APPLICATION FOR NEW COURSE

1.	**General Information.**			
a.	Submitted by the College of: College of Fine Arts		Today's Date:	9/17/2010
b.	Department/Division: Art			
c.	Contact person name: Allan G. Richards	Email: richard@uky.edu	Phone:	859-257-3944
d.	Requested Effective Date: ☐ Semester following approval OR ☒ Specific Term/Year[1] : Summer /2012			

2.	**Designation and Description of Proposed Course.**
a.	Prefix and Number: A-E 665
b.	Full Title: Issues in Art Education
c.	Transcript Title (if full title is more than 40 characters): N/A
d.	To be Cross-Listed[2] with (Prefix and Number): N/A
e.	Courses must be described by <u>at least one</u> of the meeting patterns below. Include number of actual contact hours[3] for each meeting pattern type.

_____ Lecture	_____ Laboratory[1]	_____ Recitation	_____ Discussion	_____ Indep. Study
_____ Clinical	_____ Colloquium	_____ Practicum	_____ Research	_____ Residency
3 Seminar	_____ Studio	_____ Other – Please explain: _____		

f.	Identify a grading system: ☒ Letter (A, B, C, etc.) ☐ Pass/Fail
g.	Number of credits: 3
h.	Is this course repeatable for additional credit? YES ☐ NO ☒
	If YES: Maximum number of credit hours: _____
	If YES: Will this course allow multiple registrations during the same semester? YES ☐ NO ☒
i.	Course Description for Bulletin: This course is built within the context of the Advanced Preparation Programs in Teacher Leader Programs in Art Education. Each week one or two topics representing issues facing the arts in K – 12 education will be assigned to candidates. Selected candidates are expected to research these topics and post their thoughts on them on blackboard. Fellow candidates are expected to research the topics as well and provide cogent responses to the postings of the selected candidates. The class meets once per week through adobe connect for examination and analysis of the assigned topics.
j.	Prerequisites, if any: Candidates must be enrolled in one of the Advanced Teacher Leader Programs in Art Educaton to take this course or by instructor permission.
k.	Will this course also be offered through Distance Learning? YES[4] ☒ NO ☐

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

3.	**Will this course be taught off campus?**		YES ☒	NO ☐

4.	**Frequency of Course Offering.**			
a.	Course will be offered (check all that apply): ☒ Fall	☒ Spring	☒ Summer	
b.	Will the course be offered every year?		YES ☒	NO ☐
	If NO, explain: _____			

5.	**Are facilities and personnel necessary for the proposed new course available?**	YES ☒	NO ☐
	If NO, explain: _____		

6.	**What enrollment (per section per semester) may reasonably be expected?**	5

7.	**Anticipated Student Demand.**			
a.	Will this course serve students primarily within the degree program?	YES ☒	NO ☐
b.	Will it be of interest to a significant number of students outside the degree pgm?	YES ☐	NO ☒
	If YES, explain: _____		

8.	**Check the category most applicable to this course:**
	☐ Traditional – Offered in Corresponding Departments at Universities Elsewhere
	☒ Relatively New – Now Being Widely Established
	☐ Not Yet Found in Many (or Any) Other Universities

9.	**Course Relationship to Program(s).**			
a.	Is this course part of a proposed new program?	YES ☐	NO ☒
	If YES, name the proposed new program: _____		
b.	Will this course be a new requirement[5] for ANY program?	YES ☐	NO ☒
	If YES[5], list affected programs: _____		

10.	**Information to be Placed on Syllabus.**			
a.	Is the course 400G or 500?	YES ☐	NO ☒
	If YES, the *differentiation for undergraduate and graduate students must be included* in the information required in **10.b**. You must include: (i) identification of additional assignments by the graduate students; and/or (ii) establishment of different grading criteria in the course for graduate students. (See *SR 3.1.4*.)		
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.	

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[5] In order to change a program, a program change form must also be submitted.

