**Professional Education Program Proposal**

**Revisions to an Existing Program for Licensure**

Bachelor of Fine Arts in Art Education

Art Education Major

Grade Level Preparation K-12

School of Art

Fulbright College of Arts and Sciences

University of Arkansas, Fayetteville, AR

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**1. Rationale**

Since 2015, the student numbers in the B.F.A. program have continued to grow. The general growth of students pursuing a B.F.A. in Art is expected to continue based on the $120 million endowment from the Walton Family Charitable Support Foundation, Inc. to increase faculty, facilities, and support, and an additional $40 million from the Windgate Charitable Foundation to build new facilities for studio art with additional support from the University of Arkansas, Fayetteville, for all programs in the School of Art with the most support for Art Education and Art History. The B.F.A. in Art with a concentration in Art Education has nearly doubled since spring 2016. In 2016, 15 students of 40 in the B.F.A. in Art program were active B.F.A. students with a concentration in Art Education. As of spring 2018, there are 24 of 53 active students in the Art Education concentration. This growth and the recent endowment agreement to increase faculty and students, build community partnerships, focus on diversity and inclusion, and build M.A. and Ph.D. programs in Art Education, there is a need to establish Art Education as a separate major with more rigor and a stronger emphasis on diversity, inclusion, and community. The reconfigured degree in Art Education will prepare students to work in a diverse world enabling collaboration with disciplines across the university including but not limited to—History, African and African American Studies, The College of Education and Health Professions, Human Development and Family Studies, Political Science and Criminal Justice, Psychology, and Gender Studies. There is also an opportunity for students who prefer not to become art teachers in the traditional school system to choose the Community Practice concentration and attract students pursuing professional employment with community-based institutions such as Crystal Bridges Museum of American Art or other employers within the community outside of K-12 schools and as teaching artists. Most graduates with K-12 certification have acquired teaching positions at public and private schools, pursued graduate school, or work in museums and other community programs. With the new proposed coursework, there will be more curriculum content and opportunities for preservice teacher experiences with student participants in the community, Crystal Bridges Museum, and schools, as well as more content on diversity and inclusion theory and practice. The B.F.A. in Studio Art will become a separate degree maintaining the same coursework, requirements, and rigor as it also continues to expand, preparing students for careers in art-related fields and graduate school.

**2. Institutional Approval Process**

The institutional approval process began with the presentation to the School of Art faculty, Fulbright College Dean, University Teacher Education Board (UTEB), and the School of Art curriculum committee with approvals during the fall of 2017 semester. Please see the attached UTEB meeting minutes (See Appendix A). The program will be reviewed by the University Course and Program Committee, Registrar, Faculty Senate, and Vice Chancellor and hope to be approved by the spring of 2019 to begin the new program in the fall of 2019.

**3. Documentation of Revisions**

* 1. Changes to Curriculum
		1. Provide a copy of the current program of study indicating the proposed revisions.

If the program is imbedded in a baccalaureate degree, include the current eight semester degree plan indicating the proposed revisions. Include the number of hours required to complete the program.

Please see the table below indicating an eight-semester plan. The new courses are underlined with the additional description.

|  |  |
| --- | --- |
| **B.F.A. in Art with a Concentration in Art Education****Fall Semester 1**[ENGL 1013](http://catalog.uark.edu/search/?P=ENGL%201013) Composition I\* (3)[MATH 1203](http://catalog.uark.edu/search/?P=MATH%201203) College Algebra\* (3)[ARTS 1919C](http://catalog.uark.edu/search/?P=ARTS%201919C) Studio Foundation I (9)Total: 15 Credits | **B.F.A. in Art Education with a Concentration in K-12 Teaching****Fall Semester 1**[ENGL 1013](http://catalog.uark.edu/search/?P=ENGL%201013) Composition I\* (3)[MATH 1203](http://catalog.uark.edu/search/?P=MATH%201203) College Algebra\* (3)[ARTS 1919C](http://catalog.uark.edu/search/?P=ARTS%201919C) Studio Foundation I (9)Total: 15 Credits |
| **Spring Semester 2**[ENGL 1023](http://catalog.uark.edu/search/?P=ENGL%201023) Composition II\* (3)[ARTS 1929C](http://catalog.uark.edu/search/?P=ARTS%201929C) Studio Foundation II (9)1013 Elementary I World Language or higher (3)Total: 15 Credits | **Spring Semester 2**[ENGL 1023](http://catalog.uark.edu/search/?P=ENGL%201023) Composition II\* (3)[ARTS 1929C](http://catalog.uark.edu/search/?P=ARTS%201929C) Studio Foundation II (9)1013 Elementary I World Language or higher (3)Total: 15 Credits |
| **Fall Semester 3**ARTS Primary Studio Focus 1 (3)ARTS Secondary Studio Focus 11,2 (3)[ARHS 2913](http://catalog.uark.edu/search/?P=ARHS%202913) Art History Survey I\* or [ARHS 2923](http://catalog.uark.edu/search/?P=ARHS%202923) Art History Survey II\* (3)[CIED 1013](http://catalog.uark.edu/search/?P=CIED%201013) Introduction to Education (3)2003 Intermediate I world language (3)Total: 15 Credits | **Fall Semester 3**ARTS Focused Study Studio (3)ARTS Elective(exclusive of focused study studio) (3)[ARHS 2913](http://catalog.uark.edu/search/?P=ARHS%202913) Art History Survey I\* or [ARHS 2923](http://catalog.uark.edu/search/?P=ARHS%202923) Art History Survey II\* (3)ARED 1003 Introduction to Art Education (Modified from CIED 1003, Introduction to Education) (3)Description: This course covers foundational theories in art education, educational psychology, and philosophy. An 18-hour early field experience includes observation and participation in art classes in public schools and community settings.2003 Intermediate I world language (3)Obtain clearance through the Office of Teacher Education (clearance includes passing scores on basic skills assessments and cleared background checks).Total: 15 Credits |
| **Spring Semester 4**ARTS Primary Studio Focus 21,2 (3)ARTS Secondary Studio Focus 21,2 (3)[ARHS 2913](http://catalog.uark.edu/search/?P=ARHS%202913) Art History Survey I\* or [ARHS 2923](http://catalog.uark.edu/search/?P=ARHS%202923) Art History Survey II\* (3)[PSYC 2003](http://catalog.uark.edu/search/?P=PSYC%202003) General Psychology\* (3)[CIED 3023](http://catalog.uark.edu/search/?P=CIED%203023) Survey of Exceptionalities (3)Total: 15 Credits | **Spring Semester 4**ARTS Focused Study Studio (3)ARTS Elective (exclusive of focused study studio) (3)[ARHS 2913](http://catalog.uark.edu/search/?P=ARHS%202913) Art History Survey I\* or [ARHS 2923](http://catalog.uark.edu/search/?P=ARHS%202923) Art History Survey II\* (3)[PSYC 2003](http://catalog.uark.edu/search/?P=PSYC%202003) General Psychology\* (3)ARED 2003 Diversity, Pedagogy, and Visual Culture (3)(NOTE: This course extends goals from ARED 3613 Public School Art.)Description: The course covers the issues of diversity in art and visual culture education.Total: 15 Credits |
| **Fall Semester 5**ARTS Primary Studio Focus 31,2 (3)[ARED 3613](http://catalog.uark.edu/search/?P=ARED%203613) Public School Art I (3)Science, University/State Core Lecture with Corequisite Lab requirement\* (4)[COMM 1313](http://catalog.uark.edu/search/?P=COMM%201313) Public Speaking (3)[PHIL 2003](http://catalog.uark.edu/search/?P=PHIL%202003) Introduction to Philosophy\* (3)Total: 16 Credits | **Fall Semester 5**ARTS Focused Study Studio (3)ARED 3003 Curriculum Design and Teaching Practices in Art Education (3)(Note: This course combines goals from ARED 3643 and ARED 3653.) Description: This course covers contemporary art education theories and their implication to curriculum design. Students will discuss sociocultural learning theories in relation to the art-making process. Science, University/State Core Lecture with Corequisite Lab requirement\* (4)[COMM 1313](http://catalog.uark.edu/search/?P=COMM%201313) Public Speaking (3)[PHIL 2003](http://catalog.uark.edu/search/?P=PHIL%202003) Introduction to Philosophy\* (3)Total: 16 Credits |
| **Spring Semester 6**ARTS Primary Studio Focus 41,2 (3)[ARED 3653](http://catalog.uark.edu/search/?P=ARED%203653) Teaching Art in Secondary Schools (3)[ARHS 4933](http://catalog.uark.edu/search/?P=ARHS%204933) Contemporary Art (or) ARHS Art History Upper-Level Contemporary Art Elective (3)[CIED 3033](http://catalog.uark.edu/search/?P=CIED%203033) Classroom Learning Theory (3)Science University/state core lecture with corequisite lab requirement (4)Total: 16 Credits | **Spring Semester 6**ARTS Focused Study Studio (3)[CIED 3023](http://catalog.uark.edu/search/?P=CIED%203023) Survey of Exceptionalities(or) ARED 3013 Teaching Art to Special Populations (Service Learning Course) (3)Description: This course provides future artist educators with the current issues and practices teaching art to special needs students. It involves readings, observations, reflections, discussion, and extensive experience applying curriculum and contemporary pedagogy to art classroom inclusion practice with special needs students in a community-based setting. (20-30 hours of service learning)[ARHS 4933](http://catalog.uark.edu/search/?P=ARHS%204933) Contemporary Art(or) ARHS Art History Upper-Level Contemporary ARTS Elective (exclusive of focused study studio) (3)[CIED 3033](http://catalog.uark.edu/search/?P=CIED%203033) Classroom Learning Theory (3)Science University/state core lecture with corequisite lab requirement (4)Total: 16 Credits |
| **Fall Semester 7**ARTS Elective(exclusive of studio focus 1 or 2) (3)ARHS Art History Upper-level Elective or ARHS 4933 Contemporary Art1,2 (3)[ARED 3643](http://catalog.uark.edu/search/?P=ARED%203643) Teaching Art in Elementary Schools (Fa)1,2 (3)[ARTS 4923](http://catalog.uark.edu/search/?P=ARTS%204923) Professional Development (3)Social Science University/State Core (3)Total: 15 Credits | **Fall Semester 7**ARTS Elective(exclusive of focused study studio) (3)ARHS Art History Upper-level Elective or ARHS 4933 Contemporary Art1,2 (3)[ARED 4953 Art Education Elective](http://catalog.uark.edu/search/?P=ARED%203643) (Fa)1,2  (3)U.S. History University/state core requirement (3)Social Science University/State Core (3)Total: 15 Credits |
| **Spring Semester 8**ARTS Elective(exclusive of studio focus 1 and 2) (3)1 General Elective, as needed to total 120 hours;OR ARTS 4923 in the student's area of studio focus if still needed1, 2 (1-3)U.S. History University/state core requirement (3)Social Science University/State Core (3) [PHIL 4403](http://catalog.uark.edu/search/?P=PHIL%204403) Philosophy of Art (3)Total: 15 Credits | **Spring Semester 8**ARED 4003 Community Art (3)Description: The course covers community-based art theories, classroom learning theories, and instructional strategies. It is also a teaching practicum course for community outreach; thus, students will design curriculum, implement lesson plans, and organize a final exhibition. This course requires at least 24 hours of community teaching experience. ARTS Elective(exclusive of focused study studio) (3)Social Science University/State Core (3) [PHIL 4403](http://catalog.uark.edu/search/?P=PHIL%204403) Philosophy of Art (3)Total: 12 Credits |
| **Fall Semester 9**In addition to and after completion of the program listed above, for certification, the student must complete an additional 12 hours of Student Teaching in Art ([ARED 476V](http://catalog.uark.edu/search/?P=ARED%20476V)) .Total Required for Certification: 131 | **Fall Semester 9**ARED 4773 Professional Development (3)Description: In this course, students will reflect on their art education experiences and the roles of art educators in various educational settings. This capstone course prepares students for their professional careers in K-12 schools and community settings through journaling, discussions, and teaching portfolio review.ARED 476V Internship (3-9)Total: 12 CreditsTotal Units in sequence: 131 |

\* University/State Core Requirements. NOTE: Students completing the Bachelor of Fine Arts may substitute ARHS 2913 and ARHS 2923 to satisfy the content covered in the Fine Arts University/State Core requirement.

