

Program Approval Protocol for: Art Education

*Programs that have been revised and officially approved by DESE in the last two years (2021-2022 or 2022-2023) are only required to include items marked with an *asterisk. However, for all other program revisions, it is mandatory to include all the items listed below.*

***1. Cover Sheet (See Attached)**

***2. Rationale**

- a. Education programs at the University of Arkansas Fayetteville are revising programs to meet the requirements for the yearlong residency required by the Arkansas Department of Elementary and Secondary Education.

***3. Institutional Approval**

- a. Forms must be submitted through the University of Arkansas Program Management System. Following initial approval, the online form and associated documents will be submitted to the next approval level and proceed through the college approval process until the proposal reaches the office of the dean for college or school approval, or all participating deans, if more than one school or college is involved.

Proposals for all teacher education program changes proceed from the University Teacher Education Board (UTEB), to the college, which will forward the proposals to the University Course and Programs Committee for review. For actions to be reviewed by the University Course and Programs Committee in each month, the proposal must be at the University Course and Programs Committee level by the second Friday of that month. Actions involving curricula of undergraduate or professional programs must be reviewed by the University Course and Programs Committee and, for core courses, by the Core Curriculum Committee (CCC) prior to action by the Faculty Senate. Actions involving changes to graduate programs must be reviewed by the University Course and Programs Committee prior to action by the Graduate Council and Faculty Senate.

Certain program changes must be approved by or reported to the Board of Trustees and the Arkansas Higher Education Coordinating Board (see Board Policy 620.1 and the ADHE Criteria document identified on page one for further details). Among them are the initiation of new programs and substantive program changes including offering a program at an additional (off-campus) site. Many other changes must be reported (such as name changes and changes in organizational structure) and may be reviewed for action. All program change proposals are reviewed following campus approval to determine which are to be sent forward. All campus actions requiring action by either board or notification to either board will be handled by the provost, on behalf of the chancellor. Such actions will be reported by letter to the president for inclusion as agenda items for one or both boards. All materials for either board must be submitted to the office of the provost in electronic format. Items will not be submitted to ADHE for review until they have been approved by the Faculty Senate. Given that agenda items must be submitted no later than 120 days prior to the target AHECB meeting, Faculty Senate approval must be received at least four months in advance of that date. For programs requiring no off-campus approval, Faculty Senate approval will be considered notification to the campus that the program change will be implemented

effective with the academic year in which the change is included in the catalog or the proposed effective date, if different, unless other notification is provided by the provost. The Curriculum Approval Process is described in the Academic Policy 1622.20 (<https://provost.uark.edu/policies/162220.php>). The Workflow Steps for Program/Unit Changes are also provided on the registrar's website (<https://registrar.uark.edu/program-unitchanges/index.php>).

b. Provide official documentation, including signatures, showing approval was granted by all appropriate authorizing entities outlined in 3.a. If approval has not been granted, indicate when approval is expected. **Prior to UTEB approvals expected on September 30, 2024, the School of Art Director, Art Education Faculty, and School of Art Curriculum Committee will provide signed documents by October 2024. These will be provided in Appendix E.**

4. Documentation of Revisions

a. Changes to the Curriculum

*i Provide a **copy of the current program of study** indicating the proposed revisions. If the program is embedded in a baccalaureate degree, including the **current eight-semester degree plan indicating the proposed revisions**. Include the number of hours required to complete the program. **See Appendix A.**

*ii 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. **See Appendix B.**

*iii Provide a **revised Arkansas Teaching Standards matrix** for first-time licensure programs documenting how the **Arkansas Teaching Standards** are covered in the program of study. **See Appendix C.**

*iv Provide documentation outlining how the appropriate **TESS** or **LEADS** standards (**TESS for aspiring teachers**, TESS for classroom teachers, TESS for Specialty Areas, or LEADS) are used in the program of study, if applicable. **The TESS for aspiring teacher rubric is used to assess students during their two semesters of residency across the four domains: Planning and Preparation, The Classroom Environment, Instruction, and Professional Responsibilities. Both student intern residents, mentor teachers, and university supervisors assess performance relevant to the aspiring teacher rubric.**

***v For programs approved in the past two years:**

Provide syllabi that 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. See course syllabi in Appendix D.

For all other programs not approved in the past two years:

Provide all syllabi that include course descriptions for all professional education courses prescribed in the program and for all content courses listed on the submitted curriculum matrix.

- Syllabi should include objectives that align with the Arkansas Teaching Standards (for first-time licensure programs), the appropriate TESS/LEADS framework, and Educator Competencies.

- Programs leading to licensure areas other than Elementary Education K-6 or Special Education K-12 should present evidence of alignment to the [Foundations of Reading Competencies-Awareness Level](#) or how they ensure candidates have previously completed the appropriate pathway. Note: DESE-approved prescribed pathways for awareness are aligned to the awareness level competencies. Please look at the link for UA Fayetteville and include the course that was pre-approved for your program.

- https://docs.google.com/spreadsheets/d/19Kd3dgtHqd5Lq5LqhzuXEJiBw_RLtEAA/edit?gid=1007526130#gid=1007526130 Foundations of Reading Competencies-Awareness Level is acquired through the required course, CIED 30303, Classroom Learning Theory.

*vi 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. (if there are no changes, just say this for this indicator)
There are not changes to the common assessments.

AI Statement

[Artificial Intelligence Statement](#)

***b. Program Partnerships and One-Year Supervised Residency**

Candidates completing first-time licensure programs in May 2027 and thereafter must have completed a one-year supervised residency alongside an experienced mentor teacher in a school setting.

1. [One-Year Supervised Residency Handbook - DRAFT](#)
2. Plan for implementing a one-year supervised residency that details the timeline and proposed 8-semester degree plan and ensures the minimum requirements are met:
 - i. Our program engages candidates in substantial, quality participation in field experiences (such as observations and practicums) and supervised clinical practice (such as student teaching and internships/residencies), in the applicable licensure level and content area. This includes
 - A minimum of 18 hours a week in semester one, and a minimum of 24 hours a week in semester two with a minimum total of 270 hours for semester one and 360 hours for semester two for the yearlong internship.
 - Candidates in our programs will be placed in internship experiences that are in a variety of placements. These experiences will allow candidates to engage with students who may come from a wide range of linguistically, culturally, and academic experiences.
 - Settings adhere to requirements outlined in the current [DESE Rules Governing Educator Licensure](#)
 - ii. All clinical educators responsible for supervising candidates adhere to a high standard. They must hold a Master's degree or higher associated with the content area or licensure area being supported. Clinical educators are trained in coaching and observation and have attended training in using the *Aspiring Teacher Rubric* for coaching.
 - iii. Verification of training in the system of support, development, and appraisal of teacher performance (e.g., TESS) has taken place each year the clinical educator is supporting candidates. Candidates have also been trained in the **Aspiring Teacher Rubric** and how to reflect on their teaching using the observation tool.
 - iv. Candidates in each program are provided a combination of field experiences and supervised clinical practice across the entire grade level of the license being sought. The Director of Field Placement along with the program faculty ensure that candidates are placed in the settings need

to meet their grade band.

General Requirements for Traditional Programs:

- For a candidate to enter a school setting for their clinical placement, each candidate must have completed all [required background checks](#).
- Candidates must have at least ninety hours of course credit before the start of semester one of the residency. During residency, candidates may have a maximum of 15 credit hours for each semester of residency.
- A one-year supervised residency shall include a yearlong clinical placement for a minimum of 3 days (18 hours) per week in the first semester and 4 days (24 hours) per week in the second semester. Programs may also use a semester equivalent (270 hours in the first semester and 360 hours in the second semester) for licensure areas that do not follow a traditional weekly schedule. The residency must span two consecutive semesters; Fall to Spring or Spring to Fall.
- A one-year supervised residency shall take place in a public-school classroom, including public charter classrooms or an accredited private school classroom.

