



the art of education

# **ACADEMIC CATALOG**

Effective January 1 - December 31, 2017

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## WELCOME

**Hi, I'm Jessica Balsley.** Founder of the Art of Education.

Several years ago, as an art teacher working toward my Master's Degree, I began a search for a university with courses designed for art teachers but came up short.

Like so many art teachers, I struggled to find classes that were relevant, practical, and would actually teach something valuable to my career as an art educator!



This frustration led to the creation and development of The Art of Education. That year, my husband Derek and I set out on a mission to provide Ridiculously Relevant Professional Development™ to art teachers around the world.

Since that time, and thanks to our loyal fans, The Art of Education has become the largest provider of professional development for art teachers in the world.

Today, over 500,000 individuals read our online magazine each month while thousands of art teachers attend our conferences and rely on our online graduate classes for license renewal, salary advancement, or to secure a Master's Degree.

Art teachers deserve the highest quality professional development available. The Art of Education not only promotes the idea of lifelong learning but actually makes it happen by providing unique and practical learning opportunities for every art teacher, at every stage of their career.

Sincerely,

Jessica Balsley  
Founder, The Art of Education

# GOVERNANCE AND STAFF

## License and Recognition

The Art of Education is a domestic limited liability company registered in the state of Iowa.

## Board of Directors



**Derek Balsley**  
Founder & CEO



**Jessica Balsley**  
Founder & President

## Curriculum Advisory Board



**Dr. Kristi Bordelon**  
Ph. D Higher Education Leadership  
*Kristi Bordelon Consulting*



**Cindy Ingram**  
MA - Art Education  
*Founder, The Art Curator for Kids*



**Cindy M. Foley**  
MA - Art Education  
*Director of Learning and Experience  
Columbus Museum of Art*



**Anne Weerda**  
M.S.Ed, M.Ed - Educational  
Leadership  
*Founder, Kids at the Core*

## Administration and Staff



**Sarah Ackermann**  
Chief Academic Officer



**Holly Hanke**  
Customer Happiness Manager



**Timothy Bogatz**  
Events Director



**Tracy Hare**  
PRO Director



**Joleen Buttjer**  
Team & Culture Manager/  
Student Services/Registrar



**Wynita Harmon**  
Writer



**Matt Christenson**  
Writer



**Amanda Heyn**  
Senior Editor



**Heather Crockett**  
Dean of the Institution



**Alecia Kaczmarek**  
Content Specialist



**Lindsay Gulbranson**  
Copy Editor



**Chelsea Liske**  
Graphic Designer

## Administration and Staff (continued)



**Kim Meyering**  
Graphic Designer



**Shari Mork**  
Bookkeeper



**Lindsey Moss**  
Writer



**Kelly Phillips**  
Writer



**Melissa Purtee**  
Writer



**Abby Schukei**  
Social Media Manager/Writer



**Cindy Tolliver**  
School Success Manager/Content  
Coordinator/Marketing Specialist



**Sarah Welch**  
Education Specialist



**Debi West**  
Writer

## Instructional Faculty



### **Sarah Ackermann**

- Ph.D. in Education, focus on Art Education, *The University of Missouri*
- Masters in Art Education, *The University of Illinois*
- Bachelors Degree in Art Education, *The University of Illinois*
- Bachelors Degree in Photography, *The University of Illinois*



### **Rachel Althof**

- Doctorate of Education in Art and Art Education, *Columbia University, 2015*
- Master of Arts in Art Education, *Ohio State University, 2004*
- Bachelor of Art Education, *Ohio State University, 2002*



### **Diana Baldensperger**

- Ed.D. Educational Leadership, *Walden University, 2014*
- Bachelor of Arts, English, *Baker College, 2012*
- Master of Arts, Curriculum & Instruction, *Lock Haven University, 2002*
- Teacher Certification, *Eastern Michigan University, 1997*
- Bachelor of Arts, Fine Art, *Edinboro University, 1994*



### **Shannon Bell**

- Master of Arts in Teaching, *Morningside College*
- Master of Arts in Special Education, *Kean University*
- Bachelor of Science in Art Education, *Indiana University*



### **Timothy Bogatz**

- Master of Science, Secondary Education and Art, *The University of Nebraska - Omaha*
- Bachelor of Arts in Art and Bachelor of Arts in K-12 Education, *The University of Iowa*



