

COURSE CHANGE FORM

Complete 1a – 1f & 2a – 2c. Fill out the remainder of the form as applicable for items being changed.

1. General Information.

a. Submitted by the College of: Fine Arts Today's Date: September 1, 2011

b. Department/Division: Art

c. Is there a change in "ownership" of the course? YES NO
 If YES, what college/department will offer the course instead? _____

d. What type of change is being proposed? Major Minor¹ (place cursor here for minor change definition)

e. Contact Person Name: Dr. George Szekely Email: gszek01@uky.edu Phone: 859-278-4824

f. Requested Effective Date: Semester Following Approval OR Specific Term²: _____

Comment [OSC1]: Excerpt from SR 3.3.0.G.2 Definition. A request may be considered a minor change if it meets one of the following criteria:
 a. change in number within the same hundred series*;
 b. editorial change in the course title or description which does not imply change in content or emphasis;
 c. a change in prerequisite(s) which does not imply change in content or emphasis, or which is made necessary by the elimination or significant alteration of the prerequisite(s); d. a cross-listing of a course under conditions set forth in SR 3.3.0.E;
 e. correction of typographical errors.

2. Designation and Description of Proposed Course.

a. Current Prefix and Number: A-E 578 Proposed Prefix & Number: A-E 578

b. Full Title: Art in the Elementary schools Proposed Title: Art in the Elementary Schools

c. Current Transcript Title (if full title is more than 40 characters): _____
 Proposed Transcript Title (if full title is more than 40 characters): _____

d. Current Cross-listing: N/A OR Currently³ Cross-listed with (Prefix & Number): _____
 Proposed – ADD³ Cross-listing (Prefix & Number): _____
 Proposed – REMOVE^{3,4} Cross-listing (Prefix & Number): _____

*...for the specific purposes of the minor exception rule, the 600-799 courses are the same "hundred series," as long as the other minor change requirements are complied with. [RC 1/15/09]

e. Courses must be described by **at least one** of the meeting patterns below. Include number of actual contact hours⁵ for each meeting pattern type.

Current:	<u>2</u> Lecture	____ Laboratory ⁵	____ Recitation	____ Discussion	____ Indep. Study
	____ Clinical	____ Colloquium	____ Practicum	____ Research	____ Residency
	____ Seminar	<u>1</u> Studio	____ Other – Please explain: _____		
Proposed:	<u>1</u> Lecture	____ Laboratory	____ Recitation	____ Discussion	____ Indep. Study
	____ Clinical	____ Colloquium	<u>1</u> Practicum	____ Research	____ Residency
	____ Seminar	<u>1</u> Studio	____ Other – Please explain: _____		

f. Current Grading System: Letter (A, B, C, etc.) Pass/Fail
 Proposed Grading System: Letter (A, B, C, etc.) Pass/Fail

g. Current number of credit hours: 2 Proposed number of credit hours: 3

h. Currently, is this course repeatable for additional credit? YES NO

¹ See comment description regarding minor course change. *Minor changes are sent directly from dean's office to Senate Council Chair.* If Chair deems the change as "not minor," the form will be sent to appropriate academic Council for normal processing and contact person is informed.
² Courses are typically made effective for the semester following approval. No course will be made effective until all approvals are received.
³ Signature of the chair of the cross-listing department is required on the Signature Routing Log.
⁴ Removing a cross-listing does not drop the other course – it merely unlinks the two courses.
⁵ Generally, undergrad courses are developed such that one semester hr of credit represents 1 hr of classroom meeting per wk for a semester, exclusive of any lab meeting. Lab meeting generally represents at least two hrs per wk for a semester for 1 credit hour. (See SR 5.2.1.)

