

Term Information

Effective Term Autumn 2023
Previous Value Summer 2012

Course Change Information

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

AAEP is proposing to make ARTEDUC 2250 a distance learning course

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

This distance learning version will allow AAEP to capture and educate Pre-art education students on regional campuses, CSCC and CCAD, as students transfer into OSU main. It also allows the ability to enroll students who missed the fall semester offering and used to have to take an independent study with the BAE program's faculty director.

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	Undergraduate
Course Number/Catalog	2250
Course Title	Introduction to Art Education
Transcript Abbreviation	Intro Art Ed
Course Description	Ideas, issues, and career possibilities in art education explored through readings, dialogue, and site visitation.
Semester Credit Hours/Units	Fixed: 3

Offering Information

Length Of Course	14 Week, 12 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
<i>Previous Value</i>	<i>No</i>
Grading Basis	Letter Grade
Repeatable	No
Course Components	Lecture, Field Experience
Grade Roster Component	Lecture
Credit Available by Exam	No
Admission Condition Course	No
Off Campus	Never

Campus of Offering Columbus, Lima, Mansfield, Marion, Newark, Wooster
Previous Value [Columbus](#)

Prerequisites and Exclusions

Prerequisites/Corequisites
Exclusions
Previous Value Not open to students with credit for 225.
Electronically Enforced No

Cross-Listings

Cross-Listings

Subject/CIP Code

Subject/CIP Code 13.1302
Subsidy Level General Studies Course
Intended Rank Freshman, Sophomore

Requirement/Elective Designation

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

Course Details

Course goals or learning objectives/outcomes

- Make a career choice to become an educator
- Understand and discuss art education concepts, issues, and resources
- Explore what it means to be an art educator
- Understand state licensure requirements and the responsibilities of being a professional educator
- Consider the contexts of schools, museums, and communities as sites of learning
- Examine a student-centered approach to teaching
- Understand and celebrate diversity
- Explore curriculum and planning processes
- [Teacher candidates will acquire content knowledge in the discipline](#)
- [Teacher candidates will acquire knowledge of instructional strategies as they relate to the 2007 Ohio Modified Multi-age Visual Arts/NASAD standards](#)

Previous Value

Content Topic List

- Make a career choice
- National, State, and Local art education initiatives
- What it means to be an art educator
- Context of schools
- Knowledge of learners and diverse populations

Sought Concurrence No

COURSE CHANGE REQUEST
2250 - Status: PENDING

Last Updated: Vankeerbergen, Bernadette
Chantal
01/09/2023

Attachments

- ARTED 2250 - asc-distance-approval-cover-sheet_.pdf: ASC ODE cover sheet and approval
(Other Supporting Documentation. Owner: Pace, Lauren Kate)
- asc_distance_learning_syllabus_ARTEDUC2250 Syllabus.pdf: Distance learning syllabus
(Syllabus. Owner: Pace, Lauren Kate)
- ARTEDUC 2250.McDermott.Syllabus.Fall 2022 FINAL.pdf: In person syllabus
(Syllabus. Owner: Pace, Lauren Kate)

Comments

- Returned at the dept's request *(by Vankeerbergen, Bernadette Chantal on 01/06/2023 11:59 AM)*

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Pace, Lauren Kate	01/04/2023 03:07 PM	Submitted for Approval
Approved	Savage, Shari L	01/04/2023 05:09 PM	Unit Approval
Revision Requested	Vankeerbergen, Bernadette Chantal	01/05/2023 11:56 AM	College Approval
Submitted	Pace, Lauren Kate	01/05/2023 02:41 PM	Submitted for Approval
Approved	Savage, Shari L	01/05/2023 02:42 PM	Unit Approval
Revision Requested	Vankeerbergen, Bernadette Chantal	01/06/2023 11:59 AM	College Approval
Submitted	Pace, Lauren Kate	01/06/2023 01:50 PM	Submitted for Approval
Approved	Savage, Shari L	01/06/2023 02:00 PM	Unit Approval
Approved	Vankeerbergen, Bernadette Chantal	01/09/2023 03:56 PM	College Approval
Pending Approval	Cody, Emily Kathryn Jenkins, Mary Ellen Bigler Hanlin, Deborah Kay Hilty, Michael Vankeerbergen, Bernadette Chantal Steele, Rachel Lea	01/09/2023 03:56 PM	ASCCAO Approval



SYLLABUS

ARTEDUC/2250

Introduction to Art Education
Autumn 2023 (full term)
3 credit hours
Online

COURSE OVERVIEW

Instructor

Instructor: Tamryn McDermott
Email address: mcdermott.233@osu.edu
Phone number: 703-628-9769
Office hours: Scheduled at request.

Course description

This course presents an overview of the field of art education for individuals considering a professional career as art educators; the role of art and art education in contemporary society; teaching for understanding; and the creation of meaning in works of art will be discussed. Successful completion of Art Education 2250 (a grade of B or better) is required for acceptance into The Ohio State University Art Education Core Program. Activities, guest presentations, readings, videos, visual and written reflections, and discussions provide the basis for critical examination of contemporary issues in art and art education.

Course learning outcomes

By the end of this course, students should successfully be able to:

- Make a career choice to become an educator
- Understand and discuss art education concepts, issues, and resources
- Explore what it means to be an art educator
- Understand state licensure requirements and the responsibilities of being a professional educator

- Consider the contexts of schools, museums, and communities as sites of learning
- Examine a student-centered approach to teaching
- Understand and celebrate diversity
- Explore curriculum and planning processes

HOW THIS ONLINE COURSE WORKS

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.

Weekly introduction of topics and expectations will be posted to Carmen on Monday mornings. These and other important class-wide communications will be sent using the Carmen Announcements Tool. Other activities, such as individual reading, research, and work on assignments, will be executed asynchronously. Students will use Flip for weekly video discussion contributions and engagement within partnered, small and large group conversations. Several activities are planned that require students to visit arts institutions or other public sites within their own community. These visits will be documented, shared, and engaged with through intermedia journal work and photography. ThingLink, a social annotation software program, will facilitate asynchronous engagement and collective experiences this semester.

Pace of online activities: This course is divided into **sixteen modules** with weekly expectations of reading, observing, and listening. Assignments, commentary, questions and notetaking will take place within an intermedia journal (see guidelines in assignments below). The course calendar includes our class schedule and essential deadlines for reading, discussion, research and assignments. 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), 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 ONCE PER 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 and live sessions: OPTIONAL**
All live, scheduled events for the course, including my office hours, are optional.

- **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.