1. Meets 40-hour advanced credit hour requirement. See College Academic Regulations.

2. Meets 24-hour rule (24 hours of 3000-4000 level courses in Fulbright College), in addition to meeting the 40-hour rule. See College Academic Regulations.

NOTE: For K-12 Arkansas Art Certification, the student must complete the necessary Praxis II exams and Online Professional Development required by the Arkansas Department of Education (prior or concurrent with enrollment in ARED 476V).

* + 1. Provide a revised curriculum matrix that shows course alignment with the **current** corresponding Arkansas Educator Competencies for the content area or category of licensure, if applicable.

 Please see attached the curriculum matrix. **See Appendix B**

* + 1. Provide the appropriate revised standards alignment **matrix** (Arkansas Teaching Standards for first-time licensure programs and Standards for School Administrators in Arkansas for administration licensure programs) showing alignment of the program’s prescribed professional education courses and experiences with the appropriate standards, if applicable.

Please see attached the standards alignment matrix. **See Appendix C**

* + 1. Provide the appropriate revised evaluation **matrix** that shows alignment of the program’s prescribed professional education courses and experiences with the current corresponding TESS or LEADS standards (TESS for classroom teachers, TESS for specialty areas, or **LEADS**), if applicable.

 Please see attached the evaluation matrix. **See Appendix D**

* + 1. Provide syllabi which include course descriptions for all new or revised professional education courses prescribed in the revised program and for new or revised content courses listed on the submitted curriculum matrix.
			- Syllabi for professional education courses in educator preparation programs for first-time licensure should link each learning objectives to its corresponding Arkansas Teaching Standard and the **Teacher Excellence Support System (TESS)**. This connection between objective and standard should occur directly on the syllabus itself.

Please see attached syllabi that contain learning objectives linked to state standards/competencies for licensure in K-12 art education. **See Appendix E**

* + - * Syllabi should include a description of methods/assessments used to determine whether or not a candidate has successfully met the learning objectives.

Please see attached syllabi that contain descriptions of methods/assessments. **See Appendix E**

* + 1. Indicate any changes to common assessments throughout the program, including any changes to when state mandated assessments are required. Provide samples and scoring rubrics for any new or revised common assessments.

There will be no changes in common assessments throughout the program or supervised clinical experiences related to student teaching.

* + 1. Describe any revisions to the field experiences (such as observations, practicums) and supervised clinical practice (student teaching, internships) required for candidates in the program.

The following table shows, for each course, the settings, field experience hours, or clinical experience hours required for academic credit. Definitions of each level of experience are given below, and the experiences are sequenced across the degree program to build mastery with increasing levels of responsibility for students in classrooms with children.

**Observation:** Students observe children and classrooms without directly interacting.

**Practicum A:** A beginning interaction experience, wherein students interact with children in classrooms or one-on-one, but are guided and coached throughout by supervising teachers.

**Practicum B:** A supervised service learning experience in a range of settings, including classrooms, with children in the community.

**Student Teaching:** A more advanced interaction experience, wherein students are coached in interactions with children, but have more responsibility and demonstrate leadership in the classroom and in learning opportunities with children.

|  |  |  |  |
| --- | --- | --- | --- |
| **Course** | **Setting** | **Field Experience** | **Supervised Clinical Experience** |
| **Observation** | **Practicum A** | **Practicum B** | **Student Teaching** |
| ARED 1003Intro to Art Ed | Partner Schools | 18 hours |  |  |  |
| ARED 3003 | Partner Schools |  | 12 hours |  |  |
| ARED 3103 | Community Site |  | 10 hours | 20 hours |  |
| CIED 3033:Classroom Learning Theory | Partner Schools |  | 12 hours | 15 hours |  |
| ARED 4003Community Art | Community Art Program on Campus |  |  | 24 hours |  |
| ARED 476V:Student Teaching in Art | Partner Schools |  |  |  | 420 hours |
| \*Out of Area Placements | LocalGlobal |  |  | 4 weeks |  |

\*Students are provided an opportunity to observe in a number of alternative settings once they have successfully completed their 420 hours in their last semester. These include international, urban, high-needs, and alternative educational settings.

1. **Transition Plan**

If the revision creates new or additional requirements for current program candidates, indicate how they will be accommodated in the revised program.

Students in the current program will be able to substitute new courses for current requirements as shown below.

|  |  |  |
| --- | --- | --- |
| Current Coursework |  | New Coursework |
| ARED 3613 Public School Art  | → | ARED 2003 Diversity, Pedagogy and Visual Culture |
| ARED 3643 Teaching Art in Elementary | → | ARED 3003 Curriculum Design and Teaching Practices  |
| ARED 3653 Teaching Art in Secondary | → | ARED 4006 Community Art |
| CIED 1003 Intro to Education | → | ARED 1003 Intro to Art Education |
| CIED 3023 Survey of Exceptionalities  | → | CIED 3023 Survey of Exceptionalities (or) ARED 3013 Teaching Art to Special Populations |

APPENDIX A. UTEB MEETING MINUTES

University Teacher Education Board

Meeting Minutes, October 18, 2017

Peabody Hall 308, 4 – 5 pm

### Present: Vinson Carter (chairing), Angela Elsass, Angela LaPorte, Bryan Hill, Ed Bengtson, Ginny Norton, Jo Stevens, Peggy Schaefer-Whitby, Megan Sagely (Undergraduate Representative), Jake Ayo (Office of Teacher Education), Laura Herold taking minutes

1. Call to order

***Meeting was called to order by Vinson Carter, Chair of the University Teacher Education Board, at 4:01 p.m.***

1. Approval of Agenda

***A motion was made to approve the agenda as distributed. All favored the motion.***

1. Old Business
	1. Split Bachelor of Fine Arts - Art Education program – Angela LaPorte
		1. Angela LaPorte presented a 2-sided document regarding the splitting of the BFA and Art Ed. degree plans. She explained that since the last meeting she met with Terry Martin, who is in conversation with the ADHE, as well as with Alice Griffen. Together they looked up Arkansas state requirements and noted that the originally proposed plans are permissible. Terry Martin will check in with this further, since lots of programs across the university are out of compliance with the 120 hour degree plan rule. However, Angela explained that her program is trying to become a BFA program comparable to others across the country. BFA has a higher standard of rigor, requiring more credit hours. For example, the University of Arizona has 130 credit hours in their degree program, including student teaching hours. In the proposed plan, there will be an option for students to complete the 120 hour degree program and graduate. They can then choose whether they want the extra hours for student teaching that would lead to licensure.
		2. Ginny Norton asked a clarifying question, asking whether the proposed plan is comparable to other programs when the student teaching hours are added in. Angela LaPorte responded that they with the hours, the program is 130 hours, but that the additional hours are something that not all students want to pursue.
		3. Peggy Schaefer-Whitby added that BCU may be more the model they are looking at. Angela LaPorte agreed.
		4. Angela clarified that their seeking the UTEB approval today does not mean that they plan to push the proposed changed through without the approval of Terry Martin. She clarified that she is asking that, pending his approval, the UTEB vote to approve the proposed changes as presented.
		5. ***A motion was made by Peggy Schaefer-Whitby to approve the changed as presented, pending the approval of Terry Martin. Ginny Norton second the motion. Vinson Carter opened the motion for discussion. No further discussion was had. All favored the motion.***
2. Discussion Items
	1. Vinson Carter brought up an item for discussion. He asked whether members approve of the minutes from past meetings being uploaded to Dropbox rather than printed off.
	2. Ed Bengtson brought up an item for discussion, noting that the proposed licensure changes are open for public comment. He asked Jake Ayo, as the representative of the Office of Teacher Education, if he had seen the proposed changes. Jake Ayo responded that he had, but is not yet familiar with all of the details. Peggy Schaefer-Whitby asked whether it will impact all programs. Ed Bengtson noted that language is included for online programs that require that students meet face to face throughout semester. He wonders what “face to face” means? He noted that when he went in to review the wording, he could not find that language. Jake Ayo explained that, although he has not read the changes in detail, his understanding is that they affect all new programs. Ed Bengtson responded that his expectation is, based on what he has been told, that it will require us to redesign our programs. Jake Ayo responded that he will check with Jennifer and Myra since they are more familiar with the changes. Ed Bengtson clarified that he does not mean to cause alarm but does want more information so that we can ensure we are in compliance with the ADE and what they want.
	3. It was announced that the computer sciences licensure went through the review process. One panelist had issues, edits were sent back, and the panel is reviewing those changes. Approcal is expected, and the first 2 -3 graduates are expected in May 2018. Vinson Carter asked where these students will be student teaching. Jake Ayo responded that he is not sure, and that it is hard to find full-time computer science teachers. It is possible that half of the student teachers will in be in computer science classrooms, and half in math – especially if there are teachers who do both. Jake Ayo explained that he has been working on these placements.
	4. ***UTEB members were asked to remember to discuss the term that might be used for student teachers across the university, and to be prepared to discuss this point at an upcoming meeting.***
3. Adjourn

