APPLICATION FOR NEW COURSE

1.	Submitted by the College of FINE ARTS Date: OCTOBER 1, 2008
	Department/Division proposing course: ART
2.	Proposed designation and Bulletin description of this course:
	a. Prefix and Number A-E 680
	b. Title [*] HISTORY OF ART EDUCATION
	*If title is longer than 24 characters, offer a sensible title of 24 characters or less:
	c. Courses must be described by at least one of the categories below. Include number of actual contact hours per week.
	() CLINICAL () COLLOQUIUM (X) DISCUSSION () LABORATORY () LECTURE
	() INDEPEND. STUDY () PRACTICUM () RECITATION () RESEARCH () RESIDENCY
	(X) SEMINAR () STUDIO () OTHER – Please explain:
	d. Please choose a grading system: 🛛 Letter (A, B, C, etc.)
	c. Number of credit hours: 3
	f. Is this course repeatable? YES 🗌 NO 🔀 If YES, maximum number of credit hours:
	g. Course description:
	A-E 680 is a survey of general education practices from classical times to the present. The class will examine the teaching
	of art in European schools and its influence on American art education. The course will analyze the birth of American art education and significant events related to art in the schools from the 19 th to the 21 st century.
	h. Prerequisite(s), if any:
	NONE
	i. Will this course also be offered through Distance Learning? YES X NO
	If YES, please check one of the methods below that reflects how the majority of the course content will be delivered:
	Internet/Web-based 🖾 Interactive video 🗌 Extended campus
3.	Supplementary teaching component: 🖾 N/A or 🗌 Community-Based Experience 🗌 Service Learning 🗌 Both
4.	To be cross-listed as: N/A /
	Prefix and Number printed name Cross-listing Department Chair signature
	4 WEEK SUMMER
5.	Requested effective date (term/year): SESSION 1 / 2009

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6.	Course to be offered (please check all that apply):	
7.	Will the course be offered every year?	🖾 YES 🔲 NO
	If NO, please explain:	
8.	Why is this course needed? Learning about the history of art education is basic to understanding current trends in the field, include research, practice, and reform initiatives.	ling issues addressed by
9.	a. By whom will the course be taught? Dr. George Szekely	
	b. Are facilities for teaching the course now available?	🛛 YES 🗌 NO
	If NO, what plans have been made for providing them?	
10.	What yearly enrollment may be reasonably anticipated? 16	
11.	a. Will this course serve students primarily within the department?	Yes 🗌 No
	 Will it be of interest to a significant number of students outside the department? If YES, please explain. 	🗌 YES 🖾 NO
12.	Will the course serve as a University Studies Program course [†] ? If YES, under what Area?	□ YES 🛛 NO
	[†] AS OF SPRING 2007, THERE IS A MORATORIUM ON APPROVAL OF NEW COURSES FOR 1	JSP.
13.	Check the category most applicable to this course:	
	☑ traditional – offered in corresponding departments at universities elsewhere	
	relatively new – now being widely established	
	not yet to be found in many (or any) other universities	
14.	Is this course applicable to the requirements for at least one degree or certificate at UK?	🖾 Yes 🗌 No
15.	Is this course part of a proposed new program?	🗌 YES 🖾 NO
	If YES, please name:	
16.	Will adding this course change the degree requirements for ANY program on campus? If YES ¹ , list below the programs that will require this course:	🗌 YES 🖾 NO

APPLICATION FOR NEW COURSE

	[‡] In order to change the program(s), a program change form(s) must also be submitted.								
17.	\boxtimes	The major teac	hing objectives of the p	roposed co	ourse, syllat	ous and/or i	reference	e list to be used are attached.	
18,		Check box if course is 400G or 500,	and graduate students b	by (i) requ	uiring additi	onal assign	ments b	s showing differentiation for us y the gradnate students; and/or hate students. (See SR 3.1.4)	ndergraduate r (ii) the
19.	Wit	in the departme	nt, who should be contac						
Nam		Dr. George Szeko		Phone:	257 8151			gszek01@uky.edu	· · · · · · · · · · · · · · · · · · ·
20.	Sign	atures to report a	approvals:						
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	2]	١	l by College Faculty	_	0362T	SAA	- A	DEF	signature
				prii	nted name		Reported	i by College Dean	signatue,
	*1		al by Undergraduate uncil	prh	nted name	,	1	dergraduate Council Chair	signature
	* D/	ATE of Approva	l by Graduate Council		HO (Repor	Orted by C	GC 5/109 Graduate Council Chair	signature
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*If applicable, as provided by the University Senate Rules. (http://www.uky.edu/USC/New/RulesandRegulationsMain.htm)

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November 11, 2008

Dean Robert Shay College of Fine Arts

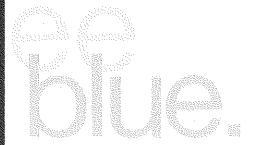
Dear Dean Shay:

The faculty of the Department of Art has approved a application for a new course in Art Education, as requested by Dr. George Szekeley. This course is A-E 680 History of Art Education.

