

FORMAT 2

Submit originals (including syllabus) and one copy and electronic copy to the Faculty Senate Office
 See <http://www.uaf.edu/uafgov/faculty-senate/curriculum/course-degree-procedures/> for a complete description of the rules governing curriculum & course changes.

CHANGE COURSE (MAJOR) and DROP COURSE PROPOSAL
Attach a syllabus, except if dropping a course.

SUBMITTED BY:

Department	Elementary	College/School	School of Education
Prepared by	Jann Laiti/Carol Barnhardt	Phone	6447/6457
Email Contact	jmlaiti@alaska.edu cabarnhardt@alaska.edu	Faculty Contact	Carol Barnhardt

1. COURSE IDENTIFICATION: As the course now exists.

Dept	ED	Course #	414	No. of Credits	2
			414		

COURSE TITLE Art, Music and Drama in Elementary Classrooms

2. ACTION DESIRED: Changes to be made to the existing course.

Change Course If Change, indicate below what change. Drop Course

NUMBER		TITLE		DESCRIPTION	
PREREQUISITES				FREQUENCY OF OFFERING	
CREDITS (including credit distribution)			3	COURSE CLASSIFICATION	
CROSS-LISTED	<input type="checkbox"/>	Dept.		(Requires approval of both departments and deans involved. Add lines at end of form for such signatures.)	
STACKED (400/600) Include syllabi.	<input type="checkbox"/>	Dept.		Course #	
OTHER (please specify)	To take effect summer 2013 ^FALL 2013				

3. COURSE FORMAT

NOTE: Course hours may not be compressed into fewer than three days per credit. Any course compressed into fewer than six weeks must be approved by the college or school's curriculum council and the appropriate Faculty Senate curriculum committee. Furthermore, any core course compressed to less than six weeks must be approved by the core review committee.

COURSE FORMAT: (check all that apply) 1 2 3 4 5 6 weeks to full semester

OTHER FORMAT (specify all that apply) _____

Mode of delivery (specify lecture, field trips, labs, etc) _____

4. COURSE CLASSIFICATIONS: (undergraduate courses only. Use approved criteria found on Page 10 & 17 of the manual. If justification is needed, attach on separate sheet.)

H = Humanities S = Social Sciences

Will this course be used to fulfill a requirement for the baccalaureate core?	YES	<input type="checkbox"/>	NO	<input checked="" type="checkbox"/>
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IF YES, check which core requirements it could be used to fulfill:

O = Oral Intensive,
Format 6 also submitted

W = Writing Intensive, Format
7 submitted

Natural Science, Format
8 submitted

5. COURSE REPEATABILITY:

Is this course repeatable for credit?

YES

NO

Justification: Indicate why the course can be repeated (for example, the course follows a different theme each time).

How many times may the course be repeated for credit?

TIMES

If the course can be repeated with variable credit, what is the maximum number of credit hours that may be earned for this course?

CREDIT
S

6. CURRENT CATALOG DESCRIPTION AS IT APPEARS IN THE CATALOG: including dept., number, title and credits

ED F414 Art, Music and Drama in Elementary Classrooms

2 Credits
Offered Spring

Exploration and application, in the classroom, of theory, practice, methods and materials used in teaching in and through visual art, music and drama. Concurrent internship required. Prerequisites: Admission to the Internship Year. (1+2)

7. COMPLETE CATALOG DESCRIPTION AS IT WILL APPEAR WITH THESE CHANGES: (Underline new wording strike through old wording and use complete catalog format including dept., number, title, credits and cross-listed and stacked.) PLEASE SUBMIT NEW COURSE SYLLABUS. For stacked courses the syllabus must clearly indicate differences in required work and evaluation for students at different levels.

