

# ART Education

University of Arkansas, Fayetteville



**B.F.A. in Art Education Handbook**

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## **Mission, Vision and Core Priorities**

The mission of the Art Education Program at the University of Arkansas is to:

- prepare knowledgeable, progressive, and culturally responsive professionals who are dedicated to addressing the current and future needs of visual arts educators in school, community, and museum settings, as well as other cultural institutions.
- promote equitable educational practices and community-based programs that focus on meeting the necessary demands of a diverse and inclusive profession.
- prepare artists, educators, and scholars to question and transform the role of the visual arts and its education in schools, museums, and communities—regionally, nationally, and internationally.

The vision of the Art Education Program at the University of Arkansas is that a diversity conscious approach to the visual arts and its education contributes to a more culturally responsive society and world. Our work in carrying out this mission and vision is informed by these underlying core priorities to:

- ensure equity, diversity, and inclusion
- question, generate, and share knowledge
- prioritize histories and practices of underrepresented peoples
- foster inquiry and criticality
- support innovation and life-long learning

The Art Education Program in the School of Art at the University of Arkansas offers B.F.A. and M.A. degrees in Art Education. Faculty members are leaders in the field of art education and in other related areas, including *art teacher education, childhood art and culture, childhood and youth studies, community-based art education, curriculum studies, critical pedagogy, critical race studies, art museum education, postcolonial studies, intergenerational and inclusive art pedagogies, queer theory, visual culture studies, research methodologies, and histories and philosophies of art education.*

## **Program Overview and Career Opportunities**

The B.F.A. in Art Education program offers two different concentration options, K-12 Teaching or Community Practice. Both are in compliance with the Arkansas Department of Education and Higher Education and the National Art Education Association.

The **K-12 Teaching Concentration** prepares graduates for Arkansas K-12 art teacher licensure and employment in elementary, middle, junior, and high schools in the state of Arkansas, as well as other states with comparable certification requirements. It prepares future K-12 art teachers to understand and apply current art education theory to practice, including contemporary concepts and applications for teaching art in a diverse, inclusive, and globally responsive world.

The **Community Practice Concentration** prepares graduates for a variety of art teaching and service occupations in social and cultural settings outside of the public-school system such as art-related museums, community art centers, hospitals, prisons, recreation centers, government agencies, mental health centers, and other government and privately funded programs for children, youth, adults, and older adults. Graduates may also enter careers besides teaching. There are professional positions available with art journals, government agencies, art material suppliers, art galleries, and art centers. Additional opportunities exist in art foundations, museum services, firms that develop art teaching materials, and cultural services.

**APPLYING TO THE B.F.A. IN ART EDUCATION**

When: Third Semester (Fall)

How: Complete the following application requirements:

1. Complete the "[B.F.A. in Art Education Application](#)". For additional information, please review the SoArt's webpage: "[Applying to the B.F.A.](#)".
2. Write a 1-2-page letter of intent, clearly outlining (1) why you have decided to apply to the B.F.A. in Art Education degree program; and, (2) what you hope to achieve as a result of completing the degree program with a Concentration in K-12 Teaching or Community Practice.
3. When information is posted about the B.F.A. in Art Education Interview, sign-up for a time to interview with Art Education faculty.

*\*Students must be accepted into the B.F.A. in Art Education program prior to their final year of coursework.*

**PRAXIS 1 EXAM or COMPARABLE ACT or SAT SCORES**

\*Only for students pursuing the K-12 Teaching option

When: Third Semester (Fall)

How: Please review the [Arkansas State Testing Requirements](#) and sign up to take the PRAXIS 1 Exam. Passing Praxis I/CORE or ACT/SAT scores are below (time limitation). Sign up for tests is at ETS.org.

