

THE UNIVERSITY OF ALABAMA

Course Inventory

Date 10/13/17 Department ESPHMC College Education

PROPOSAL TO OFFER A NEW COURSE, CHANGE AN EXISTING COURSE; OR DELETE AN EXISTING COURSE

(Please attach a copy of course syllabus for Office of Academic Affairs)

Course No. BER 637

Add Change Inactivate

Type of modification:

Title _____ Description _____ Credit hours _____

Type _____ Grade _____

Number _____ Old _____
New _____

Classification of Instructional Programs (CIP) # _____

Title Arts-Based Research

Short Title (30 characters or less) _____

FILL IN ALL REMAINING PARTS FOR A NEW COURSE, BUT MARK ONLY THE APPLICABLE PORTIONS FOR CHANGES TO AN EXISTING COURSE.

DESCRIPTION:

This course considers both the historical and current landscape of arts-based research and its place
place in/against the field of qualitative research. Further, it engages students in readings that span the breadth
of arts-based research practices, while cultivating opportunities for students to become arts-based research practitioners.

1. Credit Hours 3

2. Prerequisites BER 631 or equivalent

3. Corequisites _____

4. Cross Listed (Equivalent Courses) _____

Cross listed courses refer to the same course offered at the same level by different departments at the same time in the same room.

5. Slash Listed (Equivalent Courses) _____

Slash listed courses refer to the courses offered by the same department at different levels.

„Please note policy regarding slash listing of courses for undergraduate and graduate credit on reverse side of this page. Attach separate forms for graduate and undergraduate slash-listed courses, and ensure that the cata- log descriptions and course requirements reflect the graduate/undergraduate differentiation.

6. Mark one of the following course grading patterns:

(a) Letter grade _____

(b) Pass/fail _____

7. Indicate one of the following types of instruction:

(a) Seminar _____ (b) Lecture _____

(c) Independent Study _____ (d) Laboratory _____

(e) Thesis/Dissertation _____ (f) Field Experience _____

(g) Recitation/Discussion/Quiz _____ (h) Lecture/Laboratory _____

(i) Activity/Performance/Studio _____ (j) Clinic _____

(k) Research _____ (l) Online _____

(m) Blended _____ (n) Lec w/Recitation/
Discussion/Quiz _____

8. Attributes

(a) Service Learning _____

(b) Honors _____

9. If this is a change for an existing course, indicate the nature of the change, and whether substantive changes have been made in either course content or requirements, and list programs that might be affected by the change.

10. Maximum Repeat: 3 (Total number of credit hours; not total number of times)

11. If the content of this course might overlap with other existing courses, describe your efforts to consult other departments about potential course duplication.

Department Head: _____ 10/13/17

Signature

Date

**COLLEGE OF EDUCATION
NEW COURSE PROPOSAL FORM**

COURSE NUMBER/NAME BER 637: Arts-Based Research

- A. Complete the University of Alabama *Course Inventory* form and attach it as the cover page to this request.
- B. Attach a syllabus for the course which includes:
1. Course number, title and number of credit hours
 2. Catalog course description, including all prerequisites.
 3. Course goals and specific educational objectives for each major instructional unit.
 4. Required text(s) and/or readings.
 5. Description of required clinical experiences and assignments, if appropriate.
 6. Description of assignments.
 7. Number and nature of examinations, including policy for make-up tests.
 8. Grading procedures for tests and assignments.
 9. Procedures for determining final grades.
 10. Attendance policy.
 11. Policy on academic misconduct.
 12. Policy on reasonable accommodation.
 13. Course bibliography, if appropriate.

C. Provide the following information for review by the Department Head.

1. Describe the rationale for the course.

How do we come to inquire differently in and through our research?

The possibilities in/of artistic expression and inquiry move many researchers to consider and systematically explore human experience through the modalities of visual arts, poetry, music, dance, fiction, performance, new media, and endless others. Arts-based research, then, creates spaces for researchers to think outside of written language (or normative research practices) and to inquire and make meaning through a more embodied artistic practice. This course considers both the historical and current landscape of arts-based research and its place in/against the field of qualitative research. Further, it engages students in readings that span the breadth of arts-based research practices, while cultivating opportunities for students to become arts-based research practitioners.

2. Name the proposer of the course and any other faculty who are qualified to teach the course. Describe any specific qualifications and capabilities an individual must have to teach this course.