### **Jennifer Borel**

- Master of Science in Curriculum and Instruction: Concentration as an Effective Practitioner, *Emporia State University*
- Bachelor of Arts Education in Visual Arts Education, Minor in Art History, Concentration in Architecture and Interior Design, *The University of Kansas*



### **Dr. Tiffany Carr**

- Ph.D. Teaching and Learning, *The University of Iowa*
- Master of Arts, Secondary Education, *Viterbo University*
- Bachelor of Arts, Art Education (K-12), *University of Northern Iowa*



## Instructional Faculty (continued)



### Patricia Christiansen

- Master of Arts with Honors, *Iowa State University*
- Non-degree Graduate coursework in Art Education, Education, English Language Learner, *Morningside College, Drake University, Viterbo University*
- Bachelor of Fine Arts with Honors, *The University of Iowa*



### Angela Christopher

- Doctor of Education, Instructional Design and Technology, *The University of Memphis*
- Master of Arts in Teaching, Instruction & Curriculum Leadership, *The University of Memphis*
- Bachelor of Fine Arts, Art Education, *The University of Memphis*



### Kathleen Cigich

- Master of Science in Educational Technology, *Pittsburg State University*
- Master of Science in Educational Administration, *Pittsburg State University*
- Bachelor of Science in Art Education (K-12), *Emporia State University*



### Sarah Dougherty

- Master of Arts in Teaching, *Morningside College*
- Bachelor of Arts in Biological/Pre-Medical Illustration, *Iowa State University*



### Theresa Gillespie

- Master of Arts in Educations & Technology, *Western Governor's University*
- Bachelor of Arts in Art Education, *Augustana College*



### Sarah Hale Keuseman

- Ph.D. in Educational Leadership and Policy Studies, *The University of Iowa*, 2017
- Ed.S. in School Curriculum and Assessment Policy, *The University of Iowa*
- Master of Arts in Education, *Hamline University*
- Post-Baccalaureate Certificate in Environmental Education, *University of Minnesota-Duluth*
- Bachelor of Arts in Studio Art and Education, *St. Olaf College*



### Shelly Hardin

- Arkansas Tech University ESL Academy Graduate, 2013
- Master of Arts in Teaching, *The University of Central Arkansas - Conway*, 2011
- Bachelor of Fine Arts, *The University of Arkansas - Fayetteville*, 2005
- Bachelor of Science in Education, Elementary, *Mississippi State University*

## Instructional Faculty (continued)



**Amber Kane**

- Master of Arts, Concentration in Creativity Studies, *Union Institute & University*, 2012
- Bachelor of Science in Art Education, *Messiah College*, 2007



**Jenna Kelly**

- Master of Fine Arts, *Vermont College*, 2014
- Bachelor of Fine Arts, *Johnson State College*, 2008



**Keith March Mistler**

- Master of Fine Arts in Studio Art Teaching, *Boston University*, 2010
- Bachelor of Arts in Art, concentration in Graphic Design, *Bridgewater State University*, 2007



**Don Masse**

- Single Subject in Art, *San Diego State University*, 2006
- Master of Fine Arts, Studio Art, *Louisiana State University*, 1997
- Bachelor of Fine Arts, Studio Art, *Temple University*, 1993



**Andrew McCormick**

- Master of Fine Arts, Sculpture, *Ohio University - Magna Cum Laude*
- Bachelor of Arts, Art Education, *University of Northern Iowa - Magna Cum Laude*



**Anna Nuttall**

- Master of Education, Integrated Arts, *Plymouth State College*
- Bachelor of Science, Art Education, Concentration Graphic Design, *Plymouth State College*



**Johanna Russell**

- Masters in Art Education, *Viterbo University*
- Bachelor of Arts in Art Education, *The University of Iowa*



**Haley Parker**

- Master of Fine Arts, concentration in Painting and Drawing, *Academy of Art University*, 2015
- Teacher Licensure, Art PK-12, *Roanoke College*, 2008
- Bachelor of Fine Arts, *Roanoke College*, 2007

