Term Information

Effective Term	Autumn 2022
Previous Value	*Spring 2017*

Course Change Information

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

Seeking full approval to offer course at 100% distance learning. Updated course learning outcomes

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

n/a

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)?

n/a

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
Transcript Abbreviation	Curr Dev Assessmnt
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
Previous Value   Not open to students with credit for 604, 607 or 731.
Electronically Enforced   No

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
- Identify the characteristics of a quality curriculum.
- Utilize big ideas and essential questions as the basis for curriculum development.
- Strengthen a foundation in contemporary art as both curricular content and conceptual structure in curricular design.
- Demonstrate an understanding of and ability to employ authentic assessment strategies that enhance student learning.
- Value written and verbal reflection as part of curriculum development.
- Identify what causes curriculum to change.
- Recognize the value of curriculum rooted in students' lived experiences and that speaks to contemporary social contexts.
- Identify the characteristics of art research integration as a transdisciplinary practice.
- Develop arts curricula rooted in contemporary art and contemporary theories of art education.

Previous Value
- *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

Sought Concurrence   No

Attachments

- 7607 cover sheet.pdf: ASC ODE cover sheet and approval

   (Other Supporting Documentation. Owner: Pace,Lauren Kate)

- 7607 syllabus.pdf

   (Syllabus. Owner: Pace,Lauren Kate)

Comments

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Pace,Lauren Kate	02/01/2022 01:09 PM	Submitted for Approval
Approved	Savage,Shari L	02/01/2022 02:09 PM	Unit Approval
Approved	Vankeerbergen,Bernadette Chantal	02/07/2022 10:47 AM	College Approval
Pending Approval	Cody,Emily Kathryn Jenkins,Mary Ellen Bigler Hanlin,Deborah Kay Hilty,Michael Vankeerbergen,Bernadette Chantal Steele,Rachel Lea	02/07/2022 10:47 AM	ASCCAO Approval

Art Education 7607 (Grad) 3-credit hours
Curriculum Planning and Assessment in Art Education

Office Hours: By appointment, email instructor
Dr. Shari L. Savage, Associate Professor
231D Sullivant Hall
savage.12@osu.edu

Course Description

This online 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 regarding identifying large structural concepts (big ideas or central focus), 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 regarding what causes curriculum and assessment strategies to change over time. The course is designed to work in conjunction with the student's own art classroom as a research space, however non-art teachers also take this course. The instructor will work to modify course assignments for other educational spaces as needed.
_____

Course Learning Outcomes

1.   Identify the characteristics of a quality curriculum.

1.1 Evaluate what characterizes "quality" in curricula.

2. Utilize big ideas and essential questions as the basis for curriculum development.
   2.1 Formulate big ideas and central focus and essential questions that are relevant to K-12
      students' lives and grounded in contemporary art and social contexts.
   2.2   Identify big ideas and essential questions in contemporary artists' artworks.
   2.3   Create connections between big ideas in artists' works and lived
         experiences.

3. Strengthen a foundation in contemporary art as both curricular content and conceptual structure in curricular design.
   3.1   Identify contemporary artists related to big ideas for curricular units of
         instruction based on conceptual content.
   3.2   Deploy interpretative frameworks for identifying the conceptual structure
         of artworks.
   3.3   Develop discussion questions to aid K-12 students in critiquing the
         conceptual content of artworks.

4. Demonstrate an understanding of and ability to employ authentic assessment strategies that enhance student learning.
   4.1 Evaluate/apply the use of performance assessment strategies in the
       curriculum design process to enhance student learning.
   4.2 Create and apply rating scales and rubrics within the curriculum design
       process to enhance student learning.
   4.3 Apply formative assessment strategies to the curriculum design process to
       enhance student learning.
   4.4 Differentiate between knowledge and understanding.

5. Value written and verbal feedback as part of the curriculum writing process.
   5.1 Critically assess peer's curricula by demonstrating an understanding of the
       conceptual foundations of curricular design.
   5.2 Utilize feedback as part of the revision process in curriculum writing.

6. Value written and verbal reflection as part of curriculum development.
   6.1 Interpret theoretical concepts in relationship to individual teaching practices.

7. Identify what causes curriculum to change.
   7.1 Summarize the characteristics of the mimetic-behavioral, pragmatic-social
       reconstruction, expressive-psychoanalytic, formalist-cognitive and
       postmodern models of curricula and teaching.

