

# APPLICATION FOR COURSE CHANGE (MAJOR AND MINOR)

Complete 1a – 1f & 2a – 2c. Fill out the remainder of the form as applicable for items being changed.

<b>1. General Information.</b>					
a. Submitted by the College of:		Fine Arts		Today's Date: Sept. 1, 2011	
b. Department/Division:		Art			
c. Is there a change in "ownership" of the course?				YES <input type="checkbox"/>	NO <input checked="" type="checkbox"/>
If YES, what college/department will offer the course instead? _____					
d. What type of change is being proposed? <input checked="" type="checkbox"/> Major <input type="checkbox"/> Minor <sup>1</sup> (place cursor here for minor change definition)					
e. Contact Person Name:		Dr. Allan Richards		Email: richards@uky.edu Phone: 257-3944	
f. Requested Effective Date: <input checked="" type="checkbox"/> Semester Following Approval OR <input type="checkbox"/> Specific Term <sup>2</sup> : _____					
<b>2. Designation and Description of Proposed Course.</b>					
a. Current Prefix and Number:		A-E 577		Proposed Prefix & Number: A-E 577	
b. Full Title:		Art in Secondary Schools			
Proposed Title:		Art in Secondary Schools			
c. Current Transcript Title (if full title is more than 40 characters): _____					
Proposed Transcript Title (if full title is more than 40 characters): _____					
d. Current Cross-listing: <input checked="" type="checkbox"/> N/A OR <input type="checkbox"/> Currently <sup>3</sup> Cross-listed with (Prefix & Number): _____					
Proposed – <input type="checkbox"/> ADD <sup>3</sup> Cross-listing (Prefix & Number): _____					
Proposed – <input type="checkbox"/> REMOVE <sup>3,4</sup> Cross-listing (Prefix & Number): _____					
e. Courses must be described by at least one of the meeting patterns below. Include number of actual contact hours <sup>5</sup> for each meeting pattern type.					
Current:	<u>2</u> Lecture	_____ Laboratory <sup>5</sup>	_____ Recitation	_____ Discussion	_____ Indep. Study
	_____ Clinical	_____ Colloquium	_____ Practicum	_____ Research	_____ Residency
	_____ Seminar	_____ Studio	_____ Other – Please explain: _____		
Proposed:	<u>3</u> Lecture	_____ Laboratory	_____ Recitation	_____ Discussion	_____ Indep. Study
	_____ Clinical	_____ Colloquium	_____ Practicum	_____ Research	_____ Residency
	_____ Seminar	_____ Studio	_____ Other – Please explain: _____		
f. Current Grading System: <input checked="" type="checkbox"/> Letter (A, B, C, etc.) <input type="checkbox"/> Pass/Fail					
Proposed Grading System: <input checked="" type="checkbox"/> Letter (A, B, C, etc.) <input type="checkbox"/> Pass/Fail					
g. Current number of credit hours: <u>2</u> Proposed number of credit hours: <u>3</u>					

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**Comment [1]:** Excerpt from SR 3.3.0.G.2  
**Definition.** A request may be considered a minor change if it meets one of the following criteria:  
 a. change in number within the same hundred series\*;  
 b. editorial change in the course title or description which does not imply change in content or emphasis;  
 c. a change in prerequisite(s) which does not imply change in content or emphasis, or which is made necessary by the elimination or significant alteration of the prerequisite(s); d. a cross-listing of a course under conditions set forth in SR 3.3.0.E;  
 e. correction of typographical errors.

\*...for the specific purposes of the minor exception rule, the 600-799 courses are the same "hundred series," as long as the other minor change requirements are complied with. [RC 1/15/09]

<sup>1</sup> See 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 be sent to appropriate academic Council for normal processing and contact person is informed.  
<sup>2</sup> Courses are typically made effective for the semester following approval. No course will be made effective until all approvals are received.  
<sup>3</sup> Signature of the chair of the cross-listing department is required on the Signature Routing Log.  
<sup>4</sup> Removing a cross-listing does not drop the other course – it merely unlinks the two courses.  
<sup>5</sup> Generally, 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 generally represents at least two hrs per wk for a semester for 1 credit hour. (See SR 5.2.1.)