COURSE MATERIALS AND TECHNOLOGIES

Textbooks

Required

- Branham, Rachel. (2016). *What's so great about art, anyway? A teacher's odyssey*. Teachers College Press. (provided on CARMEN in a PDF format)

Recommended/optional

- Hall, G.E., Quinn, L.F., Gollnick, D. M. (2017). *Introduction to Teaching: Making a Difference in Student Learning*. Sage. (selected chapters provided on CARMEN in a PDF format)

Additional course readings provided on Carmen in a PDF format

- Bolin, P. (2020). Looking forward from where we have been. *Art Education* 73(5) 44 – 46.
- Danker, S. (2020). Culturally Sensitive Art Education in a Community: Myaamia Ribbonwork. *Translations, National Art Education Association* 1, 1 – 4.
- Eisner, E. (2002). Ten Lessons the Arts Teach. In Eisner, E., *The Arts and Creation of Mind*, Chapter 4, What the Arts Teach and How it Shows, 70 – 92, Yale University Press.
- Hetland, L., Winner, E., Veenema, S., and Sheridan, K. (2013). *Studio Thinking 2: The Real Benefits of Visual Arts Education*. New York: Teachers College Press, Columbia University.
- Hofsess, B. and Hanawalt, C. (2020). Envisioning Future-Oriented Mentoring with Early Career Teachers Through Evocative Analysis. *Art Education* 73(4), 29 – 36.
- Hubbard, O. (2007). Productive Information: Contextual Knowledge in Art Museum Education. *Art Education* 60(4), 17 – 23.

- Hutzler, K. (2017). Community Arts Programs. In Peppler, K. (Ed.). *The SAGE Encyclopedia of Out-of-School Learning*, 102 – 105. SAGE Publications, Inc.
- Kletchka, D. and Carpenter, II, S. (2018). Envisioning Art Museum Education as Social Practice. In D. C. Kletchka and B. S. Carpenter, II, (Eds.). *Professional development in art museums: Strategies of engagement through contemporary art* (pp. 141 – 147). National Art Education Association.
- Kraehe, A. (2020). Dreading, Pivoting, and Arting: The Future of Art Curriculum in a Post-Pandemic World. *Art Education* 73(4), 4 – 7.
- Kraehe, A. and Herman, D. (2020). Racial Encounters, Ruptures, and Reckonings: Art Curriculum Futurity in the Wake of Black Lives Matter. *Art Education* 73(5), 4 – 7.
- Kuster, D., Bain, C., Newton, C. and Milbrandt, M. (2010). Novice Art Teachers: Navigating Through the First Year. *Visual Arts Research* 36(1), 44 – 54.
- Mayer, M. (2012). Looking Outside the Frame: “Demythifying” Museum Education. *Art Education* 65(4), 15 – 18.
- Thomas, B. (2020). Traditional Futures: Prospective Art Teachers’ Possible Future Selves. *Art Education* 73(5) 32 – 37.
- Ulbricht, J. (2005). What is Community-Based Art Education? *Art Education* 58(2), 6 – 12.
- Unrath, K. and Kerridge, D. (2009). Becoming an Art Teacher: Storied Reflections of Two Preservice Students. *Studies in Art Education, A Journal of Issues and Research* 50(3), 272 – 286.
- Winner, E. and Hetland, L. (2007. September 2). Art for Our Sake. *Boston Globe*.

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 and photography

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.

Additional platforms we will use in this course which are available at no cost to users: (Students will be provided with instructions to set up free accounts through OSU.)

- Flip: online video discussion software (<https://info.flip.com/>)
 - Privacy policy: <https://info.flip.com/about/trust-and-safety/privacy-policy.html>
 - Create an account and join our class group: <https://flip.com/ff8c000f>
- ThingLink: social annotation software (<https://www.thinglink.com/>)
 - Privacy policy: <https://info.flip.com/about/trust-and-safety/privacy-policy.html>
 - Create an account and learn to use ThingLink: <https://www.thinglink.com/scenariocard/1642178717637672963>

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.

GRADING AND FACULTY RESPONSE

How your grade is calculated

ASSIGNMENT CATEGORY	POINTS
Intermedia Journal including arts-based and written notes, reflections, and questions (a combination of journaling, arts, and digital explorations)	30 points
Participation and weekly <i>Flip</i> engagement through video/audio reflections and online dialogue with classmates and instructor (10 posts total; 20 comments minimum)	20 points
Art museum or art exhibition visit & tour creation: <i>ThingLink</i> visit documentation (photography and video/audio tour) and engagement activities (plus, visit and engage with 5 peer tours)	10 points
Art educator interview (narrated PPT presentation posted to Flip; engage with 5 peer interviews)	10 points
Research reading/annotated bibliography	10 points
Final Portfolio OR Project (select one of two options)	20 points
Total	100 points

See course schedule below for due dates.

Descriptions of major course assignments

Intermedia Journal: Reading and video responses, notes, assignment planning, reflection, media experimentation, etc. (30 points)

Description: **ALL** readings for this course will be available on The Ohio State University's learning management system, Carmen. It is your responsibility to read and respond to all readings and videos within your intermedia journal. You should be prepared each week having read assigned readings for that week and responses should be documented within your journal.

You should provide **YOUR** reflection on the reading, or video, in visual, written, and/or audio responses within your journal. You should provide evidence that you are making connections to your existing knowledge and experiences, reflecting, asking questions, and considering how the reading/video connects with your experiences and what we've already explored in class. In particular:

- **Relevant ideas and main themes** you discovered through the reading. Do not simply regurgitate content but expand upon the author's intent.
- **References** to the literature/video assigned. (Use APA citations)
- **At least one question** that was provoked through the reading/video or a statement of disagreement with supporting evidence as to why you disagree.

The format of your response could be visual, text-based, or an audio response, or a combination. One of the primary objectives of this course is to further critical thinking skills in relation to comprehension, application, reflection, and inquiry which will be documented throughout your intermedia journal.

There will be three check-ins during the semester when you will be asked to make a selection from your journal and submit 5 images, videos, and or audio files. Examples of acceptable formats will be provided in Carmen for your reference. The check-in submissions will be accompanied by short, written reflections. The due dates for the check-ins are: September 22, November 3, and December 9. These will be submitted through Carmen. Each check-in is worth 10% of your course grade or 10 points.

Academic integrity and collaboration: Your assignments, including intermedia journal work, should be your own original work. In all 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.

Discussions: Participation and weekly course engagement (20 points)

Description: On a weekly basis, you will be expected to participate in online discussions and activities based on readings and videos, personal excursions, arts-based activities, and questions related to the week's topic. Prompts and video posts will be hosted within a Flip

group for our class. You are expected to engage in our discussions by posting your own response to the class content for the week and engage with a **minimum of two** classmates on their discussion threads. You will be required to submit a **total of ten** Flip reflections during the semester and a **minimum of 20** responses to peer posts.

Participation is extremely important in this course. Students are expected to read assigned readings in preparation for each weekly discussion. Participation includes: reading; engagement within intermedia journal; involvement in online Flip discussions (asking questions, offering thoughtful insights and comments, responding to classmates' comments); and completing assignments on time. Weekly posts will be due on Wednesday of each week and peer dialogue and interactions should be completed by Friday.

We will be participating as a class in multiple asynchronous, online activity sessions this semester. This is an opportunity for students to explore together through intermedia (involving several different media such as video, audio, performance, drawing, reading, etc.) work online and within your own environment. Student selected content and journal entries may be included in these collective activities.

Academic integrity and collaboration: Your assignments, including Flip posts, should be your own original work. In all 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.