7.2 Explain how education policy shifts have impacted teaching and curriculum development.

8. Recognize the value of curriculum rooted in students' lived experiences and that speaks to contemporary social contexts.

8.1 Identify strategies for how students can be active participants in guiding curriculum and assessment development.

8.2 Create connections between the interpretation of big ideas in contemporary artworks and creating socially engaged arts curricula.

8.3 Summarize how children are constructed and depicted within developmental, psychosocial, institutional, and contemporary cultural perspectives.

8.4 Articulate a complex understanding of visual culture as the visual construction of the social.

9. Identify the characteristics of art research integration as a transdisciplinary practice.

9.1 Explain what qualities make quality arts integration in K-12 curricular practice including employing a conceptual framework and transdisciplinarity.

10. Develop arts curricula rooted in contemporary art and contemporary theories of art education.

10.1 Design a sequence of lessons using a conceptual framework including a big idea and essential questions.

10.2 Research contemporary artists as both curricular content and part of the conceptual framework in the curriculum.

Required Texts and Class Resources:

Beattie, Donna Kay (1997) Assessment in Art Education. Davis Publications (order from the Davis site) All other reading and media provided on Carmen.

COURSE DELIVERY & ENGAGEMENT

As an asynchronous delivery course, your role is to engage in reading assignments, media viewings, participate in discussion posts, and follow the assignment schedule as detailed in the syllabus calendar and in the Carmen modules. The instructor's role is to act as course facilitator, reading through weekly discussion board posts and peer to peer exchanges, to locate and find common themes and inquiries, report back to individual students (and the cohort) about synergies, themes, questions, helping and guidance individuals as they develop curriculum and assessment strategies. A collaborative cohort is key to the objectives of the course, through purposeful discussion post exchanges and the sharing of curriculum concepts and unit design. The instructor will also use the Announcement

function in Carmen to communicate, expect weekly check-ins and summary posts by the instructor about course content, assigned work, or any changes that might be needed.

To be successful in an online course means being self-directed, well-organized, and proficient with time management. Be mindful of keeping on track. Students who fall behind a week or two are unlikely to catch up. Set reminders of course deadlines—as each week you will have two opportunities to make certain your work is complete on time. Carmen has an instructor-only dashboard that tracks course engagement by student, tracking missed deadlines and/or late assignments. It is not the role of the instructor to remind you of upcoming deadlines, so make sure you are timely with your assignments. Communicate with the instructor immediately if an issue or issues are causing problems with your ability to complete assigned work.

Mode of delivery: This course is 100% online. There are no required sessions when you must be logged in to Carmen at a scheduled time.

Pace of online activities: This course is divided into **weekly modules**. Students are expected to keep pace with weekly deadlines but may schedule their efforts freely within that time frame.

Credit hours and work expectations: This is a **3-credit-hour course**. According to Ohio State policy [(go.osu.edu/credithours)](go.osu.edu/credithours), students should expect around 3 hours per week of time spent on direct instruction (instructor content and Carmen activities, for example) in addition to 6 hours of homework (reading and assignment preparation, for example) to receive a grade of (C) average.

Attendance and participation requirements: Because this is an online course, your attendance is based on your online activity and participation. The following is a summary of students' expected participation:

- **Participating in online activities for attendance**: **AT LEAST TWICE A WEEK**
  You are expected to log in to the course in Carmen every week. (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**: **OPTIONAL**
  E-mail Dr. Savage at savage.12@osu.edu to set up a ZOOM meeting.
- **Participating in discussion forums**: **2+ TIMES PER WEEK**
  As part of your participation, each week you can expect to post at least twice as part of our substantive class discussion on the week's topics.

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 due Mondays by 11:59pm. You need to post a follow-up response to at least two peers responses by Thursday at 11:59 pm. <u>Your posts to peers should be thoughtful responses that add to the conversation and add new insights and perspectives.</u>

1. 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 or central focus
         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 or central focus, 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 or central focus 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.?

2. Final Unit of Instruction with Peer Review

a. Use the Unit Format document as a guide in developing your unit of instruction.
b. Your final unit should provide a detailed account of the conceptual framework, planned activities, and assessment strategies for your unit of instruction.
c. Your unit of instruction should include the following:
    i. Conceptual Framework
        1. Big Idea or Central Focus
        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.