*\*Lynn Gardner's "Math Made Easy" is an excellent resource for reviewing math.*

*Below are minimum score requirements that can be allowed for admission to a teacher preparation program. Students may use any combination of reading, writing, and math scores in the process of applying for admission into UA Teacher Education Preparation Programs:*

*If it is determined that you must take a section of the Praxis Core, Praxis has teamed with Khan Academy to provide free prep materials (OTE note: These materials through Kahn are awesome! Try them before anything else.) You can access them on the [Praxis Core website](#). Also- the Office of Teacher Education provides access to Praxis Core study guides and practice tests for all three areas of the Praxis Core (Reading, Writing, and Mathematics) through Edmentum. This service is FREE of charge to you! For more information and instructions on how to access this resource, email [teach-ed@uark.edu](mailto:teach-ed@uark.edu). In addition, There are study resources at: <https://www.ets.org/praxis/prepare/materials/5135>.*

<b>Option 1</b>	<b>Option 2</b>	<b>Option 3</b>	<b>Option 4</b>
ACT	SAT	GRE	Praxis Core
Reading: 20	Reading: 544	Reading: 151	5713/Reading: 156
Writing: 7*	Writing: 5	Writing: 4	5723/Writing: 162
Math: 20	Math: 533	Math: 153	5733/Math: 150

\*Students who took the writing test between September 2015 and June 2016 received a subject-level Writing score reported on a 1-36 scale. The equivalent to the required score of 7 is a 19. [Linking the Current and Former ACT Writing Tests \(PDF, 4 pages\)](#). The Office of Teacher Education now provides access to Praxis Core and Praxis II study guides and practice tests through Edmentum. For more information and instructions on how to access this resource, email [teach-ed@uark.edu](mailto:teach-ed@uark.edu)

### **APPLYING TO TEACHER EDUCATION**

\*Only for students pursuing the K-12 Teaching option

When: Fourth Semester (Spring)

- How:
1. Completed [application](#) and successful fee submission.
  2. Passing scores on **any combination of reading, writing, and math scores from ACT, SAT, GRE, and/or Praxis Core**
  3. Approved status on an Arkansas Department of Education background check
  4. Met with a member of the Art Education faculty to ensure that you have completed all specific pre-education course requirements. For example:
    - a. Pre-education core for all programs (must be completed with a "C" or better): ARED 1003 Introduction to Art Education; CIED 3023 Survey of Exceptionalities or CIED 4023 Teaching in Inclusive Secondary Settings or ARED 3013 Inclusive Art Pedagogy; and CIED 3033 Classroom Learning Theory.
    - b. Meet cumulative 3.0 GPA in art coursework requirement, and a 2.5 overall GPA.

For additional information, please visit the [Office of Teacher Education](#). Here, you will find additional details regarding how to [Apply to Teacher Education](#).

## ART (K-12) LICENSURE TEST

When: Sixth semester (Spring) or Seventh Semester (Fall)  
\*offered every month.

How: The State Board of Education adopted the Praxis Art: Content Knowledge (0134/5134) <https://www.ets.org/s/praxis/pdf/5134.pdf>, with a cut score of 158. This test should be taken prior to or during your student teaching semester. Scores must be available to the teacher licensing officer in room 338 GRAD ED. Double check the ETS web site under "Arkansas" for the required tests for this state. Also, sign up for ONE PLT (Principles of Learning and Teaching) test for the level that you have the most experience with.

NOTE: You may be eligible for a fee waiver for one of the tests if you meet the Praxis criteria. Check the Praxis website. Also, "The Annotated Mona Lisa" book can help you review art history for the test. It can be accessed online. Quizlet.com is also a possible site for art test preparation.

## PROFESSIONAL DEVELOPMENT REQUIREMENTS

When: Sixth Semester (Spring) or Seventh Semester (Fall)

How: Documentation of the completion of professional development requirements which may be obtained through the Arkansas IDEAS Portal (See Appendix). Go to <http://ideas.aetn.org/audience/non-licensed-educators> to login and create an account. Review the QUICK START GUIDE TO GET STARTED:  
<http://ideasslms.aetn.org/guides/>

Professional Development Requirements for Licensure using the IDEAS Portal. Documentation of the completion of the following professional development, which may be obtained through the Arkansas IDEAS Portal are:

- Two (2) hours of parental involvement; (choose two courses as there are several listed for various grade levels and groups)
- Two (2) hours of child maltreatment training; and
- Two (2) hours of teen suicide awareness and prevention
- One (1) hour of dyslexia awareness

The Arkansas IDEAS portal is designed for educators who are in the process of obtaining an Arkansas teaching license. If you have any questions, please call the IDEAS portal helpdesk at 1-800-488-6689 Email: [pre-licensed@aetn.org](mailto:pre-licensed@aetn.org)

NOTE: You are responsible for providing documentation of completion (*click on "pdf landscape" in the IDEAS record of learning tab*) to the licensure office. ADE will not issue the license until completion is verified through the licensure office.