This course includes many opportunities for collaboration with your classmates. While study groups and peer-review of major assignments is encouraged, remember that comparing answers on a quiz or assignment is not permitted. If you're unsure about a particular situation, please ask ahead of time.

Art museum or art exhibition visit and tour creation (10 points)

Description: Students will select and visit a local or regional art museum or art exhibition. Students will share their experience by creating a tour in ThingLink as a way of sharing what they learned and as an opportunity to explore multiple exhibitions as designed by their peers. Guidelines and instructions on how to create a tour in ThingLink will be provided in the Carmen module. Assignment details and instructions are on Carmen. This assignment will require students to create an art exhibition tour, several engagement activities, and visit peer tours in ThingLink.

Each student will be required to visit and engage with a **minimum of 5** peer exhibition tours within one week of the project deadline.

Academic integrity and collaboration: Your assignments should be your own original work. In all 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.

This course includes many opportunities for collaboration with your classmates. While study groups and peer-review of major assignments is encouraged, remember that comparing answers on a quiz or assignment is not permitted. If you're unsure about a particular situation, please ask ahead of time.

Interview with an Art Educator (10 points)

Description: Students will select and interview an art educator in a K-12 setting, a museum, or community arts space. Students will present their interview experience through a recorded PowerPoint presentation as a way of sharing what they learned and as an opportunity to explore multiple careers in arts education. (Assignment details and instructions are on Carmen and will include creating a PowerPoint presentation, recording narration along with each slide, and uploading a 5 – 7 minute Flip video as your presentation.)

Each student will be required to view and comment on a **minimum of 5** peer presentations within one week of the project deadline.

Academic integrity and collaboration: Your assignments should be your own original work. In all 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.

This course includes many opportunities for collaboration with your classmates. While study groups and peer-review of major assignments is encouraged, remember that comparing answers on a quiz or assignment is not permitted. If you're unsure about a particular situation, please ask ahead of time.

Research Reading and Annotated Bibliography (10 points)

Description: During the semester students will be expected to locate and review art education literature on a particular topic of their choice. The purpose of this portion of the coursework is to familiarize students with the various texts and publications available in the field of art education, to become aware of concepts and themes in research in the field, and to develop into independent and lifelong learners in the field and profession. Students will research **at least three** art education book chapters that deal specifically with elementary, middle or high school art education, museum education or community-based art education. Students will also research **at least three** art education scholarly articles specific to elementary, middle or high school art education, museum education or community-based art education.

None of the texts require purchase. Document titles can all be found on the OSULibrary website. Do NOT use Wikipedia as a source for this project. Some example journals that you may scan through include: Art Education, Studies in Art Education, VAR (Visual Arts Research), International Journal of Education through Art, Journal of Cultural Research in Art, Journal of Museum Education, Visual Culture and Gender, Journal of Social Theory in Art Education, Visual Inquiry: Learning and Teaching Art.

Choose an avenue and stick to it— stay consistent. If you choose elementary art teaching in one article, you should look for other literature in elementary art teaching. Your research reading should not include two articles about K – 12 teaching, two about museum education, and two about community-based art education.

You will submit:

1. A short paragraph outlining your research topic and personal interest/connection to your topic
2. A bibliography: Reference in APA format (resources are provided on Carmen)

Example:

Branham, Rachel. (2016). *What's so great about art, anyway? A teacher's odyssey*. Teachers College Press.

3. An annotated bibliography engaging in each reading in the following ways:
 - a. Citing major quotations and key ideas
 - b. Asking questions the reading raises for you (your own questions, not questions pulled from the reading)
 - c. Personal reflections on the reading as it relates to your experiences and other readings from this assignment and/or the course

Academic integrity and collaboration: Your assignments should be your own original work. In all 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.

This course includes many opportunities for collaboration with your classmates. While study groups and peer-review of major assignments is encouraged, remember that comparing answers on a quiz or assignment is not permitted. If you're unsure about a particular situation, please ask ahead of time.

Final Portfolio OR Project (20 points)

Description: You have two options for your final assignment for this course. More detailed information is on Carmen for these final assignment options.

1. PORTFOLIO (for those planning to apply to the Bachelor of Art Education program in spring 2024): Submit a digital portfolio containing your:
 - a. Statement of Intent;
 - b. Artist Statement
 - c. In-progress Art Portfolio (formatted and containing a minimum of five artworks).

OR

2. PROJECT: Submit a final project based on your research reading that has been approved by your instructor. You will develop a project plan and submit multiple checkpoints throughout this project. Due dates are listed in the calendar below and detailed assignment instructions are on Carmen.

Academic integrity and collaboration: Your assignments should be your own original work. In all 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.

This course includes many opportunities for collaboration with your classmates. While study groups and peer-review of major assignments is encouraged, remember that comparing answers on a quiz or assignment is not permitted. If you're unsure about a particular situation, please ask ahead of time.

Late assignments

Late submissions will only be accepted up to one week after the deadline. Please communicate with your instructor by email if you anticipate submitting a late assignment. Please refer to Carmen and the calendar below for all assignment due dates.

Grading scale

100 - 94: A
93 - 90: A-
89 - 86: B+
85 - 83: B
82 - 80: B-
79 - 76: C+
75 - 73: C
72 - 70: C-
69 - 67: D+
66 - 65: D
Anything lower than 65: E

Instructor 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 **614-688-4357(HELP)** at any time if you have a technical problem.)

- **Grading and feedback:** For weekly assignments, you can generally expect feedback and grades within **7 days**. All feedback and grades will be provided through Carmen.
- **Email:** I will reply to emails within **24 hours on days when class is in session at the university**.
- **Discussion board:** I will check and reply to messages in the discussion boards every **24 hours on school days**.

OTHER COURSE POLICIES

Discussion and communication guidelines

The following are my expectations for how we should communicate as a class. During our first week of class we will also collectively establish class ground rules for discussion which will be shared through Carmen. 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. A more conversational tone is fine.
- **Tone and civility:** Let's maintain a supportive learning community where everyone feels safe and where people can disagree amicably. Remember that sarcasm usually does not easily come across online.
- **Citing your sources:** When we have academic discussions, please cite your sources to back up what you say. For this class, use [APA style](#) for all bibliographic citations. For the textbook or other course materials, list at least the author and page numbers. For online sources, include a link.
- **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 or Flip discussion.

Academic integrity policy

See **Descriptions of major course assignments**, above, for my specific guidelines about collaboration and academic integrity in the context of this online class.

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/>.

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:

- Committee on Academic Misconduct web page (go.osu.edu/coam)
- Ten Suggestions for Preserving Academic Integrity (go.osu.edu/ten-suggestions)

Student Services and Advising

University Student Services can be accessed through BuckeyeLink. More information is available here:

<https://contactbuckeyelink.osu.edu/>

FOR UNDERGRAD COURSES: Advising resources for students are available here:

<http://advising.osu.edu>

The academic advisor for art education students at the Columbus campus is:

Copyright for instructional materials

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.

