

1. Overview

A. Provide a brief description of the new certificate.

The Certificate in Arts in Education is specifically designed for prospective preK-8 educators who wish to enhance their teaching practices by developing the necessary skills to use the arts throughout the curriculum. By weaving the principles and practices of the arts and other disciplinary curricula together, teachers can create rich and engaging environments that enhance student learning by capitalizing on the critical thinking, communication, collaboration, and creativity inherent in the arts and arts experiences.

B. This proposed certificate (check one):

- Is cross disciplinary; or
- Is certified by a professional or accredited organization/governmental agency; or,
- Clearly leads to advanced specialization in a field; or,
- Is granted to a program that does not currently have a major.

C. Why should this be a certificate rather than a concentration or a minor?

This is a cross disciplinary certificate designed to provide preK-8 educators with enhanced skills for their teaching practice. It is designed to provide skills from multiple disciplines rather than a concentration or minor specialization in one area of the arts.

D. Affiliation

If the certificate program is affiliated with a degree program, include a brief statement of how it will complement the program. If it is not affiliated with a degree program, incorporate a statement as to how it will provide an opportunity for a student to gain knowledge or skills not already available at ASU.

The Certificate in Arts in Education is not affiliated with a degree program. It will complement the BAE in Elementary Education, the BAE in Early Childhood and Early Childhood Special Education, or other degrees in education by allowing prospective teachers to develop confidence in their own arts abilities as well as the skills to use the arts in various educational contexts to benefit learners of all types.

E. Demand

Explain the need for the new certificate (e.g., market demand, interdisciplinary considerations).

We believe that teachers who use arts in authentic and meaningful ways in their practices provide richer and more complex learning opportunities for all students. This thinking is consistent with national initiatives in the Common Core Standards and 21st Century Learning Skills. For example, the current documentation for the Common Core State Standards for English Language Arts and Literacy/Social Studies, Science, and Technical Subjects suggests that grades K-5 "classroom teachers can infuse the English language arts block with rich, age-appropriate content knowledge and vocabulary in history/social studies, science, and the arts" (CCSI ELA Standards, p. 33), and that at Grade 6 students should be able to "include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information" (CCSI ELA Standards, p. 49). Further, the "Learning and Innovation Skills"--critical thinking, communication, collaboration, and creativity--outlined in the Framework for 21st Century Learning are dispositions inherent in authentic arts experiences.

The faculty of the Herberger Institute have long been committed to providing a menu of courses to assist future and current educators in the development of knowledge and abilities to include arts experiences in their teaching practices. The Herberger Institute faculty have developed a group of courses specific to the purposes outlined in this proposal. The arts education faculty have recently revised upper-division courses designed specifically for future teachers. They have also participated in the Mary Lou Fulton Teacher's College Teaching Foundations Project initiative, in which they designed new lower division arts courses to provide Mary Lou Fulton Teacher's College and other ASU students with rigorous arts course work. The Herberger Institute arts education faculty report that elementary education and early childhood education students seek arts coursework to assist with their future teaching careers, and recent graduates have indicated an interest in pursuing this certificate to enhance their teaching.

- F. Projected enrollment
What are enrollment projections for the first three years?

	1st Year	2nd Year (Yr. 1 continuing + new entering)	3rd Year (Yr. 1 & 2 continuing + new entering)
Number of Students (Headcount)	7	15	20

2. Support and Impact

- A. Faculty governance
Provide a supporting letter from the chair of the academic unit verifying that the proposed certificate has received faculty approval through appropriate governance procedures in the unit and that the unit has the resources to support the certificate as presented in the proposal, without impacting core program resources.
See attached letter.
- B. Other related programs
Identify other related ASU programs and outline how the new certificate will complement these existing ASU programs. (If applicable, statements of support from potentially-affected academic unit administrators need to be included with this proposal submission.)
See attached letters from the Mary Lou Fulton Teachers College and the New College.
- C. Letter(s) of support
Provide a supporting letter from each college/school dean from which individual courses are taken.
See attached letter from Michael Underhill.