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Proposed to be repeatable for additional credit?	YES <input type="checkbox"/>	NO <input checked="" type="checkbox"/>
If YES: Maximum number of credit hours: _____		
If YES: Will this course allow multiple registrations during the same semester?	YES <input type="checkbox"/>	NO <input type="checkbox"/>
i. Current Course Description for Bulletin:	<u>Study of perceptual and aesthetic awareness. Field and practicum experiences with methods and materials appropriate to the teaching of art in the elementary school. Multicultural activities. Topics include: curriculum design and lesson planning, evaluation, teaching skills, classroom safety, lecture demonstration, micro-teaching, laboratory and studio experiences.</u>	
Proposed Course Description for Bulletin:	<u>A-E 578 Focusing on the study of perceptual and aesthetic development of elementary age children, this course provides field and practicum experiences that utilize methods and materials appropriate to the teaching of art in the elementary school. Topics include: curriculum design, lesson planning, teaching skills, classroom safety and assessment. Lecture, demonstrations, micro-teaching, laboratory and studio experiences are integrated into the class design.</u>	
j. Current Prerequisites, if any:	<u>Major in Art Education/ ADMISSION TO THE TEACHER EDUCATION PROGRAM (TEP)</u>	
Proposed Prerequisites, if any:	<u>Major in Art Education/ ADMISSION TO THE TEACHER EDUCATION PROGRAM (TEP)</u>	
k. Current Distance Learning(DL) Status:	<input checked="" type="checkbox"/> N/A <input type="checkbox"/> Already approved for DL* <input type="checkbox"/> Please Add ⁶ <input type="checkbox"/> Please Drop	
*If already approved for DL, the Distance Learning Form must also be submitted <u>unless</u> the department affirms (by checking this box <input type="checkbox"/>) that the proposed changes do not affect DL delivery.		
l. Current Supplementary Teaching Component, if any:	<input checked="" type="checkbox"/> Community-Based Experience <input type="checkbox"/> Service Learning <input type="checkbox"/> Both	
Proposed Supplementary Teaching Component:	<input checked="" type="checkbox"/> Community-Based Experience <input type="checkbox"/> Service Learning <input type="checkbox"/> Both	
3. Currently, is this course taught off campus?	YES <input type="checkbox"/>	NO <input checked="" type="checkbox"/>
Proposed to be taught off campus?	YES <input type="checkbox"/>	NO <input checked="" type="checkbox"/>
4. Are significant changes in content/teaching objectives of the course being proposed?	YES <input type="checkbox"/>	NO <input checked="" type="checkbox"/>
If YES, explain and offer brief rationale: _____		
5. Course Relationship to Program(s).		
a. Are there other depts and/or pgms that could be affected by the proposed change?	YES <input type="checkbox"/>	NO <input checked="" type="checkbox"/>
If YES, identify the depts. and/or pgms: _____		
b. Will modifying this course result in a new requirement⁷ for ANY program?	YES <input type="checkbox"/>	NO <input checked="" type="checkbox"/>
If YES ⁷ , list the program(s) here: _____		
6. Information to be Placed on Syllabus.		

⁶ You must also submit the Distance Learning Form in order for the course to be considered for DL delivery.

⁷ In order to change a program, a program change form must also be submitted.

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a.

Check box if
changed to
400G or 500.

If changed to 400G- or 500-level course you must send in a syllabus and *you must include the differentiation* between undergraduate and graduate students by: (i) requiring additional assignments by the graduate students; and/or (ii) establishing different grading criteria in the course for graduate students. (See *SR 3.1.4.*)

COURSE CHANGE FORM

Signature Routing Log

General Information:

Course Prefix and Number: A-E 578

Proposal Contact Person Name: Dr. George Szekely Phone: 859-278-4824 Email: gszek01@uky.edu

INSTRUCTIONS:

Identify the groups or individuals reviewing the proposal; note the date of approval; offer a contact person for each entry; and obtain signature of person authorized to report approval.

Internal College Approvals and Course Cross-listing Approvals:

Reviewing Group	Date Approved	Contact Person (name/phone/email)	Signature
Art	9/2/2011	Ben Withers 7-4013 / / bwithers@uky.edu	
College of Fine Arts	1/27/2012	G.Maschio 7-1707 / / Gmasc1@uky.edu	
		/ /	
		/ /	
		/ /	

External-to-College Approvals:

Council	Date Approved	Signature	Approval of Revision ⁶
Undergraduate Council	4/10/2012	Sharon Gill	
Graduate Council	5/3/12	Brian Jackson	
Health Care Colleges Council			
Senate Council Approval		University Senate Approval	

Comments:

⁶ Councils use this space to indicate approval of revisions made subsequent to that council's approval, if deemed necessary by the revising council.