Statement on 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 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 Greenville 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>

Your mental health

As a student you may experience a range of issues that can cause barriers to learning, 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. The Ohio State University offers services to assist you with addressing these and other concerns you may be experiencing. If you or someone you know are suffering from any of the aforementioned conditions, you can learn more about the broad range of confidential mental health services available on campus via the Office of Student Life's Counseling and Consultation Service (CCS) by visiting ccs.osu.edu or calling [614-292-5766](tel:614-292-5766). CCS is located on the 4th Floor of the Younkin Success Center and 10th Floor of Lincoln Tower. You can reach an on call counselor when CCS is closed at [614-292-5766](tel:614-292-5766) and 24 hour emergency help is also available 24/7 by dialing 988 to reach the Suicide and Crisis Lifeline.

ACCESSIBILITY ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES

Requesting accommodations

The University strives to make all learning experiences as accessible as possible. In light of the current pandemic, students seeking to request COVID-related accommodations may do so through the university's request process, managed by Student Life Disability Services. 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.

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 SCHEDULE

Refer to the Carmen course for up-to-date assignment due dates. The course assignments are subject to change; therefore, the syllabus should not be relied upon as the final source of assignments. The student is responsible for all assignments listed on the course schedule and those announced in Carmen.

All assigned readings and resources are available on Carmen. Details for assignments and due dates are located within the modules section of Carmen and organized into 16 modules aligned with each week of the semester.

Week	Dates	Topics, Readings, Assignments, Deadlines
1	Aug. 21 – Aug. 25	<p>Weekly Topic: Welcome</p> <ul style="list-style-type: none"> • Getting to know one another, introduction videos • Collectively create discussion ground rules • Introduction to course and expectations <p>Individual Reading: Syllabus, Carmen site exploration</p>
2	Aug. 28 – Sept. 1	<p>Weekly Topic: What is Art Education?</p> <ul style="list-style-type: none"> • Introduction to intermedia journaling & begin working in journals • Introduction to Flip posting and discussion expectations <p>Individual Reading/Watching:</p>

Week	Dates	Topics, Readings, Assignments, Deadlines
		<ul style="list-style-type: none"> • Watch “Sketchnote” videos on Carmen • Branham prologue and Chapter 1 <p>Due this week:</p> <ul style="list-style-type: none"> • Weekly Flip post #1 (Aug. 30) • Minimum of 2 comments (Sept. 1)
3	Sept. 4 – Sept. 8 (Labor Day Sept. 4)	<p>Weekly Topic: Arts Advocacy & OSU Library Workshop</p> <ul style="list-style-type: none"> • Draft collective arts advocacy statement • Introduction to Research Reading assignment • OSU Library Workshop participation (asynchronous) <p>Individual Reading & viewing:</p> <ul style="list-style-type: none"> • Social Impact Explorer (Americans for the Arts) • 10 Lessons the Arts Teach • Branham Chapter 2 <p>Due this week:</p> <ul style="list-style-type: none"> • Weekly Flip post #2 (Sept. 6) • Minimum of 2 comments (Sept. 8) • Research reading topic and one source due (Sept. 10)
4	Sept. 11 – Sept. 15	<p>Weekly Topic: Public Education</p> <p>Intermedia Journal Activity:</p> <ul style="list-style-type: none"> • Create a personal educational journey map, layer arts experiences into your map, include this in your weekly Flip post <p>Individual Reading:</p> <ul style="list-style-type: none"> • Hall et. al. (2017). Chapter 6 • Branham Chapter 3 <p>Due this week:</p> <ul style="list-style-type: none"> • Weekly Flip post #3 (Sept. 13) • Minimum of 2 comments (Sept. 15)
5	Sept. 18 – Sept. 22	<p>Weekly Topic: Art Education Standards & Expectations</p> <ul style="list-style-type: none"> • Introduction to standards, curriculum, and accountability • Introduction to Art Educator interview assignment <p>Intermedia Journal Activities:</p> <ul style="list-style-type: none"> • Review Ohio Department of Education website and Visual Art Standards and create an arts-based reflection on what you learned <p>Individual Reading:</p> <ul style="list-style-type: none"> • Unrath, K. & Kerridge, D. (2009). <i>Becoming an Art Teacher</i>

Week	Dates	Topics, Readings, Assignments, Deadlines
		<ul style="list-style-type: none"> • Branham Chapters 4 and 5 Due this week: <ul style="list-style-type: none"> • INTERMEDIA JOURNAL CHECK #1 (Sept. 22)
6	Sept. 25 – Sept. 29	<p>Weekly Topic: Art Education in Public Schools</p> <p>Intermedia Journal Activities:</p> <ul style="list-style-type: none"> • Introduction to ThingLink, create and post content on your ThingLink account, document process in your journal <p>Individual Reading/Tutorial:</p> <ul style="list-style-type: none"> • Kuster et. al. (2010). <i>Novice Art Teachers</i> • Hetland et. al. (2013). Making the Case for the Arts • Winner and Hetland (2007). <i>Art for Our Sake</i> • Branham Chapter 6 • ThingLink tutorial posted in Carmen Due this week: <ul style="list-style-type: none"> • Weekly Flip post #4 (Sept. 27) • Minimum of 2 comments (Sept. 29)
7	Oct. 2 – Oct. 6	<p>Weekly Topic: Art Museum Education & ThingLink Intro</p> <p>Intermedia Journal Activities:</p> <ul style="list-style-type: none"> • Virtual and actual art museum or exhibition visit, documentation in journal • Research reading topic exploration in journal <p>Individual Reading:</p> <ul style="list-style-type: none"> • Hubard, O. (2007). Productive Information • Kletchka, D. & Carpenter, S. (2018). Envisioning Art Museum Education as Social Practice • Mayer, M. (2012). Looking Outside the Frame • Branham Chapters 7 and 8 Due this week: <ul style="list-style-type: none"> • Weekly Flip post #5 (Oct. 4) • Minimum of 2 comments (Oct. 6) • Research reading sources due on Carmen (Oct. 6)
8	Oct. 9 – Oct. 13 (Fall Break Oct. 12 – 13)	<p>Weekly Topic: Art Museum Tour & Engagement</p> Due this week: <ul style="list-style-type: none"> • ThingLink Museum/Exhibition tour due, detailed assignment requirements on Carmen (Oct. 9) • Visit a minimum of five peer museum tours on ThingLink and contribute by asking questions, making observations, and leaving constructive feedback (Oct. 15)

