

Minnesota State University, Mankato HOLD and CLEAR buttons only compatible with Acrobat V.4 and 5
Curriculum Proposal

Please type or select the requested information. Print completed forms, add appropriate paper attachments, and route through MSU's curricular process for recommendations and decisions.

		<small>(Check all that apply):</small>		Proposal # 315
College:	Arts and Humanities	<input checked="" type="checkbox"/> Undergraduate		Effective Date of Change:
Department:	Art	<input checked="" type="checkbox"/> Graduate ✓		Academic Year 07-08
Program:	BS Art Education	CIP #		<small>(For Office Use Only)</small>
Type of Change	PROGRAM PROPOSALS			Course Designator and Number
Proposed:	Change in Requirements-Course(s) Deleted			
Title Current:				
Title Proposed:				
24-Char. Abbrev:				<small>(if applicable)</small>

Include a course or program description for the Bulletin (30-40 words maximum for courses, 100 for programs):

See Attached Bulletin Copy

Rationale or Justification for change:

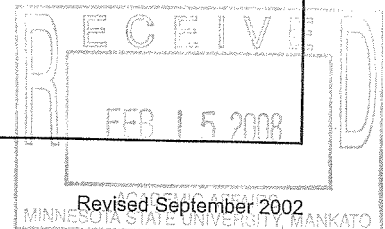
Because current issues are relevant to all courses in art education, the objectives for this course have been integrated into existing courses. An elementary clinical experience has been added to existing courses to offer additional elementary methods exposure to all students.

*****For General Education or Cultural Diversity Courses Only*****

General Education Course:		Cultural Diversity Course: <small>(Please check one.)</small>
GE Category #	GE Category Name (Maximum of 3 Categories)	
	N/A	<input type="checkbox"/> Core (At least 75% devoted to topics of race, gender, sexual orientation, age, class, and disabilities as they occur in United States Society.) <input type="checkbox"/> Related (At least 25% devoted to the above topics or to a global perspective on topics related to African American, Asian, Hispanic, and Native American inhabitants of the United States.)
	N/A	
	N/A	
<p>? For Writing Intensive Courses, attach a description of the kind and quantity of writing.</p> <p>? For Upper Division Courses, include a description of the respects in which it is broad and general rather than narrow and specific, and so suitable as GE.</p> <p>Attach paper copies of the following:</p> <ol style="list-style-type: none"> Syllabus or course outline. Course's student learning outcomes associated with each GE competency or CD designation. List of strategies to be used to assess students' achievement of each GE competency or CD designation. 		

*****For New Courses*****

<small>(Check all that apply):</small>		Instructional Type: <input type="text" value="Lecture"/>	Course will be offered:
<input type="checkbox"/> Course is an elective.		Grading Format: <input type="checkbox"/> Grade <input type="checkbox"/> P/N	<input type="checkbox"/> Fall Semester
<input type="checkbox"/> Course is required for program			<input type="checkbox"/> Spring Semester
<input type="checkbox"/> Pre- or Co-requisites:			<input type="checkbox"/> Summer Session
<input type="checkbox"/> Other courses are being changed or eliminated. (Explain.) <u>This course has been revised to replace other courses that will be eliminated. This is because of the 4 courses offered, 2 will replace them so that multiple topics may be covered each year.</u>			
<input type="checkbox"/> Course content or title is similar to courses in other departments. (Attach copy of letter of agreement with other program(s) contacted. Indicate the nature of the discussions and/or resolution of differences or potential conflicts.)			
<p>Attach paper copies of the following:</p> <ol style="list-style-type: none"> Syllabus or course outline. Course's student learning outcomes. A list of resources required to offer and support this course. A description of how teaching this course will affect department staffing. If 400/500 level course, an explanation of added expectations of graduate students. 			