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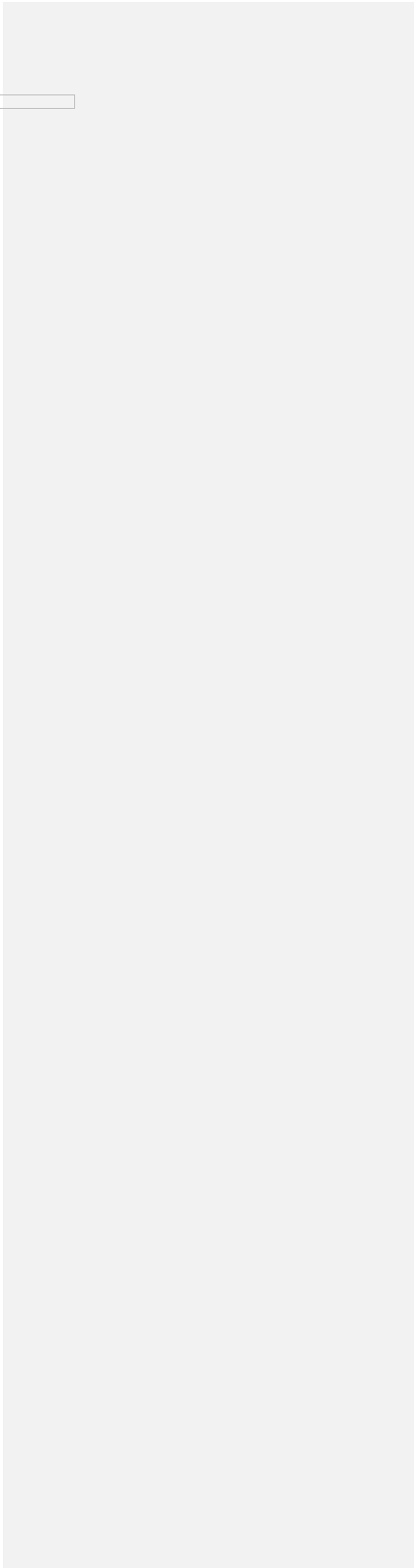
<b>h. Currently, is this course repeatable for additional credit?</b>	YES <input type="checkbox"/>	NO <input checked="" type="checkbox"/>
<i>Proposed to be repeatable for additional credit?</i>	YES <input type="checkbox"/>	NO <input checked="" type="checkbox"/>
<i>If YES: Maximum number of credit hours:</i> _____		
<i>If YES: Will this course allow multiple registrations during the same semester?</i>	YES <input type="checkbox"/>	NO <input type="checkbox"/>
<b>i. Current Course Description for Bulletin:</b>	<p><u>This course provides students with an overview of the secondary school in American education and exposes the history, theory, techniques, and contemporary issues of teaching art in the secondary schools. Skills in the planning and assessment of secondary school art experiences are discussed. In addition, class instruction will involve technology applications to enhance learning and pedagogical effectiveness.</u></p>	
<i>Proposed Course Description for Bulletin:</i>	<u>SAME AS ABOVE</u>	
<b>j. Current Prerequisites, if any:</b>	<u>Major in Art Education/ ADMISSION TO THE TEACHER EDUCATION PROGRAM (TEP)</u>	
<i>Proposed Prerequisites, if any:</i>	<u>Major in Art Education/ ADMISSION TO THE TEACHER EDUCATION PROGRAM (TEP)</u>	
<b>k. Current Distance Learning(DL) Status:</b>	<input checked="" type="checkbox"/> N/A <input type="checkbox"/> Already approved for DL* <input type="checkbox"/> Please Add <sup>6</sup> <input type="checkbox"/> Please Drop	
*If already approved for DL, the Distance Learning Form must also be submitted <u>unless</u> the department affirms (by checking this box <input type="checkbox"/> ) that the proposed changes do not affect DL delivery.		
<b>l. Current Supplementary Teaching Component, if any:</b>	<input checked="" type="checkbox"/> Community-Based Experience <input type="checkbox"/> Service Learning <input type="checkbox"/> Both	
<i>Proposed Supplementary Teaching Component:</i>	<input checked="" type="checkbox"/> Community-Based Experience <input type="checkbox"/> Service Learning <input type="checkbox"/> Both	
<b>3. Currently, is this course taught off campus?</b>	YES <input type="checkbox"/>	NO <input checked="" type="checkbox"/>
<i>Proposed to be taught off campus?</i>	YES <input type="checkbox"/>	NO <input checked="" type="checkbox"/>
<b>4. Are significant changes in content/teaching objectives of the course being proposed?</b>	YES <input type="checkbox"/>	NO <input checked="" type="checkbox"/>
If YES, explain and offer brief rationale: _____		
<b>5. Course Relationship to Program(s).</b>		
<b>a. Are there other depts and/or pgms that could be affected by the proposed change?</b>	YES <input type="checkbox"/>	NO <input checked="" type="checkbox"/>
If YES, identify the depts. and/or pgms: _____		
<b>b. Will modifying this course result in a new requirement<sup>7</sup> for ANY program?</b>	YES <input type="checkbox"/>	NO <input checked="" type="checkbox"/>
If YES <sup>7</sup> , list the program(s) here: _____		
<b>6. Information to be Placed on Syllabus.</b>		
<b>a.</b>	<input type="checkbox"/> Check box if <u>changed to 400G or 500.</u>	If <u>changed to 400G-</u> or 500-level course you must send in a syllabus and <i>you must include the differentiation</i> between undergraduate and graduate students by: (i) requiring additional assignments by the graduate students; and/or (ii) establishing different grading criteria in the course for graduate students. (See SR 3.1.4.)

