APPLICATION FOR NEW COURSE

1. Submitted by the College of **Fine Arts** _____ Date: **September 15, 2008**

   Department/Division proposing course: **Department of Art/Art Education** _____

2. Proposed designation and Bulletin description of this course:

   a. Prefix and Number **A-E 550** _____

   b. Title* **Community Art Education** _____

   *If title is longer than 24 characters, write a sensible title (24 characters or less) for use on transcripts:

   _____

   c. Courses must be described by <u>at least one</u> of the categories below. Include the number of <u>actual contact hours per week</u> for each category, as applicable.

   (___) CLINICAL   (___) COLLOQUIUM   (___) DISCUSSION   (___) LABORATORY   (**3**) LECTURE

   (___) INDEPEND. STUDY   (___) PRACTICUM   (___) RECITATION   (___) RESEARCH   (___) RESIDENCY

   (___) SEMINAR   (___) STUDIO   (___) OTHER – Please explain: _____

   d. Please choose a grading system: ☑ Letter (A, B, C, etc.)   ☐ Pass/Fail

   e. Number of credit hours: **3** _____

   f. Is this course repeatable?   YES ☐   NO ☑   If YES, maximum number of credit hours: _____

   g. Course description:

   An examination of community arts organizations and the role they play in identifying and interpreting the diverse artistic make-up of the community. The course will provide students with the tools to define, locate, and research community organizations as potential sites for art programming.

   h. Prerequisite(s), if any:

   i. Will this course be offered through Distance Learning?   YES ☐   NO ☑

   If YES, please identify one of the methods below that reflects how the majority of the course content will be delivered:

Internet/Web-based	Interactive video	Extended campus	Kentucky Educational Television (KET/teleweb)	Other
☐	☐	☐	☐	☐

   Please describe "Other": _____

3. Teaching method: ☐ N/A   or   ☑ Community-Based Experience   ☐ Service Learning Component   ☐ Both

4. To be cross-listed as: **N/A** _____   _____

   Prefix and Number   Signature of chair of cross-listing department

5. Requested effective date (term/year): **Fall / 2009**

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6. Course to be offered (please check all that apply): ☐ Fall   ☑ Spring   ☐ Summer

7. Will the course be offered every year?   ☑ YES   ☐ NO

   If NO, please explain: _____

8. Why is this course needed?
   ·Community arts organizations are growing in number and in importance across the United States. Knowledge of the operation of such organizations will be of substantial professional benefit to our students and will lead to increased career opportunities for them.

9. a. By whom will the course be taught? Professor Marty Henton _____

   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?
    10-15

11. a. Will this course serve students primarily within the department?   ☑ Yes   ☐ No

    b. Will it be of interest to a significant number of students outside the department?   ☑ YES   ☐ NO
       If YES, please explain.
       ·Arts Administration

12. Will the course serve as a University Studies Program course[†]?   ☐ YES   ☑ NO
    If YES, under what Area? _____
    [†]AS OF SPRING 2007, THERE IS A MORATORIUM ON APPROVAL OF NEW COURSES FOR USP.

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?   ☐ YES   ☑ NO
    If YES[‡], list below the programs that will require this course:

[‡]In order to change the program(s), a program change form(s) must also be submitted.

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17. ☑ The major teaching objectives of the proposed course, syllabus and/or reference list to be used are attached.

18. ☑ Check box if course is 400G or 500. If the course is 400G- or 500-level, *you must include a syllabus showing differentiation* for undergraduate and graduate students by (i) requiring additional assignments by the graduate students; and/or (ii) the establishment of different grading criteria in the course for graduate students. (See *SR 3.1.4*)

19. Within the department, who should be contacted for further information about the proposed new course?

Name: Marty Henton   Phone: 7-2252   Email: Marty.henton@uky.edu

20. Signatures to report approvals:

April 7, 2008
DATE of Approval by Department Faculty

Ben Withers / Baulde___
printed name   Reported by Department Chair   signature

11/14/08
DATE of Approval by College Faculty

Robert Shay / ____
printed name   Reported by College Dean   signature

2/10/09
* DATE of Approval by Undergraduate Council

S'Gill / ____
printed name   Reported by Undergraduate Council Chair   signature

____
* DATE of Approval by Graduate Council

____ / ____
printed name   Reported by Graduate Council Chair   signature

____
* DATE of Approval by Health Care Colleges Council (HCCC)

____ / ____
printed name   Reported by Health Care Colleges Council Chair   signature

____
* DATE of Approval by Senate Council

Reported by Office of the Senate Council

____
* DATE of Approval by University Senate

Reported by Office of the Senate Council

*If applicable, as provided by the *University Senate Rules*

AE 550
COMMUNITY ARTS EDUCATION
Undergraduate

COURSE DESCRIPTION

This course will introduce the concept of community arts organizations and the role they play in identifying and interpreting the artistic make-up of the community. The course will provide the student with the tools to define, locate, and research community organizations as potential sites for arts programming. Students will gain first-hand knowledge of local and regional organizations as they select an arts organization to research and design and implement an educational activity in collaboration with the staff.