ED F414 Art, Music and Drama in Elementary Classrooms

~~2~~ 3 Credits
Offered Spring

Exploration and application, in the classroom, of theory, practice, methods and materials used in teaching in and through visual art, music and drama. Concurrent internship required. Prerequisites: Admission to the Internship Year. (1.5+0+~~4~~ 12)

8. IS THIS COURSE CURRENTLY CROSS-LISTED?

YES/NO

No

If Yes, DEPT

NUMBER

(Requires written notification of each department and dean involved. Attach a copy of written notification.)

9. GRADING SYSTEM: Specify only one

LETTER

PASS/FAIL:

:

10. ESTIMATED IMPACT

WHAT IMPACT, IF ANY, WILL THIS HAVE ON BUDGET, FACILITIES/SPACE, FACULTY, ETC.

No impact.

11. LIBRARY COLLECTIONS

Have you contacted the library collection development officer (kljensen@alaska.edu, 474-6695) with regard to the adequacy of library/media collections, equipment, and services available for the proposed course? If so, give date of contact and resolution. If not, explain why not.

No x Yes No change.

12. IMPACTS ON PROGRAMS/DEPTS:

What programs/departments will be affected by this proposed action?

Include information on the Programs/Departments contacted (e.g., email, memo)

None other than the School of Education.

13. POSITIVE AND NEGATIVE IMPACTS

Please specify positive and negative impacts on other courses, programs and departments resulting from the proposed action.

None.

JUSTIFICATION FOR ACTION REQUESTED

The purpose of the department and campus-wide curriculum committees is to scrutinize course change and new course applications to make sure that the quality of UAF education is not lowered as a result of the proposed change. Please address this in your response. This section needs to be self-explanatory. If you ask for a change in # of credits, explain why; are you increasing the amount of material covered in the class? If you drop a prerequisite, is it because the material is covered elsewhere? If course is changing to stacked (400/600), explain higher level of effort and performance required on part of students earning graduate credit. Use as much space as needed to fully justify the proposed change and explain what has been done to ensure that the quality of the course is not compromised as a result.

Teacher education programs are under a great deal of scrutiny to assure policy makers and the general public that future elementary teachers have sufficient content knowledge and skills in the areas in which they have teaching responsibilities and that they have clearly defined coursework to assure that they also have opportunities to acquire the methods needed to successfully teach and develop meaningful curriculum in multiple content areas.

UAF elementary teacher education interns (i.e., students in their senior year of the BA in Elementary Education degree and elementary post-baccalaureate students completing their year-long internship) currently DO have these opportunities and requirements but this has not been accurately reflected in the current distribution of credits during their internship year. As an artifact of the process of development of the original BAE degree, the number of hours that interns spend in their elementary classroom placements and in their university methods and curriculum development courses has never been accurately reflected in the course credit allocations.

It is important that we correct these inaccuracies now for the following reasons:

- 1. External agencies (political entities and accreditation groups) now want more specific evidence that elementary teacher education students have dedicated coursework and internship requirements to prepare them to teach Reading, Writing, Math, Science, PE/Health and the Arts. This evidence needs to be reflected more directly and more accurately on our program requirements than it has been. Some of the work currently completed by students as part of ED 468 (a 6 credit course currently co-taught by 4 instructors) is being distributed to other courses so that the content of the courses is more clearly evident to reviewers.*
- 2. To be eligible for the newly created Alaska Performance Scholarship, university students must be enrolled in 30 credits per academic year. The intern year requirements in the current BA in Elementary Education degree include only 26 credits. These 26 credits are not an accurate*

representation of the amount of coursework and fieldwork that students actually complete.

APPROVALS: (Additional signature blocks may be added as necessary.)

<i>Maureen P. Hogan for CB</i>	Date	<i>9-17-12</i>
Signature, Chair, Program/Department of: Elementary Education	<u>Carol Barnhart</u>	

<i>Harry Jacobson</i>	Date	<i>9/24/12</i>
Signature, Chair, College/School Curriculum Council for: Education		

<i>Allan Morotti</i>	Date	<i>9-26-12</i>
Signature, Dean, College/School of: Education	<u>Allan Morotti</u>	

	Date	
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Signature of Provost (if applicable)
Offerings above the level of approved programs must be approved in advance by the Provost.