Kelly W. Guyotte, Ph.D., is a member of the qualitative research faculty and is a trained research methodologist. She has experience designing, conducting, and writing about arts-based research and has a Ph.D. in Art/Art Education. She has

visual arts studio experience and has taught various two-dimensional and three-dimensional visual art courses. In order to teach this course, qualified individuals should have concentrated training in at least one fine arts discipline, have foundational understanding of arts-based research as a field, understand the theoretical underpinnings of approaches to arts-based research, know how arts-based research is evaluated, possess knowledge about various arts-based research methods, and understands the various ways in which the writing and (re)presentation of arts-based research have been taken up.

3. Indicate the programs(s) of study, majors (s), and/or minors, or other general curriculum in which this course will be included.

Program(s): Educational Research

Major(s): PhDs in Educational Research, Social and Cultural Foundations, and any other majors in the College of Education and across the University in which arts-based inquiry might be conducted. This includes MFA students in the College of Arts and Sciences.

Minor(s): Any student getting a Qualitative Research Certificate

4. Indicate how frequently and during which semesters the class will be offered.

This course will be offered every two years during fall semester

5. If a fee will be charged for the course, indicate the amount of the fee and describe how the fee will be used.

A \$5 fee will be charged. This money will support the purchase of art supplies for student journaling and student facilitation assignments.

6. Describe the system of evaluation that will be used to determine whether the course should continue to be offered in the future. Discuss the types of data that will be collected and the procedures that will be used to determine the effectiveness of the course.

This course will be evaluated according to three criteria: 1) Student enrollment, 2) Student feedback; and 3) Continued relevance to the College and the broader field of qualitative inquiry. Enrollment data will be kept by the instructor and both informal and formal evaluations by the student will be considered upon the completion of the course to ensure the course is meeting the needs of the enrolled students. The instructor will be responsible for keeping a pulse on the College and the broader field as a means of making sure the course evolves with these

fluid cultures. Readings should be consistently assessed with these entities in mind so that they are up-to-date with current dialogues and debates.

D. Provide the following information for review by the Department Head and the Dean:

1. Describe the resources that will be needed to support the course (e.g., allocation of faculty, space, equipment, library materials, computers, travel, consultant honoraria, and/or other needs). Also, indicate how these needs will be met (e.g., course deletion and reallocation of faculty load).

To support this course, one faculty member will be needed as instructor of record every two years during Fall semester in addition to classroom space. With the addition of a new faculty member in the Qualitative Research specialization in Fall 2016, there is a need for additional courses to be taught per each instructor's load. Therefore, there is space in the course offerings for a faculty member to take on this course responsibility while not taking away from current course offerings.

RECOMMEND FOR APPROVAL:



Department Head

10/18/17

(date)

E. Provide the following information for review by the Curriculum Committee:

1. New Course Proposal Form with required signatures
2. List other courses, if any, which duplicate content to be covered in the proposed course and describe discussion with the faculty in the units offering those courses regarding the need for/appropriateness of the course duplication.

N/A

3. Describe the impact this course will have on other courses and programs of study (e.g., enrollments, course substitutions, course deletions, and total program hours).

This course will have a positive impact on the Qualitative Research specialization as it expands the course offerings and is a possible substitution for another course in the Qualitative Research Certificate plan of study. It will also offer an opportunity for students to take preliminary knowledge on arts-based research attained in the introductory qualitative inquiry course and explore it in-depth. It is not expected to have a negative impact on the enrollment of other qualitative inquiry courses.

4. If the course will be cross-listed with another department, attach a written statement from the appropriate department/area head(s) that the materials submitted are required by all departments/areas involved in teaching the course.

N/A

5. Describe how this course will meet specific curricular requirements in the College (e.g., infusion of multiculturalism across the curriculum, inclusion of special needs across the curriculum).

This course will provide methodological knowledge, practical and theoretical, to students interested in using arts-based inquiry for their dissertations and other research studies. Further, inherent in the course is a focus on researcher reflexivity which directly relates to the Conceptual Framework Disposition of "Reflective Stance on Professional Practice."