The major focus of the semester is a class project activity within a local community arts organization. Weekly seminars prepare students to assume job responsibilities and work in teams on an event/program/activity within a community arts organization. The students will meet with the staff of the organization to identify a project that can be implemented on-site within the framework of the organization and within the semester.

Real-world experiences are complimented by seminar topics that draw from a rich resource of material on theory and practice. Students will be responsible for a research paper that looks at the role of community arts organizations in the 21st century.

LEARNING OUTCOMES
- Define the characteristics of a community arts organization – mission, location, demographics, organizational structure within and without, and funding.
- Participate in an individual project
  - Locate a community arts organization within the region and research the organizational structure and educational mission
  - Design a program activity to be implemented into the structure of the organization
  - Design assessment tools for evaluating the educational outcomes
- Participate in a group project
  - Work in teams to assume job responsibilities within the structure of the community organizations event
  - Design an activity that compliments the mission of the organization
  - Work with the group to implement the activity
  - Prepare a final multi-media presentation on the project with the group
- Write a research paper on the importance of Community Arts Organizations

Prerequsites: Art Education and Arts Administration, or with the permission of the instructor.

COURSE REQUIREMENTS –
- Attendance in this class is important to your grade. Three unexcused absences will lower your grade by a letter. (remember that an absence is really three hours a week). You can make up an excused absence in cooperation and with approval from the instructor.

- <u>Individual Community Project</u> – You will select a community site and do a 2 hour visit in which you schedule an appointment and gather information about the site. Then you will design a two hour hands-on activity to be conducted at a time that is compatible with the organizations schedule of activities. (Total 4 hour class release time for the project). Combined with this activity you will present a 10 – 15 minute presentation to the class at the end of the semester on your activity.
- <u>Group Community Project</u> – You will collaborate with the class to work on a group project within a local community arts organization. You will work in teams with the class and directly with the staff of the organization on this project. (Total 10 hour release time for the project over five class periods). You will be responsible for a multi-media presentation to the organizations staff and board of directors.
- <u>Research and paper</u> (5 – 8 pages) on the role of community arts organizations. Back up with data and resources.

EVALUATION
- Attendance and class participation   10%
- Individual Community Project/Presentation   25%
- Group Project and Multi-Media Presentation   40 %
- Research Paper   25%

<u>GRADING SCALE</u>
90 - 100 =   A
80 - 89 =   B
70 - 79 =   C
60 - 69 =   D
Below 59 =   E

TEXBOOK
Beyond the School: Community and Institutional Partnerships in Art Education, Rita L. Irwin and Anna M. Kindler. 1999. The National Art Education Association.
ISBN 1-890160-09-1. I will order the book and you can make a check payable to the UK Art Dept. for $12 (the NAEA member discount price).

The following books will be in the Lucille Little Library for your use. Chapter excerpts will be copied to use in class.

Bach, Penny B., *New.Land.Marks*, Fairmont Park Association, 2001.

Borrup, Tom, *The Creative Community Builder's Handbook*, Fieldstone Alliance Publishing Center, 2006.

Cooper, Mark and Sjostrom, Lisa, *Making Art Together*, Beacon Press, Boston, 2006.

Florida, Richard, *The Rise of the Creative Class*, Basic Books, 2002, ISBN 0-465-02476-9

Heilburn, James, and Gray, Charles M, *The Economics of Art and Culture*, Cabridge University Press, 2001.

Irwin, Rita L. and Kindler, Anna M, *Beyond the School*, The National Art Education Association. 1999.

Mcarthy, Kevin, Ondaatje, Elizabeth, Zakaras, Laura, and Brooks, Arthur. Gifts of the Muse: Reframing the Debate About the Benefits of the Arts. Rand Research in the Arts. 2004.

Integration of Syllabus with UK Educator Preparation Unit Themes:

This course will address the four themes of the conceptual framework for the UK professional education unit: *research, reflection, learning,* and *leading*. Students will be given the opportunity to review, analyze, discuss, and apply *research* from diverse perspectives in education, including professional scholarship and practitioner inquiry, in order to reflect on their own practices as they study, observe, and practice in P-12 school and university classrooms. *Reflection* will also be integrated into students' learning opportunities through the production of written essays and analyses of observation and teaching experiences to help students take advantage of the analytical and problem-solving skills that comprise critical professional reflection on one's own teaching. This course emphasizes the commitment of the professional education unit to assure that its graduates move into their professional lives equipped for life-long *learning* as educators who will be active in *leading* colleagues in their schools, districts, and professional organizations. The ultimate goal in addressing these four themes is to produce teacher leaders who work together to improve student learning among diverse populations and improve education in Kentucky and beyond.

