

Course Information

Date Submitted: 1/23/2015

Current Prefix and Number: A-E - Art Education , A-E 362 FIELD EXPERIENCES IN SECONDARY EDUCATION

Other Course:

Proposed Prefix and Number:

What type of change is being proposed?

Major Change

Should this course be a UK Core Course? No

*Revised**11/13/14***1. General Information**

a. Submitted by the College of: FINE ARTS

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

c. Is there a change in 'ownership' of the course? No

If YES, what college/department will offer the course instead:

e. Contact Person

Name: Marty Henton

Email: marty.henton@uky.edu

Phone: 859-257-2252

Responsible Faculty ID (if different from Contact)

Name:

Email:

Phone:

f. Requested Effective Date

Semester Following Approval: Yes OR Effective Semester:

2. Designation and Description of Proposed Course

a. Current Distance Learning (DL) Status: N/A

b. Full Title: FIELD EXPERIENCES IN SECONDARY EDUCATION

Proposed Title: Field Experiences in Art Education

c. Current Transcript Title: FIELD EXPERIENCES IN SECONDARY EDUCATION

Proposed Transcript Title: Field Experiences in Art Education

d. Current Cross-listing: none

Proposed – ADD Cross-listing :

Proposed – REMOVE Cross-listing:

e. Current Meeting Patterns

PRACTICUM: X

Proposed Meeting Patterns

PRACTICUM: 2 hrs.

f. Current Grading System: ABC Letter Grade Scale

Proposed Grading System: *Letter (A, B, C, etc.)*

g. Current number of credit hours: 1

Proposed number of credit hours: 1-3

h. Currently, is this course repeatable for additional credit? No

Proposed to be repeatable for additional credit? Yes

If Yes: Maximum number of credit hours: 6

If Yes: Will this course allow multiple registrations during the same semester? No

2i. Current 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. Prereq: Admission to the Teacher Education Program (TEP).

Proposed Course Description for Bulletin: A-E 362 is the first course in the Art Education professional education sequence. It gives the art education candidate the opportunity for a variety of planned experiences in the schools and other educational and community settings. Candidates will learn to identify standards and unbridled learning tools in school settings, and will develop a variety of products to demonstrate Art Education learning outcomes. 64 field experience hours are required for A-E 362.

2j. Current Prerequisites, if any: Prereq: Admission to the Teacher Education Program (TEP).

Proposed Prerequisites, if any: Prereq: Admission to the Teacher Education Program (TEP).

2k. Current Supplementary Teaching Component:

Proposed Supplementary Teaching Component:

3. Currently, is this course taught off campus? No

Proposed to be taught off campus? No

If YES, enter the off campus address:

4. Are significant changes in content/student learning outcomes of the course being proposed? Yes

If YES, explain and offer brief rationale: Prior to Fall 2013 students in A-E 362 were required to complete 50 hours of observation in a school setting for 1 - 3 credit hours. Based on the recent mandate from Senate Bill 1 that requires students to have 200 hours of field experience prior to student teaching. A-E 362 fulfills the requirement for 64 hours of the total 200. Students who take A-E 362 for 3 credit hours will meet the University Senate guidelines for course work for a 'practicum'. The practicum seminar is scheduled for 7 times during the semester at 2 hours total of 14 hours (840 min.) In addition, there are 64 hours ((3,820 min))of field experience that are equivalent to approximately 5 hours per week for 14 weeks (3600 min) for a total 3 credits.

5a. Are there other depts. and/or pgms that could be affected by the proposed change? No

If YES, identify the depts. and/or pgms:

5b. Will modifying this course result in a new requirement of ANY program? No

If YES, list the program(s) here:

6. Check box if changed to 400G or 500: No

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 362 CHANGE Dept Review|20140826

SIGNATURE|ABRZY2|Anna W Brzyski|A-E 362 CHANGE College Review|20140922

SIGNATURE|JMETT2|Joanie Ett-Mims|A-E 362 CHANGE Undergrad Council Review|20141103

SIGNATURE|JEL224|Janie S Ellis|A-E 362 CHANGE Senate Council Review|20141106

SIGNATURE|RJENS1|Robert W Jensen|A-E 362 CHANGE Approval Returned to Dept|20141113