Week	Dates	Topics, Readings, Assignments, Deadlines
9	Oct. 16 – Oct. 20	<p>Weekly Topic: Community Arts and Public Art</p> <p>Intermedia Journal Activities:</p> <ul style="list-style-type: none"> • Visit and document a local or regional community arts organization (virtually or in-person) • Visit and document a local or regional public artwork (virtually or in-person) <p>Individual Reading:</p> <ul style="list-style-type: none"> • Ulbricht, J. (2015). What is Community-Based Art Education? • Hutzler, K. (2017). Community Arts Programs • Danker, S. (2020). Culturally Sensitive Art Education in a Community <p>Due this week:</p> <ul style="list-style-type: none"> • Weekly Flip post #6 (Oct. 18) • Minimum of 2 comments (Oct. 20)
10	Oct. 23 – Oct. 27	<p>Weekly Topic: Art Educators in the Field</p> <p>Individual Reading:</p> <ul style="list-style-type: none"> • Branham Chapters 9 & 10 <p>Intermedia Journal Activities: Watch a minimum of five art educator interviews from your peers and share comments and at least one question for each in Flip</p> <p>Due this week:</p> <ul style="list-style-type: none"> • Art Educator Interview presentation posted (Oct. 23) • Art Educator Interview 5 comments (Oct. 29) • Weekly Flip post #7 (Oct. 25) • Minimum of 2 comments (Oct. 27)
11	Oct. 30 – Nov. 3	<p>Weekly Topic: Bachelor of Art Education program introduction</p> <ul style="list-style-type: none"> • Introduction to application process for the Bachelor of Art Education (BAE) and program requirements • Introduction to final project/portfolio assignment <p>Intermedia Journal Activities:</p> <ul style="list-style-type: none"> • Create a reflection on your own personal career goals either within art education or another field, include questions you have about your path, what excites you about this career path? <p>Individual Reading/Viewing:</p> <ul style="list-style-type: none"> • Attend or watch presentation by Dr. Patel, Director of Field Experiences and Licensure Program

Week	Dates	Topics, Readings, Assignments, Deadlines
		<ul style="list-style-type: none"> • Read handbooks for the BAE program on the AAEP website • Watch portfolio preparation video in Carmen <p>Due this week:</p> <ul style="list-style-type: none"> • Post two questions for Dr. Patel in Carmen discussion board (Nov. 1) • INTERMEDIA JOURNAL CHECK #2 (Nov. 3)
12	Nov. 6 – Nov. 10 Nov. 10 Veterans Day	<p>Weekly Topic: Artist Statement & Project development</p> <p>Intermedia Journal Activities: Record documentation of brainstorming and feedback throughout the week</p> <ul style="list-style-type: none"> • PORTFOLIO: Artist Statement brainstorm and feedback activities on Carmen • PROJECT: Project brainstorm and feedback activities on Carmen <p>Individual Reading/Viewing:</p> <ul style="list-style-type: none"> • Final portfolio/project requirements • Branham 11 and Epilogue <p>Due this week:</p> <ul style="list-style-type: none"> • PORFOLIO TRACK: Artist Statement draft (Nov. 12) • PROJECT TRACK: Project plan (Nov. 12) • Weekly Flip post #8 (Nov. 8) • Minimum of 2 comments (Nov. 11)
13	Nov. 13 – Nov. 17	<p>Weekly Topic: Currents in Art Education: Looking Ahead</p> <ul style="list-style-type: none"> • Statement of Intent & Project check-in <p>Intermedia Journal Activities: Record documentation of brainstorming and feedback throughout the week</p> <ul style="list-style-type: none"> • PORTFOLIO: Statement of Intent brainstorm and feedback activities on Carmen • PROJECT: Project check-in, continued planning activities on Carmen <p>Individual Reading:</p> <ul style="list-style-type: none"> • Thomas, B. (2020). <i>Traditional Futures</i> • Kraehe, A. (2020). <i>Dreading, Pivoting, and Arting</i> • Kraehe, A. & Herman, D. (2020). <i>Racial Encounters, Ruptures, and Reckonings</i> • Bolin, P. (2020). <i>Looking forward from where we have been</i> <p>Due this week:</p> <ul style="list-style-type: none"> • PORFOLIO TRACK: Statement of Intent draft (Nov. 19) • PROJECT TRACK: Project progress (Nov. 19)

Week	Dates	Topics, Readings, Assignments, Deadlines
		<ul style="list-style-type: none"> • Weekly Flip post #9 (Nov. 15) • Minimum of 2 comments (Nov. 17)
14	Nov. 20 – Nov. 21 Nov. 22 – 24, no class	<p>Weekly Topic: Portfolio Feedback & Project check-in Due this week:</p> <p>PORTFOLIO:</p> <ul style="list-style-type: none"> • Upload OneDrive link to in-progress portfolio to Carmen discussion board (Nov. 20) • Comment on a minimum of 3 portfolios (Nov. 26) <p>PROJECT:</p> <ul style="list-style-type: none"> • Project check-in, upload in-progress evidence of work on project • Comment on a minimum of 3 other projects to provide feedback and questions you might have
15	Nov. 28 – Dec. 1	<p>Work Week: Continue projects, finalize artist statements and statement of intent, portfolio drafts. Continue Intermedia Journal work. Due this week: RESEARCH READING assignment (Dec. 1)</p>
16	Dec. 4 – Dec. 6	<p>Due this week:</p> <ul style="list-style-type: none"> • Final projects/portfolios due on Carmen (Dec. 6) • INTERMEDIA JOURNAL CHECK #3, Final reflections on course (details in Carmen) (Dec. 9) • Final Flip post #10 (Dec. 9)



THE OHIO STATE
UNIVERSITY

Department of Arts Administration, Education and Policy

Art Education 2250

Introduction to Art Education

Autumn Semester 2022

Credit Hours 3.0, In-person lecture course

Time: Tuesdays and Thursdays, 11:10 a.m. – 12:30 p.m.

Location: Ramseyer Hall, Room 039 + Carmen/Canvas

Instructor: Tamryn McDermott

Email: mcdermott.233@osu.edu

Office Hours: Zoom appointments available, schedule by email

Course Description

This course presents an overview of the field of art education for individuals considering a professional career as art educators; the role of art and art education in contemporary society; teaching for understanding; and the creation of meaning in works of art will be discussed. Successful completion of Art Education 2250 (a grade of B or better) is required for acceptance into The Ohio State University Art Education Core Program. Activities, guest presentations, readings, videos, visual and written reflections, and discussions provide the basis for critical examination of contemporary issues in art and art education.

Expected learning outcomes and content areas:

Students will be able to . . .

- Make a career choice to become an educator
- Understand and discuss art education concepts, issues, and resources
- Explore what it means to be an art educator
- Understand state licensure requirements and the responsibilities of being a professional educator
- Consider the contexts of schools, museums, and communities as sites of learning
- Examine a student-centered approach to teaching
- Understand and celebrate diversity
- Explore curriculum and planning processes

General Course Requirements

Class attendance and active participation – both listening and responding – is expected and will contribute to your final grade in this course.

Attendance is expected: You should plan to participate in every class in person. You are allowed up to two absences, one unexcused and one excused. Additional absences will result in a grade reduction of one letter grade per unexcused absence. **You must have an ADA accommodation to request a fully online course experience (see university COVID-19 statement below).** Please visit the **Safe and Healthy Buckeyes** site for up-to-date COVID-19 protocols at <https://safeandhealthy.osu.edu/accommodations>.

Communicate with your instructor about any absences or tardiness in advance if at all possible. Each situation will be dealt with individually.

Course Communication: Please contact me directly through Carmen mail or my email at mcdermott.233@osu.edu.