APPLICATION FOR NEW COURSE

Signature Routing Log

General Information:

Course Prefix and Number: A-E 665

Proposal Contact Person Name: Allan G. Richards   Phone: 859 2573944   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	Oct 7, 2011	Allan G. Richards / 257-3944 / richard@uky.edu	
Art Department	Nov 4, 2011	Ben Withers / 257-4013 / bwithers@uky.edu	Ben Withers
College of Fine Arts	Dec 7, 2011	Curriculum Committee / 257-1709 / gmase1@uky.	
		/ /	
		/ /	

External-to-College Approvals:

Council	Date Approved	Signature	Approval of Revision[6]
Undergraduate Council			
Graduate Council			
Health Care Colleges Council			
Senate Council Approval		University Senate Approval	

Comments:

_____

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[6] Councils use this space to indicate approval of revisions made subsequent to that council's approval, if deemed necessary by the revising council.

Distance Learning Form

This form must accompany <u>every</u> submission of a new/change course form that requests distance learning delivery. This form may be required when changing a course already approved for DL delivery. **All fields are required!**

<u>Introduction/Definition</u>: For the purposes of the Commission on Colleges Southern Association of Colleges and Schools accreditation review, *distance learning* is defined as a formal educational process in which the majority of the instruction (interaction between students and instructors and among students) in a course occurs when students and instructors are not in the same place. Instruction may be synchronous or asynchronous. A distance learning (DL) course may employ correspondence study, or audio, video, or computer technologies.

A number of specific requirements are listed for DL courses**. The *department* proposing the change in delivery method is responsible for ensuring that the requirements below are satisfied at the individual course level.** It is the responsibility of the instructor to have read and understood the university-level assurances regarding an equivalent experience for students utilizing DL (available at http://www.uky.edu/USC/New/forms.htm).

Course Number and Prefix: A-E 665	Date: September 27, 2011
Instructor Name: Allan G. Richards	Instructor Email: richard@uky.edu
Check the method below that best reflects how the majority of course of the course content will be delivered. Internet/Web-based ☐ Interactive Video ☐ Hybrid ☒	

	Curriculum and Instruction
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? Through adobe connect, blackboard and /or uky email, students and faculty will meet online at regular meeting times (TBA) and individually when the need arises. This course syllabus conforms to Senate guidelines for Distance Learning.
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. The course content will be similar to my classroom-based course. Research and discussion methodology approaches to teaching are also similar to my classroom-based course.
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. Blackboard is a password protected portal and this is the protal that will be used for assigning and retrieving student work.
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? No, less than 25 percent. If yes, which percentage, and which program(s)? *As a general rule, if approval of a course for DL delivery results in 50% or more of a program being delivered through DL, the effective date of the course's DL delivery will be six months from the date of approval.
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?

Abbreviations: TASC = Teaching and Academic Support Center   DL = distance learning   DLP = Distance Learning Programs

Revised 8/09

This form must accompany <u>every</u> submission of a new/change course form that requests distance learning delivery. This form may be required when changing a course already approved for DL delivery. **All fields are required!**

	Students will have access to faculty, class resources, technology assistance, and library services through reliable online platforms that are listed in the syllabus. In addition, students can get assistance within 24 hours of emailing the faculty of record for this class.
	Library and Learning Resources
6.	How do course requirements ensure that students make appropriate use of learning resources? Websites and phone numbers are listed in the class syllabus.
7.	Please explain specifically how access is provided to laboratories, facilities, and equipment appropriate to the course or program. For this course, students will need a computer and a webcam. Most students do have a computer with a webcam and because these students are practicing teachers, if they do not have a computer and a webcam, they would have access to one at their school or their local public library.
	Student Services
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 Teaching and Academic Support Center (http://www.uky.edu/TASC/index.php) and the Information Technology Customer Service Center (http://www.uky.edu/UKIT/)? There are websites and contact numbers provided in the syllabus for Technology Assistance and Technical Complaints.
9.	Will the course be delivered via services available through the Teaching and Academic Support Center? Yes ☒ No ☐ If no, explain how students 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.