3. Academic Curriculum and Requirements

- A. Knowledge, competencies, and skills
List the knowledge, competencies, and skills (learning outcomes) students should have when they complete this proposed certificate. Examples of program learning outcomes can be found at (<http://www.asu.edu/oue/assessment.html>).
- Students completing the Certificate in Arts in Education will be able to:
- Measure 1: Graduates will demonstrate an understanding of how the arts can help themselves and others relate to the world, to current events, and to people and cultures different from themselves.
- Performance 1.1: At least 80% of students will earn a grade of B or better in the final project or exam in a lower division Arts in Education Core class (ART 110, ARA 294, FMP 222, MUS 210-214, THP 212)
- Measure 2: Graduates will expand their knowledge of the arts and their place in human experience and construct meaning and connections between the arts and all core subjects, and be able to explain rationales for the use of arts in education and learning.
- Performance 2.1: At least 80% of students will earn a grade of B or better in the final project or exam in a second lower division Arts in Education Core class (Art 110, ARA 294, FMP 222, MUS 210-214, THP 212)
- Measure 3: Graduates will develop a personal orientation to visual arts, dance, film, music or theatre, to the expressive qualities of the arts, and to the places and uses of the arts in contemporary society, and will develop awareness of resources available to support learning in and through the arts.
- Measure 3.1: At least 80% of students will earn a grade of B or better in the final project or exam in their Arts Elective course(s).

B. Admissions criteria

List the admissions criteria for the proposed certificate. If they are identical to the admission criteria for the existing major and degree program under which this certificate will be established, please note that here.

While the certificate is designed to provide preK-8 educators with enhanced skills for their teaching practice, it is open to anyone interested in learning about how to create rich and engaging environments that enhance student learning by capitalizing on the critical thinking, communication, collaboration, and creativity inherent in the arts and arts experiences.

C. Curricular structure

Provide the curricular structure for this certificate. Be specific in listing required courses and specify the total minimum number of hours required for the certificate.

Required certificate courses

Prefix	Number	Title	Is this a new Course?	Credit Hours
		Choose 2 courses from the lower division Arts Education Core course list	No	6
		Choose 3 from the upper division Arts Education Core course list	No	9
			(Select one)	
			(Select one)	
			<i>Section sub-total:</i>	

Elective certificate courses

Prefix	Number	Title	Is this a new Course?	Credit Hours
		Choose 1 from the upper division Arts Elective course list	(Select one)	3
			(Select one)	
			(Select one)	
			(Select one)	
			(Select one)	
			<i>Section sub-total:</i>	

Other certificate requirements

E.g. – Capstone experience, internship, clinical requirements, field studies, foreign language skills as applicable

Credit Hours

Section sub-total:

18

Total minimum credit hours required for certificate

D. Minimum residency requirement

How many hours of the certificate must be ASU credit?

12 hours of upper division coursework must be completed at ASU.

E. New Courses

Provide a brief course description for each new course.

ARA 218 Art and Visual Learning (received approval April 25, 2013)

This course begins and concludes with assignments requiring students to interpret artworks, using Terry Barrett's interpretation model (subject + medium + contexts = meaning). The course addresses how various cultural contexts (time, place, function, purpose, and exhibition) affect what an artist makes and how viewers experience art. Several course sessions introduce broad themes in art history through time and across cultures: Indigenous and Religious Traditions, Traditions to Maintain Power and Revolutionary Traditions, and Modernist Individualism and Postmodern Trends. Early in the course students identify ideas they use to understand art. Another assignment asks students to compare their experiences of original artworks with reproductions. A major portion of the course guides students to explore visual elements as they appear in artworks and asks students to reflect on how those elements affect the aesthetic impact and expressiveness of particular artworks.

Note: All new required courses should be submitted in Curriculum Changemaker and ready for Provost's Office approval before this certificate is put on Curriculum and Academic Programs Committee (CAPC) agenda.

4. Administration and Resources

A. Administration

How will the proposed certificate be administered (including admissions, student advisement, retention, etc.)?

