



Colleges of the Arts and Sciences
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May 15, 2008

Dr. Kay Halasek
Chair, Council on Academic Affairs
Denney Hall
164 W. 17th Avenue
CAMPUS

Dear Kay:

I am writing on behalf of Edward Adelson, Associate Executive Dean of the Colleges of the Arts and Sciences. Please find attached is a proposal for CAA consideration and action with revisions to the undergraduate **Bachelor Art Education (BAE)**. The proposed changes to this major were approved by the College of the Arts Curriculum Committee on March 3, 2008, vetted by the Arts and Humanities Subcommittee of the ASC CCI on April 4, and approved by the ASC CCI on May 9, 2008 (a transmittal history of minutes is included.)

The revisions to the Art Education major are very closely related to the proposed revisions to the Art BF and BFA programs. These departments have worked very closely together on behalf of their students and deserve high praise for their efforts. In summary, these two departments have collaborated to streamline their majors so that students may flow seamlessly from BA and BFA in Art into the senior year BAE in Art Education. The revisions of these majors are reflective of the field, the interdisciplinary strengths of the department and the observations of the accrediting body of the National Association of the Schools of Art and Design (NASAD).

The BAE tagged degree is currently 191 credit hours, with 71 in the GEC and 120 in the major program. The revisions to the BAE reduce the total hours required for graduation with this major to 181, making the BAE the first tagged degree in the College of the Arts to reduce to 181 (65 in the GEC and 115 in the major). The major now not only allows for increased accessibility and transparency for BA/BFA students in Art interested in entering the field of Art Education, but also for transfer and returning students.

I am pleased to forward this proposal to CAA for its consideration, and stand ready to assist CAA in any way during its deliberation process.

Sincerely,

Kathleen M. Hallihan, Ph.D.
Director, Curriculum and Assessment
Colleges of the Arts and Sciences

Copies: W. Randy Smith, Vice Provost
Edward Adelson, Associate Executive Dean ASC
Lakshmi Dutta, OAA

Date: April 23, 2008

Subject: Department of Art Education BAE Revisions

From: Jay Hobgood

Subcommittee B considered the proposal from the Department of Art Education to modify their requirements for the Bachelor of Art Education (B.A.E.) degree at its meeting on April 4, 2008. After a thorough examination and a comprehensive discussion of the proposal the subcommittee voted unanimously to approve the revisions.

Proposed revisions:

1. Eliminate the requirement that two of the three *Art Electives* be *Art 350 (Digital Image Manipulation)* and *Art 370 (Beginning Life Drawing)*. This allows the student to choose the three *Art Electives* as individual choices.
2. Add *Art Education 255 (Engaging Visuality: The Power of Seeing and Being Seen)* as an option for the GEC Art and Humanities course. Currently all students must take *Art Education 160 (Art and Music since 1945)* for this requirement. The addition of a second course for this requirement gives students an additional choice.
3. Add *Art Education 367.03 (Criticizing Television)* as an option for the GEC Second Level Writing course. Currently all students must take *Art Education 367.01 (Ethnic Arts: A Means of Intercultural Communication)* for this requirement. The addition of a second course for this requirement provides the students with an additional choice.
4. Eliminate *Art Education 631 (Assessment in Art Education)* (3 hours). The topics dealing with assessment in Art Education would be embedded in other courses, and specifically in *Art Education 607 (Concepts in Planning Art Education)*.
5. Reduce the number of credit hours for *Art Education 640 (Critical Dialogue about Art and Aesthetics)* from five to three and change the course title to *Critical Dialogue about Art*. These changes reflect a more transdisciplinary approach to this topic that represents the current pedagogy in this field.
6. Change the title for *Art Education 601 (Curriculum Design for Art History)* to *Conceptual Processes for Visual Culture as Curricula*. This revision reflects changes in the field and a shift in the paradigms in the pedagogy and instruction of Art Education.

The net effect of these changes would be to increase student choice and reduce the number of hours required by the major by five hours.

The principal foci for discussion were:

1. The change in the relationship between the changes in the B.A.E. and the revised Art B.A. and B.F.A. degrees.

2. The changes in the hours required by the major.
3. The increase in the choices offered to students.
4. The paradigm changes that are occurring in the field.

March 27, 2008

Edward Adelson
Associate Executive Dean
Colleges of the Arts and Sciences
114 University Hall
230 N Oval Mall
CAMPUS

Dear Ed,

The College of the Arts Curriculum Committee has reviewed and voted unanimously to support the Department of Art Education's proposal to revise the requirements for the undergraduate Bachelor of Art Education (a tagged degree approved by OAA in May of 1990). We discussed the proposal with Professor Kevin Tavin, Chair of Undergraduate Studies in the Department of Art Education, during our ARTS CC deliberations on Monday, March 3, 2008, and we were pleased to unanimously support the Department of Art Education's changes to the B.A.E. requirements.

The proposal was vetted and supported by the full faculty in the department, designed in close consultation with the Arts Advising Staff, and the Department of Art. As noted in the Department of Art's cover letter, the Department of Art Undergraduate Studies Chair and the Department of Art Education Undergraduate Studies Chair met several times to streamline the two proposals so that their students may flow seamlessly from the BFA in Art into the senior year of the BAE in Art Education. This collaborative approach to educating the students toward a BAE in Art Education will facilitate students' contact with the Department of Art Education from the first moment they step onto campus rather than the past experience of meeting with the department later in sophomore or junior year. The revisions are reflective of the field and new Undergraduate Studies leadership in both departments and the suggestions of the accrediting body of the National Association of Schools of Art and Design (NASAD).

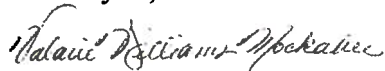
The BAE tagged degree is currently 191 credit hours, with 71 in the General Education Curriculum and 120 in the major program. These will reduce to a total of 181, making the BAE the first tagged degree in the College of the Arts to reduce to 181. The 181 credit hours will be dispersed with 65 in the General Education Curriculum and 115 in the major program. The primary changes are described below:

- GEC reflects the revised GEC with the current/new categories and reduces the original 70 hour requirements to 65 by reducing the Social Science requirement from 15 to 10 to reflect the newly revised GEC requirements for this category. This is a total reduction of 5 credit hours in the GEC requirements.