<sup>6</sup> You must *also* submit the Distance Learning Form in order for the course to be considered for DL delivery.

<sup>7</sup> In order to change a program, a program change form must also be submitted.

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## Signature Routing Log

**General Information:**

Course Prefix and Number: A-E 577

Proposal Contact Person Name: Dr. Allan Richards Phone: 7-3944 Email: richard@uky.edu

**INSTRUCTIONS:**

Identify the groups or individuals reviewing the proposal; note the date of approval; offer a contact person for each entry; and obtain signature of person authorized to report approval.

**Internal College Approvals and Course Cross-listing Approvals:**

Reviewing Group	Date Approved	Contact Person (name/phone/email)	Signature
Art Education Area	9/12/2011	Allan G. Richards / 7-3944 / richard@uky.edu	
Art Department	10/7/2011	Ben Withers / 7-4013 / bwithers@uky.edu	
College of Fine Arts		/ /	
		/ /	
		/ /	

**External-to-College Approvals:**

Council	Date Approved	Signature	Approval of Revision <sup>8</sup>
Undergraduate Council	4/10/2012	Sharon Gill	
Graduate Council	5/3/12	Brian Jackson	
Health Care Colleges Council			
Senate Council Approval		University Senate Approval	

Comments:

<sup>8</sup> Councils use this space to indicate approval of revisions made subsequent to that council's approval, if deemed necessary by the revising council.

**A-E 577, Teaching Art in Secondary Schools  
Syllabus**

***“Research and Reflection for Learning and Leading”***

Instructor:	Dr. Allan G. Richards
Office Location	Fine Arts Building 303
Phone Number	859-257-3944
Email	richard@uky.edu
Virtual Office Hours	By Appointment
Technological Requirements	Computer with internet access or access to UK computer facilities. Access to digital video recording devices (digital camera, digital video recorder, laptop webcams)
For Technological assistance	Contact TASC at <a href="http://www.uky.edu/TASC">http://www.uky.edu/TASC</a> or call 859.257.8272 Contact Information Technology Customer Service Center <a href="http://www.uky.edu/UKIT">http://www.uky.edu/UKIT</a> or 859.257.1300
Technical Complaints	Contact the College of Education Instructional Technology Center at 859.257.7967 or contact Information Technology Customer Service Center <a href="http://www.uky.edu/UKIT">http://www.uky.edu/UKIT</a> or 859.257.1300
Preferred method for contacting instructor	Email
Anticipated Response Time	Within 24 hours of receiving email
Information on Distance Learning Library Service	N/A
DL Librarian	N/A
DL Interlibrary Loan Service	N/A
Face-to-Face Librarian	N/A
Face-to-Face Interlibrary Loan Service	N/A
Course Website:	<a href="#">Blackboard</a>

**Course Description**

This course provides students an overview of the secondary school in American education and explores the history, theory, techniques and contemporary issues of teaching art in the secondary schools. Skills in the planning of multicultural activities and the teaching and

evaluation of secondary are experiences are stressed. Class instruction includes video, micro-teaching, laboratory and studio experiences.