Minnesota State University, Mankato
Curriculum Proposal

Signature Page

Department

Recommended (Category/ies _____)
 Not Recommended (Category/ies _____)

[Signature] 2/5/08
Department Chair Date

Comments:

College Curriculum Committee

Recommended (Category/ies _____)
 Not Recommended (Category/ies _____)

[Signature] 2/13/08
Committee Chair Date

Comments:

College Dean

Recommended (Category/ies _____)
 Not Recommended (Category/ies _____)

[Signature] 03-14-08
Dean Date

Comments:

General Education Subcommittee

Recommended (Category/ies _____)
 Not Recommended (Category/ies _____)

General Education Subcommittee Chair Date

Comments:

Undergraduate Curriculum and Academic Policy Committee

Recommended (Category/ies _____)
 Not Recommended (Category/ies _____)

[Signature] 3/18/08
UCAP Faculty Chair Date

Comments:

Faculty Association Graduate Committee

Recommended
 Not Recommended

Faculty Association Graduate Chair Date

Comments:

Graduate Dean

Recommended
 Not Recommended

Graduate Dean Date

Comments:

Academic Affairs Council

Recommended (Category/ies _____)
 Not Recommended (Category/ies _____)

[Signature] 4/28/08
Assistant Vice President Date

Comments:

Senior Vice President and Vice President for Academic Affairs

Approved (Category/ies _____)
 Not Approved (Category/ies _____)

[Signature] 4/28/08
Sr. Vice President / Vice Pres. Academic Affairs Date

Comments:

4

BS Art Education

Undergraduate/Graduate

Student Learning Outcomes

Student Learning Outcomes
1: The students will demonstrate the knowledge, training, and skills used in contemporary art education theory in order to create interesting and reflective curriculum.
2: The students will show competence in various art media including wheel throwing, and printmaking as well as an understanding and dedication to their studio specialization by completing the senior exhibit
3: The students will demonstrate Art History knowledge and will utilize their appreciation of art history in creating art lessons.
4: The students will demonstrate both the ability to critique artworks and an understanding of the art theories used to discuss works of art.
5: The students will actively observe, assist, and teach in K-12 art classrooms as well as in community art programs, demonstrating pedagogical knowledge and skill in teaching art.
6: The students will be self-motivated in the preparation and completion of the Praxis II examination and the creation of their professional art teaching portfolio.

Minnesota State University, Mankato

Department of Art

February 5, 2008

Faculty Present: Willemsen, Eimen, Johnson, Morano, Germundson,
Wenger, Laidlaw, Bloomer

Curriculum/Germundson Curriculum Committee Proposals

Motion/Willemsen There is a motion to accept the recommendation of the
Seconded/Laidlaw Personnel Committee for the following changes:

Course Withdrawals

Art 423/523 Elementary Art Materials II
Art 425/525 Current Issues in Art Education

Rationale for course withdrawal:

Art 423/523: The objectives for this course have been integrated into existing courses through the development of an elementary clinical experience in Art 424/524 and Art 428/528.

Art 425/525: Because current issues are relevant to all courses in art education, the objectives for this course have been integrated into existing courses.

Course Proposals

Change in Title and Description:

Art 424/524:

Current title: Art for the Exceptional Child

Proposed title: Art Education for the Exceptional Child

Proposed description: Current theory and practice of teaching art to students with physical, emotional, and developmental exceptionalities. Includes experiences in elementary classrooms.

Rationale for change in title and description:

There is a need to update the current classes to reflect curricular trends. Current issues must be included in all classes and a special emphasis on special needs populations and contemporary issues is necessary.

Rationale for change in title and description:

There is a need to update the current classes to reflect curricular needs. Current issues must be included in all classes and a special emphasis on special needs populations and contemporary art are necessary.

Motion/Eimen: It was moved we waive the rules in order to process this as soon as possible. Seconded by Willemsen. Motion carried unanimously.

Library/Shanafelt The book and DVD requests are due to Todd by February 28.

Personnel/Willemsen Matt and Jim spoke to Dr. Earley. She gave the Department of Art the permission to invite two graphic design candidates to campus. We are now waiting for Affirmative Action to approve. Once we get approval, we can proceed.

Motion/Laidlaw After reviewing the files, the faculty voted to invite both Michelle Bowers and Daniel Wildflower to campus. This was seconded by Willemsen and approved unanimously.

One of these candidates listed above may be attending the CAA conference February 20.

Announcements:

Professor Frink's paintings were exhibited at Dakota State University in Madison, SD in December.

Liz Miller's installation titled Resplendent Reconnaissance is on display from now until January, 2010 at the Sioux City Art Center.

Brad has been awarded a residency from the Robert M. MacNamara Foundation for Mid-September through October, 2008 in Maine. His work was accepted for the Parkside National Small Print Exhibition at the U of W, Kenosha, the 2008 Traveling Exhibit from the International Print Center in New York, the 7th Annual Janet Turner Print Exhibition at California State University, Chico, and the Elmhurst National Premiere Juried Competition at Elmhurst College in Elmhurst, IL.

