

105-UCCCh.

(sign)

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

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		Dept.		(Requires approval of both departments and deans involved. Add lines at end of form for such signatures.)	
STACKED (400/600) Include syllabi.		Dept.			
OTHER (please specify)	To take effect summer 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		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+1.5~~) (1.5 + 0 + 4.5)

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.

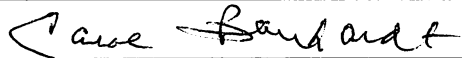
It is important that we correct these inaccuracies now for the following reasons:


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.)

	Date	2/19/12
Signature, Chair, Program/Department of: Elementary Education	<u>Carol Barnhart</u>	

	Date	2/17/12
Signature, Chair, College/School Curriculum Council for: Education		

	Date	2/17/12
Signature, Dean, College/School of: Education	<u>Allan Morotti, Interim Dean</u>	

	Date	
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 On Campus Course: Art, Music, and Drama in Elementary Classrooms
Fall Syllabus, 3 credits (1.5+0.0+1.5)**

Instructor: Joan Hornig, jehornig@alaska.edu work phone: 474-6898
OUP Room 150

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

This is a course that has both lecture (i.e., university course time) and internship (i.e., elementary classroom time) requirements. Specific times for university course meeting times and elementary classroom internship times are included on the year-long internship calendar that is distributed each August by the UAF Department of Elementary Teacher Education.

Course description (from UAF 2010 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 is 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, art history and 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. **ATTENDANCE TO ALL FIVE SESSIONS IS REQUIRED FOR A PASSING GRADE.** Assessment will be completed using the “ED 414 Course Assessment Rubric” (see attached document). Grades will be assigned based on the following criteria:

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. <u>Additionally</u> , 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.

Course Assignments and Due Dates

ED 414 Required Reading Assignments and tasks for class discussion

Assigned reading will be discussed during each of our class sessions in reading discussion groups. Write your responses to the prompts below in a reading journal notebook. Your notebook can be typed or handwritten. Please write the chapter(s) you are responding to at the beginning of each entry. Bring your notebook to each class session to refer to during class discussions on the readings. Your reading journal is due the last class session. Please complete the assigned readings on time so our class discussions can be meaningful and useful to you and your classmates.

COURSE SCHEDULE				
Class session	Date	Due in class	Agenda	To do
1 9:00-12:00	8/26		Topic: AK Content Standards for the Arts <ul style="list-style-type: none"> • Begin Stress-Free Self Portraits • Go over syllabus • Introduce textbook/readings • Making a Case for the Arts: A video by Gisele Stone • AK Standards for the Arts • Local Artist Project Assignment • "Stress-Free Self-Portraits" • Music class observation • Local Artist Groups 	<ul style="list-style-type: none"> • Arrange a time to meet with your local artist at their studio—have the contact person email the artist to set this up • Complete reading assignment #1 • Arrange a time to complete your music class observation
2 9:00-12:00	9/9	Be prepared to discuss reading assignment #1 prompts	Topic: Meaningful Integration of the Arts <ul style="list-style-type: none"> • Reading discussion groups • Begin work on L.A.P. lesson plan • What is meaningful integration? • Model music and drama integration lessons • Language Arts integration assignment • Social Studies integration assignment • Share integration ideas 	<ul style="list-style-type: none"> • Complete local artist studio visit • L.A.P. Lesson Plan due next class session. • Complete music class observation assignment • Complete reading assignment #2 • Begin planning how to integrate music or drama into a language arts lesson and your social studies unit

Assignment	Where to turn in assignment	Due Dates
Music Class Observation Reflection	Hard copy in class	Sept. 30
Local Artist Lesson Plan	Hard copy in class	Sept. 30
Social Studies Integration Assignment	Hard copy in class	Nov. 18
Local Artist Project presentation and written reflection	Email Prezi link or power point to Joan before class Written reflection: hard copy in class	Nov. 18
Reading Journal	Hard copy in class	Nov. 18
Language Arts Integration Assignment	Email to Joan	Dec. 5
Reading Assignment	Assigned Readings	Prompt/task for class discussion on reading assignment
Joan Hornig, ED 414	Emphasis Art Part 1: Introduction to Art, skip chapter 1 Read chapter 2 carefully	Write about past experiences you've had in the arts, either as a student, an artist and/or teaching the arts. <i>What do you consider to be your strongest areas in the arts? Your most challenging areas?</i>
		Due for class on:

3 9:00-12:00	9/30	<ul style="list-style-type: none"> • <u>L.A.P. Lesson Plan due</u> • 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 • Assessing the arts—is it possible? • Artistic development in children • Model printmaking techniques 	<ul style="list-style-type: none"> • Complete reading assignment #3 • Complete language arts integration assignment • Schedule a time to teach L.A.P. lesson
TEACH LOCAL ARTIST PROJECT LESSON BETWEEN 10/6-11/11				
4 9:00-12:00	10/14	<ul style="list-style-type: none"> • Be prepared to discuss reading assignment #3 	Topic: How to Talk to Children about Art <ul style="list-style-type: none"> • Reading discussion groups • Model lessons for teaching art history, criticism and aesthetics • Classroom management tips 	<ul style="list-style-type: none"> • Complete reading assignment #4 • Take pictures of three student artworks and your own artwork for L.A.P. to use in presentation. • Meet with your L.A.P group to create your presentation. • Complete social studies integration assignment
LOCAL ARTIST PRESENTATION DUE ON BLACKBOARD DISCUSSION BOARD NO LATER THAN 11/17				
5 12:00-3:00	11/18	<ul style="list-style-type: none"> • Reading journal • Social Studies integration assignment 	<ul style="list-style-type: none"> • Reading discussion groups-share art projects from reading assignment #4 and reflect on social studies integration activity • Local artist project presentations • Goals for art instruction • Course evaluation 	HAVE A GREAT WINTER BREAK!!!!
No Class	12/5	<ul style="list-style-type: none"> • <u>Language Arts Integration assignment due (email)</u> 		

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. 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

Disabilities Services

The Office of Disability Services implements the Americans with Disabilities Act (ADA), and insures that UAF students have equal access to the campus and course materials. I will work with the Office of Disabilities Services (203 WHIT, 474-7043) to provide reasonable accommodation to students with disabilities.

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.

Support Services

All written materials prepared outside of class will be assessed on the basis of content and on the use of appropriate writing conventions. The Writing Center on the 8th floor of the Gruening Building is an excellent resource for all UAF students.

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 Reading journal entries on required readings Music Class Reflection