## Instructional Faculty (continued)



### **Carrie Russoniello**

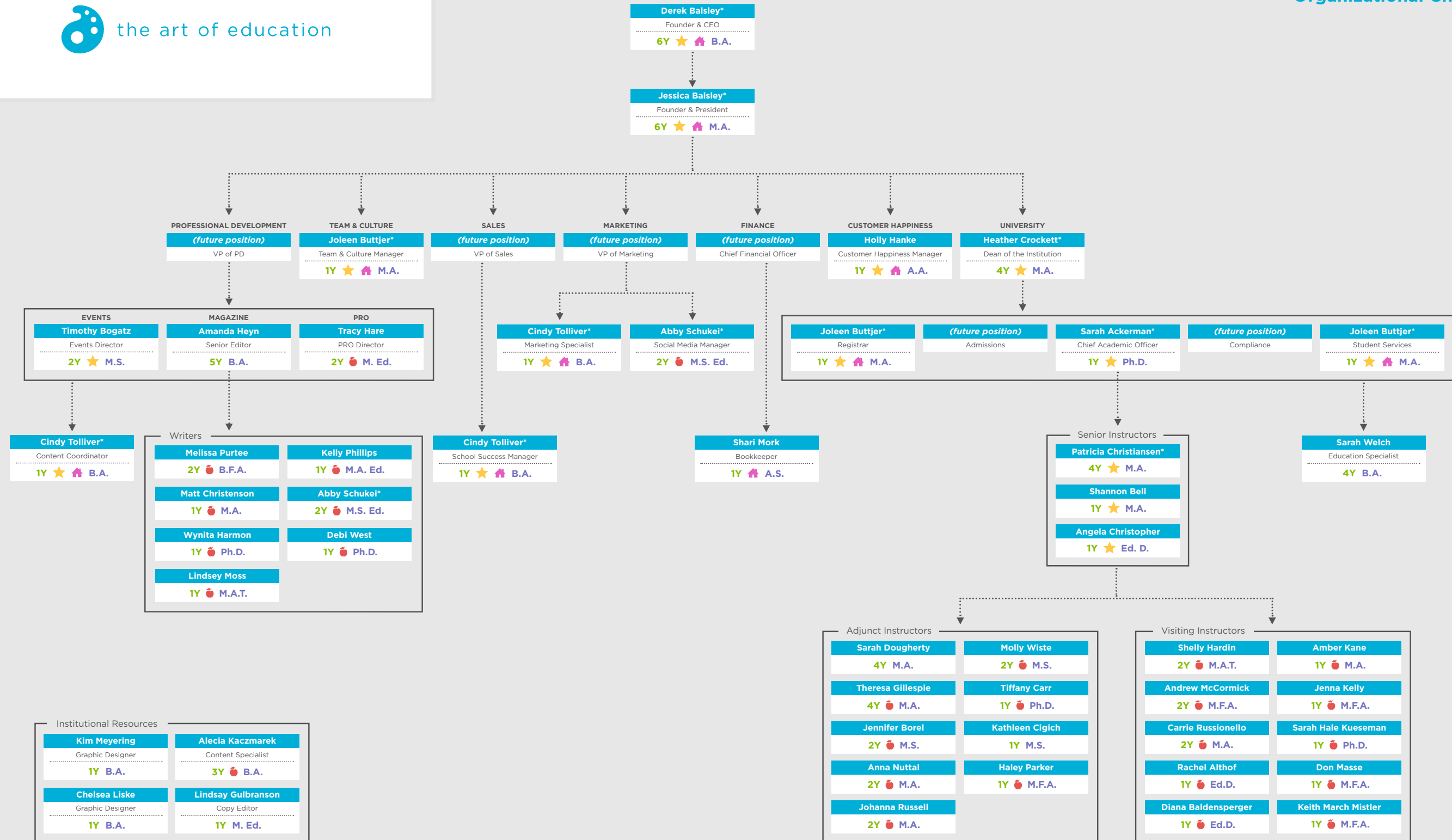
- Master of Arts +30, *Morningside College, The College of New Jersey*
- Master of Arts, Fine Arts Education, *Kean University*
- Bachelor of Science, Elementary Education and Fine Arts, *Seton Hall University*



### **Molly Wiste**

- Master of Science in Education and a Specialization in Teaching, Learning and Leadership, *Southwest State University*
- Bachelor of Science in Art Education, *Winona State University*





Published: 08.07.17 Version: 1.4

**Key:** 5Y Number of years with AOE | ★ Full-time | 🏠 Works at AOE Headquarters | 🍎 Actively Teaching K-12 | M.A. Highest Degree Obtained | \* Holds multiple positions

# ACADEMIC CALENDAR

## Hours of Operation

AOE Administration and Student Services

**9:00am - 5:00pm CST**

Monday - Friday

AOE Faculty is available through email and may or may not be in Central Standard Time.