- The department also added Art Education 255 and Art Education 367.03 as options for fulfilling the GEC requirements.
- The major requirements are reduced from 120 to 115: (a) retiring Art Education 631 (3 cr. hrs.) and instead, spreading the content of assessment across the core curriculum in art education, and (b) reducing Art Education 640, from 5 cr. hrs. to 3 cr. hrs., reflecting the state of the field and its progression beyond the Getty report in the 1980s. This is a total reduction of 5 credit hours in the major requirements.
- Additional revisions to the major program include allowing students to select their own electives in the Department of Art rather than prescribing “elective” course work. This will allow students to gain depth in an area and pursue interests in a particular art discipline.
- Change of title of Art Education 601 reflecting the change in course content as it reflects the field of art education.
- The changes will take place in Autumn 2008 for entering senior students in the program. The department foresees no difficulty with advising as the students enter the Department of Art Education as *seniors* in order to fulfill the final major requirements of the BAE and begin the licensure process. Art Education will retain 067 for its majors and 849 for Pre-Art Ed.

We thank you in advance for moving this proposal through the next appropriate steps, and look forward to its ultimate approval and implementation for fall of 2008. If you have questions about the proposal please feel free to contact me at 292-5171 or through email, mockabee.1415.

Thank you,



Valarie Williams Mockabee
Associate Dean, College of the Arts

cc: Kevin Tavin, Undergraduate Chair, Department of Art Education
ARTS CC

Transmittal History for Revision to Art Education BAE Major

ASC CCI- DRAFT Minutes

5-9-08

1. Art Education BAE Revision (Guests: Tavin, Harvey, Soave, Nelson)

Unanimously Approved

- a. Introduction and Summary (Jay Hobgood, Chair Sub-B): Discussed on 4/4, see cover memo for summary of current and revised requirements. Contains additions and deletions of major courses to allow students greater flexibility (outlined in cover memo). Net effect reduces required hours by 5. This revision, as it is tied conceptually to the BFA/BA proposal, was approved with high favor by Sub-B in its alignment and transitional components which will benefit students.
- b. Tavin: Potential BAE students complete a first year foundation program similar to BFA students. Later students select into Art Education field (this is a senior year degree, 5-year program that is a Master's program, ending in licensure.)
- c. Tavin: Art Ed course changes reflect changes based on paradigm shift in field, such as the emphasis on visual aspects of art and not just art history.
- d. Q: Why is "Aesthetics" dropped from title 640 course? Current paradigm shift deemphasizes a discipline-based holdover from 20 years ago. The new title helps emphasize other newer areas. Aesthetics are still included in the curriculum of the course, even though it has been dropped from the title.
- e. Departments of Art and Art Ed have worked together enthusiastically and diligently to cooperate on this integration and committee feels they deserve to be commended for their efforts.
- f. Q: What are the acceptance statistics like? 30-45 accepted applicants per year, of which 20-25 are undergraduates. The others are graduates. This gives students who do not get into BAE program first time around the chance to apply to the program again at the Master's Level.

CCI Sub-Committee B – Unanimously Approved

4-4-08

1. Art BA/BFA and BAE Program Revision
 - a. Context and history (Mockabee) see cover letter
 - i. Current program has several disconnects between GEC requirements based on BA/BFA making transition into Art Ed and subsequent licensure process very difficult for students. Reaccreditation process suggested tiered review process and revisions based review of foundations course faculty.

- ii. Wish to institute a group advising process
 - iii. 6 major revisions outlined on page 2 of proposal
 - iv. Sets forth stricter and more transparent guidelines for students' portfolio review process
- b. BA would not be a "default" degree but would rather be strengthened in both perception and rigor for students
 - c. Q: Transfers from other programs/institutions: Currently students are evaluated on product portfolio and prior coursework by academic advisory committee (foundational faculty and senior faculty) Transfers will be admitted as BFA and can choose BA option if they want
 - d. Q: Do students still have only two chances for admission to the BFA based on portfolio evaluation? The academic standards committee will be continually assessing students throughout their first two years so students who may need extra support or are potentially not well suited can be helped and/or guided toward better options
 - e. Incoming freshman wants to do a BFA: a "pre-Art" student is put in BFA track. After foundation courses, if necessary, student is removed from BFA track. Students can petition for reconsideration for BFA, a BA., or choose to have a minor – BA is not the default.
 - f. What are criteria of evaluation: there is a large rubric which is made available to students and are encouraged to attend portfolio clinics. Suggestion to make this information available in proposal
 - g. Suggestion (Lando) for (in the future) an on line survey course for potential transfer students (other 4 ASC colleges have such courses)
 - h. What is relationship between Art BA/BFA and Art Education BA? In Art Ed, you do not declare AE major until senior year. It is only a senior year department (and graduate degree department). Currently the BFA to BAE structure disadvantages students who wish to transfer into BAE. These two new proposals would align requirements and make the switch from BFA to BAE coherent and easily achievable for students.
 - i. Proposal results in a net drop of 10 credit hours (5 from GEC and 5 from major) bringing it down to 181 credits total.
 - j. Recommendation to remove "draft" watermark from the checksheets
 - k. Include withdraw form for 631 (outdated course based on assessment)
 - l. Course change request for 601 reflects new terminology in the field and as such did not require a syllabus submission
 - m. 640 white out "Teaching" in title of revised syllabus

**ARTS CCC- Unanimously Approved
3-3-08**

Art Ed (BAE)

- i. intro by Kevin- 3 major changes of the program
- ii. editing/revision recommendations:

- (1) 640 change request: edit the syllabus insert academic misconduct statement, disability statement, grading scale; weekly schedule/topical outline on the revised syllabus
 - (2) title change of 601- add a new syllabus
 - (3) reduce the Social Science from 15 to 10 credit hours- should include an explanation/clarification of why not include 367.02 because it is frequently asked
- iii. great justification to go in line with the clusters
 - iv. Art (Rebecca Harvey) will write a statement to support this proposal to show inter-departmental collaboration
 - iv. 631 is still being taught, just not included in the program
 - v. How will the students in the program be affected? If this is approved for Au 08, the students are advised and prepared for this program change. Current students will not be affected significantly. Advising will ensure the students are informed and not affected by the curriculum change.