SIGNATURE|JEL224|Janie S Ellis|A-E 362 CHANGE Senate Council Review|20150121

SIGNATURE|RJENS1|Robert W Jensen|A-E 362 CHANGE Approval Returned to Dept|20150204

Courses	Request Tracking
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Course Change 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 3730	A-E 362 Syllabus for Course Change - Sept 19 update
Delete 3837	A-E 362 UGC Review Checklist.docx

First 1 Last

Select saved project to retrieve... Get New

NOTE: Start form entry by choosing the Current Prefix and Number (*denotes required fields)

Current Prefix and Number:		A-E - Art Education A-E 362 FIELD EXPERIENCES IN SECONDARY EDUCATION	Proposed Prefix & Number: (example: PHY 401G) <input type="checkbox"/> Check if same as current
* What type of change is being proposed?		<input checked="" type="checkbox"/> Major Change <input type="checkbox"/> Major - Add Distance Learning <input type="checkbox"/> Minor - change in number within the same hundred series, except 799 is the same "hundred series" <input type="checkbox"/> Minor - editorial change in course title or description which does not change in content or emphasis <input type="checkbox"/> Minor - a change in prerequisite(s) which does not imply a change in course content or emphasis, or which is made necessary by the elimination or significant alteration of the prerequisite(s) <input type="checkbox"/> Minor - a cross listing of a course as described above	
Should this course be a UK Core Course? <input type="radio"/> Yes <input checked="" type="radio"/> No			
If YES, check the areas that apply:			
<input type="checkbox"/> Inquiry - Arts & Creativity <input type="checkbox"/> Composition & Communications - II <input type="checkbox"/> Inquiry - Humanities <input type="checkbox"/> Quantitative Foundations <input type="checkbox"/> Inquiry - Nat/Math/Phys Sci <input type="checkbox"/> Statistical Inferential Reasoning <input type="checkbox"/> Inquiry - Social Sciences <input type="checkbox"/> U.S. Citizenship, Community, Diversity <input type="checkbox"/> Composition & Communications - I <input type="checkbox"/> Global Dynamics			
1. General Information			
a.	Submitted by the College of:	FINE ARTS	Submission Date: 1/23/2015
b.	Department/Division:	School of Art and Visual Studies	
c.* Is there a change in "ownership" of the course?			
<input type="radio"/> Yes <input checked="" type="radio"/> No If YES, what college/department will offer the course instead?			
e.* * Contact Person Name: Marty Henton Email: marty.henton@uky.edu Phone: 859-257-2252			
* Responsible Faculty ID (if different from Contact): Email: Phone:			
f.* Requested Effective Date:		<input checked="" type="checkbox"/> Semester Following Approval	OR <input type="checkbox"/> Specific Term: 2
2. Designation and Description of Proposed Course.			
a. Current Distance Learning(DL) Status:		<input checked="" type="radio"/> N/A <input type="radio"/> Already approved for DL* <input type="radio"/> Please Add <input type="radio"/> Please Drop	
*If already approved for DL, the Distance Learning Form must also be submitted unless the department affirms (by checking this box) that the proposed change affect DL delivery.			
b. Full Title:		FIELD EXPERIENCES IN SECONDARY EDUCATION	Proposed Title: * Field Experiences in Art Education