Class announcements: I will consistently use the Carmen Announcements to send class communications. It is your responsibility to access Carmen and be informed of any new announcements which could be about changes to our schedule, assignments, etc. Please check your notification preferences (go.osu.edu/canvas-notifications) to ensure you are receiving these announcements.

Grading and Feedback: You can expect feedback on your submitted assignments within a week of the assignment due date.

Modeling Professionalism: You are expected to maintain professional conduct at all times in the class and within our community. This includes being on time for class meetings, scheduled visits, and appointments. Respect for all members of the class is expected, allowing for individual differences and opinions.

Discussion guidelines: Either in class or online discussions should maintain a supportive learning community where everyone feels safe and where people can disagree amicably. We will work together to create discussion ground rules for our course during the first week of class.

Phones/Technology: Cell phones/Smartphones should only be used for class activities while in class. We will be experimenting with different technologies to promote community and learning in the classroom. It is generally disrespectful to be consulting your phone when you should be devoting your attention to the speaker or the group. Please do not use your phone for text messaging, consulting social media, or taking photographs unless it is related to our course activities at the time. Teachers – professional educators – have a moral obligation to be attentive to their students. This is an educator preparation course; if you are overly distracted by your phone, you are not meeting professional expectations of teachers.

Resources and Texts

Branham, Rachel. (2016). *What's so great about art, anyway? A teacher's odyssey*. Teachers College Press. (provided on CARMEN as PDF documents)

Hall, G.E., Quinn, L.F., Gollnick, D. M. (2017). *Introduction to Teaching: Making a Difference in Student Learning*. Sage. (provided on CARMEN as PDF documents)

Additional course readings will be uploaded to Carmen and available as PDF documents:

Bolin, P. (2020). Looking forward from where we have been. *Art Education* 73(5) 44 – 46.

Danker, S. (2020). Culturally Sensitive Art Education in a Community: Myaamia Ribbonwork. *Translations, National Art Education Association* 1, 1 – 4.

Eisner, E. (2002). Ten Lessons the Arts Teach. In Eisner, E., *The Arts and Creation of Mind*, Chapter 4, What the Arts Teach and How it Shows, 70 – 92, Yale University Press.

Hetland, L., Winner, E., Veenema, S., and Sheridan, K. (2013). *Studio Thinking 2: The Real Benefits of Visual Arts Education*. New York: Teachers College Press, Columbia University.

Hofsess, B. and Hanawalt, C. (2020). Envisioning Future-Oriented Mentoring with Early Career Teachers Through Evocative Analysis. *Art Education* 73(4), 29 – 36.

Hubard, O. (2007). Productive Information: Contextual Knowledge in Art Museum Education. *Art Education* 60(4), 17 – 23.

Hutzel, K. (2017). Community Arts Programs. In Peppler, K. (Ed.). *The SAGE Encyclopedia of Out-of-School Learning*, 102 – 105. SAGE Publications, Inc.

Kletchka, D. and Carpenter, II, S. (2018). Envisioning Art Museum Education as Social Practice. In D. C. Kletchka and B. S. Carpenter, II, (Eds.). *Professional development in art museums: Strategies of engagement through contemporary art* (pp. 141 – 147). National Art Education Association.

Kraehe, A. (2020). Dreading, Pivoting, and Arting: The Future of Art Curriculum in a Post-Pandemic World. *Art Education* 73(4), 4 – 7.

Kraehe, A. and Herman, D. (2020). Racial Encounters, Ruptures, and Reckonings: Art Curriculum Futurity in the Wake of Black Lives Matter. *Art Education* 73(5), 4 – 7.

Kuster, D., Bain, C., Newton, C. and Milbrandt, M. (2010). Novice Art Teachers: Navigating Through the First Year. *Visual Arts Research* 36(1), 44 – 54.

Mayer, M. (2012). Looking Outside the Frame: “Demythifying” Museum Education. *Art Education* 65(4), 15 – 18.

Thomas, B. (2020). Traditional Futures: Prospective Art Teachers’ Possible Future Selves. *Art Education* 73(5) 32 – 37.

Ulbricht, J. (2005). What is Community-Based Art Education? *Art Education* 58(2), 6 – 12.

Unrath, K. and Kerridge, D. (2009). Becoming an Art Teacher: Storied Reflections of Two Preservice Students. *Studies in Art Education, A Journal of Issues and Research* 50(3), 272 – 286.

Winner, E. and Hetland, L. (2007. September 2). Art for Our Sake. *Boston Globe*.

Course Assignments & Expectations

Visual Journal: reading & video responses, class notes, planning, activities, reflection, experimentation, etc. (30 points)

ALL readings for this course will be available on The Ohio State University's learning management system, Carmen. It is your responsibility to read and respond to all readings and videos within your visual journal. You should come to class each week having read assigned readings for that week and responses should be documented within your visual journal. Plan to have all readings accessible (on your phone, tablet, or laptop) in class.

You should provide **YOUR** reflection on the reading or video in both visual and written responses within your visual journal. I want to see that you are making connections to your existing knowledge and experiences, reflecting, asking questions, and considering how the reading/video connects with your experiences and what we've already explored in class.

In particular:

- **Relevant ideas and main themes** you discovered through the reading. Do not simply regurgitate content but expand upon the author's intent.
- **References** to the literature/video assigned.
- **At least one question** that was provoked through the reading/video or a statement of disagreement with supporting evidence as to why you disagree.

The format of your response should be both visual and text-based. One of the main objectives of this course is to further critical thinking skills in relation to comprehension, application, reflection, and inquiry which will be documented throughout your visual journal.

Discussions: Attendance and Participation (20 points)

We will use **in-class** time for discussions and activities based on readings and videos, visits, arts-based activities, and questions.

Participation is extremely important. All readings/videos are to be completed in a timely manner. Students are expected to bring appropriate assigned readings with them to every relevant class session. Participation includes: reading and understanding all readings and assignments; involvement in class discussions - asking questions, offering thoughtful insights and comments, responding to classmates' comments; completing assignments on time.

We will be participating as a class in multiple activity sessions within the Advanced Computing Center for Arts and Design (ACCAD) motion lab this semester. This is a unique opportunity for students to explore intermedia (involving several different media such as video, audio,

performance, drawing, reading, etc.) work collectively. Student selected video and visual journal entries will be included in this collective, non-graded activity. Students will also be required to actively participate in the motion lab activities we design collectively.

Video/Audio Reflections (10 points)

Several times during the semester you will be assigned to submit a video and/or audio reflection through the software program Flip. More information will be available on Carmen which will include assignment details and due dates. There will be approximately five required Flip reflections (2 points each).

Interview with an Art Educator (10 points)

Students will select and interview an art educator in a K-12 setting, a museum, or community space. Students will present their interview experience within small groups in class as a way of sharing what they learned and as an opportunity to explore multiple careers in arts education. (Assignment details can be found on Carmen and will include uploading a Flip video as your presentation.)