**APPLYING TO STUDENT TEACHING INTERNSHIP (ARED 476V)**

\*Only for students pursuing the K-12 Teaching option

When: Eighth Semester (Spring) or Semester Prior to Student Teaching.

- How:
1. Complete the "Student Teaching Application Form" (Appendix I).
  2. Submit completed "Student Teaching Application Form" to Dr. Injeong Yoon.
  3. Review the Art Education student teaching manual in preparation for student teaching (Appendix II).

**B.F.A. in ART EDUCATION (Eight Semester Recommended Plans)  
K-12 Teaching & Community Practice Concentrations**

K-12 TEACHING		COMMUNITY PRACTICE	
<b>First Semester (Fall)</b>	<b>Credits</b>	<b>First Semester (Fall)</b>	<b>Credits</b>
ENGL 1013 Composition I* (ACTS Equivalency = ENGL 1013) (Sp, Su, Fa)	3	ENGL 1013 Composition I* (ACTS Equivalency = ENGL 1013) (Sp, Su, Fa)	3
MATH 1203 College Algebra (or higher level mathematics)* (ACTS Equivalency = MATH 1103) (Sp, Su, Fa)	3	MATH 1203 College Algebra (or higher level mathematics)* (ACTS Equivalency = MATH 1103) (Sp, Su, Fa)	3
ARTS 1919C Studio Foundation I (Sp, Fa) 9 University Perspectives: destination graduation 1		ARTS 1919C Studio Foundation I (Sp, Fa) 9 University Perspectives: destination graduation 1	
Total:	16	Total:	16
<b>Second Semester (Spring)</b>	<b>Credits</b>	<b>Second Semester (Spring)</b>	<b>Credits</b>
ENGL 1023 Composition II* (ACTS Equivalency = ENGL 1023) (Sp, Su, Fa)	3	ENGL 1023 Composition II* (ACTS Equivalency = ENGL 1023) (Sp, Su, Fa)	3
ARTS 1929C Studio Foundation II (Sp, Fa) 9		ARTS 1929C Studio Foundation II (Sp, Fa) 9	
1013 Elementary I World Language or higher (depending on placement in sequence)	3	1013 Elementary I World Language or higher (depending on placement in sequence)	3
Total:	15	Total:	15

Third Semester (Fall)	Credits	Third Semester (Fall)	Credits
ARTS Focused Study Studio	3	ARTS Focused Study Studio	3
ARTS Elective (exclusive of focused study studio)	3	ARTS Elective (exclusive of focused study studio)	3
ARHS 2913 Art History Survey I* (ACTS Equivalency = ARTA 2003) (Sp, Fa) or ARHS 2923 Art History Survey II* (ACTS Equivalency = ARTA 2103) (Sp, Fa)	3	ARHS 2913 Art History Survey I* (ACTS Equivalency = ARTA 2003) (Sp, Fa) or ARHS 2923 Art History Survey II* (ACTS Equivalency = ARTA 2103) (Sp, Fa)	3
ARED 1003 Introduction to Art Education (Sp, Fa)(Modified from CIED 1003, Introduction to Education)	3	ARED 1003 Introduction to Art Education (Sp, Fa)(Modified from CIED 1003, Introduction to Education)	3
2003 Intermediate I world language or higher level	3	2003 Intermediate I world language or higher level	3
<b>TAKE PRAXIS 1 EXAM or comparable ACT or SAT scores required by the University and Arkansas Department of Education.</b>		<b>APPLY TO B.F.A. IN ART EDUCATION.</b>	
<b>APPLY TO B.F.A. IN ART EDUCATION.</b>		Total:	15
Total:	15		
Fourth Semester (Spring)	Credits	Fourth Semester (Spring)	Credits
ARTS Focused Study Studio	3	ARTS Focused Study Studio	3
ARTS Elective (exclusive of focused study studio)	3	ARTS Elective (exclusive of focused study studio)	3
ARHS 2913 Art History Survey I* (ACTS Equivalency = ARTA 2003) (Sp, Fa) (as needed) or ARHS 2923 Art History Survey II* (ACTS Equivalency = ARTA 2103) (Sp, Fa)	3	ARHS 2913 Art History Survey I* (ACTS Equivalency = ARTA 2003) (Sp, Fa) (as needed) or ARHS 2923 Art History Survey II* (ACTS Equivalency = ARTA 2103) (Sp, Fa)	3
PSYC 2003 General Psychology* (ACTS Equivalency = PSYC 1103) (Sp, Su, Fa) (NOTE: This course is required for the degree and also meets a social science requirement.)	3	PSYC 2003 General Psychology* (ACTS Equivalency = PSYC 1103) (Sp, Su, Fa) (NOTE: This course is required for the degree and also meets a social science requirement.)	3
ARED 2003 Diversity, Pedagogy, and Visual Culture	3	ARED 2003 Diversity, Pedagogy, and Visual Culture	3
<b>OBTAIN CLEARANCE THROUGH THE OFFICE OF TEACHER EDUCATION (clearance includes passing scores on accepted basic skills assessments and cleared background checks).</b>		Total:	15
<b>STUDENTS MUST BE ACCEPTED INTO THE B.F.A. PROGRAM PRIOR TO THE FINAL YEAR OF COURSEWORK.</b>		<b>STUDENTS MUST BE ACCEPTED INTO THE B.F.A. PROGRAM PRIOR TO THE FINAL YEAR OF COURSEWORK.</b>	
Total:	15		