Distance Learning Form

This form must accompany <u>every</u> submission of a new/change course form that requests distance learning delivery. This form may be required when changing a course already approved for DL delivery. **All fields are required!**

10.	Does the syllabus contain all the required components, below? ☒ Yes
	☐ Instructor's *virtual* office hours, if any.
	☐ The technological requirements for the course.
	☐ Contact information for TASC (http://www.uky.edu/TASC/; 859-257-8272) and Information Technology Customer Service Center (http://www.uky.edu/UKIT/; 859-257-1300).
	☐ Procedure for resolving technical complaints.
	☐ Preferred method for reaching instructor, e.g. email, phone, text message.
	☐ Maximum timeframe for responding to student communications.
	☐ Language pertaining academic accommodations:
	o "If you have a documented disability that requires academic accommodations in this course, please make your request to the University Disability Resource Center. The Center will require current disability documentation. When accommodations are approved, the Center will provide me with a Letter of Accommodation which details the recommended accommodations. Contact the Disability Resource Center, Jake Karnes, Director at 859-257-2754 or jkarnes@email.uky.edu."
	☐ Information on Distance Learning Library Services (http://www.uky.edu/Libraries/DLLS)
	o Carla Cantagallo, DL Librarian
	o Local phone number: 859 257-0500, ext. 2171; long-distance phone number: (800) 828-0439 (option #6)
	o Email: dllservice@email.uky.edu
	o DL Interlibrary Loan Service: http://www.uky.edu/Libraries/libpage.php?lweb_id=253&llib_id=16
11.	I, the instructor of record, have read and understood all of the university-level statements regarding DL.
	Instructor Name: Allan G. Richards Instructor Signature:

Abbreviations: TASC = Teaching and Academic Support Center   DL = distance learning   DLP = Distance Learning Programs

Revised 8/09

A-E 665 Issues in Art Education
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 http://www.uky.edu/TASC or call 859.257.8272 Contact Information Technology Customer Service Center http://www.uky.edu/UKIT 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 http://www.uky.edu/UKIT or 859.257.1300
Preferred method for contacting instructor	Email
Anticipated Response Time	Within two hours of receiving the email from Monday through Thrusday
Information on Distance Learning Library Service	http://www.uky.edu/Libraries/DLLS
DL Librarian	Carla Cantagallo, DL Librarian; local 859.257.0500 ext 2171 Long distance: 800.828.0439, option 6 dllservice@email.uky.edu
DL Interlibrary Loan Service	http://www.uky.edu/Libraries/libpage.php?lweb_ide=253&llib_id16
Face-to-Face Librarian	Brad Carrington, Education Librarian brad.carrington@uky.edu 859.257.7977
Face-to-Face Interlibrary Loan Service	http://libguides.uky.edu/educ
Course Website:	Blackboard and adobe connect

Course Description

This course is built within the context of the Advanced Preparation Programs in Teacher Leader Programs in Art Education. Each week one or two of the topics representing issues facing the arts in K – 12 education (listed below) will be assigned to candidates. Selected candidates are expected to research these topics and post their thoughts on them on blackboard. Fellow candidates are expected to research the topics as well as to provide cogent responses to the postings of the selected candidates. The class meets once per week through adobe connect for examination and analysis of the assigned issues. In this way, candidates in the class will be exposed to different opinions and ideas on the assigned issues guided by the instructor. This approach to learning and understanding the issues in art education and how to approach them is expected to prepare candidates to appropriately confront controversial issues that may arise in the public school classroom.

Prerequisite:
Candidates must be enrolled in one of the Advanced Preparation Teacher Leader Programs in Art Education to take this course or, permission from 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 research and discussion of issues in Art Education germane to the school setting or other appropriate venues that directly involve the teaching and learning process. 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 Leanring. By the end of this course, students will have gained the following:

Learning Target/Outcome	Assessment (Formative/Summative)
Understand the issues facing Art Education	Self-assessment (Formative)

in public schools.	
Develop a personal point of view of the issues and how to address them within the context of the Code of Conduct, social and political environment of the school.	
Share knowledge developed from research to promote professional learning for continuous improvement	
Facilitate improvement in instruction and student learning based on the new knowledge	
Engage in outreach and collaboration with families and community in understanding the issues for an education point of view.	
Advocate for student learning and the profession	

Course Delivery

This course is designed as a hybrid –both blackboard and adobe connect will be employed and should it become necessary, on-campus classes will be scheduled. Students will need to have access to a computer with webcam, a headset and internet service.

