

California University of Pennsylvania
Guidelines for New Course Proposals
University Course Syllabus
Approved: 2/4/13

Department of Art and Design

A. Protocol

Course Name: Teaching of ART
Course Number: ART 431
Credits: 3
Prerequisites: Admission to Teacher Education, Art Education Majors
Only
Maximum Class Size (face-to-face): 22
Maximum Class Size (online):
(Choose which one is appropriate or both if applicable)

B. Objectives of the Course:

Following the successful completion of this course, the teacher candidate will be able to:

- List a variety of manipulative and visual aid materials to explore and aid in student exploration of Art content.
- Define and describe the interrelation and interdependence of the Art courses taught at the elementary and secondary level.
- Identify and evaluate professional and community resources that contribute to effective Art instruction.
- Evaluate resource materials appropriate for Art instruction.
- Develop and present a 30-minute lesson in a classroom setting, including the basic elements of a lesson, i.e., motivation, purpose, check for understanding, input, and closure.
- Identify strategies with students who have a variety of learning abilities and special needs
- Articulate a philosophy of art education.
- Explain how to continue professional development in Art Education after graduation.

C. Catalog Description:

This course is designed to provide insight into the teaching of general art, art history, ceramics, crafts, drawing, painting, and printmaking in grades K through 12. Students become aware of and use the resources and methods of instruction for teaching art at the elementary and secondary levels. Open to art education majors only and must be taken within two semesters prior to student teaching. Prerequisite: Admission to Teacher Education.

D. Outline of the Course:

A History of Art Education in the United States

- Development of Art Education
- 20th Century highlights of art education, K through graduate levels.
- Current status of Art Education in the United States
 1. From recent art education conference topics
 2. From recent major art education journals.

Art Education Advocacy and The roles of the National Art Education Association (NAEA)

- The roles of other art education associations at the:
 1. local level
 2. state level
 3. international level
- National Association of Schools of Art and Design
- International Visual Literacy Association
- Discussion of the roles of art education associations in furthering art education at all levels of education

Legal Concerns

- Safety issues
- Teachers insurances and clearances
- Confidentiality
- Copyright laws for images

Methodology

- Variety of instructions
- Instructional objectives
- Design of instructional strategies and resources
- Using and evaluating technology

Presentation of a Lesson

- Curriculum
 1. The intellectual higher level thinking of students
 2. The structure of art

3. The learning of art
 - Presentation of a lesson using demonstration procedure
 - Evaluation of programs and students from field experiences
 1. Feedback
 2. Evaluation of instruction: traditional and non-traditional
 3. Testing
 - Development of a resource file

E. Teaching Methodology:

Traditional Classroom Methodology

Discussion of selected readings from various journals as well as texts. Lectures and hands-on activities will be used. Group and individual projects and presentations will be required.

F. Text

Text not required

LiveText is a required software package for all teacher education programs at California University of Pennsylvania. Teacher education students must purchase, activate and maintain their own LiveText accounts. Teacher education students may need to complete designated surveys or activities in LiveText as part of this course. The instructor reserves the right to decide how other class assignments are submitted.

G. Assessment Activities:

Traditional Classroom Assessment

Assessment activities will be assessed in a portfolio-based format. Additionally, consistent class contribution from timely prepared research for each and every class meeting is essential in this workshop format and will be a measure of professional responsibility useful to a practicing art educator. Within the portfolio:

- Students will be assessed on their abilities to make use of a non-library outside institutional resource (museum, art center, and gallery) addressing art education issues in the form of an oral and two-page written report.
- Students will develop a comprehensive portfolio throughout the course that clearly represents a broad and diverse knowledge of the

main issues in art education and how they connect to educating in the visual arts.

- All students will come to class with prepared questions for class discussion and participate in a dialog of inquiry and debate. This will be part of the final cumulative portfolio, in the journal/sketchbook.
- Students are responsible for on-time completion of reading and other outside minor/individually focused assignments.
- Students are responsible for on-time successful completion of the major/cumulative assignments.
- Focused and cumulative learning will be assessed formally by short assignments throughout the semester. Focused learning is meant to describe learning of topical subjects, and cumulative learning as the group of diverse learning accumulated over more time.
- Class participation over the class meetings equals the points of the final exam and/or thematic project.
- Students will take part in developing a bulletin board for an area school district.
- Students will take part in preparing for community art connections.