TEACHING ART IN THE ELEMENTARY SCHOOLS

Dr. George Szekely

Professor

301 Fine Arts

gszek01@uky.edu

Studio Phone: 278 4824

Office Hours: Monday and Wednesday 7-8 AM and 12-1 PM

Course Description:

Focusing on the study of the perceptual and aesthetic development of elementary age children, this course provides field and practicum experiences that utilize methods and materials appropriate to the teaching of art in the elementary school. Topics include: curriculum design, lesson planning, teaching skills, classroom safety and assessment. Lecture, demonstrations, microteaching, laboratory and studio experiences are integrated into the class design.

Student Learning Outcomes

- 1.0 Students will understand the conceptual and practical differences between the elementary and middle school art curriculum
- 2.0 Students will research and learn about the elementary school student as artist
- 3.0 Students will explore sources for creativity in elementary school students
- 4.0 Students will learn about the social dimensions of art in elementary schools
- 5.0 Students will participate in building a quality art program
- 6.0 Students will contemplate and talk about aspects of teaching art to children
- 7.0 Students will select appropriate and original art experiences that engage elementary school students in art
- 8.0 Students will chart plans for preparing elementary school students for middle school art and beyond

Tentative Course Schedule:

Dates of topics and assignments are given on BB.

Week 1: Foundations of Art Education

A Brief History of Art Education

Examining Basic Beliefs: Why We Need Art in Our Schools

Principles and Standards for School Art Programs

Issues and Practices of Teaching Art

Advocating for the Visual Arts

Theories on Diverse Teaching and Learning Styles Applied to Art Teaching

Week 2: Art Teaching Strategies

Teachers' and Students' Roles in an Art Class

Orienting the Art Program to the Interests and Needs of Students

Artistic Freedom and Behavior Management in the Art Room

Characteristics of Highly Accomplished Art Teachers

Ingredients for a Successful First Year of Art Teaching

Week 3: Curriculum

Curriculum Design in Art Education

The Curriculum Planning Process

Key Decisions in Planning an Art Curriculum

The Scope and Sequence of an Art Curriculum

Art Curriculum Models that Meet the National Standards in Art Education

Week 4: The Art Lesson Plan

Envisioning the Art Lesson

The Uniqueness of Art Planning

Visual and Written Lesson Plans

Developing Clarity in Art Instruction

Improvisation in Art and Art Teaching

Week 5: Children and their Art

Where Art Ideas Come From

Testing the World Through Play and Art

The Meaning of Art in a Child's World

Art and Language Development

Children's Art and Individuality

Teaching for Artistic Independence

Week 6: Approaches to Teaching Elementary Art

Teaching the Unique Content and Values of Art

Linking Art Learning From Home to School

Planning Art Lessons with Other Arts Specialists

The Challenges of Content Integration in Art Teaching

Examples of Interdisciplinary Endeavors

Designing Assessments in Art

The Use and Abuse of Art Criticism in an Art Class

Getting Students to Open Up About Art Fears

Week 12: Art at Home and in the Community

Relating School Art to Artists and Art in the Community

Building Community Support for School Art Programs

A Framework For Multicultural Art Education

Identifying Talented Young Artists

The Art Education of Urban Minority Students

Working with Special Education Students and Teachers

Teaching Art in an Inclusive Classroom

Description of Course activities and assignments:

1-ART PORTFOLIO

25 points

- You will be creating, organizing, completing and framing the art you make.
- Your art will be preserved in a portfolio to be kept safe at home.
- During your teaching at the elementary school, please share your Art Portfolio with your children.
- Please note that art making is a full time work to be done at home AND in class.
- Designate a table, a space on the floor, or a room in your as your studio. The art projects you are working on all semester will be done in class and continued with great dedication in your home studio!
- Bring a box, bag, suitcase, or laundry basket, to transport your art from UK.
- All you completed art will be celebrated at our final art exhibit at a Lexington gallery.

