

Term Information

Effective Term Summer 2016
Previous Value Summer 2012

Course Change Information

What change is being proposed? (If more than one, what changes are being proposed?)

Online delivery for MA Online Art Education program.

What is the rationale for the proposed change(s)?

This is a required course in the MA Online Art Education program.

What are the programmatic implications of the proposed change(s)?

(e.g. program requirements to be added or removed, changes to be made in available resources, effect on other programs that use the course)?

None.

Is approval of the request contingent upon the approval of other course or curricular program request? No

Is this a request to withdraw the course? No

General Information

| | |
|--------------------------------------|---|
| Course Bulletin Listing/Subject Area | Art Education |
| Fiscal Unit/Academic Org | Arts Admin, Education & Policy - D0225 |
| College/Academic Group | Arts and Sciences |
| Level/Career | Graduate |
| Course Number/Catalog | 7000.10 |
| Course Title | Concepts, Theories, and Issues in Art Education |
| Transcript Abbreviation | Concpt/Issues AE |
| Course Description | Review of analytical reading and writing; overview of topics for art education research; graduate faculty research; national and international issues; research resources. Must be taken during the first year of graduate study. |
| Semester Credit Hours/Units | Fixed: 3 |

Offering Information

| | |
|--|---|
| Length Of Course | 14 Week, 7 Week, 12 Week (May + Summer) |
| Flexibly Scheduled Course | Never |
| Does any section of this course have a distance education component? | Yes |
| Is any section of the course offered | 100% at a distance Less than 50% at a distance |
| Grading Basis | Letter Grade |
| Repeatable | No |
| Course Components | Seminar |
| Grade Roster Component | Seminar |
| Credit Available by Exam | No |
| Admission Condition Course | No |
| Off Campus | Never |
| Campus of Offering | Columbus |

Prerequisites and Exclusions

Prerequisites/Corequisites

Exclusions Not open to students with credit for 700.

Cross-Listings

Cross-Listings

Subject/CIP Code

Subject/CIP Code 13.1302
Subsidy Level Doctoral Course
Intended Rank Masters, Doctoral

Requirement/Elective Designation

Required for this unit's degrees, majors, and/or minors

Course Details

Course goals or learning objectives/outcomes

- Learn and write about contemporary issues in the field of art(s) education and related disciplines
- Learn and write about topics in thesis and dissertation research within the field of art(s) education with particular focus on personal research interests
- Be introduced to major publications and scholarly journals in and related to art(s) education
- Become acquainted with university resources that will be useful for graduate study at OSU

Content Topic List

- Topical issues
- Reading analyses
- Art Education research
- Graduate faculty research
- National issues
- International issues
- Resources
- Writing about issues

Attachments

- AAEP7000 1 de_syllabus.docx: Syllabus
(Syllabus. Owner: Thomas, Kirsten Rae)
- AAEP 7000 01 Review (002).pdf: Technical Feasibility Review
(Other Supporting Documentation. Owner: Thomas, Kirsten Rae)

Comments

- Note the course number on the feasibility review is incorrect. 7000.10 is the correct number. *(by Thomas, Kirsten Rae on 10/14/2015 03:06 PM)*

COURSE CHANGE REQUEST
7000.10 - Status: PENDING

Last Updated: Heysel,Garett Robert
11/05/2015

Workflow Information

| Status | User(s) | Date/Time | Step |
|------------------|--|---------------------|------------------------|
| Submitted | Thomas,Kirsten Rae | 10/14/2015 03:06 PM | Submitted for Approval |
| Approved | Thomas,Kirsten Rae | 10/14/2015 03:08 PM | Unit Approval |
| Approved | Heysel,Garett Robert | 11/05/2015 07:43 PM | College Approval |
| Pending Approval | Nolen,Dawn Vankeerbergen,Bernadette Chantal Hanlin,Deborah Kay Jenkins,Mary Ellen Bigler Hogle,Danielle Nicole | 11/05/2015 07:43 PM | ASCCAO Approval |



THE OHIO STATE UNIVERSITY

ARTS ADMINISTRATION EDUCATION AND POLICY SYLLABUS: 7000.10 CONCEPTS, THEORIES & ISSUES IN ART EDUCATION TERM

Course overview

Instructor: Christine Ballengee Morris, PhD

Email address: morris.390@osu.edu

Phone number: 614-506-2910 (personal cell phone)

Office hours: Monday and Wednesday 5:00-6:00 contact me through Carmen Connect, email or cell phone.

