

Indiana University School of Education
Committee on Teacher Education
May 11, 2021

CHANGES TO BS EDUCATION: VISUAL ARTS PROGRAM OF STUDIES

RATIONALE

Members of the Arts Education Program are requesting changes to the **Program of Studies in Visual Arts** to reflect both the nature of our all-grades early field experiences and needs for more foundational knowledge of contemporary arts in a pluralistic society. Thus, the following changes are being requested:

1. We would like to *remove* the one-credit early field experience (M-101) that is associated with *M130: *Child Art*, and is currently offered as a block (BE-M130/M101).
The field experience associated with M130: *Child Art* is typically minimal. It has involved observing children making art in non-school settings. Since the pandemic, we have allowed students to watch videos of children making art. This could easily be absorbed into the lecture portion of the 'block' without losing any of the usefulness of the experience. Removing it from a field experience requirement would make M130: *Child Art* a stand-alone course that could be offered to a wider audience within and beyond the School of Education. (*M130-Child Art is currently a prerequisite for admission to the TEP)
2. We would like to *add* one-credit to the M330/M301 block, *Designing Visual Learning Experiences for Children*, making M301 a 2-credit early field experience.
The M301 experience is our Saturday School. It is time and work extensive. Students prepare a 6 week unit of lessons they then teach to community children on Saturday mornings. The students and instructor of record must be in the School of Ed from 8 AM until Noon for 6 Saturdays. In addition, the students must design, install an exhibition of child art in the Matrix Gallery, participate in an Opening event for parents of students attending Saturday School, and, finally, dismantle the show. This is more than a one-credit experience and should be acknowledged as such. Therefore, by removing the requirement of a one-credit early experience from M130: *Child Art*, and adding that credit to the M301 Saturday School experience, the realities of more extensive early field experience coursework are recognized.
3. To make our overall curriculum more attuned to modern technologies as creative culture drivers in society, we have re-examined the art foundations that would benefit art educators and their k-12 students. Thus, we are asking for changes to the studio art requirements to include experiences in a wider selection of media. This includes adding SOAD-A100: *Pathways, Introduction to Art Design and Merchandizing*, and SOAD-A211: *Cross-Disciplinary Workshops in Art, Design, and Merchandizing*.
4. In alignment with the initiative to make our overall curriculum more attuned to the pluralistic nature of society we ask that students be able to choose art history courses from a broader canon. Options for courses would include either ARTH-A101: *Ancient and Medieval Art*, ARTH-A155: *Introduction to African Art* or ARTH-A160: *Introduction to East Asian Art*. Also, required would be ARTH-207: *Introduction to Contemporary Arts and Its Discontents*. Finally, while students are currently required to take a 3-credit art history course at the 300-400 level, we are encouraging that this be a course that focuses on Asian, African or Islamic Art History.

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Meeting Minutes

Attendees: Jeff Anderson, Braden Barlett, Alex Cuenca, Sharon Daley, Glen Hopkins, Cory Irwin, Jill Shedd, Jill Vlcán, Denise Wyatt

Meeting Summary

Some suggestions for the CTE Annual Report

- **Jill Vlcán** suggested adding Social Emotional Learning in the action items. **Braden** suggested offering the Classroom Management course in winter offerings more often. He believed it was critical for instructors to clearly define and explicitly mention it in class. **Sharon** saw the need for a more systematic approach for tackling social emotional learning and classroom management in case the winter offering is no longer offered. **Glen** believed that equity and inclusion, including teaching tolerance and incorporating culturally responsive teaching in classrooms is also necessary.
- After **Jill** shared with the Committee the suggestions from the Dean Advisory Group, Sharon suggested creating a separate document on the Committee's Canvas site and refer back to it in the Fall as items for discussion.

Course listing for Elementary Social Studies

- **Jill** shared with the Committee the changes in course listings for Elementary Social Studies. The Committee agreed not to vote on it. FYI is sufficient.

Voting items

- The Committee has voted unanimously to approve the April Meeting Minutes
- The Committee has voted unanimously to approve the changes proposal by the Visual Arts program.
- The Committee has voted unanimously to approve the Fine Art Concentration Proposal.
- The Committee has voted unanimously to approve the proposed course changes for EDUC-K344 and EDUC-K371.

Other suggestions

- **Jill and Sharon** agreed that there should be a discussion on course requirements for areas of concentration to assure the depth of areas of concentration.