***Meeting was adjourned at 4:13 p.m.***

APPENDIX B. REVISED CURRICULUM MATRIX (ARKANSAS EDUCATOR COMPETENCIES)

|  |  |
| --- | --- |
| **ART K-12**  | **Course Alignment with ADE Content Competencies** |
|  | ARED 1003 | ARED 2003 | ARED 3003 | ARED 3013 | ARED 4003 | ARHS 2913 | ARHS 4933 | ARHS1 | ARTS 1919C | ARTS 1929C | ARTS2 | PHIL 4403 |
| **Standard 1: Creating** |  |  |  |  |  |  |  |  |  |  |  |  |
| 1.1 |  |  | x | x | x |  |  |  | x | x | x |  |
| 1.2 |  |  | x | x | x |  |  |  | x | x | x |  |
| 1.3 |  |  | x | x | x |  |  |  | x | x | x |  |
| 1.4 |  |  | x | x | x |  |  |  | x | x | x |  |
| 1.5 |  |  | x | x | x |  |  |  | x | x | x |  |
| 1.6 |  |  | x | x | x |  |  |  | x | x | x |  |
| 1.7 |  |  | x | x | x |  |  |  | x | x | x |  |
| **Standard 2: Performing / Presenting / Producing** |  |  |  |  |  |  |  |  |  |  |  |  |
| 2.1 |  |  |  |  | x |  |  |  | x | x | x |  |
| **Standard 3: Responding** |  |  |  |  |  |  |  |  |  |  |  |  |
| 3.1 |  | x | x |  | x | x | x | x | x | x | x | x |
| 3.2 |  | x | x |  | x | x | x | x | x | x | x | x |
| **Standard 4: Connecting**  |  |  |  |  |  |  |  |  |  |  |  |  |
| 4.1 | x | x | x | x | x | x | x | x | x | x | x | x |
| 4.2 | x | x | x | x | x | x | x | x | x | x | x | x |
| 4.3 |  |  |  |  |  | x | x | x |  |  |  |  |
| 4.4 |  |  |  |  |  | x | x | x |  |  |  |  |
| 4.5 |  |  |  |  |  | x | x | x |  |  |  |  |
| 4.6 |  |  |  |  |  | x | x | x |  |  |  |  |
| **Standard 5: Disciplinary Literacy** |  |  |  |  |  |  |  |  |  |  |  |  |
| 5.1 | x | x | x | x | x | x | x | x | x | x | x | x |
| 5.2 | x | x | x | x | x | x | x | x | x | x | x | x |
| 5.3 | x | x | x | x | x | x | x | x | x | x | x | x |
| 5.4 | x | x | x | x | x | x | x | x | x | x | x | x |
| 5.5 | x | x | x | x | x | x | x | x | x | x | x | x |
| 5.6 | x | x | x | x | x | x | x | x | x | x | x | x |
| 5.7 | x | x | x | x | x | x | x | x | x | x | x | x |
| 5.8 | x | x | x | x | x | x | x | x | x | x | x | x |
| 5.9 | x | x | x | x | x | x | x | x | x | x | x | x |
| 5.10 | x | x | x | x | x | x | x | x | x | x | x | x |
| 5.11 | x | x | x | x | x | x | x | x | x | x | x | x |
| 5.12 | x | x | x | x | x | x | x | x | x | x | x | x |
| 5.13 | x | x | x | x | x | x | x | x | x | x | x | x |
| 5.14 | x | x | x | x | x | x | x | x | x | x | x | x |
| 5.15 | x | x | x | x | x | x | x | x | x | x | x | x |
| 5.16 | x | x | x | x | x | x | x | x | x | x | x | x |
| 5.17 | x | x | x | x | x | x | x | x | x | x | x | x |
| 5.18 | x | x | x | x | x | x | x | x | x | x | x | x |
| 5.19 | x | x | x | x | x | x | x | x | x | x | x | x |
| 5.20 | x | x | x | x | x | x | x | x | x | x | x | x |

1. Art history upper-level elective

2. Focused study studio or elective studio courses

APPENDIX C. REVISED STANDARDS ALIGNMENT MATRIX (ARKANSAS TEACHING STANDARDS)

|  |  |
| --- | --- |
| **All Licensure Areas** | **Course Alignment with Arkansas Teaching Standards** |
| ARED 1003 | ARED 3003 | ARED 3013 | ARED 4003 | ARED 4773 | ARED 476V | CIED 3023 | CIED 3033 |
| **Standard #1 Learner Development** |   |   |   |   |   |   |   |   |
| Performances |   |   |   |   |   |   |   |   |
| 1 (a) |  | x | x | x | x | x | x | x |
| 1 (b) |  | x | x | x | x | x | x | x |
| 1 (c) |  | x | x | x | x | x | x | x |
| Essential Knowledge |  |  |  |  |  |  |  |  |
| 1 (d) | x | x | x | x | x | x | x | x |
| 1 (e) | x | x | x | x | x | x | x | x |
| 1 (f) | x | x | x | x | x | x | x | x |
| 1 (g) | x | x | x | x | x | x | x | x |
| Critical Dispositions |  |  |  |  |  |  |  |  |
| 1 (h) | x | x | x | x | x | x | x | x |
| 1 (i) | x | x | x | x | x | x | x | x |
| 1 (j) | x | x | x | x | x | x | x | x |
| 1 (k) | x | x | x | x | x | x | x | x |
| **Standard #2 Learning Differences** |  |  |  |  |  |  |  |  |
| Performances |  |  |  |  |  |  |  |  |
| 2 (a) |  | x | x | x | x | x | x | x |
| 2 (b) |  | x | x | x | x | x | x | x |
| 2 (c) |  | x | x | x | x | x | x | x |
| 2 (d) |  | x | x | x | x | x | x | x |
| 2 (e) |  | x | x | x | x | x | x | x |
| 2 (f) |  | x | x | x | x | x | x | x |
| Essential Knowledge |  |  |  |  |  |  |  |  |
| 2 (g) | x | x | x | x | x | x | x | x |
| 2 (h) | x | x | x | x | x | x | x | x |
| 2 (i) | x | x | x | x | x | x | x | x |
| 2 (j) | x | x | x | x | x | x | x | x |
| 2 (k) | x | x | x | x | x | x | x | x |
| Critical Dispositions |  |  |  |  |  |  |  |  |
| 2 (l) | x | x | x | x | x | x | x | x |
| 2 (m) | x | x | x | x | x | x | x | x |
| 2 (n) | x | x | x | x | x | x | x | x |
| 2 (o) | x | x | x | x | x | x | x | x |
| **Standard #3 Learning Environments** |  |  |  |  |  |  |  |  |
| Performances |  |  |  |  |  |  |  |  |
| 3 (a) |  | x | x | x | x | x | x | x |
| 3 (b) |  | x | x | x | x | x | x | x |
| 3 (c) |  | x | x | x | x | x | x | x |
| 3 (d) |  | x | x | x | x | x | x | x |
| 3 (e) |  | x | x | x | x | x | x | x |
| 3 (f ) |  | x | x | x | x | x | x | x |
| 3 (g) |  | x | x | x | x | x | x | x |
| 3 (h) |  | x | x | x | x | x | x | x |
| Essential Knowledge |  |  |  |  |  |  |  |  |
| 3 (i) | x | x | x | x | x | x | x | x |
| 3 (j) | x | x | x | x | x | x | x | x |
| 3 (k) | x | x | x | x | x | x | x | x |
| 3 (l) | x | x | x | x | x | x | x | x |
| 3 (m) | x | x | x | x | x | x | x | x |
| Critical Dispositions |  |  |  |  |  |  |  |  |
| 3 (n) | x | x | x | x | x | x | x | x |
| 3 (o) | x | x | x | x | x | x | x | x |
| 3 (p) | x | x | x | x | x | x | x | x |
| 3 (q) | x | x | x | x | x | x | x | x |
| 3 (r) | x | x | x | x | x | x | x | x |
| **Standard #4 Content Knowledge** |  |  |  |  |  |  |  |  |
| Performances |  |  |  |  |  |  |  |  |
| 4 (a) |  | x | x | x | x | x |  |  |
| 4 (b) |  | x | x | x | x | x |  |  |
| 4 (c) |  | x | x | x | x | x |  |  |
| 4 (d) |  | x | x | x | x | x |  |  |
| 4 (e) |  | x | x | x | x | x |  |  |
| 4 (f) |  | x | x | x | x | x |  |  |
| 4 (g) |  | x | x | x | x | x |  |  |
| 4 (h) |  | x | x | x | x | x |  |  |
| 4 (i) |  | x | x | x | x | x |  |  |
| Essential Knowledge |  |  |  |  |  |  |  |  |
| 4 (j) | x | x | x | x | x | x |  |  |
| 4(k) | x | x | x | x | x | x |  |  |
| 4 (l) | x | x | x | x | x | x |  |  |
| 4 (m) | x | x | x | x | x | x |  |  |
| 4 (n) | x | x | x | x | x | x |  |  |
| Critical Dispositions |  |  |  |  |  |  |  |  |
| 4 (o) | x | x | x | x | x | x |  |  |
| 4 (p) | x | x | x | x | x | x |  |  |
| 4 (q) | x | x | x | x | x | x |  |  |
| 4 (r) | x | x | x | x | x | x |  |  |
| **Standard #5 Application of Content** |  |  |  |  |  |  |  |  |
| Performances |  |  |  |  |  |  |  |  |
| 5 (a) |  | x | x | x | x | x |  |  |
| 5 (b) |  | x | x | x | x | x |  |  |
| 5 (c) |  | x | x | x | x | x |  |  |
| 5 (d) |  | x | x | x | x | x |  |  |
| 5 (e) |  | x | x | x | x | x |  |  |
| 5 (f) |  | x | x | x | x | x |  |  |
| 5 (g) |  | x | x | x | x | x |  |  |
| 5 (h) |  | x | x | x | x | x |  |  |
| Essential Knowledge |  |  |  |  |  |  |  |  |
| 5 (i) | x | x | x | x | x | x |  |  |
| 5 (j) | x | x | x | x | x | x |  |  |
| 5 (k) | x | x | x | x | x | x |  |  |
| 5 (l) | x | x | x | x | x | x |  |  |
| 5 (m) | x | x | x | x | x | x |  |  |
| 5 (n) | x | x | x | x | x | x |  |  |
| 5 (o) | x | x | x | x | x | x |  |  |
| 5 (p) | x | x | x | x | x | x |  |  |
| Critical Dispositions |  |  |  |  |  |  |  |  |
| 5 (q) | x | x | x | x | x | x |  |  |
| 5 (r) | x | x | x | x | x | x |  |  |
| 5 (s) | x | x | x | x | x | x |  |  |
| **Standard #6 Assessment**  |  |  |  |  |  |  |  |  |
| Performances |  |  |  |  |  |  |  |  |
| 6 (a) |  | x | x | x | x | x | x | x |
| 6 (b) |  | x | x | x | x | x | x | x |
| 6 (c) |  | x | x | x | x | x | x | x |
| 6 (d) |  | x | x | x | x | x | x | x |
| 6 (e) |  | x | x | x | x | x | x | x |
| 6 (f) |  | x | x | x | x | x | x | x |
| 6 (g) |  | x | x | x | x | x | x | x |
| 6 (h) |  | x | x | x | x | x | x | x |
| 6 (i) |  | x | x | x | x | x | x | x |
| Essential Knowledge |  |  |  |  |  |  |  |  |
| 6 (j) | x | x | x | x | x | x | x | x |
| 6 (k) | x | x | x | x | x | x | x | x |
| 6 (l) | x | x | x | x | x | x | x | x |
| 6 (m) | x | x | x | x | x | x | x | x |
| 6 (n) | x | x | x | x | x | x | x | x |
| 6 (o) | x | x | x | x | x | x | x | x |
| 6 (p) | x | x | x | x | x | x | x | x |
| Critical Dispositions |  |  |  |  |  |  |  |  |
| 6 (q) | x | x | x | x | x | x | x | x |
| 6 (r) | x | x | x | x | x | x | x | x |
| 6 (s) | x | x | x | x | x | x | x | x |
| 6 (t) | x | x | x | x | x | x | x | x |
| 6 (u) | x | x | x | x | x | x | x | x |
| 6 (v) | x | x | x | x | x | x | x | x |
| **Standard #7 Planning for Instruction** |  |  |  |  |  |  |  |  |
| Performances |  |  |  |  |  |  |  |  |
| 7 (a) |  | x | x | x | x | x | x | x |
| 7 (b) |  | x | x | x | x | x | x | x |
| 7 (c) |  | x | x | x | x | x | x | x |
| 7 (d) |  | x | x | x | x | x | x | x |
| 7 (e) |  | x | x | x | x | x | x | x |
| 7 (f) |  | x | x | x | x | x | x | x |
| Essential Knowledge |  |  |  |  |  |  |  |  |
| 7 (g) | x | x | x | x | x | x | x | x |
| 7 (h) | x | x | x | x | x | x | x | x |
| 7 (i) | x | x | x | x | x | x | x | x |
| 7 (j) | x | x | x | x | x | x | x | x |
| 7 (k) | x | x | x | x | x | x | x | x |
| 7 (l) | x | x | x | x | x | x | x | x |
| 7 (m) | x | x | x | x | x | x | x | x |
| Critical Dispositions |  |  |  |  |  |  |  |  |
| 7 (n) | x | x | x | x | x | x | x | x |
| 7 (o) | x | x | x | x | x | x | x | x |
| 7 (p) | x | x | x | x | x | x | x | x |
| 7 (q) | x | x | x | x | x | x | x | x |
| **Standard # 8 Instructional Strategies** |  |  |  |  |  |  |  |  |
| Performances |  |  |  |  |  |  |  |  |
| 8 (a) |  | x | x | x | x | x | x | x |
| 8 (b) |  | x | x | x | x | x | x | x |
| 8 (c) |  | x | x | x | x | x | x | x |
| 8 (d) |  | x | x | x | x | x | x | x |
| 8 (e) |  | x | x | x | x | x | x | x |
| 8 (f) |  | x | x | x | x | x | x | x |
| 8 (g) |  | x | x | x | x | x | x | x |
| 8 (h) |  | x | x | x | x | x | x | x |
| 8 (i) |  | x | x | x | x | x | x | x |
| Essential Knowledge |  |  |  |  |  |  |  |  |
| 8 (j) | x | x | x | x | x | x | x | x |
| 8 (k) | x | x | x | x | x | x | x | x |
| 8 (l) | x | x | x | x | x | x | x | x |
| 8 (m) | x | x | x | x | x | x | x | x |
| 8 (n) | x | x | x | x | x | x | x | x |
| 8 (o) | x | x | x | x | x | x | x | x |
| Critical Dispositions |  |  |  |  |  |  |  |  |
| 8 (p) | x | x | x | x | x | x | x | x |
| 8 (q) | x | x | x | x | x | x | x | x |
| 8 (r) | x | x | x | x | x | x | x | x |
| 8 (s) | x | x | x | x | x | x | x | x |
| **Standard #9 Professional Learning and Ethical Practice** |  |  |  |  |  |  |  |  |
| Performances |  |  |  |  |  |  |  |  |
| 9 (a) | x | x | x | x | x | x | x | x |
| 9 (b) | x | x | x | x | x | x | x | x |
| 9 (c) | x | x | x | x | x | x | x | x |
| 9 (d) | x | x | x | x | x | x | x | x |
| 9 (e) | x | x | x | x | x | x | x | x |
| 9 (f) | x | x | x | x | x | x | x | x |
| Essential Knowledge |  |  |  |  |  |  |  |  |
| 9 (g) | x | x | x | x | x | x | x | x |
| 9 (h) | x | x | x | x | x | x | x | x |
| 9 (i) | x | x | x | x | x | x | x | x |
| 9 (j) | x | x | x | x | x | x | x | x |
| 9 (k) | x | x | x | x | x | x | x | x |
| Critical Dispositions |  |  |  |  |  |  |  |  |
| 9 (l) | x | x | x | x | x | x | x | x |
| 9 (m) | x | x | x | x | x | x | x | x |
| 9 (n) | x | x | x | x | x | x | x | x |
| 9 (o) | x | x | x | x | x | x | x | x |
| **Standard #10: Leadership and Collaboration** |  |  |  |  |  |  |  |  |
| Performances |  |  |  |  |  |  |  |  |
| 10 (a) |  |  |  | x | x | x |  |  |
| 10 (b) |  |  |  | x | x | x |  |  |
| 10 (c) |  |  |  | x | x | x |  |  |
| 10 (d) |  |  |  | x | x | x |  |  |
| 10 (e) |  |  |  | x | x | x |  |  |
| 10 (f) |  |  |  | x | x | x |  |  |
| 10 (g) |  |  |  | x | x | x |  |  |
| 10 (h) |  |  |  | x | x | x |  |  |
| 10 (i) |  |  |  | x | x | x |  |  |
| 10 (j) |  |  |  | x | x | x |  |  |
| 10 (k) |  |  |  | x | x | x |  |  |
| Essential Knowledge |  |  |  |  |  |  |  |  |
| 10 (l) |  |  |  | x | x | x |  |  |
| 10 (m) |  |  |  | x | x | x |  |  |
| 10 (n) |  |  |  | x | x | x |  |  |
| 10 (o) |  |  |  | x | x | x |  |  |
| Critical Dispositions |  |  |  |  |  |  |  |  |
| 10 (p) |  |  |  | x | x | x |  |  |
| 10 (q) |  |  |  | x | x | x |  |  |
| 10 (r) |  |  |  | x | x | x |  |  |
| 10 (s) |  |  |  | x | x | x |  |  |