ALL SIGNATURES MUST BE OBTAINED PRIOR TO SUBMISSION TO THE GOVERNANCE OFFICE.

	Date	
Signature, Chair, UAF Faculty Senate Curriculum Review Committee		

ADDITIONAL SIGNATURES: (As needed for cross-listing and/or stacking)

	Date	
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**Signature, Chair,
Program/Department of:**

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	Date	
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**Signature, Chair, College/School Curriculum
Council for:**

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	Date	
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Signature, Dean, College/School of:

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ED 414 Off-campus: Art, Music, and Drama in Elementary Classrooms
Fall

Instructor: Joan Hornig,
jehornig@alaska.edu, work phone: 474-6898
The audio conference call in number for ED 414 is 1-800-570-3591, pin # is 2812960

UAF School of Education Mission: Preparing Professional Educators Who Are Culturally Responsive, Effective Practitioners

During the elementary internship year students are required to participate in university coursework with UAF faculty and in aligned internship year responsibilities in an elementary classroom with a qualified mentor teacher. The internship year follows the school district calendars for teachers (approximately 190 days per academic year) and during each school day, interns are required to be in their elementary classroom whenever they are not participating in university required coursework with their UAF instructor or UAF supervisor. There are additional evening and weekend requirements for students during the internship year.

Following the UAF formula for credit distribution, ED 414 includes approximately 20 hours of "lecture" (i.e., face-to-face instruction and individual e-mail interaction with a UAF instructor and with a UAF supervisor) and 180 hours of internship time in the assigned elementary classroom with a qualified mentor teacher. In the catalog, the credit distribution for this 3 credit class is shown as ED 414 (1.5+0+12) (1.5+0+12)

Course information:

- ❖ Class sessions will be held 1-4 p.m. 8/26, 9-12 a.m. 9/2, 9/16, 10/28, 11/11
- ❖ To access our Elluminate Live class, go to the course blackboard site and select Elluminate Live from the menu.
- ❖ BLACKBOARD is an essential component of this course. Before each class session, you will need to download the class handouts we will use for our class. I will try to post these 48 hours before class begins. To use Blackboard, go to classes.uaf.edu. You have been added to the list of students for ED 414 distance learning.

Course description (from UAF 2009 Catalog)

Exploration and application in the classroom of theory, practice, methods and materials used in teaching in and through visual art, music and drama. Field experience required in classroom and school of internship.

Course Goals

This course is designed to provide students with the understanding that:

- Teaching through and with the arts is a powerful method of teaching across the curriculum
- A balanced arts education includes art criticism, aesthetics and art history as well as art production

Required text

Emphasis Art, A Qualitative Art Program for Elementary and Middle Schools by Frank Wachowiak and Robert D. Clements, 8th edition

Grading

You will receive an A, B, C, D or F in this course. A grade of C or better is required to complete the internship year. Assessment will be completed using the **ED 414 Course Assessment Rubric**. Grades will be assigned based on the following criteria:

Final Course Grade	Criteria
A	50% or more of all course criteria (listed on ED 414 Course Assessment Rubric) are assessed at the "Target" level. No criteria are assessed at the "Unacceptable" level. Additionally, 50% or more of all numbered (ESSAP) competencies are assessed at the "Target" level.
B	50% or more of all course criteria are assessed at the "Acceptable" level. None are assessed at the

	"Unacceptable" level.
C	Between 1 and 2 course criteria are assessed at the "Unacceptable" level. A plan of improvement must be written to address any numbered (ESSAP) competency assessed at the "Unacceptable" level. The plan must be successfully addressed to complete the internship year.
D	Between 3 and 6 course competencies are assessed at the "Unacceptable" level. Intern will not complete the internship year.
F	7 or more course competencies are assessed at the "Unacceptable" level. Intern will not complete the internship year.

