the students to apply to the College of Education. This course requires course work as well as a practicum component and is better suited to a three-hour class because of the amount of work required of the students. This class will replace SED 2000 for the Art Education Majors.
   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. N/A
   b. If the course or some sections of the course may be technology delivered, explain why. N/A

2. Justify the level of the course and any course prerequisites, co-requisites, or registration restrictions.
   ART 2400 is the initial course for students interested in the Art Education option

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

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. This course will be required for a BFA in Art Education.
   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. N/A

   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.
   See Attached

PART V: IMPLEMENTATION

1. Faculty member(s) to whom the course may be assigned: Patricia Belleville
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. N/A

2. Additional costs to students:
The twenty dollar lab fee will remain the same.
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.) N/A

3. Text and supplementary materials to be used (Include publication dates): Assigned readings located on reserve in the library

4. 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.
A community college course will not be judged equivalent to this course.

PART VII: APPROVALS

Date approved by the department or school: 10/3/08
Date approved by the college curriculum committee: 12/10/08
Date approved by the Honors Council (if this is an honors course):
Date approved by CAA: 4/9/09

*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).