

2012-2013 LONG SIGNATURE SHEET



UNC CHARLOTTE

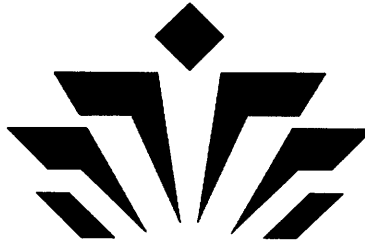
Proposal Number: AAH. 9-4-13

Proposal Title: Bachelor of Fine Arts with an Art Education Concentration

Originating Department: Department of Art & Art History

TYPE OF PROPOSAL: UNDERGRADUATE GRADUATE UNDERGRADUATE & GRADUATE
 (Separate proposals sent to UCCC and Grad. Council)

DATE RECEIVED	DATE CONSIDERED	DATE FORWARDED	ACTION	SIGNATURES
9.11.13	the 9.18.13	9.18.13	Approved	<u>DEPARTMENT CHAIR</u> [print name here:] Eldred Hudson
			Approved	<u>COLLEGE CURRICULUM COMMITTEE CHAIR</u> [print name here:] J. J. Barber
			Approved	<u>COLLEGE FACULTY CHAIR (if applicable)</u> [print name here:]
			Approved	<u>COLLEGE DEAN</u> [print name here:] Ken Hamble
			Approved	<u>GENERAL EDUCATION</u> (if applicable; for General Education courses) [print name here:]
			Approved	<u>UNDERGRADUATE COURSE & CURRICULUM COMMITTEE CHAIR</u> (for undergraduate courses only)
			Approved	<u>GRADUATE COUNCIL CHAIR</u> (for graduate courses only)
				<u>FACULTY GOVERNANCE ASSISTANT</u> (Faculty Council approval on Consent Calendar)
				<u>FACULTY EXECUTIVE COMMITTEE</u> (if decision is appealed)



UNC CHARLOTTE

LONG FORM COURSE AND CURRICULUM PROPOSAL

*To: Undergraduate Course and Curriculum Committee Chair

From: Dr. David Gall and Dr. Delane Ingalls Vanada

Date: Sept. 4, 2013

Re: proposal to establish a BFA in Art with a Concentration in Art Education

The Long Form is used for major curriculum changes. Examples of major changes can include: creation of a new major, creation of a new minor, creation of a new area of concentration, or significant changes (more than 50%) to an existing program (Note: changing the name of an academic department does not automatically change the name(s) of the degree(s). The requests must be approved separately by the Board of Governors.)

Submission of this Long Form indicates review and assessment of the proposed curriculum changes at the department and collegiate level either separately or as part of ongoing assessment efforts.

I. HEADING AND PROPOSAL NUMBER

A. HEADING.

University of North Carolina Charlotte

AAH. 12-4-12

New Bachelor of Fine Arts in Art with a Concentration in Art Education: Undergraduate
Department of Art & Art History.

B. PROPOSAL NUMBER.

AAH. 9-4-13

C. TITLE. Establishment of a Bachelor of Fine Arts in Art with a Concentration in Art
Education

II. CONTENT OF PROPOSALS

A. PROPOSAL SUMMARY.

The Art & Art History Department proposes to establish a new Concentration in Art Education within the undergraduate degree program. The current Art Education minor will be deleted. Candidates will complete 82 credits in the new concentration. These include 34 Art Studio credits from existing courses; 9 Art History credits from existing courses; 30 Art Education credits from 4 existing and 3 new courses (ARTE 3123, ARTE 3124, and ARTE 4124); and 9 credits from existing EDUC, SPED and EIST courses. One existing Art Education (ARTE 4121) course will be renumbered to ARTE 3121.

B. JUSTIFICATION.

1. Identify the need addressed by the proposal and explain how the proposed action meets the need.

The new BFA in Art with a Concentration in Art Education will more adequately prepare pre-service candidates to be effective and competent Art Educators within a 21st century context. The compacted content in the existing 39 credit Art Education minor cannot provide competitive preparedness and leadership at the State and National levels. With additional content-specific courses and a more clearly defined major program of study, UNCC would produce graduates who are superior in training and State/National teacher certification requirements.

2. Discuss prerequisites/corequisites for course(s) including class-standing, admission to the major, GPA, or other factors that would affect a student's ability to register.

Upon admission to the Art Major, the Department of Art and Art History's Academic Advisor informs all students of the Art Education Concentration Informational Seminar offered each Fall/Spring semester. Interested students are strongly encouraged to attend this during their first semester at UNCC. All requirements for the BFA in Art with a Concentration in Art Education admission process, College of Education admission process and expected schedules for the degree program are presented there.

Discussion at the Informational Seminar includes the following:

PREREQUISITES FOR ADMISSION TO THE ART EDUCATION CONCENTRATION:

Current UNCC students:

- Participation in the Art Education Concentration Informational Seminar (Freshman year)
- Art Major Status
- Minimum of 2.5 cumulative GPA with at least 45 earned credit hours (second semester Sophomore year)
- Completion of SPED 2100: Intro to Special Education with earned grade of ‘C’ or above
- Completion of ARTE 2100: Intro to Art Education with earned grade of ‘B’ or above
- Minimum of 2.5 GPA in any required ART_, SPED, EIST, and EDUC courses
- Submission and acceptance of a BFA in Art Education portfolio (*explained below*)
- Application and acceptance to the College of Education as follows:
 - Passing scores of 522 or higher for the total of the three scores on the individual sections of the Praxis I exams (reading, writing, math) or approved substitute scores from SAT or ACT as shown below

TEST	SCORE	EXEMPTION ALLOWED
SAT	Total score = 1100	All Praxis 1 tests
SAT	Verbal score = 550	Praxis 1 tests in reading & writing
SAT	Math score = 550	Praxis 1 test in mathematics
ACT	Total score = 24	All Praxis 1 tests
ACT	English score = 24	Praxis 1 tests in reading & writing
ACT	Math score = 24	Praxis 1 tests in mathematics

- Completed ‘goldenrod’ application form available in the Office of Teacher Education Advising and Licensure (TEAL)
- Submission of ‘goldenrod’ application form to TEAL
- Approval by the Department Chair or designee
- Criminal Background check; no criminal record

Transfer Students: all of the above is required, with the following additions:

- Unofficial transcripts with evidence of 2.5 GPA or above in classes from previous institutions
- Recommendation letter by any former faculty member

Continuing in the BFA in Art with a Concentration in Art Education after Admission:

- Students must maintain a cumulative GPA of 2.5 and a GPA of 2.5 in all required Art and Professional Education courses

Tracking Mechanism for GPA Requirements:

1. The Art Education Coordinator or designee will meet with the COAA Director of Advising and Assessment to build a new GPA tracking report with Institutional Research. This will be subsequently available on Report Central for access at any time. Each semester the Department of Art and Art History's Art Education Coordinator or designee will use the report to calculate students' cumulative GPA and the GPA for all required courses taken for the major.
2. If a student's GPA falls below a cumulative 2.5 and a 2.5 in the major classes, s/he will receive a letter from the Department of Art and Art History's Art Education Coordinator or designee detailing the GPA requirement deficit. The student is now considered to be 'on probation' in the BFA in Art with an Art Education Concentration. The student must meet with one of the Art Education advisors to develop an action plan for improving the GPA deficit by the end of the next semester. Additional coursework will be required to improve the student's GPA.
3. If a student falls below the 2.5 GPA requirements after having pre-registered for ensuing semester's ARTE classes, the Department of Art and Art History's Academic Advisor will remove the student from the class(es).
4. If a student's GPA cumulative and major requirements fall below 2.5 for 2 consecutive semesters s/he will be permanently removed from the BFA in Art with an Art Education Concentration and placed into the BA in Art degree program. The Art and Art History's Art Education Coordinator or designee will inform the Department's Academic Advisor of this deficit.
5. A student can retake an ARTE course only once (the second grade will replace the first in the cumulative GPA requirement). The Art and Art History's Art Education Coordinator or designee will track student's record each semester to keep a record of the requirement. A second grade of D/F would result in permanent removal from the BFA in Art with an Art Education Concentration and placement into the BA in Art degree program or another BFA studio concentration (pending portfolio review)

and acceptance). The Art and Art History's Art Education Coordinator or designee will inform the Department's Academic Advisor of this deficit.

Graduation with a BFA in Art with an Art Education Concentration:

Students must have:

- a cumulative 2.5 GPA
- a 2.5 GPA in all required ART_ classes, SPED 2100, EDUC 4100, EIST 4100, and EDUC 4290
- C or above in all required major classes (B or above in ARTE 2100)
- met all requirements for Student Teaching in the College of Education
- transfer students must have taken at least 24 credits in ARTE classes and 6 credits in Intermediate Studio (3000 level) classes at UNCC

PORTFOLIO SUBMISSION REQUIREMENTS for BFA in ART EDUCATION

Portfolio Delivery and Return:

Send or deliver materials to:

BFA Art Education Concentration Review Committee

Dept. of Art and Art History, Rowe 151

University of North Carolina-Charlotte

9201 University City Blvd.

Charlotte, NC 28223

For return shipping, include a self-addressed mailer and sufficient postage

When the Review Committee has made a decision, students will receive a letter informing them of admission status. Students will have 3 weeks from the date of that letter to pick up the portfolio packet from Rowe 173B if postage is not included.

- The same semester students plan to apply to the College of Education is the same semester they will submit application forms and portfolios for entrance into the BFA in Art with an Art Education Concentration, (preferably the beginning of the 4th semester, or after completion of ARTE 2100 and SPED 2100).
- Final approval into the BFA with a concentration in Art Education is dependent upon successful admittance to the College of Education.
- If denied entry to the College of Education, students may apply again and submit the portfolio once more.

Timeline for Portfolio Review and Notification:

- By March 1: submission of BFA Art Education Concentration Portfolio Packet (*see below*)
- Confirmation of acceptance/non-acceptance, via postal mail, by the second week of April)
 - At the discretion of the Art Education Review Committee, an interview with faculty may be required for acceptance (phone or Skype © interviews for transfer students)

All of the following must be included in the portfolio packet:

1. Printed "Application to Art Education Concentration BFA" form (available online)
This link will be added to the Department of Art and Art History's official web site pending approval of this degree program.

2. Printed essay: *Why do you want to teach art?* Write a 2 page personal statement describing how past experiences, interests, and concerns relate to your decision to apply to the Art Education Concentration. Students who have had experience working with young people in the past may want to describe their teaching experiences to date. Students who have not had significant prior teaching experience are encouraged to write more extensive personal statements, up to 3 pages. Prior teaching experience is not required, but candidates must demonstrate a disposition to learn to teach.

3. Printed copies of unofficial transcript/s from UNCC and former college-level institutions if applicable

4. Printed letter of recommendation by any former university or college professor

5. CD with digital documentation (*explained below*) of 8-12 separate artworks in any medium (could include any combination of the following):
 - 2-D work (painting, drawing, printmaking, photography, mixed media, etc.)
 - 3-D work (ceramics, sculpture, assemblage, etc.)
 - New media or video/installation work

6. Printed Image Identification list with numbers corresponding to each of your files
 - title of each work
 - short description of each work (explain the class assignment if relevant; the processes you employed; the ideas inspiring the work)
 - media (or software if the work was created digitally)
 - size (or duration) of each work

Digital Documentation Requirements on CD

OPTION I: create a folder called 'Images' on your disk with 8-12 individual image files

- File format: JPEG only for still images
 - i. Videos should be saved as .m4v
 - ii. Videos should be 2 minutes or shorter
- JPEG File size: 1000 ppi in the longest dimension
- File Name: identify each image with name and the number that corresponds to the printed Image Identification list (ie. Jones-001.jpg; Jones-002.jpg...)
- Check that your files can be opened and are viewable on a Mac **and** a PC; if reviewers cannot open your disk, your application cannot be reviewed.

OPTION II: create 1 folder called 'Presentation' on your disk with 8-12 works in a PowerPoint © or similar format, and a 2nd folder called 'PDF' with the same presentation saved in a pdf format.

- For each image also include the number corresponding to your Image Identification list.
- Check that your files can be opened and are viewable from your disk on a Mac **and** a PC; if reviewers cannot open your disk or view the files properly, your application cannot be reviewed.

3. Demonstrate that course numbering is consistent with the level of academic advancement of students for whom it is intended.

Art Education course numbering begins with 2000 (ARTE 2100). The Department of Art and Art History is adding three 1000 level prerequisite classes to ARTE 2100, which is consistent with a sophomore level course. ARTE 2100 is a prerequisite for the ensuing 3000 level courses (ARTE 3121, ARTE 3123 and 3124), taken during the junior year. The courses at the 4000 level (ARTE 4122, 4123 and 4467) require 3000 level pre or co-requisites and introduce upper level content.

The existing junior level ARTE 4121 is being renumbered to ARTE 3121. It has only one 2000 level prerequisite class (ARTE 2100) and thus more appropriately aligns with UNCC's numbering policy.

Requirements for studio courses are consistent with the existing departmental standards.

4. In general, how will this proposal improve the scope, quality and/or efficiency of programs and/or instruction?

The deletion of the Art Education minor and the addition of the BFA in Art with an Art Education Concentration will better allow UNCC to meet the professional program standards of NCATE, the North Carolina Department of Education, and the College of Education at UNCC. It will attract more full time and competitive students to UNCC. This will result in a higher quality student body and increased sustainability to both the Art Education program and the Department of Art and Art History overall.

Additional courses, clinical observation hours, practicum experience, time spent with faculty, and greater depth and experience in Art Studio, Art History and Art Education coursework (and research/best practice) will better prepare students for successful futures in 21st century art education. Graduating students will bring to their classrooms an increased knowledge in areas of content (art, art history, criticism, aesthetics), pedagogical theory, practice, research in art education, studio, and teaching dispositions.

This proposal will more fully utilize the education and professional experience of the tenure-track, doctoral staff in the program.

C. IMPACT. Changes to courses and curricula often have impacts both within the proposing department as well as campus-wide. What effect will this proposal have on existing courses and curricula, students, and other departments/units? Submit an Impact Statement that fully addresses how you have assessed potential impacts and what the impacts of this proposal might be. Consider the following:

1. What group(s) of students will be served by this proposal? (Undergraduate and/or graduate; majors and/or non-majors, others? Explain). Describe how you determine which students will be served.

UNCC and transfer undergraduate students will be served. This major is open only to students who have gained prior acceptance to the Art major. All Art majors are currently traditional UNCC undergraduates and recent transfer students. This will not change.

2. What effect will this proposal have on existing courses and curricula?
 - a. When and how often will added course(s) be taught?

ARTE 3123 will be taught each spring and ARTE 3124 and 4124 will be taught each fall.

- b. How will the content and/or frequency of offering of other courses be affected?

Other studio art, art history and professional education courses will be taught with the same frequency.

ARTE 2100: this course will move from fall of freshman year to fall of sophomore year. Other than Art Major status, there were previously no prerequisites on this course. Proposed prerequisites will be: Art Major; C or above in ARTB 1201 or 1202; ARTH 1211 or 1212 or 2110; ENGL 1101 or 1102; 2.5 overall GPA and 2.5 GPA in any completed classes required for the major. The contact hours will change from 3 to 5 per week. The content will change to accommodate the revised standards.

ARTE 3121: this course will move from fall of sophomore year to fall of junior year. The course number will change from 4121 to 3121. Currently, the prerequisites are: Art Education Minor. This will change to: Art Education Concentration; admission to College of Education. The content will change to accommodate the revised standards.

ARTE 4122: this course will move from spring of sophomore year to spring of junior year. Currently the prerequisites are: Art Education Minor and a grade of C or above in ARTE 3121. This will change to: Art Education Concentration; 2.5 overall GPA and 2.5 GPA in all completed ART~~x~~ classes required for the major [B or above in ARTE 2100]; C or above in ARTE 3121; C or above in or coreq of ARTE 3123. The content will change to accommodate the revised standards.

c. What is the anticipated enrollment in course(s) added (for credit and auditors)?

Anticipated enrollment in new ARTE 3123, 3124, and 4123 courses is 10-12 students.

d. How will enrollment in other courses be affected? How did you determine this?

Enrollment in other courses will largely be determined by the number of students accepted into the program each year. Admits to the program would need a “cap” of 20 students per year (to allow for attrition of various forms).

We believe all 21st century students in the Department of Art and Art History should be exposed to global cultural studies. Current non-Western Art History courses are limited to Latin America and are taught by one specific faculty member. In addition to the new ARTE 3124 (Transcultural Identities and Art Education), we support expanding the Art History course offerings to include other areas in the New World (First Nations in the US and Canada), the Caribbean, Africa, the Middle East, Asia, and Oceania. This would require at least one new Art History faculty member.

f. Identify other areas of catalog copy that would be affected, including within other departments and colleges (e.g., curriculum outlines, requirements for the degree, prerequisites, articulation agreements, etc.)

Areas affected include curriculum outlines, degree admission and exit requirements, prerequisites, and the Academic Plan of Study.

See Attachments 1, 2, 3 and 3b.

III. RESOURCES REQUIRED TO SUPPORT PROPOSAL.

When added resources are not required, indicate “none”. For items which require “none” explain how this determination was made.

A. **PERSONNEL.** Specify requirements for new faculty, part-time teaching, student assistants and/or increased load on present faculty. List by name qualified faculty members interested in teaching the course(s).

The two current and one approved tenure track Art Education faculty member hire (interviewing begins S13) will teach the required courses: David A Gall, PhD. (Penn State University) and Delane Ingalls Vanada, PhD. (University of Denver) and TBD. All three tenure track professors will share the Art Education major classes and student teacher supervision. Dr. Vanada is also assigned to teach large sections of LBST. With coming increased responsibilities, she will need a teaching assistant specifically devoted to her LBST classes. Lecturer Deborah Wall, MFA, will teach ARTE 2121, assist with student teacher supervision, and/or perform any other duties assigned by the Department Chair.

With the recent loss of the Director of Arts Education in COAA and the expanded programmatic needs, including eventual need for programmatic grant writing (in addition to grant writing for individual research), Art Education will benefit from new dedicated assistance in the form of a part time position. The position would involve such tasks as:

- managing and communicating with the College of Education
- communicating with applicants
- managing placements
- communicating and developing partnerships with schools
- managing inventory
- managing studio(s)
- tracking student records

Due to the confidential nature of student records and FERPA laws, this position should not be assigned to a student.

B. PHYSICAL FACILITY. Is adequate space available for this course?

No. An office will be required for the new faculty hire. When Dr. Vanada is teaching LBST, an office space for the TA will be required. Currently there is one dedicated art education room, a small copy room, and a small office for books. This one classroom cannot accommodate the new expanded program offerings. Other art and non-major classes are taught in the one room we now use for all Art Education courses. This complicates scheduling, access to supplies, access for students to work after hours, and faculty set up and preparation for teaching both lecture and studio projects. We will require expanded and dedicated teaching spaces for Art Education classes, with contiguous access to supplies.

C. EQUIPMENT AND SUPPLIES: Has funding been allocated for any special equipment or supplies needed?

No. Office supplies and a computer will be required for the new faculty hire. A computer and office supplies for Dr. Vanada's LBST TA will be required.

A competitive 21st century Art Education program should outfit teaching spaces with the following:

- an OSHA certified small kiln with proper ventilation (1 room only)
- storage area for works in progress in every teaching space
- storage area for completed works in every teaching space
- sinks in every teaching space
- a SmartBoard in every teaching space
- additional digital photography/video equipment

As the Art Education BFA program goes beyond its initiation phase, we will be in conversation with the Department Chair regarding one-time funding for equipment and infrastructure.

- D. COMPUTER.** Specify any computer usage (beyond Moodle) required by students and/or faculty, and include an assessment of the adequacy of software/computing resources by available for the course(s).