c. Current Transcript Title (if full title is more than 40 characters):		FIELD EXPERIENCES IN SECONDARY EDUCATION			
c. Proposed Transcript Title (if full title is more than 40 characters):		Field Experiences in Art Education			
d. Current Cross-listing:	<input checked="" type="checkbox"/> N/A	OR	Currently ³ Cross-listed with (Prefix & Number):	none	
Proposed – ADD ³ Cross-listing (Prefix & Number):					
Proposed – REMOVE ^{3,4} Cross-listing (Prefix & Number):					
e. Courses must be described by <u>at least one</u> of the meeting patterns below. Include number of actual contact hours ⁵ for each meeting pattern					
Current:	Lecture	Laboratory ⁵	Recitation	Discussion	Indep. Study
	Clinical	Colloquium	Practicum X	Research	Residency
	Seminar	Studio	Other: _____ Please explain: _____		
Proposed: *	Lecture	Laboratory ⁵	Recitation	Discussion	Indep. Study
	Clinical	Colloquium	Practicum 2 hrs.	Research	Residency
	Seminar	Studio	Other: _____ Please explain: _____		
f. Current Grading System:	ABC Letter Grade Scale				
Proposed Grading System:*	<input checked="" type="radio"/> Letter (A, B, C, etc.) <input type="radio"/> Pass/Fail <input type="radio"/> Medicine Numeric Grade (Non-medical students will receive a letter grade) <input type="radio"/> Graduate School Grade Scale				
g. Current number of credit hours:	1	Proposed number of credit hours:*	1-3		
h.* Currently, is this course repeatable for additional credit?					<input type="radio"/> Yes <input checked="" type="radio"/> No
* Proposed to be repeatable for additional credit?					<input checked="" type="radio"/> Yes <input type="radio"/> No
If YES:	Maximum number of credit hours:			8	
If YES:	Will this course allow multiple registrations during the same semester?				<input type="radio"/> Yes <input checked="" type="radio"/> No
i. Current 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. Prereq: Admission to the Teacher Education Program (TEP).				
* Proposed Course Description for Bulletin:	A-E 362 is the first course in the Art Education professional education sequence. It gives the art education candidate the opportunity for a variety of planned experiences in the schools and other educational and community settings. Candidates will learn to identify standards and unbridled learning tools in school settings, and will develop a variety of products to demonstrate Art Education learning outcomes. 64 field experience hours are required for A-E 362.				
j. Current Prerequisites, if any:	Prereq: Admission to the Teacher Education Program (TEP).				
* Proposed Prerequisites, if any:					

Prereq: Admission to the Teacher Education Program (TEP).	
k. Current Supplementary Teaching Component, If any:	<input type="radio"/> Community-Based Experience <input type="radio"/> Service Learning <input type="radio"/> Both
Proposed Supplementary Teaching Component:	<input type="radio"/> Community-Based Experience <input type="radio"/> Service Learning <input type="radio"/> Both <input type="radio"/> No Change
3. Currently, is this course taught off campus?	<input type="radio"/> Yes <input checked="" type="radio"/> No
* Proposed to be taught off campus?	<input type="radio"/> Yes <input checked="" type="radio"/> No
If YES, enter the off campus address:	
4.* Are significant changes in content/student learning outcomes of the course being proposed?	<input checked="" type="radio"/> Yes <input type="radio"/> No
If YES, explain and offer brief rationale:	
<p>Prior to Fall 2013 students in A-E 362 were required to complete 50 hours of observation in a school setting for 1 - 3 credit hours.</p> <p>Based on the recent mandate from Senate Bill 1 that requires students to have 200 hours of field experience prior to student teaching. A-E 362 fulfills the requirement for 64 hours of the total 200. Students who take A-E 362 for 3 credit hours will meet the University Senate guidelines for course work for a 'practicum'. The practicum seminar is scheduled for 7 times during the semester at 2 hours total of 14 hours (840 min.) In addition, there are 64 hours ((3,820 min)) of field experience that are equivalent to approximately 5 hours per week for 14 weeks (3600 min) for a total 3 credits.</p>	
5. Course Relationship to Program(s).	
a.* Are there other depts and/or pgms that could be affected by the proposed change?	<input type="radio"/> Yes <input checked="" type="radio"/> No
If YES, identify the depts. and/or pgms:	
b.* Will modifying this course result in a new requirement ² for ANY program?	<input type="radio"/> Yes <input checked="" type="radio"/> No
If YES ² , list the program(s) here:	
6. Information to be Placed on Syllabus.	
a. <input type="checkbox"/> Check box if changed to 400G or 500.	If changed to 400G- or 500-level course you must send in a syllabus and you must include the differentiation between under and graduate students by: (i) requiring additional assignments by the graduate students; and/or (ii) establishing different grad criteria in the course for graduate students. (See SR 3.1.4.)