Description:

Art Education 7000.10 is a required introductory course in Art Education. Review of analytical reading and writing; overview of topics for art education research; graduate faculty research; national and international issues, and research resources. This course has two related goals:

1. To familiarize students with questions and arguments;
2. Issues of contemporary art education and to refine students' processes of critical thinking and writing.

Course learning outcomes

This course provides an overview of topics in art(s) education research, commentary, current trends in international, national, and local issues in art education. By the end of this course, students should successfully be able to:

1. Construct a personal teaching philosophy that embeds a theoretical framework.
 - a. Identify & explore issues, points of view, personal and philosophic stances and biases

2. Define current classroom research practices, analyze those practices and demonstrate those approaches to their teaching.
 - a. Become familiar by examining questions, issues, & arguments in contemporary art education and identify applications in one's teaching and curriculum development.
3. Critically analyze and interpret current trends, theoretical frameworks, and research methodologies in art education.
 - a. Be critical readers and pinpoint a controlling argument; identify the argument's significance and relevance; analyze the argument's cogence; raise significant and relevant questions; and relate arguments to prior knowledge.
4. Recognize the curricula possibilities for their classrooms and apply those changes.
 - a. Develop curriculum that is applicable and relevant for their students based on reflective practices.
5. Identify self-reflective practices and determine the best course for change.
 - a. Develop self reflective practices that demonstrates critical examination of current research trends and personal applications
6. Develop research practices that are guided by self-assessment and communicate those ideas orally and in a written format that is suitable for their time, place, and audience.
 - a. Clearly communicate, conduct, and write critical responses and research papers that will begin to prepare students for their thesis and for publication.
 - b. Initiate the development of one's research topics for thesis.

Course materials

Required: All readings are provided on Carmen

Alexander, A. & Ho, T. (2015). Gaming worlds: Secondary Student Creating an interactive video game. *Art Education: The Journal of the National Art Education Association* 68 (1), p. 28-36.

Barrett, T. (2009). Stories. *The International Journal of Arts Education*, 41-54.

Baxter, K. (2015). A convergence of three: The reflexive capacity of art practice, curriculum design, and pedagogy. *Art Education: The Journal of the National Art Education Association* 67 (6), p. 28-34.

Buda, S., Fedorenko, J., Sheridan, M. A. (2012). Business of Art Education: A fairytale adventure. *Art Education: The Journal of the National Art Education Association*. p6-14.

- Chang, E. (2012). Art trek: Looking at art with young children. *International Journal of Education through Art*, 8(2), 151-167.
- Daniel, V. & Drew, D. (2011). Art Education and the community act: An inquiry into the interior of the process. In B. Young (Ed.). *Art, Culture and Ethnicity*, 2nd Edition. Reston, VA: NAEA Press, 37-43.
- Desai, D., & Chalmers, G. (2007). Notes for a Dialogue on art education. *Art Education*, 6-12.
- Garber, E. (2011). Mexico next right: Considering representations of Mexico, Mexicans, and chicanas/os in visual culture. In B. Young (Ed.), *Art, Culture, and Ethnicity*, 2nd ed. (pp. 1-10). Reston, VA: NAEA Press.
- Garber, E. & Garber-Pearson, E. (2012). Tramps and bruisers: Images of roller derby and contemporary feminism. In M. Bae & O. Ivaskevich (Eds.). *Girls, Cultural Productions, and Resistance* (pp. 92-106). NY: Peter Lang.
- Gaub, C. Assessment. *School Arts*, April 2015 p. 12.
- Guyotte, K., Sochacka, N. W., Costantino, T. E. Walther, J., & Kellam, N. M. (2015). Steam as social practice: Cultivating creativity in transdisciplinary spaces. In *Art Education: The Journal of the National Art Education Association* 67(6), p. 12-19
- Hutzel, K. & Bey, S. (2012). Engaging pedagogy: Curriculum and methodologies for the city. (91-102).
- Hynes, W. (2012). The value of community. *Teaching Tolerance*. Spring 2012.
- Lather, P. (2014). The work of thought and the politics of research: (Post)qualitative research. *Qualitative Inquiry and the Politics of Research*, 97-117.
- Lee, N. (2012). Culturally responsive teaching for 21st-Century art education: Examining race in a studio art experience. *Art Education: The Journal of the National Art Education Association*, 65 (5), p. 48-53
- Martinez, U. & Nolte-Yupari, S. (2015). Story Bound, Map Around: Stories, life, and learning. *Art Education: The Journal of the National Art Education Association*. 68,(1), 12-20.