A competitive 21st century Art Education Concentration program should have the following:

- Wireless internet access in spaces used by the Art Education Concentration program
- 10-12 laptop computers with a roving cart to move between classroom spaces
- Dual platform Mac and PC on each smart podium and on laptops
- Adobe Creative Suite and Microsoft Office on each laptop and on smart podiums
- SmartBoards in each teaching space
- Cloud access storage for student student research, project storage, future program applications etc.
- Ongoing training and technical support for faculty with software and hardware

Currently there is no digital infrastructure or support (other than the smart podium) in the one classroom used by the Art Education Concentration program. The single smart podium is not dual platform. It and the data projector are overdue for upgrade to support standard teaching practice. There is also no wireless in any of the Art Education Concentration program offices or classrooms used in this building.

- E. AUDIO-VISUAL.** If there are requirements for audio-visual facilities beyond the standard classroom podiums, please list those here.

See sections C and D above.

- F. OTHER RESOURCES.** Specify and estimate cost of other new/added resources required, e.g., travel, communication, printing and binding.

Although our current budget can accommodate current needs, with the additional hire and aspirations for a national presence, new resources will eventually be required for:

- Faculty travel beyond the current annual allocation of \$500.
- Student support for state or national conference attendance (\$500.00)
- Guest speakers within the field of art education (\$500.00)
- Promotional outreach materials (\$1000.00)
- Scholarships for developing student leadership (\$500.00)

- G. SOURCE OF FUNDING.** Indicate source(s) of funding for new/additional resources required to support this proposal.

In addition to existing funding from the Art Education Concentration budget, the operating budget of the Department of Art and Art History, and additional sources made available from COAA and Academic Computing, it is likely there will be need to augment funding and other resources from external entities through grant writing and community/industry partnership.

IV. CONSULTATION WITH THE LIBRARY AND OTHER DEPARTMENTS OR UNITS

- A. LIBRARY CONSULTATION.** Indicate written consultation with the Library Reference Staff at the departmental level to ensure that library holdings are adequate to support the proposal prior to its leaving the department. (Attach copy of *Consultation on Library Holdings*).

See Attachments 4a, 4b, and 5.

- B. CONSULTATION WITH OTHER DEPARTMENTS OR UNITS.** List departments/units consulted in writing regarding all elements outlined in IIC: Impact Statement, including dates consulted. Summarize results of consultation and attach correspondence. Provide information on voting and dissenting opinions (if applicable).

Verbal, email and in-person consultations with COE Administration:

- Vicki Jaus – Re: Discussions regarding Technology requirement (which now has been resolved); agreed that many requirements could be adapted to our program if we wanted, but in the end, it was decided to retain EIST 4100 as a part of the Art Ed Concentration
- Joyce Frazier – Re: clinical and internship hours; agreed on increasing the # of clinical hours and OFE would facilitate the expansion of clinical hours required
- Amanda Macon- Re: Admissions to COE and legal issues; agreed on verbage and legal aspects of student removal from the program if their GPA falls below 2.5
- Karen Callender- Director of Academic Advising and Assessment; agreed on notification of students that fall below 2.5 and may need to be removed from the program

See Attachment 6.

V. INITIATION, ATTACHMENTS AND CONSIDERATION OF THE PROPOSAL

- A. ORIGINATING UNIT.** Briefly summarize action on the proposal in the originating unit including information on voting and dissenting opinions.

This program upgrade is fully supported by the faculty in the Department of Art and Art History. It is a part of the department's strategic plan. No faculty member has voiced opposition to the proposal.

Drs. Gall and Vanada have actively engaged the DCC, DAC, Academic Advisor, and Department Chair throughout the planning process with frequent official and unofficial meetings.

There has been full support, with minor editorial changes. The DCC has officially voted to forward this proposal to the Department Chair.

- B. CREDIT HOUR.** Review statement and check if applicable
- The appropriate faculty committee has reviewed the course outline/syllabus and has determined that the assignments are sufficient to meet the University definition of a credit hour.

The DCC reviewed and agreed that assignments are sufficient.

C. ATTACHMENTS

1. CONSULTATION: Attach relevant documentation of consultations with other units.

Again, see Attachment 6 and refer to Section B under **IV. CONSULTATION WITH THE LIBRARY AND OTHER DEPARTMENTS OR UNITS** (listed above).

2. COURSE OUTLINE/SYLLABUS: For undergraduate courses attach course outline(s) including basic topics to be covered and suggested textbooks and reference materials with dates of publication. For Graduate Courses attach a course syllabus. Please see Boiler Plate for Syllabi for New/Revised Graduate Courses.

See Attachments 7, 8, and 9.

3. PROPOSED CATALOG COPY: Copy should be provided for all courses in the proposal. Include current subject prefixes and course numbers, full titles, credit hours, prerequisites and/or corequisites, concise descriptions, and an indication of when the courses are to be offered as to semesters and day/evening/weekend. Copy and paste the current catalog copy and use the Microsoft Word “track changes” feature (or use “~~striketrough~~” formatting in red text for text to be deleted, and adding and highlighting any new text in blue font).
 - a. For a new course or revisions to an existing course, check all the statements that apply:
 - This course will be cross listed with another course.
 - There are prerequisites for this course.
 - There are corequisites for this course.
 - This course is repeatable for credit.
 - This course will increase/decrease the number of credits hours currently offered by its program.
 - This proposal results in the deletion of an existing course(s) from the degree program and/or catalog.

For all items checked above, applicable statements and content must be reflected in the proposed catalog copy.

If overall proposal is for a new degree program that requires approval from General Administration, please contact the facultygovernance@uncc.edu for consultation on catalog copy.

4. ACADEMIC PLAN OF STUDY: Please indicate whether the proposed change will impact an existing Academic Plan of Study and require changes to CAPP. If so, provide an updated Academic Plan of Study in template format (Academic Plan of Study templates can be found online at provost.uncc.edu/resources-and-reports).

The Academic Plan of Study will be revised. See Attachment 3.

5. STUDENT LEARNING OUTCOMES: Please indicate what SLOs are supported by this course or courses or whether this curricular change requires a change in SLOs or assessment for the degree program.

SLOs 1 and 2 are included. See Attachment 10.

6. TEXTBOOK COSTS: It is the policy of the Board of Governors to reduce textbook costs for students whenever possible. Have electronic textbooks, textbook rentals, or the buyback program been considered and adopted?

Yes. See Attachment 11.

IMPORTANT NOTE: A Microsoft Word version of the final course and curriculum proposal should be sent to facultygovernance@uncc.edu upon approval by the Undergraduate Course and Curriculum Committee and/or Graduate Council chair.

Prerequisites for Admission to the BFA with a concentration in Art Education

Current UNCC students:

- Participation in the Art Education Informational Seminar (Freshman year)
- Art Major Status
- Minimum of 2.5 cumulative GPA with at least 45 earned credit hours (second semester Sophomore year)
- Completion of SPED 2100: Intro to Special Education with earned grade of 'C' or above
- Completion of ARTE 2100: Intro to Art Education with earned grade of 'B' or above
- Minimum of 2.5 GPA in any required ART_, SPED, EIST, and EDUC courses
- Submission and acceptance of a portfolio for the BFA in Art Education concentration (*explained below*)
- Application and acceptance to the College of Education as follows:
 - Passing scores of 522 or higher for the total of the three scores on the individual sections of the Praxis I exams (reading, writing, math) or approved substitute scores from SAT or ACT as shown below:

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- Completed 'goldenrod' application form available in the Office of Teacher Education Advising and Licensure (TEAL)
- Submission of 'goldenrod' application form to TEAL
- Approval by the Department Chair or designee
- Criminal Background check; no criminal record

Transfer Students: all of the above is required, with the following additions:

- Unofficial transcripts with evidence of 2.5 GPA or above in classes from previous institutions
- Recommendation letter by any former faculty member

Continuing in the BFA with a concentration in Art Education after Admission

- Students must maintain a cumulative GPA of 2.5 and a GPA of 2.5 in all required Art and Professional Education courses

Tracking Mechanism for GPA Requirements:

1. Each semester the Department of Art and Art History's Academic Advisor will report students' cumulative GPA and the GPA for all required courses taken in the major.
2. If a student's GPA falls below a cumulative 2.5 and a 2.5 in the major classes, s/he will receive a letter from the Department of Art and Art History's Art Education Coordinator detailing the GPA requirement deficit. The student is now considered to be 'on probation' in the BFA with a concentration in Art Education. The student must meet with one of the Art Education advisors to develop an action plan for improving the GPA deficit by the end of the next semester. Additional coursework will be required to improve the student's GPA.
3. If a student falls below the 2.5 GPA requirements after having pre-registered for ensuing semester's ARTE classes, the Department of Art and Art History's Academic Advisor will remove the student from the class(es).
4. If a student's cumulative and major GPA requirements fall below 2.5 for 2 consecutive semesters s/he will be permanently removed from the BFA in Art/Art Education concentration and placed into the BA in Art degree program. The Art and Art History's Academic Advisor will inform the Department's Academic Advisor of this deficit.
5. A student can retake an ARTE course only once (the second grade will replace the first in the cumulative GPA requirement). The Department of Art and Art History's Art Education Coordinator will track student's record each semester to keep a record of the requirement. A second grade of D/F would result in permanent removal from the Art Education concentration and placement into the BA in Art degree program or another BFA studio concentration (pending portfolio review and acceptance). The Art and Art History's Art Education Coordinator or designee will inform the Department's Academic Advisor of this deficit.

Graduation: BFA with an Art Education concentraton

Students must have:

- a cumulative 2.5 GPA
- a 2.5 GPA in all required ART_ classes, SPED 2100, EDUC 4100, EIST 4100, and EDUC 4290
- C or above in all required major classes (B or above in ARTE 2100)
- met all requirements for Student Teaching in the College of Education
- transfer students must have taken at least 24 credits in ARTE classes and 6 credits in Intermediate Studio (3000 level) classes at UNCC

PORTFOLIO SUBMISSION REQUIREMENTS for BFA with a concentration in ART EDUCATION

Portfolio Delivery and Return:

Send or deliver materials to:

Art Education Concentration Review Committee
Dept. of Art and Art History, Rowe 151
University of North Carolina-Charlotte
9201 University City Blvd.
Charlotte, NC 28223

For return shipping, include a self-addressed mailer and sufficient postage

When the Review Committee has made a decision, students will receive a letter informing them of admission status. Students will have 3 weeks from the date of that letter to pick up the portfolio packet if postage is not included.

- The same semester students plan to apply to the College of Education is the same semester they will submit application forms and portfolios for entrance into the BFA in Art with an Art Education Concentration, (preferably the beginning of the 4th semester, or after completion of ARTE 2100 and SPED 2100).
- Final approval into the BFA with a concentration in Art Education is dependent upon successful admittance to the College of Education.
- If denied entry to the College of Education, students may apply again and submit the portfolio once more.

Timeline for Portfolio Review and Notification:

- By March 1: submission of BFA Art Education Concentration Portfolio Packet (*see below*)
- Confirmation of acceptance/non-acceptance by the second week of April)
 - At the discretion of the Art Education Concentration Review Committee, an interview with faculty may be required for acceptance (phone or Skype © interviews for transfer students)

All of the following must be included in the portfolio packet:

1. Printed "Application to BFA with a concentration in Art Education" form (available online)
2. Printed essay: *Why do you want to teach art?* Write a 2 page personal statement describing how past experiences, interests, and concerns relate to your decision to apply to the Art Education Concentration. Students who have had experience working with young people in the past may want to describe their teaching experiences to date. Students who have not had significant prior teaching experience are encouraged to

write more extensive personal statements, up to 3 pages. Prior teaching experience is not required, but candidates must demonstrate a disposition to learn to teach.

3. Printed copies of unofficial transcript/s from UNCC and former college-level institutions if applicable
4. Printed letter of recommendation by any former professor
5. CD with digital documentation (*explained below*) of 8-12 separate artworks in any medium (could include any combination of the following):
 - 2-D work (painting, drawing, printmaking, photography, mixed media, etc.)
 - 3-D work (ceramics, sculpture, assemblage, etc.)
 - New media or video/installation work
6. Printed Image Identification list with numbers corresponding to each of your files
 - title of each work
 - short description of each work (explain the class assignment if relevant; the processes you employed; the ideas inspiring the work)
 - media (or software if the work was created digitally)
 - size (or duration) of each work

Digital Documentation Requirements on CD

OPTION I: create a folder called 'Images' on your disk with 8-12 individual image files

- File format: JPEG only for still images
 - i. Videos should be saved as .mov or .m4v
 - ii. Videos should be 2 minutes or shorter
- JPEG File size: 1000 ppi in the longest dimension
- File Name: identify each image with name and the number that corresponds to the printed Image Identification list (ie. Jones-001.jpg; Jones-002.jpg...)
- Check that your files can be opened and are viewable from your disk on a different computer; if reviewers cannot open your disk, your application cannot be reviewed.

OPTION II: create 1 folder called 'Presentation' on your disk with 8-12 works in a PowerPoint © or similar format, and a 2nd folder called 'PDF' with the same presentation saved in a pdf format

- For each image also include the number corresponding to your Image Identification list.

- Check that your files can be opened and are viewable from your disk on a different computer; if reviewers cannot open your disk or view the files properly, your application cannot be reviewed.

PROGRAM SUMMARY

- **Credit Hours:** 127 hours
- **Concentrations:** Yes
- **Declaring the Major:** Candidates who seek acceptance to the BFA in Art with an Art Education concentration will meet the following prior requirements:
 - Art major status (All students must begin in the BA in Art program—students cannot initially apply to the BFA in Art with an Art Education Concentration. For instructions on applying to the BA in Art, please see Academic Plan of Study for the Art Major).
 - Attendance at Art Education informational seminar freshman year (transfer students: the year prior to entering the BFA in Art Education program).
 - Application and acceptance to the College of Education (requirements listed below)
 - Minimum of 2.5 cumulative GPA with at least 45 earned credit hours
 - Minimum of cumulative 2.5 GPA in the major requirements and grades of C or above in any required ART_, SPED, EDUC, EIST courses (ARTE 2100 requires a B or above)
 - Completion of SPED 2100: Intro to Special Education (with grade of 'C' or higher prior to applying for the BFA-Art Ed program)
 - Completion of ARTE 2100: Intro to Art Education (with grade of 'B' or higher prior to applying for the BFA-Art Ed program).
 - Passing scores of 522 or higher for the total of the three scores on the individual sections of the Praxis I exams* (reading, writing, math) or approved substitute scores from SAT or ACT as shown below
 - Submission of 'goldenrod' application form available in the Office of Teacher Education Advising and Licensure (TEAL)
 - Submission of 'goldenrod' application form to TEAL
 - Approval by the Department Chair or designee
 - Criminal Background check; no criminal record
 - Submission and acceptance of BFA Art Education portfolio (includes artwork and written statement) by the posted deadline for the semester you plan to apply to the College of Education. Details on portfolio requirements and deadlines will be disseminated during the yearly Art Education informational seminar.
- **Advising (For the Major):** Advising is required of all majors before each registration period with Departmental Academic Advisor. Faculty members act as career mentors.
- **Advising (For General Education):** Students use CAPP online to monitor completion of general education requirements and meet with Departmental Academic Advisor. All students must demonstrate Foreign Language proficiency through the 1202 level.
- **Minimum Grades/GPA:** Upon entry to the BFA-Art Ed Concentration program, students must maintain a cumulative 2.5 GPA overall to remain in the program. The department only recognizes **B** or above in ARTE 2100 for entry into the program, and **C** or above in all courses required for the major (art education, art history, art studio, and professional education). The BFA with an Art Education Concentration requires a 2.5 cumulative GPA in the major to be eligible for student teaching and to graduate.
- **Teacher Licensure:** YES, via Art Education Concentration in the BFA major and successful completion of student teaching.
- **Evening Classes Available:** YES, but NO major or minor can be completed at night.
- **Weekend Classes Available:** No
- **Other Information:** Student teaching is required the last semester upon completing all other coursework required for the major and degree. A "C" or above in all courses is required for the major ("B" or above in ARTE 2100) and a 2.5 cumulative GPA. Candidates must demonstrate the competencies identified for teaching art and will have achieved formal admission to Student Teaching (College of Education).
- **Contact(s):** Departmental Academic Advisor: Megan Garner (Rowe 173B, MeganGarner@uncc.edu, 704-687-0202). Art Education Coordinator: Dr. David Gall (DavidGall@uncc.edu, 704-687-0193). Dr. Delane Ingalls Vanada (Winn 203D, Delane.Vanada@uncc.edu, 704-687-0181). Dr. Jane Dalton (Jane.Dalton@uncc.edu, 704-687-7194).

PROGRAM REQUIREMENTS

The Art Education Concentration in the BFA degree program is a very structured 4-year curriculum degree first pursued as a BA in Art major. Students should begin taking courses required for admission to the BFA beginning in their freshman year and be prepared to apply for entrance to the College of Education prior to applying for the BFA-Art Ed Concentration major during their sophomore year. Students who are successfully admitted to the College of Education and meet all program requirements may then submit application forms and portfolios for review into the Art Education Concentration in the BFA program. Upon admission, students will take sequential courses in Art Education as well as complete the professional education courses required within the College of Education. One additional summer is required for completion of the major (see suggested plan of study). Students must maintain a 2.5 cumulative GPA and GPA of 2.5 in all required Art and Professional Education classes required to remain in the program. Student teaching is required the last semester upon completing all other coursework required for the major and degree. Student teaching requires an additional application, meeting all GPA requirements, and includes the undergraduate advisor's recommendation.