¹See comment description regarding minor course change. *Minor changes are sent directly from dean's office to Senate Council Chair.* If Chair deems the change as "not minor," the form will appropriate academic Council for normal processing and contact person is informed.

²Courses are typically made effective for the semester following approval. No course will be made effective until all approvals are received.

³Signature of the chair of the cross-listing department is required on the Signature Routing Log.

⁴Removing a cross-listing does not drop the other course – it merely unlinks the two courses.

⁵Generally, undergrad courses are developed such that one semester hr of credit represents 1 hr of classroom meeting per wk for a semester, exclusive of any lab meeting. Lab meeting gene least two hrs.per wk for a semester for 1 credit hour. (See SR 5.2.1.)

⁶You must also submit the Distance Learning Form in order for the course to be considered for DL delivery.

⁷In order to change a program, a program change form must also be submitted.

Submit as New Proposal Save Current Changes

General Course Information

- Full and accurate title of the course
- Departmental and college prefix
- Course prefix, number and section number
- Scheduled meeting day(s), time and place

Instructor Contact Information (if specific details are unknown, "TBA" is acceptable for one or more fields)

- Instructor name
- Contact information for teaching/graduate assistant, etc.
- Preferred method for reaching instructor
- Office phone number
- Office address
- UK email address
- Times of regularly scheduled office hours and if prior appointment is required

Course Description

- Reasonably detailed overview of the course
- Student learning outcomes
- Course goals/objectives
- Required materials (textbook, lab materials, etc.)
- Outline of the content, which must conform to the Bulletin description
- Summary description of the components that contribute to the determination of course grade
- Tentative course schedule that clarifies topics, specifies assignment due dates, examination date(s)
- Final examination information: date, time, duration and location
- For 100-, 200-, 300-, 400-, 400G- and 500-level courses, numerical grading scale and relationship to letter grades for undergraduate students
- For 400G-, 500-, 600- and 700-level courses, numerical grading scale and relationship to letter grades for graduate students. (Graduate students cannot receive a "D" grade.)
- Relative value given to each activity in the calculation of course grades (Midterm=30%; Term Project=20%, etc.)
- Note that undergraduate students will be provided with a Midterm Evaluation (by the midterm date) of course performance based on criteria in syllabus
- Policy on academic accommodations due to disability. Standard language is below:

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.

Course Policies

- Attendance
- Excused absences
- Make-up opportunities
- Verification of absences
- Submission of assignments
- Academic integrity, cheating & plagiarism
- Classroom behavior, decorum and civility
- Professional preparations
- Group work & student collaboration

<p>UGE Review (9/15/14)</p> <ul style="list-style-type: none"> - Course descriptions should be identical, (syllabus and course form). - Learning targets and outcomes should be 'Student Learning Outcomes'.
<p>Committee Review ()</p> <p>Comments</p>

A-E 362 – Field Experiences in Art Education Syllabus

**1-3 Credit Hours (repeatable for up to 6 Credit Hours)
Day and Time To Be Determined**

Ms. Marty Henton
Office: 301 A Fine Arts
Email: marty.henton@uky.edu
(O) 859-257-2252

Office Hours: By Appointment

Course Goals – The primary goal of A-E 362 is to provide students (pre-service teacher candidates) with hands-on experiences in the classroom through observation and interaction with students, and assisting and planning with cooperating teachers in K-12 settings. Additional goals are to familiarize students with school governance and working with parents in school and non-school settings.

Course Overview – The practicum seminar is scheduled for 5 times during the semester at 1.5 hours total of 7.5 hours in addition to the 64 hours of observation that are equivalent to 4 hours per week for 14 weeks for a total of 56 hours meet the criteria for 3 credits. Students may repeat the course if they did not meet the 64 hours for the course. The credit hour allotment will be determined based on the number of hours needed for the student to meet the requirement.

A-E 362 is a field experience based class and is designed to give the emerging art teacher a variety of experiences in schools and educational organizations. In this class you will have actual experiences working with P-12 students in schools and non-school settings and community agencies. During this course you will be responsible for documenting **64** hours of field experience activity. These hours will be spent observing and assisting your assigned cooperating teachers in schools and non-school settings, interacting with families of students, attending school board and site-based council meetings, and participating in professional development activities

Prerequisite:

Admission to the Teacher Education Program. A-E 362 is a required course for all students receiving a bachelors degree in art education.

