

## Term Information

Effective Term Autumn 2016  
[Previous Value](#) Summer 2012

## Course Change Information

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

Change course name to Curriculum Planning and Assessment in Art Education

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

The course now includes material on assessment.

**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	7607
Course Title	Curriculum Planning and Assessment in Art Education
<a href="#">Previous Value</a>	<a href="#">Curriculum Development: Artmaking</a>
Transcript Abbreviation	Curr Dev Assessmnt
<a href="#">Previous Value</a>	<a href="#">Curr Dev Artmaking</a>
Course Description	Introduction to curriculum development including artmaking practices and assessment strategies.
Semester Credit Hours/Units	Fixed: 3

## Offering Information

Length Of Course	14 Week, 12 Week, 8 Week, 7 Week, 6 Week
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
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 604, 607 or 731.

## Cross-Listings

### Cross-Listings

## Subject/CIP Code

### Subject/CIP Code

13.1302

### Subsidy Level

Masters Course

### Previous Value

[Doctoral Course](#)

### Intended Rank

Masters

## Requirement/Elective Designation

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

## Course Details

### Course goals or learning objectives/outcomes

- Develop an understanding of artmaking as an engagement with ideas
- Critically investigate contemporary artmaking as a meaning making practice
- Investigate practices of conceptualization in artmaking as related to materiality, play, and affect

### Content Topic List

- Curriculum
- Backwards design
- Assessment
- Big ideas
- Artmaking
- Contemporary art

## Attachments

- Curriculum and Assessment Course (002).pdf: Syllabus

*(Syllabus. Owner: Thomas, Kirsten Rae)*

- Art Education 7607 Richardson.pdf: Distance Learning Checklist

*(Other Supporting Documentation. Owner: Thomas, Kirsten Rae)*

## Comments

**COURSE CHANGE REQUEST**  
7607 - Status: PENDING

Last Updated: Heysel,Garett Robert  
04/19/2016

**Workflow Information**

Status	User(s)	Date/Time	Step
Submitted	Thomas,Kirsten Rae	04/13/2016 03:35 PM	Submitted for Approval
Approved	Thomas,Kirsten Rae	04/13/2016 03:36 PM	Unit Approval
Approved	Heysel,Garett Robert	04/19/2016 12:22 PM	College Approval
Pending Approval	Nolen,Dawn Vankeerbergen,Bernadette Chantal Hanlin,Deborah Kay Jenkins,Mary Ellen Bigler Hogle,Danielle Nicole	04/19/2016 12:22 PM	ASCCAO Approval

**Art Education 7607**  
**Curriculum Planning and Assessment in Art Education**  
Online MA Program  
Arts Administration, Education, and Policy  
The Ohio State University

Dr. Jennifer Richardson  
[Richardson.865@osu.edu](mailto:Richardson.865@osu.edu)

### **Course Description**

This course approaches curriculum design through a focus on the contemporary in terms of both art and culture. Likewise, assessment strategies are studied and employed that are relevant to student learning and support the learning process. Curriculum design is approached in regard to identifying large structural concepts (big ideas) and essential questions and fostering the role of teacher as researcher. Contemporary art is explored not only as curricular content, but also as important to the conceptual design of curriculum. Themes are explored in regard to what causes curriculum and assessment strategies to change.

### **Course Goals**

Students will be able to

Develop units of instruction based on big ideas and essential questions.

Strengthen a foundation in contemporary art as both curricular content and conceptual structure in curricular design.

Employ authentic assessment strategies that enhance student learning.

Foster a sense of teacher as researcher and employ diverse research strategies to create units of instruction.

Build an understanding of what causes curriculum and assessment to change.

### **Required Texts and Class Resources:**

#### **Assignments:**

##### **1. Weekly papers and discussion posts**

For each week, guiding questions are posted on the discussion boards to help you in framing your discussion papers/posts. Your discussion papers/posts are at least two pages in length and are due Mondays by 11:59pm. You need

to post a follow-up response to at least two peers responses by Sunday at 11:59 pm. Your posts to peers should be thoughtful responses that add to the conversation and add new insights and perspectives.