Areas	Credit Hours	Description
Pre-Major/ Prerequisites	-	
Major: Art, with an Art Education Concentration	82	Required courses in the major/concentration that will satisfy university requirements for General Education: <ul style="list-style-type: none"> • ARTE 3121 Secondary Art Methods (Writing Intensive in Major and Oral Communication requirements)
General Education (not satisfied by other major requirements)	40-43	No Gen Ed courses can be used to satisfy related work requirements in the major
Related Work	-	Required clinical observation hours (see requirements for individual ARTE courses)
Foreign Language	0-8	Any foreign language required through the 1202 level. Exemptions/Proficiencies possible.
Electives	0-3	Elective credits may be required if students have exemptions for foreign language requirement; usually none for BFA
Total Credit Hours	126	

SUGGESTED PLAN OF STUDY – BFA IN ART, CONCENTRATION: ART EDUCATION

Freshman Year

Course Number	Course Title	Credit Hours	General Education	W/O Course	Notes
<i>Fall Semester</i>					
Art History	Survey I, II, or Contemporary	3			
ARTB 1201	2D Design	3			
ARTB 1203	Drawing I	3			
ENGL 1101	Writing and Inquiry in Academic Contexts I	3	X		
ARTB 1206	Conceptual Practices	3			
<i>***Attend Art Education Informational Seminar</i>					
<i>Spring Semester</i>					
ARTB 1202	3-D Design	3			
ARTP 2131	Painting I	3			Pre-Requisite: ARTB 1201, 1203, 1206
LBST 110x	LBST 1100 Series: Arts and Society	3	X		
ARTH XXXX	Art History: Survey I, II, or Contemporary	3			
ENGL 1102	Writing and Inquiry in Academic Contexts II	3	X		
30 Credit Hours for Year					

Sophomore Year

Course Number	Course Title	Credit Hours	General Education	W/O Course	Notes
<i>Fall Semester</i>					
ARTE 2100	Intro to Art Education (<i>B or above required</i>)	3			
SPED 2100	Special Needs (<i>C or above required</i>)	3			
ARTH XXXX	Art History: Survey I, II, or Contemporary	3			
ARTx 2000	ARTC, ARTZ or ARTF	3			Pre-Requisite: ARTB 1202, 1203, 1206
level Studio -3D					
XXXX 1201	Foreign Language 1201 (SPAN 1201, FREN 1201, etc.) (OR take Elective if exempt from Foreign Language)	4			
<i>***Take Praxis 1 (if applicable) & Join NAEA Student Chapter (recommended)</i>					
<i>Spring Semester</i>					
ARTM 2105	Digital Media	3			Pre-Requisite: ARTB 1201, 1206
ARTR 2161	Print Media: Silkscreen, Relief, Mixed Media	3			Pre-requisite: ARTB 1201, 1203, 1206
XXXX 1202	Foreign Language 1202 (SPAN 1202, FREN 1202, etc.)	4			
Math 110x		3	X		
LBST 2101	Western Cultural and Historical Awareness	3	X		
ARTA 3201	BFA Portfolio Review	1			Pre-requisites vary
<i>***Apply to College of Education (beginning of semester) AND Apply to BFA Art Ed (mid-semester)</i>					
33 Credit Hours for Year					

Junior Year

Course Number	Course Title	Credit Hours	General Education	W/O Course	Notes
<i>Fall Semester</i>					
ARTE 3124	Transcultural Identities in Art Education	3			Pre-Requisite: BFA in Art Ed status; acceptance to COE
ARTE 3121	Elementary Art Education Methods	3			Pre-Requisite: BFA in Art Ed status; acceptance to COE
Math 110x, Stats, or Phil 2105		3	X		
LBST 2102	Global and Intercultural Connections	3	X		
2000 level Studio- 3D area	Take the 2 nd ARTC, ARTZ or ARTF class, but from a different area	3			Pre-Requisites: ARTB 1202, 1203, 1206
<i>Spring Semester</i>					
ARTx XXXX	Any 3000 level studio	3			Pre-requisites vary
XXXX XXXX	Natural Science with or w/o Lab	3	X		
XXXX XXXX	Social Science	3	X		
ARTE 3123	Critical + Creative Thinking in Art Education	3			Pre-Requisite: BFA status; 2.5 GPA, C or above in Elementary Methods; C or above in/coreq of Secondary Methods
ARTE 4122	Secondary Art Education Methods (W, O)	3	X	X	Pre-Requisite: BFA Status; C or above in Elementary Methods; Coreq of Critical + Creative Thinking in AE
<i>***Attend Art Education Informational Seminar</i>					
30 Credit Hours for Year					

Senior Year

Course Number	Course Title	Credit Hours	General Education	W/O Course	Notes
<i>Fall Semester</i>					
ARTE 4124	Contemporary Issues in Art Ed	3			Pre-Requisite: BFA status; C or above in Critical and Creative Thinking in Art Ed and Secondary Art Ed Methods
EDUC 4290	Modifying Instruction for Learners with Diverse Needs	3			Pre-Requisite: BFA Art Ed status; acceptance to COE
ARTx XXXX	Any 3000 level studio	3			Pre-requisites vary
XXXX XXXX	Science with lab	4	X		
XXXX XXXX	Writing Intensive Class	3	X	X	
<i>***Apply for Admission to Student Teaching (beginning of semester)</i>					
<i>***Take Praxis 2 (recommended).</i>					

Spring Semester				
ARTA 4467	Student Teaching	12		Must apply semester prior and be accepted to student teach by COE
				28 Credit Hours for Year

Take the following courses during any summer prior to Student Teaching				
Course Number	Course Title	Credit Hours	General Education	W/O Course
LBST 221X		3		
EIST 4100	Computer Application in Education	3		Pre-Requisite: BFA in Art Ed status; acceptance to COE
				6 Credit Hours in Summer

ADVISING RESOURCES

- General Education Requirements for ALL Students: ucol.uncc.edu/general-education
- Undergraduate Catalog: catalog.uncc.edu
- Central Advising website: advising.uncc.edu
- College of Arts + Architecture advising website: coaa.uncc.edu/academics/academic-advising
- University Advising Center website: advisingcenter.uncc.edu

To: David Gall, Art Education
From: Judy Walker, Education/Curriculum Materials Librarian
Date: 9/30/12
RE: Consultation on Library Holdings

Course/Program: ARTE XXXX: Contemporary Issues for the Classroom

Summary of Librarian's Evaluation of Holdings:

Evaluator: Judy Walker **Date:** 9/30/12

Please Check One:

- | | |
|---|--------------|
| Holdings are superior | _____ |
| Holdings are adequate | <u> X </u> |
| Holdings are adequate only if Dept. purchases additional items. | _____ |
| Holdings are inadequate | _____ |

Comments:

The print collection in this area is a little dated due to the fact that we have not really had anyone to select resources. That can be remedied fairly quickly now that we have faculty and librarians who are directly responsible for this area. The students in the course will have access to several education and art databases, which cover the disciplines more than adequately. They will also be able to request materials the library does not own or have access to via the library's interlibrary loan service.

To: David Gall, Art Education
From: Judy Walker, Education/Curriculum Materials Librarian
Date: 9/30/12
RE: Consultation on Library Holdings

Course/Program: ARTE XXXX: Critical and creative thinking in art education

Summary of Librarian's Evaluation of Holdings:

Evaluator: Judy Walker **Date:** 9/30/12

Please Check One:

- | | |
|---|--------------|
| Holdings are superior | _____ |
| Holdings are adequate | <u> X </u> |
| Holdings are adequate only if Dept. purchases additional items. | _____ |
| Holdings are inadequate | _____ |

Comments:

The print collection in this area is a little dated due to the fact that we have not really had anyone to select resources. That can be remedied fairly quickly now that we have faculty and librarians who are directly responsible for this area. The students in the course will have access to several education and art databases, which cover the disciplines more than adequately. They will also be able to request materials the library does not own or have access to via the library's interlibrary loan service.



UNC CHARLOTTE
J. Murrey Atkins Library

Consultation on Library Holdings

To: David Gall, Area Coordinator Art Education
From: Judy Walker, Education/Psychology Librarian
Date: November 19, 2012
Subject: Transcultural Identities and Art Education Course Proposal

Summary of Librarian's Evaluation of Holdings:

Evaluator: Judy Walker Date: November 19, 2012

Please Check One:

- Holdings are superior
- Holdings are adequate
- Holdings are adequate only if Dept. purchases additional items.
- Holdings are inadequate

Comments:

Although it would not hurt to have a few more current books in this area, our primary databases (ERIC, Art Abstracts, and Arts & Humanities) will provide a solid support for this course.

Evaluator's Signature

November 19, 2012
Date



UNC CHARLOTTE

University of North Carolina at Charlotte
College of Art + Art History
Course Outline

COURSE NUMBER: ARTE 3123

CREDIT HOURS: 3

DRAFT 9-2-12 DIV

COURSE TITLE: Critical and Creative Thinking in Art Education

COURSE DESCRIPTION:

Candidates design, model, and assess critical and creative learning experiences. Incorporation of learner-centered approaches and development of dynamic environments of thinking through investigations of cognitive, dispositional, and social-emotional aspects of learning in the arts. Critical, creative, and practical thinking skills and dispositions and best-practice research. Candidates complete a practicum at an assigned school. *(Spring)*

COURSE RATIONALE: This course will address how learning in the arts supports new paradigms of intelligence based on new learning theories and the cognitive sciences. It places the development of more balanced thinking approaches in education in line with 21st century curricular needs. The historical impact of education policies that promoted an imbalance of thinking skills will be explored, along with the complexity of learning, the brain, and the corresponding synthesis between cognition, knowledge, and creativity.

Through readings, seminar discussions, arts-based research, reflection, and studio-based approaches, students will study and explore theories of intelligence and ways that students come to know and understand in and through the arts. In this course, students will advance their knowledge of best-practice research regarding cognitive development, learning environments that best support deep and meaningful learning, and teaching strategies regarding the development of a balance of critical, creative, and practical thinking skills and dispositions in the visual arts. Teacher candidates develop a deeper understanding of students' creative, critical, and practical thinking in the art classroom, understanding of cognitive processes advanced through arts-based study, and pedagogical aspects of nurturing their future students' creativity and critical thinking as part of the art of teaching.

As future teachers, it is also important for candidates to learn to promote, support, and model innovative and balanced ways of thinking and creating as part of the art of teaching. Thus, the course also provides opportunity for direct involvement with candidate's own creative studio processes, as well as observation and reflection on teaching strategies and classroom environments that illicit depth and meaning in art and design lessons during field experiences.

College of Education Conceptual Framework

Professional Educators Transforming Lives, the Conceptual Framework for Professional Education Programs at UNC Charlotte, identifies the proficiencies that our graduates will demonstrate. During coursework, early field experiences, and clinical practice candidates have multiple opportunities to develop the **knowledge, effectiveness, and commitment** necessary to transform the lives of the learners with whom they work. This course seeks to develop the proficiencies that are highlighted below.

Core Proficiency: Knowledge. Candidates will demonstrate the **Knowledge** that provides the foundation for transforming the lives of the children, youth, and families with whom they work. This knowledge includes elements such as:

- K1: Knowledge relevant to life in the 21st century
- K2: Specialty area knowledge
- K3: Pedagogical knowledge
- K4: Knowledge of learners and their contexts
- K5: Self-awareness
- K6: Knowledge of policies, laws, standards, and issues

Core Proficiency: Effectiveness. Candidates will demonstrate **Effectiveness** in their work with children, youth, and families by applying knowledge and developing effective skills in areas such as:

- E1: 21st century skills
- E2: Planning, implementation, and evaluation
- E3: Research-based practice
- E4: Research skills
- E5: Culturally competent practice
- E6: Response to diverse learners
- E7: Reflective practice

Core Proficiency: Commitment. Candidates will demonstrate their **Commitment** to transforming the lives of others through their actions in areas such as:

- C1: Positive impact on learners
- C2: Ethics
- C3: Leadership
- C4: Collaboration
- C5: Advocacy
- C6: Professional identity and continuous growth

The core proficiencies of **knowledge, effectiveness, and commitment** are fully aligned with the North Carolina standards for teachers, school executives, and counselors. This course seeks to develop the North Carolina standards that are highlighted below.

North Carolina Professional Teaching Standards (2007): 1) Demonstrate leadership, 2) Establish a respectful environment for a diverse population of students, 3) Know the content they teach, 4) Facilitate learning for their students, 5) Reflect on their practice.

COURSE OBJECTIVES: To develop excellent professionals who possess a comprehensive historical, conceptual and pedagogical knowledge base of teaching for thinking in art education that aligns with 21st century goals. In particular, this course is designed to promote knowledge of critical-thinking, creative problem-solving skills, and practical applications of thinking. To develop reflective and skilled artist/teacher/researchers who apply theory to practice in the ways that balanced and dynamic cultures of thinking promote learning in the arts. Students will explore strategies and pedagogies that enhance creativity and innovation skills, critical thinking and problem solving skills; develop, develop curriculum and assessments aimed at advancing students' complex and deep thinking skills and creativity, with knowledge of affective factors influencing quality thinking.

INSTRUCTIONAL METHODS: This course combines theory, studio, and clinical experiences. Instructional methods include the following:

- Study, discussion, and response to required texts/articles;
- Presentations and discussion on key topics (instructor);
- Individual and group research and digital presentation (students);
- Studio explorations and research;
- Clinical experience with reflection and response papers – 30 hours required

COURSE CONTENT: Topics covered by this course include:

Understanding Thinking in the Arts

- 21st Century Skills: Important to improve creative and critical thinking? Balanced thinking?
- Cognition; developing quality thinking through arts-based learning
 - Cognitive science includes: neurobiology (research on thinking and learning) and the psychological and behavioral functions (mental and behavioral aspects of thinking and learning) (Dai & Sternberg, 2004).
 - Project Zero, Harvard researchers; ArtsPropel
 - Brain Research- Dana Fndn; Posner- how the arts strength attentional networks in the brain, leading to overall improved thinking and transfer
 - Left Brain/Right brain? (Eric Jensen, Daniel Pink, Dana Fdn)
- Psychology of creativity (nature or nurture?); Promoting creativity; Creativity killers; Creative “flow” (Csikszentmihalyi, 1990); intrinsic motivation and creativity (Amabile)
- Explore research-based practices and views of critical and creative thinking in art, teaching, and learning
 - Cognitive processing research in art education: cognition and memory (Eisner, 2002), critical thinking (Burton, Horowitz & Abeles, 2000; Lampert, 2006; Luftig, 2000), development of creative thinking (Csikszentmihalyi, 1990, 1993; Luftig, 1994), and learnable intelligence (Gardner, 1995; Perkins, 1995, Resnick).
- Developing quality thinking in the arts classroom (why, how? Through balance? For all?)
 - While teaching for critical thinking is accepted in education, teaching for creativity as a way to improve critical thinking has not (Bransford et al., 2000).
 - Critical and creative as integrated and synergistic; inseparable (Paul & Elder, 2006)
- Intelligence as complex (skills + dispositions) and dynamic, affected by other factors
 - Quality thinking = Creativity as a cognitive and generative ability necessary for balanced intelligence (Sternberg, 2003a), which works best in tandem with critical thinking (Paul & Elder, 2006) and is tempered by practical and emotional intelligence (Goleman, 1996; Sternberg & Grigorenko, 2004).

- Dispositions (their role in intelligence and learning power)- Claxton, Ritchhart, Perkins, Studio Thinking- Winner, Hetland;
 - Dispositional elements of creative and critical thinking: motivation, deep concentration, ready/willing/able (see Dr. De's assessments)
- Explore role of belief systems about learning, the learner, and environments of learning that foster creative and critical thinking
 - Role of Self-beliefs (Dweck, Resnick); mindfulness (Dweck); learnable intelligence
 - Claxton ("learning power"); Rob Burden fr UK and MALS survey; Dr. De's research)
 - Pygmalion effect
 - Belief systems based on society, cultural background, & philosophical notions (i.e. Enlightenment ideals)
- How/why cognitive, emotional, and social development, in turn affects students' overall capacities to learn (Claxton, 2007).
 - Role of self efficacy and motivation on student thinking and achievement in the arts
- Investigate strategies for developing cognitive, social-emotional skills and dispositions
 - 4-Mat system of understanding learners?

The Learning and Teaching Environment

- Developing cultures of thinking and learning (environment as a variable in quality thinking)
- Investigate balance in pedagogy and curricular development emphasizing behavioral, cognitive, and social-emotional characteristics of developing a learner-centered instruction practice;
- Design-Thinking Approaches [The T-H-I-N-K model; Burnette & Norman, Stanford's d-Lab]
- Deep learning vs surface learning; how to foster depth and complexity
- Learner-centered classrooms and their affect on balanced thinking and learning
 - Identify learner-centered teaching practices that foster dynamic classrooms and creative exploration, inquiry, connection-making, and self-motivation
- The role of questioning; Socratic questions + thinking; dialogue in the art classrooms
- Assessing critical, creative, and practical thinking
 - Best-practice research on how to assess quality thinking (individually and holistically)
 - Creating models of assessment: process vs product or both?
- The role of motivation: How it enhances learning and creativity; how to foster it (Dai & Sternberg, 2004)

Modeling Balanced Intelligence: Those Who Can Do, Those Who Can't Teach???

- Artist/Researcher/Teacher discussion
- Identify practical strategies and insights gained in the classroom that influence creative teaching studio practice and teaching
- Art as experience (Dewey)

Assignments:

- Principles and theories of research study: a/r/tography
 - After studying some principles of arts-based research, candidates pose questions about their own practice, gather evidence(practical strategies; insights) in the classroom (during clinical) that enhance teaching
- Through readings, candidates investigate the *development of critical, creative, and practical thinking skills* and dispositions.
- Design, develop, present, and teach a media-presentation based unit (2-3 lessons) which advances creativity, critical thinking, and practical skill (also address 2 dispositional aspects that you intend to assess in students' studio processes)
- Create personal, creative self-promotion web page/site (artist/teacher/researcher)

- “Design or adapt relevant learning experiences that incorporate digital tools and resources to promote student learning and creativity”. (Technology standard: iste.org)
- Evidence of creativity, critical thinking, practical application
- Visual art as research—arts-based research that results in new models of learning and new products/artworks
 - Students gather visual research of students’ artwork and process skills to develop a mini-case study, ethnographic study, or a/r/tographic study.

In Process: draft

Date	Topic(s)	Assignment for the Following Class
Week 1	Introductory activity; Course expectations 21 st Century Skills:	a) Read Chapter 1
Theoretical Frameworks: Intelligence and the Arts		
Week 2		a)
Week 3		a)
Week 4		a)
Lesson & Unit Plan Design		
Week 5	Developing Cultures of Thinking	a)
Week 6	Assessment & Evaluation	a)
Week 7		a)
Week 8		a)
Week 9		
Week 10		a)
The Learning and Teaching Environment		
Week 11		a)
Week 12		a)
Week 13		a)
Week 14		a)
Modeling Balanced Intelligence		
Week 15		a)
Week 16	Beliefs & Behaviors of Effective Learner-centered Teachers	a)
Week 17		a)

METHODS FOR EVALUATING CANDIDATE PERFORMANCE:

Evaluation and Grading Criteria:

Students will be evaluated according to their demonstrated degree of understanding the course content, which includes applying various visual art concepts, techniques and media in addition to various teaching and learning concepts and strategies introduced and practiced in class. Students must also demonstrate beginning ability to plan and develop lesson plans, create and critique studio art, discuss and successfully demonstrate art teaching strategies, and appropriate work habits for in-class and homework learning activities.

Grading scale in points:

A = 91 - 100; B = 81 – 90; 71 - 80, D = 60 - 70, F= below 60

% of Grade	Assignment	% of Grade (+ pts)
10%	Class Participation and Attendance	(100 pts)
20%	Field Experience + requirements (30 hrs.)	(200 pts)
20%	Promotion of Creative Practice	(200 pts)
20%	Reports (x2)	(200 pts)
10%	Lesson/Unit Plan	(100 pts)
20%	Final Project	(200 pts)

BIBLIOGRAPHY:

Required Reading:

Hetland, L., Winner, E., Veenema, S., & Sheridan, K. (2007). *Studio thinking: The real benefits of visual arts education*. New York: Teachers College Press.

Supporting Texts:

[see Attachment A]

POLICIES:

Attendance:

- Attendance for the course is mandatory and an expected part of professional pre-service teacher practice. This class meets twice a week (_____) unless otherwise stated.
- Prompt arrival and active class participation is expected. Arriving tardy to class (more than 20 minutes) will be recorded in the attendance log. **Arriving late to class or leaving early three times will equal one absence.** Likewise, **three absences result in a course grade reduction of one letter grade (for example an “A” becomes a “B”). Six absences will result in failing the course,** unless an extreme circumstance has occurred. In such a case consultation with the instructor is required. This policy will be strictly applied.

- If I am late to class, you must **wait a full 20 minutes** after the start of class before you may leave without being counted absent, or you must follow any written instructions I may give you about my anticipated tardiness.

General Performance Policies:

- Active participation during group discussions, individual meetings, observations and presentations is essential and required to make for a rich learning experience.
- It is your responsibility to check with a classmate about notes taken for a class meeting you missed. See the instructor immediately for any handouts or assignments you may have missed.
- Assignments must be completed and submitted for grading **on the assigned due date**.
- Incomplete work will not be graded. Work must be adequately completed to be eligible for a passing grade.
- Missing work of any kind or quality will be assigned a failing grade (0 points).
- Late work will receive a one letter grade drop.
- Individual presentations are considered to be as important as exams and, if missed, the presentation must be made up or the work qualifies for a failing grade.
- Failure to attend the Final Exam session will likely result in earning a failing grade for the course.
- All written assignments must be **typed** using correct punctuation, grammar and spelling. Unless otherwise stated use Times New Roman 12 pt font.
- Two additional hours per week of study, research, or writing—outside of class time—is a minimum performance expectation.
- Attend assigned guest lectures.
- Read assigned selections from the textbook, websites, handouts, library reserve section and research materials.
- Cell phones and pagers must be turned OFF before class begins (this does not mean on “vibrate”. No portable listening devices (CD/MP3 players) are allowed.
- Eating food in the classroom is not allowed. Please limit your eating to break time. Beverages (non-alcoholic) are allowed. Please dispose of your trash before you leave.

Other General Expectations:

This syllabus contains the policies and expectations established for _____. Please read the entire syllabus carefully before continuing in this course. These policies and expectations are intended to create a productive learning atmosphere for all students. Unless you are prepared to abide by these policies and expectations, you risk losing the opportunity to participate further in the course. The standard policies and course requirements set forth in this syllabus may be altered at any time by the course instructor. Notice of such changes will be by announcement in class and/or written/electronic communication.