Learning Targets and Outcomes

Students will:

- Observe and assist the art teacher in P-12 settings
- Design and plan an art lesson with the Cooperating Teacher
- Work with individual students and with groups of students
- Interact with families and students in an educational environment
- Attend school board meetings become familiar with school governance
- Participate in professional development opportunities
- Engage with the students, the Cooperating Teacher, and school personnel
- Reflect upon teacher actions, student characteristics, community involvement, school governance, and professional development.

Course Delivery

This is a field experience course with monthly seminar meetings. There is no required text for this course.

Use of BlackBoard and OTIS.

Students enrolled in A-E 362 will be expected to use BlackBoard to participate in course activities and submit reports and reflections. In addition, each A-E 362 student will be expected to have an OTIS electronic portfolio account. The OTIS electronic portfolio will be used by students to submit a variety of products for review and assessment by the instructor and/or Art Education faculty members. Art Education students who do not have an OTIS account should see the instructor as soon as possible.

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**. 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 ensure 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.

Seminar Dates: Seminars will be held for 1.5 hours once a month for a total of 5 ties during the semester.

OVER VIEW SUMMARY OF FIELD EXPERIENCE ASSIGNMENTS IN THIS COURSE

Field Experience Assignments Included in A-E 362

Field Experience Assignment 1: Observing Art Teachers in Public School Art Classrooms

Category 1: Observe instruction in school and non-school field experience environments.

At least **30** hours of classroom observation are required by the end of the semester. The observations must occur at the elementary, middle, and high school levels. (approximately **10** hours of observation should take place at each level)

A Journal Data Form must be completed for each field experience observation that occurs in this category.

Selecting the sites for observations in schools. The course instructor must make requests for the field experiences in this category and submit them to the Office of Field Experiences and in collaboration with the Art Education Program Faculty. Remember that it takes time to make field experience placements, so it is important to request field experience sites early. If the candidate wishes to go to a non-public school site, it must be cleared by the instructor of this course.

Required products for this assignment: You must complete at least 3 reflective reports to accompany the Journal Data Forms. (Please refer to the Field Experience Handbook for A-E 362 Handbook for assignment details.

Field Experience Assignment 2: Assisting an Art Teacher in An Art Lesson

Category 2: Participate with or assist a teacher or instructor carrying out educational activities in public school and non public school settings.

At least **6 hours of field experiences are required** in which the candidate participates with or assists a teacher or instructor in their regular activities that occur when the candidate is present. These field experience participation / assistance activities must occur at the elementary, middle, and high school levels. (approximately **2 hours of observation** should take place at each level) A Journal Data Form must be completed for each field experience that occurs in this category. The Journal Data Form for Category 2 has been expanded to allow for the candidate to more fully describe the activities being carried out by the teacher or instructor, and the kind of participation / assistance planned between the candidate and the teacher or instructor, and a brief description of the activity that took place at the time of the participation / assistance.

Selecting the sites for observations in schools. The course instructor must make requests for the field experiences in this category and submit them to the Office of Field Experiences and in collaboration with the Art Education Program Faculty. Remember that it takes time to make field experience placements, so it is important to request field experience sites early. If the candidate wishes to go to a non-public school site, it must be cleared by the instructor of this course.

Required products for this assignment: You must complete 3 assignments, one at each of the three levels – elementary, middle, and high school. (Please refer to the Field Experience Handbook for A-E 362 Handbook for assignment details.

Field Experience Assignment 3: Writing a Plan for an Art Activity

Category 4: In consultation with a teacher or instructor, plan, implement, and assess instruction.

This field experience activity involves the development of a lesson plan at either the elementary, middle or secondary school level. At least **5 hours of field experience time** are allocated to the following activities: 1) Observing in the school setting to determine a possible topic for a lesson, 2) meeting with the classroom Art Teacher to discuss the components of a successful Art Activity in this teacher's class environment, 3) presenting a Report of the Art Activity Plan to the teacher to assess its completeness and potential for success; 4) conducting a post-plan interview with the cooperating art teacher to review the potential for success of the planned art activity, and reporting on the results of the interview.