Jill summarized the CTE Annual Report and asked Committee members for feedback. She also provided updates on initiatives for year-round AIs support, including creating monthly informal AIs gathering in the form of brown bags. She believed that it is nice to have faculty presence. Topics could be about program discussion, transitioning back to face-to-face instruction, resources for supporting

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mental health, conversations across departments, sharing about candidates, situations, and teaching solutions. **Jill Vlean** appreciated that Classroom Management is an important component in the Committee's discussion. She also wanted to add the social emotional aspect of students to the list of topics for future discussion, especially when we are back to in person next fall. **Braden** suggested offering the Classroom Management course in winter offerings more often. He believed it was critical for instructors to clearly define and explicitly mention it in class. **Sharon** saw the need for more systematic approach for tackling social emotional learning and classroom management in case the winter offering is no longer offered. **Glen** believed that equity and inclusion including teaching tolerance and incorporating cultural responsive teaching in classrooms is also necessary. Equity and inclusion mean more than just race but also social economic backgrounds. **Jill** shared some ideas from the Dean Advisory Council – a group of candidates that get together to discuss a variety of issues of our program and share their thoughts with the Dean's Office. They provided some ideas for improvements of the curriculum and program:

- Standardize the lesson plan format
- More flexibility within blocks to afford candidates to schedule courses that are outside School of Education
- More standardization and communication across programs. Depending on what instructors you get, the same course might often varies.
- Broader class options and greater flexibility in coursework outside the School of Education.
- Candidates could all have more special ed in their program.
- Separate sections of W200-level course for secondary and elementary candidates. 80% of candidates taking W200 as freshmen find the technology out of date by the time they graduate. Suggestions that we should rearrange when candidates take that course.
- More classroom management instruction.
- Allow Secondary History major candidates to specialize in a subject such as History, Economics, etc.

Sharon suggested including the suggestions as a single document on the Committee's Canvas site for discussion next fall. **Jill** shared with the Committee on the updates on the course listings for Social Studies Elementary. The advisors brought to Keith Barton's attention issues regarding the listing of courses that are required to meet the World Civilization content area. Some of the courses listed are outside School of Education and some are no longer relevant, so they shared with Keith a list of options with which he agreed. In short, Jill shared with the Committee the changes in the list of courses listed which include two in Religious Studies, one in Latin American Studies and one in Latin Studies. **Alex and Cory** thought that we did not need to vote on this and an FYI would be sufficient.

Meeting Minutes

The Committee has voted unanimously to approve the minutes for April meeting.

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Visual Arts Program Changes Proposal

When Denise and program coordinator reviewed the program, they realized that the Visual Art content was not aligned with the Studio Art major. They approached the Visual Art faculty and asked for their suggestions. As a result, they suggested changes as specified in the proposal. They wanted to add one credit to M330/M303 making M301 a 2-credit early field experience. They also made other changes (items 3 & 4) in the Visual Arts Change Rationale 5.11.21 information. Jill and Denise also shared a marked-up program sheet (Visual Arts Program Curricular Changes Proposal) to better illustrate the change that the program proposes. **Alex** assumed that the changes had been communicated with the early field experience.

The Committee voted unanimously to approve the changes proposal by the Visual Arts program.

Proposed Fine Arts changes to Elementary Program

Denise explained the title change for M135 from Child Art to Individualized Instruction in Art. The other proposal is to replace M235 with M130: Child Art as they have not offered M235 in a couple of years. Currently, for the area of concentration, candidates can choose two courses from the list of four offered courses (1 course in 100-level, 2 courses in 200-level, and 1 course in 400-level). Denise said that replacing M235 with M130 might help to boost the enrollment for M130. Jill shared her concern with the courses for area of concentration as candidates can take two courses in 100-level and 200-level. She expected that to have an area of concentration, candidates should have an indepth understanding of the area which might not be sufficiently provided in 100-level and 200-level. **Sharon** wondered if such concern had been brought to faculty's attention or whether it was a concern for them. **Denise** said that it was not brought to their attention. She also mentioned that some other areas of concentration also have six credit hours of coursework in 100-level and 200-level such as literacy, math, and science. **Jill** thought that as a Committee, we should discuss the depth of the area of concentration in the Elementary program in the future. **Denise** shared that many years ago, the purpose of areas of concentration was to make candidates take 300-level or 400-level courses. Somehow we got away from that when the state mandated 120 credit hours, so we had to balance between the number of courses candidates need to take and the state requirements. **Alex** wondered why we kept art and drama in house compared with music that students needed to go to Jacobs School of Music. **Denise** believed that there was an arrangement between theatre and the School of Education at one point in time. We used to have a Secondary Theatre program. However, the Theatre Department no longer offers any methods courses. Sharon and Jill agreed that there should be a more deliberate review of areas of concentration, not just the visual arts program. Sharon suggested that we could put this issue under the topic of program review when talking with faculty.

The Committee voted unanimously to approve the Fine Art Concentration Proposal.

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Course Changes – EDUC-K344 and EDUC-K371

Jill explained the course change proposal for EDUC-K344 and EDUC-K371. The special education faculty has been reviewing their courses to make sure that the language is in tune with the current policies and language. The title and description have been updated to more accurately reflect current terminology used in the field of special education.

The Committee voted unanimously to approve the proposed course changes.

Submitted by Quynh Dang