Research Reading Project (10 points)

During the semester students will be expected to locate and review art education literature on a particular topic in the field. The purpose of this portion of the coursework is to familiarize students with the various texts and publications available in the field of art education, to become aware of concepts and themes in research in the field, and to develop into independent and lifelong learners in the field and profession. Students will research **at least three** art education book chapters that deal specifically with elementary, middle or high school art education, museum education or community-based art education. Students will also research **at least three** art education scholarly articles specific to elementary, middle or high school art education, museum education or community-based art education.

None of the texts require purchase. Document titles can all be found on the OSULibrary website. Do NOT use Wikipedia as a source for this project. Some example journals that you may scan through include: Art Education, Studies in Art Education, VAR (Visual Arts Research), International Journal of Education through Art, Journal of Cultural Research in Art, Journal of Museum Education, Visual Culture and Gender, Journal of Social Theory in Art Education, Visual Inquiry: Learning and Teaching Art.

Choose an avenue and stick to it— stay consistent. If you choose elementary art teaching in one article, you should look for other literature in elementary art teaching. Your research reading should not include two articles about K – 12 teaching, two about museum education, and two about community-based art education.

You will submit:

1. A bibliography: Reference in APA format (we will review this together in class)

Example:

Branham, Rachel. (2016). *What's so great about art, anyway? A teacher's odyssey.* Teachers College Press.

2. Digital images of your visual journal page(s) for each source that include main takeaways and questions that you formed as a result of reading the book chapter or journal article. You may include direct quotations, but make sure to include the specific citations, page number. Use your own words, paraphrase, summarize. Creatively explore the ideas you are reading about throughout your visual journal page(s).

Each piece of literature should be addressed within at least one visual journal page using any materials or format you feel is useful to convey the ideas and questions you developed from engaging with the text.

Final Portfolio OR Project (20 points)

You have two options for your final assignment for this course.

1. Submit a digital portfolio containing your (1) Statement of Intent, (2) Artist Statement, and (3) In-progress Art Portfolio. More information is on Carmen for this final assignment.
2. Submit a final project based on your research reading that has been approved by your instructor. More information is on Carmen.

Assignments and Grading

- Visual Journal: Notes, Reading/Video Responses, Reflections **30 points**
- Attendance and Participation **20 points**
- Video/Audio Reflections **10 points**
- Interview with an Art Educator **10 points**
- Research Reading/Bibliography & Visual Journal entries **10 points**
- Final Portfolio/Project: **20 points**
 - Portfolio Option (20 points)
 1. Statement of Intent (5 points)
 2. Artist Statement (5 points)
 3. Digital Art Portfolio - in-progress (10 points)

Project Option (20 points)

TOTAL: 100 points

Grading Scale

A: 100-94	A-: 93-90	
B+: 89-86	B: 85-83	B-: 82-80
C+: 79-76	C: 75-73	C-: 72-70
D+: 69-67	D: 66-65	E: Anything lower than 65

The course assignments are subject to change; therefore, the syllabus should not be relied upon as the final source of assignments. The student is responsible for all assignments listed on the course schedule and those announced in class or in Carmen. When a class session is missed, it is the responsibility of the student to find out the assignments and obtain course materials missed from classmates.

Course & University Policies

Academic Honesty

Academic honesty is fundamental to the activities and principles of a university. All members of the academic community must be confident that each person's work has been responsibly and honorably acquired, developed, and presented. Copying or claiming someone else's words, ideas or works as your own is considered plagiarism. A proper reference style should be used when using words or ideas of other people. Suspected cases of plagiarism will be reported to the University Committee on Academic Misconduct.

The Ohio State University Statement of Academic Misconduct

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. See the complete Ohio State University Code of Student Conduct at <http://studentaffairs.osu.edu/csc>

Statement on Diversity

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.

Students with Special Needs/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.

Mental Health Services

As a student you may experience a range of issues that can cause barriers to learning, 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. The Ohio State University offers services to assist you with addressing these and other concerns you may be experiencing. If you or someone you know are suffering from any of the aforementioned conditions, you can learn more about the broad range of confidential mental health services available on campus via the Office of Student Life's Counseling and Consultation Service (CCS) by visiting ccs.osu.edu or calling [614-292-5766](tel:614-292-5766). CCS is located on the 4th Floor of the Younkin Success Center and 10th Floor of Lincoln Tower. You can reach an on call counselor when CCS is closed at [614-292-5766](tel:614-292-5766) and 24 hour emergency help is also available through the 24/7 National Suicide Prevention Hotline at 1-800-273-TALK or at suicidepreventionlifeline.org.

Emergency Procedures

1. Evacuation procedures: See instructions posted in the classroom.
2. Emergency ambulance: 911
3. Campus security: 292-2121
4. Escort service: 292-6677
5. Campus shuttle: 292-3322

COVID Accommodations

The university strives to make all learning experiences as accessible as possible. In light of the pandemic, students seeking to request COVID-related accommodations may do so through the university's [request process](#), managed by Student Life Disability Services. 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.

Online resources for health and safety information: [*Personal Protection, Hygiene — Safe and Healthy Buckeyes | Ohio State \(osu.edu\)*](#)

Syllabus and Schedule Change Policy

The preceding course outline and the schedule of class activities below serve only as a guide. The instructor retains the right to change the syllabus and/or the schedule. All course materials and schedule of classes are posted on Carmen and may change over the course of the semester. Please continue to check Carmen for announcements or notice of changes to our schedule. It is your responsibility to keep on top of deadlines and our schedule.

The pre-service licensure program is part of the Ohio State University's Educator Preparation Unit: the programs across the university (College of the Arts and Sciences; College of Education and Human Ecology; College of Food, Agriculture & Environmental Sciences; College of Social & Behavioral Sciences and College of Social Work) that prepare individuals to work PK-12 settings.

The mission of the educator preparation unit of The Ohio State University is to prepare educators, through the generation and use of research, who are highly qualified for and who are passionate about maximizing student learning across all P-12 school age and demographic groups.

Autumn 2022 Schedule, ARTEDUC 2250

All assigned readings are available on Carmen as PDF documents. Details for assignments and due dates are within the modules section of Carmen and organized by weekly expectations.

Week 1

- August 23, 2022 **Topic:** Welcome and getting to know each other
Read for today: Syllabus and prepare questions for discussion
- August 25, 2022 **Topic:** Co-develop discussion ground rules and begin work on visual journal covers
Due today: Bring visual journal to class with you

Week 2

- August 30, 2022 **Topic:** What is Art Education? and an introduction to visual journals
In class: We will explore our visual journals and art materials available in the classroom
Read/watch for today: Watch "Sketchnote" videos on Carmen and read Branham prologue and Chapter 1
Due today: Reflections on sketch noting and two questions
- September 1, 2022 **Topic:** Visual journal getting started activities
In class: Sketchnote and Branham discussion and visual journal work time
Due today: Visual journal preparation work

Week 3

- September 6, 2022 **Topic:** Arts Advocacy
In class: Draft collective arts advocacy statement and introduction to **RESEARCH READING** project
Read for today: Social Impact Explorer on the Americans for the Arts website AND 10 Lessons Arts Teach AND Branham Chapter 2
Due today: Bring *printed copy* of one Fact Sheet from the Americans for the Arts website Social Impact Explorer. Bring a printed copy of *10 Lessons the Arts Teach*.
- September 8, 2022 **Topic:** VISIT to Fine Arts Library, Meet in library lobby at 1871 North High Street, Columbus, OH 43210.
In class: Workshop with Courtney Hunt, Art and Design Librarian
Due today: Topic for **RESEARCH READING** project and the call number for one related book that you will check out during our visit to the Fine Arts Library

Week 4

- September 13, 2022 **Topic:** Public Education
In class: Discuss readings in small groups and class activity
Read for today: Branham Chapter 3 AND Hall et. al. Chapter 6

Due today: Visual journal entry documenting personal educational journey.