## Calendar

The following holidays will be observed by the institution and offices are closed.

Additional holidays will be listed on the website.

## Observed Holidays

New Years Day

Good Friday

Memorial Day

Independence Day

Labor Day

Veterans Day

Thanksgiving Day

Day after Thanksgiving

Christmas Day

## Course Details

Courses begin the first of each month.

### 2 credit courses last 4 weeks.

January 1 - January 31  
February 1 - February 28  
March 1 - March 31  
April 1 - April 30  
May 1 - May 31  
June 1 - June 30

July 1 - July 31  
August 1 - August 31  
September 1 - September 30  
October 1 - October 31  
November 1 - November 30  
December 1 - December 31

### 3 credit courses last 5 weeks.

January 1 - February 7  
February 1 - March 7  
March 1 - April 7  
April 1 - May 7  
May 1 - June 7  
June 1 - July 7

July 1 - August 7  
August 1 - September 7  
September 1 - October 7  
October 1 - November 7  
November 1 - December 7  
December 1 - January 7

### 3 credit studio courses last 8 weeks.

January 1 - February 28  
February 1 - March 31  
March 1 - April 30  
April 1 - May 31  
May 1 - June 30  
June 1 - July 31

July 1 - August 31  
August 1 - September 30  
September 1 - October 31  
October 1 - November 30  
November 1 - December 31  
December 1 - January 31

# INSTITUTION MISSION, GOALS, AND OBJECTIVES

## Tagline

The home for amazing art teachers.

## Mission

The Art of Education helps amazing art teachers grow by providing rigorous, relevant, and engaging professional development at every stage of their career.

## What is The Art of Education?

The Art of Education (AOE) is an innovative higher learning institution which believes all art teachers deserve amazing professional development.

The Art of Education not only promotes the idea of lifelong learning but actually makes it happen. Lifelong learning can only occur when continuous, connected, and creative content is delivered in an engaging fashion over a lifetime.

The Art of Education's distance education courses, conferences, workshops, and other valuable resources provide unique and practical learning opportunities for every art teacher at every stage of their career.

## Institutional Objectives

- To employ the best art teachers and art education thought leaders in the world.
- To continue to develop and strengthen existing courses according to our yearly schedule with the best resources, content experts, and modern pedagogy in mind.

# ADMISSIONS

## Admission Policies

Art of Education courses are designed for teachers licensed in the field of art education. While it is not a requirement for applicants to demonstrate education certification it is necessary to demonstrate having earned at a minimum a bachelor's degree.

## Admission Procedures

To enroll in a course, all applicants must complete the following steps:

- 1 Create an account with The Art of Education, which includes creating an individual login, password, and providing basic contact information.
- 2 All students must provide a Social Security Number for unique identifying purposes and graduate coursework processing.
- 3 All students must have earned a minimum of a Bachelor's degree from an accredited institution.
- 4 Confirm receipt and understanding of AOE's policies.
- 5 Demonstrate English Language Proficiency. (see policy below)
- 6 Pay for the course in full. (see Tuition Requirements below)

## Tuition Requirements

Tuition must be paid in full prior to starting a course. AOE accepts purchase orders (P.O.) numbers as payment. Grades will be withheld if payment is not received from the school by the end of the course date.

## Student Identity Verification

Students who enroll in a course must create a unique login and password on the AOE Website. They also must submit a Social Security Number if taking a course for graduate credit. Students must also verify the year and location of an earned bachelor's degree on the enrollment form.

## Transfer Credits

Art of Education courses are taken individually, not for a certificate or degree. Therefore, transfer credit is not accepted.

## Transfer Credit Policies

Any student seeking to transfer graduate credits into a graduate program at another institution is advised to obtain prior approval from said institution.

## International Students

Applicants whose first language is not English must demonstrate English proficiency. Students may use any of the three testing options below to demonstrate English proficiency.

### Testing organizations:

- Test of English as a Foreign Language (TOEFL): <https://www.ets.org/toefl>
- International English Language Testing System (IELTS): <https://www.ielts.org/>
- Pearson Test of English Academic [pearsonpte.com](https://www.pearsonpte.com)

Below are the minimum score requirements for admissions. Students are responsible for providing their score reports prior to course enrollment to Admissions. Without documentation of English proficiency scores, students may be withdrawn from respective courses.