RECOMMEND FOR APPROVAL: _____
Chair, Curriculum Committee (date)

APPROVED _____
Dean (date)

BER 637

Arts-Based Research

Fall 2016 | 3 hours

Mondays, 5:00-7:50 pm

Location: 352A ten Hoor Hall

Instructor: Dr. Kelly W. Guyotte

Email: kwguyotte@ua.edu

Department of Educational Studies in Psychology, Research Methodology, & Counseling

Office: 306E Carmichael Hall

Office Phone: (205) 348-6878

Office Hours: Mondays 10:00-12:00 & by appointment

Course Description:

How do we come to inquire differently in and through our research?

The possibilities in/of artistic expression and inquiry move many researchers to consider and systematically explore human experience through the modalities of visual arts, poetry, music, dance, fiction, performance, new media, and endless others. Arts-based research, then, creates spaces for researchers to think outside of written language (or normative research practices) and to inquire and make meaning through a more embodied artistic practice. This course considers both the historical and current landscape of arts-based research and its place in/against the field of qualitative research. Further, it engages students in readings that span the breadth of arts-based research practices, while cultivating opportunities for students to become arts-based research practitioners.

Course Objectives:

As a learner in this course, you will...

- Examine the complex nature of arts-based research and its genealogy
- Identify and investigate ethical issues and dilemmas surrounding the process of arts-based research
- Understand how theoretical, ontological, and epistemological frameworks shape the processes and products of arts-based research
- Explore the constraints and affordances of arts-based research as a whole and specific modes of expression
- Critically examine and dialogue about exemplars of arts-based research
- Engage in and with a variety of arts-based research practices
- Conceptualize and “perform” an arts-based research inquiry

Student Learning Outcomes:

In this course, you will learn...

- the theoretical and practice-based foundations of arts-based research
- how to design, theorize, and implement an arts-based research project
- various methods for engaging in and (re)presenting arts-based research

- how to be a reflexive arts-based researcher
- ethical implications for doing arts-based research
- how to critically analyze and evaluate arts-based work

Required Texts:

Barone, T., & Eisner, E. (2012). *Arts based research*. Los Angeles: Sage Publications.
 Cahnmann-Taylor, M., & Siegesmund, R. (2018). *Arts-based research in education: Foundations for practice (2nd ed.)*. New York, NY: Routledge.
 Sousanis, N. (2015). *Unflattening*. Cambridge, MA: Harvard University Press.

Supplies:

- 8.5x11 Blank Hardcover Sketchbook/Unlined Journal (preferably bound)
- Other supplies as desired

Conduct, Policies, & Procedures:

Classroom Culture: This course will be dialogic in nature. You should feel free to engage in an open expression of ideas and should demonstrate an openness to the expression of your colleagues. It is expected that students will bring differences of experiences and opinions to the class context, and I believe that communicating these differences contributes to a valuable space of learning. In other words, we need to be respectful of one another, no matter how strongly we may disagree. You are encouraged to not only take advantage of these opportunities to reflect on your own work, but also to learn from the information and ideas shared by other students.

Further, please be mindful in your class participation by not unfairly dominating discussions. My goal is to create a psychologically safe space in which everyone feels that they can participate and contribute.

The University of Alabama is committed to an ethical, inclusive community defined by respect and civility. The UAct website (www.ua.edu/uact) provides a list of reporting channels that can be used to report incidences of illegal discrimination, harassment, sexual assault, sexual violence, retaliation, threat assessment or fraud.

Attendance Policy: Prompt and regular attendance is expected. Students are permitted *one (1)* absence, regardless of reason. Missing **two (2)** class meetings results in completing a final exam paper, the topic of which will be made available during week 12 of the semester. **You are responsible for contacting me to get the paper topic.** Failure to complete the final exam paper will result in the deduction of 5 points from your final grade. Missing **three (3) or more** classes will result in the deduction of 10 points from your final grade, dropping it one letter grade. **Arriving late or leaving early counts as missing a class.** Please email me or see me privately if you have a conflict with a scheduled class meeting.

Class Interruption Policy: Cell phones should be turned off during class. Browsing the internet, social networking, tweeting, checking email, instant messaging, texting, or other forms of distraction are not permitted.

Originality Policy: All work submitted for this course is expected to be original and properly cited according to APA guidelines. Further, work completed for other courses cannot be submitted for this course.

Statement on Disability Accommodations:

Contact the Office of Disability Services (ODS) as detailed in the Online Catalog. The Office of Disability Services (ODS) is the central contact point for UA students with disabilities. The goal of ODS is to ensure that University programs and services are accessible to qualified students with disabilities. For student who may require their services more information is available at <http://ods.ua.edu>. ODS is located at 1000 Houser Hall and their phone number is 348-4285 (voice) or 348-3081 (TTY).