September 15, 2022 **Topic:** VISIT Advanced Computing Center for Arts and Design (ACCAD) Motion Lab, meet in the motion lab on the 3rd floor of Sullivant Hall.
In class: Introduction and exploration of the ACCAD motion lab and discussion
Watch for today: *Bottom Line 1980 – present* video on Carmen

Week 5

September 20, 2022 **Topic:** History of Art Education and Standards, curriculum and accountability
In class: Review Ohio Department of Education website and Visual Art Standards
Read for today: Unrath & Kerridge, *Becoming an Art Teacher* AND Branham Chapters 4 and 5

September 22, 2022 **Topic:** History of Art Education
In class: Small group arts-based activities AND introduction to **ART EDUCATOR INTERVIEW PROJECT**
Due today by 11:59 pm: VISUAL JOURNAL CHECK-IN #1

Week 6

September 27, 2022 **Topic:** Art Education in Public Schools
In class: Reading discussion and visual journal work
Read for today: Kuster et. al., *Novice Art Teachers*, Hetland et. al., *Making the Case for the Arts*, Winner and Hetland, *Art for Our Sake*
Due today: FLIP POST #1

September 29, 2022 **Topic:** Art Education in Public Schools
In class: Reading discussion and group activity
Read for today: Branham Chapter 6

Week 7

October 4, 2022 **Topic:** Art Museum Education
In-class: Virtual art museum visits in small groups, sharing out
Read for today: Select and read either Hubard, *Productive Information* OR Kletchka and Carpenter, *Envisioning Art Museum Education as Social Practice*
Due today: FLIP POST #2

October 6, 2022 **Topic:** Art Museum Education
In-class: Discussion on art museum education and sharing of research reading topics and sources in small groups
Read for today: Branham Chapters 7 and 8
Due today: RESEARCH READING sources due on Carmen

Week 8

October 11, 2022 **Topic:** VISIT ACCAD motion lab (3rd floor Sullivant Hall)
In class: Collective sandbox activity in motion lab

Due today: Bring visual journal and drawing materials with you to work with in the motion lab.

October 13, 2022 NO CLASS/FALL BREAK

Week 9

October 18, 2022 **Topic:** Art Educators in the Field
In class: Sharing art educator interviews within small groups AND interview reflections in discussion and visual journals
Due today: ART EDUCATOR INTERVIEW PRESENTATION uploaded to Flip

October 20, 2022 **Topic:** Community Arts and public art
In class: Discussion, resource building activity, VISIT to Mary Miss Public Artwork on campus at Evans Laboratory
Read for today: Select two from the following to read, Ulbricht, *What is Community-Based Art Education* OR Hutzler, *Community Arts Programs*, OR Danker, *Culturally Sensitive Art Education in a Community*

Week 10

October 25, 2022 **Topic:** Community Arts AND Art Museum Education
In class: Community Arts discussion and preparation for Wexner Center for the Arts visit
Read for today: Mayer, *Looking Outside the Frame*, and review Wexner website
Due today: Update on RESEARCH READING project, submit on Carmen

October 27, 2022 **Topic:** VISIT to the Wexner Center for the Arts at 1871 N High St, Columbus, OH 43210 (meet in museum lobby)
In class: Museum visit with Jo Snyder, Learning and Public Practice Coordinator, bring visual journal and pencil (you can only use pencils in the galleries)
Read for today: Current Wexner exhibit educational resources on website
Due today: Prepare at least two questions about the Wexner website and resources

Week 11

November 1, 2022 **Topic:** Application process and Bachelor of Art Education requirements AND Introduction to final project
In class: Dr. Patel, Director of Field Experiences and Licensure Program, will present about the Bachelor of Art Education program requirements and application process
Read for today: Read through the Bachelor of Art Education requirements in the Handbooks on the AAEP website, Watch the video on Carmen about preparing your portfolio
Due today: Prepare a minimum of two questions for Dr. Patel AND due by 11:59 pm VISUAL JOURNAL CHECK-IN #2

November 3, 2022 **Topic:** Introduction to writing an artist statement and statement of intent
In class: Brainstorming activity and getting started exercises
Read for today: Final project requirements on Carmen
Due today: Questions and initial ideas for portfolio/project work AND **FLIP POST #3**

Week 12

November 8, 2022 **Topic: ARTIST STATEMENT**
In class: Workshop artist statements, peer feedback, discussion
Due today: ARTIST STATEMENT draft and **PROJECT UPDATES**

November 10, 2022 **Topic:** Current Events in Art Education AND Looking Ahead
In class: discussion focused on the current and future state of art education
Read for today: Select and read two of the following on Carmen, Thomas, *Traditional Futures* OR Kraehe, *Dreading, Pivoting, and Arting* OR Kraehe and Herman, *Racial Encounters, Ruptures, and Reckonings*, OR Bolin, *Looking forward from where we have been*
Due NOVEMBER 12: RESEARCH READING

Week 13

November 15, 2022 **Topic: STATEMENT OF INTENT**
In class: Workshop statements of intent, peer feedback, discussion
Due today: STATEMENT OF INTENT draft and **PROJECT UPDATES**

November 17, 2022 **Topic:** Current Events in Art Education AND Looking Ahead
In class: Discussion, Identify themes and connections from class and individual research readings
Read for today: Branham Chapters 9 and 10
Due today: FLIP POST #4

Week 14

November 22, 2022 **Topic: ART PORTFOLIO**
In class: Workshop art portfolios and peer feedback
Read for today: Branham Chapter 11
Due today: In-progress **PORTFOLIO** and **PROJECT UPDATES**

November 24, 2022 NO CLASS/Thanksgiving Holiday

Week 15

November 29, 2022 **Topic:** Preparation for ACCAD motion lab activity
In class: Collaborative work in small groups
Read for today: Branham Epilogue

December 1, 2022 **Topic:** ACCAD motion lab intermedia assemblage

In class: Motion lab collective activity, co-designed by students and instructor

Week 16

December 6, 2022

Topic: Wrap up reflections

In class: Final reflection activity

Due today: **FINAL PROJECTS/PORTFOLIOS AND RESEARCH READING** project

DUE December 10, 11:59 p.m.: Final **VISUAL JOURNAL CHECK-IN #3 & FLIP POST #5**

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 and 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.



- 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):

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.

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.

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.

- 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.