**UNIVERSITY OF MARY WASHINGTON -- NEW COURSE PROPOSAL**

Electronically submit this completed form with PDF attachments to the Chair of the College Curriculum Committee.

<table>
<thead>
<tr>
<th>COLLEGE (check one):</th>
<th>Arts and Sciences</th>
<th>Business</th>
<th>Education</th>
<th>X</th>
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</table>

Proposal Submitted By: John P. Broome  
Date Prepared: 11/11/12

Course Title: The Teaching of Visual Arts

Department/discipline and course number*: Department of Curriculum and Instruction, EDCI 559

*This course number must be approved by the Office of the Registrar before the proposal is submitted.

<table>
<thead>
<tr>
<th>Number of credits proposed:</th>
<th>3</th>
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<tbody>
<tr>
<td>Prerequisites:</td>
<td>EDUC 351 or EDCI 501</td>
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<tr>
<td>Will this be a new, repeatable “special topics” course? (Do you want students to be able to take this new course more than once if the topic changes?)</td>
<td>NO</td>
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Date of first offering of this new course: FALL SEMESTER, year - Fall Semester, 2013

Proposed frequency of offering of the course: Once a year

List the faculty who will likely teach the course: Adjunct

Are ANY new resources required? | NO | X | YES | Document in attached impact statement |

This new course will be (check all that apply):
- Required in the major | X |
- General Elective
- Elective in the major
- General Education**

**AFTER the new course is approved, a separate proposal must be sent to the General Education Committee.

**Catalog Description:** This course prepares teacher candidates for planning instruction, selecting materials, developing and implementing instructional strategies, and designing assessments in their licensure area. Students become familiar with state and national standards and professional organizations. Field experience required. Cross-listed as The Teaching of Visual Arts EDUC 459

**COURSE HISTORY**

<table>
<thead>
<tr>
<th>Was this course taught previously as a topics or experimental course?</th>
<th>YES</th>
<th>NO</th>
<th>X</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Number and Title of Previous Course</td>
<td>Semester Offered</td>
<td>Enrollment</td>
<td></td>
</tr>
</tbody>
</table>

CHECK HERE if the proposed course is to be equated with the earlier topics or experimental offerings. This means that students who took the earlier “topics” course will only be able to take the new course if they made a C- grade or lower in the earlier course.

**NOTE:** If the proposed course has not been previously offered as a topics or experimental course, explain in the attached rationale statement why the course should be adopted even though it has not been tried out.

**REQUIRED ATTACHMENTS:**

1. Rationale Statement (Why is this course needed? What purposes will it serve?)
2. Impact Statement (Provide details about the Library, space, budget, and technology impacts created by adding this new course. Include supporting statements from the Library, IT Department, etc. as needed.)
3. Sample Syllabus

Department Chair __________ Marie Sheckels  
Date: November 18, 2012

College Curriculum Chair ____ Beverly Epps _________  
Date: November 27, 2013

UCC Chair Approval: ___________________________  
Date: ___________________
Rational Statement:
This is an existing course in the PreK-12 education program on the UMW Fredericksburg campus as a 300-level course (EDUC 320). EDUC 320 will be deleted and now offered as EDUC 459 course for the purposes of cross listing with EDCI 559 in the post-baccalaureate program on the UMW Stafford Campus. The new 400-level course will include a greater review and examination of professional literature, national standards and professional practices.

Courses on both campuses have small enrollment when they are run each year. This course will be cross listed as EDUC 459 and EDCI 559. The differences between EDUC 459 and EDCI 559 are underlined in the drafted syllabus.

Currently students in the post-baccalaureate M.Ed. for Initial Licensure are required to complete EDCI 511, a single course co-taught by university faculty and master teachers in the specific subject disciplines. The curriculum change will provide students with a full semester of concentrated pedagogical study in the licensure area in addition to a full semester course (EDCI 511) focusing on general teaching methods.

Impact Statement:
Creating this course provides no Library, space, budget, and/or technology impacts.
The Teaching of ____________, EDUC 4XX/5XX
3 credits

Objectives:
1. Students will identify and analyze the major content, skills, and processes essential to their disciplines.
2. Students will construct lessons and units that reflect recent research and best practices in the content area.
3. Students will create a written paper that draws on research in the content area and conveys their understanding of major issues in the field.
4. Students will reflect on their practice while teaching during class time and in the practicum, identify goals and areas of strength and weakness, and develop a plan for addressing these areas.

Texts (will vary): At least one practical text that addresses best practices of teaching in the content area will be selected by the instructor.