**Prerequisite:**

Students must be admitted to the Teacher Education Program (TEP), or have the consent of instructor.

**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.

**Course Learning Targets, Outcomes, and Assessments**

This course has been designed to provide students with opportunities to acquire skills, knowledge, conceptual understanding, classroom experience through the design and execution Research Projects in Art Education on relevant situations found in a school setting or other appropriate venues and these topics must be approved by the instructor. These learning targets are aligned with Senate Bill 1 expectations including, Kentucky Academic Core Standards, Assessment Literacy, College & Career Readiness, and Characteristics of Highly Effective Teaching and Learning. By the end of this course, students will have gained the following:

Learning Target/Outcome	Assessment (Formative/Summative)
<b>Apply the theory and practice of art fundamental of teaching:</b>	Self-assessment (Formative)
<b>Use different frameworks for classroom assessment</b>	
<b>Research and be able to argue different positions and issues relating to assessment for learning</b>	

## **Course Delivery**

This course is designed as a hybrid.

## **Senate Bill 1 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 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 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 Senate Bill 1 initiatives.

## **Required Texts**

Art Foundation: Theory and Practice by Ocvrk, Stinson, Wigg, Bones, 2009

## **Grades**

Grades will be assigned based on the following criteria:

Reading and discussion of course content issues (15 points): This section requires the discussion of the assigned topics in class. To maximize students’ learning from these classroom discussions, all students are required to carefully research the issues presented to prepare for classroom discussion. Students will be evaluated on their thoughtful research into the strengths and weaknesses of an issue based on their needs and concerns as prospective art teachers.

Mid-term examination (35 points): "Undergraduate students will be provided with a midterm evaluation of course performance based on the grades earned and the criteria in syllabus." Grades for mid-term will be obtained from the quality of presentations and discussions on blackboard by each student in response to assign topics or the response to posted topics taken from the course content.

Midterm grades are intended to provide students evidence of their performance at this point in the course based on the criteria in the syllabus.

Final examination (35 points): Students are required to complete a 5-page paper written in the APA style for their final project. Select one of the topics listed in the syllabus, research it, and make applicable recommendations for a solution. Research clearly should be evident in your approach to your paper. Students should pay particular attention to details.

Graduate students are required to complete a 10-page paper written in the APA style for their final project. A topic from these presented in the syllabus should be selected and thoroughly researched. Students should be prepared to present the completed paper at least to colleagues at the annual Kentucky Art Education Association Conference.

Participation (10 points). These points will reflect the student's participation in class discussion and being on time to class. Two points will be subtracted for each absence.

Students who are late in arriving to class are responsible for finding out what instructions or assignments they have missed by asking other students or by making an appointment with the instructor. Students having trouble with attendance and participation or with any aspect of this course are encouraged to speak with the instructor as soon as the problem arises.

Attendance is taken at the beginning of each class. Students are responsible for the verification of absences.

Due dates for assignments are announced when they are assigned. The general expectation is that all assignments will be turned in on or before the announced date.

Quizzes (5 points): Quizzes based on core content knowledge will occasionally be given.

### **Late Assignments**

Late assignment will be handled at the discretion of the instructor.

### **Grading Scale**

Since both undergraduate and graduate students can register for this course, the different expectations for both these groups of students are indicated. The different expectations are reflected in the number of points students can earn in this course. Undergraduate students may earn up to 90 points while graduate students, by virtue of the additional work they are assigned, can earn up to 100 points for this course. These points are parlayed into grading scales that are presented below:

Grading scale for undergraduate students:

- 80 – 90 points = A
- 70-79 points = B
- 60-69 points = C
- .....50-59 points = D
- .....Below 50 points = E

Grading scale for graduate students (no Ds for Grad Students):

- .....90-100 points = A
- .....80 – 89 points = B
- .....70 – 79 points = C
- .....Below 70 points = E

### **Attendance**

If for any reason a candidate misses more than 1/5 the consultation contact hours, this student may be asked to withdraw from the course. In the case of excused absences, the candidate may arrange with the instructor to make up missed consultation visits. Candidates having difficulties



meeting their commitment in this course should notify the instructor as soon as the problem arises.