Supportive Instructional Materials such as: library materials, internet access

Students will be encouraged to join the National Art Education Association and the Pennsylvania Art Education Association, and will receive the required journals that hold the most current issues in art education at the state, national and international levels, and then participate in their profession through their professional organization. For example, a primary journal resource will be: *Studies in Art Education: A journal of issues in research and art education*, published quarterly by the NAEA.

Another example of a journal covering less art educational topics and more the specific topic of visual literacy is the *Journal of Visual Literacy*, which is the official journal of the International Visual Literacy Association.

Additional instructional support will be gleaned from the library, regional classrooms and classroom culture, community arts and art education resources, a variety of traditional and contemporary audio/visual communication media (images, video, actual objects, etc.).

ATTENDANCE and CLASSROOM CONDUCT:

Student attendance is mandatory. Without attending class, participation is impossible. Simply turning in assignments will not compensate for lost class

time. Students are responsible for all information presented during class. Attendance will be taken at each class. More than (3) missed classes will result in the automatic deduction of one letter grade. A twenty-four hour minimum notification is necessary for known absences or lateness. “Dozing off” during class will be considered an absence.

Cell phone calls, texting, and use of computers, other than for taking notes or research, are NOT to be done during class. If, for medical or emergency reasons, it is necessary to have the cell phone on, please bring it to the instructor’s attention.

Talking or disrespectful behavior during lectures or discussions will not be tolerated and those students participating in such behavior will be asked to leave. Due to the size of the class, it is imperative that we respect one another to assure everyone is able to hear and receive all available information.

Honesty is a given expectation. Lying, cheating, plagiarism, or any dishonest behavior will not be tolerated.

H. Accommodations for Students with Disabilities:

Accommodations for Students with Disabilities

Students with disabilities:

- Reserve the right to decide when to self-identify and when to request accommodations.
- Will register with the Office for Students with Disabilities (OSD) each semester to receive accommodations.
- Might be required to communicate with faculty for accommodations, which specifically involve the faculty.
- Will present the OSD Accommodation Approval Notice to faculty when requesting accommodations that involve the faculty.

Requests for approval for reasonable accommodations should be directed to the Office for Students with Disabilities (OSD). Approved accommodations will be recorded on the OSD Accommodation Approval notice and provided to the student. Students are expected to adhere to OSD procedures for self-identifying, providing documentation and requesting accommodations in a timely manner.

Contact Information:

- Location: Azorsky Hall – Room 105
- Phone: (724) 938-5781

- Fax: (724) 938-4599
- Email: osdmail@calu.edu
- Web Site: <http://www.calu.edu/current-students/student-services/disability/index.htm>

I. Supportive Instructional Materials, e.g. library materials, web sites, etc.

Additional Information for Course Proposals

J. Proposed Instructors:

Any qualified faculty member of the Department of Art and Design

K. Rationale for the Course:

This course is a requirement for the Art Education Major.

L. Specialized Equipment or Supplies Needed:

No additional equipment or supplies are needed.

M. Answer the following questions using complete sentences:

1. Does the course require additional human resources? (Please explain)
The course does not require additional human resources.
2. Does the course require additional physical resources? (Please explain)
The course does not require additional human resources.
3. Does the course change the requirements in any particular major?
(Please explain)
The course is a requirement for the Art Education Major.
4. Does the course replace an existing course in your program? (If so, list the course)
This course does not duplicate an existing course.
5. How often will the course be taught?
The course will be taught once per academic year.
6. Does the course duplicate an existing course in another Department or College? (If the possibility exists, indicate course discipline, number, and name)
The course does not duplicate an existing course.

N. If the proposed course includes substantial material that is traditionally taught in another discipline, you must request a statement of support from the department chair that houses that discipline.

N/A

O. Please identify if you are proposing to have this course considered as a menu course for General Education. If yes, justify and demonstrate the reasons based on the categories for General Education. The General Education Committee must consider and approve the course proposal before consideration by the UCC.

No.