Morris, C. B. & Carpenter, S. (2014). On being invisible and passing through walls: Toward a pedagogy of seeing and being seen. In (S. Goncalves & M.A. Carpenter, Eds.) *Diversity, Intercultural Encounters, and Education*. NY: Routledge.

Newland, A. (2012). Engaging students through image and word. *Art Education: The Journal of the National Art Education Association*, 66 (2). 47-51.

Ohio State University TETAC Mentors, (2002). Integrated curriculum: Possibilities for the arts. *Art Education* 55(3), 12-24.

Paechter, C. & Clark, S. (2007). Learning gender in primary school playgrounds: Findings from the Tomboy Identities Study. *Pedagogy, Culture & Society*, 15(3), 317-331.

Savage, S. (2015). The Visual rhetoric of innocence: Lolitas in popular culture. *Visual Arts Research* 37_2(1), 101- 112

Staikidis, K. (2007). Maya paintings as teachers of justice: Art making the impossible possible. *JSTAE*, 27, 79-118.

Stuhr, P., Ballengee-Morris, C. & Daniel, V. A. H. (2008). Social Justice through curriculum: Investigating issues of diversity. In R. Mason & T. Esca's (Eds) *International dialogues in art education*. Bristol: Intellect Books.

Walker, S. (2006). How then shall we teach? Rethinking artmaking instruction. *Teaching Artist Journal* 4(3), p190-197.

Williams, R. (2008). [Image, Text, and Story: Comics and Graphic Novels in the Classroom](#)
www.arteducators.org/.../RachelWilliams_Image_Text_and_Story_Comi... Retrieved May 15, 2013.

Wynn, T. & Harris, J. Toward a stem + arts curriculum: Creating the teacher team. *Art Education: The Journal of the National Art Education Association* 65 (5). p. 42-47.

Course technology

For help with your password, university e-mail, Carmen, or any other technology issues, questions, or requests, contact the OSU IT Service Desk. Standard support hours are available at <https://ocio.osu.edu/help/hours>, and support for urgent issues is available 24x7.

- **Address all technical support needs:** <https://odee.osu.edu/resourcecenter/carmen>
<https://odee.osu.edu/resourcecenter/carmenconnect>
- **Self-Service and Chat support:** <http://ocio.osu.edu/selfservice>
- **Phone:** 614-688-HELP (4357)
- **Email:** 8help@osu.edu
- **TDD:** 614-688-8743

Baseline technical skills necessary for online courses

- Basic computer and web-browsing skills
- Navigating Carmen

Technology skills necessary for this specific course

- CarmenConnect text, audio, and video chat
- Recording a slide presentation with audio narration

Necessary equipment

- Computer: current Mac (OS X) or PC (Windows 7+) with high-speed internet connection
- Webcam: built-in or external webcam, fully installed
- Microphone: built-in laptop or tablet mic or external microphone

Grading and faculty response

Grades

| Assignment or category | Points |
|-----------------------------|--------|
| Annotated Bibliography | 10 |
| Short Paper | 10 |
| Midterm Visual Presentation | 10 |
| Gender Lesson | 5 |
| Community Project | 10 |

| | |
|--|------------|
| Integrated/STEAM Project | 15 |
| Final paper and presentation | 20 |
| Participation (discussions, activities: 2 pts each) | 20 |
| Total | 100 |

See course schedule, below, for due dates

Late assignments: You have one week to place your assignment in dropbox after one week your assignment with a drop of one letter grade, two weeks the grade will be a 0.

Grading scale

93–100: A
 90–92.9: A-
 87–89.9: B+
 83–86.9: B
 80–82.9: B-
 77–79.9: C+
 73–76.9: C
 70–72.9: C-
 67–69.9: D+
 60–66.9: D
 Below 60: E

Faculty feedback and response time

I am providing the following list to give you an idea of my intended availability throughout the course. (Remember that you can call **614-688-HELP** at any time if you have a technical problem.)