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

Gaudelius, Y. and Speirs, P. (2002). Contemporary issues in art education. New Jersey: Prentice Hall.

Grades

Grades will be assigned based on Presentation and Discussion (35), Final Project (15), Mid-term Examination (35 points), Participation (15 points).

<u>Presentation and discussion</u>: Presentations and discussions of the issues providing evidence of quality research in each argument.

<u>Final project</u> : Student will select an issue, research it, and digitally present the pros and cons in a 10-page paper. Candidates will be evaluated on their thoughtful presentation of the issues to their colleagues in this class and at regional and national conferences.

<u>Mid-term examination</u> : This will be a review of the first half of the semester as follows:

a)   Completion of all assignments
b)   Engagement in all discussion sessions
c)   Posting assignments on time
d)   Evidence of critical analyses of collected data
e)   Evidence of quality research

<u>Participation</u> (15 points). These points will reflect the candidate's participation in class discussions. Two points will be subtracted for each absence. If for any reason a student misses more than 1/5 the class contact hours, this student may be asked to withdraw from the course. In the case of excused absences, the student may arrange with the instructor to make up missed exercises and assignments outside the regular class time.

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 before or on the announced date. Late assignments will be handled at the discretion of the instructor.

Grading Scale
Grades will be assigned as follows:

Grading scale for graduate students (no D for Grad Students):
..........90-100% = A
..........80 – 89% = B
..........70 – 79% = C
.......Below 69% = F

Attendance
If for any reason a candidate misses more than 1/5 the consultation contact hours, this candidate 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](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) 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 program for all people, including those who are subjected to racial profiling, hate crimes, heterosexism, and violence. We insist that appropriate action be taken against those who perpetrate discrimination, violence, or vandalism. The University of Kentucky is an Affirmative Action and Equal Opportunity institution and affirms its dedication to non-discrimination on the basis or race, color, religion, gender, age, sexual orientation, domestic partner status, national origin, or disability in employment, programs, and services. Our commitment to non-discrimination and affirmation action embraces the entire university community including faculty, staff, and students.

All students are expected to conduct themselves in an appropriate and ethical manner during their UK classes and related field placements, as befitting students, future teachers, and ambassadors for the University of Kentucky.   Any unethical behavior in class or during your field placements may result in failure for the course and/or expulsion from the 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.

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 Advanced 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
Research	Examine issues that improve practice in Art Education	FSD 3, UARS 1, UARS 2,
Research	Improve practice and student achievement	UKTLS 4, UARS, 3
Share knowledge	Report findings from research to promote professional learning for continuous improvement	KTS 10, FSD1, UARS 4, UARS 5
Apply knowledge	Facilitate improvement in instruction and student learning	KTS 1, KTS 2,
Apply data driven assessment	Use assessments and data for school and district improvement	KTS 5, UKTLS 3, UKTLS 5,
Improve student learning and the image of the profession	Advocate for student learning and improve the image of the profession	FDS 5, UKTLS 7

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.

Course Schedule and Outline

Class Number and Date	Suggested Topics for Research in Teacher Leadership in Art Education
Class 1	*Addressing the achievement gap*
Class 2	The politics of the arts in public schools
Class 3	Religion, the law, and public schools
Class 4	Special education as remedial vehicle for some students
Class 5	Capitalism and arts and art education programs in public schools
Class 6	Is multicultural education still necessary?
Class 7	Adults as learners to support professional communities
Class 8	Improving professional practices for improved student achievement
Class 9	Professional learning for continuous learning
Class 10	Technology
Class 11	Improve instruction and student learning
Class 12	Using assessment and data from school and district to improve student learning
Class 13	*Collaboration with families and communities for improvement in student achievement*
Class 14	Student Choice
Class 15	Student Choice
Class 16	*Student Choice*

THIS SCHEDULE IS SUBJECT TO CHANGE WITH PRIOR COMMUNICATION TO STUDENTS.