Academic Integrity:

Students are expected to be familiar with and adhere to the official Code of Academic Conduct provided in the Online Catalog (<https://catalog.ua.edu>).

All students in attendance at The University of Alabama are expected to be honorable and observe standards of conduct appropriate to a community of scholars. Academic misconduct by students includes all acts of dishonesty in any academically related matter and any knowing or intentional help or attempt to help, or conspiracy to help, another student commit an act of academic dishonesty. Academic dishonesty includes, but is not limited to, the following acts, when performed in any type of academic or academically related matter, exercise or activity:

- Cheating: Using or attempting to use unauthorized materials, information, study aids or computer-related information.
- Plagiarism: Representing the words, data, works, ideas, computer programs or output, or anything not generated in an authorized fashion, as one's own.
- Fabrication: Presenting as genuine, any invented or falsified citation or material.
- Misrepresentation: Falsifying, altering or misstating the contents of documents or other materials related to academic matters, including schedules, prerequisites and transcripts.

Statement on Academic Work Duplication:

Any submission of academic work designed to meet the requirements of a particular credit-bearing course is assumed to be work completed for that course and only that course; the same material submission, or material that is substantially similar, may not be used to meet the requirements of another course. Any violation of this rule may result in a referral to the Associate Dean for Student Services and Certification for disciplinary action.

Assignments:

Please complete reading and written assignments by the due date. **Late submissions will not be accepted.** In extenuating/emergency circumstances, please contact me to schedule a meeting in order to negotiate a possible extension. Extensions may be granted on a case-by-case basis at my discretion.

It is important that written assignments reflect a thoughtful attention to both content and quality. Additionally, all assignments should meet the standards of APA Style including 12-point font size, Times New Roman, 1-inch margins, and proper citations and references. Electronic submissions should be saved as Word documents (.doc or .docx) or as a .pdf for image-based files in the following format:

last name_first initial_assignmentname.doc (i.e. Guyotte_K_ResearchProposal.doc)

*Note: All rubrics for the following assignments will be provided separately.

Assignment #1: Visual Journal/Research Notebook

Throughout the semester, you will be responsible for keeping a visual journal/researcher notebook. We will use these often during class so please bring them to each meeting. In these journals, you will document your thinking, respond to prompts, work through various artistic media, and experiment with/in new artful modalities. Risk taking, exploration, and even 'mistakes' are expected and encouraged.

In lieu of online postings, you will also be responsible for completing at least one visual journal/research notebook entry outside of class each week with a total of 12 entries as indicated on the course schedule. These entries should speak to the readings and weekly topics as well as to your ongoing arts-based inquiries. The entry may be completed in any artful medium as long as it can be documented on paper, photograph, audio, or video. Please provide the Entry # for outside of class entries on the journal page.

Every entry completed in and outside of class will need to be scanned (high quality, color, no cropping), photographed, or otherwise uploaded to Blackboard by the three visual journal check dates below. Visual journals will *not* be assessed according to artistic ability, rather the focus will be on thoughtful engagement with course content and inquiry process. Please save all the entries completed for each check to one .doc, .pdf, or .jpeg document and named according to the electronic submission requirements above.

Dates:

Visual Journal Check #1	Tuesday, September 27 th by 11:59 pm
Visual Journal Check #2	Tuesday, October 25 th by 11:59 pm
Visual Journal Check #3	Thursday, December 1 st by 11:59 pm

Assignment #2: Arts-Based Text/Practice Facilitation

Alone or with a partner, you will be responsible for 1) selecting a scholarly article or book chapter that focuses on an interesting genre of arts-based research and leading the class in a brief discussion of this text; and 2) creating a participatory lesson that engages the class with this arts-based practice. You will post the article on Blackboard at least one week prior to our class meeting (by midnight the Monday before) for your peers to access and read. During the facilitation, you will provide a one-page handout summarizing the article and containing questions to spark dialogue amongst your peers. You will also engage the class with the arts-based practice through an interactive component. Facilitations are expected to be 1 hour to 1 hour fifteen minutes in length.