There are no admission requirements. Students wishing to pursue the certificate would meet with a Herberger Institute advisor who will place the certificate plan code on the student record. The Herberger Institute Office of Student Success will monitor progress and advise students as they progress to completion of the certificate.

B. Enrollment projections

What are enrollment projections for the next three years?

	1st Year	2nd Year (Yr. 1 continuing + new entering)	3rd Year (Yr. 1 & 2 continuing + new entering)
Number of Students (Headcount)	7	15	20

C. Resources

What are the resource implications for the proposed certificate, including any projected budget needs? Will new books, library holdings, equipment, laboratory space and/or personnel be required now or in the future? If multiple units/programs will collaborate in offering this certificate please discuss the resource contribution of each participating program. Letters of support must be included from all academic units that will commit resources to this certificate.

No new resources are necessary

D. Primary Faculty

List the primary faculty participants regarding this proposed certificate. For interdisciplinary certificates, please include the relevant names of faculty members from across the University.

Name	Title	Area(s) of Specialization as they relate to proposed certificate
Bernard Young	Professor	Art
Mary Ericson	Professor	Art
Mary Stokrocki	Professor	Art
Johnny Saldana	Professor	Film, Dance and Theatre
Stephani Woodson	Associate Professor	Film, Dance and Theatre
Pamela Sterling	Associate Professor	Film, Dance and Theatre
Erika Hughes	Assistant Professor	Film, Dance and Theatre
Becky Dyer	Associate Professor	Film, Dance and Theatre
Sandra Stauffer	Professor	Music
Marg Schmidt	Associate Professor	Music
Evan Tobias	Assistant Professor	Music

5. Additional Materials

- A. Complete and attach the Appendix document.
- B. Provide one or more model programs of study (if appropriate).
- C. Attach other information that will be useful to the review committees and the Office of the Provost.

APPENDIX

OPERATIONAL INFORMATION FOR UNDERGRADUATE CERTIFICATES

(This information is used to populate the Degree Search/catalog website.

Please consider the student audience in creating your text.)

**A. Proposed Certificate Name:
Certificate in Arts in Education**

B. Description (150 words maximum)

The certificate in arts in education is specifically designed for prospective preK-8 educators who wish to enhance their teaching practices by developing the necessary skills to use the arts throughout the curriculum. By weaving the principles and practices of the arts and other disciplinary curricula together, teachers can create rich and engaging environments that enhance student learning by capitalizing on the critical thinking, communication, collaboration, and creativity inherent in the arts and arts experiences.

C. Contact and Support Information

Building Name, code and room number: (<i>Search ASU map</i>)	CDS 101
Program office telephone number: (<i>i.e. 480/965-2100</i>)	480/965-4495
Program Email Address:	HerbergerAdmissions@asu.edu
Program Website Address:	http://herbergerinstitute.asu.edu

D. Program Requirements: Provide applicable information regarding the program such as curricular restrictions or requirements, specific course lists, or academic retention requirements.

The certificate in arts in education requires 18 credit hours (12 upper division).

Arts Education Lower Division Core (choose two courses from this list):

- ART 110 Drawing as Seeing and Thinking, HU (3)
- ARA 195 Art in My World, HU (3)
- ARA 218 Art and Visual Learning, HU (3)
- FMP 222 Education in Film, L (3)
- MUS 210 The Arts Around Us, HU (3)
- MUS 211 Dance, Music and Meaning, HU (3)
- MUS 212 Music, Meaning and Imagination, HU (3)
- MUS 213 Critical Thinking in the Arts, HU (3)
- MUS 214 Art, Music, Learning, HU (3)
- THP 212 Puppetry with Children (3)

Arts Education Core Upper Division (choose three courses from this list):

- ARA 311 Art Appreciation and Human Development, HU (3)
- ARE 301 Studio Art and Human Development (3)
- DCE 350 Dance in the Classroom: Learning through Movement, HU (3)
- MUE 310 Music in Early Childhood, HU (3)
- MUE 311 Music in the Lives of Children and Youth, HU (3)
- THP 311 Creative Drama with Youth, L (3)