Excused Absences: S.R. 5.2.4.2 defines the following as acceptable reasons for excused absences:

- 1) serious illness;
- 2) illness or death of family member;
- 3) University-related trips;
- 4) major religious holidays;
- 5) other circumstances you find to be "reasonable cause for nonattendance."

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 for adding a class. Information regarding dates of major religious holidays may be obtained through the religious liaison, Mr. Jake Karnes (257-2754).

### **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% are not really receiving the content of the course.

From the Rules of the University Senate, Part II, 5.2.4.2 Excused Absences:

*If attendance is required or serves as a criterion for a grade in a course, and 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)*

### **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**

The American with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protections for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides a reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please notify your instructor and contact the Disability Resource Center (Mr. Jake Karnes, [jkarnes@uky.edu](mailto:jkarnes@uky.edu)) 257-2754, room 2 Alumni Gym.

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 Art Education program is an open and affirming area 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.

### **Statement on Plagiarism**

All materials generated for this class (which may include but are not limited to syllabi and in-class materials) are copyrighted. You do not have the right to copy such materials unless the professor or assistant expressly grants permission. As commonly defined, plagiarism consists of passing off as one's own the ideas, words, writing, etc., which belong to another. In accordance with this definition, you are committing plagiarism if you copy the work of another person and turn it in as your own, even if you should have permission of that person. Plagiarism is one of the worst academic violations, for the plagiarist destroys trust among others.

## **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.

### **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**

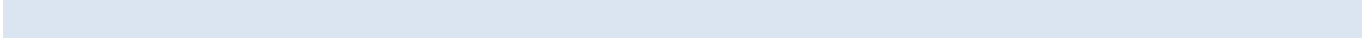
The Initial Preparation Certification Program in Art Education is committed to teaching candidates so they use technology as a personal and professional tool. Our program is guided by NCATE standards, EPSB Kentucky Teacher Standards, EPSB Themes, and UK College of

Education Technology Standards as they relate to technology, the NBPTS Early Childhood and Middle Childhood Art Standards for Teachers of Students, Ages 3-12, and the NBPTS Early Adolescence through Young adulthood Art Standards for Teachers of Students, Ages 11-18 plus.

### Course Components

Course readings and assessments have been selected and arranged in compliance with policies set forth by Senate Bill 1 (March 2009), 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
Discussion	Praxis II, ethical use of the internet, and technology, out-of-state certification	FSD 5, UKTech 6
<b>Pretest application</b>	Pretest application to determine students' prior knowledge	
<b>Discussion of pretest</b>	Discussion of pretest and presentation of syllabus	KTS1
<b>Research and discussion</b>	Practical and theoretical foundation for teaching the visual arts through constructive art criticism.	KTS 1, UKTLS 3, FSD 1
<b>Research and discussion</b>	The discipline of Art	
<b>Research and discussion</b>	What makes good teaching/Kentucky Teacher Standards	
<b>Research and discussion</b>	Cross curriculum lesson plans	FSD 3, FSD 4, UKTech 1, UKTech. 2, UKTech 3, UKTech 4, UKTech 5
<b>Research and discussion</b>	Developing appropriate curriculum for secondary schools (including technology)	KTS 3
<b>Research and discussion</b>	Objective and meaning for teaching secondary art	
<b>Research and discussion</b>	Encouraging arts exploration beyond the classroom	KTS 7
<b>Research and discussion</b>	Grading students artworks: A plan for effective assessment	KTS 9
<b>Research and discussion</b>	Kentucky Teacher Standards and National Standards for Art Education	KTS 2
<b>Research and discussion</b>	Art education and special education	KTS3



**THE INSTRUCTOR RESERVES THE RIGHT TO CHANGE ANY PART OF THIS SYLLABUS DURING ANYTIME IN THE SEMESTER. STUDENTS WILL BE ADEQUATELY NOTIFIED WHENEVER CHANGES OCCUR.**