Duration: 1 hour to 1 hour 15 minutes

Dates (you will sign-up the second week of class):

Monday, September 26 th	Weekly Topic: Visual Arts & A/r/tography
Monday, October 10 th	Weekly Topic: Gender, Dance, & the Body
Monday, October 17 th	Weekly Topic: Drama, Music, & Theater
Monday, October 31 st	Weekly Topic: Poetry
Monday, November 7 th	Weekly Topic: Any topic not already covered

Assignment #3: “Performing” Arts-Based Research

Throughout the semester, you will not only engage with the philosophies underlying arts-based research, you will also be expected to *do* an arts-based inquiry. As a class, we will determine a direction for this final “performance” early in the semester and you will be responsible for conceptualizing an inquiry through one or more arts-based genres (visual arts, drama/performance, dance, music, literature, poetry, etc.). The results of this performance will be exhibited/performed during the final night of class, Monday November 28th. Due to the complex nature of this assignment, it will be broken down into the following components: 1) proposal; 2) in-process critique; 3) final exhibit/performance; and 4) process reflection.

Proposal

A written proposal should explain what you plan to do for the final exhibit/performance and concisely detail the following: 1) the inquiry you are exploring; 2) relevant literature and theoretical grounding; 3) the significance for your/a field; 4) the strategy/method of arts-based research analysis; 5) a list of all the “materials” needed; 6) how the work will be performed/displayed in the gallery (including space, time, resources required).

Length: 3-5 pages written, double-spaced, excluding references. Sketches or other preparatory components should also be provided in the appendix.

Deadline: Tuesday, October 4th by 11:59 pm (submit via Blackboard)

In-Process Critique

You will present your in-process work to the class for discussion and feedback three weeks prior to the opening reception. Please prepare a 4-5-minute presentation discussing what you have completed and what you plan to do and bring 2-3 specific guiding questions that you would like your peers to focus upon when providing feedback. Critiques are opportunities to shape and sharpen your emerging work while it is in-process and can be a valuable part of the creation process. Your participation as a presenter and in providing feedback will comprise your grade.

Length: 4-5-minute presentation & 5 minutes for feedback

Deadline: Monday, November 7th (in class)

Final Exhibit/Performance

The final performative work will be exhibited and/or performed on the last evening of class. If a work of visual art is created, the piece must be on display in the gallery space

by noon, Monday November 28th and ready for public viewing. All technology should be in working order by this time. Performances should be appropriately rehearsed and all costumes and props must be ready for the opening night reception. You should have signage on display in the gallery, provide a 3-5-minute introduction to your arts-based inquiry, and dialogue about your work with those in attendance.

Length: 3-5-minute presentation; ongoing dialogue

Deadline: The opening reception is Monday, November 28th

Process Reflection

Finally, after opening night of the exhibit, you are expected to complete a final visual journal entry that thoughtfully and reflexively explores the process of engaging in/with your arts-based inquiry. The entry can be in any medium, though a written accompaniment explaining what is depicted is expected (i.e., on the back of the entry or typed in a Word document).

Length: One visual journal page or spread (or other appropriate arts-based format) not including the writing

Deadline: To be submitted with the final visual journal check on Thursday, December 1st (please make note of this entry as “Process Reflection”)

Grading Policy:

All students are required to complete the following assignments with the final grade based on the indicated grade distribution:

Assignment	Points
Visual Journal	30 points
Arts-Based Text/Practice Facilitation	15 points
Performing Arts-Based Research Proposal	10 points
Performing Arts-Based Research Critique	5 points
Performing Arts-Based Research Final	30 points
Process Reflection	5 points
Participation	<u>5 points</u>
Total	100 points

Letter grades will be determined according to the following scales:

A	90-100	C	70-79
B	80-89	F	Less than 70 is not passing

Mission of the College of Education:

Our mission at the Capstone College of Education is to be a leader in Alabama and across the nation in teaching, scholarship, advocacy, and service by developing professionals with pedagogic and disciplinary expertise who advance the intellectual and social conditions of all learners in a globalized society.