The reception for Erik and Matt's exhibition in the Conkling Gallery will occur next Monday February 11 at 7:00 PM.

Todd's show at the Owatonna Arts Center is up until February 24.

Program Assessment Plan

Department: BS Art Education

Program: Undergraduate/Graduate

Student Learning Outcomes	Related College Goals	Related University Goals	Method(s) of Assessment	Who is Assessed?	When Assessed?	Standard of Mastery/Criterion of Achievement	What is Hoped to be Learned?
1: The students will demonstrate the knowledge, training, and skills used in contemporary art education theory in order to create interesting and reflective curriculum.	A & H Goals: 1. preparation for career 4. practice within their discipline 7. preparation for lifelong learning	MSU Goals: 2. preparation for career and lifelong learning.	Samples of curriculum writing	Art 421 Art 426	2003-2004 Fall 2003	The students will complete curriculum units that include: Research on an artist or body of knowledge and a series of lessons including Art History, Criticism, Aesthetics, and Art Making.	Student comprehension and performance of curriculum development prior to student teaching.
2: The students will show competence in various art media including wheel	A & H. Goals: 1. preparation for career 3. promotion of creativity and scholarship	MSU Goals: 2. preparation for career 6. professional development	Successful completion of program studio requirements and the Senior Exhibit.	All students in their second semester through advising an in their last semester prior to student	During the sophomore and Senior Exhibit	The students will exhibit proficient level of skill in basic art materials and an advanced level of dedication, skills, and knowledge	Student knowledge, skills, and performance will show a competence necessary for teaching art

<p>throwing, and printmaking as well as an understanding and dedication to their studio specialization by completing the senior exhibit</p>				teaching		<p>in their core specialization.</p>	<p>media as well as an advanced understanding and sensitivity in the discipline of art making.</p>
<p>3: The students will demonstrate Art History knowledge and will utilize their appreciation of art history in creating art lessons.</p>	<p>A & H Goals: 1. preparation for career 4. practice within discipline 7. preparation for lifelong learning</p>	<p>MSU Goals: 2. preparation for career and lifelong learning</p>	<p>Samples of curriculum writing</p>	<p>Art 421 Art 426 Art 425</p>	<p>Each semester they are enrolled in these courses.</p>	<p>Students will exhibit a proficient level knowledge in Art history and an appreciation for the discipline in their lesson writing.</p>	<p>The level of Art history knowledge and the level of student comprehension and appreciation of Art History through it's development in their work.</p>
<p>4: The students will demonstrate both the ability to critique artworks and</p>	<p>A & H Goals: 1. preparation for career 2. encouragement of critical thinking skills.</p>	<p>MSU Goals: 1. An active engagement and inclusive learning environment 2. preparation</p>	<p>Class critiques and curriculum writing samples.</p>	<p>Art Studio classes, Art 421, Art 426, Art 425</p>	<p>Each semester they are enrolled in these courses.</p>	<p>Students will demonstrate the ability to discuss art works through four art theory lenses. Critiques will use</p>	<p>Student comfort with subject matter and expertise in their discipline will prepare them</p>

an understanding of the art theories used to discuss works of art.		for career and lifelong learning				knowledge and skills learned.	for student critiques during their student teaching and their careers.
5: The students will actively observe, assist, and teach in K-12 art classrooms as well as in community art programs, demonstrating pedagogical knowledge and skill in teaching art..	A & H Goals: 4. Preparation for career and meaningful practice in their discipline	MSU Goals: 2. preparation for career and lifelong learning	Review of practicum experiences. Student teaching portfolios, DreamsWork documentation	In collaboration with KSP experiences, Art 421 Art 426 DreamsWork documentation	Each semester they are enrolled in these courses.	The students will exhibit an excellent attendance record in practicum experiences, and will attend four or more DreamsWork courses as well as instruct one session.	Through active participation in actual classrooms and in other art teaching environments, Art Education majors will be prepared for their student teaching experience and competent to handle varying classroom situations including special needs.
6: The students will be self-motivated in the	A & H Goals: 4. Preparation for career 7. preparation for lifelong	MSU Goals: 2. preparation for career 4. learning experience,	The Pre-Praxis study sessions, Praxis II Content Area scores, and	Art 429 Art 426	Fall 2003 Fall 2003	Mastery will include the passing of the Praxis II Content Area	The Praxis II results will assist in program view of required