Grading and feedback

For large weekly assignments, you can generally expect feedback within **7 days**.

E-mail

I will reply to e-mails within **24 hours on school days**.

Discussion board

I will check and reply to messages in the discussion boards every **48 hours on school days**.

Attendance, participation, and discussions

Student participation requirements

Because this is a distance-education course, your attendance is based on your online activity and participation. The following is a summary of everyone's expected participation:

- **Logging in: AT LEAST ONCE PER WEEK**
Be sure you are logging in to the course in Carmen each week, including weeks with holidays or weeks with minimal online course activity. (During most weeks you will probably log in many times.) If you have a situation that might cause you to miss an entire week of class, discuss it with me *as soon as possible*.
- **Office hours and live sessions:**
There are two live class times, the first meeting and the last. The other scheduled events for the course, including my office hours, are optional. If you are required to discuss an assignment with me, please contact me at the beginning of the week if you need a time outside my scheduled office hours.
- **Participating in discussion forums:**
As participation, each week you can expect to post at least four times as part of our substantive class discussion on the week's topics.

Discussion and communication guidelines

The following are my expectations for how we should communicate as a class. Above all, please remember to be respectful and thoughtful.

- **Writing style:** While there is no need to participate in class discussions as if you were writing a research paper, you should remember to write using good grammar, spelling, and punctuation. Informality (including an occasional emoticon) is fine for non-academic topics.
- **Tone and civility:** Let's maintain a supportive learning community where everyone feels safe and where people can disagree amicably. Remember that sarcasm doesn't always come across online.
- **Citing your sources:** When we have academic discussions, please cite your sources to back up what you say. APA Reference Style is required in this course.
- **Backing up your work:** Consider composing your academic posts in a word processor, where you can save your work, and then copying into the Carmen discussion.

Other course policies

Student academic services

Arts and Sciences Advising and Academic Services' website provides multiple support such as advising. The site is:

<http://artsandsciences.osu.edu/academics/current-students>

Student Service Center assist with financial aid matters, tuition and fee payments. Please see their site at:

<http://ssc.osu.edu>

Academic integrity policy

Policies for this online course

- **Quizzes and exams:** You must complete the midterm and final exams yourself, without any external help or communication.
- **Written assignments:** Your written assignments, including discussion posts, should be your own original work. In formal assignments, you should follow [APA] style to cite the ideas and words of your research sources. You are encouraged to ask a trusted person to proofread your assignments before you turn them in--but no one else should revise or rewrite your work.
- **Reusing past work:** In general, you are prohibited in university courses from turning in work from a past class to your current class, even if you modify it. If you want to build on past research or revisit a topic you've explored in previous courses, please discuss the situation with me.
- **Falsifying research or results:** All research you will conduct in this course is intended to be a learning experience; you should never feel tempted to make your results or your library research look more successful than it was.
- **Collaboration and informal peer-review:** The course includes many opportunities for formal collaboration with your classmates. While study groups and peer-review of major written projects is encouraged, remember that comparing answers on a quiz or assignment is not permitted. If you're unsure about a particular situation, please feel free just to ask ahead of time.

Ohio State's academic integrity policy

Academic integrity is essential to maintaining an environment that fosters excellence in teaching, research, and other educational and scholarly activities. Thus, The Ohio State University and the Committee on Academic Misconduct (COAM) expect that all students have read and understand the University's *Code of Student Conduct*, and that all students will complete all academic and scholarly assignments with fairness and honesty. Students must recognize that failure to follow the rules and guidelines established in the University's *Code of Student Conduct* and this syllabus may constitute "Academic Misconduct."

The Ohio State University's *Code of Student Conduct* (Section 3335-23-04) defines academic misconduct as: "Any activity that tends to compromise the academic integrity of the University, or subvert the educational process." Examples of academic misconduct include (but are not limited to) plagiarism, collusion (unauthorized collaboration), copying the work of another student, and possession of unauthorized materials during an examination. Ignorance of the

University's *Code of Student Conduct* is never considered an "excuse" for academic misconduct, so I recommend that you review the *Code of Student Conduct* and, specifically, the sections dealing with academic misconduct.