To encourage orderly and productive classroom conduct an atmosphere of mutual respect is our goal, achieved through the cooperation of all. Each of us may have strongly differing opinions on the various topics of class discussions. The conflict of ideas is encouraged and welcome. The respectful questioning of the ideas of others, including mine, is similarly welcome. However, I will exercise my responsibility to manage the discussions so that ideas and argument can proceed in an orderly manner. You are aspiring teachers; behave as teachers should.

Incomplete Grades:

To earn a status of Incomplete (I), the instructor will follow the policy: "The grade of "I" is assigned at the discretion of the instructor when a student who is otherwise passing has not, due to circumstances beyond his/her control, complete all work in the course." (<http://provost.uncc.edu/policies/grading>). A contract will be developed and signed by the student and instructor before a grade of "I" can be posted.

UNC Charlotte Code of Student Academic Integrity. <http://www.legal.uncc.edu/policies/ps-105.html>

Students have a responsibility to know and observe the requirements of the **UNC Charlotte Code of Student Academic Integrity** (<http://legal.uncc.edu/policies/ps-105.html>). This code forbids cheating, fabrication or falsification of information, multiple submissions of academic work, plagiarism, abuse of academic materials, and complicity in academic dishonesty.

As a condition of taking this course, all required papers may be subject to submission for textual similarity review to Turnitin.com for the detection of plagiarism. All submitted papers will be included as source documents in the Turnitin.com reference database solely for the purpose of detecting plagiarism of such papers. No student papers will be submitted to Turnitin.com without a student's consent and permission. If a student does not provide consent and permission, the instructor may: (1) require a short reflection paper on research methodology; (2) require a draft bibliography prior to submission of the final paper; or (3) require the cover page and first cited page of each reference source to be photocopied and submitted with the final paper.

College of Education Diversity Commitment.
http://education.uncc.edu/coe/diversity_statement.htm

The College of Education at UNC Charlotte is committed to social justice and respect for all individuals, and it seeks to create a culture of inclusion that actively supports all who live, work, and serve in a diverse nation and world. Attaining justice and respect involves all members of our community in recognizing that multi-dimensional diversity contributes to the College's learning environments, thereby enriching the community and improving opportunities for human understanding. While the term "diversity" is often used to refer to differences, the College's intention is for inclusiveness, an inclusiveness of individuals who are diverse in ability/disability, age, economic status, ethnicity, gender, language, national origin, race, religion, and sexual orientation. Therefore, the College aspires to become a more diverse community in order to extend its enriching benefits to all participants. An essential feature of our community is an environment that supports exploration, learning, and work free from bias and harassment, thereby improving the growth and development of each member of the community. [Approved by the College of Education Faculty 1/11/05] College of Education Diversity Commitment. http://education.uncc.edu/coe/diversity_statement.htm

Sexual Harassment

All students are required to abide by the UNC Charlotte Sexual Harassment Policy (<http://www.legal.uncc.edu/policies/ps-61.html>) and the policy on Responsible Use of University Computing and Electronic Communication Resources (<http://www.legal.uncc.edu/policies/ps-66.html>). Sexual harassment, as defined in the UNC

Charlotte Sexual Harassment Policy, is prohibited, even when carried out through computers or other electronic communications systems, including course-based chat rooms or message boards.

College of Education Technology Statement

Professional education programs at UNC Charlotte are committed to preparing candidates for success in the 21st century through an emphasis on knowledge, effectiveness and commitment to technology integration and application. Preparation in the integration and application of technology to enhance student learning is essential for all candidates. Programs across the professional education unit, including the College of Arts + Architecture, College of Education, and College of Liberal Arts and Sciences, reflect this commitment in coursework, early field experiences, and clinical practice which includes student teaching and/or the capstone/internship phase of the respective programs.

Religious Accommodations

Professional education programs at UNC Charlotte are committed to preparing candidates for success in the 21st century through an emphasis on knowledge, effectiveness and commitment to technology integration and application. Preparation in the integration and application of technology to enhance student learning is essential for all candidates. Programs across the professional education unit, including the College of Arts + Architecture, College of Education, and College of Liberal Arts and Sciences, reflect this commitment in coursework, early field experiences, and clinical practice which includes student teaching and/or the capstone/internship phase of the respective programs.

Disability Accommodations

If you have a disability that qualifies you for academic accommodations, contact the Office of Disability Services in Fretwell 230 or call 704-687-4355 at the beginning of the semester. Some requests for accommodations cannot be honored without supporting documentation from the Office of Disability Services. All information shared with the instructor concerning a disability will remain strictly confidential unless otherwise specified by the instructor.

Online Course Evaluation

Beginning spring 2012 all courses in the College of Education will be evaluated through an online evaluation survey process. Student course evaluations provide an important source of feedback for faculty regarding course design and instructional effectiveness. The online course evaluations will be administered at the end of the term, most likely in the final two weeks (prior to final exams). You will receive an email announcement alerting you when the survey period opens. Periodic reminders will be sent during the time the survey is open. Please be advised that this process will be secure and confidential. The technology used will ensure anonymity of participants as well as confidentiality. The College of Education is committed to excellent instruction and student support. Please help us in continuing this commitment by participating in the course evaluation process.

ATTACHMENT A:

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ARTE 4124 – 3 Credits

Contemporary Issues in Art Education

DR. DAVID GALL

Course Description: Investigates contemporary issues in teaching and curriculum development in the visual arts, and contemporary global issues in art, design, visual culture and 21st century literacies. Introduces principles and theories of arts based research and critical pedagogies. Candidates complete a practicum at an assigned school.

Rationale:

To make pre-service classroom teachers knowledgeable of the following:

1. Contemporary developments in cognitive and social theory related to art and culture
2. Expand their knowledge of research theory and practice
3. Expand their awareness global issues and understanding of consequences of globalization as related to art education
4. Using digital media to enhance critical thinking and creative expression
5. Enhance and deepen their experience and practice of teaching and learning.

College of Education Conceptual Framework

Professional Educators Transforming Lives, the Conceptual Framework for Professional Education Programs at UNC Charlotte, identifies the proficiencies that our graduates will demonstrate. During coursework, early field experiences, and clinical practice candidates have multiple opportunities to develop the **knowledge, effectiveness, and commitment** necessary to transform the lives of the learners with whom they work. This course seeks to develop the proficiencies that are **highlighted** below.

Core Proficiency: Knowledge. Candidates will demonstrate the **Knowledge** that provides the foundation for transforming the lives of the children, youth, and families with whom they work. This knowledge includes elements such as:

- K1: Knowledge relevant to life in the 21st century**
- K2: Specialty area knowledge**
- K3: Pedagogical knowledge**
- K4: Knowledge of learners and their contexts**
- K5: Self-awareness**
- K6: Knowledge of policies, laws, standards, and issues**

Core Proficiency: Effectiveness. Candidates will demonstrate **Effectiveness** in their work with children, youth, and families by applying knowledge and developing effective skills in areas such as:

- E1: 21st century skills
- E2: Planning, implementation, and evaluation
- E3: Research-based practice
- E4: Research skills
- E5: Culturally competent practice
- E6: Response to diverse learners
- E7: Reflective practice

Core Proficiency: Commitment. Candidates will demonstrate their **Commitment** to transforming the lives of others through their actions in areas such as:

- C1: Positive impact on learners
- C2: Ethics
- C3: Leadership
- C4: Collaboration
- C5: Advocacy
- C6: Professional identity and continuous growth

The core proficiencies of **knowledge, effectiveness, and commitment** are fully aligned with the North Carolina standards for teachers, school executives, and counselors. This course seeks to develop the North Carolina standards that are highlighted below.

NC Professional Teaching Standards:

Standard 1: Visual Arts teacher candidates demonstrate an understanding of historical and contemporary theories of visual expression across global perspectives.

Visual Arts teacher candidates have knowledge of Western and non-Western fundamentals of art. They are able to articulate their understanding of these concepts using appropriate vocabulary specific to the field. Visual Arts teacher candidates demonstrate an understanding of:

- Art elements
- Principles of design
- Composition
- Conceptualizing

Standard 3: Visual Arts teacher candidates demonstrate cross-cultural knowledge and understanding of ancient through contemporary art history and visual culture.

Visual Arts teacher candidates understand that all art develops within social, cultural, and historical contexts. They understand the contribution of various artists and cultures around the world from ancient periods to the modern era. They recognize the reciprocal impact of historical and societal forces upon cultures, artists and the work they produce. Visual Arts teacher candidates:

- Examine and comprehend the interconnections of art and artists through the context of history, culture, society, place, function, purpose, influence, style, and genre.
- Recognize and differentiate art, artists, style, and genre.

- Be open and responsive to diverse and global perspectives of art.
- Explore relationships between visual communication and political, economic, and civic institutions.

Standard 4: Visual Arts teacher candidates demonstrate an understanding of art through critical and creative thinking.

An increasingly complex world demands the ability to interpret, assimilate and respond to an expanding volume of imagery and visual information. Visual Arts teacher candidates are critical thinkers and problem solvers in their roles as artists and educators. They recognize the role the visual arts play in equipping students with 21st century skills. Visual Arts teacher candidates:

- Understand the nature of art, inclusive of ideas, subject matter, symbols, metaphors, themes, and concepts.
- Develop a personal artistic vision for creating art.
- Understand the role of aesthetic experience in the enjoyment, preference, and appreciation of art.
- Understand the affective and self-expressive aspects of art for self-actualization and empowerment.
- Critique art through verbal and written expression, applying various critical thinking approaches, such as description, analysis, interpretation, and judgment.

Standard 5: Visual Arts teacher candidates develop and manage a program inclusive of the goals, values, and purposes of visual arts education.

Visual Arts teacher candidates have a unique role in the schools to build, promote and sustain a viable art program. They recognize and communicate the vital roles that visual arts play in education and lifelong learning to students, parents, colleagues in other disciplines, school administrators, and the larger community. Visual Arts teacher candidates must have the knowledge, skills and dispositions to facilitate this process.

Visual Arts teacher candidates:

- Make informed selection of instructional content.
- Make decisions regarding budgeting, inventory, and their relation to instructional needs.
- Know the importance of exhibiting and promoting student art as an advocacy tool which reflects the visual arts program.
- Develop as artists engaging in their own studio work and seeking opportunities to learn more about art.
- Understand career avenues within the arts in a global marketplace

SACS Objectives:

To ensure that students meet the SACS Student Learning Outcomes given below

Student Learning Outcome 1

Initial teacher licensure candidates demonstrate thorough understanding of the relationship between clear, meaningful presentation of content and content-specific pedagogy through the appropriate use of multiple explanations, instructional strategies, and technologies.

Student Learning Outcome 2

Initial teacher licensure candidates demonstrate a positive impact on student learning by assessing/analyzing student learning, adjusting instruction, monitoring progress, and reflecting on the effects of their instruction.

Student conduct and expectations:

Please read this syllabus carefully. This course is a component of your professional education, please conduct yourselves in a professional manner. Students are expected to treat one another and the instructor with respect, be considerate of others: listen while someone else is talking; refrain from using foul language, speaking loudly, excessive and unnecessary chatting. Raise your hand to ask questions. I strongly encourage students to participate in discussions and ask questions. Please come to class prepared to work - bring materials that are needed, have your assignments ready to turn in, study assigned readings for class. Show your spirit and commitment to teaching.

- Come to class ready to learn with appropriate attitudes and materials.
- Active participation during in-class work periods, group discussions, individual meetings, observations and presentations is essential.
- It is your responsibility to check with a classmate about notes taken for a class meeting you missed. See the instructor for any handouts or assignments you may have missed.
- Assignments must be completed and submitted for grading **on the assigned due date**.
- Incomplete work will not be graded. Work must be adequately completed to be eligible for a passing grade.
- Missing work of any kind or quality will be assigned a failing grade (0 points).
- Late work will receive a one-letter grade drop (for example and “A” becomes a “B”). After two weeks you will receive a zero for the assignment.
- Individual presentations are considered to be as important as exams and, if missed, must be made up or the work qualifies for a failing grade.
- All written assignments must be typed using correct punctuation, grammar and spelling.
- Two additional hours per week of study, research, writing or studio application—outside of class time—is a minimum performance expectation.
- Attend assigned local exhibitions or lectures and complete written, typed critical responses.
- Study assigned selections from the textbook, websites, handouts, library reserve and research materials.
- Cell phones and pagers must be turned off before class begins. No portable listening devices (CD/MP3 players) are allowed during class.
- Eating food in the classroom is not allowed, please limit your eating to break time. Beverages (non-alcoholic) are allowed. Please dispose of your trash before you leave.

Office Hours: I encourage you to use this time to see me about assignments, attendance

or other issues. Before or after class is generally not a good time for me to discuss these issues with you reasonably. In any case, this time is for you to talk with me about the class, your work, or just chat informally. Please email or call if you need to meet at another time, I will try to be available.

Note:

The standard policies and course requirements set forth in this syllabus may be changed at any time by the course instructor; notice of such changes will be by announcement in class and/or written/electronic communication.

If I am late to class, you must wait a full 20 minutes after the start of class before you may leave without being counted absent, or you must follow any written instructions I may give you about my anticipated tardiness.

Students in this course seeking accommodations to disabilities must first consult with the Office of Disability Services (Fretwell 230) and follow the instructions of that office for obtaining accommodations. You must bring documentation of your disability to the instructor for reasonable accommodation.

All students are required to read and abide by the Code of Student Academic Integrity. Violations of the Code of Student Academic Integrity, including plagiarism, will result in disciplinary action as provided in the Code. Definitions and examples of plagiarism are set forth in the Code. The Code is available from the Dean of Students Office or online (<http://www.legal.uncc.edu/policies/ps-105.html>)

All students are required to abide by the UNC Charlotte Sexual Harassment Policy (<http://www.legal.uncc.edu/policies/ps-61.html>) and the policy on Responsible Use of University Computing and Electronic Communication Resources (<http://www.legal.uncc.edu/policies/ps-66.html>). Sexual harassment, as defined in the UNC Charlotte Sexual Harassment Policy, is prohibited, even when carried out through computers or other electronic communications systems, including course-based chat rooms or message boards.

As a condition of taking this course, all required papers may be subject to submission for textual similarity review to Turnitin.com for the detection of plagiarism. All submitted papers will be included as source documents in the Turnitin.com reference database solely for the purpose of detecting plagiarism of such papers. No student papers will be submitted to Turnitin.com without a student's consent and permission. If a student does not provide consent and permission, the instructor may: (1) require a short reflection paper on research methodology; (2) require a draft bibliography prior to submission of the final paper; or (3) require the cover page and first cited page of each reference source to be photocopied and submitted with the final paper.

Evaluation and Grading Criteria:

Students will be evaluated according to their demonstrated degree of understanding the course content, primarily by applying various visual art concepts, techniques and media

in addition to various teaching and learning concepts and strategies introduced and practiced in class. Students must also demonstrate the ability to plan and develop lesson and unit plans, create and critique studio art, discuss and successfully demonstrate art teaching strategies, and appropriate work habits for in class and homework learning activities.

Grading scale:

A = 91-100, B = 81 - 90, C = 71- 80, D= 61-70 points, F= below 60.

Note

Topics covered in this course include.

- Creativity, research and art making
- Art, Culture, and cosmopolitanism
- Identity, curriculum and critical pedagogy
- Globalization, artists and art teaching
- Considering Visual culture and Material culture for the art classroom
- Technology and the art educator
- Imagining 21st Century Curriculum
- Reflections on Clinical Experience

Required Text:

Guadelius, Y. and Speirs, P. *Contemporary Issues in Art Education*. Upper Saddle River. Prentice Hall.

References:

Csikszentmihalyi, M. (1997) *Finding Flow: the psychology of engagement with everyday life*. New York: Basic Books.

Efland, A. (2005) Problems Confronting Visual Culture, *Art Education*, Vol.58, No.5, pp. 35–40.

Gell, A. (1997). *Art and Agency*. Oxford: Clarendon Press.

Rolling Jr. (2010) A Paradigm Analysis of Arts-Based Research and Implications for Education. *Studies in Art Education*, 51(2), 102-114.

Shipway, B. (2010). *A Critical Realist Perspective of Education*. London: Routledge.

Trepaier, L and Habib, K. (eds.) (2011). *Cosmopolitanism in the Age of Globalization: Citizens Without States*. Lexington: University of Kentucky Press.

ARTE 3124 – 3 Credits
TRANSCULTURAL IDENTITIES AND ART EDUCATION
ARTE INSTRUCTOR

Course Description:

Examines social and cultural theory especially as important to informing effective art teaching. Guidance and practice in research, identification and critical examination of transcultural moments in visual culture/art history for incorporation into all aspects of art teaching. Uses diverse discursive and studio methods to explore and synthesize understanding and mastery of knowledge and skills related to course content.

Rationale:

To make pre-service classroom teachers knowledgeable of and sensitive to people's investment in culture, and to enable them to teach art based on a sound understanding of the following:

- Contemporary social and cultural theory and research.
- Globally diverse historical examples of transcultural identities and transculturation.
- The relationship of transcultural historical processes to globalization and national and personal identity
- Actual historical examples of transculturalism, and understanding of how to incorporate them with respect and sensitivity into effective unit and lesson planning.
- Art history as contextual research that illuminates human values and beliefs of those from all over the world, as well as one's own.

"Art history is the core discipline for contextual research... All contextual research, including art history, considers the conditions surrounding an artwork or a performance, rather than the qualities of the work or performance itself; the purpose is to understand the circumstances in which a work was created, used, and valued. This is research about art and visual culture..."

-Anderson & Milbrandt (2005)

College of Education Conceptual Framework

Professional Educators Transforming Lives, the Conceptual Framework for Professional Education Programs at UNC Charlotte, identifies the proficiencies that our graduates will demonstrate. During coursework, early field experiences, and clinical practice candidates have multiple opportunities to develop the **knowledge, effectiveness, and commitment** necessary to transform the lives of the learners with whom they work. This course seeks to develop the proficiencies that are highlighted below.

Core Proficiency: Knowledge. Candidates will demonstrate the **Knowledge** that provides the foundation for transforming the lives of the children, youth, and families with whom they work. This knowledge includes elements such as:

- K1: Knowledge relevant to life in the 21st century
- K2: Specialty area knowledge
- K3: Pedagogical knowledge
- K4: Knowledge of learners and their contexts
- K5: Self-awareness

K6: Knowledge of policies, laws, standards, and issues

Core Proficiency: Effectiveness. Candidates will demonstrate **Effectiveness** in their work with children, youth, and families by applying knowledge and developing effective skills in areas such as:

- E1: 21st century skills
- E2: Planning, implementation, and evaluation
- E3: Research-based practice
- E4: Research skills
- E5: Culturally competent practice
- E6: Response to diverse learners
- E7: Reflective practice

Core Proficiency: Commitment. Candidates will demonstrate their **Commitment** to transforming the lives of others through their actions in areas such as:

- C1: Positive impact on learners
- C2: Ethics
- C3: Leadership
- C4: Collaboration
- C5: Advocacy
- C6: Professional identity and continuous growth

The core proficiencies of **knowledge, effectiveness, and commitment** are fully aligned with the North Carolina standards for teachers, school executives, and counselors. This course seeks to develop the North Carolina standards that are highlighted below.

NC Professional Teaching Standards:

Standard 1: Visual Arts teacher candidates demonstrate an understanding of historical and contemporary theories of visual expression across global perspectives.

Visual Arts teacher candidates have knowledge of Western and non-Western fundamentals of art. They are able to articulate their understanding of these concepts using appropriate vocabulary specific to the field. Visual Arts teacher candidates demonstrate an understanding of:

- Art elements
- Principles of design
- Composition
- Conceptualizing

Standard 3: Visual Arts teacher candidates demonstrate cross-cultural knowledge and understanding of ancient through contemporary art history and visual culture.