- TOEFL: Destination Institution Code: B814
  - A score of 79 or above on the iBT
  - A score of 550 or above on the pBT
- Pearson Test of English Academic
  - A score of 58 or above
- IELTS
  - A score of 6.5 or above

Additional questions may be directed to [admissions@theartofed.com](mailto:admissions@theartofed.com).



## TUITION AND FEES

### Tuition

Students have the option to earn continuing education credit or graduate credit upon completion of coursework.

Continuing Education Credit	Graduate Credit
<b>\$149 per credit</b> 2 credit classes: <b>\$298</b> 3 credit classes: <b>\$447</b>	<b>\$299 per credit</b> 2 credit classes: <b>\$598</b> 3 credit classes: <b>\$897</b>

### Transfer, Withdrawal, and Tuition Reimbursement

Please refer to the Transfer, Withdrawal, and Tuition Reimbursement Policies (page 38) for more information.

### Financial Aid

The Art of Education does not participate in Federal Financial Aid programs.

# REGISTRATION AND ENROLLMENT

All AOE courses start on the first of the month in which they are scheduled. Students may enroll in a course up to the first day of the class.

## Orientation and Advising

Art of Education courses are offered individually for professional development. Therefore, orientation and official advising are not offered.

## Credit Hour Policy

The Art of Education follows the Carnegie Unit definition of credit hours. Each credit hour is equivalent to 15 hours of academic engagement and 30 hours of preparation. Academic engagement can include viewing lectures, submitting assignments, asking faculty members questions, and participating in an online discussion group. Preparation can include reading texts and web articles and completing assignments.

## Grading System

<b>A</b>	90-100%
<b>B</b>	80-89%
<b>C</b>	70-79%
<b>D</b>	60-69%
<b>F</b>	Below 60%

## Grade Point Average (GPA)

Graduate students must complete a course with a minimum GPA of 3.0 or a grade at above a B (80%) in order to earn credit in a degree program. Non-Graduate students must earn a B (80%) or better to earn Professional Development hours or credits. Students who Audit a course will not receive any credit or hours.

## Repeating a Course

Students may repeat a course to earn a better grade. If choosing to repeat a course, all applicable fees and tuition must be paid.

## **Change of Grade and Grade Appeal Procedure**

A student may appeal the grade for an individual assignment grade and/or final course grade.

If a student feels that a grade is an unfair representation of his/her achievement, the student should first talk with the instructor. If the outcome of that conversation is unsatisfactory, the student should contact the instructor's department head who will discuss the issue with the instructor. The student will receive a response within five business days of filing the complaint.

## **Dean's List and Honors**

The Art of Education courses are taken individually, not for a certificate or degree. Therefore, there are no Dean's List or Honors programs.

## **Intellectual Property**

The Art of Education owns all proprietary rights including patent, copyright, trade secret, and trademark rights, to all instructional and learning materials provided in conjunction with enrollment. No portion of the materials may be copied or otherwise duplicated, nor may the materials be distributed or transferred to any other person or entity. The materials are for the use of the individual student in a course. Any other use of the materials violates the enrollment agreement.

The Art of Education encourages academic scholarship resulting in papers, publications, and presentations and respects student ownership in these areas. Students maintain full ownership of materials developed within the scope of course work.

Each course syllabus is the intellectual property of The Art of Education, LLC. It may not be duplicated or shared in any way without written permission.

# COURSE POLICIES



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**Academic Integrity Policy**



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**Academic Probation & Dismissal Policy**



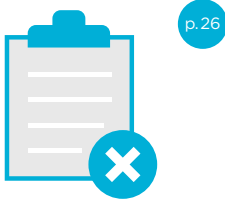
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**Admissions Policy**



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**Americans with Disabilities Act (ADA)**



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**Cancellation Policy**



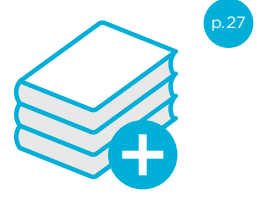
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**Confidentiality & Privacy Policies**



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**Course Access**



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**Course Progress Policy**



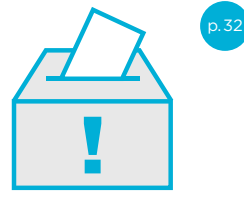
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**Grading Policy**



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**Graduate Credit Information**



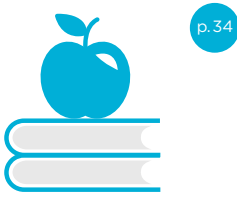
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**Grievance Policy**



