COURSE INSTRUCTOR
Your instructor for Art Education 5301, 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. Mr. McIntyre has exhibited paintings throughout the Southwest in numerous juried and group exhibitions. He now oversees the undergraduate and graduate art education programs at the university.

COURSE OVERVIEW AND DESCRIPTION
Art Education 5301 (Current Trends in Art Education) involves research in the literature, trends and publications in art education with a special emphasis on the discussion and exchange of ideas concerning the new strategies and existing problems 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 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.

COURSE GOALS
• Art Education 5301 students will benefit from strict research and writing on specific topics in art education.
• Art Education 5301 students will benefit from rigorous dialogue and discussion on a variety of art education issues and topics within a group of their peers.
• Students will become familiar with the language and vocabulary of art education in public schools, publications, texts and research today.

COURSE OBJECTIVES
• Art Education 5301 students will complete their first component of the graduate art education course block in pursuit of the Art Education Masters Degree.
• Students will interact with peers in discussion of the pertinent art education topics of public education, the laws and trends of art education curriculum that they are involved in and affected by.
• Students will be familiarized with the pertinent topics of art education and its components through discussion, research and writing.

REQUIRED ASSIGNMENTS
• At least two short written synopses of an assigned art education issue.
• A group designed and presented art education curriculum plan or project that can potentially impact the public education art class.
• An individually designed and presented art education project or curriculum issue that can potentially impact public art education.
• A fully developed paper, with bibliography and sources concerning one of the issues listed in the course syllabus.

GRADING AND EVALUATION
The course will be graded with a weighted grading system with the following grade values:
   Short paper 10%
   Short paper 10%
   Individual presentation: 20%
   Group presentation: 20%
   Term paper: 30%
   Participation, discussion and attendance: 10%

COURSE POLICIES AND ATTENDANCE
Class sessions are weekly. Students are expected to attend all class sessions for the full length of time. In that there a minimum of 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, January 20th.

STUDIO/PROJECT/PAPER TOPICS
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 or discuss your own topic idea with the professor:

• Discipline Based Art Education Applications in All Levels Art Curriculum

• Student Behavior and Strategies for Change and Modification in the Art Room

• Teaching Students with Special Needs (Classroom Techniques for Handicapped Students)

• Teaching Art History and Aesthetics (in elementary, middle and high school classroom settings)

• Utilizing Digital Technology strategies in the art studio classroom.

• Integrating Museum Studies and/or virtual art history in the Art Room.

• Design a special student curriculum project that involves the community (mural design, higher education field trip or seminar for students). This project should include pre and post evaluations of the project and documentation of the ongoing events.

• Review the state board of education prescribed secondary art course offerings and devise a plan to implement all offerings on a high school campus. Provide specific budget and staffing needs.

• Review a variety of physical layouts of art classrooms and provide supporting evidence for the most advantageous classroom setting.
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