<p><b>Fifth Semester (Fall) Credits</b></p> <p>ARTS Focused Study Studio 3</p> <p><u>ARED 3003 Curriculum Design and Teaching Practices in Art Education</u> 3</p> <p>Science* University/State Core Lecture with Corequisite Lab requirement 4</p> <p>COMM 1313 Public Speaking (ACTS Equivalency = SPCH 1003) (Sp, Su, Fa) 3</p> <p>PHIL 2003 Introduction to Philosophy* (ACTS Equivalency=PHIL 1103) (Sp, Su, Fa) 3 (NOTE: This course is required and can meet the Humanities elective.)</p> <p>Total: 16</p>	<p><b>Fifth Semester (Fall) Credits</b></p> <p>ARTS Focused Study Studio 3</p> <p><u>ARED 3003 Curriculum Design and Teaching Practices in Art Education</u> 3</p> <p>Science* University/State Core Lecture with Corequisite Lab requirement 4</p> <p>COMM 1313 Public Speaking (ACTS Equivalency = SPCH 1003) (Sp, Su, Fa) 3</p> <p>PHIL 2003 Introduction to Philosophy* (ACTS Equivalency=PHIL 1103) (Sp, Su, Fa) 3 (NOTE: This course is required and can meet the Humanities elective.)</p> <p>Total: 16</p>
<p><b>Sixth Semester (Spring) Credits</b></p> <p>ARTS Focused Study Studio 3</p> <p>CIED 3023 Survey of Exceptionalities (Sp, Su, Fa)<sub>1</sub> (or) <u>ARED 3013 Inclusive Art Pedagogy (Service Learning Course)</u> 3</p> <p>ARHS 4933 Contemporary Art (Fa) (or) ARHS Art History Upper-Level Contemporary Art Elective 3</p> <p>CIED 3033 Classroom Learning Theory (Sp, Su, Fa)<sub>1</sub> 3</p> <p>Science* University/state core lecture with corequisite lab requirement 4</p> <p>Total: 16</p> <p><b>COMPLETE ART (K-12) LICENSURE TEST</b></p>	<p><b>Sixth Semester (Spring) Credits</b></p> <p>ARTS Focused Study Studio 3</p> <p><u>ARED 3013 Inclusive Art Pedagogy (Service Learning Course)</u> (Fa or May Intercession) 3</p> <p>ARHS 4933 Contemporary Art (Fa) (or) ARHS Art History Upper-Level Contemporary Art Elective 3</p> <p>U.S. History* University/state core requirement 3</p> <p>Science* University/state core lecture with corequisite lab requirement 4</p> <p>Total: 16</p>
<p><b>Seventh Semester (Fall) Credits</b></p> <p>ARTS Elective (exclusive of focused study studio) 3</p> <p>ARHS Art History Upper-level Elective or ARHS 4933 Contemporary Art<sub>1,2</sub> 3</p> <p>ARED 4953 Art Education Elective (Fa)<sub>1,2</sub> 3</p> <p>U.S. History* University/state core requirement 3</p> <p>Social Science* University/State Core requirement 3</p> <p>Total: 15</p>	<p><b>Seventh Semester (Fall) Credits</b></p> <p>ARTS Elective (exclusive of focused study studio) 3</p> <p>ARHS Art History Upper-level Elective or ARHS 4933 Contemporary Art<sub>1,2</sub> 3</p> <p>ARED 486V Internship (Sp, Su, Fa)<sub>1,2</sub> 3-4</p> <p>Social Science* University/State Core requirement 3</p> <p>Total: 13</p>