Dr. Szekely plan to offer this new offering as a Distance Learning course in future fourweek summer sessions. He has not yet received approval from Distance Learning though it is my understanding that is preparing to do so.

Sincerely,

Benjamin C. Withers-Professor and Chair Department of Art



The Graduate Program in Art Education Summer Session 2009

A-E 680 The History of Art Education A Distance Learning Course

Dr. George Szekely Professor

1-Virtual office hours: Thanks to the miracle of the Internet and the short duration of this course your professor will be available for consultation every weekday from 1:00 - 3:00pm. Please email me with any questions or comments at: gszek01@uky.edu EMAIL link is available on your BB student menu.

2-Students can use their home computer with internet connection, either Mac or PC to access BB. Links to download the required applications needed for the course include Adobe Acrobat and Real Player. You will also need to be able to access PowerPoint.

3-To assist you the Distance Learning Programs phone is: 257-3377

4-Technology assistance is from the UK Customer Service Center at 257-1300 or helpdesk@uky.edu

5-Your Professor can be reached by email @ gszek01@uky.edu. In case of emergency please use his studio-office number: 859 278 4824

6-Student communications will be responded to in a timely manner. You can expect the professor to respond to your questions daily. If you do not get a response within 24 hours on a weekday, please call the professor directly.

7-Library Services: Course reserve for A-E 680 has been arranged thru the Lucille Little Fine Arts Library. You will find all links to readings on your BB.

Learning Outcomes

Students will be able to research and identify key concepts in the history of teaching the visual arts in American public schools.

Students will be able to discuss the intellectual and social issues involved in the history of teaching the visual arts.

Students will be able to synthesize major issues and influences that shaped the history of American museum education.

A-E 680 is a survey of general educational practices from classical times to the present. The class will examine the teaching of art in European schools and its influence on American art education. The course will analyze the birth of American art education and significant events from the 19th to the 21st century. The following topics will be incorporated into weekly readings and discussions on Blackboard:

- 1. The Western Origins of American Art Education
- 2. The Visual Arts and the Industrial Revolution
- 3. The Common School Movement and the Beginning of School Art
- 4. Romantic Idealism in Art Education
- 5. Art Teaching Prior to World War I
- 6. American Art Teaching During the Interwar Era
- 7. The Writings of Fredrich Froebel, Frank Cizek, and Victor Lowenfeld
- 8. John Dewey's Philosophy of Art Education
- 9. Bauhaus Pedagogy: Theory, Practice, and Impact on School Art
- 10. Art Teaching from World War II to the Present

11. The History of Art Museums and the Development of Museum Education

12. The History of the National Art Education Association (NAEA)

Course Requirements

Blackboard discussion:

The topics listed above will be explored through the literature and form the basis for on-line discussions. Students will contribute to the discussion by weekly postings on Blackboard.

Reading, research, and on-line participation in Blackboard discussion, will be 25% of the final grade.

On-line writing assignments:

Writing assignments range from research papers to creative writing. Research assignments will include the study of significant ideas and movements in the history of art education. Creative writing samples will include imaginary descriptions of participating in art classes offered by distinguished art educators from the past. A guideline and list of research and creative assignments will be posted on-line.

A collection of student papers from the course will be published as an online anthology.

Writing assignments will be 50% of the final grade.

Historic on-line picture collection:

Each student will curate an on-line collection. The collection of objects and illustrations will include such items as old school art texts, art workbooks, manuals, coloring books, art supplies, and illustrations of art rooms from the past. A complete file of the on-line picture collections will be stored on discs and posted on a blog, so that they will be available for art teacher's classroom use.

Historic on-line picture collection will be 25% of the final grade.

Reading List

Aschwin, C. (1981). *Drawing and education in German-speaking Europe: 1800-1900*. Ann Arbor: UMI Research Press.

Brosterman, N. (1997). *Inventing Kindergarten*. New York: Harry N. Abrams, Inc., Publishers Connell. W.F. (1980). *A history of education in the twentieth-century world*. New York: Teachers College Press.

Dewey, J. (1973). *Democracy and education*. NewYork: Mcmillan. (Original work published in 1916)

Efland, A. (1990). A History of art education: Intellectual and social currents in teaching the visual arts. New York: Teachers College Press.

Macdonald, S. (1980). *History and philosophy of art education*. New York: Elsevier Press.

Michael, J. (1988). *The Lowenfeld Lectures*. Pennsylvania: The Pennsylvania University Press.

Keel, J. (1965). Art education: 1940-64. In W.R. Hastie (Ed.) Art education: *The sixty-fourth yearbook of the National Society for the Study of Education*. Chicago: University of Chicago Press.

Saucy, D. and Stankiewicz, M. (1991). *Framing the past: Essays on art education*. Reston: The National Art Education Association.

Wilson, B. & Hoffa, H. (1985). *The history of art education: proceedings from the Penn State Conference*. Reston: The National Art Education Association.

Additional Reading Students will conduct research from the American, Canadian, British, and Australian journals of art education and *The History of Education Quarterly*.