Visual Arts teacher candidates understand that all art develops within social, cultural, and historical contexts. They understand the contribution of various artists and cultures around the world from ancient periods to the modern era. They recognize the reciprocal impact of historical and societal forces upon cultures, artists and the work they produce. Visual Arts teacher candidates:

- Examine and comprehend the interconnections of art and artists through the context of history, culture, society, place, function, purpose, influence, style, and genre.

- Recognize and differentiate art, artists, style, and genre.
- Be open and responsive to diverse and global perspectives of art.
- Explore relationships between visual communication and political, economic, and civic institutions.

Standard 4: Visual Arts teacher candidates demonstrate an understanding of art through critical and creative thinking.

An increasingly complex world demands the ability to interpret, assimilate and respond to an expanding volume of imagery and visual information. Visual Arts teacher candidates are critical thinkers and problem solvers in their roles as artists and educators. They recognize the role the visual arts play in equipping students with 21st century skills. Visual Arts teacher candidates:

- Understand the nature of art, inclusive of ideas, subject matter, symbols, metaphors, themes, and concepts.
- Develop a personal artistic vision for creating art.
- Understand the role of aesthetic experience in the enjoyment, preference, and appreciation of art.
- Understand the affective and self-expressive aspects of art for self-actualization and empowerment.
- Critique art through verbal and written expression, applying various critical thinking approaches, such as description, analysis, interpretation, and judgment.

Standard 5: Visual Arts teacher candidates develop and manage a program inclusive of the goals, values, and purposes of visual arts education.

Visual Arts teacher candidates have a unique role in the schools to build, promote and sustain a viable art program. They recognize and communicate the vital roles that visual arts play in education and lifelong learning to students, parents, colleagues in other disciplines, school administrators, and the larger community. Visual Arts teacher candidates must have the knowledge, skills and dispositions to facilitate this process. Visual Arts teacher candidates:

- Make informed selection of instructional content.
- Make decisions regarding budgeting, inventory, and their relation to instructional needs.
- Know the importance of exhibiting and promoting student art as an advocacy tool which reflects the visual arts program.
- Develop as artists engaging in their own studio work and seeking opportunities to learn more about art.
- Understand career avenues within the arts in a global marketplace

Student conduct and expectations:

Please read this syllabus carefully. This course is a component of your professional education, please conduct yourselves in a professional manner. Students are expected to treat one another and the instructor with respect, be considerate of others: listen while someone else is talking; refrain from using foul language, speaking loudly, excessive and unnecessary chatting. Raise your hand to ask questions. I strongly encourage students to participate in discussions and ask questions. Please come to class prepared to work - bring materials that are needed, have your assignments ready to turn in, study assigned readings for class. Show your spirit and commitment to teaching.

- Come to class ready to learn with appropriate attitudes and materials.
- Active participation during in-class work periods, group discussions, individual meetings, observations and presentations is essential.
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- All written assignments must be typed using correct punctuation, grammar and spelling.
- Two additional hours per week of study, research, writing or studio application—outside of class time—is a minimum performance expectation.
- Attend assigned local exhibitions or lectures and complete written, typed critical responses.
- Study assigned selections from the textbook, websites, handouts, library reserve and research materials.
- Cell phones and pagers must be turned off before class begins. No portable listening devices (CD/MP3 players) are allowed during class.
- Eating food in the classroom is not allowed, please limit your eating to break time. Beverages (non-alcoholic) are allowed. Please dispose of your trash before you leave.

Office Hours: I encourage you to use this time to see me about assignments, attendance or other issues. Before or after class is generally not a good time for me to discuss these issues with you reasonably. In any case, this time is for you to talk with me about the class, your work, or just chat informally. Please email or call if you need to meet at another time, I will try to be available.

Note:

The standard policies and course requirements set forth in this syllabus may be changed at any time by the course instructor; notice of such changes will be by announcement in class and/or written/electronic communication.

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Evaluation and Grading Criteria:

Students will be evaluated according to their demonstrated degree of understanding the course content, primarily by applying various visual art concepts, techniques and media in addition to various teaching and learning concepts and strategies introduced and practiced in class. Students must also demonstrate the ability to plan and develop lesson and unit plans, create and critique studio art, discuss and successfully demonstrate art teaching strategies, and appropriate work habits for in class and homework learning activities.

Grading scale:

A = 91-100, B = 81 - 90, C = 71- 80, D= 61-70 points, F= below 60.

Topics covered in this course include.

Defining transculturalism for art and visual culture historical research

Contemporary ideas about society and culture

Art, nations and nationalism dilemmas for art education

Cultural purity, hybridity and identity

Geographical areas for research include:

Africa

The Middle East

South America and the Caribbean

Asia – South East Asia and the Far East

Oceania – Australia, New Zealand, Polynesia, Melanesia, Micronesia

Art teaching, agency and change.

(a) discursive perspectives and strategies

(b) studio perspectives and strategies.

References:

- Anderson, T. & Milbrandt M. (2005). *Art for Life: Authentic Instruction in Art*. New York: McGraw Hill.
- Anderson, R. (2004). *Calliope's Sisters: A comparative study of philosophies of art*. Upper Saddle River: Pearson Prentice Hall
- Archer, M. (2000). *Being Human: The Problem of Agency*. Cambridge: Cambridge University
- Clifford, James. (1994). Diaspora, *Cultural Anthropology* (9:3)pp. 305 – 338.
- Danermark B. (2002). *Explaining Society: Critical Realism in the Social Sciences*. Wiltshire: The Cromwell Press.
- Gell, A. (1997). *Art and Agency*. Oxford: Clarendon Press
- Gilroy, Paul. (1994) *Black Atlantic: Modernity and Double Consciousness*. Cambridge: Harvard University Press

2011-12 Student Learning Outcomes Assessment Plan and Report

(Document student learning outcomes assessment plans and assessment data for each undergraduate and graduate degree program, certificate program, stand alone minor, and distance education program offered online only.)

College: College of Arts + Architecture
Department: Art and Art History
Academic Program: BFA in Art with an Art Education Concentration

Student Learning Outcome 1

(knowledge, skill or ability to be assessed)

Initial teacher licensure candidates demonstrate thorough understanding of the relationship between clear, meaningful presentation of content and content-specific pedagogy through the appropriate use of multiple explanations, instructional strategies, and technologies.

Changes to the Student Learning Outcomes Assessment Plan: If any changes were made to the assessment plan (which includes the Student Learning Outcome, Effectiveness Measure, Methodology and Performance Outcome) for this student-learning outcome since your last report was submitted, briefly summarize the changes made and the rationale for the changes.

Effectiveness Measure: Identify the data collection instrument, e.g., exam, project, paper, etc. that will be used to gauge acquisition of this student learning outcome and explain how it assesses the desired knowledge, skill or ability. A copy of the data collection instrument and any scoring rubrics associated with this student learning outcome are to be submitted electronically to the designated folder on the designated shared drive and hyperlinked to the Effectiveness Measure.

Instructional Unit Plans (IUP) for are required in the methodology courses (ARTE 3121 and ARTE 4122). The IUP assignment gives the candidates an opportunity to apply the various skills and knowledge they have developed in the program. The IUP are evaluated by the methodology instructor(s) using criteria described in the Instructional Unit Plan *EE 3 Rubric*. The rubric has a 3-point scale. Five measures on the IUP relate specifically to pedagogy (*3d.1 Integrates 21st century skills in instruction, 4d.1 Integrates technology into instruction, 4e.1 Integrates instruction that promotes critical thinking skills, 4f.1 Organizes teams for cooperation, collaboration and leadership, 5c.1 Uses approaches to improve teaching and learning*).

The Impact on Student Learning (ISL) is required during student teaching (ARTE 4467). It is an assignment that uses a research-based approach to effective accountable teaching. Candidates identify real deficiencies in knowledge, employ effective teaching strategies to remedy the deficiencies, and show proof of teaching effective and student growth. The ISL is evaluated by the candidate's University

Supervisor using criteria described in the Impact on Student Learning (ISL) rubric. The rubric has a 3-point scale. One measure on the ISL is used to evaluate SLO #1 (*4a.2 Assesses and uses resources*)

A common observation instrument, Student Teaching Assessment Rubric (STAR), is used with every student teacher at the end of his or her academic program. The final (third) administration of the STAR instrument is used specifically to measure the SLO. The University Supervisor (US) observes the teacher candidate using the rubric. The rubric has a 4-point scale. Four elements included on the STAR rubric are used to measure SLO #2 (*1C Makes Content Relevant to Learners, 4A Selects Multiple Teaching Strategies, 6A Demonstrates Effective Oral and Written Language, 6D Utilizes Media and Technology*).

Methodology: Describe when, where and how the assessment of this student-learning outcome will be administered and evaluated. Describe the process the department will use to collect, analyze and disseminate the assessment data to program faculty and to decide the changes/improvements to make on the basis of the assessment data.

The Instructional Unit Plans (IUP) assignments are implemented in the elementary and secondary methods courses (ARTE 3121 and ARTE 4122). ARTE 3121 and ARTE 4122 are required courses for all teacher-candidates in the Licensure Program. Candidates are required to create unit plans appropriate for elementary and for middle/high school art teaching. The units must be a minimum of three lessons, demonstrating content knowledge of artist exemplars, and of the techniques integral to the lessons created. The IUPs gives the candidates the opportunity to apply the knowledge and skills they have developed in their program. The IUP is evaluated by the instructor(s) of ARTE 3121 and ARTE 3122 using the *IUP Rubric*. Five measures on the IUP rubric are used to measure SLO #1. Two units are submitted for assessment, both of which must be “proficient” or above in quality. The better of the two units is accepted and evaluated as the required evidence.

The Impact on Student Learning (ISL) is an assignment implemented during student teaching (ARTE 4467). It is required of all candidates seeking licensure. The ISL requires students to use research based approaches to identify deficiencies in knowledge and/or skills in the students they are assigned to teach. Candidates must then create effective lessons that effectively remedy student deficiencies, and demonstrate and record the growth in knowledge and/or skill affected by the candidate’s teaching. The ISL is evaluated by the Candidate’s University Supervisor using the ISL rubric. One measure on the ISL rubric is used to measure SLO #1.

A common observation instrument, Student Teaching Assessment Rubric (STAR), is used with every student teacher at the end of his or her academic program. The final (fourth) administration of the STAR instrument is used specifically to measure the SLO. The University Supervisor (US) observes the teacher candidate using the rubric. The rubric has a 4-point scale. Six elements included on the STAR rubric are used to measure SLO #1.

Scores are collected using the College’s electronic data management system and are analyzed at the college and program level. Simple descriptive statistics are used to analyze the scores, and disaggregated findings are reported by semester at three levels (College, Program and Licensure Area). Once a year results from all assessments administered by the programs are disseminated to the faculty in the College of Education. The data is discussed during a final faculty meeting and next steps determined to address any needs identified. All strategies determined during this closing the loop discussion are implemented during the next academic year. All data reports created by the College of Education are housed on a secure website which is accessible to all faculty within the College of Education.

Performance Outcome: Identify the percentage of students assessed that should be able to demonstrate proficiency in this student learning outcome and the level of proficiency expected. *Example: 80% of the students assessed will achieve a score of “acceptable” or higher on the Oral Presentation Scoring Rubric* (Note: a copy of the scoring rubric, complete with cell descriptors for each level of performance, is to be submitted electronically to the designated folder on the designated shared drive and hyperlinked to the Effectiveness Measure above for each student learning outcome.)

The program expects 80% of its teacher candidates to score “3” or better (target/exemplary or proficient/accomplished) on a 4 point scale. [Student Teaching Assessment Rubric (STAR) and College of Education Exit Evaluation (*Exit Eval*)]

2009-10 Assessment Data

(Results can be shown by year or by semester)

2010-11 Assessment Data

(Results can be shown by year or by semester)

2011-12 Assessment Data

(Results can be shown by year or by semester)

Plans for 2012-13: Based upon the assessment data included in this annual report, what changes/improvements will the program implement during the next academic year to improve performance on this student-learning outcome?

Program is presently inactive.

Student Learning Outcome 2

(knowledge, skill or ability to be assessed)

Initial teacher licensure candidates demonstrate a positive impact on student learning by assessing/analyzing student learning, adjusting instruction, monitoring progress, and reflecting on the effects of their instruction.

Changes to the Student Learning Outcomes Assessment Plan: If any changes were made to the assessment plan (which includes the Student Learning Outcome, Effectiveness Measure, Methodology and Performance Outcome) for this student-learning outcome since your last report was submitted, briefly summarize the changes made and the rationale for the changes.

Effectiveness Measure: Identify the data collection instrument, e.g., exam, project, paper, etc. that will be used to gauge acquisition of this student learning outcome and explain how it assesses the desired knowledge, skill or ability. A copy of the data collection instrument and any scoring rubrics associated with this student learning outcome are to be submitted electronically to the designated folder on the designated shared drive and hyperlinked to the Effectiveness Measure.

Instructional Unit Plans (IUP) for are required in the methodology courses (ARTE 3121 and ARTE 4122). The IUP assignment gives the candidates an opportunity to apply the various skills and knowledge they have developed in the program. The IUP are evaluated by the methodology instructor(s) using criteria described in the Instructional Unit Plan EE 3 Rubric. Six measures are used to evaluate SLO #2. (1a.2 Draws on data to develop plans, 2b.3

Understands diversity and incorporates in instruction, 3c.2 Relates global awareness to subject. 4a.1 Identifies and plans for student level, 4b.1 Collaborates with colleagues on student performance and to respond to cultural differences 4c.1 Uses appropriate methods and materials)

The Impact on Student Learning (ISL) is required during student teaching (ARTE 4467). It is an assignment that uses a research-based approach to effective accountable teaching. Candidates identify real deficiencies in knowledge, employ effective teaching strategies to remedy the deficiencies, and show proof of teaching effective and student growth. The ISL is evaluated by the candidate's University Supervisor using criteria described in the Impact on Student Learning (ISL) rubric. The rubric has a 3-point scale. Two measures from the ISL rubric are used to evaluate SLO #2. 1a.1 Evaluates student progress using goals, (1a.2 Draws on data to develop plans, 4h.1 Uses indicators to monitor and evaluate student progress, 4h. 2 Provides evidence for student attainment of 21st century skills, 5a.1 Uses data to make suggestions on student learning)

Professional development (EE #6) has two parts A and B. EE # 6A, and is completed during the Secondary Methods course (ARTE 4122). The candidate studies and summarizes the School Improvement Plan (SIP) of the School to which he/she is assigned for Clinical experience. The candidate proposes strategies for the art program to achieve SIP objectives. EE # 6B is completed during student teaching (ARTE 4467). The candidate writes a paper reflecting on how her/his experience of development workshops, collaboration with colleagues, and communication with school communities has shaped her/his his professional attitudes and ideas. One measure from EE #6 rubric is used to measure SLO #2 (1b.3 Uses data to identify areas of need for School Improvement Plan)

A common observation instrument, Student Teaching Assessment Rubric (STAR), is used with every student teacher at the end of his or her academic program. The final (fourth) administration of the STAR instrument is used specifically to measure the SLO. The University Supervisor (US) observes the teacher candidate using the rubric. The rubric has a 4-point scale. Three elements included on the STAR rubric are used to measure SLO #2 (7C Monitors and Adjusts Lesson Plans, 8A Uses a Variety of Formal and Informal Assessment Strategies, 8C Monitors and Records Assessment Data).

Methodology: Describe when, where and how the assessment of this student-learning outcome will be administered and evaluated. Describe the process the department will use to collect, analyze and disseminate the assessment data to program faculty and to decide the changes/improvements to make on the basis of the assessment data.

A common observation instrument, Student Teaching Assessment Rubric (STAR), is used with every student teacher at the end of his or her academic program. The final (fourth) administration of the STAR instrument is used specifically to measure the SLO. The University Supervisor (US) observes the teacher candidate using the rubric.

Dispositions Assessment Rubric (DAR-ST) evaluates candidates' professional dispositions exhibited during student teaching (ARTE 4467). It assesses punctuality, attendance, deportment, initiative, attitude, confidentiality etc. During student teaching these qualities are observed. The University Supervisor evaluates candidates' dispositions using the College of Educations rubric designed for that purpose.

Scores are collected using the College's electronic data management system and are analyzed at the college and program level. Simple descriptive statistics are used to analyze the scores, and disaggregated findings are reported by semester at three levels (College, Program and Licensure Area). Once a year results from all assessments administered by the programs are disseminated to the faculty in the College of Education. The data is discussed during a final faculty meeting and next steps determined to address any needs identified. All strategies determined during this closing the loop discussion are implemented during the next academic year. All data reports created by the College of Education are housed on a secure website which is accessible to all faculty within the College of Education.

Performance Outcome: Identify the percentage of students assessed that should be able to demonstrate proficiency in this student learning outcome and the level of proficiency expected. *Example: 80% of the students assessed will achieve a score of "acceptable" or higher on the Oral Presentation Scoring Rubric* (Note: a copy of the scoring rubric, complete with cell descriptors for each level of performance, is to be submitted electronically to the designated folder on the designated shared drive and hyperlinked to the Effectiveness Measure above for each student learning outcome.)

The program expects 80% of its teacher candidates to score "3" or better (target/exemplary or proficient/accomplished) on a 4 point scale. [Student Teaching Assessment Rubric (STAR) and College of Education Exit Evaluation (*Exit Eval*)]

2009-10 Assessment Data (Results can be shown by year or by semester)	2010-11 Assessment Data (Results can be shown by year or by semester)	2011-12 Assessment Data (Results can be shown by year or by semester)
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Plans for 2012-13: Based upon the assessment data included in this annual report, what changes/improvements will the program implement during the next academic year to improve performance on this student-learning outcome?

Program is presently inactive.

BFA in Art with an Art Education Concentration at UNC-Charlotte

Proposed textbook costs for new courses:

In this program, students will be invited to purchase books through the buyback program, to rent textbooks (either through the university or an online source), or purchase electronically. In several of the courses, journal articles, online articles and sections of books are assigned which are all available through the library databases (online). Additionally, some of requested texts overlap from course to course, so once students have purchased the book, they continue to use it in a subsequent course. All of the books are paperback, not hard copy which would be more expensive. Examples of the currently required texts for new BFA-Art Ed courses and courses that existed in the Art Education minor are listed below:

ARTE 3123- Critical and Creative Thinking in Art Education NEW

Hetland, L., Winner, E., Veenema, S., & Sheridan, K. (2007). *Studio thinking: The real benefits of visual arts education*. New York: Teachers College Press. [\$23.45 (new); \$27.79 (used)]

ARTE 4123- Contemporary Issues in Art Education NEW

Required Text:

Guadellius, Y. and Speirs, P. *Contemporary Issues in Art Education*. Upper Saddle River. Prentice Hall. [This textbook is available for \$52.26 on Amazon (new) and \$31.90 (used)]

ARTE 4121: Elementary Art Methods

Bates, J. (2000). *Becoming an art teacher*. Belmont, CA: Wadsworth/Thomson Learning. (ISBN-10: 0534522394; ISBN-13: 978-0534522391) [On Amazon, this book is \$85.00 new, \$55.50 used, and available for rent for \$28.75; it may also be purchased used at the UNC-Bookstore and is available for rent there as well]

ARTE 2100: Intro to Art Education

Bates, J. (2000). *Becoming an art teacher*. Belmont, CA: Wadsworth/Thomson Learning. (ISBN-10: 0534522394; ISBN-13: 978-0534522391) [see above]

Lankford, E. L. (1992). *Aesthetics: Issues and Inquiry*. Reston, VA: National Art Education Association. 106 pgs. (1992) ISBN 0-937652-60-1 [\$16.55 new; \$2.94 used]

Klein, S. (Ed). *Teaching Art in Context: Case Studies For Preservice Art Education*. Reston, VA: National Art Education Association. 163 pgs. (2003) ISBN 1-890160-23-7 [\$ 27.00 (new)]

ARTE 3124: Transcultural Identities

No text required

BFA in Art with an Art Education Concentration CALENDAR

To be formally admitted to the program, students must meet requirements for admission to the College of Education (see separate page for COE requirements) and submit a portfolio for review to the BFA in Art-Art Education Concentration. Students must maintain a 2.5 cumulative GPA to remain in the program and to graduate. Student teaching is required the last semester upon completing all other coursework required for the major and degree. Student teaching requires an additional application, with additional requirements listed elsewhere.