Requirements of the Traditional Educator Preparation Programs:

- i. A clinical supervisor from the institution is assigned candidates based on his or her content area expertise in alignment with experience and degree requirements. The clinical supervisor should be current with all training including DESE-recognized coaching and Aspiring Teacher Rubric Training. This training is completed within the educator preparation program or attended through a DESE-approved training. The clinical supervisor supports, coaches, and trains the candidates through, but is not limited to the following:
 - a. Candidates are formally observed and evaluated three times per semester (six for the year) by the clinical supervisor using the Aspiring Teacher rubric.
 - b. The clinical supervisor will share observation with the candidate at the end of each observation. This information will also be shared with the mentor teacher. A feedback plan will include goals for the next observation.
- ii. The program will ensure the district assigns one experienced mentor teacher who is supporting no more than two total pre-service educators.
 - a. Training: Mentors will be trained to support, evaluate, and coach the candidate. Each mentor will participate in mentor training each year he or she is supporting a teacher candidate.

- iii. Our EPP and K-12 districts meet for two formal partnership meetings, one in the fall and one in the spring. These University Partnership meetings include all partners in Northwest Arkansas. Programs meet with school partners to discuss common assessment data. Partnership decisions are made based on data such as survey data from completers and employers as well as licensure pass rates. The University Teacher Education Board, which consists of school partner, faculty and student representatives, meets monthly to discuss program decisions.
- iv. A copy of the MOU signed by districts can be find in **Appendix F**. The MOU includes:
 - a. Goals of partnership
 - b. Responsibilities of the district
 - c. Responsibilities of the EPP
 - d. Joint responsibilities
 - e. Timelines/Schedules for walk-throughs, meetings, and other communications

See University of Arkansas MOU.

<https://uark.app.box.com/file/1635552431627>

- v. In addition to the requirements above, a candidate working as a Teacher of Record during a traditional internship within a requesting school district shall follow the requirements below:
 - a. For a candidate to enter a school setting for their clinical placement, each candidate must have completed all [required background checks](#).
 - b. Candidates must have an approved Aspiring Teacher Permit on file with DESE have met all first-time licensure requirements as referenced in [3-1.03.1 of the Licensure Rules](#), and received passing scores on all content area assessments required (including the stand-alone reading assessment for elementary education K-6 and special education K-12).
 - c. Candidates must have at least ninety hours of course credit before the start of semester one of using the Aspiring Teacher Permit.
 - d. The Aspiring teacher permit experience shall take place in a public-school classroom, including public charter classrooms with an experienced mentor teacher assigned by the district.

***c. Transition to DLT Format**

- i Submit a rationale for the transition.
- ii Submit a current program of study identifying the courses in the program that will be delivered totally or partially via distance learning technology.
- iii Describe the methods for instructor-to-student and student-to-student interaction in the distance learning courses/modules, including synchronous (e.g., videoconferencing and chat) and asynchronous (e.g., email and discussion boards) methods.
- iv. Describe the assessment processes used in the courses to determine students' achievement of intended outcomes
- v. Submit syllabi for DLT courses that reflect the revised methods for interaction and assessment processes.

No art education program courses are delivered through distance learning.

Note: HLC policy requires an institution to seek HLC's prior approval if the institution plans to initiate or expand its distance education offerings. When initiation or expansion is anticipated beyond the terms of its current HLC stipulation, an institution must submit a substantive change request to HLC.

***d. Changes to Policies Overseeing Candidate Quality**

i **Describe any changes to entry requirements.** Students are defined as teacher candidates once they have been officially admitted into their teacher education program. This typically occurs during the sophomore year for undergraduate programs.

There are no changes to the entry requirements for the art education program.

ii **Describe any changes to retention procedures,** such as mid-program benchmarks or transition points.

There are no changes to the retention procedures for the art education program.

iii A candidate is a successful program completer once they have graduated from their program. All candidate must follow a degree plan as well as requirements such as grade point average. The licensure officer will recommend a candidate for Arkansas licensure once the degree has conferred and all licensure requirements are fulfilled (i.e. professional development and licensure testing).

***5. Transition Plan**

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

The art education program revisions will begin Fall 2026, contingent upon approvals. School of Art and art education program advising for students accepted into the program will be important to best prepare students for acquiring the necessary coursework prior to their year-long residency. Students completing the B.F.A. in Art Education with a concentration in K-12 Teaching prior to this date will not require few accommodations, if any. In the case of transfer students who may need additional art content coursework will be advised on how to best to complete requirements. If necessary, course substitutions and overrides into necessary coursework will be considered in a case-by-case basis for a timely program completion.

APPENDIX (A-F): ART EDUCATION PROGRAM CHANGE

Appendix A

B.F.A. in Art Education K-12 Teaching Concentration Program Changes

Program of Study for Art Education			Program of Study for Art Education		
Current Plan of Study			PROPOSED Plan of Study		
Course Code/Name	Course Hours		Course Code/Name	Course Hours	
	Units	SPRING		Units	SPRING
ENGL 10103 Composition I*	3		ENGL 10103 Composition I*	3	
MATH 12003 College Algebra (or higher level mathematics)*	3		MATH 12003 College Algebra (or higher level mathematics)*	3	
ARTS 19139 Studio Foundation I	9		ARTS 19139 Studio Foundation I	9	
UNIV 10051 University Perspectives	1		UNIV 10051 University Perspectives	1	
<u>ENGL 10203 Composition II*</u>		3	<u>ENGL 10203 Composition II*</u>		3
ARTS 19239 Studio Foundatio+A11-B11n II	9		ARTS 19239 Studio Foundation II	9	
1013 Elementary I World Language or higher	3		Humanities elective	3	
Year Total	16	15	Year Total	16	15
Second Year			Second Year		
	Units			Units	
	FALL	SPRING		FALL	SPRING
ARTS Focused Study Studio	3		ARTS Focused Study Studio	3	
ARTS Elective (exclusive of focused study studio)	3		ARTS Elective (exclusive of focused study studio)	3	
<u>ARHS 20003/21003 Art History Survey I* or Survey II*</u>	3		<u>ARHS 20003/21003 Art History Survey I* or Survey II*</u>	3	
ARED 10003 Introduction to Art Education	3		ARED 10003 Introduction to Art Education	3	
2003 Intermediate world language or higher level	3		ARED 30103 Diversity, Pedagogy, and Visual Culture	3	
ARTS Focused Study Studio		3	ARTS Focused Study Studio		3
ARTS Elective (exclusive of focused study studio)		3	ARTS Elective (exclusive of focused study studio)		3
<u>ARHS 20003/21003 Art History Survey I* or Survey II*</u>		3	<u>ARHS 20003/21003 Art History Survey I* or Survey II*</u>		3
<u>PSYC 20003 General Psychology*</u>		3	<u>PSYC 20003 General Psychology*</u>		3
ARED 30103 Diversity, Pedagogy, and Visual Culture		3	Science* University/state core lecture with corequisite lab		4
	15	15		15	16
Third Year			Third Year		
	Units			Units	
	FALL	SPRING		FALL	SPRING
ARTS Focused Study Studio3	3		ARTS Focused Study Studio		
ARED 30003 Curriculum Design and Teaching Practices in Art Educa	3		<u>U.S. History* University/state core requirement</u>	3	
Science* University/State Core Lecture with Corequisite Lab	4		ARTS Elective (exclusive of focused study studio)	3	
COMM 1313 Public Speaking	3		Social Science* University/State Core requirement	3	
PHIL 20003 Introduction to Philosophy*	3		<u>CJED 30303 Classroom Learning Theory</u>	3	
ARTS Focused Study Studio		3	ARTS Focused Study Studio		3
<u>CJED 3023 Survey of Exceptionalities or ARED 30103 Inclusive Art Ped.</u>		3	<u>CJED 30203 Survey of Exceptionalities or ARED 30103 Inclusive Art Ped.</u>		3
<u>ARHS 46303 Contemporary Art</u>		3	ARHS 46303 Contemporary Art		3
<u>CJED 30303 Classroom Learning Theory</u>		3	Science* University/state core lecture with corequisite lab		4
Science* University/state core lecture with corequisite lab		4	ARTS Elective (exclusive of focused study studio)		3
Year Total	16	16		15	16
Fourth Year			Fourth Year		
	Units			Units	
	FALL	SPRING		FALL	SPRING
ARTS Elective (exclusive of focused study studio)	3		Social Science* University/State Core requirement	3	
ARHS Art History Upper-level Elective or ARHS 46303 Contemporar	3		ARHS Art History Upper-level Elective or ARHS 46303 Contemporary Art	3	
<u>ARED 4953 Art Education Elective</u>	3		<u>ARED 4760V Residency in Art Education</u>	6	
U.S. History* University/state core requirement	3		ARED 30003 Curriculum in Art Education	3	
Social Science* University/State Core requirement	3		ARED 47703 Professional Development		3
ARED 4003 Community Art	3		ARED 4760V Residency in Art Education		9
ARTS Elective (exclusive of focused study studio)	3		Year Total:	15	12
Social Science* University/State Core requirement	3				
<u>PHIL 4403 Philosophy of Art</u>	3				
Year Total:	15	12	Total Units in sequence		120
Final Semester			Final Semester		
	Units			Units	
	FALL			FALL	
ARED 47703 Professional Development	3				
ARED 4760V Internship	9				
Total Semester:	12				
Total Units in sequence	132				