A Journal Data Form must be completed for each field experience visit that occurred in the completion of the field experience assignment. These field experience activities are described more fully in the "DETAIL" section of for this course.

Required products for this assignment: You must complete 1 that has three parts that include: pre-planning observation, pre-planning teacher interview, and writing a plan for an activity. (Please refer to the Field Experience Handbook for A-E 362 Handbook for assignment details).

Field Experience Assignment 4: Learning about Public School Governance

Category 5: Observe a school board or site based council meeting

This field experience assignment asks the candidate to become familiar with the governance process for public schools in Kentucky, by attending a School Board Meeting. At least **3 hours of field experience time** as allocated to the following activities: 1) researching the

makeup of the school board and the agenda for the meeting on the board web site, 2) attending the board meeting in full, 3) reviewing the minutes of the meeting after they are posted to the board website.

A Journal Data Form must be completed for the attendance at the school board meeting. One and one-half hours of field experience activity may be included to accompany the time spent researching and reviewing the meeting on the school board website.

Required products for this activity will include 1 assignment that includes the development of a portfolio of items including: 1) the downloaded school board meeting agenda, 2) a reflective essay discussing the school board meeting, which was written following a review of the minutes of the meeting. (Please refer to the Field Experience Handbook for A-E 362 Handbook for assignment details).

Field Experience Assignment 5: Attending a Professional Development Activity

Category 6: Participate in Professional Learning Community with teachers or a Professional Development Activity in a school or school district.

This field experience assignment asks the candidate to attend a professional development activity associated with one of the schools or school districts in which the candidate has either carried out required observations (Category 1) or assisted a teacher (Category 2). At least **5** hours of field experience activity hours are allocated to this category of activities. If a single professional development activity is less than five hours in length, the candidate may complete the assignment by attending a second or third professional development activity.

A Journal Data Form must be completed for each professional development activity with which the candidate has participated.

The required products for this field experience assignment is a set of materials prepared by the candidate that includes the following: 1) copies of the materials provided to teachers at the professional development activity, 2) completion of a Professional Development Activity Documentation Form. (Please refer to the Field Experience Handbook for A-E 362 Handbook for assignment details).

Field Experience Assignment 6: Participating in an After School Activity with Parents

Category 7: Engage families and community through school-based or non-school based organizations such as the PTA, family resource center, YMCA, etc.

The goal of this field experience assignment is to provide candidates with an opportunity to participate in an activity, which includes teachers, parents, students, and community members meeting together in an educational setting. This assignment requires the candidate to demonstrate the ability to describe multidimensional groups using a description key and group composition description matrix. At least **15** hours of field experience activities is required for this assignment. To complete this amount of hours, the candidate will most likely need to attend more than one engagement activity.

A Journal Data Form must be completed for each family / community/ school engagement activity with which the candidate has participated.

The required product(s) for this field experience assignment is a set of questions related to the engagement activities in this category. Since there are 30 hours to complete in this field experience category students will need to schedule visits in more than one setting and complete an assignment for each site. (Please refer to the Field Experience Handbook for A-E 362 Handbook for assignment details).

Engagement with diverse populations.

A-E 362 students will be expected to seek out opportunities to observe or interact with the following categories of P-12 students from all three school levels, i.e., elementary, middle, and secondary grade levels.

The Field Experience Assignments developed by each UK Educator Preparation Program Faculty will provide candidates the opportunity to focus attention on the characteristics of learners. In each of the field experience assignment, candidates will develop skill in recognizing and attending to the following learner parameters:

- Learner Parameter 1: English language learners
- Learner Parameter 2: Learners with special needs or disabilities
- Learner Parameter 3: Ethnic groupings (in particular candidates must be alert for becoming familiar with at least two ethnic groupings other than one's own.)
- Learner Parameter 4: Gender groupings
- Learner Parameter 5: Socio economic groupings

Course Components

The course is 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.

