Methods of Art Education

Course Title: Methods of Art Education
Semester Credit Hours: 3
Course Code: AOEU ARE542 / Morningside EDUC500 AOE042
Prerequisites:

Schedule

This course is worth 3 credit hours and will run for eight weeks. Participants will be invited to the course two days before the scheduled start date, giving them time in advance for organization and planning. Official interactive learning will begin on the first Monday of the month in which the course runs.

Instructor

Instructor details and contact information are provided in the learning management system. Office hours are available by appointment only.

Course Description

Art education offers learners a variety of opportunities, including communication through personal voice, critical thinking, concept development, and creative problem-solving skills. A historical introduction to art education perspectives synthesizes art and education, incorporating various methodologies and methods. This art education perspective lays the foundation for curriculum design, program management, and meeting learners' needs. Curriculum design elements in this course include instructional strategies and methods that cater to a variety of learners and their creative developmental stages, ensuring the curriculum is appropriate and differentiated to meet every learner's needs. Expect to build a basic repertoire of program management strategies for budget and supply management and organization. Identify the keys to building a community of support around art programs by refining advocacy skills and recognizing the benefits of relationships with stakeholders.

Course Objectives

Upon successful completion of this course, participants will be able to:

1. Defend the need for visual arts education and critique the impact visual arts have on other content areas and the development of soft skills. (B.PLO.5)
2. Analyze the phases of curriculum development and the importance of standards. (B.PLO.2)
3. Evaluate the basics of and strategies for budgeting, supply management, and organization. (B.PLO.3)
4. Integrate art education pedagogy to the creation of teaching philosophy. (B.PLO.1)

Required Materials

Purchase:

- *[Publication Manual of the American Psychological Association](), 7th edition.* ISBN 978-1-4338-3216-1

Additional Materials

- Computer with basic audio and video output equipment
- Internet access (broadband recommended)
- Basic computing skills (see AOEU's *Technology Requirements*)
- Access to AOEU's online learning platform, Brightspace, to view course content, submit assignments, and engage in discussion (provided)
- Your AOEU Google Drive account
- Word-processing platform (Microsoft Office, Pages, Google Docs)

Course Schedule

See the online course calendar in the LMS for specific due dates.

- Defining art education and benefits in the world of all content areas (SEL, critical thinking, problem-solving, etc.)
- Pedagogy and Art (developmental stages)
- The importance of Standards/curriculum mapping/district standards
- Art Lesson Planning- Artifact
- Scope & Sequence and scaffolding- Artifact
- Organization/budgeting/essential supplies
- Cross-curricular connections (crosswalks)
- Studio/Art Room as Classroom management
- Building Support systems (i.e. custodian, data processor, department heads, social worker, guidance counselor, etc.)

Week	Activity	Topic	Point Value	Estimated Workload Hours
Week 1	Weekly Exercise	• Introductions - include location, hobbies/interests, favorite artist or art genre, teaching, and/or art experience. • Impressions of what art education is and how does it differ from general education.. • Analyzing 21st-century skills	30	13 Hours
Week 2	Weekly Exercise	• Notable moment or event in art education history. • Art education instructional approaches. Balancing teaching techniques with student choice.	30	18 Hours
Week 2	Assignment	• Create an instructional approach presentation aimed at a stakeholder. Defend perspective/approach.	50	
Week 3	Weekly Exercise	• Compare and contrast developmental learning stages by analyzing through a chosen medium. • Defend developmental learning stage preference	30	17 Hours

		and explain why.		
Week 3	Assignment	• Create a case study for one developmental learning stage. Add analysis and appropriate art lessons with justifications.	50	
Week 4	Weekly Exercise	• Technology integration in the classroom. • Incorporating collaboration.	30	19 Hours
Week 4	Assignment	• Build a lesson plan with three instructional strategies. Include a reflection.	50	
Week 5	Weekly Exercise	• Brainstorm ideas for students who finish early,. • Share an expansion activity for gifted learners.	30	19 Hours
Week 5	Assignment	• Add instruction differentiation and scaffolding to the art lesson. show growth pathways for gifted and struggling students. Add reflection.	50	
Week 6	Weekly Exercise	• Peer-reviewed or scholarly resources on art classroom routines or expectations. • Compare organization strategies. • Extending the life of art supplies.	30	19 Hours
Week 6	Assignment	• Create a poster series, presentation, or classroom class webpage for classroom routines or expectations. Add reflection.	50	
Week 7	Weekly Exercise	• Define potential community partners. Analyze symbiotic relationships. • Classroom application of new knowledge on budgeting and ordering supplies.	30	19 hours
Week 7	Assignment	• Write a classroom plan to organize, inventory, and plan/order supplies. The reflection includes budget and supply limitations and considerations.	50	
Week 8	Weekly Exercise	• Create support system listing the top five stakeholders. • Reflect on your learning journey throughout the course	25	16 Hours
Week 8	Assignment	• Design collaboration project. Define roles, goals, and assessments for success through collaboration.	50	
Total			**585**	**140 Hours**