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**Non-Discrimination Policy**



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**Non-Graduate Credit Information**



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**Online Learning Expectations**



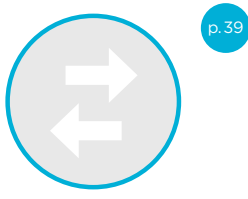
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**Student Code of Conduct Policy**



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**Technology Requirements**



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**Transfer, Withdrawal, & Tuition Reimbursement**



## Academic Integrity Policy

The Art of Education believes academic integrity is essential in order to maintain the validity of all grades and degrees earned. Therefore, AOE adheres to the highest standards when it comes to student scholarly work. While students are encouraged to collaborate and share ideas at times, all work submitted and/or presented by students must be original, unless expressly permitted by the instructor. This work includes, but is not limited to, individual and group work in written, oral, and electronic forms as well as any artistic medium.

### Plagiarism

Plagiarism is a major form of dishonesty. When students use another person's ideas, thoughts, or expressions (in writing or other presentations), each instance must give some form of attribution to the source.

Examples of plagiarism include (but are not limited to):

- Deliberate copying – purchasing and/or submitting another students' work.
- Inaccurate documentation – incorrectly cited or fictitious sources.
- Using a direct quote without quotation marks and appropriate documentation.
- Submitting direct quotes as a paraphrase.
- Failing to cite the original source (particularly with items found on Pinterest or through blog sites).

### Violations

Any work that violates the Academic Integrity Policy will result in grade deductions, academic probation, and/or dismissal. On the student's first offense, the instructor will have the option to allow resubmission of the assignment for half credit. The second violation will receive zero credit, without the option of resubmission. Any additional violations will lead to a failing grade for the course. A student in doubt about his or her responsibility as a scholar, or unsure if a particular action is appropriate, should consult the instructor of the course. action is appropriate, should consult the instructor of the course.



## Academic Probation and Dismissal Policy

The Art of Education reserves the right to dismiss students for infractions detailed below. Students dismissed from AOE are not eligible for future enrollment.

### Academic Integrity

AOE follows the Academic Integrity Policy to determine probation and dismissal of students in courses. After one warning, if the violation of the Academic Integrity Policy continues, the student will be dismissed from the course(s) in which they are enrolled, and will be issued a refund according to the AOE refund policy.

### Class Climate

Participant interactions within the closed-group course are to be professional, confidential, and intellectual. Any participant who disrupts the course will be given a warning on the first offense. If the disruptive behavior persists, the student will be dismissed from the course(s) in which they are enrolled, and will be issued a refund according to the Transfer, Withdrawal, and Tuition Reimbursement Policy.



## Admissions Policy

### Enrollment

The Art of Education courses are designed for practicing art educators. Individuals with background knowledge in art and art education will have the most success in AOE courses.

To enroll in a course, all applicants must complete the following steps:

- 1 Create an account with The Art of Education, which includes creating an individual login, password, and providing basic contact information.
- 2 All students must provide a Social Security Number for unique identifying purposes and graduate coursework processing.
- 3 All students must have earned a minimum of a Bachelor's degree from an accredited institution.
- 4 Confirm receipt and understanding of AOE's policies.
- 5 Demonstrate English Language Proficiency. (see policy below)
- 6 Pay for the course in full. (see Tuition Requirements below)



## Admissions Policy (continued)

### Tuition Requirements and School PO Collections

Full payment is required from individual students before they can enroll in a course via credit card online. School PO's will be accepted at the time of enrollment as a form of payment. A student is allowed to finish a course and receive documentation of the course grade and transcript without the receipt of school payment. The Art of Education works directly with the school for PO collection processes.

### International Students

Applicants whose first language is not English must demonstrate English proficiency. Students may use any of the three testing options below to demonstrate English proficiency.

Testing organizations:

- Test of English as a Foreign Language (TOEFL):  
<https://www.ets.org/toefl>
- International English Language Testing System (IELTS):  
<https://www.ielts.org/>
- Pearson Test of English Academic  
[pearsonpte.com](https://www.pearsonpte.com)

Below are the minimum score requirements for admissions. Students are responsible for providing their score reports *prior* to course enrollment to Admissions. Without documentation of English proficiency scores, students may be withdrawn from respective courses.