If I suspect that a student has committed academic misconduct in this course, I am obligated by University Rules to report my suspicions to the Committee on Academic Misconduct. If COAM determines that you have violated the University's *Code of Student Conduct* (i.e., committed academic misconduct), the sanctions for the misconduct could include a failing grade in this course and suspension or dismissal from the University.

If you have any questions about the above policy or what constitutes academic misconduct in this course, please contact me.

Other sources of information on academic misconduct (integrity) to which you can refer include:

- The Committee on Academic Misconduct web pages ([COAM Home](#))
- *Ten Suggestions for Preserving Academic Integrity* ([Ten Suggestions](#))
- *Eight Cardinal Rules of Academic Integrity* (www.northwestern.edu/uacc/8cards.htm)

Accessibility accommodations for students with disabilities

Requesting accommodations

If you would like to request academic accommodations based on the impact of a disability qualified under the Americans with Disabilities Act and Section 504 of the Rehabilitation Act of 1973, contact your instructor privately as soon as possible to discuss your specific needs. Discussions are confidential.

Please review the following

link: <http://ada.osu.edu/resources/Links.htm>

In addition to contacting the instructor, please contact the Student Life Disability Services at [614-292-3307](tel:614-292-3307) or ods@osu.edu to register for services and/or to coordinate any accommodations you might need in your courses at The Ohio State University.

Go to <http://ods.osu.edu> for more information.

Accessibility of course technology

This online course requires use of Carmen (Ohio State's learning management system) and other online communication and multimedia tools. If you need additional services to use these technologies, please request accommodations with your instructor.

- **Carmen (Desire2Learn) accessibility**
- **Streaming audio and video**
- **Synchronous course tools**

Course schedule (tentative)

| Module | Dates | Topics, Readings, Assignments, Deadlines |
|----------|----------------|---|
| 1 | 2 weeks | Topic: <ul style="list-style-type: none"> • Introduction to Storytelling, Reading and Discussion Content and Activities • Discussion: Introduction to Storytelling • Link: Mandatory Meeting Online • Dropbox: Discuss Assignment • Dropbox: Teacher Identity/Annotated Bibliography • Discussion: Personal Journey |
| 2 | 2 weeks | Topic: <ul style="list-style-type: none"> • Breadth of Issues: Killing creativity and gender inequities Content and Activities: <ul style="list-style-type: none"> • Discussion: Annotated Bibliography Website Review • Article Review: Annotated Bibliography • Discussion: Review and Respond |
| 3 | 3 weeks | Topic: <ul style="list-style-type: none"> • Issues of Contemporary Art Education Content and Activities: <ul style="list-style-type: none"> • Discussion: Annotated Bibliography Videos |

| | | |
|----------|----------------|--|
| | | <ul style="list-style-type: none"> • Dropbox: Two Activities For Discussing Diversity In The Classroom • Discussion: Two Activities For Discussing Diversity In The Classroom • Reading: Annotated Bibliography • Discussion: Midterm |
| 4 | 2 weeks | <p>Topic:</p> <ul style="list-style-type: none"> • Pedagogy, Research, and Ethics <p>Content and Activities:</p> <ul style="list-style-type: none"> • Media Presentations: Annotated Bibliography • Article Review: Annotated Bibliography • Discussion: Community-Based Art Education • Dropbox: Community Development |
| 5 | 2 weeks | <p>Topic:</p> <ul style="list-style-type: none"> • Interdisciplinary/ STEAM/STEM <p>Content and Activities:</p> <ul style="list-style-type: none"> • Discussion: Integrated Curriculum Pedagogy • Dropbox: Integrated Curriculum Pedagogy • Discussion: Integrated Curriculum Approaches and Technology |
| 6 | 2 weeks | <p>Topic:</p> <ul style="list-style-type: none"> • Curriculum and Assessment <p>Content and Activities:</p> <ul style="list-style-type: none"> • Discussion: What We Teach and Why • Dropbox: Lesson/Unit Outline • Dropbox: Lesson/Unit Outline Expansion • Discussion: Final Project |
| 7 | 1 week | <p>Topic:</p> <ul style="list-style-type: none"> • Curriculum and Assessment <p>Content and Activities:</p> <ul style="list-style-type: none"> • Discussion: Final Project • Link: Present and Discuss Final Project • Discussion: Present and Discuss Final Project Sign Up |