First Semester		Second Semester	
<u>Courses</u>	<u>Hours</u>	<u>Courses</u>	<u>Hours</u>
<u>Art History: Survey I, II, or Contemporary</u>	3	<u>ARTB 1202 3D Design</u>	3
<u>ARTB 1201 2D Design</u>	3	<u>ARTP 2131 Painting I (2D, Drawing I, Concept*)</u>	3
<u>ARTB 1203 Drawing I</u>	3	<u>LBST 110x</u>	3
<u>ENGL 1101</u>	3	<u>Art History: Survey I, II, or Contemporary</u>	3
<u>ARTB 1206 Conceptual Practices</u>	3	<u>ENGL 1102</u>	3
	15	<i>***ATTEND Art Education Informational Seminar</i>	15
Third Semester		Fourth Semester	
<u>Courses</u>	<u>Hours</u>	<u>Courses</u>	<u>Hours</u>
<u>ARTE 2100 Intro to Art Education (B or above required)</u>	3	<u>ARTM 2105 Digital Media (2D, Concept *)</u>	3
<u>SPED 2100: Special Needs (C or above required)</u>	3	<u>ARTR 2161 Print Media: Silkscreen, Relief, Mixed Media (2D, Drawing I, Concept*)</u>	3
<u>Art History: Survey I, II, or Contemporary</u>	3	<u>Foreign Language 1202</u>	4
<u>2000 level studio from 3D area (3D, Drawing I, Concept*)</u>	3	<u>Math 110x (placement test)</u>	3
<u>Foreign Language 1201</u>	4	<u>LBST 2101</u>	3
<i>***Take Praxis 1 (if applicable)</i>		<u>ARTA 3201 BFA Portfolio Review</u>	1
<i>***Join NAEA Student Chapter recommended</i>	16	<i>***APPLY to College Of Education (Beginning of Semester)</i>	17
		<i>***APPLY TO BFA Art Ed (mid-semester)</i>	
Fifth Semester		Sixth Semester	
<u>Courses</u>	<u>Hours</u>	<u>Courses</u>	<u>Hours</u>
<u>ARTE 3124 Transcultural Identities and Art Education</u>	3	<u>3000 level studio (pre-reqs vary)</u>	3
<u>ARTE 3121 Elementary Art Ed Methods (BFA in Art Ed status; acceptance to COE)</u>	3	<u>Science w or w/o Lab</u>	3
<u>Math 110x, STATS, or PHIL 2105</u>	3	<u>Social Science</u>	3
<u>LBST 2102</u>	3	<u>ARTE 3123 Critical + Creative Thinking in Art Education (BFA status; 2.5 GPA; C or above in Elem Methods; C or above in/or coreq of Secondary Art Ed Methods)</u>	3
<u>2000 level Studio from 3D area (3D, Drawing I, Concept*)</u>	3	<u>ARTE 4122 Secondary Art Education Methods (W,O) (BFA status; C or above in Elementary Methods; coreq of Critical and Creative Thinking in Art Ed)</u>	3
	15	<i>*ATTEND Art Education Informational Seminar</i>	15
Seventh Semester		Eighth Semester	
<u>Courses</u>	<u>Hours</u>	<u>Course</u>	<u>Hours</u>
<u>ARTE 4124 Contemporary Issues in Art Ed (BFA status; C or above in Critical and Creative Thinking in Art Ed and Secondary Art Ed Methods)</u>	3	<u>ARTE 4467 STUDENT TEACHING (must apply semester prior and be accepted to student teach)</u>	12
<u>3000 level studio (pre-reqs vary)</u>	3		
<u>EDUC 4290</u>	3		
<u>Writing Intensive</u>	3		
<u>Science with Lab</u>	4		
<i>*Apply for Admission to Student Teaching (beginning of semester)</i>		<u>Take the following classes during any summer prior to student teaching</u>	
<i>*Take Praxis 2 (recommended).</i>	16	<ul style="list-style-type: none"> • <u>LBST 221x</u> • <u>EIST 4100</u> 	

Attachment 1: Consultations with other units

Documentation for BFA- Art Ed Concentration

A. Amanda Macon-

From: "Macon, Amanda" <AmandaMacon@uncc.edu>
Date: Sun, 2 Sep 2012 13:38:16 -0400
To: "Gall, David" <DavidGall@uncc.edu>
Subject: RE: legal

David,

As long as this is part of your policy manual, clearly communicated with students upon their admission (possibly in a congratulatory letter) and closely monitored, it is perfectly fine. You all may want to define what the consequences would be. It could say

If a student's GPA falls below 2.75 for 2 consecutive semesters they will be removed from the program. Students will be placed on probation after the first semester of unsatisfactory progress. Additional coursework will be required to improve the student's GPA.

This takes out the ambiguity and grey areas. It is perfectly fine to use a GPA stipulation like this. For the programs that reside in COED, we use a 2.5 as the cut off point. Again, as long as this requirement is widely published and communicated, you can increase it.

Please let me know if you have other questions.

Enjoy your long weekend,

Amanda K. Macon, MEd | Director of Teacher Education Advising, Licensure and Recruitment

UNC Charlotte | 119 College of Education

9201 University City Blvd. | Charlotte, NC 28223

Phone: 704-687-8684 | Fax: 704-687-3774

amandamacon@uncc.edu | <http://www.uncc.edu>

If you are not the intended recipient of this transmission or a person responsible for delivering it to the intended recipient, any disclosure, copying, distribution, or other use of any of the information in this transmission is strictly prohibited. If you have received this transmission in error, please notify me immediately by reply e-mail or by telephone at 704-687-8684. Thank you.

From: Gall, David
Sent: Sunday, September 02, 2012 9:22 AM
To: Macon, Amanda
Subject: legal

Dear Amanda,

Please check the stipulations in the statement below regarding its legality. We are trying to ensure that students are monitored and informed about progress in a timely manner but we're unsure of its legality, just thought you might know. If you can respond to this asap (tomorrow or tonight would be good), it would be helpful.

A student's GPA cannot fall below 2.75 for 2 consecutive semesters without consequences to their future in the program. Additional coursework may be required to improve the student's GPA.

--

D A Gall

Assistant Professor

Art Education

Winningham 203 H

Phone: 704 687 0193

<u>B.F.A.</u> <u>With an</u> <u>Art Education</u> <u>Concentration</u>	Credits 82 in the Major	Term	Grade Must maintain 2.5 GPA overall
Foundation Studios (12 credits)			
ARTB 1201 2D Design	3		
ARTB 1202 3D Design	3		
ARTB 1203 Drawing 1	3		
ARTB 1206 Conceptual Practices	3		
Art History Courses (9 credits)			
ARTH 1211 Art Hist. Surv. 1	3		
ARTH 1212 Art Hist. Surv. 2	3		
ARTH 2110 Contemporary	3		
Introductory Studios (15 credits)			
ARTP 2131 Painting 1 or ARTB 2000 level Drawing	3		
ARTR 2161 Print Media: Silkscreen, Relief, Mixed Media	3		
ARTM 2105 Digital Media	3		
Take one 2000 level 3D class from areas: ARTC, ARTE, ARTZ	3		
Take one more 2000 level 3D class from a different area: ARTC, ARTF, ARTZ	3		
Intermediate Studio Courses (6 cr.) <i>Take any studio class at the 3000 level: ARTC, ARTD, ARTE, ARTG, ARTL, ARTM, ARTP, ARTB, ARTI, ARTZ</i>			
ART_ 3000 Level	3		
ART_ 3000 Level	3		
Transfer students: Both classes must be taken at UNCC.			
Art Education Courses (30 credits)			
ARTE 2100 Intro to Art Ed.	3		
ARTE 3121 Elementary Art Education Methods	3		
ARTE 3123 Critical and Creative Thinking in AE	3		

ARTE 3124 Transcultural Identities and Art Education Methods	3		
ARTE 4122 Secondary Art Education	3		
ARTE 4124 Contemporary Issues in the Art Education	3		
ARTE 4467 Student Teaching	12		
Transfer students: At least 24 Art Education credits must be taken at UNCC.			
Education Courses (9 credits)			
SPED 2100 Intro to Special Needs	3		
EDUC 4290 Learning Differentiation	3		
EIST 4100 Computer Applications in Education	3		
BFA Portfolio Review (1 credit)			
ARTA 3201 BFA Portfolio Review	1		
TOTAL: 82 credits			

BEGINNING IN FALL 2014

Applicants to the BFA with a concentration in Art Education must have a cumulative 2.5 GPA as well as a 2.5 GPA in all major ART_ classes and SPED 2100 to enter the program. Other requirements are listed elsewhere.

GRADUATION: Students in the BFA with a concentration in Art Education must maintain a cumulative 2.5 GPA as well as a 2.5 GPA in all major ART_ classes, SPED 2100, EDUC 4100, and EDUC 4290, and meet all additional requirements for Student Teaching in the College of Education.

**Total credits required for a BFA
Degree with a Concentration in Art
Education: 127**

DEGREE PROGRAMS

MAJORS

The Department of Art and Art History offers a diverse and comprehensive program leading to a Bachelor of Fine Arts in Art, (a professional degree in either studio Art or Art Education), a Bachelor of Arts, (a liberal arts degree in studio art), and a Bachelor of Arts in Art History. Students pursuing the Bachelor of Fine Arts in Art are required to select a studio concentration in ceramics, digital media, fibers, graphic design, illustration, painting, photography, print media, or sculpture, or an Art Education concentration leading to K-12 Licensure.

MINORS

Students may earn a minor in Art History.

COURSE REQUIREMENTS

The degree programs are structured upon the following premises:

- Students need a basic level of skill and aesthetic sensitivity in a variety of studio disciplines.
- Students need an awareness of the common core of historical and theoretical knowledge in the arts.
- Students need in-depth knowledge to critically synthesize formal and conceptual aspects of work in a specific area of study.

Studio Art courses are open to Art majors only. Most Art History courses are open to any major. Students must receive a grade of C or above in all courses applied to the major or minor (B or above required in ARTE 2100 for students in the Art Education concentration). Students cannot advance to the next course in a sequence until a grade of C or above is earned in prerequisite courses (B or above required in ARTE 2100 for students in the Art Education concentration). Students seeking admission to Art or Art History majors must have a cumulative GPA of 2.5. A GPA of 2.5 (in major courses only) is required for graduation. Students seeking admission to and graduation from the concentration in Art Education have additional requirements (see the section on the Art Education concentration below).

Students intending to earn either the BFA in studio Art/Art Education or the BA in Art should take three ARTB 120x courses, one ARTH course (ARTH 1211, 1212, or 2110), and ENGL ~~1201~~ 1101 in the first semester of their Freshman year. All of the General Education courses should be organized around the Art requirements. It is usually not possible to graduate in four years without taking this number of Art courses right away. Prerequisite sequencing dictates the time to graduation and all students should become thoroughly familiar with course descriptions in the *UNC Charlotte Undergraduate Catalog*.

All transfer courses are automatically reviewed by the Office of Undergraduate Admissions. Students seeking to appeal the official transfer designations for ARTx courses, must provide the Department Academic Advisor with copies of the official course descriptions and a syllabus for each course requested for consideration. Portfolios of creative work from each of the individual studio courses may also be required.

ACADEMIC ADVISING

All Art and Art History majors are required to meet with the Academic Advisor in the Department of Art and Art History each semester. Students will not be able to register for any course at UNC Charlotte without attending the mandatory advising meetings. The Academic Advisor is available year-round.

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Career mentoring in studio, art history, and art education is offered by individual faculty members who are active professionals in those areas of study. Contact is best done by email or telephone. Most professors are available for appointments from the first day of classes until the last day of classes each Fall and Spring semester. Requirements for degrees and minors, as well as 4-year B.F.A. calendars are available in the department office and [online](#).

Students seeking to confirm that General Education graduation requirements are met should use the automated CAPP Degree Evaluation system online in 49er Express (49erexpress.uncc.edu). Those seeking confirmation of Art requirements must contact the Academic Advisor.

BACHELOR OF ARTS IN ART (B.A.)

The B.A. in Art is a 39 semester hour program recommended for those interested in a double major, or for those intending to pursue a career in a discipline other than art. It is not intended for students interested in an in-depth study in a single studio area. A cumulative GPA of 2.5 is required for admission. A GPA of 2.5 in the major is required for graduation.

All studio students must apply for Art major status by submitting a portfolio of work to the department. Portfolios are reviewed once per year in the Spring. Students cannot take any studio course without having Art major status. All studio students, even those seeking the B.F.A. degree, begin in the B.A. program.

~~Students pursuing this degree may also pursue K-12 Teacher Licensure by completing the Minor in Art Education. The licensure program requires additional Art, Art Education, and Education courses. Students must apply separately to the major and to the Teacher Education program, which is administered jointly by the Department of Art and Art History and the College of Education.~~

REQUIREMENTS FOR B.A. IN ART

BASIC FOUNDATION STUDIOS (12 credits)

All 4 courses are required

- ARTB 1201 2D Design (3)
- ARTB 1202 3D Design (3)
- ARTB 1203 Drawing 1 (3)
- ARTB 1206 Conceptual Practices (3)

ELECTIVE STUDIO COURSES (15 credits)

Students should select five of the following 2000/3000-level studio courses. At least 9 of these credits must be taken at UNC Charlotte.

- ARTx any 2000-level 2D studio course (ARTB 1205 Figure Drawing is also an option)*
- ARTx any 2000-level 3D studio course**
- ARTx any 2000- or 3000-level studio course
- ARTx any 2000- or 3000-level studio course
- ARTx any 2000- or 3000-level studio course

**Options for 2000-Level 2D Courses:*

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- ARTD 2139 Drawing 2
- ARTG 2180 Graphic Design Methods
- ARTG 2181 Graphic Design 1
- ARTL 2186 Illustration 1
- ARTM 2105 Digital Media 1
- ARTP 2131 Painting 1
- ARTR 2161 Print Media: *Serigraphy Silkscreen, Relief and Mixed Media*
- ARTR 2162 Print Media: *Intaglio Methods*
- ARTT 2191 Photo Media 1

****Options for 2000-Level 3D Courses:**

- ARTC 2171 Ceramic Handbuilding
- ARTC 2172 Ceramic Wheel 1
- ARTF 2151 Fibers 1
- ARTF 2257 Mixed Media Books Arts and Papermaking
- ARTZ 2104 Installation Art 1
- ARTZ 2141 Sculpture 1

Students intending to pursue the B.F.A. program should complete the following courses in the anticipated area of studio concentration. These courses meet the B.A. Elective Studio requirements and will be required for the B.F.A. degree in the selected [studio](#) concentration. [Students pursuing the Art Education concentration will have different requirements and must attend an Art Education Informational Session during their first semester at UNCC for specific information about the program and the calendar of classes.](#)

Ceramics (ARTC)

Option 1:

- ARTC 2171 Ceramics Handbuilding
- ARTC 3171 Ceramic Sculpture
- ARTC 3273 Ceramic Studio 3

Option 2:

- ARTC 2172 Ceramics Wheel 1
- ARTC 3172 Ceramics Wheel 2
- ARTC 3273 Ceramic Studio 3

Digital Media (ARTM)

- ARTM 2101 Digital Media
- ARTM 3103 Digital Media 2
- ARTM 3105 Video Art

Fibers (ARTF)

- ARTF 2151 Fibers 1
- ARTF 3352 Fibers 2: Surface Design 1
- ARTF 3353 Fibers 3: Constructed Textiles 1

Graphic Design (ARTG)

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- ARTG 2180 Graphic Design Methods
- ARTG 2181 Graphic Design 1
- ARTG 3183 Graphic Design 2

Illustration (ARTL)

- ARTL 2186 Illustration 1
- ARTL 3186 Illustration Media and Methods
- ARTB 1205 Figure Drawing I

Painting (ARTP)

- ARTP 2131 Painting 1
- ARTP 3161 Mixed Media: Works on Paper
- ARTP 3131 Abstract Painting

Photo (ARTT)

- ARTT 2191 Photographic Media 1
- ARTT 3191 Camera & Light
- ARTT 3190 Digital Photography

Print Media (ARTR)

- ARTR 2161 Print Media: [Serigraphy](#) [Silkscreen](#), Relief & Mixed Media
- ARTR 2162 Print Media: Intaglio Methods
- ARTR 3162 Print Media 3

Sculpture (ARTZ)

- ARTZ 2141 Sculpture 1: Why Sculpture
- ARTZ 3142 Sculpture 2: Object vs. Event
- ARTZ 3243 Sculpture 3: Content

ART HISTORY (9 credits)

All 3 courses are required

- ARTH 1211 Art History Survey 1
- ARTH 1212 Art History Survey 2
- ARTH 2110 Contemporary Art History

SENIOR SEMINAR

Students should take their last Elective Studio with this class

- ARTA 4600 Senior Seminar

This Senior level course should be taken during your last one or two semesters of study at UNC Charlotte. Because you assemble your professional portfolio in Senior Seminar, you want to include only your best work. Senior Seminar fulfills one of the two Writing Intensive requirements in General Education, as well as the Oral Communication requirement.

BACHELOR OF FINE ARTS in ART WITH A STUDIO CONCENTRATION (B.F.A.) **the Art Education concentration requirements are different and are listed below*

This degree provides in-depth study in one or more concentration areas. A cumulative GPA of 2.5 is required for admission. A GPA of 2.5 in the major is required for graduation. Because it requires ~~80-81~~ credits of courses in this department, and because many of the concentration courses are sequential, it is important to begin taking ~~3~~three studio courses and one art history course during the first semester of study. Do not complete the General Education courses before beginning the courses in the major. This will delay time to graduation. Four year schedules differ for each concentration and are available online or in the departmental office.

Art majors in the BA studio program apply to the BFA degree program by taking and passing a 1 credit course (ARTA 3201) during their sophomore year. During the class, students assemble another portfolio of work and written documentation, which they later submit to the BFA Review Committees. Students may not take advanced studio courses without having passed this course and gained acceptance into the BFA program.

CONCENTRATION AREAS

- **ARTC** Ceramics
- **ART_** Cross Disciplinary (*pre-approval required*)
- **ARTM** Digital Media
- **ARTF** Fibers
- **ARTG** Graphic Design
- **ARTL** Illustration
- **ARTP** Painting
- **ARTT** Photography
- **ARTR** Print Media
- **ARTZ** Sculpture

REQUIREMENTS FOR B.F.A. IN ART

BASIC FOUNDATION STUDIOS (15 credits)

All 5 courses are required

- ARTB 1201 2D Design
- ARTB 1203 Drawing 1
- ARTB 1202 3D Design
- ARTB 1205 Figure Drawing
- ARTB 1206 Conceptual Practices

INTRODUCTORY STUDIOS (15 credits)

All 5 courses are required

These studios consist of the introductory 2000-level courses in each concentration area. Students must take a total of 5 courses. Two of the courses must be from a two-dimensional area and two must be from a

Catalog copy

three-dimensional area. The fifth course may be from either area, depending on the student's discipline. Certain courses are mandatory for each concentration, and each concentration requires different courses. See below for details.

All 2000-level courses have prerequisites of certain Basic Foundation Studios. The 2000-level courses are prerequisites for 3000- and 4000-level courses. Make sure to check the prerequisites and course descriptions for each course.

