1. General Information

1a. Submitted by the College of: FINE ARTS

 Date Submitted: 9/29/2014

1b. Department/Division: School of Art and Visual Studies

1c. Contact Person

 Name: Beth Mosher Ettensohn

 Email: beth.a.mosher@uky.edu

 Phone: 859-489-3290

 Responsible Faculty ID (if different from Contact)

 Name:

 Email:

 Phone:

1d. Requested Effective Date: Semester following approval

1e. Should this course be a UK Core Course? No

2. Designation and Description of Proposed Course

2a. Will this course also be offered through Distance Learning?: No

2b. Prefix and Number: A-E 300

2c. Full Title: Introduction to Art Education

2d. Transcript Title:

2e. Cross-listing:

2f. Meeting Patterns

 LECTURE: 30

2g. Grading System: Letter (A, B, C, etc.)

2h. Number of credit hours: 3

2i. Is this course repeatable for additional credit? No

 If Yes: Maximum number of credit hours:

 If Yes: Will this course allow multiple registrations during the same semester?

2j. Course Description for Bulletin: This course provides an introduction to the art teaching profession with particular emphases on developing the creative, critical, collaborative, and communicative skills that are required in art teaching situations. Opportunities to gain skills will be provided through participation in group-generated projects and leadership activities. Students will engage in personal reflection and critical analysis of the teaching/learning process through journal-keeping, teacher portfolio development and creative research.

2k. Prerequisites, if any:

2l. Supplementary Teaching Component: Service Learning

3. Will this course taught off campus?   No

    If YES, enter the off campus address:

4. Frequency of Course Offering: Winter,

    Will the course be offered every year?:   Yes

    If No, explain:

5. Are facilities and personnel necessary for the proposed new course available?:   Yes

    If No, explain:

6. What enrollment (per section per semester) may reasonably be expected?:   20

7. Anticipated Student Demand

    Will this course serve students primarily within the degree program?:   Yes

    Will it be of interest to a significant number of students outside the degree pgm?:   Yes

    If Yes, explain: This course may appeal to general education majors or art studio majors who wish to explore creative, critical, collaborative, and communication skills that are relevant to teaching in art-related fields.

8. Check the category most applicable to this course: Traditional – Offered in Corresponding Departments at Universities Elsewhere,
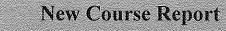
    If No, explain:

9. Course Relationship to Program(s).

    a. Is this course part of a proposed new program?:   No

    If YES, name the proposed new program:

    b. Will this course be a new requirement for ANY program?:   Yes

    If YES, list affected programs: Art Education

10. Information to be Placed on Syllabus.

    a. Is the course 400G or 500?:   No

    b. The syllabus, including course description, student learning outcomes, and grading policies (and 400G-/500-level grading differentiation if applicable, from **10.a** above) are attached: Yes

Distance Learning Form

Instructor Name:

Instructor Email:

Internet/Web-based: No

Interactive Video: No

Hybrid: No

1. How does this course provide for timely and appropriate interaction between students and faculty and among students? Does the course syllabus conform to University Senate Syllabus Guidelines, specifically the Distance Learning Considerations?

2. How do you ensure that the experience for a DL student is comparable to that of a classroom-based student's experience? Aspects to explore: textbooks, course goals, assessment of student learning outcomes, etc.

3. How is the integrity of student work ensured? Please speak to aspects such as password-protected course portals, proctors for exams at interactive video sites; academic offense policy; etc.

4. Will offering this course via DL result in at least 25% or at least 50% (based on total credit hours required for completion) of a degree program being offered via any form of DL, as defined above?

If yes, which percentage, and which program(s)?

5. How are students taking the course via DL assured of equivalent access to student services, similar to that of a student taking the class in a traditional classroom setting?

6. How do course requirements ensure that students make appropriate use of learning resources?

7. Please explain specifically how access is provided to laboratories, facilities, and equipment appropriate to the course or program.

8. How are students informed of procedures for resolving technical complaints? Does the syllabus list the entities available to offer technical help with the delivery and/or receipt of the course, such as the Information Technology Customer Service Center (http://www.uky.edu/UKIT/)?

9. Will the course be delivered via services available through the Distance Learning Program (DLP) and the Academic Technology Group (ATL)?   NO

If no, explain how student enrolled in DL courses are able to use the technology employed, as well as how students will be provided with assistance in using said technology.

10. Does the syllabus contain all the required components?   NO

11. I, the instructor of record, have read and understood all of the university-level statements regarding DL.

   Instructor Name:

SIGNATURE|RJENS1|Robert W Jensen|A-E 300 NEW Dept Review|20140826

SIGNATURE|ABRZY2|Anna W Brzyski|A-E 300 NEW College Review|20141107

SIGNATURE|RJENS1|Robert W Jensen|A-E 300 NEW Dept Review|20140826

SIGNATURE|ABRZY2|Anna W Brzyski|A-E 300 NEW College Review|20141107

SIGNATURE|JMETT2|Joanie Ett-Mims|A-E 300 NEW Undergrad Council Review|20150226

Courses	Request Tracking

New Course Form

https://myuk.uky.edu/sap/bc/soap/rfc?services=

Open in full window to print or save

Generate R

Attachments:

[Browse...]   Upload File

	ID	Attachment
Delete	4290	Introduction to Art Education-New Course Proposal.

[First] 1 [Last]

[Select saved project to retrieve...]   Get   New

(*denotes required fields)

1. **General Information**

   a. * Submitted by the College of: FINE ARTS [▼] Submission Date: 9/29/2014

   b. * Department/Division: School of Art and Visual Studies [▼]

   c.

   * Contact Person Name: Beth Mosher Ettensohn Email: beth.a.mosher@uky.edu Phone: 859-489-3290

   * Responsible Faculty ID (if different from Contact)   Email: Phone:

   d. * Requested Effective Date: ◉ Semester following approval OR ○ Specific Term/Year [1]

   e.
   Should this course be a UK Core Course? ○ Yes ◉ No

   If YES, check the areas that apply:

   ☐ Inquiry - Arts & Creativity   ☐ Composition & Communications - II

   ☐ Inquiry - Humanities   ☐ Quantitative Foundations

   ☐ Inquiry - Nat/Math/Phys Sci   ☐ Statistical Inferential Reasoning

   ☐ Inquiry - Social Sciences   ☐ U.S. Citizenship, Community, Diversity

   ☐ Composition & Communications - I   ☐ Global Dynamics

2. **Designation and Description of Proposed Course.**

   a. * Will this course also be offered through Distance Learning? ○ Yes [4] ◉ No

   b. * Prefix and Number: A-E 300

   c. * Full Title: Introduction to Art Education

   d. Transcript Title (if full title is more than 40 characters):

   e. To be Cross-Listed [2] with (Prefix and Number):

   f. * Courses must be described by at least one of the meeting patterns below. Include number of actual contact hours[3] for each meeting pattern type.

30	Lecture		Laboratory[1]		Recitation		Discussion
	Indep. Study		Clinical		Colloquium		Practicum
	Research		Residency		Seminar		Studio
	Other	If Other, Please explain:					

   g. * Identify a grading system:
   ◉ Letter (A, B, C, etc.)
   ○ Pass/Fail
   ○ Medicine Numeric Grade (Non-medical students will receive a letter grade)
   ○ Graduate School Grade Scale

   h. * Number of credits: 3

   i. * Is this course repeatable for additional credit?   ○ Yes ◉ No
   If YES: Maximum number of credit hours:
   If YES: Will this course allow multiple registrations during the same semester? ○ Yes ○ No

j. * Course Description for Bulletin:

This course provides an introduction to the art teaching profession with particular emphases on developing the creative, critical, collaborative, and communicative skills that are required in art teaching situations. Opportunities to gain skills will be provided through participation in group-generated projects and leadership activities. Students will engage in personal reflection and critical analysis of the teaching/learning process through journal-keeping, teacher portfolio development and creative research.

k. Prerequisites, if any:

l. Supplementary teaching component, if any: ○ Community-Based Experience ◉ Service Learning ○ Both

3. * Will this course be taught off campus?   ○ Yes ◉ No

If YES, enter the off campus address:

4. Frequency of Course Offering.

    a. * Course will be offered (check all that apply):   ☑ Fall   ☑ Spring   ☑ Summer   ☑ Winter

    b. * Will the course be offered every year? ◉ Yes ○ No

        If No, explain:

5. * Are facilities and personnel necessary for the proposed new course available? ◉ Yes ○ No

If No, explain:

6. * What enrollment (per section per semester) may reasonably be expected? 20

7. Anticipated Student Demand.

    a. * Will this course serve students primarily within the degree program? ◉ Yes ○ No

    b. * Will it be of interest to a significant number of students outside the degree pgm? ◉ Yes ○ No

        If YES, explain:

This course may appeal to general education majors or art studio majors who wish to explore creative, critical, collaborative, and communication skills that are relevant to teaching in art-related fields.

8. * Check the category most applicable to this course:

☑ Traditional – Offered in Corresponding Departments at Universities Elsewhere
☐ Relatively New – Now Being Widely Established
☐ Not Yet Found in Many (or Any) Other Universities

9. Course Relationship to Program(s).

    a. * Is this course part of a proposed new program?   ○ Yes ◉ No

        If YES, name the proposed new program:

    b. * Will this course be a new requirement [5] for ANY program?   ◉ Yes ○ No

        If YES [5], list affected programs::

Art Education

10. Information to be Placed on Syllabus.

    a. * Is the course 400G or 500? ○ Yes ◉ No

        If YES, the *differentiation for undergraduate and graduate students must be included* in the information required in 10.b. You must include: (i) identi additional assignments by the graduate students; and/or (ii) establishment of different grading criteria in the course for graduate students. (See SR

    b. ☑ * The syllabus, including course description, student learning outcomes, and grading policies (and 400G-/500-level grading differentiation if appl

       10.a above) are attached.

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[1] Courses are typically made effective for the semester following approval. No course will be made effective until all approvals are received.
[2] The chair of the cross-listing department must sign off on the Signature Routing Log.

[1] In general, undergraduate courses are developed on the principle that one semester hour of credit represents one hour of classroom meeting per week for a semester, exclusive of any laboratory meeting. Laboratory meeting, generally, ro two hours per week for a semester for one credit hour. (from SR 5.2.1)
[1] You must also submit the Distance Learning Form in order for the proposed course to be considered for DL delivery.
[2] In order to change a program, a program change form must also be submitted.

Rev 8/09

Submit as New Proposal   Save Current Changes

Rationale for new course A-E 300

As a part of the submitted program change, Art education is proposing a new course A-E 300 to replace A-S 201 (1 credit), ART 191 (1credit) and Art 191 (1 credit) to better focus on the pedagogical experiences that are required by the Educational Professional Standards Board (EPSB). These pedagogical experiences that are required by EPSB better meet the mandate of Senate Bill 1 and the needs of future art teachers for the 21st Century.

Because A-E 300 is replacing A-S 201 (1 credit), ART 191 (1credit) and Art 191 (1 credit), there are no ramifications at the state level because we are not adding more hours to the program.

A-E 300 Introduction to Art Education Syllabus
3 credit hour lecture, 1 ½ hours, 2 days per week

"It's on the strength of observation and reflection that one finds a way. So we must dig and delve unceasingly." Claude Monet

Instructor:	Beth Mosher Ettensohn
Office Location:	107B Fine Arts Building
Email:	beth.a.mosher@uky.edu (best form of communication)
	weekday response time is 12 hours & weekend time is 2 days
Cell Phone:	859-489-3290 (please, no calls after 9 p.m.)
Office hours:	Immediately following class time or by appointment
Course Website:	UK Blackboard and http://ukaesc.weebly.com

Course Description

This course provides an introduction to the art teaching profession with particular emphases on developing the creative, critical, collaborative, and communicative skills that are required in art teaching situations. Opportunities to gain skills will be provided through participation in group-generated projects and leadership activities. Students will engage in personal reflection and critical analysis of the teaching/learning process through journal-keeping, teacher portfolio development and creative research.

Prerequisite: none

Required Materials

- UKY Blackboard account
- Required readings and hand-outs will be distributed via Blackboard
- Computer with internet or access to UK computer facilities
- Access to digital camera and digital video recorder
- Notebook for journal entries, class notes and assignments

Course Learning Targets, Outcomes, and Assessments

In this course, students will be encouraged to think creatively and take initiative to explore and expand one's own learning, to reflect critically on learning experiences to inform progress, to show leadership and responsibility by managing a collaborative project, and to communicate with others in a professional manner. These learning targets are aligned with Senate Bill 1 expectations including, Kentucky Core Academic Standards, Assessment Literacy, College & Career Readiness, and Characteristics of Highly Effective Teaching and Learning.

Learning Targets	Student Learning Outcomes	Assessment
Creativity		
Students will draw on a variety of sources to generate, evaluate, and select creative ideas to turn into personally meaningful products/services.	Students will show evidence of creative research and demonstrate the ability to conceptualize key content and activities required to generate and lead positive arts-related experiences for others.	Self-assessment (Formative)
Collaboration		
Students will work together effectively to share and accept responsibility, compromise respectfully to reconcile diverse ideas, and accomplish a common goal.	Students will implement tools for peer and self-assessment to guide collaborative work.	Peer-assessment (Formative)
Critical Thinking		
Students will use various types of reasoning to think and reflect critically and solve problems in both conventional and innovative ways.	Students will document their thinking in reflective journal entries. Evidence will show critical thought using sound evidence and intelligible reasoning that is appropriate for the situation. (audiences and purposes).	Self-assessment & Teacher-assessment (Summative)
Communication		
Students will communicate in a variety of contexts through a variety of artistic media, including technologies, to convey their own ideas and to interpret the ideas of others.	Students will demonstrate oral communication skills by managing a group project professionally with others. Students will demonstrate written skills by conveying their ideas in a teaching portfolio.	Self-assessment & Teacher-assessment (Formative & Summative)

Description of Course Activities and Assignments

Projects
The course will sponsor a variety of projects that involve teaching and learning in visual art. Each project will be designed and implemented by a team of students. Student teams will be brought together with community or professional partners, and may involve graduate student and staff co-workers as well. Projects are varied in their partners, themes, and products, and may require travel to off-campus sites. Examples of possible projects are described in the last part of this syllabus.

Class Meetings: Class meetings are essential to the goals of this class, and your attendance and participation are required. These meetings will open discussion regarding the development and progress of group projects and introduce larger themes in art education. You will have short assigned readings which are due before class meetings, and the peer teams will occasionally be asked to report back on their work.

Readings: The course readings average 5 pages per week; they are meant as brief but significant explorations of the themes of the course. Readings will be accompanied with journaling assignments and are posted on Blackboard.

Projects and Writing: In this course you will be engaged in two, equally valuable types of writing. First of all, each project is oriented toward the collaborative production of an art teaching and learning experience. You will be required to research and write-up your projects. At the same time, you will write reflectively about your experience and engagement with the themes of the course in your journal.

Digital Portfolio: Your digital portfolio will include current thoughts and future aspirations regarding the art teaching profession.   You will be required to complete and submit up to ten 1-3 page digital entries over the course of the term.

Collaborative Learning Project: Students in this course are required to complete a minimum of 10 hours of collaborative project(s) in an arts-related field experience. Field experiences are determined by student team members and could include either on or off campus events. Suggested projects include:

> **Teaching Art as Community Service** (Painting the Pediatric Unit at UK hospital, Day of Dead at the Living Arts & Science Center, Open Studio at University of Kentucky, Candy Cane Concert with Lexington Philharmonic)

> **Making Art in Open Studios** (Art FALL, Spring Create & Celebrate, on campus art activities open to non-art majors)

> **Art Teacher Professional Development** (State and National Art Education Conferences, MUSE at the UK Art Museum, Seminars, TEP workshops, and Live-Streaming with professional art education groups).

All field experiences are researched and led by student members. By engaging in collaboration, communication and leadership, students can take advantage of the problem-solving skills that are critical to the teaching practice. Reflective processing through written journal assignments is an integral part of the collaborative Learning Projects.

Course Connection to College of Education Conceptual Framework

Students identify and conduct themselves as members of the profession of art education. They know and use ethical guidelines and professional teaching standards. They are engaged, knowledgeable learners who demonstrate reflective practice. They make informed decisions based on a variety of creative and critical

perspectives. They are strong advocates for sound educational practices and policies and are able to design and present art activities that demonstrate a respect for the developmental characteristics of children. They demonstrate the ability to use constructive communication and collaborative behaviors in order to work with peers, other professionals, and community partners.

UK College of Education Professional Themes
This course will address the four themes of the conceptual framework for the UK professional education unit: *research, reflection, learning,* and *leading* with particular focus on developing skills in the 4 C's for 21st Century Learning: **creativity, critical thinking, communication, and collaboration.** The ultimate goal in addressing these themes is to produce teacher-leaders who work together to improve student learning among diverse populations and improve education in Kentucky and beyond.

Teaching Methodologies for Course Delivery

- Lecture
- Modeling
- Guided Practice
- Discussion
- Presentations (student, teacher, and guest speakers)
- Collaborative Learning
- Internet Communication (use of e-mail, Web sites, Blackboard)
- Power Point Presentations
- Reflective Writing
- Use of LCD Projector, Videos, Computer
- Field Work Service Learning

Course Requirements: To achieve the objectives of this course, the student will:

- Begin compiling a digital teaching portfolio that documents his/her professional development and experiences in the field of art education;
- Write an emergent personal philosophy of art teaching;
- Participate in all in-class and 10 hours of out-of-class activities associated with the course;
- Respond to assigned readings and review resource materials;
- Plan and manage a group project;
- Earn a passing grade on any quizzes or exams given;
- Keep a journal of participation and observations during his/her field experiences;
- Arrive to class on time and make appropriate use of class time to complete course requirements; and
- Begin to take primary responsibility for his/her own professional development as an art teacher.

Unbridled Learning Initiatives

This course will provide candidates an opportunity to advance their knowledge and mastery of the "tools" associated with Kentucky education reform, including the Kentucky Core Academic Standards (as they become available), assessment literacy – assessment *for* learning, Characteristics of Highly Effective Teaching and Learning, College and Career Readiness, and the new accountability system as it becomes available. As candidates carry out projects and complete assignments that involve instructional activities for P-12 students

in Kentucky schools and communities, they will address one or more components of the Senate Bill 1 initiatives.

Required Readings will be provided via Blackboard

Grades

Grades will be assigned as follows:

A	90-100 Points	Exceptionally high achievement as a result of aptitude, supreme effort, thoroughness and intellectual initiative.
B	80 – 89	High achievement as a result of efforts in flexibility, fluency, originality and elaboration.
C	70 –79	satisfactory achievement of all course components
D	60 – 69	Unsatisfactory performance and/or partial achievement of course components.
E	59-–0	Unacceptable/failure to complete the work.

Criteria for Weighted Grades
Final grades will be calculated according to the following percentages:

15% Class Attendance – In order to build a creative working community, this course requires active participation. During class time you have the advantage of peer and teacher support. You will receive four points for each day of class: one for showing up, a second one for being there on time, a third for being prepared (as demonstrated through reading quizzes), and a fourth for being engaged for the entire class.

35% Projects Practicum/ Field Work Service Learning - Students will participate in a minimum of 10 hours in field experiences which may take place on or off campus. Students will collaborate with 2-5 classmates to design a creative project that connects teaching art with community service learning. This will be a culminating project that challenges the students to come to consensus and work as a team to plan and implement it. Students are encouraged to be innovative and involve a larger community venue. An exit write-up is required.

Note: Group Work and Student Collaboration
Project management and field experiences include being engaged in collaborative projects. Your personal grade for this shared learning activity will be based on three things:
1. The team's accomplishment
2. Your personal reflection of your team's process and experience
3. Documentation of the above

20% Project and Seminar Journal- Students will maintain a journal containing creative and critical thoughts on course readings and observations as well as visual documentation of current projects.

30% Digital Portfolio – Your digital portfolio documents your pre- professional development and is a more formal presentation of your thoughts and future aspirations regarding the art teaching profession. Typical topics include:

1. Introduction
2. Emergent Teaching Philosophy
3. Course Materials (Syllabi, Handouts, Assignments)
4. Efforts towards Professional Development
5. Compilation of Peer and Self-Evaluations
6. Products of Teaching/Learning Projects
7. Reflection on Professional Goals: Short- and Long-Term

8. "Think-piece"
9. Resource Files
10. Other creative/inspirational/ personal components

Mid-term Grade

      Mid-term grades will be posted in myUK by the deadline established in the Academic
      Calendar (http://www.uky.edu/Registrar/AcademicCalendar.htm)

Submission of Assignments

Due dates for responses to assigned readings, field journal, and the final digital teaching portfolio are posted in the course schedule on blackboard. Students are expected to post assignments on Blackboard as instructed. All assigned work is due on the posted due date when you walk into class.

Attendance

Attendance is taken at the beginning of each class. Students are responsible for the verification of absences. In the case of excused absences, students may arrange with the instructor to make up missed work. If you have difficulties meeting your commitment in this course, please notify the instructor as soon as the problem arises.

Notification of Planned Absences

Students anticipating an absence for a major religious holiday are responsible for notifying the instructor in writing of anticipated absences due to their observance of such holidays no later than the last day in the semester to add a class. Information regarding dates of major religious holidays may be obtained through the religious liaison, Mr. Jake Karnes (859-257-2754).

Student Athletes anticipating an absence for a game date are responsible for providing the instructor in writing of anticipated absences due to their team participation no later than the last day in the semester to add a class. A student must submit a written documentation supporting an excused absence

Notification of Unplanned Absences

If an absence is due to unforeseen circumstances, the student must notify the Instructor within one week after the absence. SR 5.2.4.2.E. Notification may be sent via e-mail with a cause and documentation. Students are responsible for requesting and completing make-up work.

Excessive Absences

According to the Rules of the University Senate, those students who miss more than 20% of the class FOR ANY REASON may be dropped by the instructor from the class. This is true even if you are sick and have medical excuses. The rationale for this rule is that people who miss more than 20% of class contact hours are not really receiving the content of the course.

Because attendance is required and serves as a criterion for a grade in this course, if a student has excused absences in excess of one–fifth of the class contact hours for that course, a student shall have the right to petition for a "W," and the faculty member may require the student to petition for a "W" or take an "I" in the course. (US: 2/9/87; RC: 11/20/87)

Make-up opportunity: When there is appropriate verification for an absence, you will be given the opportunity to make up missed work and/or exams. It is your responsibility to inform the instructor of the

absence preferably in advance, but no later than one week after it. You have two extra class days for each excused absence (not counting the day of your return) to make-up your work.

Work turned in late as a result of an unexcused absence: As an undergraduate, part of what you are learning is to be responsible. Larger graded assignments may be turned in late with a one grade penalty for each day late. Work will not be accepted after the fourth day they are due. You may not work on late homework instead of the day's assignment. Attempts to do so will result in a zero for the late work.

Excused Absences
Students need to notify the professor of absences prior to class when possible. S.R. 5.2.4.2 defines the following as acceptable reasons for excused absences:
(a) significant illness-submit a Tier1, Tier2, or Tier 3 form
(b) illness or death of family member-submit an obituary, funeral service program
(c) University-related trips, signed letter by faculty and/or coach
(d) major religious holidays- notify professor within first 2 weeks of the semester.
(e) prior documentation of physical, learning, or temporary disabilities from the UK Disability Resource Center
(f) other circumstances found to fit "reasonable cause for nonattendance" may be approved.

Appropriate Verification for Excused Absence for "Significant Illness"
A student's absence is excused when a student's illness is "significant." The Instructor has "the right to request appropriate verification" of the illness. SR 5.2.4.2.A For important public health and policy reasons a student with a significant illness ought to be absent from class; yet your illness may not warrant a visit to UHS. In order to be considered for an excused absence, the student will provide the instructor with documentation (Tier 1, 2 or 3). Students are encouraged to speed their own recovery and to refrain from spreading infections such as colds and flu throughout the campus community.

Tier 1- This is form is available on the UHS website. This form must be submitted by students who are experiencing a minor illness or an exacerbation of a chronic illness that <u>prohibits class attendance but does not warrant a visit to the medical clinic.</u> when they are experiencing an illness that can be managed with self-care. Furthermore, we are teaching appropriate health care consumerism. This form, which is completed and attested to by the student, may be reviewed <u>here</u>. Missing three class days because of a Tier 1 illness will be considered an absence.

Tier 2- Electronic Verification of Visit (Via email): If requested by the patient, an email is sent to the patient after a visit to UHS. This will confirm their medical visit. Students who are contagious to others will receive an additional email instructing them to stay home from school and work. The student must elect to forward the email/s to the professor as proof of their clinic visit/illness.

Tier 3- Restriction of Activities (hard copy form): This form is completed in the patient's Electronic Health Record and states any applicable restrictions based on illness or injury. The form is printed and given to the patient. Restrictions will be placed on students who have communicable diseases and/or illness/injury that would further harm the student or the community if restrictions were not in place.

Participation and Professionalism

The Advanced Preparation Teacher Leader program in Art Education is a teacher preparation program, and as such expects you to work and to transition into the teaching profession. This entails both mature personal behavior and professional conduct based on the College of Education's Functional Skills and Dispositions (see Student Handbook at http://education.uky.edu/AcadServ/content/ student-handbook-education-programs). These include 1) communicating appropriately and effectively, 2) demonstrating constructive attitudes, 3) demonstrating the ability to conceptualize key content, 4) interacting appropriately with diverse groups in educational settings (including colleagues and students), and 5) demonstrating a commitment to professional ethics and behavior.

Students who fail to attend class on a regular basis, participate as expected, and/or conduct themselves professionally or ethically will be required to meet with the instructor to set improvement goals, and may face due process policies set by the College of Education and Teacher Education Preparation program. You are encouraged to communicate regularly with the instructor so that you are aware of your standing. This may be accomplished via face-face meetings during office hours and via email.

Students with Special Needs
If you have a documented disability that requires academic accommodations, please see me as soon as possible during scheduled office hours. In order to receive accommodations in this course, you must provide me with a Letter of Accommodation from the Disability Resource Center (Room 2, Alumni Gym, 257-2754, email address: jkarnes@email.uky.edu) for coordination of campus disability services available to students with disabilities.

The course will be conducted with openness and respect to all individuals' points of view and experience. The activities and discussions will not tolerate discrimination or prejudice toward any person or group's religion, ethnicity, disability, gender, or sexual orientation.

Ethics Statement
This course and its participants will not tolerate discrimination, violence, or vandalism. The Advanced Preparation Teacher Leader Program in Art Education is an open and affirming program for all people, including those who are subjected to racial profiling, hate crimes, heterosexism, and violence. We insist that appropriate action be taken against those who perpetrate discrimination, violence, or vandalism. The University of Kentucky is an Affirmative Action and Equal Opportunity institution and affirms its dedication to non-discrimination on the basis or race, color, religion, gender, age, sexual orientation, domestic partner status, national origin, or disability in employment, programs, and services. Our commitment to non-discrimination and affirmation action embraces the entire university community including faculty, staff, and students.

All students are expected to conduct themselves in an appropriate and ethical manner during their UK classes and related field placements, as befitting students, future teachers, and ambassadors for the University of Kentucky. Any unethical behavior in class or during your field placements may result in failure for the course and/or expulsion from the Advanced Preparation Teacher Leader Program in Art Education, determined on a case-by-case basis. Faculty will follow all university due process procedures in cases of academic or ethical misconduct. Please consult the College of Education Admission's Office if you have questions regarding this requirement.

Academic Integrity:
Per university policy, students shall not plagiarize, cheat, or falsify or misuse academic records. Students are expected to adhere to University policy on cheating and plagiarism in all courses. The minimum penalty for a first offense is a zero on the assignment on which the

offense occurred. If the offense is considered severe or the student has other academic offenses on their record, more serious penalties, up to suspension from the university may be imposed.

Plagiarism and cheating are serious breaches of academic conduct. Each student is advised to become familiar with the various forms of academic dishonesty as explained in the Code of Student Rights and Responsibilities. Complete information can be found at the following website: http://www.uky.edu/Ombud. A plea of ignorance is not acceptable as a defense against the charge of academic dishonesty. It is important that you review this information as all ideas borrowed from others need to be properly credited.

Part II of *Student Rights and Responsibilities* (available online http://www.uky.edu/StudentAffairs/Code/part2.html) states that all academic work, written or otherwise, submitted by students to their instructors or other academic supervisors, is expected to be the result of their own thought, research, or self-expression. In cases where students feel unsure about the question of plagiarism involving their own work, they are obliged to consult their instructors on the matter before submission.

When students submit work purporting to be their own, but which in any way borrows ideas, organization, wording or anything else from another source without appropriate acknowledgement of the fact, the students are guilty of plagiarism. Plagiarism includes reproducing someone else's work, whether it be a published article, chapter of a book, a paper from a friend or some file, or something similar to this. Plagiarism also includes the practice of employing or allowing another person to alter or revise the work which a student submits as his/her own, whoever that other person may be.

Students may discuss assignments among themselves or with an instructor or tutor, but when the actual work is done, it must be done by the student, and the student alone. When a student's assignment involves research in outside sources of information, the student must carefully acknowledge exactly what, where and how he/she employed them. If the words of someone else are used, the student must put quotation marks around the passage in question and add an appropriate indication of its origin. Making simple changes while leaving the organization, content and phraseology intact is plagiaristic. However, nothing in these Rules shall apply to those ideas which are so generally and freely circulated as to be a part of the public domain (Section 6.3.1). **Please note:** Any assignment you turn in may be submitted to an electronic database to check for plagiarism.

Commitment to Diversity & Equity
The Advance Preparation Teacher Learner Program in Art Education is committed to: making diversity central to policies, decisions, and practices; evaluating progress toward diversity in the program; disseminating results widely; and using these results to strengthen diversity for the Commonwealth.

Equitable access to high quality instruction in Kentucky's schools is directly and indirectly affected by UK's Advance Preparation Teacher Leader Program's beliefs in and support for social diversity in schools. Moreover, the Commonwealth is directly affected by the ability of its youth to acquire high levels of skill in art education that can then be used by them as citizens to enhance their communities and participate in the state's ongoing progress and prosperity in local, regional, national, and global contexts. Therefore, it is essential for our teacher candidates to understand issues related to social diversity and make a commitment to value diversity as they engaged in teaching, research, reflection, learning, and leadership. By valuing diversity, our program is

committed to enabling and empowering all people in educational contexts regardless of their race, ethnicity, gender, social class, sexual orientation, domestic partner status, and so forth.

Commitment to Addressing the Achievement Gap The Advance Preparation Teacher Leader Program in Art Education aligns itself with the positions of the National Art Education Association regarding cultural and linguistic diversity in art education.

Commitment to Technology

The Initial Preparation Certification Program in Art Education is committed to teaching candidates so they use technology as a personal and professional tool. Our program is guided by NCATE standards, EPSB Kentucky Teacher Standards, EPSB Themes, and UK College of Education Technology Standards as they relate to technology.

Course Components

Course readings and assessments have been selected and arranged in compliance with policies set forth by *Unbridled Learning,* the Kentucky Teacher Standards, SPA Standards, Kentucky Core Academic Standards, University of Kentucky Teacher Leader Standards, University of Kentucky Functional Skills and Dispositions, University of Kentucky Technology Standards, the Kentucky Education Professional Standards Board (EPSB) themes of Diversity, Assessment, Literacy, and Closing the Achievement Gap, and the National Council for the Accreditation of Teacher Education Standards.

Task	Task Description	Standards Alignment
Creativity		
Design, Plan (EPSB1), Implement, Manage Instruction (EPSB4)	Explore, design and implement a community art teaching/making activity	NSVAE1, NSVAE2, KTS2, KTS4
Implement Professional Development Plan (EPSB9)	Create an emergent teaching portfolio (digital) by compiling resources to facilitate art teaching and learning	NSVAE3, COET1, COET3
Collaboration		
Collaborate(EPSB8) & Provide Leadership (EPSB10)	Actively contribute to collaborative service learning projects. Identify and utilize personal leadership styles using a Leadership Skills Inventory	KTS8, KTS 10, FSD5
Critical Thinking		
Reflect & Evaluate (EPSB7)	Participate in managing a community service project and complete journal entries with reflective evaluation.	NSVAE1, NSVAE2, KTS5, FSD3 EPSB1
Assess Learning Results (EPSB5)	Implement tools for peer and self-assessment to guide the learning process through evaluation and refinement.	NSVAE5, KTS5, KTS7
Communication		

Apply Knowledge (EPSB1) & Implement Technology (EPSB6)	Explore and write about personal beliefs and values which influence art teaching theory and practice as demonstrated in a digital teaching portfolio.	FSD1, KTS5, FSD3
Create & Maintain Learning Climate(EPSB3)	Communicates appropriately and effectively and demonstrates constructive attitudes by managing a group project professionally with others.	FSD1, FSD2, FSD4

Tentative schedule for **Introduction to Art Education**

All listed activities and dates are tentative and subject to change at the discretion of the lecturer.

Class	Date	Topics for Assignments, Discussion and Research
1		Welcome and syllabus review. Introduction to the conceptual framework connections to this course. Discussion of art education digital portfolio, and other critical assignments for this course. Read course syllabus and write: Your expectations for this course
2		What is art? What are "qualitative" art activities? Discussion of the intrinsic and extrinsic values for the arts. Read: *What We Believe and Why.* (NAEA, 1977). Write: Your vision of excellent teaching
3		What is service learning? Discuss Sigmon's three principles of service learning, and community-based art teaching with younger students. Read: Fales, Bethany Jean. *Service Learning and the Arts.* Learning to Give. (October 2012). http://learningtogive.org/papers/paper239.html Write:
4		Planning for academic service learning projects. How community projects are a way of learning. Read: excerpt from Jeffers, C.S. (2005). *Spheres of possibility: Linking service-learning and the visual arts.* Reston, VA: National Art Education Association. Write: Field Work Service Learning activity plan.
5		Observing, and documenting art teaching and learning Read: Fiddler, Morris; Marienau, Catherine. (2008). Developing habits of reflection for meaningful learning: Discuss (logistic and legal) documentation of art experiences. Write: Observation of a child making art
6		Evaluating art teaching and learning. How will you demonstrate learning from your field work service experience? Read: Indicators of Engaged Learning Jones, B.F., Valdez, G., Nowakowski, J., Rasumssen, C. (1995). Write: a critical reflection of a teaching/ learning situation that you have experienced.
7		Professionalism. Read: The Professional Code for Art Educators. (1986). NAEA Professional Standards Committee
8		National Standards for Visual Art Education (NSVAE) www.arteducators.org/store/NAEA_Natl_Visual_Standards1.pdf

9		More Standards: College of Education Technology Standards (COET), Functional Skills and Dispositions (FSD), Kentucky Teaching Standards (KTS)
10		Creating your teaching Philosophy. Read: Stephens, Pam (2007). Writing a Philosophy of Art Teaching. School Arts. Write: Your teaching philosophy.
11		Formulating short-term and long-term professional goals. Read: McComb, Camilla. Writing Professional Development Goals. November 2012. http://www.oaea.org/Sitepage.asp?page=WritingProfessionalDevelopmentGoals
12		Share highlights from service learning reflections
13		Promoting the Arts. Read: Eisner, Elliott (2008). What Education Can Learn From the Arts. http://www.arteducators.org/advocacy/advocacy-resources-message Write: "Why I think art education is important."
14		Basic understanding of the Teacher Education Program Procedures at the University of Kentucky. Set-up OTIS on line account
15		Wrap-up, evaluation and any student concerns

If you want to build a ship, don't drum up the people to collect wood and don't assign them tasks and work, but rather teach them to long for the endless immensity of the sea.   - Antoine de Saint-Exupery –

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Rushlow, Bonnie.(1997). Leadership and Advocacy Strategies: What Every Art Educator Should Know and Do, NAEA Advisory, Summer, 1997. Reston, VA: National Art Education Association.

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http://www.davisart.com/portal/schoolarts/articles/stsg207.pdf

Szekely, George (1997). The Art Educator as Artist. Art Education, v50 n1 p29-32,57-60 Jan 1997

B. JOURNALS
Art Education
Arts Education Policy Review
Childhood Education
Gifted Child Quarterly
International Journal of Education & the Arts
Journal of Cultural Research in Art Education
Journal of Research in Childhood Education
School Arts
Studies in Art Education

C. INTERNET SITES: (Note: If the address is not given, search using the title or name of the site. Remember, URLs may change.)

1. Organizations
National Art Education Association
International Child Art Foundation
Kentucky Art Education Association
United Society for Education in the Arts
University of Kentucky Art Education Student Chapter
Getty Institute for the Arts (ARTSEDNET)

2. Reports and Standards
Kentucky Department of Education
National Art Education Association, Advancing Art Education Report

3. Resources (Materials, Lesson Plans, etc.)
Art Education Resources http://www.cedarnet.org/emig/nj.html
Art Resources http://www.eduationindex.com/art
Crayola Creativity Central http://www.crayola.com/educators
Kids Art http://www.kidsart.com

Learning to Give
Multiple Intelligence Theory http://www.ncbe.gwu.edu
Smithsonian American Art Museum http://www.mnaa.si.edu