Peer Review of Unit Plans
    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:

4. Feedback regarding the planned framework (big ideas or central focus, 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 or central focus appropriate and appropriately focused?
5. 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?
6. Feedback regarding the 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.? Are discussion questions appropriately focused and likely to encourage discussion?
7. Assessment Strategies
    a. Are the assessment strategies appropriately aligned with the learning goals? Are the assessment measures constructed well?

Grading:

Total Course points: 100
- <u>Weekly discussion posts and peer posts</u>: 33 (2 points for discussion post, 1 point for peer post)
- <u>Unit proposal and peer feedback</u>: 23 points (20 points for unit proposal, 3 points for peer feedback)
- <u>Final Unit</u>: 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 (savage.12@osu.edu). You can anticipate a response to your email in 48 hours or less on weekdays.

2. **Late Assignments: <u>Assignment grades are reduced by 25% for every weekday an assignment has not been handed in after the assigned due date.</u>** 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://studentlife.osu.edu/csc/*).

    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 .

    e. ## Students with Disabilities:
The University strives to make all learning experiences as accessible as possible. If you anticipate or experience academic

barriers based on your disability (including mental health, chronic or temporary medical conditions), please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with Student Life Disability Services. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. **SLDS contact information:** slds@osu.edu; 614-292-3307; slds.osu.edu; 098 Baker Hall, 113 W. 12th Avenue.

For further information on accessibility and Carmen visit http://resourcecenter.odee.osu.edu/accessibility/making-your-carmen-course-content-accessible.

Accessibility of course technology
This online course requires use of CarmenCanvas (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.

- Canvas accessibility (go.osu.edu/canvas-accessibility)
- Streaming audio and video
- CarmenZoom accessibility (go.osu.edu/zoom-accessibility)
- Collaborative course tools

Course Technology

Technology support
For help with your password, university email, Carmen, or any other technology issues, questions, or requests, contact the Ohio State IT Service Desk. Standard support hours are available at ocio.osu.edu/help/hours, and support for urgent issues is available 24/7.

- **Self-Service and Chat support:** ocio.osu.edu/help
- **Phone:** 614-688-4357(HELP)
- **Email:** servicedesk@osu.edu
- **TDD:** 614-688-8743

Technology skills needed for this course
- Basic computer and web-browsing skills

- Navigating Carmen (go.osu.edu/canvasstudent)
- CarmenZoom virtual meetings (go.osu.edu/zoom-meetings)
- Recording a slide presentation with audio narration (go.osu.edu/video-assignment-guide)
- Recording, editing, and uploading video (go.osu.edu/video-assignment-guide)

Required equipment

- Computer: current Mac (MacOs) or PC (Windows 10) with high-speed internet connection
- Webcam: built-in or external webcam, fully installed and tested
- Microphone: built-in laptop or tablet mic or external microphone
- Other: a mobile device (smartphone or tablet) to use for BuckeyePass authentication

Required software

- Microsoft Office 365: All Ohio State students are now eligible for free Microsoft Office 365. Full instructions for downloading and installation can be found at go.osu.edu/office365help.

Carmen access

You will need to use BuckeyePass (buckeyepass.osu.edu) multi-factor authentication to access your courses in Carmen. To ensure that you are able to connect to Carmen at all times, it is recommended that you take the following steps:
- Register multiple devices in case something happens to your primary device. Visit the BuckeyePass - Adding a Device help article for step-by-step instructions (go.osu.edu/add-device).
- Request passcodes to keep as a backup authentication option. When you see the Duo login screen on your computer, click **Enter a Passcode** and then click the **Text me new codes** button that appears. This will text you ten passcodes good for 365 days that can each be used once.
- Download the Duo Mobile application (go.osu.edu/install-duo) to all of your registered devices for the ability to generate one-time codes in the event that you lose cell, data, or Wi-Fi service

If none of these options will meet the needs of your situation, you can contact the IT Service Desk at 614-688-4357(HELP) and IT support staff will work out a solution with you.

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.

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.

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

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

Commitment to a diverse and inclusive learning environment

The Ohio State University affirms the importance and value of diversity in the student body. Our programs and curricula reflect our multicultural society and global economy and seek to provide opportunities for students to learn more about persons who are different from them. We are committed to maintaining a community that recognizes and values the inherent worth and dignity of every person; fosters sensitivity, understanding, and mutual respect among each member of our community; and encourages each individual to strive to reach his or her own potential. Discrimination against any individual based upon protected status, which is defined as age, color, disability, gender identity or expression, national origin, race, religion, sex, sexual orientation, or veteran status, is prohibited.