Class participation

We will set "norms" at our first class session to create a productive, safe, reflective environment for discussions.

Attendance at every class is crucial! Students will not be excused from class for school-related functions or personal obligations. Class sessions will be recorded: If extenuating circumstances necessitate you miss an entire class, you will be required access the recorded class session and complete an additional assignment or activity to compensate for the missed interaction time. **You will not receive a passing grade in ED 414 if you miss more than one class session.**

Additional information

Assignments are due in their entirety at the beginning of class or on the date stated on the course schedule of this syllabus. Please complete all your assignments using MS Word. This will allow me to use the "mark up" tool to give you feedback. Assignments may be resubmitted once to improve a grade. Final assignment grade will be an average of the first submitted assignment and the second submission.

Information on support services

UAF DISABILITY SERVICES FOR DISTANCE STUDENTS: UAF has a Disability Services office that operates in conjunction with the College of Rural Alaska's (CRA) campuses and UAF's Center for Distance Education (CDE). Disability Services, a part of UAF's Center for Health and Counseling, provides academic accommodations to enrolled students who are identified as being eligible for these services. If you believe you are eligible, please visit <http://www.uaf.edu/chc/disability.html> on the web or contact a student affairs staff person at your nearest local campus. You can also contact Disability Services on the Fairbanks Campus at (907) 474-7043, fydso@uaf.edu.

Writing Assistance for UAF Students

What is the UAF Writing Center? UAF's Writing Center offers distance students the opportunity to improve their writing through distance tutoring. Student tutors at the Writing Center, located on the Fairbanks campus, can help with brainstorming and generating topics, organizing ideas, developing research strategies, using a variety of citation styles, and editing for clarity and correctness.

What Services Can I Expect? We will collaborate with you on a one-to-one basis with any aspect of your writing: planning, drafting, and revising. We can also help you discover ways of improving grammar, mechanics, and punctuation.

How do I Use This Service? 1) First call us at (907)474-5314 to arrange a time to talk with a writing tutor. Then fax your paper to us (toll free) at 1-800-478-5246. We will then arrange a telephone tutorial session with a tutor at a designated time. We offer fax tutorials Monday through Thursday evenings and Sunday afternoons. ***For More Information:***

<http://www.uaf.edu/english/writingcenter/>

Plagiarism

"As with all members of the university community, the University of Alaska requires students to conduct themselves honestly and responsibly, and to respect the rights of others." Plagiarism is defined as appropriating passages or ideas from another person's work and using them as one's own. Lifting passages of text from the Web is also plagiarism and will not be accepted.

Targeted ACEI (Association for Childhood Education International) Standards

ACEI Std. 2.5. The arts —Candidates know, understand, and use—as appropriate to their own knowledge and skills—the content, functions, and achievements of dance, music, theater, and the several visual arts as primary media for communication, inquiry, and insight among elementary students.
ACEI Std. 3.1 Integrating and applying knowledge for instruction —Candidates plan and implement instruction based on knowledge of students, learning theory, subject matter, curricular goals, and community.
ACEI Std. 3.3 Development of critical thinking and problem solving —Candidates understand and use a variety of teaching strategies that encourage elementary students' development of critical thinking and problem solving
ACEI Std. 4 Assessment for instruction —Candidates know, understand, and use formal and informal assessment strategies to plan evaluate and strengthen instruction that will promote continuous intellectual, social, emotional, and physical development of each elementary student.
ACEI Std. 5.1 Professional growth, reflection, and evaluation —Candidates are aware of and reflect on their practice in light of research on teaching, professional ethics, and resources available for professional learning; they continually evaluate the effects of their professional decisions and actions on students, families and other professionals in the learning community and actively seek out opportunities to grow professionally.
ACEI Std. 5.2 Collaboration with families, colleagues, and community agencies — Candidates know the importance of establishing and maintaining a positive collaborative relationship with families, school colleagues, and agencies in the larger community to promote the intellectual, social, emotional, physical growth and well-being of children.

