Course Change Request Form

1. Date: __August 26, 2013______  Department: ________Art___________
   
   Purpose and nature of change: Through student and program assessment, it was determined that Art Education students need more Stage 1 & 2 Field Experience Competencies as outlined by PDE (see below).

3. Old Prefix: _____ARE___________  Old Number: _____4440__________
   New Prefix: ______ARE____________  New Number: ______2240__________

4. Old Course Title: Art Education Field Experience
   New Course Title: __same________________________
   Abbreviated Title (for Master Schedule), Maximum 20 spaces
   __ __ __ __ Art Ed Field Exper __ __ __ __ __ __ __ __ __ __ __ __ __ __ __

Complete only items below being changed

5. Credits (Place number of credits beside appropriate types)
   OLD Credit(s) __3___ Undergraduate
   NEW Credit(s) __3___ Undergraduate
   OLD Credit(s) _____ Graduate
   NEW Credit(s) _____ Graduate
   For variable credits, list Minimum Credit _____ Maximum Credits _____

6. OLD Clock Hours:        Lecture __1___  Recitation _____  Lab __4___
   NEW Clock Hours:        Lecture __1___  Recitation _____  Lab __4___
   OLD Contract Hours:    Lecture __3___  Recitation _____  Lab __1.66___
   NEW Contract Hours:    Lecture __3___  Recitation _____  Lab __1.33___

7. To repeat for additional credit (not repeat of previously earned grade), list maximum hours of credit that may be earned over multiple semesters _____ semester hours.

8. Course Description for Catalog (limit to four sentences): The course engages students in participating as an art educational aide in one or more of the following settings: pre-schools, K-12 art classrooms, after-school programs, museums, and/or residential treatment centers. Learner activities will include observation of art education programs, studio and critical response activities, and the design of curriculum plans and instructional materials appropriate for the individual settings. Students are responsible for their own transportation to the placements.

9. Prerequisites: (Courses which MUST be completed prior to taking this course): ARE 2211
10. Co-requisites:
11. If taught dual-level or cross-listed with another department, list:
    Prefix _____  Number _____
12. New faculty resources needed? _____Yes  __X__ No
20. Requested date of offering (Must meet new catalog deadline of March 1) _____Spring 2014_____
21. Estimated Frequency of Offering: _____Once per year________________________
22. List all programs that require this course. Provide support from affected departments.
__________    _____________    ____________
23. New Library Resources Needed? ____ Yes ____ No, if yes:
   Signature of appropriate librarian indicating needs can be met:
   __________________________________________

17. New Technology Resources Needed? ____ Yes ____ No If yes:
   Signature of Director of Information Technology indicating that needs can be met:
   __________________________________________

18. New Equipment resources needed? ____ Yes ____ No If yes:
   Describe Equipment: _______________________________________________
   Source of funding: ________________________________________________

19. List 1 – 3 sample textbooks for this course:
   “Observation Skills for Effective Teaching” D. Borich, Pearson, 2010

21. Describe any student enrollment restrictions (limited to majors in program XXX, restricted from majors in
    program XXX, etc.) Limited to Art Education Majors

22. Does this course impact any Education Programs?  ____X__ Yes _____ No
    If Yes: Signature of Chair of TEC must appear below.

23. Special Needs, if any:

**Recommendation Dates and Signatures:**

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<thead>
<tr>
<th>Department:</th>
<th>Signature</th>
<th>Date</th>
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<tbody>
<tr>
<td>TEC (if any education program):</td>
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<td>Gen’l Education Subcomm. (if necessary):</td>
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<td>Graduate Council (if necessary):</td>
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<td>Academic Affairs Committee:</td>
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<td>University Senate:</td>
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<td>President:</td>
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MU Form A41C – Effective 4/1/01

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**Stages 1 and 2**

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<thead>
<tr>
<th>A. Planning and Preparation</th>
<th>1. Reflects on elements of planning and preparation from observations in educational settings.</th>
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<tr>
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<td>2. Applies knowledge of Pa. Pre-K-12 Academic Standards to classroom observations.</td>
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<td>3. Identifies ways in which the age and/or related characteristics of students observed in various learning were reflected in instructional planning.</td>
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<td>4. Identifies how learning goals were developed to address individual student needs.</td>
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<td>5. Identifies how various resources, materials, technology and activities engage students in meaningful learning based on the instructional goals.</td>
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<th>B. Classroom Environment</th>
<th>1. Describes elements of effective classroom management observed in various educational settings.</th>
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<td>2. Observes teacher-to-student and student-to-student interactions and reflects on those observations.</td>
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<td>3. Observes how classroom resources are used to make adaptations and accommodations required to differentiate instruction for all learners.</td>
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### C. Instructional Delivery

1. Observes and reflects on effective verbal and non-verbal communication techniques.
2. Observes and reflects on effective questioning and discussion techniques.
3. Identifies ways in which technology is used as a teaching and learning tool.
4. Reflects on the level of active student engagement during instructional delivery.
5. Observes methods of communication of instructional goals, procedures and content.

### D. Professional Conduct

1. Represents integrity, ethical behavior and professional conduct as stated in the “PA Code of Professional Practice & Conduct for Educators,” as well as local, state and federal laws and regulations.
2. Complies with school policies and procedures regarding professional dress, attendance and punctuality.

### E. Assessment

1. Identifies and reports on various kinds of assessments used in instruction.
2. Assesses their own professional growth through focused self-reflection.