APPENDIX D. REVISED EVALUATION MATRIX (TESS)

|  |  |
| --- | --- |
|  | **Course Alignment with Teacher Excellence and Support System** |
|  | ARED 1003 | ARED 3003 | ARED 3013 | ARED 4003 | ARED 4773 | ARED 476V | CIED 3023 | CIED 3033 |
| **Section I: Framework for Teaching** |  |  |  |  |  |  |  |  |
| **Domain 1: Planning and Preparation** |  |  |  |  |  |  |  |  |
| 1.a | x | x | x | x | x | x | x | x |
| 1.b | x | x | x | x | x | x | x | x |
| 1.c | x | x | x | x | x | x | x | x |
| 1.d | x | x | x | x | x | x | x | x |
| 1.e |  | x | x | x | x | x | x | x |
| 1.f |  | x | x | x | x | x | x | x |
| **Domain 2: The Classroom Environment** |  |  |  |  |  |  |  |  |
| 2.a | x | x | x | x | x | x | x | x |
| 2.b | x | x | x | x | x | x | x | x |
| 2.c |  | x | x | x | x | x | x | x |
| 2.d |  | x | x | x | x | x | x | x |
| 2.e |  | x | x | x | x | x | x | x |
| **Domain 3: Instruction** |  |  |  |  |  |  |  |  |
| 3.a | x | x | x | x | x | x | x | x |
| 3.b |  | x | x | x | x | x | x | x |
| 3.c | x | x | x | x | x | x | x | x |
| 3.d |  | x | x | x | x | x | x | x |
| 3.e |  | x | x | x | x | x | x | x |
| **Domain 4: Professional Responsibilities** |  |  |  |  |  |  |  |  |
| 4.a | x | x | x | x | x | x | x | x |
| 4.b | x | x | x | x | x | x | x | x |
| 4.c |  |  |  | x | x | x | x | x |
| 4.d | x | x | x | x | x | x | x | x |
| 4.e | x | x | x | x | x | x | x | x |
| 4.f | x | x | x | x | x | x | x | x |
| **Section II: Law and Process** |  |  |  |  |  |  |  |  |
| **1: TESS Objectives (Arkansas Code §6-17-2802)**  |  |  |  |  |  |  |  |  |
| 1.1 |  |  |  |  | x | x |  |  |
| 1.2 |  |  |  |  | x | x |  |  |
| 1.3 |  |  |  |  | x | x |  |  |
| 1.4 |  |  |  |  | x | x |  |  |
| 1.5 |  |  |  |  | x | x |  |  |
| 1.6 |  |  |  |  | x | x |  |  |
| 1.7 |  |  |  |  | x | x |  |  |
|  **2: TESS Teacher Requirements** |  |  |  |  |  |  |  |  |
| 2.1 |  |  |  |  | x | x |  |  |
| 2.2 |  |  |  |  | x | x |  |  |
| 2.3 |  |  |  |  | x | x |  |  |
| **3: Framework for Teaching Design** |  |  |  |  |  |  |  |  |
| 3.1 |  |  |  |  | x | x |  |  |
| 3.2 |  |  |  |  | x | x |  |  |
| 3.3 |  |  |  |  | x | x |  |  |
| 3.4 |  |  |  |  | x | x |  |  |
| **4:TESS Evidence Collection** |  |  |  |  |  |  |  |  |
| 4.1 |  |  |  |  | x | x |  |  |
| 4.2 |  |  |  |  | x | x |  |  |
| 4.3 |  |  |  |  | x | x |  |  |
| 4.4 |  |  |  |  | x | x |  |  |
| 4.5 |  |  |  |  | x | x |  |  |
| 4.6 |  |  |  |  | x | x |  |  |
| **5. TESS Rubric Usage**  |  |  |  |  |  |  |  |  |
| 5.1 |  |  |  |  | x | x |  |  |
| 5.2 |  |  |  |  | x | x |  |  |
| 5.3 |  |  |  |  | x | x |  |  |
| **6. Professional Growth Plan (PGP)** |  |  |  |  |  |  |  |  |
| 6.1 |  |  |  |  | x | x |  |  |
| 6.2 |  |  |  |  | x | x |  |  |
| 6.3 |  |  |  |  | x | x |  |  |
| **7. Novice Teacher Mentor Process** |  |  |  |  |  |  |  |  |
| 7.1 |  |  |  |  | x | x |  |  |
| 7.2 |  |  |  |  | x | x |  |  |
| 7.3 |  |  |  |  | x | x |  |  |
| 7.4 |  |  |  |  | x | x |  |  |

APPENDIX E. SYLLABI FOR NEW PROFESSIONAL EDUCATION COURSES
(ARED 1003, ARED 3003, ARED 3013, ARED 4003, ARED 4773)

**ARED 1003 Introduction to Art Education**

**FALL 2019 COURSE SYLLABUS**

**Instructor:**

**Email:**

**Office Hours:**

**Office:**

**Class time:**

 **Course Description**

This course is a basic introduction to foundational theories in art education, educational psychology, and philosophy. This course encourages students to apply educational theories and content knowledge in developing reflective teaching styles and new directions for their teaching profession. The course also provides hands-on experiences in art procedures for the prospective teacher in K-12 school and community settings. Although the course is not a studio art course, the student will be involved in a hands-on studio atmosphere while completing projects and assignments necessary to the course. In addition, students are expected to complete an 18 hours field experience designed to give prospective teachers an opportunity to observe and to participate in a variety settings of art education. Special focus is given to the structure of school art, the system of community-based art, classroom environments, teaching styles, studio thinking, and the new direction of art education.

**Learning Outcomes**

**Students will be able to:**

1. Understand general concepts and theories of art education as well as foundational theories of child development and educational philosophy.