Name _____

BASIC:			
COURSE	CR	GRD	QT
Arts College Survey	1		

GENERAL EDUCATION CURRICULUM

SKILLS 20 Cr. Hrs

WRITING AND RELATED SKILLS: 10 CR. HRS

COURSE	CR	GRD	QT
English 110	5		
Art Ed. 367.01 or 367.03	5		

QUANTITATIVE AND LOGICAL SKILLS 10 CR. HRS.

COURSE	CR	GRD	QT
Math 116 or above	5		
Data Analysis	5		

BREADTH 45 Cr. Hrs

NATURAL SCIENCE: 15 CR. HRS

Sequence of 2 Bio or Phys Sciences	CR	GRD	QT
	5		
	5		

Un-sequenced Biology or Phys. Science

COURSE	CR	GRD	QT
	5		

SOCIAL SCIENCE: 10 CR. HRS

COURSE	CR	GRD	QT
A. Psychology 100	5		
B.	5		

CHOOSE ONE COURSE FROM EITHER ORGANIZATIONS AND POLICIES OR HUMAN, NATURAL, AND ECONOMIC RESOURCES

ARTS & HUMANITIES: 10 CR. HRS

COURSE	CR	GRD	QT
B. Literature	5		
C. Art Education 160 or 255	5		

HISTORICAL STUDY 0-15 CR. HRS

COURSE	CR	GRD	QT
A. History of Art: Western	5		
History of Art: Non-Western	5		

DIVERSITY 0-15 Cr. Hrs

COURSE	CR	GRD	QT
Social Diversity	0/5		
International Issues: Non-Western	0/5		
International Issues: Western (non-US*) or Non-Western	0/5		

Bachelor of Art Education 181 Credits

FOUNDATION ART COURSES 20 Cr. Hrs

COURSE	CR	GRD	QT
Art 200 Concepts and Issues	2		
Art 205 Beginning Drawing	5		
Art 206 2 - D	5		
Art 207 3 - D	5		
Art 208 Real/Recorded Time	3		

UPON COMPLETION OF THE FOUNDATIONS COURSEWORK, INITIAL PORTFOLIO REVIEW TO BECOME ART MAJOR BA DATE OF REVIEW _____ OUTCOME _____

To be an Art Major BA you must complete this review.

ART COURSES FOR ART ED 35 Cr. Hrs

AREA 1: 10 CR. HRS

COURSE	CR	GRD	QT
Art 300.01 or 02 Intro Photography	5		
or			
Art 375 Intro to Printmaking			
Art 373 Painting	5		

AREA 2: 10 CR. HRS

COURSE	CR	GRD	QT
Art 307 Beginning Sculpture	5		
Art 340 or 342 Intro Ceramics	5		

ART ELECTIVES: 15 CR. HRS

COURSE	CR	GRD	QT
Art Elective	5		
Art Elective	5		
Art Elective	5		

THIS BOX IS FOR APPLICATION TO BAE ONLY

ARTS ADVISOR	DATE
STUDENT	DATE

This checklist is only a planning tool and should be used in conjunction with the College of the Arts Bachelor of Art Education Degree Requirements for approved BAE GEC course listings.

PROPOSED ONLY

ART EDUCATION 50 Cr. Hrs

ART EDUCATION PREREQUISITES 10 CR. HRS

COURSE	CR	GRD	QT
Art Education 225	5		
Art Education 252	5		

ART EDUCATION CORE CLASSES 31 CR. HRS

COURSE	CR	GRD	QT
Art Education 601	3		
Art Education 603	5		
Art Education 604	5		
Art Education 605	5		
Art Education 607	5		
Art Education 608	5		
Art Education 640	3		

ART EDUCATION CLINICAL EXPERIENCE 9 CR. HRS

COURSE	CR	GRD	QT
Art Education 688.01	3		
Art Education 688.02	3		
Art Education 688.03	3		

EDUCATION STUDIES 10 Cr. Hrs

EDUCATION CLASSES

Ed. P and L 306	5		
Ed. P and L 309	5		

Admittance in the BAE (Bachelor of Art Education) is competitive, by application and portfolio review

To apply to the BAE program, you must first be admitted to the BA Art program (successfully completed an initial portfolio review in art) and have completed Art ED 225. Other requirements for application are listed in the BAE & MA with Licensure Information, Handbook, and Application Packet. A minimum grade point average of 3.0 is required in the BAE program (including transfer credit) and for matriculation into the MA with Licensure. Matriculation into the MA with Licensure is required for an initial license to teach pk-12 art in Ohio.

You must follow the requirements of the BAE program, and schedule and complete a consultation with an Arts Advisor to ensure compliance. Prior to applying to the BAE, you must have this form completed, signed, and dated by an Arts Advisor. That copy must be included in the application materials for the BAE. A meeting with the Chair of the Undergraduate Art Education and Licensure Committee is also recommended.

PROPOSED DRAFT ONLY: NOT INTENDED FOR CURRENT STUDENT USE

Name _____
 ID # _____

BASIC: 1 CR, HR.

COURSE	CR	GRD	QT
Arts College Survey	1		

GENERAL EDUCATION CURRICULUM
70 Cr. Hrs

WRITING AND RELATED SKILLS: 10 CR, HRS.

COURSE	CR	GRD	QT
English 110	5		
Art Ed. 367.01	5		

QUANTITATIVE AND LOGICAL SKILLS 10 CR, HRS.

COURSE	CR	GRD	QT
Math & Logical Analysis Math 116 or above.	5		
Data Analysis	5		

NATURAL SCIENCE: 15 CR, HRS.

Sequence of 2 Bio. or Phys. Sciences

COURSE	CR	GRD	QT
	5		
	5		

Unsequenced Bio. or Phys. Sci.

COURSE	CR	GRD	QT
	5		

THESE THREE COURSES SHOULD INCLUDE EITHER TWO IN BIO. SCI. OR TWO IN PHYS. SCI.

SOCIAL SCIENCE: 15 CR, HRS.