Targeted UAF elementary program competencies (ESSAP components)

ESSAP COMPETENCY (see Internship Handbook for description of the ESSAP	Assessment
3-1 Develop and teach a variety of units or lessons that meaningfully incorporate characteristics of the student's and local community culture into instructional strategies that support student learning	<ul style="list-style-type: none"> Local Artist Project
4-1-5 Develop and teach a series of lessons (e.g. art) in each major content area as defined by ACEI that demonstrates knowledge of the content (i.e. reflects accurate information in the subject area), knowledge of central concepts (i.e. focuses on an important area of the subject that is recognized as valuable to teach), knowledge of tools of inquiry (i.e. reflects "best practice" approaches to teaching that subject area)	<ul style="list-style-type: none"> Local Artist Project Drama integration lesson Music integration lesson
4-4 Help students make connections within and across disciplines	<ul style="list-style-type: none"> Drama integration lesson Music integration lesson
4-8 Enhance students' critical thinking abilities by using higher-level questions and/or questioning skills to help students extend their thinking by developing a repertoire of realistic projects and problem-solving activities designed to assist all students in demonstrating ability to think creatively.	<ul style="list-style-type: none"> Local Artist Project
5-2 Develop and use instructional plans (e.g., lessons, units, projects) that are directly aligned with the district's and state's standards and curriculum	<ul style="list-style-type: none"> Local Artist Project Drama integration lesson Music integration lesson
5-3 Develop and use instructional plans (e.g., lessons, units, projects) that are directly aligned with the district's and state's standards and curriculum	<ul style="list-style-type: none"> Local Artist Project
5-5 Select, adapt, develop and use a variety of types of formal and informal assessment tools and strategies that reinforce student learning and that help students develop an ability to reflect on their own progress	<ul style="list-style-type: none"> Local Artist Project
7-5 Incorporate community-based resources into some lessons or activities	<ul style="list-style-type: none"> Local Artist Project
8-3 Recognize that self reflection is one of the key components to the lifelong process of becoming a better teacher and demonstrate a capacity to engage in thoughtful self reflection	<p>Written Reflections on:</p> <ul style="list-style-type: none"> Local Artist Project Drama integration lesson Music integration lesson Discussion board entries on required readings

COURSE SCHEDULE

Class session	Date/time	Due in class	Agenda	To do
1	8/26 1-4 p.m.	Bring text, Emphasis Art to each class session	Topic: AK Content Standards in the Arts <ul style="list-style-type: none"> • Introductions • Go over syllabus, blackboard, resources • Self-portrait e-live activity • AK Standards for the Arts • Local Artist Project Assignment • Music class observation 	<ul style="list-style-type: none"> • Arrange a time to meet with your local artist at their studio • Complete reading assignment #1 • Arrange a time to complete your music class observation if you have a music teacher in your building
2	9/2 9-12 a.m.	Be prepared to discuss reading assignment #1 prompts	Topic: Meaningful Integration of the Arts <ul style="list-style-type: none"> • Reading discussion groups • Local Artist Project update • Integrating the arts throughout the curriculum • Integrating music and drama • Arts integration assignment • Online resources for art lessons 	<ul style="list-style-type: none"> • Complete music class observation assignment • Complete visit local artist studio visit and begin planning local artist lesson • Complete reading assignment #2 • Begin planning how to integrate music or drama into a language arts lesson and your science unit
3	9/16 9-12 a.m.	Be prepared to discuss reading assignment #2 <u>Music observation assignment due</u>	Topic: Assessment in the Arts <ul style="list-style-type: none"> • Reading discussion groups • Debrief music class observation • Share ideas for integrating language arts and science with music/drama • Artistic development in children • Assessment in the arts: Is it possible? • Local Artist Project Assessment component 	<ul style="list-style-type: none"> • Complete reading assignment #3 • Teach Local Artist Project lesson before 11/10.
4	10/28 9-12 a.m.	Be prepared to discuss reading assignment #3	Topic: Talking With Children About Art <ul style="list-style-type: none"> • Discussion of reading assignment • Model lessons for teaching art history, criticism and aesthetics • Classroom management tips • Local Artist Project lesson plan discussion component. 	<ul style="list-style-type: none"> • Complete reading assignment #4 • Teach Local Artist Project lesson and turn in completed power point to blackboard discussion board no later than 11/10 • Turn in Local Artist Project lesson plan and written reflection to blackboard assignments section before class on 11/11.
POST LOCAL ARTIST POWER POINT ON DISCUSSION BOARD NO LATER THAN 8:00 p.m. on 11/10				
5	11/11 9-12 a.m.	Post image of your art project from reading assign. #4 on discussion board	<ul style="list-style-type: none"> • Share art projects from reading assignment #4 • Share science integration lesson plan • Share lang. arts integration lesson plan • Local artist project presentations • Goals for art instruction • Course evaluation 	<ul style="list-style-type: none"> • Teach science integration lesson and write reflection • Teach language arts integration lesson and write reflection <p style="text-align: center;">HAVE A GREAT WINTER BREAK!!!!</p>
<u>Science integration and Language Arts integration assignment due no later than 12/9</u>				