(TESS 1: planning & instruction, TESS 4: professional responsibilities, ATS 1: learner development, ATS 4: content knowledge)

1. Identify major theories and historical movements that have influenced the development of art education

(TESS 1: planning & instruction, TESS 4: professional responsibilities, ATS 5: application of content)

1. Describe the teaching and learning process based on observations and participation.

(TESS 2: the classroom environment, TESS 4: professional responsibilities, ATES 3: learning environment, ATS 8: instructional strategies)

1. Identify and delineate art procedures and effective instructional strategies based on observations
(TESS 1: planning & instruction, ATS 8: instructional strategies)
2. Reflect on personal experiences of learning art in various educational settings and recognize how personal experiences influence perceptions of education
(TESS 4: professional responsibilities, ATS 9: professional learning and ethical practice)
3. Explain how educational philosophy and developmental theories influence curriculum design and instructional practices.
(TESS 1: planning & instruction, ATS 5: application of content)
4. Design and present hands-on activities that can be used in both public schools and community settings
(TESS 1: planning & instruction, TESS 3: instruction, ATS 2: learning differences, ATS 7: planning for instruction, ATS 8: instructional strategies)
5. Analyze the impact of contemporary theories on current art education practices.
(TESS 1: planning & instruction, ATS 6: assessment, ATS 9: professional learning and ethical practice)

**Readings**

1. PDF Files of the journal articles on Blackboard
2. Online access to Arkansas Department of Education

[www.arkansased.org](http://www.arkansased.org)
AR State Frameworks: FINE ARTS

<http://www.arkansased.org/divisions/learning-services/curriculum-and-instruction/frameworks/curriculum_categories/fine-arts>

1. Online access to Common Core

<http://ideas.aetn.org/commoncore>

<http://www.commoncorearkansas.org/>

**Assignments and Grading**

All grades will be posted on Blackboard as assignments are completed and assessed. You should keep up with your grades and progress through the class site. There is a two-weeks turnaround time for grades. If you have any questions in regards to your grade, please contact me as soon as the questions arise. DO NOT WAIT UNTIL THE END OF THE SEMESTER TO BRING UP GRADE ISSUES OR QUESTIONS.

Students will be assessed upon the intensity of their engagement in the experiences, attention to detail, willingness to exceed minimum expectations, and contributions to the class as a whole.

Any student who fulfills these criteria thoroughly and thoughtfully is capable of earning a B in this course. Those who consistently display exceptional effort and involvement will earn an A.

A (90-100%) The student fulfills all course requirements and performs at a superior level.

B (80-89%) The student fulfills all course requirements and performs at an above-average level.

C (70-79%) The student fulfills all course requirements and performs at an average level.

D (60-69%) The student fulfills all course requirements but performs at a below-average level.

E (59% and below) The student fails to fulfill all course requirements and performs at a poor level.

[The grade of Incomplete will be assigned ONLY under the following circumstance: only a small percentage of the semester’s work is still outstanding and was not completed due to a documented medical emergency.]

**Grade Distribution**

|  |  |
| --- | --- |
| *Assignment* | *Point* |
| *Visual Journal (6 entries)* | 60 |
| *Observation Notes (3)* | 30  |
| *Writing Assignments (3)* | 30 |
| *Teaching Philsophy* | 20 |
| *Discussion Questions and Images (8)* | 40 |
| *Participation* | 20  |
| Totals | 200 |

**Brief Assignment Descriptions**

**Visual Journal:**

Throughout the semester, you will work on a visual and textual journal. The purpose of this journal is for you to respond to ideas presented within the required readings, and discuss how the reading topics and issues relate to your own interests in art and visual culture education.

**Observation Notes:**

You should submit your reflection after observing art classes. The guiding questions will be provided.

**Writing assignments:**

Throughout the semester, you are expected to submit several short writing assignments. The topic will include your own experience of learning art in K-12 and community settings, the roles of teacher identity (teacher/artist), and new direction and vision for art and visual culture education.

**Teaching Philosophy:**

At the end of this semester, you should submit the statement of teaching philosophy. The detailed guidelines and checklist will be provided.

 .

**Discussion Questions and Images:**

In addition to your visual journal, you will be expected to respond to required readings through both the use of discussion questions and imagery. Please post one discussion question and an image (properly labeled and cited) that connects the AVCE issues or critically relates to a concept on Blackboard prior to the class time.

**Participation:**

You must be prepared for each in class discussion and activities. All students are expected to read all course materials, prepare for and participate in each class discussion. If you have trouble with class discussions, please think ahead of what you would like to discuss in class and prepare to interject this. If this still proves hard for you, please let me know. You will be given two participation grades throughout the semester, so that you can track and alter your participation if necessary.

**Policies**

**Absence and Class Participation: “**Student absences resulting from illness, family crisis, university-sponsored activities involving scholarship or leadership/participation responsibilities, jury duty or subpoena for court appearance, military duty, and religious observances are excusable according to university rules. The instructor has the right to require that the student provide appropriate documentation for any absence for which the student wishes to be excused. Moreover, during the first week of the semester, students must give to the instructor a list of the religious observances that will affect their attendance.” (Academic Regulations, University of Arkansas Catalog of Studies) Please provide the document within a week from your excused absence.

This course will meet only once a week and students with unexcused absences will lose discussion points for the class period. Please notify the instructor in advance if you must miss a class by sending an email message. Work you miss due to absence can be made up only under very exceptional circumstances. If you are absent, it is your responsibility to find out what you missed. Over one unexcused absences will result in a lowering of your final grade 20 points per additional absence. You will be administratively dropped after 6 absences. If you arrive ten minutes after class has begun, you will be marked late.

If you are more than ten minutes late three times, each additional tardy will result in a lowering of your final grade 10 points per additional tardy. If you are more than an hour late to class, you will be considered absent. Any student who leaves during the half-time break will be considered absent as well. Although I reserve the right to administratively drop you from the class if you do not attend our first class meeting, dropping the course (if you choose to do so) is your responsibility and you should attend to it promptly.

**Late work policy:** For each calendar day (i.e. each 24 hour period after the deadline) late work and your attendance grade will be reduced by 1⁄2 letter grade (for the project- 5% of the total points). Work more than one week late will not be accepted. For example, if the assignment is worth 100 points, then you would lose 5 point for each day late.

**Academic Honesty:** Failure to abide by the policies of academic honesty set forth by the University of Arkansas will result in a **ZERO** on the assignment in question. Students who break these rules will be turned in immediately to the College’s Academic Integrity Monitor and face additional consequences as determined by the Academic Integrity Board. Students are required to read and familiarize themselves with the University’s Academic Integrity Policy: http://provost.uark.edu/245.php

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**Classroom Decorum:** No food is allowed in the classroom, but students may bring drinks with a lid or a cap. Cell phones must be silenced upon entering the classroom, and students are not allowed to use them until the session is over. Laptops are for note-taking only. Emails to instructors should be worded professionally. Please allow reasonable time for responses.

**Disabilities:** The Americans with Disabilities Act (ADA) is a federal antidiscrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. Moreover, the University of Arkansas Academic Policy Series 1520.10 requires that students with disabilities are provided reasonable accommodations to ensure their equal access to course content. If you have a documented disability and require accommodations, please contact me privately at the beginning of the semester to make arrangements for necessary classroom adjustments. Please note, you must first verify your eligibility for these through the Center for Educational Access (contact 479–575–3104 or visit http://cea.uark.edu for more information on registration procedures).

**Discrimination and Sexual Harassment:** Anyone experiencing discrimination and/or sexual harassment while at the university may report it to a complaint officer appointed by the Chancellor. The complaint officer will discuss any situation or event that the complainant considers discriminatory or constitutive of sexual harassment. Reports may be made by the person experiencing the harassment or by a third party, such as a witness to the harassment or someone who is told of the harassment. For more information and to report allegations of discrimination and/or sexual harassment, contact the Office of Equal Opportunity and Compliance, 346 N. West Avenue (West Avenue Annex), 479-575-4019 (voice) or 479-575-3646 (tdd).

**Quality Writing Center (Kimpel 315):** As you draft your research paper, we encourage you to use the Quality Writing Center. Make appointments online at http://qwc.uark.edu/

**Emergency Procedures:** Many types of emergencies can occur on campus; instructions for specific emergencies such as severe weather, active shooter, or fire can be found at <http://safety.uark.edu/emergency-preparedness/>

**Severe Weather (Tornado Warning):**

* Follow the directions of the instructor or emergency personnel
* Seek shelter in the basement or interior room or hallway on the lowest floor, putting as many walls as possible between you and the outside
* If you are in a multi-story building, and you cannot get to the lowest floor, pick a hallway in the center of the building
* Stay in the center of the room, away from exterior walls, windows, and doors

**Violence / Active Shooter (CADD):**

* **CALL-** 9-1-1
* **AVOID-** If possible, self-evacuate to a safe area outside the building. Follow directions of police officers.
* **DENY-** Barricade the door with desk, chairs, bookcases or any items. Move to a place inside the room where you are not visible. Turn off the lights and remain CX VCCCquiet. Remain there until told by police it’s safe.
* **DEFEND-** Use chairs, desks, cell phones or whatever is immediately available to distract and/or defend yourself and others from attack.

**Course Materials Copyrights:**

If you violate any of these rules, you will be immediately turned into the Academic Integrity Board, and you will be removed from my class. Your continued enrollment in this class will count as your acceptance of these terms.

* You are **NOT ALLOWED** to tape lectures.
* You are **NOT ALLOWED** to post your notes from my lectures on note-sharing websites.

**Additional Course Policy:**

* **Preparation and deadlines:** It is essential to be prepared and to meet course deadlines. Please check the Blackboard news feed and your email before our class meets, as the calendar is subject to change and is our primary means of communication. Expectations will be shared at the beginning of each class period for the following course meeting. For unexcused absences, in class work cannot be made up and other assignments that are late may not be accepted.
* **Written work:** Written work must be typed, proofread, double-spaced, 12 pt. font, and submitted on time. Complete and proper MLA or APA citations must be used where references are required (consult the University Library and its website for style guides). Grammar, spelling, and punctuation count! Writing is expected to be correct and coherent. Free tutoring and editing services are available at the University Writing Center (http://qwc.uark.edu/). Your name, the date, and the assignment title must be placed at the top of all assignments. Please do note that all written work submitted to Blackboard will be assessed through the plagiarism detector program.
* **Electronic communication/contacts:** You are responsible for keeping up with the online course calendar available on Blackboard. Please check the news feed before our class meets. I will make every effort possible to post news by 9:00 AM If an emergency occurs. I will communicate with students personally via U of A email. Please contact me via U of A email only.
* You are expected to **be prepared for each class meeting**. Your contributions are an important part of each class. This includes thoughtfully reading and reflecting upon course readings, participating in class discussions and in on-line discussions in a timely manner, keeping up with journal entries, other homework and assignments. This preparation and participation is a factor in grading.

**ARED 3003 Curriculum Design & Teaching Practices in Art Education**

**FALL 2019 COURSE SYLLABUS**

**Instructor:** Injeong Yoon, Ph.D.

**Email:** ijyoon@uark.edu

**Office Hours:**

**Office:**

**Class time:**

 **Course Description**

This course covers contemporary art education theories and their implication to curriculum design. The students discuss sociocultural learning theories in relation to teaching and creating art. Based on these theories, students designs a series of lesson plans that promote studio habits and critical thinking. The course provides a thorough format of lesson planning as it applies to art education. Students also learn classroom management strategies and various grading and evaluation procedures in art. In addition, students learn core studio teaching skills and art procedures through various hands-on experiences. Although the course is not a studio art course, the student will be involved in a hands-on studio atmosphere while completing projects and assignments necessary to the course.