COURSE ONE FROM EACH CATEGORY

COURSE	CR	GRD	QT
A. Psychology 100	5		
B.	5		
C.	5		

ARTS & HUMANITIES: 20 CR, HRS.

COURSE	CR	GRD	QT
A. History of Art: Western	5		
History of Art: Non-Western	5		
B. Literature	5		
C. Art Education 160	5		

DIVERSITY EXPERIENCES 0-15 CR, HRS.

COURSE	CR	GRD	QT
A. Social Diversity*	0/5		
B. 1. International Issues: Non-Western*	0/5		
* B. 2 International Issues: Western (non-US*) or Non-Western*	0/5		

Bachelor of Art Education

191 Credits
EXISTING
 Art Courses

FOUNDATIONS 20 Cr. Hrs

COURSE	CR	GRD	QT
Art 200 Concepts and Issues	2		
Art 205 Beginning Drawing	5		
Art 206 2 - D	5		
Art 207 3 - D	5		
Art 208 Real/Recorded Time	3		

UPON COMPLETION OF THE FOUNDATIONS COURSEWORK, INITIAL PORTFOLIO REVIEW TO BECOME ART MAJOR BA DATE OF REVIEW _____ OUTCOME _____

To be an Art Major BA you must complete this review.

ART COURSES FOR ART ED 45 Cr. Hrs

AREA 1: 10 CR, HRS.

COURSE	CR	GRD	QT
Art 300.01 or .02 Intro Photography	5		
or			
Art 375 Intro to Printmaking			
Art 373 Painting	5		

AREA 2: 10 CR, HRS.

COURSE	CR	GRD	QT
Art 307 Beginning Sculpture	5		
Art 340 or 342 Intro Ceramics	5		

15 CR, HRS.

COURSE	CR	GRD	QT
Art & Tech (Art 350 Digital Image Manipulation, suggested)	5		
Art Elective (Art 370 Beginning Life Drawing, suggested)	5		
Art Elective	5		

ART EDUCATION PREREQUISITES 10 CR, HRS.

COURSE	CR	GRD	QT
Art Education 225	5		
Art Education 252	5		

This checklist is only a planning tool and should be used in conjunction with the College of the Arts Bachelor of Art Education Degree Requirements for approved BAE GEC course listings.
 8/29/07

ART EDUCATION 45 Cr. Hrs

ART EDUCATION CORE CLASSES 36 CR, HRS.

COURSE	CR	GRD	QT
Art Education 601	3		
Art Education 603	5		
Art Education 604	5		
Art Education 605	5		
Art Education 607	5		
Art Education 608	5		
Art Education 631	3		
Art Education 640	5		

ART EDUCATION CLINICAL EXPERIENCE 9 CR, HRS.

COURSE	CR	GRD	QT
Art Education 688.01	3		
Art Education 688.02	3		
Art Education 688.03	3		

EDUCATION STUDIES 10 Cr. Hrs

EDUCATION CLASSES

Ed. P and L 306	5		
Ed. P and L 309	5		

Note: Admittance in the BAE (Bachelor of Art Education) is competitive, by application and portfolio review.

To apply to the BAE program, you must first be admitted to the BA Art program (successfully completed an initial portfolio review in art) and have completed Art ED 225. Other requirements for application are listed in the BAE & MA with License Information, Handbook, and Application Packet. A minimum grade point average of 3.0 is required in the BAE program (including transfer credit) and for matriculation into the MA with License. Matriculation into the MA with License is required for an initial license to teach pk-12 art in Ohio.

You must follow the requirements of the BAE program, and schedule and complete a consultation with an Arts Advisor at the earliest possible date to ensure compliance. Prior to applying to the BAE, you must have this form completed, signed, and dated by an Arts Advisor. That copy must be included in the application materials for the BAE. A meeting with the Chair of the Undergraduate Art Education and License Committee is also recommended.

THIS BOX IS FOR APPLICATION TO BAE ONLY

ARTS ADVISOR _____ DATE _____
 STUDENT _____ DATE _____

**Proposal to Modify the Major Requirements for the BAE Program
The Department of Art Education, The Ohio State University**

The following is a proposal to modify the major requirements for all Bachelor of Art Education (BAE) majors at The Ohio State University. We would like to implement these changes autumn quarter of 2008. The BAE is administered by the Department of Art Education within the College of the Arts.

The purpose of the proposed changes is to a) provide the BAE student with more flexibility in choosing art studio courses as part of the major area, b) to address ongoing self-study and assessment of program requirements in light of recent developments in art education theory and practice, and c) to comply with the new General Education curriculum requirements for the Bachelor of Arts (BA) that the McHale Report substantially endorsed and have been implemented by the College of Arts and Science (ASC). These last two areas will accommodate the reduction of the minimum hours required for the BAE degree from 191 to 181.

a) Art Studio Courses

The current BAE degree plan provides students with few elective choices from a narrow range of art studio courses. The faculty feels that the BAE degree program will be enhanced by allowing the student more individual choice for art studio classes. The BAE degree is designed for a student who wants to become a teacher of art, PreK-12. Therefore, the student should have both a breadth and depth of knowledge and experience in the area of visual arts. In order to achieve breadth, the BAE student will still be required to complete a series of art studio courses at both the 200 (foundations) and 300 level (post-foundations). The depth will now be enhanced by the ability of students to choose any three appropriate art studio courses as additional electives post-foundations

Current post-foundations "art electives" for BAE

Art & Tech (Art 350 Digital Image Manipulation)
Art Elective (Art 370 Beginning Life Drawing)
Art Elective

Proposed post-foundations "art electives" for BAE

Art Elective
Art Elective
Art Elective

b) Major Course Requirements

The current degree program requires all BAE students to take *Art Education 160, Art and Music since 1945*, as an Arts and Humanities course, and *Art Education 367.01, Ethnic Arts*, as the Second Level Writing course. The revised BAE program will add *Art Education 255, Engaging Visuality*, as a choice for an Arts and Humanities course, and *Art Education 367.03, Criticizing Television*, as a choice for the Second Level Writing. Both 255 and 367.03 are offered through the Department of Art Education, address the broader content of, and changes within the field of art education, permit the BAE student to have choices in Arts and Humanities and Second Level Writing, and are part of the new ASC Cluster, *Media and Representation*, beginning autumn 2008. Under the proposed curriculum, the current required courses (Art Education 160 and 367.01) will be available as choices for the BAE student. This change simply adds an additional

course to each category to help reflect the broadening of content knowledge and transdisciplinary practices necessary for contemporary art education.