* 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 4760V).

Program Changes:

- Eliminate language requirement (6 credits)
- Eliminate Public Speaking (3 credits)
- Eliminate Philosophy of Art
- Eliminate Art Education or other electives
- Add 4760V (6 credits)
- Delete ARED 40003, Community Art, as a requirement since the focus of this course includes curriculum development aligned with Arkansas Frameworks, teaching experiences, and reflection that will be additional internship hours. The course may be taken as an elective and will be required only for our B.F.A. in Art Education Concentration in Community Practice.

Appendix B

ART EDUCATION CURRICULUM MATRIX (ARKANSAS EDUCATOR COMPETENCIES)

ART K-12		Course Alignment with ADE Content Competencies															
	ARED 10003	ARED 31003	ARED 30003	ARED 30103	ARED 40003	ARED 47703	ARED 4760V	ENGL 10103	MATH 12003	ENGL 10203	ARHS 20003	ARHS 21003	PSYC 20003	PHIL 20003	CIED 30203		
Standard 1: Creating																	
1.1	X	X	X	X	X	X	X										
1.2	X	X	X	X	X	X	X										
1.3	X	X	X	X	X	X	X										
1.4	X		X	X	X	X	X										
1.5	X	X	X	X	X	X	X										
1.6	X		X	X	X	X	X										
1.7	X	X	X	X	X	X	X										
Standard 2: Performing / Presenting / Producing																	
2.1	X		X	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										
4.2	X	X	X	X	X	X	X				X	X		X			
4.3	X		X				X				X	X					
4.4	X		X				X				X	X					
4.5	X	X	X				X	X			X	X					
4.6	X	X	X				X	X			X	X					
Standard 5: Disciplinary Literacy																	
5.1	X	X	X	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	X	X	X	
5.3	X	X	X	X	X	X	X	X		X				X			
5.4	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	X		
5.6	X	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	X		
5.8		X	X	X	X	X	X	X	X	X							X
5.9	X	X	X	X	X	X	X	X		X	X	X		X	X		
5.10	X	X		X	X	X	X										X
5.11	X	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	X		
5.13	X	X	X	X	X	X	X				X	X		X			
5.14	X	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	X		
5.16	X	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		
5.18	X	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	X		
5.20	X	X	X	X	X	X	X	X		X	X	X		X	X		

Appendix C

Course Alignment with Arkansas Teaching Standards

All Licensure Areas	Course Alignment with Arkansas Teaching Standards										
	ARED 10003	ARED 31003	ARED 30003	ARED 30103	ARED 40003	ARED 47703	ARED 4760V				
Standard #1 Learner Development	X		X	X	X	X	X				
Standard #2 Learning Differences	X	X	X	X	X	X	X				
Standard #3 Learning Environments	X	X	X	X	X	X	X				
Standard #4 Content Knowledge	X	X	X	X	X	X	X				
Standard #5 Application of Content	X	X	X	X	X	X	X				
Standard #6 Assessment			X	X	X	X	X				
Standard #7 Planning for Instruction	X	X	X	X	X	X	X				
Standard #8 Instructional Strategies	X	X	X	X	X	X	X				
Standard #9 Professional Learning and Ethical Practice	X	X	X	X	X	X	X				
Standard #10: Leadership and Collaboration			X		X	X	X				

Appendix D

Art Education Syllabi

PROFESSIONAL EDUCATION COURSES

(ARED 10003, ARED 31003, ARED 30003, ARED 30103, ARED 40003, ARED 47703, ARED 4760V)

ARED 10003 INTRODUCTION TO ART EDUCATION COURSE SYLLABUS

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, AEC 3: Responding, AEC 5: Disciplinary Literacy)
2. 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, AEC 4: Connecting, AEC 5: Disciplinary Literacy)
3. 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, AEC 1: Creating, AEC 4: Connecting)
4. Identify and delineate art procedures and effective instructional strategies based on observations
(TESS 1: planning & instruction, ATS 8: instructional strategies, AEC 1: Creating, AEC 5: Disciplinary Literacy)

5. 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, AEC 1: Creating, AEC 3: Responding)
6. Explain how educational philosophy and developmental theories influence curriculum design and instructional practices.
(TESS 1: planning & instruction, ATS 5: application of content, AEC 3: Responding, AEC 4: Connecting, AEC 5: Disciplinary Literacy)
7. 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, AEC 1: Creating, AEC 2: Performing/Presenting/Producing, AEC 4: Connecting, AEC 5: Disciplinary Literacy)
8. 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, AEC 3: Responding, AEC 4: Connecting, AEC 5: Disciplinary Literacy)

Readings

1. PDF Files of the journal articles on Blackboard
2. Online access to Arkansas Department of Education
www.arkansased.org
AR State Frameworks: FINE ARTS
http://www.arkansased.org/divisions/learning-services/curriculum-and-instruction/frameworks/curriculum_categories/fine-arts
3. 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

<i>Assignment</i>	<i>Point</i>
<i>Visual Journal (6 entries)</i>	60
<i>Observation Notes (3)</i>	30
<i>Writing Assignments (3)</i>	30
<i>Teaching Philosophy</i>	20
<i>Discussion Questions and Images (8)</i>	40
<i>Participation</i>	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 absence 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 (td).