<b>COMPLETE ART (K-12) LICENSURE TEST</b>			
<b>Eighth Semester (Spring)</b>	<b>Credits</b>	<b>Eighth Semester (Spring)</b>	<b>Credits</b>
ARED 4003 Community Art (Sp)	3	ARED 4003 Community Art (Sp)	3
ARTS Elective (exclusive of focused study studio)	3	ARTS Elective (exclusive of focused study studio)	3
Social Science* University/State Core requirement	3	Social Science* University/State Core requirement	3
PHIL 4403 Philosophy of Art (Sp)	3	PHIL 4403 Philosophy of Art (Sp)	3
Total:	12	ARED 4773 Professional Development (or) ARTS 4923 Professional Development (Sp, Fa)	3
		Total:	15
		1. Meets 40-hour advanced credit hour requirement. See College Academic Regulations. 2. Meets 24-hour rule (24 hours of 3000-4000 level courses in Fulbright College), in addition to meeting the 40-hour rule. See College Academic Regulations.	
		*University/State Core Requirements. NOTE: Students completing the Bachelor of Fine Arts may substitute ARHS 2913 or ARHS 2923 to satisfy the content covered in the Fine Arts University/State Core Requirement.	
		<b>Total Program Hours:</b>	<b>121</b>
<b>Final Semester (Fall)</b>	<b>Credits</b>		
ARED 4773 Professional Development (Sp, Fa)	3		
ARED 476V Internship (Sp, Fa)	3-9		
Total:	12		
<b>Total Units in Sequence:</b>	<b>132</b>		
1. Meets 40-hour advanced credit hour requirement. See College Academic Regulations. 2. Meets 24-hour rule (24 hours of 3000-4000 level courses in Fulbright College), in addition to meeting the 40-hour rule. See College Academic Regulations.			
*University/State Core Requirements. NOTE: Students completing the Bachelor of Fine Arts may substitute ARHS 2913 or ARHS 2923 to satisfy the content covered in the Fine Arts University/State Core Requirement.			
NOTE: For K-12 Arkansas Art Teacher Certification, the student must complete the necessary Praxis exams and Online Professional Development required by the Arkansas Department of Education (prior or concurrent with enrollment in ARED 476V).			

## **Art Education Faculty**

Dr. Angela LaPorte, Chair and Professor of Art Education, [alaporte@uark.edu](mailto:alaporte@uark.edu)

Dr. Christopher M. Schulte, Associate Professor of Art Education, [cschulte@uark.edu](mailto:cschulte@uark.edu)

Dr. Injeong Yoon-Ramirez, Assistant Professor of Art Education, [ijyoon@uark.edu](mailto:ijyoon@uark.edu)

Dr. Alphonso Walter Grant, Assistant Professor of Art Education, [awgrant@uark.edu](mailto:awgrant@uark.edu)

## **Art Education Diversity, Equity, & Inclusion Statement**

The Art Education faculty at the University of Arkansas believe that education serves as a space to address, critique, and challenge all forms of oppression based on (including, but not limited to), ability, age, class, ethnicity, gender, sexual orientation, language, nationality, race, religion, and sex. We unequivocally stand in solidarity with our Black, Indigenous, and People of Color (BIPOC) students, faculty and staff, with our colleagues across the nation and internationally, and with our friends and neighbors in Fayetteville and beyond. In particular, we recognize that Black people, especially in the United States, are living in a relentless state of systemic institutionalized racism, which incessantly defines, delimits, devalues, and explicitly dehumanizes Black lives. This is not a new reality. Rather, it is a reality which stems from a centuries-old foundation, one built on the enslavement of Black people, grounded in hate, fueled by indifference, and continually fortified by monetary gain. As artist-educators, our commitment to action through art, aesthetics, and visual culture education can (and ought to) contribute to addressing and destabilizing intersectional systems of oppression in the United States, when our actions are aligned with other forms of activism and solidarity across different communities. As a faculty, we are steadfast, unwavering, and resolute in the fight for equity and a more just society and world. If you witness or are a victim of discrimination, please report it to [report.uark.edu](mailto:report.uark.edu).