**Learning Outcomes**

**Students will be able to:**

1. Understand the importance of a well-planned art curriculum for the intellectual and creative development.
(TESS 3: instruction, ATS 1: learner development, ATS 4: content knowledge, ATS 7: planning for instruction)
2. Develop detailed art curriculum that compliments the current Arkansas public school curriculum frameworks and integrates art with other subject areas.
(TESS 1: planning & instruction, ATS 5: application of content, ATS 8: instructional strategies)
3. Write age-appropriate learning objectives and plan assessment
(TESS 1: planning & instruction, TESS 3: instruction, ATS 1: learner development, ATS 4: content knowledge, ATS 6: assessment)
4. Teach lesson(s) developed for public schools and/or community settings.
(TESS 3: instruction, ATS 3: learning environments, ATS 7: planning for instruction
5. Display an understanding of basic art vocabulary and be able to apply theoretical knowledge to art education.
(TESS 1: planning & instruction, ATS 5: application of content)
6. Integrate visual culture theories, art history and criticism into art lessons
(TESS 1: planning & instruction, TESS 3: instruction, ATS 5: application of content)
7. Use a variety of art materials for all age groups
(TESS 2: the classroom environment, TESS 3: instruction, ATS 1: learner development, ATS 2: learning differences, ATS 5: application of content)
8. Use online and library resources for curriculum development
(TESS 1: planning & instruction, ATS 9: professional learning and ethical practice)
9. Reflect on teaching practices through journaling and documentation
(TESS 4: professional responsibilities, ATS 9: professional learning and ethical practice)

**Readings**

1. ***Studio Thinking 2: The Real Benefits of Visual Arts Education*** by Lois Hetland, Ellen Winner, Kimberly M. Sheridan, Shirley Veenema

Teachers College, Columbia University, 2013 ISBN 978 0 8077-5435-1

(**On sale @ U A Bookstore, and on reserve in Fine Arts Library**)

1. **PDF Files of the journal articles on Blackboard**
2. Online access to Arkansas Department of Education

[www.arkansased.org](http://www.arkansased.org)
AR State Frameworks: FINE ARTS

<http://www.arkansased.org/divisions/learning-services/curriculum-and-instruction/frameworks/curriculum_categories/fine-arts>

1. Online access to Common Core

<http://ideas.aetn.org/commoncore>

<http://www.commoncorearkansas.org/>

**Assignments and Grading**

All grades will be posted on Blackboard as assignments are completed and assessed. You should keep up with your grades and progress through the class site. There is a two-weeks turnaround time for grades. If you have any questions in regards to your grade, please contact me as soon as the questions arise. DO NOT WAIT UNTIL THE END OF THE SEMESTER TO BRING UP GRADE ISSUES OR QUESTIONS.

Students will be assessed upon the intensity of their engagement in the experiences, attention to detail, willingness to exceed minimum expectations, and contributions to the class as a whole.

Any student who fulfills these criteria thoroughly and thoughtfully is capable of earning a B in this course. Those who consistently display exceptional effort and involvement will earn an A.

A (90-100%) The student fulfills all course requirements and performs at a superior level.

B (80-89%) The student fulfills all course requirements and performs at an above-average level.

C (70-79%) The student fulfills all course requirements and performs at an average level.

D (60-69%) The student fulfills all course requirements but performs at a below-average level.

E (59% and below) The student fails to fulfill all course requirements and performs at a poor level.

A : 360 or above B: 320-359 C: 280-319 D: 240-279 E: 239 or below

[The grade of Incomplete will be assigned ONLY under the following circumstance: only a small percentage of the semester’s work is still outstanding and was not completed due to a documented medical emergency.]

**Grade Distribution**

|  |  |
| --- | --- |
| *Assignment* | *Point* |
| *Visual Journal (12 entries)* | 120 |
| *Lesson Plans (3)* | 90  |
| *Contemporary Art Research Paper (3)* | 30 |
| *Teaching* | 20 |
| *Teaching Philosophy & Portfolio* | 20 |
| *Discussion Questions and Images (12)* | 60 |
| *Reading Presentation & Activity* | 30 |
| *Participation* | 30  |
| Totals | 400 |

**Brief Assignment Descriptions**

**Visual Journal:**

Throughout the semester, you will work on a visual and textual journal. The purpose of this journal is for you to respond to ideas presented within the required readings, and discuss how the reading topics and issues relate to your own interests in art and visual culture education. You are required to create weekly entries (beginning the week of August 28 and concluding the week of November 27) totaling 12 entries. (10 points for each journal entry)

**Lesson Plans:**

You are expected to design three lesson plans throughout the semester. You can choose the main idea and the grade level for each lesson plan. Each lesson plan needs to introduce at least one contemporary artist’s works. You will participate in brainstorming your lesson ideas, creating lesson sketches, and exchanging feedback with your classmates in class. In addition, you should include an art exemplar (sample artwork) within your lesson plan. The purpose of the exemplar is to provide an outline of the direction of where your lesson/project is headed. Please review the document on blackboard for more detailed guidelines and information regarding this assignment. (30 points for each lesson plan)

**Contemporary Art Research Paper:**

In addition to your lesson plan, you should submit a two-page long research paper on a contemporary artist you discuss for each lesson plan. You should include a brief bio of the contemporary artist, the summary of her/his artist statement, and the relevance to your lesson plan. You should choose three different artists for each lesson plan. I highly recommend choosing artists whose social identities, backgrounds, mediums, and styles are different. Do not choose three artists whose works are similar. (10 points for each research paper)

**Teaching:**

You will choose one of your lesson plans to teach in class at the end of the semester. You should create a visual aid as well as other props for your teaching assignment. Although your lesson plan is for an hour-long class, you are going to demonstrate the first 20 minutes of your lesson in class. I will discuss the details about this later.

**Teaching Philosophy and Portfolio:**

At the end of this semester, you should submit your teaching portfolio including the statement of teaching philosophy, three revised lesson plans and two selected journal entries. You can submit your portfolio in a pdf form or hard copies. Your portfolio will be archived in the art education program. The detailed guidelines and checklist will be provided.

 .

**Discussion Questions and Images (15% of final course grade):**

In addition to your visual journal, you will be expected to respond to required readings through both the use of discussion questions and imagery. Please post one discussion question and an image (properly labeled and cited) that connects the AVCE issues or critically relates to a concept on Blackboard prior to the class time.

**Reading Presentation & Activity (15% of final course grade):**

Please prepare a 30 minute presentation, engaging activity and a handout based on the assigned reading. Your activity should extend or bring to life the reading topic. While you are preparing, consider key points, relevant images, how this information may or may not relate to your teaching context, and how you could specifically utilize this information in an art education context. Your handout should also include a brief summary or main points from the reading. Please do not hesitate to consult with me if you are unsure. You will need to submit your handout to Blackboard AND bring copies of your handout to class.

**Participation (10% of final course grade):**

You must be prepared for each in class discussion and activities. All students are expected to read all course materials, prepare for and participate in each class discussion. If you have trouble with class discussions, please think ahead of what you would like to discuss in class and prepare to interject this. If this still proves hard for you, please let me know. You will be given two participation grades throughout the semester, so that you can track and alter your participation if necessary.

**Policies**

**Absence and Class Participation: “**Student absences resulting from illness, family crisis, university-sponsored activities involving scholarship or leadership/participation responsibilities, jury duty or subpoena for court appearance, military duty, and religious observances are excusable according to university rules. The instructor has the right to require that the student provide appropriate documentation for any absence for which the student wishes to be excused. Moreover, during the first week of the semester, students must give to the instructor a list of the religious observances that will affect their attendance.” (Academic Regulations, University of Arkansas Catalog of Studies) Please provide the document within a week from your excused absence.

This course will meet only once a week and students with unexcused absences will lose discussion points for the class period. Please notify the instructor in advance if you must miss a class by sending an email message. Work you miss due to absence can be made up only under very exceptional circumstances. If you are absent, it is your responsibility to find out what you missed. Over one unexcused absences will result in a lowering of your final grade 20 points per additional absence. You will be administratively dropped after 6 absences. If you arrive ten minutes after class has begun, you will be marked late.

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**ARED 3103: Teaching Art to Special Populations**

Class Meets: At Life Styles, 5200 S. Thompson, Fayetteville, 479-717-2608

Office Hours: Monday through Saturday mornings, 10-11am or by appointment

Professor: Dr. Angela La Porte, Ph.D.

Office: 306 Fine Arts Center • Phone: 575-8749 or 479-841-9885 • E-mail: alaporte@uark.edu

**Course** **Description**

This course will provide future artist educators with the current issues and practices teaching art to special needs students. It will involve readings, observations, reflections, discussion, and extensive experience applying curriculum and contemporary pedagogy to art classroom practice with special needs adults 18 years and older in a community-based setting.

**Learning Outcomes**

Students will:

1. Analyze and interpret art education literature and laws for inclusion practices.
(TESS 1: planning & instruction, TESS 2: the classroom environment, ATS 1: learner development, ATS 2: learning differences, ATS 4: content knowledge)

2. Design art curriculum that integrates dialogue about enduring ideas, artwork, personal connections, creative processes, presentation of student artwork, and reflections on ideas and processes.
(TESS 1: planning & instruction, TESS 2: the classroom environment, ATS 5: application of content, ATS 6: assessment, ATS 8: instructional strategies)

3. Present on special needs artists’ abilities.
(TESS 3: instruction, TESS 4: professional responsibilities, ATS 2: learning differences)

4. Reflect on special needs students’ interests and abilities in order to apply curriculum interventions.
(TESS 4: professional responsibilities, ATS 2: learning differences, ATS 3: learning environments, ATS 7: planning for instruction)

5. Assess the curriculum and pedagogy of self and peers.
(TESS 3: instruction, TESS 4: professional responsibilities, ATS 6: assessment, ATS 9: professional learning and ethical practice)

**Required Readings and signed forms**

1. Read book chapters/articles online and/or on reserve at Mullins Library. Library hours for Mullins are: M-F, 7am to 9pm; Friday, 7am to 6pm; Saturday, 10am to 6pm.
2. Purchase books (available at campus bookstore): *Reaching and Teaching Students with Special Needs through Art* (2006) edited by Beverly Levett Gerber and Doris M. Guay, Published by The National Art Education Association AND *Including Difference: A Communitarian Approach to Art Education in the Least Restrictive Environment* (2013) written by Michelle Kraft and Karen Keifer-Boyd. The other book with assigned readings, *Issues and Approaches to Art Students with Special Needs* can be downloaded from Blackboard for your convenience.
3. Read Life Styles Volunteer Booklet, and sign all permission forms, including research permission form.

**Evaluation**

• Reflections on Interactions, Curriculum, & Teaching 10%

• Class Participation and Cooperation 10%

• Presentation of an In-depth reflection on a student at Life-Styles

or Special Needs Artist (Evaluation criteria to be set by class) 15%

• Three typed, detailed 2.5-hour lesson plans with an enduring idea

(Clarity, Content & Objectives, Motivation with

questions/discussion with Powerpoint/images, Studio Activity,

& A Method of Assessing Student Learning with

a descriptive modification for one Life Styles client) 40%

• Team Teaching one lesson (Preparation, Presentation with questions and Powerpoint, Guided Practice, Closure) 25%

**Grading Scale**

A 90-100% (outstanding) D 60-69 (below average)

B 80-89% (above average) F Below 60(failing)

C 70-79% (average)

**\*Late assignments will affect your grade. An incomplete (I) will be given to students until required materials are submitted.**

**Attendance Policy:** Students who miss more than 1 class period will drop one letter grade. Late arrival to class or leaving early will be documented and will also affect your grade (3 late arrivals equal one missed class.)