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 quiet. 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 31003: DIVERSITY, PEDAGOGY, & VISUAL CULTURE COURSE SYLLABUS

COURSE DESCRIPTION

This interdisciplinary course will serve to introduce students to critical understandings of issues of diversity, as they arise in contexts such as the art world, cultural institutions (such as museums and community arts organizations), schools, visual culture, and the culture, educational texts (such as curricula), and history, while developing a theoretical base from educational and cultural theory. By the end of the course, students will understand diversity as broadly defined in relation to visual culture and be able to critically explore the complex dynamics of race, gender, sex, and class, and the pedagogical issues posed by diversity

STUDENT LEARNING OUTCOMES

Throughout the semester, and by the end of the semester, students will:

- Understand diversity as defined in relation to various forms of visual culture
(TESS 1: Planning & Preparation, TESS 2: The Classroom Environment, ATS 2: Learning Differences, AEC 1: Creating, AEC 3: Responding)
- Understand the complex interactions of ethnicity, class, gender, sexual identity, and other aspects of diversity in visual culture
(TESS 1: Planning & Preparation, TESS 3: Instruction, ATS 2: Learning Differences, AEC 3: Responding, AEC 4: Connecting)
- Understand pedagogical issues related to visual culture, including forms of address and interpretation, as well as pedagogical practices such as teaching and learning in classrooms and other educational contexts
(TESS 1: Planning & Preparation, ATS 4: Content Knowledge, ATS 7: Planning for Instruction, AEC 5: Disciplinary Literacy)
- Understand issues of power and privilege in relation to visual culture
(TESS 2: The Classroom Environment, TESS 4: Professional Responsibilities, ATS 3: Learning Environment, ATS 9: Professional Learning and Ethical Practice, AEC 3: Responding, AEC 4: Connecting)
- Essentially, the course is grounded in critical explorations of the intersections among diversity, visual culture, and contemporary art, and pedagogy.
(TESS 3: Instruction, ATS 5: Application of Content, ATS 8: Instructional Strategies, AEC 4: Connecting, AEC 5: Disciplinary Literacy)

The course is structured thematically to allow for focus on distinct but overlapping discourses. The themes are:

Diversity, Pedagogy, and Visual Culture - This theme serves as an overview and foundation for the semester and as an overview of these three key terms—diversity, pedagogy, and visual culture. This theme also explores various social and cultural sites that sit at the intersection of these key terms.

Xenophobia and Social Difference - Representations of “the Other”—race, culture, ethnicity, gender, ability, age, class—both historical and contemporary, will be discussed. Simply, this theme focuses on fear of race, class, and social difference. The ways in which issues of race, class, and social roles are promoted and

perpetuated in Western society will be examined. Artworks that address these issues will become the primary focus from which the analysis will develop.

Gender and Sexual Identity - Gender and sexual identity are often conflated, confused, and complicated through visual representations in popular visual culture, visual art, and other cultural discourses. Issues dealing with the portrayal of women in art and visual culture, the role and neglect of women in society, gender issues, sexual identity politics, and Feminist criticism will be discussed. This theme includes consideration of ways in which responses to gender, gender role expectations, and sexual identity inform and instigate bullying, harassment, violence, rape, and other aggressive responses.

Public Consensus and Censorship - As has been the case throughout history, the art works of many contemporary artists have been condemned as “indecent” by legislators, politicians, religious and other individuals and interest groups around the world for various reasons. Similarly, negative and misinformed narratives about people have been perpetuated by explicitly promoting false or incomplete narratives and through outright omission. Questions about human rights, accountability of taxpayers and politicians, pornography and artistic freedom, censorship, consent, dissent; history and histories, and free speech—and related pedagogical implications—will be discussed.

Oppression and Stereotypes - Examples of racial, cultural, ability, body, age, class, gender and other stereotypes will be highlighted in discussions that originate in examinations of visual culture. Cartoons, movies, television commercials, television shows, and popular publications will be reviewed and critiqued in order to address and confront how racist, sexist, and other forms of oppressive and other discourses are perpetuated in visual and popular culture.

COURSE TEXTS

Required

The texts for this course come from two sources: (1) those provided by the professor and (2) additional texts identified by students. Here, the definition of text is broader than a book, article, or chapter—a text can be any human construct that can be “read” and “interpreted” such as a film, a work of art, a cultural institution, a website, or an experience, for example. Additional texts most likely will emerge based on a combination of the framework of issues identified by the professor and the evolving interests of individual students.

Required readings identified by the professor appear in the course calendar. Readings are available from a variety of sources, among which include other online databases for download. Through a basic web search, students can easily find most of the readings identified by the professor; in some cases, students will have to locate and retrieve readings on their own. Students should keep in mind the required readings for this course are not an exhaustive set of scholarship on any of the course topics but rather serve as starting points for careful examination and future investigation. Additional readings identified by students will be shared. Among possible sources of content for the course include, but are not limited to: Works of art, film, television, video/computer games, music, theatre, fashion, books, museums, contemporary art, cultural institutions, and news media.

COURSE ASSIGNMENTS

Below are summary descriptions of the five assignments for this course: More information and evaluation criteria for each assignment will be provided and discussed well in advance of the due date for each assignment.

Typed Journals 30pts (Individual)

A significant component to the course is reflexivity. You are expected to keep a journal of personal and critical reflections. The journal is a free forum to reflect upon and discuss information covered in class. You are required to make regular entries (1 per scheduled class session whether you attend class or not) in which you link readings, lectures, discussions, presentations, and videos with your reflections on issues of diversity, pedagogy, visual culture, and the mass media. Be sure to include implications for teaching and learning or implications for your specific area of study. There is no right or wrong answer in the journal: however, I expect an analytical and integrative discussion of the different topics covered in the course, rather than a rehash of discussions, lectures or readings. I will evaluate your journals based on insight, originality, as well as clarity of writing. There is a 250-word minimum for each journal entry.

Mapping Ethnic Identity Development 20% (Individual Assignment)

You will map your ethnic identity development in relationship to a person of your choice, someone who you do not already know and who you view as *ethnically* different from yourself. (Someone not in this class) You are to conduct a series of interviews (at least 3) with that person. Be sure to list the dates and times of your meetings or interactions. There are 5 components to this assignment:

- The Interview
- The Reflective Narrative
- The Visual Component
- Format and Structure of Written Assignments
- Criteria for Mapping Identity 5 page Written Assignment

TV Advertisement/Social Media Interpretation 10pts (Group Assignment)

This assignment is intended to locate the popular visual culture of television advertisements as a complex and rich site within the context of diversity and pedagogy. With ubiquitous nature of television advertisements—which also extend to other sites such as television screens at service stations, grocery stores, sporting arenas, and movie theatres— notions of diversity are pervasive. Within this perspective, students will identify and interpret a television advertisement. The television commercial must be available online (i.e. YouTube, Video). The resulting interpretation of the selected commercial should serve as a context in which students demonstrate the degree to which they:

- Examine and use appropriately terminology central to the course, such as diversity, culture, pedagogy, visual culture, visuality, race, ethnicity, gender, sex, sexual orientation, ability, age, difference, society, religion, assimilation, and privilege among others
- Understand issues of power and privilege in relation to visual culture

– Or –

Using an example from social media (i.e. Twitter, Facebook), each student will identify an image or video and related commentary. In this assignment, students should consider ways in which social media contribute to the perpetuation and resistance of socially constructed notions of identity as related to the course terminology and concepts. More specifically, within a minimum of 250 words, both assignments will require students to:

- Examine critically constructions of race, class, gender, sexual identity, and other aspects of diversity in various forms of visual culture and understand diversity as defined in relation to various forms of visual culture
- Understand the complex interactions of ethnicity, class, gender, sexual identity, and other aspects of diversity in visual culture

Visual Culture Production Project 10pts - (Group Assignment)