## **2. Mid Term Unit Proposal with peer review**

- a. The mid term proposal is a summary of the future direction of your final unit of instruction and should include the following:
  - i. Research related to three contemporary artists that you plan to use in your unit of instruction. Your research for each artist should be summarized in at least 3 paragraphs with sources documented in your bibliography.
  - ii. An outline of your planned framework for your unit of instruction including:
    1. Your big idea
    2. Standards
    3. Essential questions
  - iii. A rationale statement
    1. This should be at least one paragraph in length. This statement describes why this unit of instruction is important for students to learn.
  - iv. An outline for two lessons
    1. What activities do you plan to incorporate in your lesson?
    2. What standards, essential questions are linked to this lesson?
    3. What materials are required for this lesson?
  - v. Mid Term Unit Proposals should be posted by Monday evening at 11:59 pm.
- b. Peer Review
  - i. Select at least one peer to peer review. Select a unit that has not been peer reviewed before peer reviewing a unit proposal that has already been peer reviewed. Your peer review should include at least the following:
    1. A suggestion for an additional resource for the bibliography for the peer's bibliography.
    2. Feedback regarding the planned framework (big ideas, essential questions, standards).
      - a. Is the wording clear? Are the standards appropriate for the lesson? Could additional standards or essential questions be added to the unit? Is the big idea appropriate and appropriately focused?
    3. Feedback regarding the rationale statement.

- a. Is the rationale statement clearly focused and written? Would it convince an administrator of the value of the unit of instruction?
- 4. Feedback regarding the outline of lessons.
  - a. Do you have any suggestions for the planned activities to make them more challenging, run more smoothly, better incorporate the big idea and essential questions etc.?

### **3. Final Unit of Instruction with peer review**

- a. Your final unit should be 15-20 pages in length and provides a detailed account of the conceptual framework, planned activities, and assessment strategies for your unit of instruction.
- b. Your unit of instruction should include the following:
  - i. Conceptual Framework
    - 1. Big Idea
    - 2. Essential Questions
    - 3. Rationale Statement
    - 4. Standards
    - 5. Grade Level
    - 6. Accommodation Statement: How the unit of instruction will be adapted to accommodate students with disabilities. Base this on disabilities you typically experience in your classroom.
  - ii. Lesson Overview. Each lesson should include the following:
    - 1. A detailed description of all activities that will take place in the lesson including
      - a. Discussion questions
      - b. Studio prompts (creative guiding questions, statements)
      - c. Directions
    - 2. Summaries of your research related to artists linked to each lesson with sources listed in your bibliography.
    - 3. A detailed overview of assessment strategies included in the lesson including any rubrics, worksheets etc. that will be used as assessment measures.

### **4. Grading:**

Total Course points: 100

- Weekly discussion posts and peer posts: 33 (2 points for discussion post, 1 point for peer post)
- Unit proposal and peer feedback: 23 points (20 points for unit proposal, 3 points for peer feedback)

- Final Unit: 44 (40 points for final unit, 4 points for peer feedback)

	A (93%-100%)	A- (90% - 92%)
B+ (87%-89%)	B (83% - 86%)	B- (80% - 83%)
C+ (77 % - 79%)	C (73% - 76%)	C- (70% - 72%)
D+ (67% - 69%)	D (63% - 66%)	E (62% - 0%)