**Inclement Weather:** This class will follow university cancellations during inclement weather. Use your own discretion regarding hazardous conditions. See the inclement weather website at: <http://emergency.uark.edu/11272.php> or 91.3 FM, KUAF

**Accommodations:** Students with disabilities requesting reasonable accommodations must first register with the Center for Students with Disabilities. The CSD is located in the Arkansas Union, room 104, or at <http://www.uark.edu/ua/csd/applications.htm>. The CSD provides documentation to students with disabilities who must then provide this documentation to their course instructors. Students with disabilities should notify their course instructors of their accommodation needs in a timely manner to ensure sufficient time to arrange reasonable implementation and effectiveness. A typical time frame for arranging reasonable accommodations for students who are registered with the CSD is approximately one to two weeks.

**ARED 4003 COMMUNITY ART**

**FALL 2019 COURSE SYLLABUS**

**Instructor:** Injeong Yoon, Ph.D.

**Email:** ijyoon@uark.edu

**Office Hours:**

**Office:**

**Class time:**

 **Course Description**

This course is designed to provide advanced art education students with comprehensive and engaging practical experience in curriculum design and art and visual culture education teaching approaches. Students will each lead a small class of k-12 students and encourage sustained reflection on the four “commonplaces” of curriculum: teachers, students, context, and content.

**Learning Outcomes**

Students will:

* Design, teach, document, and evaluate a cohesive thematic, conceptual, or issues-based unit appropriate for students in grades K-12 and reflect upon the experiences of teaching (pedagogy) and curriculum design in the ways that help to define you as an art and visual culture educator
(TESS 1: planning & instruction, TESS 3: instruction, ATS 1: learner development, ATS 2: learning differences, ATS 4: content knowledge)
* Select, prepare, and introduce materials and resources for teaching and design a classroom environment
(TESS 2: the classroom environment, ATS 3: learning environments, ATS 5: application of content)
* Observe and document your observations of students and other teachers engaged in various art learning experiences

(TESS 4: professional responsibilities, ATS 5: application of content, ATS 9: professional learning and ethical practice)

* Engage in cooperative exercises with colleagues as you plan and teach a community based art education program, to thoughtfully utilize resources available on campus & in the local community. This includes contributing to a committee essential to the functioning (e.g., Recruitment & Support, PR & Communications, or Final Exhibition planning) of the program, and curating and documenting a public exhibition of student work at the gallery
(TESS 1: planning & instruction, TESS 3: instruction, TESS 4: professional responsibilities, ATS 7: planning for instruction, ATS 8: instructional strategies, ATS 9: professional learning and ethical practice, ATS 10: leadership and collaboration)
* Produce a professional documentation portfolio of your teaching experiences that represents your ability to plan, teach, and assess art experiences.

(TESS 4: professional responsibilities, ATS 6: assessment, ATS 9: professional learning and ethical practice)

**Readings**

* Walker, S. (2001). *Teaching meaning in art-making*. MA: Davis Publications.
* Additional required readings and course media will be posted on the course website
* Please see course calendar for reading schedule.

**Course Assignments**

Within this course, you are required to design lesson plans for eight weeks of Saturday teaching. Each lesson must be based on a concept, issue, or theme and must involve students in contemporary art-making processes. Each unit must be based on a concept, issue, or theme and must involve students in contemporary art-making processes. In each unit that you present, you must thoughtfully introduce your students to the work of at least two relevant artists (one of which must be a contemporary artist).

**Documentation:**

Documentation is a means of learning from your observations of classroom events. Documentation in various forms – videotapes, photographs, field notes – provides a visible trace of the process that children and teachers engage in during their investigations together. It provides a record of the learning experiences in the classroom, reveals connections between events, and provides children, parents, and teachers with an opportunity to review and plan future experiences.

**Journal Entries:**

You will keep a visual journal for the entire semester. During the first 7 weeks of class, you will use your journal to reflect on the weekly readings. Your entries should be thoughtful and go beyond a summary of what you read. For example: connect what you read to your own philosophies about education, your own experiences, why you think the idea is or is not important. Your entries can include visual elements. Each entry should be a minimum of 3-4 pages (if you have a very small or a very large sketchbook, please ask us or use your best judgment). At the end of your entry, please develop a minimum of 3 discussion topics to bring to class that you are interested in talking about.

During your teaching, your journal is intended to help you to find meaning in your encounters with students, art and visual culture, teaching, and to encourage you to reflect upon experiences that might otherwise pass unnoticed. You are required to write weekly about your teaching experience, due each Monday. In each entry, you are expected to describe what occurred in your classroom and reflect upon the issues raised by your teaching. A final journal entry, in which you review and consider the issues that have preoccupied you in previous journal entries as well as your reflections on the final exhibition, will be due on our final day of classes.

**Exhibition Preparation and Installation:**

Along with your classmates, you are responsible for the curation and design of an exhibition of your students’ work. You will organize the selection of artwork for display (in collaboration with your students), the preparation of artwork (matting, mounting), create/design labeling, and the professional installation of the work.

**Assessments of Teaching:**

Throughout the semester, your teaching will be observed regularly, usually for relatively short but focused periods of time, using a method known as “walk through” supervision. Please note that we, (along with visiting assessors and other faculty colleagues) will not undermine your authority in the classroom by interfering in the ongoing action (even when you might wish that we would!). In most cases, we will remain on the edges of the classroom, and save our advice and suggestions for the evaluation form or for conferences with you after the children have departed. We may, however, sometimes make suggestions to one member of the teaching team with the intention of helping you redirect a lesson in progress, but we will try to intervene as tactfully as possible.

**Committee Work:**

Along with your responsibilities as a teacher in this art program, you will also participate in a committee related to the running of a community based art program. Along with your classmates, you will assume the full responsibility for the work involved in your designated committee (Recruitment & Support, PR & Communications, or Final Exhibition). Each committee will be required to document its function in documentation binders to be turned in at the end of the semester. Guidelines, deadlines, and responsibilities for committee work will be provided in the first week of class.

**Participation:**

Participation is an active process and relates to the act of reflection - which all successful teachers engage in.

All students are expected to read all course materials, and prepare for and participate in each class discussion. If you have trouble with class discussions, please think ahead of what you would like to discuss in class and prepare to interject this. If this still proves hard for you, please let us know. Your participation will be graded based on the following:

• Participation during in class discussions and activities

• Homework assignments given in class

• Committee work

• Exhibition involvement

**Final Portfolio:**

At the end of the semester, you are required to submit a final portfolio, which serves as a record of all of your work in this course. Your final portfolio should include:

• Final/revised lesson plans (8 lessons total)

• Documentation from each lesson plan (8 total)

• A minimum of 2-3 examples of journal entries

**Grade Distribution**

All assignments are due on or before the date and time specified. All papers, including curriculum unit drafts must be typed (checked for spelling and grammatical errors) and presented

in a professional and visually pleasing form.

**Final grades for this course will be based upon:**

• Quality of curriculum design and lesson planning [25%]

• Teaching practice and process (including preparation for teaching, identifying and obtaining materials, designing or procuring instructional resources, documentation of student learning and documentation for classroom, preparing the classroom environment, assessments of your teaching performance, etc.) [25%]

• Weekly Journal entries [25%]

• Participation (being prepared/involved in class discussions, homework assignments, committee work, and final exhibition involvement) [25%]

You will be informed about your progress in the course, including feedback on your lesson plans, and responses to journals/discussion questions. These evaluations will not necessarily always take the form of letter grades. All feedback will be posted to blackboard in a timely fashion. If you should have any questions in this regard, please do not hesitate to ask.

Learning to teach is a complex and challenging process. We will make every effort to support your progress by providing advice when it is appropriate and timely—i.e., whenever possible, we will avoid asking you to make last minute changes that undermine your confidence and the organizational scheme you have in mind. Please note, however, that **suggestions made in response to lesson plans or journals or in other forms of written or oral evaluations should be followed**, unless there is a compelling reason not to do so, one that you are willing and able to articulate.

Please note that an essential component of your success in this course, and in the teaching career that you are beginning, is your **professionalism**—including such things as the intensity of your engagement in this experience, attention to detail, willingness to exceed minimum expectations, collegiality and contribution to the success of the program as a whole. Any student who fulfills all assignments thoroughly and thoughtfully, who contributes positively to the general atmosphere of the class, and who is open and receptive to ideas and suggestions is capable of earning a B in this course. Those who consistently display exceptional effort and involvement will earn an A. Grades cannot be discussed with students via email; please schedule an appointment to address grading questions.

A (90-100%) The student fulfills all course requirements and performs at a superior level.
B (80-89%) The student fulfills all course requirements and performs at an above-average level.
C (70-79%) The student fulfills all course requirements and performs at an average level.
D (60-69%) The student fulfills all course requirements but performs at a below-average level.
E (59% and below) The student fails to fulfill all course requirements and performs at a poor level.

*[The grade of Incomplete will be assigned ONLY under the following circumstance: only a small percentage of the semester’s work is still outstanding and was not completed due to a documented medical emergency.]*

**Policies**

**Absence and Class Participation: “**Student absences resulting from illness, family crisis, university-sponsored activities involving scholarship or leadership/participation responsibilities, jury duty or subpoena for court appearance, military duty, and religious observances are excusable according to university rules. The instructor has the right to require that the student provide appropriate documentation for any absence for which the student wishes to be excused. Moreover, during the first week of the semester, students must give to the instructor a list of the religious observances that will affect their attendance.” (Academic Regulations, University of Arkansas Catalog of Studies) Please provide the document within a week from your excused absence.

This course will meet only once a week and students with unexcused absences will lose discussion points for the class period. Please notify the instructor in advance if you must miss a class by sending an email message. Work you miss due to absence can be made up only under very exceptional circumstances. If you are absent, it is your responsibility to find out what you missed. Over one unexcused absences will result in a lowering of your final grade 20 points per additional absence. You will be administratively dropped after 6 absences. If you arrive ten minutes after class has begun, you will be marked late.

If you are more than ten minutes late three times, each additional tardy will result in a lowering of your final grade 10 points per additional tardy. If you are more than an hour late to class, you will be considered absent. Any student who leaves during the half-time break will be considered absent as well. Although I reserve the right to administratively drop you from the class if you do not attend our first class meeting, dropping the course (if you choose to do so) is your responsibility and you should attend to it promptly.

**Late work policy:** For each calendar day (i.e. each 24 hour period after the deadline) late work and your attendance grade will be reduced by 1⁄2 letter grade (for the project- 5% of the total points). Work more than one week late will not be accepted. For example, if the assignment is worth 100 points, then you would lose 5 point for each day late.

**Academic Honesty:** Failure to abide by the policies of academic honesty set forth by the University of Arkansas will result in a **ZERO** on the assignment in question. Students who break these rules will be turned in immediately to the College’s Academic Integrity Monitor and face additional consequences as determined by the Academic Integrity Board. Students are required to read and familiarize themselves with the University’s Academic Integrity Policy: http://provost.uark.edu/245.php

**Inclement Weather:** In case of inclement weather, classes will be held as long as the university is open; please notify the instructor of record if you commute from out of the area and have trouble coming to campus. If a weather delay affects university operations, then class will be cancelled if it is scheduled before the university resumes operations.

**Classroom Decorum:** No food is allowed in the classroom, but students may bring drinks with a lid or a cap. Cell phones must be silenced upon entering the classroom, and students are not allowed to use them until the session is over. Laptops are for note-taking only. Emails to instructors should be worded professionally. Please allow reasonable time for responses.

