

APPLICATION FOR NEW COURSE

6. Course to be offered (please check all that apply): Fall Spring Summer

7. Will the course be offered every year? YES NO

If NO, please explain: _____

8. Why is this course needed?
Learning about the history of art education is basic to understanding current trends in the field, including issues addressed by research, practice, and reform initiatives.

9. a. By whom will the course be taught? Dr. George Szekely

b. Are facilities for teaching the course now available? YES NO

If NO, what plans have been made for providing them?

10. What yearly enrollment may be reasonably anticipated?

16

11. a. Will this course serve students primarily within the department? Yes No

b. Will it be of interest to a significant number of students outside the department? YES NO

If YES, please explain.

12. Will the course serve as a University Studies Program course[†]? YES NO

If YES, under what Area? _____

[†]AS OF SPRING 2007, THERE IS A MORATORIUM ON APPROVAL OF NEW COURSES FOR USP.

13. Check the category most applicable to this course:

traditional – offered in corresponding departments at universities elsewhere

relatively new – now being widely established

not yet to be found in many (or any) other universities

14. Is this course applicable to the requirements for at least one degree or certificate at UK? Yes No

15. Is this course part of a proposed new program? YES NO

If YES, please name: _____

16. Will adding this course change the degree requirements for ANY program on campus? YES NO

If YES[†], list below the programs that will require this course:

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²In order to change the program(s), a program change form(s) must also be submitted.

17. The major teaching objectives of the proposed course, syllabus and/or reference list to be used are attached.
18. Check box if course is 400G or 500. If the course is 400G- or 500-level, *you must include a syllabus showing differentiation for undergraduate and graduate students by (i) requiring additional assignments by the graduate students; and/or (ii) the establishment of different grading criteria in the course for graduate students. (See SR 3.1.4)*
19. Within the department, who should be contacted for further information about the proposed new course?

Name: Dr. George Szekely Phone: 257 8151 Email: gszek01@uky.edu

20. Signatures to report approvals:

Oct. 3, 2008
DATE of Approval by Department Faculty

Ben Withers / Ben Withers
printed name Reported by Department Chair signature

2/11/09
DATE of Approval by College Faculty

Robert Slaty / [Signature]
printed name Reported by College Dean signature

* DATE of Approval by Undergraduate Council

printed name Reported by Undergraduate Council Chair signature

* DATE of Approval by Graduate Council

Approved by GC 5/1/09
printed name Reported by Graduate Council Chair signature

* DATE of Approval by Health Care Colleges Council (HCCC)

printed name Reported by Health Care Colleges Council Chair signature

5/5/09
* DATE of Approval by Senate Council

[Signature]
Reported by Office of the Senate Council

* DATE of Approval by University Senate

Reported by Office of the Senate Council

*If applicable, as provided by the *University Senate Rules*. (<http://www.uky.edu/USC/NewRulesandRegulations/Main.htm>)

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November 11, 2008

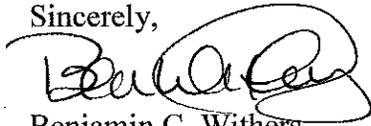
Dean Robert Shay
College of Fine Arts

Dear Dean Shay:

The faculty of the Department of Art has approved a application for a new course in Art Education, as requested by Dr. George Szekeley. This course is A-E 680 History of Art Education.

Dr. Szekeley plan to offer this new offering as a Distance Learning course in future four-week summer sessions. He has not yet received approval from Distance Learning though it is my understanding that is preparing to do so.

Sincerely,



Benjamin C. Withers
Professor and Chair
Department of Art

The Graduate Program in Art Education
Summer Session
2009

**A-E 680 The History of Art Education
A Distance Learning Course**

Dr. George Szekely
Professor

1-Virtual office hours: Thanks to the miracle of the Internet and the short duration of this course your professor will be available for consultation every weekday from 1:00 - 3:00pm.

Please email me with any questions or comments at:
gszek01@uky.edu EMAIL link is available on your BB student menu.

2-Students can use their home computer with internet connection, either Mac or PC to access BB. Links to download the required applications needed for the course include Adobe Acrobat and Real Player. You will also need to be able to access PowerPoint.

3-To assist you the Distance Learning Programs phone is: 257-3377

4-Technology assistance is from the UK Customer Service Center at 257-1300 or helpdesk@uky.edu

5-Your Professor can be reached by email @ gszek01@uky.edu. In case of emergency please use his studio-office number: 859 278 4824

6-Student communications will be responded to in a timely manner. You can expect the professor to respond to your questions daily. If you do not get a response within 24 hours on a weekday, please call the professor directly.

7-Library Services: Course reserve for A-E 680 has been arranged thru the Lucille Little Fine Arts Library. You will find all links to readings on your BB.

Learning Outcomes

Students will be able to research and identify key concepts in the history of teaching the visual arts in American public schools.

Students will be able to discuss the intellectual and social issues involved in the history of teaching the visual arts.

Students will be able to synthesize major issues and influences that shaped the history of American museum education.