## Course Policies:

- 1. Instructor Communication:** Students should communicate with their professor via email ([Richardson.865@osu.edu](mailto:Richardson.865@osu.edu)). You can anticipate a response to your email in 48 hours or less on weekdays.
- 2. Late Assignments:** Assignment grades are reduced by 25% for every weekday an assignment has not been handed in after the assigned due date. “My computer ate my assignment” is not a valid excuse for incomplete work. Discussion board assignments cannot be handed in late.
- 3. Academic Integrity**
  - a. It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term “academic misconduct” includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct ([http://studentaffairs.osu.edu/resource\\_csc.asp](http://studentaffairs.osu.edu/resource_csc.asp)).
  - b. **Plagiarism:** The Ohio State University defines plagiarism as “the representation of another’s work or ideas as one’s own; it includes the unacknowledged, word-for-word use and/or paraphrasing of another person’s work, and/or the inappropriate unacknowledged use of another person’s ideas” (Prohibited conduct 3335-23-04). A proper reference style should be used when using words or ideas of other people. Suspected cases of plagiarism will be reported immediately to the Committee on Academic Misconduct. The Committee regards academic misconduct as an extremely serious matter, with serious consequences that range from probation to expulsion. *If in doubt, credit your source.* Be sure to consult the course instructor, if you have questions about plagiarism, paraphrasing, quoting, or collaboration.

- c. **Academic Dishonesty** also includes 1) providing and/or receiving unauthorized information/materials during examinations. 2) Providing or using assistance for assignments not approved by your instructor 3) submitting substantially the same work done in a previous course to satisfy the requirements for a current course without the permission of your current instructor. (Prohibited conduct 3335-23-04).
- d. **Further information:** Please visit the Committee of Academic Misconduct website for additional information on academic integrity including suggestions for ways you can preserve academic integrity at your university. <http://oaa.osu.edu/coam/faq.html> .
- a. **Students with Disabilities: Students with disabilities that have been certified by the Office for Disability Services will be appropriately accommodated and should inform the instructor as soon as possible of their needs. The Office for Disability Services is located in 150 Pomerene Hall, 1760 Neil Avenue; telephone 292-3307, TDD 292-0901; Please contact your instructor for further information. For further information on accessibility and Carmen visit <http://resourcecenter.odee.osu.edu/accessibility/making-your-carmen-course-content-accessible>. For additional information on accessibility go to <http://ada.osu.edu/resources/Links.htm>**

#### 4. Course Technology

- a. This course utilizes the online course management system, Carmen. Within Carmen we will be using discussion boards and dropbox.



- i. The baseline technical skills necessary for this online course are as follows:
  - 1. Successful students will possess basic computer and web-browsing skills
  - 2. Students will be familiar with navigating Carmen (the following website may help you if you encounter difficulties with Carmen:  
<http://odee.osu.edu/resourcecenter/carmen>)
  - 3. Students will need to be proficient with the MS Office Suite
- ii. Technology skills necessary for this specific course:
  - 1. Wordprocessing skills, web-browsing, email, and utilizing Carmen for dropbox, discussion boards and to check your grades. If you need technical assistance, either call 8-HELP, or refer to the online instructions:  
<http://resourcecenter.odee.osu.edu/carmenconnect>.
- iii. Necessary equipment and technology:
  - 1. Computer: current Mac or PC
    - a. Mac minimum requirements for JMP: OSX 10.6 or later, 1GB RAM, 500MB free hard disk space
    - b. PC minimum requirements for JMP: Pentium 4 or higher, Windows XP or later (Home Basic Editions not supported), 1GB RAM, 500MB free hard disk space, and True (24bit+) color with resolution 1024x768 or greater.
  - 2. Internet Browser: Internet Explorer 6 or later, or Firefox (Chrome is not supported by Carmen, or CarmenConnect. Further CarmenConnect recommendations are listed on this website  
<http://resourcecenter.odee.osu.edu/carmenconnect>)
- iv. Robust high-speed internet connection
- v. It is assumed that all students have access to Adobe Reader (to view PDF files: <http://get.adobe.com/reader/> ) and to the MS Office Suite (in order to use Word and Excel). You should also have Adobe Flash Player installed (<http://get.adobe.com/flashplayer/>).

## 5. Academic Resources

“There are many resources to help you successfully transition to Ohio State, find your way around the campus, get involved, succeed in your classes, explore opportunities in and out of the classroom, address personal concerns, and stay healthy. Selected resources are listed below with a sampling of their services. For a complete listing of offerings, please visit the linked web page: <http://artsandsciences.osu.edu/current-students/university-resources>.