Land Acknowledgement

We would like to acknowledge the land that The Ohio State University occupies is the ancestral and contemporary territory of the Shawnee, Potawatomi, Delaware, Miami, Peoria, Seneca, Wyandotte, Ojibwe and Cherokee peoples. Specifically, the university resides on land ceded in the 1795 Treaty of Greeneville and the forced removal of tribes through the Indian Removal Act of 1830. I/We want to honor the resiliency of these tribal nations and recognize the historical contexts that has and continues to affect the Indigenous peoples of this land.

More information on OSU's land acknowledgement can be found here:

https://mcc.osu.edu/about-us/land-acknowledgement

Mental Health

As a student you may experience a range of issues that can cause barriers to learn, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. No matter where you are engaged in distance learning, The Ohio State University's Student Life Counseling and Consultation Service (CCS) is here to support you. If you find yourself feeling isolated, anxious or overwhelmed, on-demand resources are available at go.osu.edu/ccsondemand. You can reach an on-call counselor when CCS is closed at 614- 292-5766, and 24-hour emergency help is also available through the 24/7 National Prevention Hotline at 1-800-273-TALK or at suicidepreventionlifeline.org. The Ohio State Wellness app is also a great resource available at go.osu.edu/wellnessapp.

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. Our cohort is made up of students from across the U.S., coming from urban, suburban, and rural communities—try not to make assumptions and be mindful of how you respond to your peers. We are all learning together about contemporary issues in curriculum development and assessment.

a. 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.

b. 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.

c. Citing your sources: When we have academic discussions, please cite your sources to back up what you say. (For the textbook or other course materials, list at least the title and page numbers. For online sources, include a link.)

d. Backing up your work: Consider composing your academic posts in a word processor, where you can save your work, and then copying into the Canvas discussion.

e. Please notify the instructor if you have a preferred pronoun that is not noted on your student profile.

Copyright Disclaimer

The materials used in connection with this course may be subject to copyright protection and are only for the use of students officially enrolled in the course for the educational purposes associated with the course. Copyright law must be considered before copying, retaining, or disseminating materials outside of the course.

Course Calendar

Week 1	Week of January 10
	What is a Quality Curriculum?
Learning Outcomes	1.1
Reading	Gude, O. (2000). "Investigating the culture of curriculum," In *Real-World Readings in Art Education: Things Your Professor Never Told You,* Dennis E. Fehr, Kris Fehr, and Karen Keifer-Boyd (Eds.), New York, NY: Palmer Press. Gude, O. (nd). "Rubric for a quality art curriculum"
Assignments	Respond to the questions on the discussion board to compose your response paper. Your discussion papers/posts are due Monday, January 17 by 11:59pm. You need to post a follow-up response to at least two peers responses by Thursday at 11:59 pm.
Week 2	Week of January 17
	What causes curricula to change?
Learning Outcomes	7.1, 7.2
Reading	Van Laar, T. and Diepeveen, L. (1998). Chapter 3. *Active sights: Art as social interaction.* Mountain View, CA: Mayfield Publishing Co. 51-69.

	Efland, A. (1990, December). "Change in the conception of art teaching," *Australian Art Education*, *14*(2),1-11.
Assignments	Respond to the questions on the discussion board to compose your response paper. Your discussion papers/posts are due Monday, January 24 by 11:59pm. You need to post a follow-up response to at least two peers responses by Thursday at 11:59 pm.
Week 3	**Week of January 24**
	Big Ideas and Discussion Questions: Michael Ray Charles
Learning Outcomes	3.2,3.3
Reading	Walker, S. (2005). Chapter 3. "Making it Count: Unit Foundations" (word document)(Read this in preparation for writing your unit proposal and final unit of instruction.)
Activities	Watch Michael Ray Charles, Season 1, *Art 21*
Assignments	Respond to the questions on the discussion board to compose your response paper. Your discussion papers/posts are due Monday, January 31 by 11:59pm. You need to post a follow-up response to at least two peers responses by Thursday at 11:59 pm.
Week 4	**Week of January 31**
	Curriculum that Responds to Social and Cultural Contexts
Learning Outcomes	8.1
Reading	Darts, D. (2011). "Invisible culture: Taking art education to the streets" *Art Education, 64*(5), 49-53. Darts, D. (2006). "Art education for a change: Contemporary issues and the visual arts" *Art Education,59*(5), 6-12.
Assignments	Respond to the questions on the discussion board to compose your response paper.