A-E 680 is a survey of general educational practices from classical times to the present. The class will examine the teaching of art in European schools and its influence on American art education. The course will analyze the birth of American art education and significant events from the 19th to the 21st century. The following topics will be incorporated into weekly readings and discussions on Blackboard:

1. The Western Origins of American Art Education
2. The Visual Arts and the Industrial Revolution
3. The Common School Movement and the Beginning of School Art
4. Romantic Idealism in Art Education
5. Art Teaching Prior to World War I
6. American Art Teaching During the Interwar Era
7. The Writings of Fredrich Froebel, Frank Cizek, and Victor Lowenfeld
8. John Dewey's Philosophy of Art Education
9. Bauhaus Pedagogy: Theory, Practice, and Impact on School Art
10. Art Teaching from World War II to the Present
11. The History of Art Museums and the Development of Museum Education
12. The History of the National Art Education Association (NAEA)

Course Requirements

Blackboard discussion:

The topics listed above will be explored through the literature and form the basis for on-line discussions. Students will contribute to the discussion by weekly postings on Blackboard.

Reading, research, and on-line participation in Blackboard discussion, will be 25% of the final grade.

On-line writing assignments:

Writing assignments range from research papers to creative writing. Research assignments will include the study of significant ideas and movements in the history of art education. Creative writing samples will include imaginary descriptions of participating in art classes offered by

distinguished art educators from the past. A guideline and list of research and creative assignments will be posted on-line.

A collection of student papers from the course will be published as an on-line anthology.

Writing assignments will be 50% of the final grade.

Historic on-line picture collection:

Each student will curate an on-line collection. The collection of objects and illustrations will include such items as old school art texts, art workbooks, manuals, coloring books, art supplies, and illustrations of art rooms from the past. A complete file of the on-line picture collections will be stored on discs and posted on a blog, so that they will be available for art teacher's classroom use.

Historic on-line picture collection will be 25% of the final grade.

Reading List

Aschwin, C. (1981). *Drawing and education in German-speaking Europe: 1800-1900*. Ann Arbor: UMI Research Press.

Brosterman, N. (1997). *Inventing Kindergarten*. New York: Harry N. Abrams, Inc., Publishers

Connell, W.F. (1980). *A history of education in the twentieth-century world*. New York: Teachers College Press.

Dewey, J. (1973). *Democracy and education*. New York: Mcmillan. (Original work published in 1916)

Efland, A. (1990). *A History of art education: Intellectual and social currents in teaching the visual arts*. New York: Teachers College Press.

Macdonald, S. (1980). *History and philosophy of art education*. New York: Elsevier Press.

Michael, J. (1988). *The Lowenfeld Lectures*. Pennsylvania: The Pennsylvania University Press.

Keel, J. (1965). *Art education: 1940-64*. In W.R. Hastie (Ed.) *Art education: The sixty-fourth yearbook of the National Society for the Study of Education*. Chicago: University of Chicago Press.

Saucy, D. and Stankiewicz, M. (1991). *Framing the past: Essays on art education*. Reston: The National Art Education Association.

Wilson, B. & Hoffa, H. (1985). *The history of art education: proceedings from the Penn State Conference*. Reston: The National Art Education Association.

Additional Reading

Students will conduct research from the American, Canadian, British, and Australian journals of art education and *The History of Education Quarterly*.

Distance Learning Form

This form must accompany every submission of a new/change course form that requests a change in delivery mode.

All fields are required!

Introduction/Definition: For the purposes of the Commission on Colleges Southern Association of Colleges and Schools accreditation review, *distance learning* is defined as a formal educational process in which the majority of the instruction (interaction between students and instructors and among students) in a course occurs when students and instructors are not in the same place. Instruction may be synchronous or asynchronous. A distance learning (DL) course may employ correspondence study, or audio, video, or computer technologies.

A number of specific requirements are listed for DL courses. **The department proposing the change in delivery method is responsible for ensuring that the requirements below are satisfied at the individual course level.** It is the responsibility of the instructor to have read and understood the university-level assurances regarding an equivalent experience for students utilizing DL (available at <http://www.uky.edu/USC/New/forms.htm>).

Course Number and Prefix: A-E 680	Date: APRIL 20 2009
Instructor Name: DR GEORGE SZEKELY	Instructor Email: gszek01@uky.edu

Curriculum and Instruction	
1.	How does this course provide for timely and appropriate interaction between students and faculty and among students? Does the course syllabus conform to University Senate Syllabus Guidelines, specifically the Distance Learning Considerations? TASK-UK-BLACKBOARD WILL BE USED. COURSE CONFORMS TO UNIV. SENATE SYLLABUS GUIDELINES FOR DISTANCE LEARNING.
2.	How do you ensure that the experience for a DL student is comparable to that of a classroom-based student's experience? Aspects to explore: textbooks, course goals, assessment of student learning outcomes, etc. AE-680 WAS TESTED IN 2008 AS A CLASSROOM COURSE - TEXTBOOK, COURSE GOALS, ASSESSMENTS AND LEARNING OUTCOMES ADAPTED TO DL MODE.
3.	How is the integrity of student work ensured? Please speak to aspects such as password-protected course portals, proctors for exams at interactive video sites; academic offense policy; etc. COURSE WILL CONFORM TO ALL TASK-DL SECURITY CONSIDERATIONS, INCLUDING PASSWORD PROTECTED PORTALS AND ACADEMIC OFFENSE POLICY
4.	Will offering this course via DL result in 25% or 50% (based on total credit hours required for completion) of a degree program being offered via any form of DL, as defined above? NO If yes, which program(s)?
5.	How are students taking the course via DL assured of equivalent access to student services, similar to that of a student taking the class in a traditional classroom setting? STUDENTS WILL RECEIVE LIBRARY RESEARCH AND TECHNICAL ASSISTANCE FROM TASK AND UK ART LIBRARY/BB

Abbreviations: TASC = Teaching and Academic Support Center DL = distance learning DLP = Distance Learning Programs