Integration of Syllabus with KERA Initiatives:

This course will provide students an opportunity to advance their knowledge and mastery of the "tools" associated with Kentucky education reform, including the Kentucky Learning Goals and Academic Expectations (LGAE), the Kentucky Program of Studies (POS), and the Commonwealth Accountability Testing System (CATS), which includes the Core Content for Assessment. As students carry out projects and complete assignments that involve instructional activities for P-12 students in Kentucky schools, they will address one or more components of the KERA initiatives.

Integration of the Syllabus with the Themes of Diversity, Assessment, and Technology:

All UK professional education programs address and affirm the value of diversity in education, the use of technology to support all aspects of instructional programming, and the importance of attaining high levels of skill in assessing the outcomes of instruction. This course will provide students an opportunity to demonstrate attention to these themes and reflect on the mechanisms that this course has provided to demonstrate improved skills in these areas.

AE 550
COMMUNITY ART EDUCATION
Graduate

COURSE DESCRIPTION

This course will introduce the concept of community arts organizations and the role they play in identifying and interpreting the diverse artistic make-up of the community. The course will provide the student with the tools to define, locate, and research community organizations as potential sites for arts programming. Students will gain first-hand knowledge of local and regional organizations as they select an arts organization to research and design and implement an educational activity in collaboration with the staff.

The major focus of the semester is a class project activity within a local community arts organization. Weekly seminars prepare students to assume job responsibilities and work in teams on an event/program/activity within a community arts organization. The students will meet with the staff of the selected organizations to identify a project that can be implemented on-site within the framework of the organization and within the semester.

Real-world experiences are complimented by seminar topics that draw from a rich resource of material on theory and practice. Students will be responsible for a research paper that looks at the role of community arts organizations in the 21st century.

LEARNING OUTCOMES
- Define the characteristics of a community arts organization – mission, location, demographics, organizational structure, and funding.
- Participate in an individual project
  - Locate a community arts organization within the region and research the organizational structure and educational mission
  - Design a program activity to be implemented into the structure of the organization
  - Design assessment tools for evaluating the educational outcomes
- Participate in a group project
  - Work in teams to assume job responsibilities within the structure of the community organizations event
  - Design an activity that compliments the mission of the organization
  - Work with the group to implement the activity
  - Prepare a final multi-media presentation on the project for the organization's staff and members of the class.
  - Design and implement pre and post assessment of the activity
- Write a research paper on the importance of Community Arts Organizations

Prerequisites: Art Education 576, 577, 578,and 579 or with the permission of the instructor.

COURSE REQUIREMENTS –

- Individual Community Project – You will select a community site and do a 2 hour visit in which you schedule an appointment and gather information about the site. Then you will design a two hour hands-on activity to be conducted at a time that is compatible with the organizations schedule of activities. (Total 4 hour class release time for the project). Combined with this activity you will present a 10 – 15 minute presentation to the class at the end of the semester on your activity.
- Group Community Project – You will collaborate with the class to work on a group project within a local community arts organization. You will work in teams with the class and directly with the staff of the organization on this project. (Total 10 hour release time

for the project over five class periods). You will be responsible for a multi-media presentation to the organizations staff and board of directors.

- <u>Graduate Leadership</u> – In conjunction with the group collaborative project graduate students will introduce a pre and post assessment instrument to evaluate the project and prepare a written report for the community arts administrator. Students will analyze the data and make recommendations based on the collected data. Graduate students will work individually or in teams to lead a seminar on current topics on community arts programs.
- <u>Graduate research</u> – Research will be based on the collaborative community project. Students will gather research about the collaborative project to use as a basis for designing a conceptual project for a larger community activity in Central Kentucky that can be a stand-alone project or part of a larger project for example; 2010 Equestrian Games, downtown arts festival, or a university activity. Back up with data and research.
- <u>Attendance </u>in this class is important to your grade. Two unexcused absences will lower your grade by a letter (remember that an absence is really three hours a week). You can make up an excused absence in cooperation with approval from the instructor

EVALUATION
- Individual Community Project/Presentation   15%
- Group Project ,multi-media presentation, and pre and post assessment data collection and analysis   40 %
- Graduate research for conceptual project for Central Kentucky   30%
- Attendance and class participation   15%

GRADING SCALE
90 - 100 =   A
80 - 89 =   B
70 - 79 =   C
60 - 69 =   D

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ADDITIONAL READINGS
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