	Your discussion papers/posts are due Monday, February 7 by 11:59pm. You need to post a follow-up response to at least two peers responses by Thursday at 11:59 pm.
Week 5	**Week of February 7**
	What Artworks "Do"
Learning Outcomes	2.3, 3.2
Reading	Read the Unit Format and Unit Format Explained Documents in preparation for writing your unit proposal and final unit of instruction. Van Laar, T. and Diepeveen, L. (1998). Introduction. *Active sights: Art as social interacction.* Mountain View, CA: Mayfield Publishing Co., 1-21.
Activities	Watch Do Ho Suh and Pepon Osorio, Season 1, *Art 21*
Assignments	Respond to the questions on the discussion board to compose your response paper. Your discussion papers/posts are due Monday, February 14 by 11:59pm. You need to post a follow-up response to at least two peers responses by Thursday at 11:59 pm.
Week 6	**Week of February 14**
	Arts Integration
Learning Outcomes	9.1
Reading	Marshall, J. (2014). "Transdisciplinarity and art integration: Toward a new understanding of art-based learning across the curriculum" *Studies in Art Education, 55*(2), 104-127.
Activities	Respond to the questions on the discussion board to compose your response paper.

	Your discussion papers/posts are due Monday, February 21 by 11:59pm. You need to post a follow-up response to at least two peers responses by Thursday at 11:59 pm.
Week 7	**Week of February 21**
	Perspectives on Childhood and Visual Culture
Learning Outcomes	8.3, 8.4
Reading	Duncum, P. (2002). "Children never were what they were: Perspectives on childhood. In Yvonne Gadaelius and Peg Speirs (Eds.), *Contemporary Issues in Art Education,* Upper Saddle River, NJ: Prentice Hall, 97-107. Mitchell, W.J.T. (2002). "Showing seeing: A critique of visual culture" In Michael Ann Holly and Keith Moxey (Eds.), *Art History, Aesthetics, Visual Studies.* New Haven: Yale University Press, 231-249.
Activities	Respond to the questions on the discussion board to compose your response paper. Your discussion papers/posts are due Monday, February 28 by 11:59pm. You need to post a follow-up response to at least two peers responses by Thursday at 11:59 pm.
Week 8	**Week of February 28**
Learning Outcomes	2.1, 2.2, 3.1, 3.2, 5.1, 5.2, 6.1, 10.1, 10.2
Assignments	Unit Proposal and Bibliography Assignment
Activities	Peer review of unit proposals in the assignment area. Post unit proposal to the discussion board and upload to the assignment area March 7 by 11:59 pm Peer review one student's proposal by Thursday at 11:59 pm.
Week 9	**Week of March 7**
	Promoting Student Understanding
Learning Outcomes	4.4, 7.2
Reading	Madeja, S. (2013). "The status of assessment in the visual arts in the United States" In Andrea Karpati and Emil Gaul (Eds.), *From Child Art to Visual Language,* Chicago, Il: Intellect, 3-32.

	Wiggins, G. (1998) "Promoting Student Understanding." *Educative Assessment.* San Francisco, CA: Jossey-Bass. *Assessment in Art Education*, Chapter 1
Assignments	Respond to the questions on the discussion board to compose your response paper. Your discussion papers/posts are due Monday, March 21 by 11:59pm. You need to post a follow-up response to at least two peers responses by Thursday at 11:59 pm.
OSU SPRING BREAK	**Week of March 14th**
Week 11	**Week of March 21**
	Performance Assessment
Learning Outcomes	4.1
Reading	*Assessment in Art Education*, Chapter 2 Boughton, D. (2013). "Assessment of performance in the visual arts: What, how and why?" In Andrea Karpati and Emil Gaul (Eds.), *From Child Art to Visual Language,* Chicago, Il: Intellect, 119-142. Wiggins, G. (1998) "Portfolio as Evidence." *Educative Assessment.* San Francisco, CA: Jossey-Bass.
Assignments	Respond to the questions on the discussion board to compose your response paper. Your discussion papers/posts are due Monday, March 28 by 11:59pm. You need to post a follow-up response to at least two peers responses by Thursday at 11:59 pm.
Week 12	**Week of March 28**
	Rubrics and Scoring and Judging Strategies
Learning Outcomes	4.2
Reading	Wiggins, G. (1998) "Scoring Rubrics." *Educative Assessment.* San Francisco, CA: Jossey-Bass. *Assessment in Art Education*, Chapter 4
Assignments	Respond to the questions on the discussion board to compose your response paper.