Arts and Sciences Distance Learning Online Course Component Technical Review Checklist

Course: AAEP 7000.01

Instructor: Dr. Christine Ballengee Morris

Summary: AAEP 7000.01 Online Course

| Standard - Course Technology | Yes | Yes with Revisions | No | Feedback/recommendations |
|---|-----|--------------------|----|---|
| 6.1 The tools used in the course support the learning objectives and competencies. | ✓ | | | All tools and media that will be used in this course align to support the course learning objectives and competencies. This course will be delivered with Carmen and Carmen Connect. The course will have both synchronous and asynchronous requirements. |
| 6.2 Course tools promote learner engagement and active learning. | ✓ | | | Student engagement activities and assignments included in the syllabus promote student engagement and active learning in the following ways: <ul style="list-style-type: none"> • Carmen Discussion Boards will be used to engage with students in discussions • Large weekly writing assignments along with weekly activities and readings will be used to encourage student engagement with the materials |
| 6.3 Technologies required in the course are readily obtainable. | ✓ | | | This fully online course will be delivered entirely through OSU's Learning Management System, Carmen. Carmen connect will be used for online office hours and is readily obtainable by students. |
| 6.4 The course technologies are current. | ✓ | | | All course technologies explicitly listed in the syllabus are current. |
| 6.5 Links are provided to privacy policies for all external tools required in the course. | ✓ | | | This course does not use any external tools. It will rely entirely on OSU's core common tool set. |

| Standard - Learner Support | | | |
|---|---|--|--|
| 7.1 The course instructions articulate or link to a clear description of the technical support offered and how to access it. | ✓ | | <p>Recommend that the below links be included in the “Course Technology” section of the syllabus to address all technical support needs of students.</p> <p>https://odee.osu.edu/resourcecenter/carmen</p> <p>https://odee.osu.edu/resourcecenter/carmenconnect</p> |
| 7.2 Course instructions articulate or link to the institution’s accessibility policies and services. | ✓ | | <p>The below link should be included in the syllabus. The text for the accessibility statement should be in BOLD 18pt font.</p> <p>http://ada.osu.edu/resources/Links.htm</p> |
| 7.3 Course instructions articulate or link to an explanation of how the institution’s academic support services and resources can help learners succeed in the course and how learners can obtain them. | ✓ | | <p>The faculty member should add to the syllabus an overview and contact information for the student academic services offered on the OSU main campus.</p> <p>http://artsandsciences.osu.edu/current-students/university-resources</p> |
| 7.4 Course instructions articulate or link to an explanation of how the institution’s student services and resources can help learners succeed and how learners can obtain them. | ✓ | | <p>The faculty member should add to the syllabus an overview and contact information for student services offered on the OSU main campus.</p> <p>http://ssc.osu.edu</p> <p>Recommend that this link be included in the “Other Course Policies” section of the syllabus.</p> |
| Standard – Accessibility and Usability | | | |

| | | | | |
|---|---|--|--|--|
| 8.1 Course navigation facilitates ease of use. | ✓ | | | Recommend using the Carmen Distance Learning Course Shell to provide a consistent student-user experience in terms of navigation and access to content. Please see comments for further notes. |
| 8.2 Information is provided about the accessibility of all technologies required in the course. | ✓ | | | The OSU core common tool set used in this course meets the universities policies for accessibility. |
| 8.3 The course provides alternative means of access to course materials in formats that meet the needs of diverse learners. | ✓ | | | Recommend that resources be developed to address any requests for alternative means of access to course materials. These resources should be in formats that meet the needs of diverse learners. |
| 8.4 The course design facilitates readability | ✓ | | | Recommend using the Carmen Distance Learning Course Shell to provide a consistent student-user experience in terms of navigation and access to content. |
| 8.5 Course multimedia facilitate ease of use. | ✓ | | | All assignments and activities that use the core common tool set at Ohio State facilitate ease of use with embedded multimedia. |

Reviewer Information

- Date Reviewed: October 9, 2015
- Reviewed by: Mike Kaylor
- Comments: