

1. General Information

1a. Submitted by the College of: FINE ARTS

Date Submitted: 2/14/2013

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

1c. Contact Person

Name: Marty Henton

Email: marty.henton@uky.edu

Phone: 859-257-2252

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 362

2c. Full Title: Field Experiences in Secondary Education

2d. Transcript Title:

2e. Cross-listing:

2f. Meeting Patterns

PRACTICUM: 3

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

2h. Number of credit hours: 1

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 is designed for prospective student teachers to observe the day-to-day teaching and management of the actual art education classes in a high school setting and in the community. Students are required to do a total of fifty (50) hours of observation. Forty two (42) must be completed in an assigned school during the fall or spring semester. The remaining eight (8) hours will be done in a community setting.

- 2k. Prerequisites, if any: Admission to the Teacher Education Program (TEP)
- 2l. Supplementary Teaching Component: Community-Based Experience
3. Will this course taught off campus? No
If YES, enter the off campus address:
4. Frequency of Course Offering: Spring,
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?: 5-7 students
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?: No
If Yes, explain: [var7InterestExplain]
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|KCROUCH|Kathryn F Crouch|Dept approval for ZCOURSE_NEW A-E 362|20130102

SIGNATURE|KCROUCH|Kathryn F Crouch|College approval for ZCOURSE_NEW A-E 362|20130102

SIGNATURE|JMETT2|Joanie Ett-Mims|Undergrad Council approval for ZCOURSE_NEW A-E 362|20130102

**A-E 362 –FIELD EXPERIENCES IN SECONDARY EDUCATION
(1 credit hour) Seminar times arranged)**

MS. MARTY HENTON

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Office 301 A Fine Arts, 257-2252

COURSE DESCRIPTION

This course is designed for prospective student teachers to observe the day-to-day teaching and management of the actual art education classes in a high school setting and in the community. Students are required to do a total of fifty (50) hours of observation. Forty two (42) must be completed in an assigned school during the fall or spring semester. The remaining eight (8) hours will be done in a community setting.

Student Learning Outcomes - Students will be able to:

- Observe the day-to-day teaching responsibilities of an art teacher
- Experience the various challenges that an art teacher may face in the classroom
- Develop responses and strategies to deal with a variety of issues in the classroom (management, diversity, technology, instructions, etc.)
- Interpret and apply the Kentucky Teacher Standards, the Kentucky Learner Goals and Academic Expectations, the Arts and Humanities Core Content, and the college of Education technology standards.

Objectives: Students will

- Schedule school visits with your cooperating art teacher in your assigned school (42 hours)
- Select a community organization to schedule 8 hours of observation. (arts related organization except in cases where special permission had been made by the instructor.
- Keep a portfolio notebook
- Maintain a time sheet (to be signed by your cooperating teacher) and written record of observation hours with your journal entries and observations.
- Attend the 5 scheduled days for the Seminar in EDC 362

Required Materials:

There is no textbook however, I will provide resource handouts periodically.

You are expected to keep a written journal and a digital journal so you will need a journal or sketchbook.

Description of Course Activities and Assignments

- Schedule visits with their cooperating art teacher at their assigned school (42 hours)
- Select a community organization to schedule 8 hours of observation. (arts related organization except in cases where special permission had been made by the instructor.
- Keep a portfolio notebook that will include written reflections, observations relating to the various standards, Ky. Core Content, and the Program Review for Arts and Humanities. The artifacts from this observation can be used for your mid-level review material that will be entered into the Otisonline data system). Your portfolio will be

submitted to the instructor before the end of the semester as part of the course requirement.

- Maintain a time sheet (to be signed by your cooperating teacher) and written record of observation hours with your journal entries and observations.
- Attend the 5 scheduled days for the Seminar in EDC 362

Course Assignments

- Select one research paper that you have written for other courses relating to teaching art to high school students and write a reflection on the concept and relevancy of the topic.
- Create a lesson plan in the newly revised KTIP format with a description of the type of motivational technology you might use.
- Select a textbook, journal article, internet resource that you have read relevant to the high school curriculum and type a two to three page paper with your resources in an MLA format. This can be suggested by the cooperating teacher or course instructor. Select a topic that is relevant to your interest with regard to teaching art in high school.

Course Grading

- **Portfolio/Observations (75 points)**
Include personal observations of teaching art in the public high school that include some of these topics that relate to the Ky. Teacher Standards (not all of the standards). Areas to look for in your observation:
 - Diversity in the classroom
 - Teacher goals and objectives
 - Instructional practices that incorporate the Ky. Core Content
 - Types of assessment
 - Classroom management
 - Use of technology
 - Collaboration and partnerships

Make sure that your reflections incorporate your emerging knowledge of the Ky. Learners Goals, Program of Studies Ky. Core Content, New Ky. Teacher Standards, and the New Program Review for Arts and Humanities, Functional Skills and Dispositions, and the College of Ed Technology Standard.