Arts Elective Course List (choose three credit hours from this list*):

- ARS 300 Introduction to Art, HU (may receive credit for ARS 100 or 300) (3)
- DCE 300 Moving Histories, HU (3)
- DCE 301 Meaning in Motion, L or HU (3)
- DCE 303 The Body Condition(ed), SB (3)
- DCE 402 Ethnography of Dance Practices, (L or HU) & G (3)
- DCE 404 Dance and Ethics (3)
- DCE 405 Rhetorical Moves, L or HU (3)
- MUP 442 Instrumental Ensembles (1-2)
- MUP 443 Choral Ensembles (1-2)
- MUP 450 Choral Union (1-2)
- MUP 455 Men's Chorus (1-2)
- MUP 457 Women's Chorus (1-2)

MUP 489 Ethnomusicology Ensembles (1)
MUP 494 Concert Band (1-2)
MUP 494 Barrett Choir (1-2)
MUS 494 Urban Dance Music Ensemble (1)
MUS 340 Music for the Concert Hall, Stage and Screen, HU & H (3)
MUS 347 Jazz in America, HU & C (3)
MUS 354 Jazz Giants, HU (3)
MUS 355 American Music, HU & C & H (3)
MUS 356 Broadway and the American Musical, HU (3)
MUS 362 Rap Music and Hip Hop Culture, HU & C (3)
THE 322 Theatre History and Culture, HU & H (3)
THP 411 Methods of Teaching Drama (3)
THP 482 Theatre for Social Change, C (3)

*Some courses are less than three hours and may be repeated for credit.

E. **Additional Admission Requirements** If applicable list any admission requirements (freshman and/or transfer) that are higher than and/or in addition to the university minimum undergraduate admission requirements.)
None

F. **Delivery/Campus Information Delivery:** On-campus only (ground courses and/or iCourses)

Note: Once students elect a campus or On-line option, students will not be able to move back and forth between the on-campus and the ASU Online options. Approval from the Office of the Provost and Philip Regier (Executive Vice Provost and Dean) is required to offer programs through ASU Online.

G. **Campus/Locations:**

Indicate all locations where this program will be offered.

Downtown Phoenix Polytechnic Tempe West Other:



Memorandum

Date: September 13, 2013

To: Elizabeth D. Phillips, Executive Vice President and Provost of the University

From: Michael Underhill, Interim Dean of the Herberger Institute for Design and the Arts

Re: Certificate in Arts in Education

I have reviewed the attached proposal requesting the establishment of a new Certificate in Arts in Education in the Herberger Institute for Design and the Arts.

This cross disciplinary certificate is designed to provide preK-8 educators with enhanced skills for their teaching practice so that they can use arts in authentic and meaningful ways in their practices to provide richer and more complex learning opportunities for all students. It is designed to provide skills from multiple disciplines rather than a concentration or minor specialization in one area of the arts.

The Herberger Institute Undergraduate Curriculum Committee reviewed the proposal and it has their unanimous support.

My signature on the proposal indicates my support and approval for the establishment of this new degree.

September 11, 2013

To Whom It May Concern:

Mary Lou Fulton Teachers College Division of Teacher Preparation supports the development of the Certificate of Arts in Education.

Respectfully,



Elizabeth R. Hinde, Ph.D
Associate Professor and Director
Division of Teacher Preparation
Mary Lou Fulton Teachers College

September 16, 2013

Heather Landes
Associate Dean and Interim Director, School of Music
Herberger Inst Design & Arts
Arizona State University
Mail Code: 2102

The School of Humanities, Arts, and Cultural Studies strongly endorses Herberger's proposal to implement an Arts in Education certificate. Herberger has the faculty strength in the area to offer an attractive certificate, and the certificate itself would seem to be a much-needed addition to the current set of programs offered by the College.

Sincerely,



Dan Bivona
Interim Director
School of Humanities, Arts, and Cultural Studies
Arizona State University