## APPENDIX I

### Student Teaching in Art Education Application Form

Any BFA in Art Education students, who plan to student teach, needs to fill out and submit this form to the Undergraduate Coordinator, Dr. Injeong Yoon-Ramirez ([ijyoon@uark.edu](mailto:ijyoon@uark.edu)), or fill out the google form at [https://docs.google.com/forms/d/e/1FAIpQLSeb\\_z6aIoXqeesi4zD8YXilMztvZ-U18bGB1BmOAtFTf1dxkw/viewform?usp=sf\\_link](https://docs.google.com/forms/d/e/1FAIpQLSeb_z6aIoXqeesi4zD8YXilMztvZ-U18bGB1BmOAtFTf1dxkw/viewform?usp=sf_link) in timely manner. When you email the form, please include professional content addressing your intent to student teach.

The purposes of this form is to (1) keep track of the number of teacher candidates, (2) plan the placements, (3) inform the requirements for student teaching internship, such as the OTE admission, background check, professional development, etc. You can submit this form any time before the respective due dates. Please make sure that you meet with your academic advisor (Lee Byers, [albyers@uark.edu](mailto:albyers@uark.edu)) beforehand to plan your student teaching.

You need to complete all the required courses for your degree except for ARED 4773 Professional Development in Art Education before your student teaching internship. (You will take ARED 476V and ARED 4773 at the same time.) You can submit this form through email ([ijyoon@uark.edu](mailto:ijyoon@uark.edu)) or simply fill out the google form. The form is due:

**October 1:** If you are planning to student teach in the following SPRING semester

**March 1:** If you are planning to student teach in the following FALL semester

Before you submit this form,

1. **Apply to the Office of Teacher Education.**  
Visit their website for more information, <https://teacher-education.uark.edu/admissions/index.php>  
(There is a \$100 application fee and a background check fee.)
2. If you have already applied to OTE, please forward Dr. Yoon the copy of your clearance letter from OTE (email notification). The application process can take several weeks to several months so please apply as soon as possible.

1. Name: \_\_\_\_\_
2. Student ID: \_\_\_\_\_
3. UA Email Address: \_\_\_\_\_
4. Non-UA Email Address: \_\_\_\_\_
5. When do you plan to student teaching? (e.g., Fall 2020)

6. Did you take all the required courses for your degree with the exception of student teaching (ARED 476V)?

Yes / No

If not, what courses do you need to take before student teaching?

7. Did you receive the clearance letter from OTE and forward it to Dr. Injeong Yoon-Ramirez?

Yes / No

If not, please provide the date you applied to OTE.

8. Please provide the names of the schools and/or mentor teachers you wish to work with. Please explain the reason why you would prefer the particular teachers/schools briefly. (If you don't have any particular preference, please indicate school districts you prefer. e.g., Fayetteville, Springdale, Bentonville)

K-6: \_\_\_\_\_

7-12: \_\_\_\_\_

Justification: (e.g., I interviewed the teacher and I would like to learn more about their lesson design and classroom management.)

## APPENDIX II

### Request Process and Criteria for Alternative Student Teaching Placement

The final requirements of the BFA in Art Education degree program include *ARED 476V Student Teaching in Art Education* and *ARED 4773 Professional Development*, a seminar course which accompanies the experience of student teaching. As part of *ARED 476V*, students must complete a total of 12 weeks (420 hours) of supervised clinical teaching in a private or public ADE accredited educational setting. After satisfying the 12 weeks (420 hours) requirement, students also have the opportunity to extend their traditional experience by observing in pre-approved alternative educational settings, including international placements, for 4 weeks. However, per ADE requirements, students enrolled in *ARED 476V* must complete a minimum of two 8-week placements, in both an elementary and secondary setting. All placements, which are made in consultation with the Office of Teacher Education at the University of Arkansas, are facilitated with partnering schools and school districts in Northwest Arkansas (NWA). The Art Education program has restricted the student teaching experience to this defined geographic area in order to ensure that students receive adequate support and mentorship from pre-approved cooperating teachers and quality supervision from Art Education faculty. For this reason, it is uncommon for students to receive alternative student teaching placements. However, on occasion, a student does file a formal request for an alternative placement. Formal approval is given only when a student is able to demonstrate that their circumstances meet one of the four criteria for alternative student teaching placement:

- 1) Student is married to a person in a different geographic location
- 2) Student has a medical condition, which requires that the student lives in a different geographic

- location, for better or on-going treatment
- 3) Student is responsible for the care of a dependent
  - 4) Student is a graduate student at the University of Arkansas, which stipulates that they complete additional degree requirements

If your circumstances meet one or more of the above criteria, please submit the following to Dr. Injeong Yoon (Field Placement Coordinator, Art Education) as part of the official Student Teaching Application. At the next scheduled faculty meeting, the Art Education faculty will review your request, after which a formal response will be provided. The response will be sent to your official uark.edu email address. Because alternative placements are complex and often difficult to facilitate; e.g., requiring a new memorandum of understanding (MOU) between the Art Education program, the Office of Teacher Education, and the cooperating school and/or school district; it is essential that your request be made during the semester prior to student teaching, if not before. Specifically, if you plan to student teach in the following Spring semester, you must request alternative placement on or before October 1<sup>st</sup>. If you plan to student teach in the following Fall semester, you must request alternative placement on or before March 1<sup>st</sup>. When submitting a formal request, please include the following:

- 1) A detailed letter outlining your current circumstances, addressed to the Art Education Faculty
- 2) Supporting documentation:
  - If you are claiming reason #1 or #4, you will need to submit tax documentation.
  - If you are claiming reason #2, you will need a letter from your health care provider stating the reason why treatment cannot be in any other region.
  - If you are a graduate student, you may elect to be placed in an alternative or NWA setting, depending on your circumstances. Please write a letter stating your preference.

### APPENDIX III

## **ARED 486V Internship in Art Education Guidelines**

**An internship or field study is required of all students in the concentration of Community Practice in B.F.A in Art Education Program.** This internship is designed to give each student the opportunity to experience and investigate a specific environment of art education that is related to their professional objective. Although students have considerable flexibility in selecting an internship site, certain guidelines should be followed in securing an internship location and carrying out the internship experience:

- The student should discuss potential internship sites with one or more faculty members in the Art Education program **prior** to selecting a specific internship location.
- For the internship to be of most benefit for the student's academic program of study, the student must have **at least 9 credit hours in art education coursework** prior to registering for ARED 486V Internship in Art Education. The internship may be repeated up to 6 credit hours.
- To receive credit for ARED 486V Internship in Art Education, the student must be supervised in this internship experience by a faculty member of the Art Education program at the University of Arkansas. Students must contact the intended supervisory faculty member **prior** to registering for the internship course (ARED 486V) in order to determine if the faculty member is willing and available to supervise this internship.

- The student needs to submit the Internship Work Plan form (APPENDIX IV) to the university supervisor before the internship begins.
- The university supervisor should notify the student with additional assignments and forms that are required for the particular internship. The assignments may include, but not limited to, reading, reflective journals, teaching plans, and progress report.
- The student's performance will be evaluated by the field supervisor and the university supervisor regularly throughout the internship. Please see the Internship Evaluation Form (APPENDIX V).
- Credit hours/work hours: For a semester-long 1-credit hour internship, students should work about 3-5 hours per week on site.

### **Objectives of Internship**

1. Apply art education theories to educational practices, including, but not limited to designing curriculum, teaching, and organizing education events
2. Become familiar with the professional responsibilities of art educators in the particular internship setting
3. Gain insight into a possible career path of interest in various educational settings
4. Develop professional connections
5. Acquire professional communication and social skills that are required for art educators
6. Understand the structure of the organization in which the internship takes place
7. Reflect on educational practices and identify additional skills that need to be developed for career readiness

### **Roles and Responsibilities**

#### **Intern (Student)**

- Communication with the field supervisor regarding course objectives
- Adheres to professional work standards including: regular attendance, punctuality, working within agreed upon hours, wearing appropriate attire as stated by the organization, and abiding by all code of conduct policies
- Completion of agreed upon course assignments while meeting professional work obligations