2-IDEA BOOKS (You will need a digital camera for class and for our teaching in the schools)

20 points

- Your ideas are the engine of this class. Plan to keep all your art and teaching ideas in a beautiful, hand-made idea book.
 - Please divide the idea book into eight sections (make hand designed tabs for each section).
- 1 A photo album section of all the art you made during the semester
 - 2 A Photo album section of all the art your students made

A section for your research notes, lists, field visits, and ideas for art and art lessons

4 A compartment for Mini Books you make: books of collections, wish books, child study books, etc.

5 A section for records and souvenirs of weekly field trips such as museums, toy stores, Mini-marts, Goodwill stores, parks, garage sales etc. Include sketches, photos and ideas you harvested.

6 Prepare for each class in your idea book. Come to class with ideas sketched, objects and materials you collected. Your ideas, collections, plans, and dreams, are the most important part of an art class.

7 A section to keep records of drawings, tracings, rubbings, photos, computer print-outs of your weekly art and object collecting, complete with your ideas for their use in art and teaching art.

8 A section for visual and written lesson plans for each lesson you teach.

As a future art teacher you will always keep idea books as a reference for teaching. Keep it with you all the time. Sketch, diagram, and write ideas in your idea book regularly. Make your Idea Book fun and interesting and share it frequently with your students.

3-COLLECTIONS

15 points

Children, artists, and art teachers all collect the most wonderful things! Artists of all ages begin their art with inspiration from found objects, children's books, antique and vintage toys and important art finds.

-Bring your weekly collections to class for show and tell.

-In your idea book sketch a variety of possibilities for using the objects you collected for your art and teaching art.

-Collections are to be shared with your students in our adopted school. Art and art lessons can be created from the unique collections and ideas shared in class.

4-PRACTICE TEACHING

20 points

We will be teaching in an elementary school for 10 weeks. You and your students are responsible for the lesson's preparation and materials. Please use mostly found objects.

Original and comprehensive visual lesson plans will be created for each teaching session in the schools.

All lesson plans can be saved in the back of your Idea Book.

For each lesson you teach at the school you will receive a written evaluation card

with a grade. Please save and paste your evaluation and grade cards in the front of your idea book.

5-READINGS AND EXAMINATIONS

20 points

READING 1: *Art Teaching* (2012) Routledge: New York/London

A creative and comprehensive study of this book will be assigned for the mid-term examination

READING 2: *How Children Make Art: Lessons in Creativity from Home to School* (2008): Columbia, TC Press: New York/London

Additional resources, videos, and TED talks to view and write about will be listed on BB each week.

Additional Assignment for GRADUATE STUDENTS (10 points)

Graduate students are expected to conduct an annotative and critical study of the literature in elementary school art education using the Journal of Art Education and the Research Journal of Art Education. Perimeters of the study will be listed on BB

Course Grading Scale:

Undergraduate students can earn up to 100 points for the class, and graduate students by virtue of their extra assignment can earn up to 110 points for the class.

Total points that can be earned as follows:

Undergraduate Students (100 points possible for the course)

90 -100 points = A

80 - 89 points = B (must maintain a B in methods courses to be allowed to Student Teach)

70 -79 points = C

60 - 69 points = D

below 60 points = E

Graduate Students (110 points possible for the course)

100 -110 points = A

90 - 99 points = B

80 -89 points = C

Below 79 points = E

General Evaluation Policies

Idea books will be reviewed and receive a letter grade four times during the semester

Lesson plans will be reviewed and graded each week

Each lesson taught in the public school will receive a comment card with a letter grade
Weekly assignments will be graded in idea books.

You will always know where you stand in the course. You are welcome to re-do any assignment to improve your grade. Grades are not a secret, you will always be aware of your grade in your idea book and on BB. Please feel free to contact me with any questions or concerns.