This is not to be a critique of your cooperating teacher but a reflection of what you observe with regard to the above items.

Lesson Plan in the new KTIP – A-2 format (50 points)

- Design a lesson plan for a high school class that is in the KTIP format. You can use your practicum experience as a motivation for the lesson. Please think about and describe the type of technology you would like to use for this lesson.

Paper (50 points)

- Select a textbook, journal article, internet resource that you have read relevant to the high school curriculum and type a two to three page paper with your resources in an MLA format. This can be suggested by the cooperating teacher or course instructor. Select a topic that is relevant to your interest with regard to teaching art in high school.

Cooperating Teacher Evaluation (25 points)

- Each student will be assigned to a school and cooperating teacher. The cooperating teacher will determine the activities required for the observation. 25 points will be awarded solely on the cooperating teacher's evaluation and recommendation.

Seminar (75points)

The seminars for the course will cover educational topics that include diversity, technology, ethics, and classroom management as they relate to teaching in today's classroom. (topics relate to the New Kentucky Teacher Standards – NTS)

- 8/23 Introduction, discussion of placements, and ethical concerns as a practicum student, KTIP lesson plan assignment in the new format that includes Ky. Core Content and the new Program Review due Sept. 2.
*Assignment for 1st observation Classroom management and Reflections
- 9/6 Collaborations, professional development, and leadership
- 10/4 Assessments, self assessment
- 11/8 PRAXIS Discussion
- 12/6 Turn in all materials – journals, time sheets etc.
- 12/12 Finals Week – To be scheduled

Final Self-Assessment (25 points)

Grading Scale:

300 – 270 points = A
269 – 240 points = B
239 – 210 points = C

209 – 180 points = D
Under 179 points = E

Final Exam Information

There is no Final Exam all materials will be turned in on Dec. 6 and we will have self assessments during Finals week. Date to be announced

Course Policies:

Submission of Assignments:

Describe expectations for assignment submissions. Paper vs online. Late penalties, other requirements.

Attendance Policy.

You will need to attend the five seminars and the final self0assessment to receive a passing grade.

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) serious illness, (b) illness or death of family member, (c) University-related trips, (d) major religious holidays, and (e) other circumstances found to fit "reasonable cause for nonattendance" by the professor.

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).

Students are expected to withdraw from the class if more than 20% of the classes scheduled for the semester are missed (excused or unexcused) per university policy.

Verification of Absences

Students may be asked to verify their absences in order for them to be considered excused. Senate Rule 5.2.4.2 states that faculty have the right to request "appropriate verification" when students claim an excused absence because of illness or death in the family. Appropriate notification of absences due to university-related trips is required prior to the absence.

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.

Please note: Any assignment you turn in may be submitted to an electronic database to check for plagiarism.

Accommodations due to disability

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.

Classroom behavior, decorum and civility

Students are expected to respect the dignity of all and to value differences among

members of our academic community. No cellphone use in class unless it's an emergency. Please silence all electronic devices.

Integration of Syllabus with UK Educator Preparation Unit Themes:

This course will address the four themes of the conceptual framework for the UK professional education unit: **research**, **reflection**, **learning**, and **leading**. Students will be given the opportunity to review, analyze, discuss, and apply **research** from diverse perspectives in education, including professional scholarship and practitioner inquiry, in order to reflect on their own practices as they study, observe, and practice in P-12 school and university classrooms. **Reflection** will also be integrated into students' learning opportunities through the production of written essays and analyses of observation and teaching experiences to help students take advantage of the analytical and problem-solving skills that comprise critical professional reflection on one's own teaching. This course emphasizes the commitment of the professional education unit to assure that its graduates move into their professional lives equipped for life-long **learning** as educators who will be active in **leading** colleagues in their schools, districts, and professional organizations. The ultimate goal in addressing these four themes is to produce teacher leaders who work together to improve student learning among diverse populations and improve education in Kentucky and beyond.

Integration of Syllabus with KERA Initiatives:

This course will provide students an opportunity to advance their knowledge and mastery of the "tools" associated with Kentucky education reform, including the Kentucky Learning Goals and Academic Expectations (LGAE), the Kentucky Program of Studies (POS), and the Commonwealth Accountability Testing System (CATS), which includes the Core Content for Assessment. As students carry out projects and complete assignments that involve instructional activities for P-12 students in Kentucky schools, they will address one or more components of the KERA initiatives.

Integration of the Syllabus with the Themes of Diversity, Assessment, and Technology:

All UK professional education programs address and affirm the value of diversity in education, the use of technology to support all aspects of instructional programming, and the importance of attaining high levels of skill in assessing the outcomes of instruction. This course will provide students an opportunity to demonstrate attention to these themes and reflect on the mechanisms that this course has provided to demonstrate improved skills in these areas.