## 6. Student Services

To pay tuition and fees, track financial aid, register for classes, view your grades, get important updates and more, log in to your personalized **Student Center** at [buckeyelink.osu.edu](http://buckeyelink.osu.edu).

For assistance with financial aid matters, tuition and fee payments, registration challenges, managing your Student Center or other issues visit <http://ssc.osu.edu>

## 7. Title IX

Title IX makes it clear that violence and harassment based on sex and gender are Civil Rights offenses subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories (e.g., race). If you or someone you know has been sexually harassed or assaulted, you may find the appropriate resources at <http://titleix.osu.edu> or by contacting the Ohio State Title IX Coordinator, Kellie Brennan, at [titleix@osu.edu](mailto:titleix@osu.edu)

## Course Calendar:

Week 1	
Reading	Gude, O. (2000). "Investigating the culture of curriculum," In <i>Real-World Readings in Art Education: Things Your Professor Never Told You</i> , Dennis E. Fehr, Kris Fehr, and Karen Keifer-Boyd (Eds.), New York, NY: Palmer Press.  Gude, O. (nd). "Rubric for a quality art curriculum. URL: <a href="http://www.uic.edu/classes/ad/ad382/sites/AEA/AEA_index.html">http://www.uic.edu/classes/ad/ad382/sites/AEA/AEA_index.html</a>
Assignments	Respond to the questions on the discussion board to compose your response paper.
Week 2	
Reading	Van Laar, T. and Diepeveen, L. (1998). Chapter 3. <i>Active sights: Art as social interaction</i> . Mountain View, CA: Mayfield Publishing Co.

	(p. 51-69).  Efland, A. (1990, December). "Change in the conception of art teaching," <i>Australian Art Education</i> , 14, 2, 1-11.
Assignments	Respond to the questions on the discussion board to compose your response paper.
<b>Week 3</b>	
Reading	Stewart, M. (2014). "Enduring understandings, artistic processes, and the new visual arts standards: A close-up consideration for curriculum planning" <i>Art Education</i> , 6-11.
Activities	Watch Michael Ray Charles, Season 1, <i>Art 21</i>
Assignments	Respond to the questions on the discussion board to compose your response paper.
<b>Week 4</b>	
Reading	Darts, D. (2011). "Invisible culture: Taking art education to the streets" <i>Art Education</i> , 49-53.  Darts, D. (2006). "Art education for a change: Contemporary issues and the visual arts" <i>Art Education</i> , 6-12.
Assignments	Respond to the questions on the discussion board to compose your response paper.
<b>Week 5</b>	
Reading	"Assessment and next generation standards: An interview with Olivia Gude"
Activities	Watch Collier Schorr, Season 1, <i>Art 21</i>
Assignments	Respond to the questions on the discussion board to compose your response paper.
<b>Week 6</b>	

Reading	<p>Chemi, T. (2014). "The artful teacher: A conceptual model for arts integration in schools" <i>Studies in Art Education</i>, 370-383.</p> <p>Marshall, J. (2014). "Transdisciplinarity and art integration: Toward a new understanding of art-based learning across the curriculum" <i>Studies in Art Education</i>, 104-127.</p>
Activities	Respond to the questions on the discussion board to compose your response paper.
<b>Week 7</b>	
Reading	<p>Duncum, P. (2002). "Children never were what they were: Perspectives on childhood. In Yvonne Gadaelius and Peg Speirs (Eds.), <i>Contemporary Issues in Art Education</i>, Upper Saddle River, NJ: Prentice Hall, 97-107.</p> <p>Mitchell, W.J.T. (2002). "Showing seeing: A critique of visual culture" In Michael Ann Holly and Keith Moxey (Eds.), <i>Art History, Aesthetics, Visual Studies</i>. New Haven: Yale University Press, 231-249.</p> <p><i>Rethinking Curriculum in Art</i>, Chapter 8</p>
Activities	Respond to the questions on the discussion board to compose your response paper.
<b>Week 8</b>	
Reading	
Assignments	Unit Proposal and Bibliography Assignment
Activities	Peer review of unit proposals in dropbox
<b>Week 9</b>	
Reading	<p>"The status of assessment in the visual arts in the United States" S. Madeja, 2013</p> <p>"Assessment of performance in the visual arts: What, how and why? D. Boughton, 2013</p> <p>"The assessment of visual knowledge and communication in art education" K. Freedman, 2013</p>