Current Arts and Humanities for BAE students

Arts and Humanities	
COURSE	CR
Literature	5
Art Ed. 160	5

Proposed Arts and Humanities for BAE students

Arts and Humanities	
COURSE	CR
Literature	5
Art Ed. 160 or 255	5

Current Writing Skills for BAE students

Writing and related Skills	
COURSE	CR
English 110	5
Art Ed. 367.01	5

Proposed Writing Skills for BAE students

Writing and related Skills	
COURSE	CR
English 110	5
Art Ed. 367.01 or 367.03	5

In addition, based on internal program evaluation and self-assessment, the proposed changes in the major requirements would retire *Art Education 631, Assessment in Art Education*, change the title and reduce the number of credits from five (5) to three (3) for *Art Education 640, Critical Dialogue about Art and Aesthetics* (revised title: *Critical Dialogue about Art*) and revise the title of *Art Education 601* from *Curriculum Design for Art History* to *Conceptual Processes for Visual Culture as Curricula*.

After careful consideration of student evaluations, faculty concerns, and program aims and goals, the Department of Art Education Undergraduate and Licensure Committee determined that the teaching of assessment as a separate and discrete course in the BAE program was unhelpful for students, and created an intellectual and pedagogical dissonance between curriculum development and planning, and assessment implementation. The committee agreed that teaching students about the multiple and complex facets of assessment in Pre-K-12 art educational settings requires connecting assessment to curriculum planning in specific ways, and in a particular course that address curriculum. Currently, the issue of assessment in pre-K-12 schools is addressed in a separate course than curriculum planning. The proposed change in the BAE program would fold in the content of assessment directly into the courses that address curriculum theory and development, specifically *Art Education 607, Concepts in Planning Art Education*.

In the proposed curricular changes *Art Education 640, Critical Dialogue about Art and Aesthetics* would have its title revised to *Critical Dialogue about Art*, and be reduced from five (5) credits to three (3) credits (see syllabi in appendix A). This change reflects changes in the Department Mission Statement and movements in the field of art education toward a more transdisciplinary notion of visual culture and art theory. In the past, Art Criticism and Aesthetics were considered two of the four “disciplines of art education.” This emphasis began over twenty (20) years ago and has since been modified, adapted, and transformed to embrace a more transdisciplinary approach to art theory, which extends well beyond “four domains.” The revision of *Art Education 640* reflects this change by focusing on art theory more generally, and its relationship to Pre-K-12 art education more specifically. The course would no longer need to focus on separate and often discreet “disciplines,” thus allowing a broader curricular

connection between and among the other BAE courses, as well as a more contemporary approach to understanding art and other forms of visual culture through its specific course content.

The last revision of requested in a major course is a change of course title for *Art Education 601*, from *Curriculum Design for Art History* to *Conceptual Process for Visual Culture as Curricula*. This revision reflects the change in discourse in the field, and a paradigmatic shift in pedagogy and instruction of, art education. The primary course content will not be affected by this course title change. The current manifestation of the course addresses phenomena and processes for the teaching of art history and visual culture in K-12 schools. The course content has continued, and will continue, to expand and reflect the current state of art education.

Current Art Education "Core" for BAE students Proposed Art Education "Core" for BAE students

COURSE	CR
Art Education 601	3
Art Education 603	5
Art Education 604	5
Art Education 605	5
Art Education 607	5
Art Education 608	5
Art Education 631	3
Art Education 640	5

COURSE	CR
Art Education 601	3
Art Education 603	5
Art Education 604	5
Art Education 605	5
Art Education 607	5
Art Education 608	5
Art Education 640	3

c) GEC Reduction

The changes outlined above (in area b) allow the BAE program to comply with the new General Education curriculum requirements for the Bachelor of Arts (BA) that the McHale Report substantially endorsed, and that have been implemented by the College of Arts and Science (ASC). The retirement of *Art Education 631* and the reduction of credits in *Art Education 640* accounts for a total of five (5) credit hours reduced in the major area of the BAE. This would reduce the overall number of credits required for the BAE to 186. To accommodate further the reduction of the minimum hours required for the BAE degree from 191 to 181, the Department of Art Education supports reducing the number of credits in the area of Social Science, from the current fifteen (15) credits to ten (10). This reduction reflects the new requirements of the BA curriculum, under Breadth Areas, where students must complete two (2) courses in the social sciences rather than three (3). In the view of the Department of Art Education, the proposed BAE curriculum in total, including the GEC and major course requirements, constitute curricular depth and breadth, balancing strength in general education and strength in major coursework and experiences. In the spirit of "McHale," this overall reduction of the BAE to 181 credits responds to the needs of the University, ASC, the College of the Arts, the Department of Art Education, and, most importantly, our students.

Below is a brief outline of the proposed changes to the BAE

- Remove restrictions on two "elective" art areas
- Add *Art Education 255* and *367.03* as choices for the GEC requirements
- Retire *Art Education 631*
- Reduce the credits from 5 to 3 in, and change title of *Art Education 640*
- Change title of *Art Education 601*
- Reduce the credits from 15 to 10 in Social Science

Appendix A

Complete Proposed BAE Program (see attached separate digital document)

Complete Existing BAE Program (see attached separate digital document)

Course Change Request for Art Education 601

Course Change Request for Art Education 640

Current Course Syllabus for Art Education 640

Proposed Course Syllabus for Art Education 640

The Ohio State University
Colleges of the Arts and Sciences Course Change Request

Art Education

Academic Unit

Art Education

601

Book 3 Listing (e.g., Portuguese)

Course Number

Summer Autumn Winter Spring Year (2008)

Proposed effective date: choose one quarter and put an "X" after it; and fill in the year. See the OAA curriculum manual for deadlines.