Assignments (more detailed assignment sheets and rubrics will be posted to Canvas. The following point values and weighting is a guideline that may vary depending on the content area instructor's preferences and needs; however, 30% of the final grade should be derived from the students' work in the practicum placement):

100 points  Lesson Presentation
Students will construct a detailed lesson plan of at least three pages and present a 20- to 30-minute lesson to the class. This assignment may be completed in pairs; the lessons may also be divided into two or three smaller micro-teaching presentations, depending on the needs of the content area. Lessons should include context, rationale, objectives, activities, and assessments.

300 points  Paper
Students will construct a content-specific paper of at least eight pages that draws on professional literature in the field (e.g. an extended annotated bibliography, literature review, research paper, or memoir). If students are taking this course as a 500-level course, the page limit should be at least 12 pages and the format should be more scholarly in nature (e.g. a literature review or research paper).

200 points  Unit Project
Students will construct a unit of at least three lessons. The lessons should be original, linked according to a common theme, and exhibit best practices in lesson planning and delivery in the content area. If students are taking this course as a 500-level course, the unit should be more complex in nature, to include more lessons and assessments.

100 points  Class Participation
Students will contribute to activities in course meetings to include discussion, peer review, and other activities to be determined by the individual instructor.

300 points  Practicum Assignments
Students will complete a 20-hour practicum where they will work with a teacher in their content area; students should take advantage of opportunities to work with students and teach whenever possible. Within the context of this placement, students will complete the following assignments:

(100 points) Journal: Students will record their responses to each visit to their practicum site, labeled with the time and date. Topics to address include interactions with Mentor Teacher and students, reflections on your teaching, and observations about how your Mentor Teacher delivers instruction from the perspective of the content area. Final journals should be at least 10 pages; they will be checked at least once earlier in the semester to allow for the instructor to provide feedback and writing support. (Additional checkpoints would allow the instructor to guide the students’ reflections and offer suggestions on practice to a much greater degree.)

(100 points): Lesson and Reflection: Students will teach at least one lesson (this may be one completed for other course requirements such as the unit or a new lesson) and reflect on their planning and delivery of the lesson. Reflections may take the form of comments added throughout the lesson or an additional column along the side of the lesson.

(100 points): Mentor Teacher’s Evaluation: Mentor Teachers will evaluate the
professionalism and performance of students in the practicum; this feedback will be incorporated into the course grade. Individual instructors may determine how this grade is determined, but any student receiving Unsatisfactory marks should be referred to the Chair of the Department to address the issue. Content area instructors will also maintain communication with the Mentor Teacher through the use of a practicum contract that outlines the assignments for this course that must be completed in the practicum classroom.

Writing Intensive Features: This course will require at least twelve formal pages in formats appropriate to the discipline involved. Individual WI courses in many disciplines often exceed this minimum page requirement. A WI course may include collaborative writing, but such writing must be in addition to this required number of pages. This requirement must be broken into a minimum of three assignments, reasonably spaced throughout the semester, each of which should be marked and returned promptly. Though one essay test may be counted as one of these assignments, the final examination may not be since it cannot be returned during the semester. A term paper not returned by the end of regular classes may be counted, if it has been divided into separate graded stages or if it has gone through a multi-stage revision process.

Schedule of Courses:
(Note: individual faculty choices may vary; this is provided as a guideline based on a task force identified to address needs for the Teaching of _______ courses.)

Week 1: Introduction to course and syllabus; practicum expectations and guidelines

Week 2: Writing objectives in the content area

Week 3: Lesson planning considerations for the content area - Paper topic due

Week 4: Best practices in the content area. What does the research say?

Week 5: Lesson presentations - Lesson and presentation due

Week 6: Practicum reflections and feedback; possible guest presentations from local content-area teachers - Journal draft due

Week 7: Workshop: Developing a content-specific unit

Week 8: Peer review units; present and share brief summaries - Unit due

Week 9: Reading and writing in the content area

Week 10: Panel discussion/guest speaker: local teachers from the content area - Paper Draft due

Week 11: Setting personal teaching goals

Week 12: Using technology in the content area - Final Paper due

Week 13: Best practices, revisited: How are they used in your practicum placement (classroom and school)? If they are not, why not?

Week 14: Higher-level thinking in the content area; what differentiation might look like in the content-area classroom - Practicum Journal and Lesson with Reflections due; Mentor Teachers submit performance evaluation

Week 15: Review for final and debrief; address any final student concerns or questions about teaching in the content area

Final Exam: To be determined by the content area; may take the form of an essay exam, selected-response test, or project (pages may not count toward Writing Intensive requirement)