**Disabilities:** The Americans with Disabilities Act (ADA) is a federal antidiscrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. Moreover, the University of Arkansas Academic Policy Series 1520.10 requires that students with disabilities are provided reasonable accommodations to ensure their equal access to course content. If you have a documented disability and require accommodations, please contact me privately at the beginning of the semester to make arrangements for necessary classroom adjustments. Please note, you must first verify your eligibility for these through the Center for Educational Access (contact 479–575–3104 or visit http://cea.uark.edu for more information on registration procedures).

**Discrimination and Sexual Harassment:** Anyone experiencing discrimination and/or sexual harassment while at the university may report it to a complaint officer appointed by the Chancellor. The complaint officer will discuss any situation or event that the complainant considers discriminatory or constitutive of sexual harassment. Reports may be made by the person experiencing the harassment or by a third party, such as a witness to the harassment or someone who is told of the harassment. For more information and to report allegations of discrimination and/or sexual harassment, contact the Office of Equal Opportunity and Compliance, 346 N. West Avenue (West Avenue Annex), 479-575-4019 (voice) or 479-575-3646 (tdd).

**Quality Writing Center (Kimpel 315):** As you draft your research paper, we encourage you to use the Quality Writing Center. Make appointments online at http://qwc.uark.edu/

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**Severe Weather (Tornado Warning):**

* Follow the directions of the instructor or emergency personnel
* Seek shelter in the basement or interior room or hallway on the lowest floor, putting as many walls as possible between you and the outside
* If you are in a multi-story building, and you cannot get to the lowest floor, pick a hallway in the center of the building
* Stay in the center of the room, away from exterior walls, windows, and doors

**Violence / Active Shooter (CADD):**

* **CALL-** 9-1-1
* **AVOID-** If possible, self-evacuate to a safe area outside the building. Follow directions of police officers.
* **DENY-** Barricade the door with desk, chairs, bookcases or any items. Move to a place inside the room where you are not visible. Turn off the lights and remain CX VCCCquiet. Remain there until told by police it’s safe.
* **DEFEND-** Use chairs, desks, cell phones or whatever is immediately available to distract and/or defend yourself and others from attack.

**Course Materials Copyrights:**

If you violate any of these rules, you will be immediately turned into the Academic Integrity Board, and you will be removed from my class. Your continued enrollment in this class will count as your acceptance of these terms.

* You are **NOT ALLOWED** to tape lectures.
* You are **NOT ALLOWED** to post your notes from my lectures on note-sharing websites.

**Additional Course Policy:**

* **Preparation and deadlines:** It is essential to be prepared and to meet course deadlines. Please check the Blackboard news feed and your email before our class meets, as the calendar is subject to change and is our primary means of communication. Expectations will be shared at the beginning of each class period for the following course meeting. For unexcused absences, in class work cannot be made up and other assignments that are late may not be accepted.
* **Written work:** Written work must be typed, proofread, double-spaced, 12 pt. font, and submitted on time. Complete and proper MLA or APA citations must be used where references are required (consult the University Library and its website for style guides). Grammar, spelling, and punctuation count! Writing is expected to be correct and coherent. Free tutoring and editing services are available at the University Writing Center (http://qwc.uark.edu/). Your name, the date, and the assignment title must be placed at the top of all assignments. Please do note that all written work submitted to Blackboard will be assessed through the plagiarism detector program.
* **Electronic communication/contacts:** You are responsible for keeping up with the online course calendar available on Blackboard. Please check the news feed before our class meets. I will make every effort possible to post news by 9:00 AM If an emergency occurs.

**ARED 4773 PROFESSIONAL DEVELOPMENT IN ART EDUCATION**

**FALL 2019 COURSE SYLLABUS**

**University Supervisor/Course Instructor:**
**Email:**

**Office Hours:**

**Office:**

**Seminar Time:**

**Course Description**

This capstone course provides the opportunity to experience, in depth, the full role and meaning of teaching in a school setting. This course will organize regular seminar meetings with students to encourage them to reflect on their art education experiences. Through this course, students will an opportunity to learn various career paths in art education, to develop community arts advocacy skills and to teach visual arts to diverse populations. Experiences include developing teaching competencies and skills; evaluating pupil progress; completing teaching portfolio; researching the various art education curriculum and community programs; and utilizing school and community resources in the instructional program.

**Major Learning Outcomes/Objectives**

Student teachers will learn and practice:

1. **Knowledge of content and skills**: Understands the central concepts, tools of inquiry, and structures of the disciplines taught, and can create learning experiences to make learning meaningful

(TESS 1: planning & instruction, ATS 4: content knowledge, ATS 5: application of content, ATS 8: instructional strategies)

1. **Knowledge of Learners and the Learning Process**: Understands how students learn and differ in their approaches to learning, and can provide learning opportunities that support their development
(TESS 1: planning & instruction, TESS 2: the classroom environment, ATS 1: learner development, ATS 2: learning differences)
2. **Instructional Planning**: Plans instruction based on knowledge of subject matter, students, the community, and curriculum goals
(TESS 1: planning & instruction, ATS 7: planning for instruction)
3. **Use of Instructional Strategies**: Understands and uses a variety of instructional strategies and adopts teaching style and content delivery to diverse needs of students
(TESS 3: instruction, ATS 8: instructional strategies)
4. **Learning Environment and Classroom Management**: Creates a learning environment that encourages positive social interaction, active engagement in learning, and self- motivation
(TESS 2: the classroom environment, ATS 3: learning environments)
5. **Use of Communication Strategies**: Uses knowledge of communication techniques to foster active inquiry, collaboration, and supportive interaction
(TESS 3: instruction, ATS 8: instructional strategies)
6. **Use of Assessing/Diagnosing/Evaluating Strategies**: Understands and uses formal and informal assessment strategies; and takes action to determine what strengths and problems exist
(TESS 1: planning & instruction, TESS 3: instruction, ATS 6: assessment)
7. **Use of Motivation Strategies**: Takes action to arouse and sustain interest of learners, uses devices that appeal to learners, and motivates by personal behavior
(TESS 2: the classroom environment, TESS 3: instruction, ATS 2: learning differences, ATS 3: learning environments)
8. **Home-School-Community Relations**: Fosters relationships with colleagues, parents, and agencies in the larger community
(TESS 4: professional responsibilities, ATS 9: professional learning and ethical practice, ATS 10: leadership and collaboration)
9. **Use of Technology**: Integrates computer and multimedia technology into classroom teaching
(TESS 1: planning & instruction, ATS 8: instructional strategies)
10. **Use of Diversity Strategies:** Demonstrates sensitivity to community diversity and cultural identity, and infuses multicultural, gender-fair strategies into instruction
(TESS 1: planning & instruction, ATS 1: learner development, ATS 2: learning differences)
11. **Human Relations Skills**: Implements sound human relations and communication skills in order to foster productive, positive, learning communities
(TESS 2: the classroom environment, TESS 3: instruction, ATS 3: learning environments)
12. **Professional Characteristics/Personal Qualities**: Exhibits high quality characteristics in professional and personal demeanor and exemplifies professional behavior role awareness and ethical conduct
(TESS 4: professional responsibilities, ATS 9: professional learning and ethical practice, ATS 10: leadership and collaboration)
13. **Career Paths in Art Education**: Understands various teaching and administrative careers in both school and community art education settings.
(TESS 4: professional responsibilities, ATS 9: professional learning and ethical practice)

**Expectations**

Student teachers are expected to:

• keep the contractual schedules/hours of school/organization and to be on time.

• assume all the contractual responsibilities and expectations the school/district/community organization has of their teachers.

• assume this responsibility in a gradual sequence with opportunities to observe and learn from their mentors.

• spend the time necessary outside of school to prepare for their teaching responsibilities.

• behave professionally and ethically.

• dress professionally according to the dress codes of the schools to which they are assigned.

• ascertain permission from their mentors for all the activities they do on the school/community site.

• be observed in their assigned classrooms by school and university supervisors, to participate in meeting where they will receive feedback from supervisors, and to participate in the performance evaluation process with their supervisors.

• attend all student teaching seminars.

• complete assigned works according to published deadlines.

• follow directions given in writing or orally from their supervisors and to ask questions for clarification and/or for any help they need with placement assignments, course assignments, etc.

**Course Topics**

Some of the topics may be addressed in seminar/class meetings and others may be addressed during various supervision activities for individuals and/or small groups.

1. Professional behaviors expected of student teachers

2. Requirements and schedule of activities for successful completion of student teaching

3. Paperwork required of student and cooperating teachers

4. Long range planning

5. Reflection, reflective decision-making, and problem solving

6. Performance evaluations and receiving feedback

7. Classroom teaching/instruction

8. Classroom management and establishing a positive classroom climate

9. Rapport/relationship building with students, parents, supervisors, and peers

10. Collaboration, active listening, and teaming

11. Community and educational resources

12. Professionalism and ethics

13. Diverse learners and instructional strategies to advocate diversity

14. Teacher accountability and documentation of student learning

15. Arkansas Teaching Standards

16. Job searching, resumes, portfolios, and interviewing

17. Graduation and licensure

18. Transition to first year teaching

**Course Assignments and Grading**

All grades will be posted on Blackboard as assignments are completed and assessed. You should keep up with your grades and progress through the class site. If you have any questions in regards to your grade, please contact me as soon as the questions arise.

Students will be assessed upon the intensity of their engagement in the experiences, attention to detail, and willingness to exceed minimum expectations.

**A:** 270 or above **B**: 240-269 **C**: 210-239 **D**: 180-209 **E**: 179 or below

**1. Teaching and Professionalism (50 points)**

You will receive the full points for your teaching and professionalism based on your completion of your student teaching. If there is any concern regarding your progress and professionalism, I will contact you to schedule a separate meeting. Please make sure that you respond to emails within two business days. A timely response is considered a part of your professionalism.

**2. Lesson Plans (60 pts)**

You should submit 4 lesson plans (2 for the first placement and 2 for the second placement). The lesson plan should be submitted to blackboard before the supervisor’s visit for observation. The lesson plan must be about your lesson that the supervisor will observe. (15 points \*4 = 60 points in total)

**3. Participation in Seminar (70 pts)**

Seminar meetings will be held biweekly for peer support and for discussion of various topics. There will be seven meetings in total and you will receive 10 points for your participation in each seminar. (10 points \*7 = 70 points in total)

**4. Reflective Journaling (70 pts)**

You should submit written reflections throughout the semester. Each journal should be at least 300 words and include thoughtful reflections on the process of planning and implementing lessons. It should be typed in MS Word and submitted to blackboard. You should submit the total of seven journals before our seminar meetings. (10 points \*7 = 70 points in total)

Due dates: 1/28, 2/4, 2/18, 3/4, 3/24, 4/8, 4/23

**5. Summative self-evaluation (TESS) (20 pts)**

You have to submit the summative self-evaluation form prior to a final evaluation meeting with the mentor teacher and the university supervisor. For each placement, the final evaluation meeting will be held in order to exchange feedback on your performance and progress. You are expected submit the summative evaluation form as means to reflect on your teaching. (10 points for each placement)

Due dates will vary. You will submit the form to the supervisor prior to the final evaluation meeting.

**6. Teaching Portfolio (30 pts)**

You should submit your teaching e-portfolio at the end of this semester. Detailed guidelines will be provided.

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