A. Course Offerings Bulletin Information. Follow instructions in the OAA curriculum manual. Before you fill out the "Present Course" information, be sure to check the latest edition of the *Course Offerings Bulletin* and subsequent Circulating Forms. You may find that the changes you need have already been made or that additional changes are needed. If the course offered is less than quarter or term, please also complete the Flexibly Scheduled/OffCampus/Workshop Request form.

COMPLETE ALL ITEMS THIS COLUMN

Present Course

1. Book 3 Listing: Art Education
2. Number: 601
3. Full Title: *Curriculum Design for Art History*
4. 18-Char. Transcript Title: CURIC DSGN ART HIS
5. Level and Credit Hours U G 3
6. Description: Examination of art history concepts
(25 words or less)
and processes to plan K-12 school curricula
7. Qtrs. Offered : Spring
8. Distribution of Contact Time: 2 2-hr cl
(e.g., 3 cl, 1 3-hr lab)
9. Prerequisite(s): 160 or Arts Col 160, 488 or 607, and 10 or hrs of hist art or permission of instructor
10. Exclusion: NA
(Not open to....)
11. Repeatable to a maximum of _____ credits.
12. Off-Campus Field Experience: NA
13. Cross-listed with: NA
14. Is this a GEC course? No
15. Grade option (circle): Ltr S/U P
If P graded, what is the last course in the series?
16. Is an honors version of this course available? Y N
Is an Embedded Honors version of this course available? Y N
17. Other general course information:

COMPLETE ONLY THOSE ITEMS THAT CHANGE

Changes Requested

1. Please change course title to: **Conceptual Process for Visual Culture as Curricula**
2. Please change the 18-Char. Transcript Title: **CONC PROC VIS CULT**
3. Please change description to: **Examination of visual culture concepts and processes to plan K-12 school curricula**
(25 words or less)
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.
- 11.
- 12.
- 13.
- 14.
- 15.

B. General Information

1. Do you want the prerequisites enforced electronically (see the OAA manual for what can be enforced)? **Yes.**

2. Does this course currently satisfy any GEC requirement, if so indicate which category? **No.**

3. What other units require this course? Have these changes been discussed with those units? **None.**

4. Have these changes been discussed with academic units that might have a jurisdictional interest in the subject matter? Attach relevant letters. **No. This is an art education Licensure course. It only pertains specifically to art education majors.**

5. Is the request contingent upon other requests, if so, list the requests? **No.**

6. **Purpose of the proposed change. (If the proposed change affects the content of the course, attach a revised syllabus and course objectives and e-mail to ascurofc@osu.edu.)**

 The course currently addresses phenomena and process for the teaching of art history and visual culture in K-12 schools as expanded since the time the course was originally developed. The title change reflects recent changes in the field of art education, art history, curriculum studies, and visual studies. The general course content regarding curricular processes and development is not affected.

7. Please list Majors/Minors affected by the proposed change. Attach revisions of all affected programs. This course is (check one):
 Required on major(s)/minor(s) A choice on major(s)/minors(s)
 An elective within major(s)/minor(s) A general elective:

8. Describe any changes in library, equipment or other teaching aids needed as a result of the proposed change or if the proposed change involves budgetary adjustments, describe the method of funding: **NA.**

Approval Process The signatures on the lines in ALL CAPS (e.g. ACADEMIC UNIT) are required.

- | | | |
|--|--------------|------|
| 1. Academic Unit Undergraduate Studies Committee Chair | Printed Name | Date |
| 2. Academic Unit Graduate Studies Committee Chair | Printed Name | Date |
| 3. ACADEMIC UNIT CHAIR/DIRECTOR | Printed Name | Date |
| 4. After the Academic Unit Chair/Director signs the request, forward the form to the ASC Curriculum Office, 105 Brown Hall, 190 West 17 th Ave. or fax it to 688-5678. Attach the syllabus and any supporting documentation in an e-mail to ascurofc@osu.edu . The ASC Curriculum Office will forward the request to the appropriate committee. | | |
| 5. COLLEGE CURRICULUM COMMITTEE | Printed Name | Date |
| 6. ARTS AND SCIENCES EXECUTIVE DEAN | Printed Name | Date |
| 7. Graduate School (if appropriate) | Printed Name | Date |
| 8. University Honors Center (if appropriate) | Printed Name | Date |
| 9. Office of International Affairs (study tours only) | Printed Name | Date |
| 10. ACADEMIC AFFAIRS | Printed Name | Date |

The Ohio State University
Colleges of the Arts and Sciences Course Change Request

Art Education

Academic Unit

Art Education

640

Book 3 Listing (e.g., Portuguese)

Course Number

Summer Autumn X Winter Spring Year 2008

Proposed effective date: choose one quarter and put an "X" after it; and fill in the year. See the OAA curriculum manual for deadlines.

A. Course Offerings Bulletin Information. Follow instructions in the OAA curriculum manual. Before you fill out the "Present Course" information, be sure to check the latest edition of the *Course Offerings Bulletin* and subsequent Circulating Forms. You may find that the changes you need have already been made or that additional changes are needed. If the course offered is less than quarter or term, please also complete the Flexibly Scheduled/OffCampus/Workshop Request form.

COMPLETE ALL ITEMS THIS COLUMN

Present Course

1. Book 3 Listing: Art Education
2. Number: 640
3. Full Title: *Critical Dialogue about Art and Aesthetics*
4. 18-Char. Transcript Title: CRIT DIALG ART&AES
5. Level and Credit Hours U G 5
6. Description: Theory and practice of engaging others in informed discussion of works of art.
7. Qtrs. Offered : Spring
8. Distribution of Contact Time: 2 2-hr cl (e.g., 3 cl, 1 3-hr lab)
9. Prerequisite(s): 603 or 635 or permission of instructor.
10. Exclusion: NA (Not open to....)
11. Repeatable to a maximum of _____ credits.
12. Off-Campus Field Experience: NA
13. Cross-listed with: NA
14. Is this a GEC course? No
15. Grade option (circle): Ltr S/U P
If P graded, what is the last course in the series?
16. Is an honors version of this course available? Y N
Is an Embedded Honors version of this course available? Y N
17. Other general course information:

COMPLETE ONLY THOSE ITEMS THAT CHANGE
Changes Requested

1. Please change course title to: *Critical Dialogue about Art*
2. Please change the 18-Char. Transcript Title: CRIT DIALG ART
3. Please change credit hours:
From 5 to 3
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.
- 11.
- 12.
- 13.
- 14.
- 15.