<p>preparation and completion of the Praxis II examination and the creation of their professional art teaching portfolio.</p>	<p>learning</p>	<p>assessment of student learning</p>	<p>samples of the professional portfolio</p>			<p>examination and a professional portfolio that includes artworks, student artworks, sample curriculum, resume, philosophy of teaching, and samples of other pertinent information about the students abilities.</p>	<p>courses. The professional portfolio will allow for the review of overall student preparedness and self-motivated development of their skills.</p>
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Art Education Program Proposal

D. List of program requirements required for New programs or a list of Current and Proposed program requirements for Redesigned programs.

N/A This is not a new program or redesign request.

E. A list of resources required to offer and support this program.

N/A

F. A description of how offering this course will affect department staffing.

N/A It will have no effect on current staffing.

G. A list of additional library holdings required for this program.

N/A

Program Edit for Art Education

Undergrad Bulletin Copy p. 1

Old

ART BS, TEACHING

The Bachelor of Science degree in Art Education prepares students for careers as art educators teaching at the elementary and secondary levels.

Required for Major (Core, 33 credits):

ART 101 Design Foundations (3)

ART 103 Three Dimensional Design (3)

ART 110 Drawing Foundations (3)

ART 260 Art History Survey I (3)

ART 261 Art History Survey II (3)

Choose 6 courses from at least 5 different areas:

AREA 1:

ART 202 Introduction to Digital Media (3)

ART 204 Digital Imaging (3)

ART 220 Graphic Design I (3)

AREA 2:

ART 210 Drawing (3)

ART 212 Life Drawing (3)

AREA 3:

ART 230 Fibers (3)

ART 231 Mixed Media (3)

AREA 4:

ART 240 Painting (3)

ART 245 Watercolor (3)

AREA 5:

ART 250 Ceramics: Beginning Wheel (3)*

ART 251 Ceramics: Beginning Handbuilding (3)

AREA 6:

ART 270 Printmaking: Relief/Screen (3)*

ART 271 Printmaking: Lithograph/Intaglios (3)

AREA 7:

ART 275 Photography (3)

AREA 8:

ART 280 Sculpture (3)

* required for BS in Art Education

Required Support Courses (Specialization, 25 credits):

ART 466 Realism to Postmodernism (3)

ART 495 Senior Exhibit (1)

ART 421 Art Methods Elementary School (2)

ART 426 Art Methods Secondary School (3)

(this should be taken concurrently with KSP 420)

ART 429 Art Education Seminar (1)

Choose one (as offered):

~~ART 423 Elementary Art Materials II (3)~~

ART 424 Art for Exceptional Child (3)

~~ART 425 Current Issues in Art Education (3)~~

ART 428 Teaching Art History and Appreciation (3)

Select a minimum of 12 studio credits in your specialization area at the 300/400

level in consultation with the art advisor:

ART xxx 300/400 level elective

ART xxx 300/400 level elective

ART xxx 300/400 level elective

ART xxx 300/400 level elective

Required for Major (Professional Education, 30 credits):

See the SECONDARY EDUCATION section for admission requirements to

Professional Education and a list of required Professional Education courses.

The Bachelor of Science in Art Education major must pass all content area

coursework with a grade of "C" or higher.

Required Minor: None.

New

ART BS, TEACHING

The Bachelor of Science degree in Art Education prepares students for careers as art educators teaching at the elementary and secondary levels.

Required for Major (Core, 33 credits):

ART 101 Design Foundations (3)

ART 103 Three Dimensional Design (3)

ART 110 Drawing Foundations (3)

ART 260 Art History Survey I (3)

ART 261 Art History Survey II (3)

Choose 6 courses from at least 5 different areas:

AREA 1:

ART 202 Introduction to Digital Media (3)

ART 204 Digital Imaging (3)

ART 220 Graphic Design I (3)

AREA 2:

ART 210 Drawing (3)

ART 212 Life Drawing (3)

AREA 3:

ART 230 Fibers (3)

ART 231 Mixed Media (3)

AREA 4:

ART 240 Painting (3)

ART 245 Watercolor (3)

AREA 5:

ART 250 Ceramics: Beginning Wheel (3)*

ART 251 Ceramics: Beginning Handbuilding (3)

AREA 6:

ART 270 Printmaking: Relief/Screen (3)*

ART 271 Printmaking: Lithograph/Intaglios (3)

AREA 7:

ART 275 Photography (3)

AREA 8:

ART 280 Sculpture (3)

* required for BS in Art Education

Required Support Courses (Specialization, 25 credits):

ART 466 Realism to Postmodernism (3)

ART 495 Senior Exhibit (1)

ART 421 Art Methods Elementary School (2)

ART 426 Art Methods Secondary School (3)

(this should be taken concurrently with KSP 420)

ART 429 Art Education Seminar (1)

Choose one (as offered):

ART 424 Art Education for the Exceptional Child (3)

ART 428 Teaching Art: Historical and Contemporary

Topics(3)

Select a minimum of 12 studio credits in your specialization area at the 300/400

level in consultation with the art advisor:

ART xxx 300/400 level elective

ART xxx 300/400 level elective

ART xxx 300/400 level elective

ART xxx 300/400 level elective

Required for Major (Professional Education, 30 credits):

See the SECONDARY EDUCATION section for admission requirements to

Professional Education and a list of required Professional Education courses.

The Bachelor of Science in Art Education major must pass all content area

coursework with a grade of "C" or higher.

Required Minor: None.

Program Edit for Art Education

Undergrad. Bulletin Copy p. 2

Old

~~ART 423 (3) Elementary Art Materials II~~
~~Advanced elementary teaching methods and art materials, emphasis on three dimensional projects.~~

~~Pre: ART 421~~

~~Variable~~

ART 424 (3) Art for Exceptional Child

Theory and practice of teaching mentally challenged, physically handicapped and other exceptionals.

Pre: ART 421

Variable

~~ART 425 (3) Current Issues in Art Education~~

~~Teaching art as related to current trends, philosophies, and issues.~~

~~Pre: ART 421~~

~~Variable~~

ART 426 (3) Art Methods Secondary School

The characteristics of art expression and evaluation at the junior and senior

high level: the status, curricula and strategies of teaching.

(Required for student

teaching) Should be taken concurrently with KSP 420.

Pre: ART 421

ART 428 (3) Teaching Art History and Appreciation

Application of instruction in art history and appreciation to elementary and secondary schools.

Pre: ART 260, ART 261, ART 421 or consent

Variable

ART 429 (1) Art Education Seminar

Capstone experience for students preparing to teach art.

Explores and emphasizes

information and skills appropriate for teaching art.

Variable

New

ART 424 (3) Art Education for Exceptional Child
Theory and practice of teaching to students with physical, emotional, and developmental exceptionalities. Includes experiences in elementary classrooms.

Pre: ART 421

Variable

ART 426 (3) Art Methods Secondary School

The characteristics of art expression and evaluation at the junior and senior

high level: the status, curricula and strategies of teaching.

(Required for student teaching) Should be taken concurrently with KSP 420.

Pre: ART 421

ART 428 (3) Teaching Art: History and Contemporary Topics

Application of instruction in art history as well as contemporary art to elementary and secondary schools.

Includes experiences in elementary classrooms.

Pre: ART 260, ART 261, ART 421 or consent

Variable

ART 429 (1) Art Education Seminar

Capstone experience for students preparing to teach art.

Explores and emphasizes

information and skills appropriate for teaching art.

Variable

Program Edit for Art Education

Old

COURSE DESCRIPTIONS

ART 500 (3) Graphic Design

Advanced level graphic design and communication problem solving. May be repeated. (F,S)

Pre: consent

ART 501 (3) Advanced Graphic Design

Advanced level graphic design and graphic communication problems. (F,S)

Pre: Art 401, Art 402, and Art 403 or consent

ART 502 (3) Interactive Graphic Design

Advanced study of motion, sound, and interactivity in design. Students build on existing skills to create conceptually and technically advanced works of digital communication. (F,S)

Pre: Art 402 or consent

ART 510 (3) Drawing Workshop

Continued in-depth exploration of drawing techniques and concepts. (F,S)

Pre: Art 410 or consent

ART 512 (3) Life Drawing

Advanced experience in drawing from the human figure. (F,S)

Pre: Art 412 or consent

ART 513 (3) Scandinavian Art

Overview of representative examples of the history of Scandinavian art from pre-Viking to modern times, concentrating on elements typical of each country or period and on developments that were particularly influential in the broader history of Western art.