Distance Learning Form

This form must accompany <u>every</u> submission of a new/change course form that requests a change in delivery mode. All fields are required!

Introduction/Definition: For the purposes of the Commission on Colleges Southern Association of Colleges and Schools accreditation review, *distance learning* is defined as a formal educational process in which the majority of the instruction (interaction between students and instructors and among students) in a course occurs when students and instructors are not in the same place. Instruction may be synchronous or asynchronous. A distance learning (DL) course may employ correspondence study, or audio, video, or computer technologies.

A number of specific requirements are listed for DL courses. The *department* proposing the change in delivery method is responsible for ensuring that the requirements below are satisfied at the individual course level. It is the responsibility of the instructor to have read and understood the university-level assurances regarding an equivalent experience for students utilizing DL (available at <u>http://www.uky.edu/USC/New/forms.htm</u>).

Course Number and Prefix: A-E 680	Date: APAIL 20 2009
Instructor Name: DR GEDRGE SZEKELY	Instructor Email: GSZEKOLOUKY.cdv

	Curriculum and Instruction
1.	How does this course provide for timely and appropriate interaction between students and faculty and among students? Does the course syllabus conform to University Senate Syllabus Guidelines, specifically the Distance Learning Considerations? TASK-UK-BLACKBDARD WILL BE VSED. COURSE GONFORMS TO UNIV. SENATE SYLABUS GUIDELINES FOR DISTANCE LEARNING.
2.	How do you ensure that the experience for a DL student is comparable to that of a classroom-based student's experience? Aspects to explore: textbooks, course goals, assessment of student learning outcomes, etc. AE-G50 WAS TESTED IN 2008 AS A CLASSEDOM WURSE - TEXTBOOK, WURSE GOALS, ASSESSMENTS AND CEARNING OUTCOMES ADAPTED TO DL MODE.
3.	How is the integrity of student work ensured? Please speak to aspects such as password-protected course portals, proctors for exams at interactive video sites; academic offense policy; etc. COURSE WILL CONFORM TO ALL TASK-PL SELURITY CONSIDERATIONS, INCLUDING PASSWORD PROTECTED PORTALS AND ACADEMIC OFFENSE POLICY
4.	 Will offering this course via DL result in 25% or 50% (based on total credit hours required for completion) of a degree program being offered via any form of DL, as defined above? NO If yes, which program(s)?
5.	How are students taking the course via DL assured of equivalent access to student services, similar to that of a student taking the class in a traditional classroom setting? STUDENTS WILL RECEIVE LIGRARY RESEACH AND TECHNICAL ASSISTANCE FROM TASK AND UK ART LIBRARY BB

Abbreviations: TASC = Teaching and Academic Support Center DL = distance learning DLP = Distance Learning Programs

produces (1976)

https://exchange.uky.edu/owa/?ae=Folder&t=IPF.Note&a=

	Library and Learning Resources
6.	How do course requirements ensure that students make appropriate use of learning resources? ASSIGNMENTS WILL REFLECT THE STUDENT'S USE OF RESTRUCE MATERIALS.
7.	Please explain specifically how access is provided to laboratories, facilities, and equipment appropriate to the
	COURSE OF PROGRAM. NO SPECIAL LASORATORY EQUIPMENT OR FACILITIES NEEDED. ALL INFORMATION WILL BE AVAILABLE ON BB.
	Student Services
8.	How are students informed of procedures for resolving technical complaints? Does the syllabus list the entities available to offer technical help with the delivery and/or receipt of the course, such as the Teaching and Academic Support Center (<u>http://www.uky.edu/TASC/index.php</u>) and the Information Technology Customer Service Center (<u>http://www.uky.edu/UKIT/</u>)?
	ABOVE INFORMATION IS POSTED ON BB - COURSE DUTLINE
9.	Will the course be delivered via services available through the Teaching and Academic Support Center?
	Yes 🗹
	No 🗌
	If no, explain how students enrolled in DL courses are able to use the technology employed, as well as how students will be provided with assistance in using said technology.
	 Does the syllabus contain all the required components, below? Instructor's virtual office hours, if any. The technological requirements for the course. Contact information for TASC (<u>http://www.uky.edu/TASC/</u>; 859-257-8272) and Information Technology Customer Service Center (<u>http://www.uky.edu/UKIT/</u>; 859-257-1300). Procedure for resolving technical complaints. Preferred method for reaching instructor, e.g. email, phone, text message. Maximum timeframe for responding to student communications.
	Information on Distance Learning Library Services (<u>http://www.uky.edu/Libraries/DLLS</u>)
	 Carla Cantagallo, DL Librarian Local phone number: 859 257-0500, ext. 2171; long-distance phone number: (800) 828-0439 (option #6)
	o Email: <u>dllservice@email.uky.edu</u>
	 DL Interlibrary Loan Service: <u>http://www.uky.edu/Libraries/libpage.php?lweb_id=253&llib_id=16</u>
10.	I, the instructor of record, have read and understood all of the university-level statements regarding DL.
	Instructor Name: DR. GEORGE SLEKELY Instructor Signature: Goorge Kehely

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