Specific Introductory Studio Requirements for Each Concentration Area

CERAMICS

1. ARTC 2171 Ceramic Handbuilding *and*
2. ARTC 2172 Ceramic Wheel *and*
3. ARTZ 2141 Sculpture 1 *and*
4. 1 course from any of these areas: ARTD, ARTG, ARTL, ARTM, , ARTP, ARTR, ARTT *and*
5. 1 more course from a different area: ARTD, ARTG, ARTL, ARTM, ARTP, ARTR, ARTT

CROSS DISCIPLINARY (See Academic Advisor)

DIGITAL MEDIA

1. ARTM 2105 Digital Media *and*
2. Any ARTC, ARTZ, or ARTF course at the 2000-level *and*
3. 1 course from ARTC or ARTF *and*
4. 1 more course from any of these areas: ARTD, ARTG, ARTL, ARTP, ARTR, ARTT *and*
5. 1 more course from any of these areas: ARTC, ARTD, ARTE, ARTG, ARTL, ARTM, ARTP, ARTR, ARTT, ARTZ

FIBERS

1. ARTF 2151 Fibers 1 *and*
2. ARTF 2257 Mixed Media Book Arts & Papermaking *and*
3. ARTZ 2104 Installation Art 1 *and*
4. 1 more course from any of these areas: ARTD, ARTG, ARTL, ARTM, , ARTP, ARTR, ARTT *and*
5. 1 more course from any of these areas: ARTD, ARTG, ARTL, ARTM, ARTP, ARTR, ARTT

GRAPHIC DESIGN

1. ARTG 2180 Graphic Design Methods *and*
2. ARTG 2181 Graphic Design 1 *and*
3. ARTM 2105 Digital Media *and*
4. 1 course from any of these areas: ARTC, ARTE, ARTZ *and*
5. 1 more course from a different area: ARTC, ARTE, ARTZ

ILLUSTRATION

1. ARTL 2186 Illustration 1 *and*
2. ARTD 2139 Drawing 2 *and*
3. 1 course from any of these areas: ARTC, ARTE or ARTZ *and*
4. 1 more course from any of these areas: ARTC, ARTE, ARTZ *and*

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5. 1 more course from any of these areas: ARTC, ARTD, ARTE, ARTG, ARTL, ARTM, ARTP, ARTR, ARTT, ARTZ

PAINTING

1. ARTP 2131 Painting 1 *and*
2. ARTD 2139 Drawing 2 *and*
3. ARTR 2161 Print Media: *Serigraphy Silkscreen*, Relief, Mixed Media *and*
4. 1 course from any of these areas: ARTC, ARTE, ARTZ *and*
5. 1 more course from any of these areas: ARTC, ARTE, ARTZ

PHOTOGRAPHY

1. ARTT 2191 Photo Media 1 *and*
2. ARTM 2105 Digital Media *and*
3. 1 other course from any of these areas: ARTC, ARTE, ARTZ *and*
4. 1 other course from any of these areas: ARTC, ARTE, ARTZ *and*
5. 1 more course from any of these areas: ARTC, ARTD, ARTE, ARTG, ARTL, ARTM, ARTP, ARTR, ARTT, ARTZ

PRINT MEDIA

1. ARTR 2161 Print Media: *Serigraphy Silkscreen*, Relief, Mixed Media *and*
2. ARTR 2162 Print Media: Intaglio Methods *and*
3. ARTM 2105 Digital Media *and*
4. 1 course from any of these areas: ARTC, ARTE, ARTZ *and*
5. 1 more course from any of these areas: ARTC, ARTE, ARTZ

SCULPTURE

1. ARTZ 2141 Sculpture 1: Why Sculpture *and*
2. ARTZ 2140 Installation 1 *and*
3. ARTM 2105 Digital Media *and*
4. 1 more course from any of these areas: ARTD, ARTG, ARTL, ARTM, ARTP, ARTR, ARTT *and*
5. 1 more course from any of these areas: ARTC, ARTD, ARTE, ARTG, ARTL, ARTM, ARTP, ARTR, ARTT

ANY ART ELECTIVE (3 credits)

Students should take any kind of course in this department (except ARTE 2121). Students may want to take an additional Introductory Studio. If an Art History course is selected, students will automatically earn a Minor in Art History, but they will need to submit a *Change of Major/Minor* form to the Office of the Registrar in order to reflect this on their official record.

ADVANCED STUDIOS (6 credits)

Two studio courses are required at the 3000- or 4000- level. These courses have prerequisites at the 2000-level (or above). In addition to regular studio courses from any concentration area, you may choose a studio internship or independent study. Art History and Art Education courses do not count towards these requirements.

CONCENTRATION STUDIOS (21 credits)

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Students must complete 7 advanced courses in their chosen concentration. They are specified below. Many of these courses are sequential and require BFA status as one of the prerequisites. Students will need to register for the BFA Portfolio Review course (ARTA 320 simultaneously with the first 3000 level course in the concentration. Students should take the BFA Senior Exhibit course (ARTA 4601) and Senior Seminar simultaneously with the last Projects course in their concentration.

Requirements for Each Concentration Area

CERAMICS

1. ARTP 3131 Abstract Painting *or* ARTP 3161 Mixed Media *or* ARTZ 3142 Sculpture 2 *or* ARTF 3353 Fibers 3
2. ARTC 3171 Ceramic Sculpture *or* ARTC 3172 Ceramics Wheel 2
3. ARTC 3273 Ceramics 3
4. ARTC 3274 Ceramics 4
5. ARTC 4175 Ceramics 5
6. ARTC 4971 Ceramics Projects 1
7. ARTC 4972 Ceramics Projects 2

DIGITAL MEDIA

1. Any Art Studio course at the 3000- or 4000-level
2. ARTM 3101 Digital Art 2
3. ARTM 3103 Animation & Interactivity
4. ARTM 3105 Video Art
5. ARTM 3205 Interactive Art & Design
6. ARTM 4901 Digital Projects 1
7. ARTM 4902 Digital Projects 2

FIBERS

1. ARTZ 3104 Installation Art 2
2. ARTF 3352 Fibers 2: Surface Design 1
3. ARTF 3353 Fibers 3: Constructed Textiles 1
4. ARTF 3354 Fibers 4: Surface Design 2
5. ARTF 3355 Fibers 5: Constructed Textiles 2
6. ARTF 4951 Fibers Projects 1
7. ARTF 4952 Fibers Projects 2

GRAPHIC DESIGN

1. ARTM 3103 Animation & Interactivity
2. ARTM 3205 Interactive Art & Design
3. ARTG 3183 Graphic Design 2
4. ARTG 3184 Typography
5. ARTG 4180 Communications Design
6. ARTG 4181 Print Production
7. ARTG 4982 Graphic Design Projects

ILLUSTRATION

1. ARTD 3134 Figure & Anatomy
2. ARTL 3086 Topics in Illustration *or* ARTP 3161 Mixed Media
3. ARTL 3186 Illustration: Media/Method

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4. ARTL 3187 Children's Book Illustration
5. ARTL 3188 The Figure in Illustration
6. ARTL 3286 Illustration Sequence/Story
7. ARTL 4981 Illustration Projects

PAINTING

1. ARTH 3114 Art History Methods **or** ARTH 3100 Field Study in Visual Arts **or** ARTA 3801 Visual Arts Workshop **or** ARTR 3162 Print Media 3 **or** ARTD 3134 Figure & Anatomy **or** ARTT 3190 Digital Photography **or** ARTF 3352 Constructed Textiles 1
2. ARTP 3131 Abstract Painting
3. ARTP 3132 Figure in Painting
4. ARTP 3161 Mixed Media
5. ARTP 4931 Painting Projects 1
6. ARTP 4932 Painting Projects 2
7. ARTP 4933 Painting Projects 3

PHOTOGRAPHY

1. ARTM 3105 Video Art **or** ARTM 3205 Interactive Art & Design **or** ARTM 3103 Animation & Interactivity
2. ARTT 3190 Digital Photography
3. ARTT 3191 Camera & Light
4. ARTT 3391 Black & White Printing
5. ARTT 4291 Advanced Photo Media
6. ARTT 4991 Photography Projects 1
7. ARTT 4992 Photography Projects 2

PRINT MEDIA

1. Take 1: ARTM 3105 Video Art **or** ARTT 3190 Digital Photography **or** ARTP 3131 Abstract Painting **or** ARTF 3352 Fibers 2: Surface Design 1 **or** ARTF 3353 Fibers 3: Constructed Textiles 1
2. Take another 1: ARTM 3105 Video Art **or** ARTT 3190 Digital Photography **or** ARTP 3131 Abstract Painting **or** ARTF 3352 Fibers 2: Surface Design 1 **or** ARTF 3353 Fibers 3: Constructed Textiles 1
3. ARTR 3162 Print Media 3
4. ARTR 3263 Print Media 4
5. ARTR 4961 Print Media Projects 1
6. ARTR 4962 Print Media Projects 2
7. ARTR 4963 Print Media Projects 3

SCULPTURE

1. ARTZ 3104 Installation Art 2
2. ARTZ 3142 Sculpture 2
3. ARTZ 3243 Sculpture 3
4. ARTZ 3344 Sculpture 4
5. ARTZ 4941 Sculpture Projects 1
6. ARTZ 4942 Sculpture Projects 2
7. ARTZ 4943 Sculpture Projects 3

SENIOR SEMINAR (3 credits)

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1 course required

Students must have Senior status and be in the last one or two semesters in the degree program in order to register for ARTA 4600. It should be taken with the last studio Projects course in the student's concentration.

ART HISTORY (15 credits)

All 5 courses are required

- ARTH 1211 Art History Survey 1
- ARTH 1212 Art History Survey 2
- ARTH 2110 Contemporary Art History
- ARTH xxxx Any Art History course (ARTH 3393 for photography concentration)
- ARTH xxxx Any Art History course

B.F.A. PORTFOLIO REVIEW (1 credit)

1 course required

Students should register for ARTA 3201 during the semester they take the first 3000-level course in their concentration. Students will prepare a portfolio of images and a written statement related to their concentration. Students will not be able to continue with advanced courses unless they pass this course. If a student does not pass this course, s/he will not gain admission to the B.F.A. degree track. The course may be repeated once if the student would like to re-submit a portfolio to the same concentration. If the student does not pass a second time, s/he may stay with the B.A. in Art degree status. The student also has the option of taking the course again but must submit a different portfolio to a new concentration.

B.F.A. SENIOR EXHIBIT (1 credit)

1 course required

Students should register for ARTA 4601 at the same time that they take the last Projects course in their concentration. All Seniors in the B.F.A. degree program must present a public exhibition of their work.

BFA OF FINE ARTS IN ART WITH A CONCENTRATION IN ART EDUCATION: K-12 ART TEACHER LICENSURE

The Department of Art and Art History offers a program of Art and professional Education courses to prepare students for K-12 Teacher Licensure in North Carolina. Students accomplish this by completing [82](#) credits for the [BFA in Art with a concentration](#) in Art Education. [Students should attend an Art Education Informational Session during their first semester at UNCC for specific information about the program.](#) ~~All students interested in K-12 teaching should contact the Coordinator of Art Education as soon as possible after acceptance to UNC Charlotte.~~

Students must apply separately for the Art Teacher Education Program, administered jointly by the Department of Art and Art History and the College of Education. Forms for the degree requirements and all other licensure requirements are available in the department office or [online](#).

PREREQUISITES FOR ADMISSION TO THE ART EDUCATION CONCENTRATION:

Current UNCC students:

- [Minimum of 2.5 cumulative GPA with at least 45 earned credit hours \(second semester Sophomore year\)](#)
- [Art Major Status](#)
- [Participation in the Art Education Informational Seminar \(Freshman year\)](#)
- [Completion of SPED 2100: Intro to Special Education with earned grade of 'C' or above](#)
- [Completion of ARTE 2100: Intro to Art Education with earned grade of 'B' or above](#)
- [Minimum of 2.5 GPA in any required ART , SPED, EIST, and EDUC courses](#)
- [Submission and acceptance of an Art Education Concentration portfolio \(requirements available online\): this is done by taking ARTA 3201: BFA Portfolio Review](#)
- [Application and acceptance to the Teacher Education Program in the College of Education as follows:](#)
 - [Passing scores of 522 or higher for the total of the three scores on the individual sections of the Praxis I exams \(reading, writing, math\) or approved substitute scores from SAT or ACT as shown below](#)

<u>TEST</u>	<u>SCORE</u>	<u>EXEMPTION ALLOWED</u>
<u>SAT</u>	<u>Total score = 1100</u>	<u>All Praxis 1 tests</u>
<u>SAT</u>	<u>Verbal score = 550</u>	<u>Praxis 1 tests in reading & writing</u>
<u>SAT</u>	<u>Math score = 550</u>	<u>Praxis 1 test in mathematics</u>
<u>ACT</u>	<u>Total score = 24</u>	<u>All Praxis 1 tests</u>
<u>ACT</u>	<u>English score = 24</u>	<u>Praxis 1 tests in reading & writing</u>
<u>ACT</u>	<u>Math score = 24</u>	<u>Praxis 1 tests in mathematics</u>

- [Completed 'goldenrod' application form available in the Office of Teacher Education Advising and Licensure \(TEAL\)](#)
- [Submission of 'goldenrod' application form to TEAL](#)
- [Approval by the Department Chair or designee](#)
- [Criminal Background check; no criminal record](#)

Transfer Students: all of the above is required, with the following additions: _____

- [Unofficial transcripts with evidence of 2.5 GPA or above in classes from previous institutions](#)
- [Recommendation letter by any former college or university faculty member](#)

Continuing in the BFA with the Art Education concentration after Admission:

- [Students must maintain a cumulative GPA of 2.5 and a GPA of 2.5 in all required Art and Professional Education courses. The department only accepts grades of C or above in any major classes.](#)

Students must be formally admitted to the Teacher Education Program before continuing with the following Education and Art Education courses:

- ARTE 43121 Elementary Art Methods
- ARTE 4122 Secondary Art Methods

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- [ARTE 3123 Critical and Creative Thinking in Art Education](#)
- [ARTE 3124 Transcultural Identities and Art Education](#)
- [ARTE 4124 Contemporary Issues in Art Education](#)
- ARTE 4467 Student Teaching in Visual Arts
- EDUC 4290 Modifying Instruction for Learners with Diverse Needs in Elementary School
- EIST 4100 Computer Applications in Education

Graduation with a BFA in ART and a concentration in Art Education:

Students must have:

- [a cumulative 2.5 GPA](#)
- [a 2.5 GPA in all required ART classes, SPED 2100, EIST 4100, and EDUC 4290](#)
- [grades of C or above in all required classes for the major \(B or above in ARTE 2100\)](#)
- [met all requirements for Student Teaching in the College of Education](#)
- [transfer students must have taken at least 24 credits in ARTE classes and 6 credits in Intermediate Studio \(3000 level\) classes at UNCC](#)

REQUIREMENTS FOR B.F.A. IN ART WITH THE ART EDUCATION CONCENTRATION

BASIC FOUNDATION STUDIOS (12 credits)

- [ARTB 1201 2D Design](#)
- [ARTB 1203 Drawing 1](#)
- [ARTB 1202 3D Design](#)
- [ARTB 1206 Conceptual Practices](#)

ART HISTORY (9 credits)

- [ARTH 1211 Art History Survey 1](#)
- [ARTH 1212 Art History Survey 2](#)
- [ARTH 2110 Contemporary Art History](#)

INTRODUCTORY STUDIO COURSES (15 credits)

- [ARTP 2131 Painting 1 or ARTD 2139 Drawing 2](#)
- [ARTR 2161 Print Media: ~~Serigraphy~~ Silkscreen, Relief and Mixed Media](#)
- [ARTM 2105 Digital Media](#)
- [One 2000 level class from ARTC \(Ceramics\), ARTF \(Fibers\) or ARTZ \(Sculpture\)](#)
- [One more 2000 level class from a different area: ARTC, ARTF or ARTZ](#)

INTERMEDIATE STUDIO COURSES (6 credits)

Transfer students: both of these classes must be taken at UNCC

Take any 2 studio classes at the 3000 level: [ARTC](#), [ARTD](#), [ARTF](#), [ARTG](#), [ARTL](#), [ARTM](#), [ARTP](#), [ARTR](#), [ARTT](#), [ARTZ](#)

BFA PORTFOLIO REVIEW COURSE (1 credit)

- [ARTA 3201 BFA Portfolio Review](#)

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ART EDUCATION COURSES (30 credits)

Transfer students: 24 of these credits must be taken at

- ARTE 2100 Introduction to Art Education (3)
- ARTE 43121 Elementary Art Methods (3)
- [ARTE 3123 Critical and Creative Thinking in Art Education \(3\)](#)
- [ARTE 3124 Transcultural Identities and Art Education \(3\)](#)
- [ARTE 4124 Contemporary Issues in Art Education \(3\)](#)
- ARTE 4122 Secondary Art Methods (3)
- ARTE 4467 Student Teaching in Visual Art (12)

PROFESSIONAL EDUCATION COURSES (9 credits)

- EDUC 4290 Modifying Instruction for Learners with Diverse Needs (3)
- EIST 4100 Computer Applications in Education (3)
- SPED 2100 Introduction to Students with Special Needs (3)

PREREQUISITES FOR ADMISSION TO STUDENT TEACHING

Required of all candidates by the College of Education and Art Education [concentration program](#):

- Prior admission to [BFA in Art with the Art Education concentration program](#)
- Overall GPA of at least 2.5
- A GPA of 2.5 and grades of C or above in the [Professional Education and Art courses](#)
- Completion of all other coursework
- Recommendation from the Coordinator of Art Education
- Submission of application packet to Office of Field Experiences (OFE)

126 hours are needed to graduate. If a student is short of credits after completing all of his/her major, minor, and General Education requirements, he/she may add elective credits to make up the deficit.

BACHELOR OF ARTS IN ART HISTORY

The B.A. in Art History is a 36 semester hour program. Students declare a Major in Art History by indicating this on the application to UNC Charlotte, or by filling out a Change of Major/Minor form to record Art History major status. There is no portfolio submission for this degree. A cumulative GPA of 2.5 is required for admission to this major. A GPA of 2.5 in the major is required for graduation. Matriculated and transfer students who do not meet requirements for admission to the program because of special circumstances may petition the Art History Faculty for acceptance into the program. Students seeking to apply course work taken at other institutions to the Art History major must provide *copies of the official course description and a syllabus* for each course requested for consideration.

REQUIREMENTS FOR B.A. IN ART HISTORY

CORE COURSES (12 credits)

4 required courses in Art History are required

- ARTH 1211 Art History Survey I (Prehistoric to 1300 C.E.)

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- ARTH 1212 Art History Survey II (1300 to 1940)
- ARTH 2110 Contemporary Art (1940-Present)
- ARTH 3114 Art History Methods

--or--

- ARTH 3115 Honors Art History Methods

Note: ARTH 1211 and 1212 are normally taken in the Freshman year; ARTH 2110 is normally taken in the Sophomore year or as soon as possible after declaring the major. ARTH 3114 or ARTH 3115 (taught simultaneously) may be taken when the other three core courses have been completed.