ART 516 (3) Art of Africa, The Americas and the South Pacific

Introduction to the art and architecture of indigenous peoples. Examination of representative works of art and major styles and cultures of preliterate societies in Africa, the Americas, Oceania, and of Pre-Columbian civilizations in the Americas.

ART 517 (3) Medieval Art and Architecture

Introduction to art and architecture of Western Europe, the Byzantine Empire, and the Islamic world, from the second to the fifteenth centuries. Examination of representative works of art and major styles of Christian, Jewish, and Islamic cultures, including the Romanesque and Gothic periods.

ART 519 (3) Gender in Art

Historical survey of the representation of gender with comparison of the artistic efforts of males and females and examination of art used to present gender-based issues including homosexuality, feminism, censorship and pornography.

ART 521 (2) Art Methods Elementary School

Art expression related to child growth, development and teaching strategies. Emphasis on two-dimensional projects. (Required for student teaching and certification.) (F,S)

~~ART 523 (3) Elementary Art Materials II~~

~~Advanced elementary teaching methods and art materials, emphasis on three-dimensional projects.~~

~~Pre: Art 421 or Consent~~

ART 524 (3) Art for the Exceptional Child

Theory and practice of teaching mentally challenged, physically handicapped and other exceptionals.

Pre: Art 421 or Consent

~~ART 525 (3) Current Issues in Art Education~~

~~Teaching art as related to current trends, philosophies, and issues.~~

~~Pre: Art 426 or consent~~

ART 526 (3) Art Methods Secondary School

The characteristics and evaluation of junior and senior high art expression: the status,

Graduate Bulletin Copy

New

COURSE DESCRIPTIONS

ART 500 (3) Graphic Design

Advanced level graphic design and communication problem solving. May be repeated. (F,S)

Pre: consent

ART 501 (3) Advanced Graphic Design

Advanced level graphic design and graphic communication problems. (F,S)

Pre: Art 401, Art 402, and Art 403 or consent

ART 502 (3) Interactive Graphic Design

Advanced study of motion, sound, and interactivity in design. Students build on existing skills to create conceptually and technically advanced works of digital communication. (F,S)

Pre: Art 402 or consent

ART 510 (3) Drawing Workshop

Continued in-depth exploration of drawing techniques and concepts. (F,S)

Pre: Art 410 or consent

ART 512 (3) Life Drawing

Advanced experience in drawing from the human figure. (F,S)

Pre: Art 412 or consent

ART 513 (3) Scandinavian Art

Overview of representative examples of the history of Scandinavian art from pre-Viking to modern times, concentrating on elements typical of each country or period and on developments that were particularly influential in the broader history of Western art.

ART 516 (3) Art of Africa, The Americas and the South Pacific

Introduction to the art and architecture of indigenous peoples. Examination of representative works of art and major styles and cultures of preliterate societies in Africa, the Americas, Oceania, and of Pre-Columbian civilizations in the Americas.

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Introduction to art and architecture of Western Europe, the Byzantine Empire, and the Islamic world, from the second to the fifteenth centuries. Examination of representative works of art and major styles of Christian, Jewish, and Islamic cultures, including the Romanesque and Gothic periods.

ART 519 (3) Gender in Art

Historical survey of the representation of gender with comparison of the artistic efforts of males and females and examination of art used to present gender-based issues including homosexuality, feminism, censorship and pornography.

ART 521 (2) Art Methods Elementary School

Art expression related to child growth, development and teaching strategies. Emphasis on two-dimensional projects. (Required for student teaching and certification.) (F,S)

Pre: Art 421 or Consent

ART 524 (3) Art Education for the Exceptional Child

Theory and practice of teaching art to students with physical, emotional and developmental exceptionalities. Includes experiences in elementary classrooms.

Pre: Art 421 or Consent

Pre: Art 426 or consent

ART 526 (3) Art Methods Secondary School

The characteristics and evaluation of junior and senior high art expression: the status, 1 or Consent

ART 528 (3) Teaching Art: History & Contemporary Topics

Application of instruction in art history as well as contemporary art to elementary and secondary schools. Includes experiences in elementary classrooms.

Pre: Art 260, 261, 421 or consent