Evaluation Method

The Art of Education University implements weighted grading. In this course, the assignments are worth 80 percent of the grade, and the discussion boards are worth 20 percent of the grade. This allows for proportional emphasis to be placed on the work that most demonstrates an individual student's mastery and understanding of course learning objectives without minimizing the value of the learning and collaboration that takes place within the discussion board forums. Review the Weighted Grades—Student Support in the Student Handbook for further explanation.

Participants are expected to submit all activities by the due dates and progress through the course content in the assigned numerical order. The instructor evaluates all activities, including discussion board posts, peer responses, and assignments using a rubric. *See the Participation and Substantive Interaction Policy* in the *Course Policies* section of this syllabus to review participation expectations and student responsibilities for staying engaged in the course.

Participant grades are always available in the online grade book inside the LMS. Participants are responsible for checking the online grade book frequently and contacting the instructor with questions.

APA Requirements

AOEU requires students use the American Psychological Association (APA) guidelines for writing style, formatting, and referencing in all formal written assignments.

All papers must be double-spaced using a standard, 12-point font (Times New Roman, Arial, and Helvetica are preferred). In-text citations and those appearing in reference lists must follow APA formatting.

Consult the [Publication Manual of the American Psychological Association, Seventh Edition (2020)](#), or Library Services (located within the [Student Center](#)) for more information about formatting in APA style.

Discussion board postings do not require APA formatting; however, all relevant sources must receive credit. Sources can be included within the text, listed as references, or hyperlinked in your discussion board post.

Weekly Exercises

Course participants complete weekly exercises as response to weekly topics and resources. Weekly exercises do not require APA formatting; however, all relevant sources must receive credit. Sources can be included within the text, listed as references, or hyperlinked in your exercise submission. All weekly exercises are saved as a single pdf file before submission.

Assignments

Course participants complete assignments and address required criteria detailed in the course. Participants submit all assignments to the instructor inside the LMS. The instructor evaluates all assignments using a rubric.

Portfolio

At the end of this course, participants will create a final portfolio of coursework demonstrating a holistic view of learning.

Course Policies

Participants must review the [Graduate Catalog](#) and all of [AOEU's Academic Policies](#). Contact your instructor with questions.

Add/Drop Policy

Students who wish to change a course registration after the start of a term may do so within the first seven days of the course by requesting a course add/drop through

their advisor or submitting a [Special Request Form](#). Students can drop a course within the first seven days without penalty.

Dropped courses will not be displayed on the student's transcript.

Course Withdrawal Policy

Students who wish to withdraw from a course must request a Course Withdrawal Form from their academic advisor or submit a [Special Request Form](#) for access to the Course Withdrawal Form. All withdrawal requests must be submitted by midnight Central Time (UTC -5) on the withdrawal deadline date published in the academic calendar. Course withdrawals result in a grade of "W" on the official transcript. Refunds of tuition will be calculated according to the university's [Refund Policy](#).

Students are not permitted to withdraw from a course after the 60% completion date.

Academic Integrity Policy

The Art of Education University believes academic integrity is essential to maintain the validity of all grades earned and to protect the integrity of the university, its students, and graduates. Therefore, AOEU adheres to the highest standards in the assessment of student scholarly work. Academic integrity is a complex and university-wide commitment, especially for students and faculty. AOEU is committed to enrollment policies that support student success and maintain academic integrity.

Student responsibilities in upholding academic integrity include abiding by a commitment to submit original work and giving appropriate credit to others' work when credit is due. Cheating and plagiarism in any form are unacceptable academic behaviors and will not be tolerated. Additional policy information may be found in the current edition of the [Graduate Catalog](#).

Academic Dishonesty

All work submitted and/or presented by students must be original and properly credit all outside inspiration. Original, cited work includes, but is not limited to, individual and group assignments in written, oral, and electronic forms and any artistic creations.

Originality Detection Software

The Art of Education University uses an online originality detection system, which allows faculty to scan submitted coursework against academic journals, sources across the internet, and assignments previously submitted to AOEU and other higher education institutions. Faculty may also use search engines to detect similarities. Originality detection software not only detects plagiarism but also serves as a teaching tool to support academic writing.