	Readings in <u>Emphasis Art</u>	Prompt/task for reading assignment	Response to Prompts due on discussion board and ready to share in class on:
Reading Assignment #1	<p>Part 1: Introduction to Art, skim chapter 1 Read chapter 2 carefully</p> <p>Part 2: Teachers and Teaching, read chapters 3-5</p> <p>Part 3: Integrating Art into the Classroom, Skim chapter 6 Read chapters 7 and 10 carefully, skim the rest of part 3.</p>	<p><i>Write about past experiences you've had in the arts, either as a student, an artist and/or teaching the arts. What do you consider to be your strongest areas in the arts? Your most challenging areas?</i></p> <p><i>Think about your most pressing questions that arise from reading chapters 3-5. If the next class session and/or your classmates could answer 1 or 2 of these questions, what would they be? Write them down and bring them to our class session for discussion.</i></p> <p><i>After reading chapters 7 and 9 identify <u>two specific strategies</u> for teaching art in the classroom discussed in the book that you are likely to integrate into your science and/or language arts unit. Make sure to reference specific strategies from the book. Why did you choose these strategies?</i></p>	9/2
#2	<p>Part 4: Creating an Art Curriculum, Read chapter 14 carefully Read the chapter that corresponds with the grade level of your internship grade level(s). Skim the rest.</p>	<p><i>Drawing from information in Part 4 of the book, how have these readings confirmed or changed your ideas about teaching art at your internship grade level(s)?</i></p>	9/16
#3	<p>Part 5: Appreciating Art: Art History, Criticism, and Aesthetics</p> <p>Chapters 20-22</p>	<p><i>In chapter 20, the author describes classroom discussion strategies for talking about art with children. Find a piece of artwork either on the internet or scanned from a book by an artist who your "Local Artist" identified as someone who influences their own work. Make sure it is age appropriate for your students to view and discuss. Bring a copy of the artwork (or show it on the internet) to share in class. Create four discussion questions that you could use in your local artist lesson plan to ask your students about this piece of artwork. Then describe how this art discussion activity will be incorporated into your local artist lesson and will support your understanding goal.</i></p>	10/28
#4	<p>Part 6: Teaching Art Production</p> <p>Chapters 23-32 Choose one of the chapters to read carefully, skim the rest</p>	<p><i>From the chapter you read carefully, choose one of the art projects to make and bring to our last class session to share with peers. Be ready to tell how you might teach this project to your students in your internship classroom. What changes, if any, would you make in the lesson to make it more meaningful and/or age appropriate for your students? What other subject areas could you integrate this lesson into? You are not required to teach this project in your internship classroom.</i></p>	11/11