This semester we will view several documentaries related to diversity. With access to video capture and editing technology on smart phones, hand-held cameras, and laptop and desktop computers, and multimedia applications such as Keynote and PowerPoint, the creation of documentary videos is relatively easy. For this assignment, students will work in teams of 3 to create a 4-minute video documentary to demonstrate a critical exploration of a specific aspect of diversity. Students are encouraged to use the digital technology they are most comfortable using but might consider learning new applications or approaches. This assignment is designed as a venue for students to demonstrate the degree to which they:

- Understand the complex interactions of ethnicity, class, gender, sexual identity, and other aspects of diversity in visual culture
- Understand issues of power and privilege in relation to visual culture
- Examine critically constructions of race, class, gender, sexual identity, and other aspects of diversity in various forms of visual culture
- Examine critical pedagogical issues related to visual culture

Class Participation –15pts (Individual)

A fundamental concept of art education theory and practice is the belief that knowledge and understanding are constructed through active engagement and reflection. Students are expected to demonstrate vocal participation and full attention in each class, and demonstrate professional commitment and scholarly inquiry at all times. In this light, regular attendance and active class participation is required, as is careful reading, preparation, and rigorous completion of assignments. When students are absent they miss informative discussions and activities. Students are expected to take an active part in their own learning, which means they must come to class prepared to discuss the topic.

Students should also be prepared to experience conflict should it arise during class discussions. Remember we are a diverse group with diverse ideas and opinions, beliefs, and

life experiences. Students are expected to be accepting and respectful of others during class discussions and assignments.

Pop-Quizzes – 3 @ 5pts each = 15pts (Individual)

Total Points = 100

ASSESSMENT, EVALUATION & GRADING CRITERIA

Student final grades will be based upon the quality of work, the intensity of participation inside and outside class, and professionalism (promptness, social interaction, and teamwork). Students who fulfill all required assignments thoroughly and thoughtfully, contribute positively to the general climate of the class, are open and receptive to ideas and suggestions, and challenge or expand the expectations of the course are capable of earning a “B” in this course. Students who consistently do all of the above as well as exceed expectations and display exceptional effort and involvement to the class an “A.”

A work reflects a very high level of conceptual understanding of course content. Work at this level is free of grammatical, punctuation, and mechanical errors and reads like a scholarly paper eligible for publication consideration in a journal or book. Writing is free of casual vocabulary and jargon and reflects serious scholarly integrity. The content of the work suggests a curiosity and engagement with the content indicative of a student interested in advancing the field and the construction of new knowledge. Arguments are supported with references to literature in the field and meet or exceed the assignment requirements.

B work reflects a high level of conceptual understanding of course content. Work at this level has few grammatical, punctuation, and mechanical errors and reads like a scholarly paper eligible for publication consideration in a journal or book pending minor revisions. Writing is free of casual vocabulary and jargon and reflects scholarly integrity. The content of the work suggests an interest with the content and possible desire to know more about the topics under discussion. Most arguments are supported with references to literature in the field and meet assignment requirements.

C work reflects a satisfactory level of conceptual understanding of course content. Work at this level may have several grammatical, punctuation, and mechanical errors and read like a paper submitted for publication consideration in a journal or book that requires major revisions. Writing may contain casual vocabulary and jargon and reflect minimal scholarly integrity. The content of the work suggests little curiosity and engagement with the content. Most arguments are supported with minimal references to literature in the field and meet assignment requirements.

D work reflects less than satisfactory conceptual understanding of course content. Work at this level will have several grammatical, punctuation, and mechanical errors and read like a paper that should not be submitted for publication consideration in a journal or book or one that would be rejected by the editor and/or reviewers. Writing will contain casual vocabulary and jargon and reflect minimal or no scholarly integrity. The content of the work suggests little or no curiosity and engagement with the content. Arguments are not supported or are supported with opinions or minimal references to literature in the field and may meet assignment requirements.

F work reflects unsatisfactory conceptual understanding of course content. Work at this level will have numerous grammatical and mechanical errors and show no indications of being eligible for submission for publication consideration. Writing will contain casual vocabulary and jargon and reflect no scholarly integrity. The content of the work suggests no curiosity and engagement with the content. Arguments are not

supported or are based on opinions rather than course content and literature in the field and do not meet assignment requirements.

100-90 A, 89-80 B, 79-70 C, 69-60 D, below 60 F

This scale is used for individual assignments and for final grades.

Late assignments will not be accepted.

Each student is responsible for turning in her or his work on time and for keeping up with assignments. Be sure to submit your work on time. All assignments must follow APA style. All assignments submitted must include: student's name, title of assignment, date, and e-mail address. Students must avoid plagiarism and always cite work, images, and text obtained from the Internet, journals, books or other sources by following APA citation style. Written assignments must take the form of an MSWord.doc(x) attachment unless otherwise indicated. Students may submit their work as e-mail attachments to ensure receipt by the professor. The professor reserves the right to refuse work not submitted in the proper format. Documents should be no larger than 2MB unless other arrangements are made with the professor. Visual images may be sent as separate files and should be saved as jpg or gif files. No hard copy work, written or visual, will be accepted. Unless otherwise noted; all written assignments should take the form of manuscripts in APA style and should be double-spaced, 12 pt. font. Students should either purchase a style manual or consult an on-line style manual. Students can refer to an APA style manual for formatting questions.

ARED 30003 CURRICULUM IN ART EDUCATION COURSE SYLLABUS

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 design 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, AEC 1: Creating)
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, AEC 1: Creating)
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, AEC 5: Disciplinary Literacy)
4. Teach lesson(s) developed for public schools and/or community settings.
(TESS 3: instruction, ATS 3: learning environments, ATS 7: planning for instruction, AEC 2: Performing/Presenting/Producing)
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, AEC 3: Responding)
6. Integrate visual culture theories, art history and criticism into art lessons
(TESS 1: planning & instruction, TESS 3: instruction, ATS 5: application of content, AEC 3: Responding)
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, AEC 1: Creating)
8. Use online and library resources for curriculum development
(TESS 1: planning & instruction, ATS 9: professional learning and ethical practice, AEC 5: Disciplinary Literacy)

9. Reflect on teaching practices through journaling and documentation
(TESS 4: professional responsibilities, ATS 9: professional learning and ethical practice, AEC 5: Disciplinary Literacy)
10. Collaboratively plan and lead class activities with their peers, demonstrating effective leadership and teamwork skills.
(ATS 10: leadership and collaboration, AEC 4: Connecting)

Readings

4. **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)
5. Marshall, J., Stewart, C., & Thulson, A. (2021). *Teaching contemporary art with young people: Themes in art for K-12 classrooms*. Teachers College Press.
6. **PDF Files of the journal articles on Blackboard**
7. Online access to Arkansas Department of Education
www.arkansased.org
AR State Frameworks: FINE ARTS
http://www.arkansased.org/divisions/learning-services/curriculum-and-instruction/frameworks/curriculum_categories/fine-arts
8. 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-week 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

<i>Assignment</i>	<i>Point</i>
<i>Visual Journal (12 entries)</i>	120
<i>Lesson Plans (3)</i>	90
<i>Contemporary Art Research Paper (3)</i>	30
<i>Teaching</i>	20
<i>Teaching Philosophy & Portfolio</i>	20
<i>Discussion Questions and Images (12)</i>	60
<i>Reading Presentation & Activity</i>	30
<i>Participation</i>	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 absence 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 points 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 (td).

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 quiet. 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.

ARED 30103: Inclusive Art Pedagogy

COURSE SYLLABUS

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

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, AEC 5: Disciplinary Literacy)
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, AEC 1: Creating, AEC 2: Performing/Presenting/Producing, AEC 4: Connecting)
3. Reflect on students with disabilities interests and abilities in order to apply curriculum accessibility.
(TESS 4: professional responsibilities, ATS 2: learning differences, ATS 3: learning environments, ATS 7: planning for instruction, AEC 1: Creating)
4. 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, AEC 5: Disciplinary Literacy)

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, Readings, Curriculum, & Teaching 10%
- Class Participation, Cooperation, professionalism 10%
- Two typed curriculum units, one collaborative, one individual
Each unit will include TWO 2-hour class periods with an enduring idea.
(Evaluated on Clarity, Content & Objectives, Motivation with questions/discussion & PowerPoint/images, Studio Art Activity, & A brief overview of how you would engage one Life Styles' student with a descriptive modification and a rationale based on their interest/ability) 40%
- Instructional Peer/Self Reflection of lesson(s) taught at Life Styles (Based on Preparation, Socratic (engaging) Presentation, and PowerPoint, Guided Practice, Closure) 25%
- Participation in Collaborative Exhibition Planning 15%

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 40003 COMMUNITY ART COURSE SYLLABUS

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. Includes community experiences outside of class time.

Learning Outcomes

Students will:

1. 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, AEC 1: Creating, AEC 4: Connecting)
2. 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, AEC 1: Creating, AEC 2: Performing/Presenting/Producing)
3. 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, AEC 3: Responding, AEC 5: Disciplinary Literacy)
4. 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, AEC 4: Connecting, AEC 5: Disciplinary Literacy)
5. 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, AEC 5: Disciplinary Literacy)

NOTE: Honors students are required to meet with the professor of this course during the first week of class to plan additional research requirements for honors credit.

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 absence 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 points 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 phone 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 (td).

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 quiet. 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 47703 PROFESSIONAL DEVELOPMENT IN ART EDUCATION COURSE SYLLABUS

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, AEC 1: Creating)
2. **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, AEC 3: Responding)
3. **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, AEC 5: Disciplinary Literacy)
4. **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, AEC 5: Disciplinary Literacy)
5. **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, AEC 2: Performing/Presenting/Producing)
6. **Use of Communication Strategies:** Uses knowledge of communication techniques to foster active inquiry, collaboration, and supportive interaction
(TESS 3: instruction, ATS 8: instructional strategies, AEC 5: Disciplinary Literacy)
7. **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, AEC 5: Disciplinary Literacy)

8. **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, AEC 4: Connecting)
9. **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, AEC 5: Disciplinary Literacy)
10. **Use of Technology:** Integrates computer and multimedia technology into classroom teaching
(TESS 1: planning & instruction, ATS 8: instructional strategies, AEC 5: Disciplinary Literacy)
11. **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, AEC 4: Connecting)
12. **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, AEC 5: Disciplinary Literacy)
13. **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, AEC 5: Disciplinary Literacy)
14. **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, AEC 5: Disciplinary Literacy)

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 to submit the summative evaluation form as a 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.

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 biweekly and students with unexcused absences will lose participation 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 absence will result in a lowering of your final grade 15 points per additional absence.

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 points 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 phone 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 (td).

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 quiet. 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.

ARED 4760V RESIDENCY in ART EDUCATION COURSE SYLLABUS

Course Description

The student teaching course is a capstone course for all teacher preparation programs. This course provides the opportunity to experience, in depth, the full role and meaning of teaching in a school setting. Experiences include planning and organizing for instruction, developing classroom teaching competencies and skills, evaluating pupil progress, participating in extra-class activities, working with special school personnel, and utilizing school and community resources in the instructional program. Completion of the student teaching course is a requisite for teacher licensure in Arkansas. Successful completion is demonstration to the student that he/she is ready for graduation and his/her own teaching position.

Major Learning Outcomes/Objectives

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 & Preparation, ATS 4: Content Knowledge, AEC 1: Creating) (1.3)
2. **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 & Preparation, ATS 1: Learner Development, ATS 2: Learning Differences, AEC 3: Responding) (3.2)
3. **Instructional Planning:** Plans instruction based on knowledge of subject matter, students, the community, and curriculum goals
(TESS 1: Planning & Preparation, ATS 7: Planning for Instruction, AEC 5: Disciplinary Literacy) (5.17)
4. **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, AEC 5: Disciplinary Literacy) (5.3)
5. **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, AEC 2: Performing/Presenting/Producing) (2.1)
6. **Use of Communication Strategies:** Uses knowledge of communication techniques to foster active inquiry, collaboration, and supportive interaction
(TESS 3: Instruction, ATS 3: Learning Environment, ATS 10: Leadership and Collaboration, AEC 5: Disciplinary Literacy) (5.1)
7. **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 3: Instruction, ATS 6: Assessment, AEC 5: Disciplinary Literacy) (5.19)
8. **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, ATS 3: Learning Environment, AEC 4: Connecting) (4.5)

9. **Use of Problem-Solving/Decision Making Strategies:** reflects on teaching in order to solve problems and make decisions, examines situations from various perspectives, and is appropriately decisive
(TESS 4: Professional Responsibilities, ATS 9: Professional Learning and Ethical Practice, AEC 5: Disciplinary Literacy) (5.17)
10. **Home-School-Community Relations:** Fosters relationships with colleagues, parents, and agencies in the larger community
(TESS 4: Professional Responsibilities, ATS 10: Leadership and Collaboration, AEC 5: Disciplinary Literacy) (5.17)
11. **Use of Technology:** Integrates computer and multimedia technology into classroom teaching
(TESS 1: Planning & Preparation, ATS 5: Application of Content, AEC 5: Disciplinary Literacy) (5.16)
12. **Use of Multicultural Gender Fair (MCGF) Strategies:** Demonstrates sensitivity to community diversity and cultural identity, and infuses multicultural, gender-fair strategies into instruction
(TESS 2: The Classroom Environment, ATS 2: Learning Differences, AEC 4: Connecting) (4.5)
13. **Human Relations Skills:** Implements sound human relations and communication skills in order to foster productive, positive, learning communities
(TESS 4: Professional Responsibilities, ATS 9: Professional Learning and Ethical Practice, AEC 5: Disciplinary Literacy) (5.1)
14. **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, AEC 5: Disciplinary Literacy) (5.15)

Expectations

Teacher candidates are expected to:

- keep the contractual schedules/hours of their mentor teachers and to be on time.
- assume all the contractual responsibilities and expectations the school/district has of their teachers.
- assume this responsibility in a gradual sequence with opportunities to observe and learn from their mentor teachers.
- 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 mentor teachers for all the activities they do on the school 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 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: 180 or above **B:** 160-179 **C:** 140-159 **D:** 120-139 **E:** 119 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. Unit plans (100 pts)

You should submit 2-unit plans (1 for the first placement and 1 for the second placement). The lesson plan should be emailed to me at least one day before my observation in your classroom. The lesson plan must be about your lesson that the I will observe. If you don't send me your lesson plan before my observation, you will not be able to receive any points for the domain of your evaluation. (50 points each)

5. Summative self-evaluation (TESS) (50 pts)





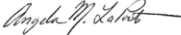
You have to submit the summative self-evaluation form prior to a final evaluation meeting with the mentor teacher and the university supervisor. For each placement, the final evaluation meeting will be held in order to exchange feedback on your performance and progress. You are expected submit the summative evaluation form as means to reflect on your teaching. (25 points for each placement)

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

Appendix E (to come)

Commented [GL1]: Missing

The following School of Art Tenured and Tenure Track Faculty approve the B.F.A. in Art Education Curriculum Changes with their signatures/initials.

Tenure/Tenure Track Faculty	Signed approval
Rachel Debuque, School of Art Director	
Paulina Camacho Valencia, Art Education Faculty	<i>Paulina Camacho Valencia</i>
Kathy J. Brown, Art Education Faculty	<i>Kathy J. Brown</i>
Rachel Zollinger, Art Education Faculty	<i>Rachel Zollinger</i>
Angela M. LaPorte, Art Education Faculty	
Tom Hapgood, School of Art Curriculum Committee	
Henry Gepfer, School of Art Curriculum Committee	
Akshaya Tankha, School of Art Curriculum Committee	<i>AKLY-OKL</i>
Donna Smith Jones, School of Art Curriculum Committee	<i>Donna Jones</i>
Angela M. LaPorte, School of Art Curriculum Committee	

Appendix F



UNIVERSITY OF
ARKANSAS®

Agreement

for Educator Preparation Programs' Observation, Practicum, and Full-Time Internship Placements between the

University of Arkansas

And School District Name

Effective October 2023

AGREEMENT

Board of Trustees of the University of Arkansas, acting for and on behalf of the University of Arkansas, Fayetteville -- Educator Preparation Programs (“University”), and Springdale Public Schools (“District”) agree to a collaboration in field experience for pre-service teacher candidates. Placements in this district may include student teacher candidates of all grade levels and subject areas, full-time internship experiences, practicum assignments with varying degrees of student interaction, and general course observations.

Term of Agreement

This agreement shall be in effect for a period of one year, beginning July 1 of the calendar year executed through June 30 of the following year. The parties shall discuss any desired changes to the Agreement that UA or District may propose. This Agreement shall automatically renew unless one party notifies the other of the intent not to renew by April 30. Further, either party may terminate this Agreement at any time, provided that the parties will use their best efforts to allow any students to complete existing placements, subject to all other terms and conditions of this Agreement.

Full-Time Internship Placements

1. The University will:

- a. Provide district with the following information no less than ten (10) days before the internship begins:
 - i. Name and contact information of the student(s)
 - ii. Dates and hours of the assignment(s)
 - iii. Each student’s academic class designation
 - iv. Philosophy, purpose, and learning objectives
- b. Ensure all interns have completed any and all background checks required by District prior to beginning the internship.
- c. Prepare and make available to interns and placements sites a handbook which includes all policies and procedures of the internship program(s).
- d. Name a contact person who is responsible for carrying out the requirements of this agreement [with respect to interns from each degree program].
- e. Maintain communication with district, administration, and mentor teachers as appropriate, including providing a primary contact for any concerns or issues regarding placements.
- f. Provide training to mentor teachers prior to the beginning of the school year.
- g. Provide each intern a set number of observations by a University-appointed supervisor as agreed upon by the University and District.
- h. Ensure written feedback is provided to the intern by the University-appointed supervisor after any and all observations.

2. District will:

- a. Provide a list of potential mentor teachers to the University when requested.
- b. Provide each intern with an orientation to the school and its policies and

- procedures upon arrival.
- c. Provide classroom space, staffing, materials and necessary access to facilities for the completion of the intern's educational experiences.

- d. Provide each intern with a mentor teacher who holds appropriate credentials and has accepted the responsibility of serving as a mentor.
- e. Name a contact person who is responsible for carrying out the requirements of this agreement.
- f. Return this MOU to the Director of Field Placement, Peabody 109, University of Arkansas, Fayetteville, AR 72701.

3. Shared Expectations of UA and District Regarding Full-Time Internships:

- a. Mentor teachers will provide continuing verbal and written feedback to interns.
- b. Mentor teachers will allow a minimum of one student-designed unit to be implemented during the rotation.

Practicum and Observation Placements

1. The University will:

- a. Contact the designated placement coordinator prior to the beginning of each semester to request practicum/observation placements in their district or at their school. .
- b. Require all students to successfully complete a background check through the Arkansas Department of Education prior to beginning Practicums.
- c. Require students to request placements through the Office of Teacher Education instead of contacting schools individually.

2. District will:

- a. Permit pre-service teacher candidates to conduct observations/practicums in their schools.
- b. Provide a list of potential host teachers for observations/practicums when contacted.

3. Shared Expectations of UA and District Regarding Practicums and Observations:

- a. Host teachers are willing to have pre-service teacher candidates observe their classroom.
- b. Host teachers will provide verbal and/or written feedback when requested.
- c. Pre-service teacher candidates can complete observations required for specific course assignments as long as they do not disturb the educational environment in the classroom or school.

Shared Expectations for All Student Placements

1. UA and District agree to work together to make changes, when possible, when the initial match is not satisfactory to the mentor or the intern, however, such modifications are intended to be limited.

2. UA and District shall notify each other and discuss concerns with any placement that may arise; when possible, they will seek to develop mutually acceptable solutions that will allow participating students to continue and complete placements. However, both UA and District reserve the right to terminate a placement at any time if deemed necessary in the best interest of UA, District or the participating student, including, but not limited to, where the student's achievement, competence, progress, or adjustment, does not warrant continuation in the placement, or the student's behavior fails to conform with the applicable policies of UA or District.

3. Students in placements are not employees of either party and are not entitled to workers compensation coverage.

Aspiring Teacher Permit Applicants

1. The University will:

- a. Provide a University instructional supervisor who will serve as the official liaison to the designated building and ensure that the requirements of the internship are met for graduation.

2. The University instructional supervisor will:

- a. Clarify the internship procedures and expectations to the intern and the mentor teacher.
- b. Establish and maintain correspondence and regular visits with designated building.
- c. Visit the designated building at least twice.
- d. Time the visits to designated building to provide the greatest feedback.
- e. Solicit regular feedback from the mentor teacher and the intern regarding the success of the internship.
- f. Keep records of weekly and final evaluations and lesson plans for the internship.
- g. Be responsible for filing paperwork with the University upon completion of the internship.

3. Springdale Public Schools will:

- a. Provide a mentor teacher/lead teacher who meets the mentorship and training qualifications for the Aspiring Teacher Permit.
- b. Recommend Aspiring Teacher Permit Applicant for employment as the teacher of record in the appropriate licensure area.
- c. Provide regular support and mentorship to the Aspiring Teacher Permit Applicant.
- d. Provide the Aspiring Teacher Permit Applicant the opportunity to observe teaching practices and teach at both the 6th – 8th and 9th – 12th grade levels.
- e. Provide the Aspiring Teacher Permit Applicant the opportunity to co-teach with the mentor teacher/lead teacher.
- f. Communicate regularly with the University instructional supervisor regarding the progress and success of the Aspiring Teacher Permit Applicant.
- g. Allow the University instructional supervisor to complete the required number of observations required by the University.
- h. Immediately communicate with the University instructional supervisor of any issues that arise.
- i. Recognize that the Aspiring Teacher Candidate Applicant is being hired as the teacher of record in the designated building and is not an employee of the

University, and all obligations of employment including employment supervision, compensation, tax compliance, and liability related to employment shall the sole responsibility of Springdale Public Schools.

4. The mentor teacher/lead teacher will:

- a. Complete all training required to serve in the lead teacher role as outlined by the requirements of the Aspiring Teacher Permit.
- b. Review the internship manual and other paperwork from the University.
- c. Create a regular meeting schedule with the Aspiring Teacher Permit Applicant and the University instructional supervisor.
- d. Share knowledge about the classroom environment to assist the Aspiring Teacher Permit Applicant in preparing the appropriate teaching strategies.
- e. Communicate daily progress and suggestions for improvement to the Aspiring Teacher Permit Applicant.
- f. Complete weekly performance ratings and forward them to the University instructional supervisor.
- g. Explain teaching methods and why they are used.
- h. Immediately communicate any problems or concerns to the University instructional supervisor.
- i. Complete final formative and summative evaluation of the Aspiring Teacher Permit Applicant and discuss the evaluations prior to sending them to the University instructional supervisor.
- j. Forward the formative and summative evaluations to the University instructional supervisor immediately following the final day of the internship.

Mentor Teacher Compensation

1. The University will:

- a. When applicable to a given program, collect a fee from UA student interns with the express purpose of the district using the fee money to provide stipends to mentor teachers mentoring those interns, and for the district to cover costs directly associated with the internship program (administrative overhead, tax withholdings, intern name tags, intern professional development, supplies, etc.)
- b. Send a list of mentor teachers detailing the amount owed to them based on mentoring activities conducted during the academic year, as well as the amount to be used for purposes directly related to the internship program. This will be sent to the district office by June 1 at the conclusion of each school year.
- c. Send a check accompanying the list of mentor teachers to cover the cost of directly compensating mentor teachers, as well as costs directly related to the internship program.

2. District will:

- a. Deposit the check and disburse to mentor teachers in the amounts indicated on the provided list, less any required tax withholdings.
- b. Use the remaining amounts for purposes directly related to the internship program (see examples above).
- c. Account for and remit any tax withholdings as required by law.

Substitute Teaching

1. A teacher candidate shall only be used as a substitute teacher if that candidate has demonstrated the ability to successfully assume full teaching responsibilities, as determined by both the mentor and the university faculty liaison/supervisor.

2. A teacher candidate shall be authorized to substitute only for his/her currently assigned mentor teacher. Any exception to this must be pre-approved by the University Office of Teacher Education and the District.
3. The teacher candidate shall not serve as a long-term substitute during the internship period, unless pre-approved by the student's academic program and the University Office of Teacher Education.
4. While substituting, the teacher candidate is not serving in an internship capacity. Hours spent substitute teaching do not count toward the state-required 420 internship hours. The school district, and/or the district's contractor, shall assume full responsibility for directing the work of the teacher candidate(s), consistent with district policies and arrangements concerning substitute teachers.
5. When employed as a substitute teacher, the teacher candidate shall be paid at the appropriate substitute teacher rate.

Sexual Harassment

District agrees to promptly address any reports of sexual harassment, sexual assault, domestic violence, dating violence or stalking committed by or against Students or University Faculty. District shall promptly notify University of any such reports and shall cooperate with any review of such matters conducted by the University.

Additional obligations of District:

District shall provide or obtain emergency treatment in the event of accident or illness to students while at a placement site participating in a placement under this Agreement, such care to be provided at students' expense.

General Provisions

1. The parties acknowledge that student educational records are protected by the Family Educational Rights and Privacy Act ("FERPA"), 20 U.S.C. § 1232, 34 CFR Part 99, and that generally student permission must be obtained before releasing student-specific data to anyone other than the University.
2. This Agreement shall be executed by authorized representatives of UA and District. This Agreement may be executed in one or more counterparts, each of which shall be an original. This Agreement may be executed by facsimile or e-mail attachment.
3. The relationship of UA and District is that of independent contractors, and nothing in this Agreement should be construed to create any agency, joint venture, or partnership relationship between them.
4. In the event of litigation against either party connection with a student placement, the parties agree to cooperate in the investigation of such claims and provide such information as required in the defense of any claims.

5. University and District agree that District is not responsible for any Workers' Compensation

or disability claim filed by a student or by a University faculty member. Students are not employees of University or District and are not covered by Workers' Compensation. Supervising faculty from the University are employees of UA and are covered accordingly under Workers' Compensation.

6. The parties agree to comply with all applicable federal, state, local, and university laws, ordinances and rules, and specifically agree not to unlawfully discriminate against any individual on the basis of race, color, religion, sex, age, disability, sexual orientation, gender identity, veteran's status, national origin or any other basis protected under Federal or state law.
7. This Agreement is solely between UA and District and shall not create any rights in any third party.
8. This Agreement shall be governed by the laws of the State of Arkansas.

IN WITNESS WHEREOF, this Agreement is hereby agreed to as the date last signed by authorized representatives of District and University.

UNIVERSITY:

DISTRICT:

Acknowledged by:

Approved and Accepted by:

BOARD OF TRUSTEES OF THE
UNIVERSITY OF ARKANSAS ACTING
FOR AND ON BEHALF OF THE
UNIVERSITY OF ARKANSAS,
FAYETTEVILLE

by _____
(Signature)

by _____
(Signature)

JL Jennings

(Printed Name)

(Printed Name)

Director of Field Placement

(Title)

(Title)

(Date)

(Date)

by _____
Associate Dean for Administration
College of Education and Health Professions
University of Arkansas

(Date)

Approved by:

by _____
Provost and Executive Vice Chancellor for
Academic Affairs
University of Arkansas

(Date)

Please name the contact person responsible for carrying out this agreement for the

District:

Name: _____

Position _____

Phone: _____

Email: _____

Course Alignment with Teacher Excellence and Support System

	ARED 10003	ARED 31003	ARED 30003	ARED 30103	ARED 47703	ARED 4760V										
Section I: Framework for Teaching																
Domain 1: Planning and Preparation																
1.a	x		x	x	x	x										
1.b	x	x				x										
1.c			x			x										
1.d					x	x										
1.e			x	x	x	x										
1.f			x			x										
Domain 2: The Classroom Environment																
2.a	x		x	x	x	x										
2.b	x		x	x		x										
2.c			x	x		x										
2.d			x			x										
2.e			x			x										
Domain 3: Instruction																
3.a			x			x										
3.b			x			x										
3.c			x			x										
3.d			x			x										
3.e			x			x										
Domain 4: Professional Responsibilities																
4.a			x			x										
4.b						x										

	ARED 10003	ARED 31003	ARED 30003	ARED 30103	ARED 47703	ARED 4760V										
4.c						x										
4.d			x		x	x										
4.e						x										
4.f			x			x										
Section II: Law and Process																
1: TESS Objectives (Arkansas Code §6-17-2802)																
1.1						x										
1.2						x										
1.3						x										
1.4						x										
1.5						x										
1.6						x										
1.7																
2: TESS Teacher Requirements																
2.1																
2.2						x										
2.3																
3: Framework for Teaching Design																
3.1						x										
3.2						x										
3.3						x										
3.4						x										
4:TESS Evidence Collection																
4.1																
4.2																
4.3																
4.4																
4.5																

	ARED 10003	ARED 31003	ARED 30003	ARED 30103	ARED 47703	ARED 4760V										
4.6																
5. TESS Rubric Usage																
5.1						x										
5.2						x										
5.3						x										
6. Professional Growth Plan (PGP)																
6.1																
6.2																
6.3																
7. Novice Teacher Mentor Process																
7.1																
7.2																
7.3																
7.4																

High-Quality Instructional Materials (HQIM) Teacher Competencies- 2024	Course Alignment with HQIM Competencies												
	ARED 10003	ARED 31003	ARED 30003	ARED 30103	ARED 47703	ARED 4760V							
1. Understanding and Selecting HQIM													
1.1	x			x	x	x							
1.1.1	x			x	x	x							
1.2	x			x	x	x							
1.2.1													
2. Effective Implementation of HQIM													
2.1			x	x		x							
2.2	x	x	x	x									
2.3				x									
3. Classroom Management and Engagement													
3.1			x			x							
3.2			x		x	x							
4. Professional Growth and Collaboration													
4.1					x								
4.2						x							
5. Practical Skills													
5.1			x			x							
5.2					x								
6. Reflective Practice and Continuous Improvement													
6.1					x	x							
6.2					x								

7. Accessibility and Diversity														
7.1	x	x			x									
7.2	x	x			x									