Eastern Illinois University
Revised Course Proposal
ART 3405, Art Education for Elementary Schools Studio

Please check one:  □ New course  ☑ Revised course

PART I: CATALOG DESCRIPTION

1. Course prefix and number, such as ART 1000:  ART 3405
2. Title (may not exceed 30 characters, including spaces):  Elementary Art Methods Studio
3. Long title, if any (may not exceed 100 characters, including spaces):  Art Education for Elementary Schools Studio
4. Class hours per week, lab hours per week, and credit [e.g., (3-0-3)]:  0-6-3
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):  Art 3405 is a studio intensive course designed to present art education students with experience using art media and techniques appropriate for the elementary and middle school. In addition to studio techniques students will develop objectives and lesson plans. The studios are designed to reinforce and enhance reading assignments, activities, discussion in Art 3400. Must be taken concurrently with ART 3400.
8. Registration restrictions:
   a. Identify any equivalent courses (e.g., cross-listed course, non-honors version of an honors course).
      None
   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.
      ART 2400 and Admission to the Art Education program, and admission to the College of Education Teacher Certification Program.
   b. Who can waive the prerequisite(s)?
      □ No one  ☑ Chair  □ Instructor  □ Advisor  □ Other (Please specify)
   c. Co-requisites (course(s) which MUST be taken concurrently with this one):
      Must be taken concurrently with ART 3400.
   d. Repeat status:  ☑ Course may not be repeated.
      □ Course may be repeated to a maximum of ______ hours or ______ times.
   e. Degree, college, major(s), level, or class to which registration in the course is restricted, if any:  BFA in Art Education
   f. Degree, college, major(s), level, or class to be excluded from the course, if any:  N/A
9. Special course attributes [cultural diversity, general education (indicate component), honors, remedial, writing centered or writing intensive]  N/A
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  [x] 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:
   Students will:
   a) Analyze and experience a variety of elementary level art media by creating a series of art studio projects. Based on the art media and art projects, students will devise elementary art lesson plans correlated to each art project.
   b) Analyze and evaluate current trends in teaching art at the elementary level to relate and apply theory into practical methodology by developing appropriate elementary art lesson plans.
   c) Analyze how artistic development impacts the planning and expectations of art studio assignments by developing appropriate elementary art lesson plans.

   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.
      N/A

   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
      N/A

2. Identify the assignments/activities the instructor will use to determine how well students attained the learning objectives:
   1) Students will complete studio projects demonstrating an understanding of art media and technique.
   2) Students will write in-depth lesson plans correlated to the art materials and techniques used in each studio project.
   3) Students will write papers and lesson plans that demonstrate an ability to research and teach art history.
   4) Students will study artistic development and apply this learning developing age appropriate art studios.

3. Explain how the instructor will determine students’ grades for the course:
   Studio projects will constitute approximately 40% of the final grade.
   Lesson plans will constitute approximately 35% of the final grade.
   Art resource binder will constitute approximately 25% 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: N/A
   b. Describe how the integrity of student work will be assured: N/A
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 *)
   This course is writing-active. Writing of lesson plans will comprise one third of the student’s final grade.

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 will meet twice a week for 150 minutes per session. The following is an example only.

| Week 1 | Design Projects; Paper and crayons studios |
| Week 2 | Identifying and using objectives in art studios: Continuation of paper and crayons studio |
| Week 3 | Drawing with children & developing drawing lessons |
| Week 4 | Drawing from life and copying and drawing studios |
| Week 5 | Painting with children and painting studios |
| Week 6 | Writing across the curriculum; Introduce Story Quilt studio. |
| Week 7 | Story Quilt studio |
| Week 8 | Multicultural projects and studios |
| Week 9 | Masks |
| Week 10 | Use of the computer in art; Creating a lesson plan |
| Week 11 | Sculpture studios with the elementary and middle school child. |
| Week 12 | Clay studio projects |
| Week 13 | Printmaking studios; Reduction, collograph & relief |
| Week 14 | Textile studios for elementary children |
| Week 15 | Photography studios. |

PART IV: PURPOSE AND NEED

1. Explain the department’s rationale for developing and proposing the course. Currently Art 3405 is a two-hour credit course and meets for 1.4 hours twice a week. Art education faculty believe that this format does not allow enough time to present and have students experience the wide range of appropriate art media and techniques. Therefore we propose the increase in credit hours from 2 hours to 3 hours and change the format entirely to lab (studio intensive) format. Since typical Art Department studio courses are in a lab
format and carry a 3 credit hour value, this keeps Art 3405 part of a consistent format for studio courses in the art department.

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.

N/A

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

This course is designed for art education majors that will be certified to teach art K-12 grade in the public schools. Art Education students must be admitted to the College of Education Teacher Certification Program as well as the Art Education Program. This course is the studio component for Art 3400. Art 3405 is intended to be taken concurrently with Art 3400, and information in one class will be reinforced and utilized in the other class. As presented, Art 3405 would offer a parallel course to our secondary methods art studio course Art 3415.

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

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.

Required course in Art Education Option, BFA degree.

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. 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 Program.

PART V: IMPLEMENTATION

1. Faculty member(s) to whom the course may be assigned: Patricia Belleville or other qualified faculty

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:
b. There is a twenty dollar lab fee for this course.  
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):
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: 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).