	Your discussion papers/posts are due Monday, April 4 by 11:59pm. You need to post a follow-up response to at least two peers responses by Thursday at 11:59 pm.
Week 13	**Week of April 4**
	Formative and Summative Assessment
Learning Outcomes	4.3
Reading	*Assessment in Art Education*, Chapters 5, 6, 7, and 8
Assignment	Respond to the questions on the discussion board to compose your response paper. Your discussion papers/posts are due Monday, April 11 by 11:59pm. You need to post a follow-up response to at least two peer's responses by Thursday at 11:59 pm.
Week 14	**Week of April 11**
Learning Outcomes	2.1, 2.2, 3.1, 3.2, 3.3, 4.1, 4.2, 4.3, 5.1, 5.2, 6.1, 10.1, 10.2
Assignment	Post Preliminary Unit Plan for Workshop to Dropbox
Activities	Give Peer Feedback for Unit Plans in the Dropbox Post your completed unit plan to the discussion board by Monday, April 18 at 11:59pm. Peer review one peer's unit plan by Thursday at 11:59pm.
Week 15	**Week of April 18**
Learning Outcomes	2.1, 2.2, 3.1, 3.2, 3.3, 4.1, 4.2, 4.3, 5.1, 5.2, 6.1, 10.1, 10.2
Assignment	Unit plan due. Post to the assignment area. Post your final unit plan to the assignment area by Monday, April 25 at 11:59pm.

Distance Approval Cover Sheet

For Permanent DL/DH Approval | College of Arts and Sciences

Course Number and Title:

Carmen Use

When building your course, we recommend using the [ASC Distance Learning Course Template](#) for CarmenCanvas. For more on use of [Carmen: Common Sense Best Practices](#).

☐ A Carmen site will be created for the course, including a syllabus and gradebook at minimum.

If no, why not?

Syllabus

☐ Proposed syllabus uses the ASC distance learning syllabus template, includes boilerplate language where required, as well as a clear description of the technical and academic support services offered, and how learners can obtain them.

☐ Syllabus is consistent and is easy to understand from the student perspective.

☐ Syllabus includes a schedule with dates and/or a description of what constitutes the beginning an end of a week or module.

☐ If there are required synchronous sessions, the syllabus clearly states when they will happen and how to access them.

Additional comments (optional):

Instructor Presence

For more on instructor presence: [About Online Instructor Presence](#).

Students should have opportunities for regular and substantive academic interactions with the course instructor. Some ways to achieve this objective:

☐ Regular instructor communications with the class via announcements or weekly check-ins.

☐ Instructional content, such as video, audio, or interactive lessons, that is visibly created or mediated by the instructor.

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☐ Regular participation in class discussion, such as in Carmen discussions or synchronous sessions.

☐ Regular opportunities for students to receive personal instructor feedback on assignments.

Please comment on this dimension of the proposed course (or select/explain methods above):

Delivery Well-Suited to DL/DH Environment

Technology questions adapted from the Quality Matters rubric. For information about Ohio State learning technologies: Toolsets.

☐ The tools used in the course support the learning outcomes and competencies.

☐ Course tools promote learner engagement and active learning.

☐ Technologies required in the course are current and readily obtainable.

☐ Links are provided to privacy policies for all external tools required in the course.

Additional technology comments (optional):

Which components of this course are planned for synchronous delivery and which for asynchronous delivery? (For DH, address what is planned for in-person meetings as well.)

If you believe further explanation would be helpful, please comment on how course activities have been adjusted for distance learning (optional):

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Workload Estimation

For more information about calculating online instruction time: ODEE Credit Hour Estimation.

☐ Course credit hours align with estimated average weekly time to complete the course successfully.

☐ Course includes direct (equivalent of "in-class") and indirect (equivalent of "out-of-class") instruction at a ratio of about 1:2.