Final Exam Information:

Date, time, and location to be announced

Mid-term Grade:

Mid-term grades will be posted in myUK by the deadline established in the Academic Calendar (<http://www.uky.edu/Registrar/AcademicCalendar.htm>)

Course Policies:

Assignments are to be submitted on time, according to a BB posted schedule. Some assignments will be readings in preparation for discussions, viewing Internet assignments, as well as written and visual items. Penalties will be applied to late or missing assignments.

Attendance Policy:

Your regular attendance and punctuality will be an important consideration in determining your final grade. Since we will be teaching in a public school, your role as a professional art teacher requires punctuality and perfect attendance. No absences are allowed. Attendance policies for the course follow university guidelines for excused absences, as follows.

Excused Absences:

Students need to notify the professor of absences prior to class when possible. S.R. 5.2.4.2 defines the following as acceptable reasons for excused absences: (a) serious illness, (b) illness or death of family member, (c) University-related trips, (d) major religious holidays, and (e) other circumstances found to fit "reasonable cause for nonattendance" by the professor.

Students anticipating an absence for a major religious holiday are responsible for notifying the instructor in writing of anticipated absences due to their observance of such holidays no later than the last day in the semester to add a class. Information regarding dates of major religious holidays may be obtained through the religious liaison, Mr. Jake Karnes (859-257-2754).

Students are expected to withdraw from the class if more than 20% of the classes scheduled for the semester are missed (excused or unexcused) per university policy.

Verification of Absences:

Students may be asked to verify their absences in order for them to be considered excused. Senate Rule 5.2.4.2 states that faculty have the right to request "appropriate verification" when students claim an excused absence because of illness or death in the family.

Academic Integrity:

Per university policy, students shall not plagiarize, cheat, or falsify or misuse academic records. Students are expected to adhere to University policy on cheating and plagiarism in all courses. The minimum penalty for a first offense is a zero on the assignment on which the offense occurred. If the offense is considered severe or the student has other academic offenses on their record, more serious penalties, up to suspension from the university may be imposed.

Plagiarism and cheating are serious breaches of academic conduct. Each student is advised to become familiar with the various forms of academic dishonesty as explained in the Code of Student Rights and Responsibilities. Complete information can be found at the following website: <http://www.uky.edu/Ombud>. A plea of ignorance is not acceptable as a defense against the charge of academic dishonesty. It is important that you review this information as all ideas borrowed from others need to be properly credited.

Part II of *Student Rights and Responsibilities* (available online) states that all academic work, written or otherwise, submitted by students to their instructors or other academic supervisors, is expected to be the result of their own thought, research, or self-expression. In cases where students feel unsure about the question of plagiarism involving their own work, they are obliged to consult their instructors on the matter before submission.

When students submit work purporting to be their own, but which in any way borrows ideas, organization, wording or anything else from another source without appropriate acknowledgement of the fact, the students are guilty of plagiarism. Plagiarism includes reproducing someone else's work, whether it be a published article, chapter of a book, a paper from a friend or some file, or something similar to this. Plagiarism also includes the practice of employing or allowing another person to alter or revise the work which a student submits as his/her own, whoever that other person may be.

Students may discuss assignments among themselves or with an instructor or tutor, but when the actual work is done, it must be done by the student, and the student alone. When a student's assignment involves research in outside sources of information, the student must carefully acknowledge exactly what, where and how he/she employed them. If the words of someone else are used, the student must put quotation marks around the passage in question and add an appropriate indication of its origin. Making simple changes while leaving the organization, content and phraseology intact is plagiaristic. However, nothing in these Rules shall apply to those ideas which are so generally and freely circulated as to be a part of the public domain (Section 6.3.1).

Please note: Any assignment you turn in may be submitted to an electronic database to check for plagiarism. Appropriate notification of absences due to university-related trips is required prior to the absence.

Accommodations due to disability:

If you have a documented disability that requires academic accommodations, please see me as soon as possible during scheduled office hours. In order to receive accommodations in this course, you must provide me with a Letter of Accommodation from the Disability Resource Center (Room 2, Alumni Gym, 257-2754, email address: jkarnes@email.uky.edu) for coordination of campus disability services available to students with disabilities.