#### **Field Supervisor**

- Provide site information including employee handbook and any code of conduct information
- Set forth expectations for the work to be completed and associated timelines
- Establish preferred method and frequency of communication with the intern
- Identify opportunities for the intern to meet learning objectives

- Introduce the intern to key people (other staff, vendors, managers, executives) who can assist intern with their professional development and become part of their network
- Oversee work
- Conduct evaluation(s) and share performance feedback and skills development needs with intern

Faculty Sponsor

- Approve, oversee, and grade academic assignments
- Serve as primary contact for the Field Supervisor regarding concerns with student intern's performance.
- Help intern to get the most from their experience through regular check-ins with the intern
- Submit the final grade for the internship

APPENDIX IV



ARED 486V INTERNSHIP WORK PLAN FORM

***Student Information***

Name \_\_\_\_\_ Student ID Number \_\_\_\_\_

Phone \_\_\_\_\_ Email \_\_\_\_\_

Course Term: \_\_\_\_\_ . Course Number: \_\_\_\_\_

Number of Units Desired: \_\_\_\_\_

Please note that all contact hours counted toward internship credit must occur during the official dates of the UA term for which credit is requested.

Start Date: \_\_\_\_\_ End Date: \_\_\_\_\_

Duration (# of Weeks): Expected Hours Per Week:

International Student:  \_Yes  \_No

International students may be required to apply for and receive work authorization approval from International Student Services (ISS) before participating in an internship.

***Field Supervisor / Preceptor Information***

Name: \_\_\_\_\_

Organization/Institution: \_\_\_\_\_

Work Phone: \_\_\_\_\_ Email: \_\_\_\_\_

Physical Office Address City: \_\_\_\_\_

State: \_\_\_\_\_ Zip Code: \_\_\_\_\_

Mailing Address (if different than physical office address)

\_\_\_\_\_

City \_\_\_\_\_ State \_\_\_\_\_ Zip Code \_\_\_\_\_

**Student's Goals for the Internship:**

The student should identify one to three professional goals explaining what s/he wants to gain from the internship experience.

**Internship Purpose, Learning Objectives and Proposed Activities:**

The student should work with the site to develop a mutually-agreeable internship purpose, three to five learning objectives, and a list of related activities that will be completed during the internship. It is recommended that the student discuss with the site supervisor their goals and progress toward objectives at the start, mid-point and end of the internship.

By signing this document, I understand that I am responsible for fulfilling the proposed activities at the internship site plus all assigned coursework in order to earn academic credit for this internship experience.

STUDENT: \_\_\_\_\_

DATE: \_\_\_\_\_

**Reminder: Students will not be added into the internship units until the signed work plan is also approved by the Internship instructor.**

**Section to be completed by the Field Supervisor**

Note: At the discretion of the academic department, a formal letter of offer on organizational

letterhead or organizational email bearing the supervisor's signature may be attached in lieu of this section. A position description may also serve as useful documentation of expected activities and qualifications.

Learning Objectives	Proposed Activities

**Status of Intern** (a brief description of the intern's status within the agency – for example, expected number of hours worked/weekly, any wages or benefit compensation):

**Requirements for the Intern** (for example, any expectations regarding job functions, office conduct, attendance policies):

**Identifying possible risks** (for example, any significant obvious and non-obvious risks of participation):

Other:

By signing this document as the field supervisor for an intern earning University of Arkansas academic credit, I understand that the work plan outlines the mutually agreed upon proposed activities which the intern will be responsible for fulfilling and which the site will be responsible for providing as a part of the experience. Changes to work plans are a normal part of any internship, and are permissible as long as the activities remain with a relevant learning focus and all parties agree to the changes.

FIELD SUPERVISOR: \_\_\_\_\_

DATE: \_\_\_\_\_

APPENDIX B



ARED 486V INTERNSHIP EVALUATION FORM

Field supervisor:

1. On a scale of 1 to 5 (1-unsuccessful 5-successful), how would you evaluate the intern's performance in regards to the learning objectives?

Learning Objectives & Activities	1 (unsuccessful) – 5 (successful)				
	1	2	3	4	5
	1	2	3	4	5
	1	2	3	4	5
	1	2	3	4	5
	1	2	3	4	5

Note:

On a scale of 1 to 5 (1-unsuccessful 5-successful), how would you evaluate the intern's professionalism? Please provide any suggestions or comments