Provide a brief outline of a typical course week, categorizing course activities and estimating the approximate time to complete them or participate:

☐ In the case of course delivery change requests, the course demonstrates comparable rigor in meeting course learning outcomes.

Accessibility

For more information or a further conversation, contact the accessibility coordinator for the College of Arts and Sciences. For tools and training on accessibility: Digital Accessibility Services.

☐ Instructor(s) teaching the course will have taken Digital Accessibility training (starting in 2022) and will ensure all course materials and activities meet requirements for diverse learners, including alternate means of accessing course materials when appropriate.

☐ Information is provided about the accessibility of all technologies required in the course. All third-party tools (tools without campus-wide license agreements) have their accessibility statements included.

Description of any anticipated accommodation requests and how they have been/will be addressed.

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Additional comments (optional):

Academic Integrity

For more information: Academic Integrity.

☐ The course syllabus includes online-specific policies about academic integrity, including specific parameters for each major assignment:

☐ Assignments are designed to deter cheating and plagiarism and/or course technologies such as online proctoring or plagiarism check or other strategies are in place to deter cheating.

Additional comments (optional):

Frequent, Varied Assignments/Assessments

For more information: Designing Assessments for Students.

Student success in online courses is maximized when there are frequent, varied learning activities. Possible approaches:

☐ Opportunities for students to receive course information through a variety of different sources, including indirect sources, such as textbooks and lectures, and direct sources, such as scholarly resources and field observation.

☐ Variety of assignment formats to provide students with multiple means of demonstrating learning.

☐ Opportunities for students to apply course knowledge and skills to authentic, real-world tasks in assignments.

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Comment briefly on the frequency and variety of assignment types and assessment approaches used in this course (or select methods above):

Community Building

For more information: Student Interaction Online.

Students engage more fully in courses when they have an opportunity to interact with their peers and feel they are part of a community of learners. Possible approaches:

☐ Opportunities for students to interact academically with classmates through regular class discussion or group assignments.

☐ Opportunities for students to interact socially with classmates, such as through video conference sessions or a course Q&A forum.

☐ Attention is paid to other ways to minimize transactional distance (psychological and communicative gaps between students and their peers, instructor, course content, and institution).

Please comment on this dimension of the proposed course (or select methods above):

Transparency and Metacognitive Explanations

For more information: *Supporting Student Learning.*

Students have successful, meaningful experiences when they understand how the components of a course connect together, when they have guidance on how to study, and when they are encouraged to take ownership of their learning. Possible approaches:

☐ Instructor explanations about the learning goals and overall design or organization of the course.

☐ Context or rationale to explain the purpose and relevance of major tasks and assignments.

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☐ Guidance or resources for ancillary skills necessary to complete assignments, such as conducting library research or using technology tools.

☐ Opportunities for students to take ownership or leadership in their learning, such as by choosing topics of interest for an assignment or leading a group discussion or meeting.

☐ Opportunities for students to reflect on their learning process, including their goals, study strategies, and progress.

☐ Opportunities for students to provide feedback on the course.

Please comment on this dimension of the proposed course (or select methods above):

Additional Considerations

Comment on any other aspects of the online delivery not addressed above (optional):

Syllabus and cover sheet reviewed by *Jeremie Smith* on

Reviewer Comments:

Additional resources and examples can be found on ASC's Office of Distance Education website.

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I have completed and signed off on the preliminary distance learning review for the ARTEDUC 7607 *Curriculum Planning and Assessment in Art Education* course approval proposal (see signed Cover Sheet attached). This syllabus includes all required syllabus elements and provides a comprehensive overview of the course expectations.

I have a few brief recommendations that I think will make your syllabus better:

- While I am signing off on the DL syllabus, I recommend the instructor adopt the required ASC Distance Learning Syllabus Template (https://ascode.osu.edu/sites/default/files/2021-09/asc_distance_learning_syllabus_template_2021_final.docx). The big reason this is recommended is because there are several outdated required syllabus statements in the submitted syllabus. Additionally, the College Curriculum Committee has made this DL Syllabus Template required so student's have a consistently formatted explanation pf how the online course will function and for making the faculty panel review process more efficient.
- Since the weekly discussion posts and replies constitute 1/3 of the course grade, I recommend clarifying expectations for earning full credit for the discussion forum component of the course.