Graduate-Level Writing

Principles of academic integrity include ensuring that the quality of student work product is consistent with the degree level. The Art of Education University may require additional modules or tutorials to complete a course if a student's abilities are deficient in graduate-level writing.

Violations

Violations of academic integrity policies are cumulative throughout the student's tenure at the university. Violations detected in two courses will result in Disciplinary Probation. Students violating the terms of Disciplinary Probation may be dismissed from the program. Additional policy information may be found in the current edition of the Graduate Catalog.

Evaluation and Assessment

Grading Scale and Grade Point Average (GPA)

The Art of Education University uses a grading scale to compute grade point averages and assign grades. Transfer credits are not included in the GPA. Additional policy information may be found in the current edition of the Graduate Catalog.

Letter Grade	Percentage	GPA
A	90-100%	4.0
B	80-89%	3.0
C	70-79%	2.0
D	60-69%	1.0
F	0-59%	0.0

Grading Requirements

Students must earn a final grade of B (80%) or higher, or a minimum of a 3.0 GPA, to earn graduate credit for coursework to count toward program completion.

Incomplete Grades

Incompletes are granted only for extenuating, unpredictable, life-altering circumstances. To request a grade of incomplete (I) and an extension of up to 50% of the original course term, students must speak with their instructor and submit the Special Request Form before the final day of the course.

Incompletes will not be granted for time management or technical issues. Documented evidence of extenuating circumstances leading to the request may be required before a final decision is made.

A grade of Incomplete and an extension for the completion of coursework requires an administrative review. Submitting the request form does not guarantee an

incomplete will be granted. Students submitting requests must speak with instructors about missed assignment deadlines until the formal request has been processed and the request granted.

Attendance

Course Participation Policy

The Art of Education University is committed to ensuring students take personal responsibility for achieving the learning objectives within each course. To assist students in meeting that goal, the university requires students to participate in academically related tasks that occur on a weekly basis after the course start date and on or before the course end date. The following will be considered academically related:

- Submission of a gradable assignment, such as a paper, test, exam, or quiz.
- Substantive participation in a graded online discussion, as directed by an instructor, with peers, in a way that is academically related to the enrolled course.

Substantive interaction means students must meet weekly assignment deadlines to avoid failure. Bulk assignment submission (more than one assignment) after periods of inactivity does not reflect academic engagement and is not permitted.

Late Submission Policy

Assignment deadlines are posted in the Learning Management System (LMS). Students unable to submit an assignment by the specified due date may, at the instructor's discretion, be allowed to submit the assignment at a specified later date within the course term. Late work is subject to point deductions.

- Students must request their instructor's permission for an extension 24 hours before the due date specified for the assignment. Point deductions will not occur for prearranged and instructor-approved extensions. Extensions are limited to one per course.
- If there is no communication prior to the late submission, it is at the instructor's discretion to accept or not accept the work. Point deductions will occur if the instructor is notified less than 24 hours before the due date or after the assignment is due.
- All late work must be submitted by the course end date.
- Technology issues are not grounds for late submissions.
- Bulk submissions (more than one assignment after periods of inactivity) are not permitted.

Satisfactory Academic Progress Policy

Satisfactory academic progress (SAP) consists of both a GPA component (qualitative) and a course progress component (quantitative) checked at the end of every term.

To maintain good standing, students must earn a minimum GPA of 3.0 or a final course grade of B. Students who do not maintain SAP are subject to the Academic Probation Policy. Additional policy information may be found in the current edition of the [Graduate Catalog](#).

Student Rights and Responsibilities

Statement of Student Responsibilities

Student success depends on their response to the opportunities and responsibilities within the university. When students begin graduate coursework, their actions and efforts will bear out this presumption. The final responsibility for fulfilling the course syllabus requirements in each course, meeting all program/degree requirements, and complying with the university's regulations and procedures rests with the student as described in all university publications and websites.

Accommodations Under the Americans with Disabilities Act

The Art of Education University complies with the Americans with Disabilities Act (ADA), Section 504 of the Rehabilitation Act, and state and local requirements regarding students with disabilities. AOEU will provide reasonable accommodations or services to qualified students with disabilities. Additional policy information may be found in the current edition of the [Graduate Catalog](#).

To receive disability services at The Art of Education University, the student must submit a formal request for accommodations for review. Students with documented disabilities can contact their academic advisor or submit a [Special Request Form](#) to access the Accommodations Request Form. Once forms are submitted through the student portal, The Dean of Enrollment Services will review and respond within ten calendar days.

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The Art of Education University encourages academic scholarship resulting in papers, publications, and presentations and respects student ownership in these

areas. Students maintain full ownership of materials developed within the scope of the coursework.