B. General Information

1. Do you want the prerequisites enforced electronically (see the OAA manual for what can be enforced)? **Yes.**

2. Does this course currently satisfy any GEC requirement, if so indicate which category? **No.**

3. What other units require this course? Have these changes been discussed with those units? **None.**

4. Have these changes been discussed with academic units that might have a jurisdictional interest in the subject matter? Attach relevant letters. **No. This is an art education Licensure course. It only pertains specifically to art education majors.**

5. Is the request contingent upon other requests, if so, list the requests? **No.**

6. **Purpose of the proposed change. (If the proposed change affects the content of the course, attach a revised syllabus and course objectives and e-mail to asccurrofc@osu.edu.)**

Revising *Art Education 640, Critical Dialogue about Art and Aesthetics* from five (5) credits to three (3) credits, revising its title to *Critical Dialogue about Art*, reflects the movements in the field of art education toward a more transdisciplinary notion of visual culture and art theory. In the past, Art Criticism and Aesthetics were considered two of the four "disciplines of art education." This emphasis began over twenty (20) years ago and has since been modified, adapted, and transformed to embrace a more transdisciplinary approach to art theory, which extends well beyond "four domains." The revision of *Art Education 640* reflects this change by focusing on art theory more generally, and its relationship to Pre-K-12 art education more specifically.

7. Please list Majors/Minors affected by the proposed change. Attach revisions of all affected programs. This course is (check one):

<input checked="" type="checkbox"/> Required on major(s)/minor(s)	<input type="checkbox"/> A choice on major(s)/minors(s)
<input type="checkbox"/> An elective within major(s)/minor(s)	<input type="checkbox"/> A general elective:

8. Describe any changes in library, equipment or other teaching aids needed as a result of the proposed change or if the proposed change involves budgetary adjustments, describe the method of funding: **NA.**

Approval Process The signatures on the lines in ALL CAPS (e.g. ACADEMIC UNIT) are required.

- | | | |
|--|--------------|------|
| 1. Academic Unit Undergraduate Studies Committee Chair | Printed Name | Date |
| 2. Academic Unit Graduate Studies Committee Chair | Printed Name | Date |
| 3. ACADEMIC UNIT CHAIR/DIRECTOR | Printed Name | Date |
| 4. After the Academic Unit Chair/Director signs the request, forward the form to the ASC Curriculum Office, 105 Brown Hall, 190 West 17 th Ave. or fax it to 688-5678. Attach the syllabus and any supporting documentation in an e-mail to asc@currofc@osu.edu . The ASC Curriculum Office will forward the request to the appropriate committee. | | |
| 5. COLLEGE CURRICULUM COMMITTEE | Printed Name | Date |
| 6. ARTS AND SCIENCES EXECUTIVE DEAN | Printed Name | Date |
| 7. Graduate School (if appropriate) | Printed Name | Date |
| 8. University Honors Center (if appropriate) | Printed Name | Date |
| 9. Office of International Affairs (study tours only) | Printed Name | Date |
| 10. ACADEMIC AFFAIRS | Printed Name | Date |

Dr. Terry Barrett, Professor

253 Hopkins

Office hours: walk in anytime or call ahead for an appointment

Phone and voice mail: 292-4741

E-mail: barrett.8@osu.edu

Course site: <http://arted.osu.edu/640/>

This course is about teaching art criticism to learners of all ages. In the course we will read about criticism, and practice talking and writing critically about art and artifacts from popular visual culture. Most importantly, we will learn to lead others in talking and writing about artifacts and the questions they raise.

The course is supplemented by a website where you will post your writings for your classmates to read. In class, we will engage in critical discussions about art, and teaching others to reflect on art. We will read, reflect, and write responses that we will post on the course web site. You will plan, teach, and report on a criticism lesson with a group of your choice and with art of your choosing.

Required Books

Terry Barrett. *Criticizing Art: Understanding the Contemporary*. Mayfield, 2000.

Terry Barrett. *Talking About Student Art*. Davis, 1997.

Terry Barrett, Editor. *Lessons for Teaching Art Criticism*. ERIC, 1995.

Phaidon Publishers, *The Art Book*, London: Phaidon, 1999.

Assignments

Criticizing Art: Understanding the Contemporary

- For each chapter (6) of *Criticizing Art*, write two separate paragraphs, edit them, and post them on the 640 website in the appropriate places.

The first paragraph should be an *accurate summary of what the chapter says*.

In the second paragraph, *quote one phrase or sentence from the chapter, and tell us how this idea might affect how and what you teach*. The statement you quote may be any statement in the chapter, that is, by the author, a critic, an artist or someone else quoted by the author.

Always write in a word-processing program of your choice, spell-check and grammar-check, save a copy, and paste your comments in the 640 website form.

- Lesson Plan

On the basis of the material in any one of the six (1 of 6) chapters in *Criticizing Art*, invent one Lesson Plan to use with a group of learners. Use these headings to describe

your brief Lesson Plan:

- Lesson title
- Lesson idea
- The group of learners
- The setting
- What I want the participants to learn
- Estimated time of the lesson
- List of artifacts I will use
- The activities
- How I will know what the participants have learned

Always write in a word-processing program of your choice, spell-check and grammar-check, save a copy, and paste your comments in the 640 website form next to the chapter to which you refer.

Talking about Student Art

- For each of the five (5) chapters *select one idea in the chapter that you would like to try when you teach, and tell us why you want to try it.*

Always write in a word-processing program of your choice, spell-check and grammar-check, save a copy, and paste your comments in the 640 website form.

Class Project

Select one of the three (1 of 3) assignments below, or do both and earn extra credit:

- Critical Discussion

Conduct a *critical* discussion outside of class with a group of six or more people of your choice, using artifacts of your choosing. Report on the discussion using these headings:

- Discussion title
- Discussion idea
- The group of learners***
- The setting
- What I wanted the participants to learn
- Time the lesson took
- List of artifacts that I used
- The activity
- What the participants learned
- What I learned

Write your report, edit it, and paste it on the 640 website in the appropriate place. Your grade will be based on what you learned, not on how well or poorly the session went.

or

- Web-Page on Art Criticism

Construct on-line material for critical inquiry about artifacts for a specified group of learners of your choice.