ELECTIVE COURSEWORK (18 hours)

- No more than 6 hours are at the 2000-level
- At least 3 hours are in Non-Western Art History
- At least 3 hours are in Ancient Art History (Prehistoric to 500 CE)
- At least 3 hours are in Medieval, Renaissance or Baroque Art History (500-1700 CE)
- At least 3 hours are in Recent Art History (1700 CE-Present)
- At Least 9 hours are at the 3000-level

2000-Level Elective Art History Courses

- ARTH 2001 Topics in Art History
- ARTH 2113 Arts of Africa, the Pacific & the Americas
- ARTH 2140 Medieval Art
- ARTH 2190 Art of the United States

3000-Level Elective Art History Courses in Non-Western Art

- ARTH 3317 Maya Art
- ARTH 3318 Mexica (Aztec) Art
- ARTH 3319 Andean Art

3000-Level Elective Art History Courses in Ancient Art

- ARTH 3320 Ancient Egypt and Near Eastern Art
- ARTH 3322 Ancient Greek Art
- ARTH 3323 Ancient Roman Art

3000-Level Elective Art History Courses in Medieval, Renaissance, or Baroque Art

- ARTH 3349 Gothic Art
- ARTH 3350 Northern Renaissance Art
- ARTH 3351 Italian Renaissance Art
- ARTH 3360 Northern Baroque Art

3000-Level Elective Art History Courses in Recent Art

- ARTH 3100 Field Study in Visual Art
- ARTH 3381 Modernism
- ARTH 3393 History of Photography

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- ARTH 3394 Women and Art

Senior Seminar (3 credits)

One required course

Students majoring in Art History must complete one of the following courses:

- ARTH 4601 Problems in Pre-Columbian Art History
- ARTH 4603 Problems in Ancient Art History
- ARTH 4605 Problems in Renaissance Art History
- ARTH 4609 Problems in Recent Art History

RELATED WORK (3 credits)

Students majoring in Art History must complete one of the following courses*:

- AFRS 2105 Black Images in the Media
- AFRS 2203 African-American Culture I
- AFRS 2206 African Literature, Music and Art
- AMST 3090 Topics in American Film
- AMST 3100 Introduction to American Studies
- ANTH 2050 Topics in Archaeology
- ANTH 2122 Beliefs, Symbols and Rituals
- ANTH 2151 Introduction to Archaeology
- ARCH 4211 Architectural History I: Prehistory-1750
- ARCH 4212 Architectural History II: 1750-Present
- ENGL 2106 Film Criticism
- GEOG 2100 Maps and Graphs
- GERM 3160 Survey of German Film
- HIST 2130 Introduction to Historic Preservation
- HIST 2135 Introduction to Museums and Historic Sites
- HIST 3010 History and Culture Through Film, Non-Western
- HIST 3011 History and Culture Through Film
- HIST 3281 American Cities
- LTAM 3360 Studies in Hispanic Film
- PHIL 3225 Aesthetics
- POLS 3104 Mass Media
- RELS 3101 Greek Myths and Religions
- RELS 3163 The Religious Art and Architecture of India
- RELS 3212 Films and Identity
- RELS 4127 Material Christianity
- RUSS 3203 Russian Civilizations and Culture
- SOCY 2112 Popular Culture
- WMST 2110 Women and the Media
- WMST 3150 Body Image

**Any other course must be preapproved by the Coordinator of Art History and the Department Chair*

MINORS IN ~~STUDIO ART AND~~ ART HISTORY

~~The Minor in Studio Art is currently suspended.~~ Students with any major (except Art History) may earn an 18 credit hour minor in Art History. A GPA of 2.0 is required for admission. Students must earn a C or above in all courses applied toward the Minor in Art History. For details, see the Academic Advisor.

Students pursuing a Minor in Art History must seek permission from instructors to register for any course with an “Art major” prerequisite. Permission is granted at the discretion of the instructor and is not guaranteed.

REQUIREMENTS FOR THE MINOR IN ART HISTORY

- ARTH 1211 Art History Survey 1
- ARTH 1212 Art History Survey 2
- Any four more Art History courses

At least 12 of the credits towards the Minor in Art History must be taken at UNC Charlotte.

CATALOG COPY OF CHANGES IN COURSE DESCRIPTIONS

ARTA 3201. BFA Portfolio Review. (1) Prerequisites: Art major; 2.5 GPA; and grades of C or above in one of the following combination of classes (depending on concentration):

- [Art Education: requirements are listed elsewhere in catalog](#)
- Ceramics: ARTB 1202, ARTB 1206, ARTC 2171, ARTC 2172, either ARTC 3171 or ARTC 3172, concurrent ARTC 3273
- Cross Disciplinary: see Advisor for permit
- Digital: ARTB 1201, ARTB 1203, ARTB 1206, ARTM 2105
- Fibers: ARTB 1202, ARTB 1203, ARTB 1206, ARTF 2151, concurrent ARTF 3352 or ARTF 3353
- Graphic Design: ARTB 1201, ARTB 1203, ARTB 1206, ARTG 2180, ARTG 2181, ARTM 2105, concurrent ARTG 3183
- Illustration: ARTB 1201, ARTB 1203, ARTB 1205, ARTB 1206, ARTL 2181
- Painting: ARTB 1201, ARTB 1203, ARTB 1206, ARTP 2131
- Photography: ARTB 1201, ARTB 1206, ARTT 2191
- Print Media: ARTB 1201, ARTB 1203, ARTB 1206, ARTR 2161 or ARTR 2162
- Sculpture: ARTB 1202, ARTB 1203, ARTB 1206, ARTZ 2141

Students will compile a portfolio of work and written information to apply to any concentration in the BFA track. A passing grade reflects acceptance of portfolio and admission into the BFA degree program. Those denied will maintain BA degree status. May be repeated for credit when applying to a different concentration area. *Graded on a Pass/No Credit basis. (Fall, Spring)*

ARTB 1206. Conceptual Practices. (3) Prerequisite: Art major. Exposes students to the breadth of makers, means, and modes of expression in the contemporary art world during in-class sessions. In-class

discussions, presentations, guest speakers, written assignments, and/or field trips support independent out-of-class studio projects. With these projects, students immediately assume full responsibility for acquiring the means, space and material resources to manifest a creative voice. Experiences are designed to promote the generation of ideas and their integration into objects, sound, digital media, and/or performance. Four contact hours. (*Fall, Spring*)

ARTE 2100. Introduction to Art Education. (3) Prerequisite : Art Major; [C or above in ARTB 1201 or 1202; ARTH 1211 or 1212 or 2110; ENGL 1101 or 1102; 2.5 overall GPA and 2.5 GPA in any completed classes required for the major.](#) Introduction to the history of art education, theories of artistic development, teaching and learning in K-12 art settings and planning lessons. [Students explore philosophical, socio-cultural, political, and personal issues in art and education. A translation of theory to teaching practice leads to the introduction of personal teaching philosophies and unit planning.](#) A [thirty hour](#) practicum is a required part of the course. A grade of B or above is required for admittance to art teacher licensure. Lecture/[Lab-3 5](#) contact hours. (*Fall, Spring*)

ARTE 2121. Developmental Art. (3) Human growth potential, creative and perceptual development, learning objectives, past and current philosophies, and psychology in art. Individual studio problems involving art elements, principles, and media. Four contact hours. For non-majors only. (*Fall, Spring*)

ARTE 4021. Topics in Art Education. (1-3) Prerequisite: Art major. Special topics in art education. May be repeated for credit as topics vary. (*On demand*)

ARTE-43121. Elementary Art Methods. (3) Prerequisites: [students in the Art Education concentration major; admission to College of Education; Education minor.](#) Analysis of learning themes as related to growth and development in the visual arts; organization of tools, media and materials appropriate for the elementary level; curriculum design in planning art units and lessons, evaluation and motivation techniques. ~~Thirty-six hour internship~~ [A practicum](#) in an elementary setting is required where the student will assist the teacher, tutor students and teach a minimum of two art lessons. Lecture/Lab. Five contact hours. (*Spring Fall*)

ARTE 4122. Secondary Art Methods. (3) (O,W) Prerequisites: [students in the Art Education concentration minor; and a grade of C or above in ARTE 4121; admission to College of Education; C or above in ARTE 3121; C or above in or coreq of ARTE 3123.](#) Analysis of learning themes as related to growth and development in the visual arts; organization of tools, media and materials appropriate for the secondary level; curriculum design in planning art units and lessons, evaluation and motivation techniques. [A practicum](#) in a secondary setting is required where the student will assist the teacher, tutor students and teach a minimum of two art lessons. Lecture/Lab. Five contact hours. (*Fall, Spring*)

ARTE 4467. Student Teaching in Art. (12) Prerequisites: ~~Art Education minor grades of C or above in ARTE 2171 or ARTZ 2141 or ART 2151 and ARTM 2105 or ARTR 2161 and ARTP 2131 and ARTE 4121 and ARTE 4122 and SPED 2100 and EIST 4100 and EDUC 4290.~~ [students in the Art Education concentration; admission to College of Education; Completion of all required coursework at UNCC; C or above formal admission to Student Teaching \(College of Education\).](#) A planned sequence of experiences in the student's area of specialization conducted in an approved school setting under the supervision and coordination of a University supervisor and a cooperating teacher. The student must demonstrate the competencies identified for teaching art in an appropriate grade level setting. [Senior exhibit of candidate and student work is required. At least 500 contact hours.](#) (*Fall, Spring*)

ARTE 3123. Critical and Creative Thinking in Art Education. (3) Prerequisites: [students in the Art Education concentration; admission to College of Education; C or above in ARTE 3121; C or above in or co-requisite of ARTE 4122. Candidates design, model, and assess critical and creative learning experiences. Incorporation of learner-centered approaches and development of dynamic environments of thinking through investigations of cognitive, dispositional, and social-emotional aspects of learning in the arts. Critical, creative, and practical thinking skills and dispositions and](#)

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best-practice research. Candidates complete a practicum at an assigned school. Lecture/Lab. Five contact hours. (Spring)

ARTE 3124. Transcultural Identities in Art Education. (3) Prerequisites: students in the Art Education concentration; admission to College of Education; Examines social and cultural theory especially as important to informing effective art teaching. Guidance and practice in research, identification and critical examination of transcultural moments in visual culture/art history for incorporation into all aspects of art teaching. Uses diverse discursive and studio methods to explore and synthesize understanding and mastery of knowledge and skills related to course content. Lecture/Lab. Five contact hours. (Fall)

ARTE 4124. Contemporary Issues in Art Education. (3) Prerequisites: students in the Art Education concentration; admission to College of Education; C or above in ARTE 4123 and ARTE 4122. Investigates contemporary issues in teaching and curriculum development in the visual arts, and contemporary global issues in art, design, visual culture, and 21st century literacies. Introduces principles and theories of arts-based research and critical pedagogies. Candidates complete a practicum at an assigned school. Five contact hours. (Fall)

PROGRAM SUMMARY

- **Credit Hours:** 127 hours
- **Concentrations:** Yes
- **Declaring the Major:** Candidates who seek acceptance to the BFA in Art with an Art Education concentration will meet the following prior requirements:
 - Art major status (All students must begin in the BA in Art program—students cannot initially apply to the BFA in Art with an Art Education Concentration. For instructions on applying to the BA in Art, please see Academic Plan of Study for the Art Major).
 - Attendance at Art Education informational seminar freshman year (transfer students: the year prior to entering the BFA in Art Education program).
 - Application and acceptance to the College of Education (requirements listed below)
 - Minimum of 2.5 cumulative GPA with at least 45 earned credit hours
 - Minimum of cumulative 2.5 GPA in the major requirements and grades of C or above in any required ARTE_, SPED, EDUC, EIST courses (ARTE 2100 requires a B or above)
 - Completion of SPED 2100: Intro to Special Education (with grade of ‘C’ or higher prior to applying for the BFA-Art Ed program)
 - Completion of ARTE 2100: Intro to Art Education (with grade of ‘B’ or higher prior to applying for the BFA-Art Ed program).
 - Passing scores of 522 or higher for the total of the three scores on the individual sections of the Praxis I exams* (reading, writing, math) or approved substitute scores from SAT or ACT as shown below
 - Submission of ‘goldenrod’ application form available in the Office of Teacher Education Advising and Licensure (TEAL)
 - Submission of ‘goldenrod’ application form to TEAL
 - Approval by the Department Chair or designee
 - Criminal Background check; no criminal record
 - Submission and acceptance of BFA Art Education portfolio (includes artwork and written statement) by the posted deadline for the semester you plan to apply to the College of Education. Details on portfolio requirements and deadlines will be disseminated during the yearly Art Education informational seminar.
- **Advising (For the Major):** Advising is required of all majors before each registration period with Departmental Academic Advisor. Faculty members act as career mentors.
- **Advising (For General Education):** Students use CAPP online to monitor completion of general education requirements and meet with Departmental Academic Advisor. All students must demonstrate Foreign Language proficiency through the 1202 level.
- **Minimum Grades/GPA:** Upon entry to the BFA-Art Ed Concentration program, students must maintain a cumulative 2.5 GPA overall to remain in the program. The department only recognizes **B** or above in ARTE 2100 for entry into the program, and **C** or above in all courses required for the major (art education, art history, art studio, and professional education). The BFA with an Art Education Concentration requires a 2.5 cumulative GPA in the major to be eligible for student teaching and to graduate.
- **Teacher Licensure:** YES, via Art Education Concentration in the BFA major and successful completion of student teaching.
- **Evening Classes Available:** YES, but NO major or minor can be completed at night.
- **Weekend Classes Available:** No
- **Other Information:** Student teaching is required the last semester upon completing all other coursework required for the major and degree. A “C” or above in all courses is required for the major (“B” or above in ARTE 2100) and a 2.5 cumulative GPA. Candidates must demonstrate the competencies identified for teaching art and will have achieved formal admission to Student Teaching (College of Education).
- **Contact(s):** Departmental Academic Advisor: Megan Garner (Rowe 173B, MeganGarner@uncc.edu, 704-687-0202). Art Education Coordinator: Dr. David Gall (DavidGall@uncc.edu, 704-687-0193). Dr. Delane Ingalls Vanada (Winn 203D, Delane.Vanada@uncc.edu, 704-687-0181). Dr. Jane Dalton (Jane.Dalton@uncc.edu, 704-687-7194).

PROGRAM REQUIREMENTS

The Art Education Concentration in the BFA degree program is a very structured 4-year curriculum degree first pursued as a BA in Art major. Students should begin taking courses required for admission to the BFA beginning in their freshman year and be prepared to apply for entrance to the College of Education prior to applying for the BFA-Art Ed Concentration major during their sophomore year. Students who are successfully admitted to the College of Education and meet all program requirements may then submit application forms and portfolios for review into the Art Education Concentration in the BFA program. Upon admission, students will take sequential courses in Art Education as well as complete the professional education courses required within the College of Education. One additional summer is required for completion of the major (see suggested plan of study). Students must maintain a 2.5 cumulative GPA and GPA of 2.5 in all required Art and Professional Education classes required to remain in the program. Student teaching is required the last semester upon completing all other coursework required for the major and degree. Student teaching requires an additional application, meeting all GPA requirements, and includes the undergraduate advisor's recommendation.

Areas	Credit Hours	Description
Pre-Major/ Prerequisites	-	
Major: Art, with an Art Education Concentration	82	Required courses in the major/concentration that will satisfy university requirements for General Education: <ul style="list-style-type: none"> ARTE 3121 Secondary Art Methods (Writing Intensive in Major and Oral Communication requirements)
General Education <i>(not satisfied by other major requirements)</i>	37-43	No Gen Ed courses can be used to satisfy related work requirements in the major
Related Work	-	Required clinical observation hours (see requirements for individual ARTE courses)
Foreign Language	8	Any foreign language required through the 1202 level. Exemptions/Proficiencies possible.
Electives	0	Elective credits may be required if students have exemptions for foreign language requirement; usually none for BFA
Total Credit Hours	127	

SUGGESTED PLAN OF STUDY – BFA IN ART, CONCENTRATION: ART EDUCATION

Freshman Year

Course Number	Course Title	Credit Hours	General Education	W/O Course	Notes
<i>Fall Semester</i>					
Art History	Survey I, II, or Contemporary	3			
ARTB 1201	2D Design	3			
ARTB 1203	Drawing I	3			
ENGL 1101	Writing and Inquiry in Academic Contexts I	3	X		
ARTB 1206	Conceptual Practices	3			
<i>***Attend Art Education Informational Seminar</i>					
<i>Spring Semester</i>					
ARTB 1202	3-D Design	3			
ARTP 2131	Painting I	3			Pre-Requisite: ARTB 1201, 1203, 1206
LBST 110x	LBST 1100 Series: Arts and Society	3	X		
ARTH XXXX	Art History: Survey I, II, or Contemporary	3			
ENGL 1102	Writing and Inquiry in Academic Contexts II	3	X		
30 Credit Hours for Year					

Sophomore Year

Course Number	Course Title	Credit Hours	General Education	W/O Course	Notes
<i>Fall Semester</i>					
ARTE 2100	Intro to Art Education (<i>B or above required</i>)	3			
SPED 2100	Special Needs (<i>C or above required</i>)	3			
ARTH XXXX	Art History: Survey I, II, or Contemporary	3			
ARTx 2000 level Studio -3D	ARTC, ARTZ or ARTF	3			Pre-Requisite: ARTB 1202, 1203, 1206
XXXX 1201	Foreign Language 1201 (SPAN 1201, FREN 1201, etc.) (OR take Elective if exempt from Foreign Language)	4			
<i>***Take Praxis I (if applicable) & Join NAEA Student Chapter (recommended)</i>					
<i>Spring Semester</i>					
ARTM 2105	Digital Media	3			Pre-Requisite: ARTB 1201, 1206
ARTR 2161	Print Media: Silkscreen, Relief, Mixed Media	3			Pre-requisite: ARTB 1201, 1203, 1206
XXXX 1202	Foreign Language 1202 (SPAN 1202, FREN 1202, etc.)	4			
Math 110x		3	X		
LBST 2101	Western Cultural and Historical Awareness	3	X		
ARTA 3201	BFA Portfolio Review	1			Pre-requisites vary
<i>***Apply to College of Education (beginning of semester) AND Apply to BFA Art Ed (mid-semester)</i>					
33 Credit Hours for Year					

Junior Year

Course Number	Course Title	Credit Hours	General Education	W/O Course	Notes
<i>Fall Semester</i>					
ARTE 3124	Transcultural Identities in Art Education	3			Pre-Requisite: BFA in Art Ed status; acceptance to COE
ARTE 3121	Elementary Art Education Methods	3			Pre-Requisite: BFA in Art Ed status; acceptance to COE
Math 110x, Stats, or Phil 2105		3	X		
LBST 2102	Global and Intercultural Connections	3	X		
2000 level Studio- 3D area	Take the 2 nd ARTC, ARTZ or ARTF class, but from a different area	3			Pre-Requisites: ARTB 1202, 1203, 1206
<i>Spring Semester</i>					
ARTx XXXX	Any 3000 level studio	3			Pre-requisites vary
XXXX XXXX	Natural Science with or w/o Lab	3	X		
XXXX XXXX	Social Science	3	X		
ARTE 3123	Critical + Creative Thinking in Art Education	3			Pre-Requisite: BFA status; 2.5 GPA, C or above in Elementary Methods; C or above in/or coreq of Secondary Methods
ARTE 4122	Secondary Art Education Methods (W, O)	3	X	X	Pre-Requisite: BFA Status; C or above in Elementary Methods; Coreq of Critical + Creative Thinking in AE
<i>***Attend Art Education Informational Seminar</i>					
30 Credit Hours for Year					

Senior Year

Course Number	Course Title	Credit Hours	General Education	W/O Course	Notes
<i>Fall Semester</i>					
ARTE 4124	Contemporary Issues in Art Ed	3			Pre-Requisite: BFA status; C or above in Critical and Creative Thinking in Art Ed and Secondary Art Ed Methods
EDUC 4290	Modifying Instruction for Learners with Diverse Needs	3			Pre-Requisite: BFA Art Ed status; acceptance to COE
ARTx XXXX	Any 3000 level studio	3			Pre-requisites vary
XXXX XXXX	Science with lab	4	X		
XXXX XXXX	Writing Intensive Class	3	X	X	
<i>***Apply for Admission to Student Teaching (beginning of semester)</i>					
<i>***Take Praxis 2 (recommended).</i>					

<i>Spring Semester</i>					
Course Number	Course Title	Credit Hours	General Education	W/O Course	Notes
ARTA 4467	Student Teaching	12			Must apply semester prior and be accepted to student teach by COE
28 Credit Hours for Year					
Take the following courses during any summer prior to Student Teaching					
Course Number	Course Title	Credit Hours	General Education	W/O Course	Notes
LBST 221X		3			
EIST 4100	Computer Application in Education	3			Pre-Requisite: BFA in Art Ed status; acceptance to COE
6 Credit Hours in Summer					

ADVISING RESOURCES

- General Education Requirements for ALL Students: ucol.uncc.edu/general-education
- Undergraduate Catalog: catalog.uncc.edu
- Central Advising website: advising.uncc.edu
- College of Arts + Architecture advising website: coaa.uncc.edu/academics/academic-advising
- University Advising Center website: advisingcenter.uncc.edu