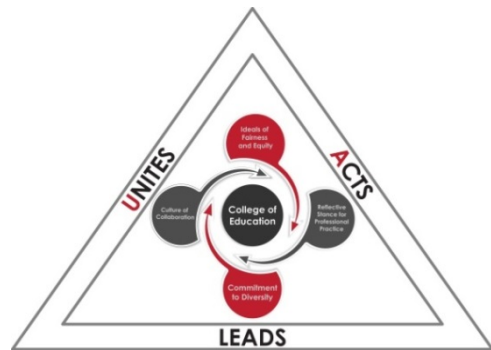
Vision of the College of Education:

The vision of the College of Education (COE) at The University of Alabama is to develop effective, ethical, and reflective professionals who advance the theme of the COE: Unite, Act, and Lead (UA Leads). This theme undergirds the four overarching ideals of the COE: Ideals of Fairness and Equity, Reflective Stance for Professional Practice, a Commitment to Diversity, and a Culture of Collaboration. The fulfillment of these ideals calls for a commitment to academic excellence and advocacy through active engagement with shifting social and cultural contexts and advanced technological developments that shape the construction, interpretation, and dissemination of knowledge.

UNITE with the larger community to collaboratively nurture cultural competence, empathy, and a vision of equity and justice for all learners;

ACT to develop the full potential of all learners to be excellent professionals in their field; and

LEAD through continuous research-based critical inquiry of policy and reflective practice to enable transformative change in our diverse local and global communities.



Through excellence in teaching, scholarship, advocacy, and service the COE will facilitate visibility and voice of education leaders beyond the classroom in support of democracy and social justice for all learners in our global society.

Dispositions:

We strive to create programs that emphasize Fairness and Equity, Reflective Stance for Professional Practice, a Commitment to Diversity, and a Culture of Collaboration.

CACREP Objectives:

The CACREP Objectives met in this course are:

- Understands qualitative designs and approaches to qualitative data analysis.
- Demonstrates the ability to formulate research questions appropriate for professional research and publication.
- Demonstrates the ability to create research designs appropriate to quantitative and qualitative research questions.
- Demonstrates professional writing skills necessary for journal and newsletter publication.

Severe Weather Guidelines:

The guiding principle at The University of Alabama is to promote the personal safety of our students, faculty and staff during severe weather events. It is impossible to develop policies which anticipate every weather-related emergency. These guidelines are intended to provide additional assistance for responding to severe weather on campus.

UA is a residential campus with many students living on or near campus. In general classes will remain in session until the National Weather Service issues safety warnings for the city of Tuscaloosa. Clearly, some students and faculty commute from adjacent counties. These counties may experience weather related problems not encountered in Tuscaloosa. Individuals should follow the advice of the National Weather Service for that area taking the necessary precautions to ensure personal safety. Whenever the National Weather Service and the Emergency Management Agency issue a warning, people in the path of the storm (tornado or severe thunderstorm) should take immediate life saving actions.

When West Alabama is under a severe weather advisory, conditions can change rapidly. It is imperative to get to where you can receive information from the [National Weather Service](#) and to follow the instructions provided. Personal safety should dictate the actions that faculty, staff and students take.

The Office of University Relations will disseminate the latest information regarding conditions on campus in the following ways:

- Weather advisory posted on the UA homepage
- Weather advisory sent out through UA Alerts to faculty, staff and students
- Weather advisory broadcast over WVUA at 90.7 FM
- Weather advisory broadcast over Alabama Public Radio (WUAL) at 91.5 FM
- Weather advisory broadcast over WVUA-TV/WUOA-TV, and on the website at <http://wvuatv.com/content/weather>. WVUA-TV Home Team Weather provides a free service you can subscribe to which allows you to receive weather warnings for Tuscaloosa via e-mail or cell phone. Check <http://wvuatv.com/content/free-email-weather-alerts> for more details and to sign up for weather alerts.

In the case of a tornado warning (tornado has been sighted or detected by radar; sirens activated), all university activities are automatically suspended, including all classes and laboratories. If you are in a building, please move immediately to the lowest level and toward the center of the building away from windows (interior classrooms, offices, or corridors) and remain there until the tornado warning has expired. Classes in session when the tornado warning is issued can resume immediately after the warning has expired at the discretion of the instructor. Classes that have not yet begun will resume 30 minutes after the tornado warning has expired provided at least half of the class period remains.

Statement on Religious Observances:

The University of Alabama respects the religious diversity of our academic community and recognizes the important of religious hold days and observances in the lives of our community members. For more information, please go to <http://provost.ua.edu/religious-observances.html>

Elasticity Statement:

Students will be given timely notice of any changes in the syllabus. Any special considerations (e.g., opportunities to earn extra credit) offered to a student shall be

available to all students in the class. *Adapted from The University of Alabama Faculty Handbook and Office of Academic Affairs.*