Points Breakdown with Assignments

Reflection Assignments (Field Experience Assignment 1)	60
Reflection Assignment (Field Experience Assignment 2 and Self Assessment)	60
Lesson Plan for Art Activity (Field Experience Assignment 3)	60
Reflection on (Field Experience Assignment 4)	60
Reflection Assignments (Field experience Assignment 5)	60
Reflection Assignment (Field Experience Assignment 6)	60
Seminar (once a month)	60 (10 pts. each seminar)
JDR (Journal Data Report) submitted on OTIS – The end of Sept., Oct. and Nov. Approximately 22 hours at the end of each month. Total class hours are 64.	60 pts. Total. (20 pts each of the 3 due dates).
Assessment	20
TOTAL	500 pts.

Grades

90 - 100 = A; 80 - 89 = B; 70 - 79 =C; 60 - 69 = D; 59 = E

Final Exam Information

There is no final exam.

Mid-term Grade (for 100-400 level courses, and for undergraduates in 500 level courses)

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

Attendance

A-E 362 students are expected to attend all scheduled seminars. Students are expected to meet their scheduled school and community visits, upon approval from FCPS (Fayette Co. Public Schools), and with the Cooperating Teachers and community staff persons throughout the entire semester. The total number of hours must add up to **64** in the school and community visits. If for any reason you need to cancel due to sickness or unforeseen circumstances you must contact your cooperating teacher and/or community staff person by phone or email prior to your absence to inform them and to reschedule your visit.

Seminar Attendance Policy:

- ✓ **1 unexcused seminar absence will drop your final grade by half a letter** and another half a letter for every absence after that.
- ✓ Any absences will be reflected in your final grade.
- ✓ 2 unexcused absences the instructor will discuss the situation with the student.
- ✓ Excused absences must have proper documentation due to medical reasons or other major traumatic event.
- ✓ It is your responsibility to talk to your instructor immediately if you think there may be a mistake in your attendance records. Corrections older than a week will not be honored.

Field Placement Attendance:

- ✓ Students are required to meet all scheduled field placement obligations for observations during the semester.

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.

Participation and Professionalism

The Art Education Program 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 failure or expulsion based on 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. School of Art and Visual Studies is an open and affirming department 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 of 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 Art Education program, determined on a case-by-case basis. Faculty will follow all university due process procedures in cases of academic or ethical misconduct.

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.

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

Legal Action

Students charged with violations of criminal law will be suspended immediately from the Teacher Education Program and/or field experiences until the case is settled. Students are responsible for reporting such charges to the Program Faculty Chair.

Commitment to Diversity & Equity

The Art Education Program 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 Art Education 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 Art Education Program aligns itself with the positions of Standard III of the National Board for Professional Teaching Standards in Art for Early Childhood, Middle Childhood, and Early Adolescence (NBPTS). Standard III advocate for equity and diversity; accomplished art teachers are committed to the celebration of diversity, practice equity and fairness, and use the multicultural content of art to promote opportunities to learn tolerance and acceptance of others.

Equity and diversity in Art Education is directly related to closing the achievement gap. Instructor and students must speak the same language for students to maximize their learning opportunities with that instructor. Simply put, if students do not speak the same language as the instructor minimal learning will take place.

Students in K-12 education come from different backgrounds (economic, social, ethnic, etc.) and for them to maximize their learning art teachers must provide content materials that reflect the customs and traditions of their students and ensure diversity and promote equity across every aspect of the classroom engagement.

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.

Classroom Behavior, Decorum and Civility: In addition to cheating and plagiarism, classroom demeanor is an increasingly significant problem on campus (and nationally), and in some instances, a

statement outlining standards of classroom civility and decorum may be in order. Such a statement might reference university (and college/department) commitments to respect the dignity of all and to value differences among members of our academic community. It might highlight the role of discussion and debate in academic discovery and the right of all to respectfully disagree from time-to-time. Students clearly have the right to take reasoned exception and to voice opinions contrary to those offered by the instructor and/or other students (S.R. 6.1.2). Equally, a faculty member has the right – and the responsibility – to ensure that all academic discourse occurs in a context characterized by respect and civility. Obviously, the accepted level of civility would not include attacks of a personal nature or statements denigrating another on the basis of race, sex, religion, sexual orientation, age, national/regional origin or other such irrelevant factors.