COURSE INSTRUCTOR
Your instructor for Art Education 5303, Mr. Dave McIntyre, has taught art education at UTEP for 26 years. He holds a BFA in Painting from the University of Tulsa, a M. Ed. in Education and a certificate in Educational Administration from UTEP. Prior to coming to UTEP he was the Visual Arts Facilitator for the El Paso Independent School District for 21 years. He now oversees the undergraduate and graduate art education programs at the university.

COURSE OVERVIEW AND DESCRIPTION
Art Education 5303 (Art Education Curriculum Development) involves independent research in art education curriculum development with regular consultation between student and professor with a special emphasis on the discussion and exchange of ideas concerning curriculum development within public art education today. The importance and role of the visual arts in the public school curriculum will be stressed through lectures, visuals and discussion. The course requires significant reading and research time outside of the class time. Students will be expected to participate in, bring ideas and issues to the discussion, and raise questions that will be fully investigated by the peer group. Students will research and prepare a variety of written, oral and demonstration projects concerning several assigned art education curriculum issues during the semester.

COURSE PREREQUISITES
• Hold an undergraduate degree in art or education or related field. Students are expected to be admitted or in the process of admittance to the graduate art education program within the first six hours of degree pursuit.
• Student will have completed the Art Education 5301 Current Trends in Art Education course prior to admittance to Art Education 5303.

COURSE GOALS
Students will research and prepare a variety of written, oral and demonstration projects concerning several assigned art education curriculum issues during the semester. At least one of the assignments will involve a fully developed art curriculum course manual or guide that reflects lesson planning, course objectives, timeline, material and methods
development, and local and national art education standards. These projects will be subject to professor and peer review and discussion.

COURSE OUTCOMES
- Art Education 5303 students will benefit from strict research and writing on specific topics in art education curriculum development.
- Students will become familiar with the various methods and techniques utilized in developing new ideas, lesson plans and timed curriculums in art education.

REQUIRED ASSIGNMENTS
During the semester students will be expected to complete a number of specific classroom assignments. These will include (but are not limited to):

- At least two short written synopses of an assigned art education curriculum issue.
- An individually designed art education curriculum issue presentation that can potentially impact (positively or negatively) public art education.
- A fully developed term paper, with bibliography and sources concerning one of the curriculum issues listed in the course syllabus (or an issue that is pre-approved by the course instructor).

COURSE POLICIES AND ATTENDANCE
The course will be graded with a weighted grading system with the following grade values:
- Short paper 10%
- Short paper 10%
- Individual presentation: 20%
- Term paper: 40%
- Participation, discussion and attendance: 20%

Class sessions are weekly. Students are expected to attend all class sessions for the full length of time. In that there are 15 sessions for this course during the semester it is necessary that you attend all classes. If you have more than two unexcused absences during the semester your grade will be affected. If you have an emergency and cannot attend class please contact me or call the Art Office. Students will be allowed two excused absences during the semester.
CALENDAR

A detailed calendar of course assignments for the semester will be distributed during the first class session Tuesday, August 26th.

Projects will be developed in a detailed and rigorous manner. Students will be required to document and/or present all components, events and details of the project in a sequential format. Students will submit a written proposal of projects prior to initiation. Students will prepare a detailed presentation of lesson planning (when appropriate), implementation components, resources, budget, feasibility and time line/schedule for peer review to a panel of art education graduate students and the course instructor. Choose from the following topics:

1. Design a curriculum project that incorporates student involvement in museum activities (such as a student docent program, student independent research or similar).

2. Design a historical visual art curriculum project that involves the visual and societal arts of another contemporary culture.

3. Design a curriculum project that involves a visual arts timeline of events from a chosen era of art history.

4. Design a curriculum project that requires a total presentation and implementation involving multi-media processes and techniques.

5. Design a curriculum project that involves cross curricular applications in at least two different core subject areas (math, science, social studies, reading).

6. Design and profile a working advanced art education course program that models or is equal to either Advanced Placement Art or International Baccalaureate Art programs.

You may offer your own suggestions and proposals for your particular course work. All proposals must be approved prior to beginning work.

PLAGIARISM/ACADEMIC DISHONESTY STATEMENT

Cheating/Plagiarism: Cheating is unethical and not acceptable. Plagiarism is using information or original wording in a paper without giving credit to the source of that information or wording; it is also not acceptable. Do not submit work under your name that you did not do yourself. You may not submit work for this class that you did for another class. If you are found to be cheating or plagiarizing, you will be subject to disciplinary action, per UTEP catalog policy. Refer to http://www.utep.edu/dos/acadintg.htm for further information.
DISABILITIES STATEMENT

Disabilities: I will make any reasonable accommodations for students with limitations due to disabilities, including learning disabilities. Please see me personally before or after class in the first two weeks or make an appointment, to discuss any special needs you might have. If you have a documented disability and require specific accommodations, you will need to contact the Disabled Student Services Office in the East Union Bldg., Room 106 within the first two weeks of classes. The Disabled Student Services Office can also be reached in the following ways:

Web: http://www.utep.edu/dsso
Phone: (915) 747-5148 voice or TTY
Fax: (915) 747-8712
E-Mail: dss@utep.edu