Assignments	Respond to the questions on the discussion board to compose your response paper.
<b>Week 10</b>	
Reading	<i>Assessment in Art Education</i> , Chapters 1 and 2
Assignments	Respond to the questions on the discussion board to compose your response paper.
<b>Week 11</b>	
Reading	<i>Assessment in Art Education</i> , Chapters 3, 4 and 5
Assignments	Respond to the questions on the discussion board to compose your response paper.
<b>Week 12</b>	
Reading	<i>Assessment in Art Education</i> , Chapters 6, 7, and 8
Assignment	Respond to the questions on the discussion board to compose your response paper.
<b>Week 13</b>	
Assignment	Post Preliminary Unit Plan for Workshop to dropbox
Activities	Give Peer Feedback for Unit Plans in the dropbox
<b>Week 14</b>	
Assignment	Unit plan due. Post to dropbox

## Arts and Sciences Distance Learning Course Component Technical Review Checklist

**Course:** Art Education 7607

**Instructor:** Dr. Jennifer Richardson

**Summary:** Online MA Program 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.	✓			This course will be delivered online asynchronously. All tools used in the course; weekly readings, discussion posts and responses to peer discussion posts support the overall learning objectives and course competencies.
6.2 Course tools promote learner engagement and active learning.	✓			The tools used in this course promote learner engagement and active learning on a weekly basis in the following ways. Links to all materials will be in Carmen. <ul style="list-style-type: none"> <li>• Weekly reading assignments</li> <li>• Weekly discussion board posts in response to topic prompt</li> <li>• Response to peer weekly discussion posts</li> <li>• Mid-term project (proposal with peer review)</li> <li>• Final project (unit of instruction with peer review)</li> </ul>
6.3 Technologies required in the course are readily obtainable.	✓			All technology platforms being used for this course are readily accessible to students (Carmen). The course technology section of the syllabus provides the students with the required technical skills needed to access all parts of this course.
6.4 The course technologies are current.	✓			All technology platforms being used for this course are current. Carmen is a core common tool offered by the university. All third party media being used for the course does not require any specific media player. All media can be played within a standard web browser and/or Carmen.
6.5 Links are provided to privacy policies for all external tools required in the course.	✓			No external tools are being used for the delivery of this course.
<b>Standard - Learner Support</b>				

7.1 The course instructions articulate or link to a clear description of the technical support offered and how to access it.	✓			The technical support web link for Carmen has been included in the “Course Technology” section of the syllabus.
7.2 Course instructions articulate or link to the institution’s accessibility policies and services.	✓			<b>The below link should be included in the syllabus. The text for the accessibility statement should be in BOLD 18pt font.</b> <a href="http://www.ods.ohio-state.edu">http://www.ods.ohio-state.edu</a>
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.	✓			The faculty member should add to the syllabus an overview and contact information for the student academic services offered on the OSU main campus. <a href="http://artsandsciences.osu.edu/academics/current-students">http://artsandsciences.osu.edu/academics/current-students</a>
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.	✓			The faculty member should add to the syllabus an overview and contact information for student services offered on the OSU main campus. <a href="http://ssc.osu.edu">http://ssc.osu.edu</a>  Recommend that this link be included in the “Other Course Policies” section of the syllabus.
<b>Standard – Accessibility and Usability</b>				
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.
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 OSU core common tool set at Ohio State facilitate ease of use with embedded multimedia.

**Reviewer Information**

- Date Reviewed: Mike Kaylor
- Reviewed By: 4/11/16