Grades

25% One Lesson Plan for teaching criticism or aesthetics (*Criticizing Art*)

25% Six summaries and responses to *Criticizing Art*

25% Five “ideas to try” in *Talking About Student Art*

25% Critical Discussion and Report, or Web page design

Prompt and regular attendance is expected; “Incompletes” are discouraged; late assignments, unless excused, will be penalized by a full grade (from a B to a C, for example); all written assignments are to be edited before they are posted on the website.

If you lose interest in the class, or if you find what we are doing does not fit your needs, please come and see me and we will negotiate alternatives for you.

If you have learning disabilities or other challenges that might affect your performance in the course, please come and see me.

Art Education 640
5 credits
Critical Dialogue about Art and Aesthetics
CURRENT

Dr. Terry Barrett, Professor

253 Hopkins

Office hours: walk in anytime or call ahead for an appointment

Phone and voice mail: 292-4741

E-mail: barrett.8@osu.edu

Course site: <http://arted.osu.edu/640/>

This course is about teaching art criticism and aesthetics to learners of all ages. In the course we will read about criticism and aesthetics, and practice talking and writing critically and philosophically about art. Most importantly, we will learn to lead others in talking and writing about art and the philosophical questions it raises.

The course is supplemented by a website where you will post your writings for your classmates to read. In class, we will engage in discussions of art criticism and aesthetics. Out of class we will read, reflect, and write responses that we will post on the course web site.

Required Books

Terry Barrett. *Criticizing Art: Understanding the Contemporary*. Mayfield, 2000.

Terry Barrett. *Talking About Student Art*. Davis, 1997.

Terry Barrett, Editor. *Lessons for Teaching Art Criticism*. ERIC, 1995.

Marilyn Stewart. *Thinking Through Aesthetics*. Davis, 1997.

Phaidon Publishers, *The Art Book*, London: Phaidon, 1999.

Recommended Books

David Goldblatt and Lee Brown, Editors. *Aesthetics A Reader in Philosophy of the Arts*. Prentice-Hall, 1997.

Ray Linn. *A Teacher's Introduction to Postmodernism*. Urbana, IL: NCTE, 1996.

Margaret Battin, Fisher, Moore, & Silvers, *Puzzles about Art: An Aesthetics Casebook*. New York: St. Martin's, 1989.

Eaton, Marcia. *Basic Issues in Aesthetics*. Waveland Press, 1993.

Assignments

Criticizing Art: Understanding the Contemporary

- For each chapter (6) of *Criticizing Art*, write two separate paragraphs, edit them, and post them on the 640 website in the appropriate places.

The first paragraph should be an *accurate summary of what the chapter says*.

In the second paragraph, *quote one phrase or sentence from the chapter, and tell us how this idea might affect how and what you teach*. The statement you quote may be any statement in the chapter, that is, by the author, a critic, an artist or someone else quoted by the author.

Always write in a word-processing program of your choice, spell-check and grammar-check, save a copy, and paste your comments in the 640 website form.

- Lesson Plan

On the basis of the material in any one of the six (1 of 6) chapters in *Criticizing Art*, invent one Lesson Plan to use with a group of learners. Use these headings to describe your brief Lesson Plan:

- Lesson title
- Lesson idea
- The group of learners
- The setting
- What I want the participants to learn
- Estimated time of the lesson
- List of artworks I will use
- The activities
- How I will know what the participants have learned

Always write in a word-processing program of your choice, spell-check and grammar-check, save a copy, and paste your comments in the 640 website form next to the chapter to which you refer.

Talking about Student Art

- For each of the five (5) chapters *select one idea in the chapter that you would like to try when you teach, and tell us why you want to try it.*

Always write in a word-processing program of your choice, spell-check and grammar-check, save a copy, and paste your comments in the 640 website form.

Thinking Through Aesthetics

- For each of the seven (7) chapters in *Thinking Through Aesthetics*, pick "the best idea" in the chapter, state what the idea is, and tell us why you think it is a good idea. Do this in a word-processing program, edit your writing, and paste your comments in the 640 website form.

Class Project

Select one of the three (1 of 3) assignments below, or do more than one and earn extra credit:

- Critical Discussion

Conduct a *critical* discussion outside of class with a group of six or more people of your choice, using art of your choosing. Report on the discussion using these headings:

- Discussion title
- Discussion idea
- The group of learners*
- The setting
- What I wanted the participants to learn

Time the lesson took
List of artworks that I used
The activity
What the participants learned
What I learned

Write your report, edit it, and paste it on the 640 website in the appropriate place. Your grade will be based on what you learned, not on how well or poorly the session went.

or

- Philosophical Discussion

Conduct one *philosophical* discussion away from class about some aspect of art. Select six or more people of your choosing. Report on the discussion using these headings:

Discussion title
The group of learners
The setting
What I wanted the participants to learn
Time the lesson took
List of artworks that I used
The activities
What the participants learned
What I learned

Write your report, edit it, and paste it in the site in the appropriate place. Your grade will be based on what you learned, not on how well or poorly the session went.

or

- Web-Page on art criticism or aesthetics

Construct on-line material for critical or philosophical inquiry for a specified group of learners of your choice.

Grades

- 20% One Lesson Plan for teaching criticism or aesthetics (*Criticizing Art*)
- 20% Six summaries and responses to *Criticizing Art*
- 20% Five “ideas to try” in *Talking About Student Art*
- 20% Seven “best ideas” in *Thinking Through Aesthetics*
- 20% Critical Discussion and Report, or Philosophical Discussion and Report, or Web page design

Prompt and regular attendance is expected; “Incompletes” are discouraged; late assignments, unless excused, will be penalized by a full grade (from a B to a C, for example); all written assignments are to be edited before they are posted on the website.

If you lose interest in the class, or if you find what we are doing does not fit your needs, please come and see me and we will negotiate alternatives for you.

If you have learning disabilities or other challenges that might affect your performance in the course, please come and see me.