- TOEFL: Destination Institution Code: B814
  - A score of 79 or above on the iBT
  - A score of 550 or above on the pBT
- Pearson Test of English Academic
  - A score of 58 or above
- IELTS
  - A score of 6.5 or above

Additional questions may be directed to [admissions@theartofed.com](mailto:admissions@theartofed.com).



## Americans with Disabilities Act (ADA)

### Americans with Disabilities Act of 1990

The Art of Education is committed to complying with all applicable provisions of the Americans with Disabilities Act (ADA) of 1990. The Art of Education does not discriminate against any qualified applicant because of such individual's disability or perceived disability. In keeping with the ADA, the regulations in 29 CFR Part 1630 (1992), and the Rehabilitation Act of 1973 (Section 504), The Art of Education will provide reasonable academic accommodations for students who provide formal documentation outlining their disabilities and their reasonable and appropriate requests. It is the student's responsibility to seek available assistance and to make his or her individual learning needs known to the Chief Academic Officer at the time of enrollment or as their need arises. Documentation to support their disability must be provided at the time of the request. Information regarding a student's disability will remain confidential.

### Qualifying for Services

To receive disability services at The Art of Education, all students must submit an Accommodation Application Form for review. The Chief Academic Officer will review all applications as detailed below.

### Services Provided

The responsibility for determining a student's eligibility for services rests with the Chief Academic Officer (CAO), Sarah Ackermann. After the submitted Accommodation Application is evaluated, the CAO will contact the applicant to discuss any accommodations that may be necessary. The CAO will make the final determination of whether appropriate and reasonable accommodations are warranted and can be provided to the individual based on the information received.

Accommodations may include, but are not limited to:

- Closed-captioning
- Transcriptions of all video/audio materials
- Assignment extensions

All accommodations and services are provided at no expense to the student and are based upon the individual student's needs.





## **Americans with Disabilities Act (ADA) (continued)**

### **Students' Rights**

A college student with a disability has the right to appropriate academic adjustments under Section 504 of the Vocational Rehabilitation Act of 1973 and under the Americans with Disabilities Act. The CAO makes decisions regarding the nature of the adjustments. Provisions protecting the student from discrimination on the basis of a disability are guaranteed. The student has the right to file a grievance concerning any allegation of failure to comply with the laws, regulations, and procedures set forth for people with disabilities. Grievances will be processed through AOE's existing grievance policy and procedures.

### **Students' Responsibilities**

Students with disabilities must demonstrate that they have acquired the same amount of content knowledge as the other students enrolled in the class from which they are requesting modifications. Students with disabilities are obligated to use the modification responsibly. Modifications must be requested in advance, allowing sufficient time for instructors to arrange for the modifications requested. It is the student's responsibility to utilize the services and keep in close contact with the course instructor and the Chief Academic Officer.

### **Faculty Members' Rights and Responsibilities**

When a request for a modification for a specific course is received, faculty members may require verification of the disability from the Chief Academic Officer in the form of a letter. The modification requested must not compromise the content of the course or the requirements for satisfactory course completion.

### **Confidentiality**

Confidentiality of records is required by law and maintained within The Art of Education's Confidentiality and Privacy Policies. The Art of Education may only disclose the specific nature of a student's disability upon written release from that student.

### **Documentation**

The Art of Education will keep disability-related documentation on file for five years after graduation and/or the last day of enrollment. After five years without enrollment or academic activity, disability documentation will be destroyed.

To receive a copy of individual disability documentation, please contact the Registrar at **(515) 650.3198** or email [registrar@theartofed.com](mailto:registrar@theartofed.com).



## Cancellation Policy

All courses require a minimum enrollment of four students by the start date of the course. Should a course fail to meet the minimum enrollment requirement, registered students have the option to transfer to a concurrent or future course offering without penalty or receive a 100% tuition reimbursement.



## Confidentiality and Privacy Policies

### Student Confidentiality

The Art of Education complies with The Family Educational Rights and Privacy Act (FERPA) of 1974. FERPA was designed to protect the privacy of educational records, to establish the rights of students to inspect and review their educational records, and to provide guidelines for the correction of inaccurate or misleading information through informal and formal hearings.

### Academic Records

Except for in circumstances permitted by law, The Art of Education will not disclose a student's education record without obtaining the student's prior written consent.

Students may inspect and review their own records pertaining to admissions and academic standing.

The Art of Education depends on the accuracy of the records submitted by its students. False information on an application or an act to intentionally mislead or misinform a faculty member or administrator will be grounds for disciplinary action, including dismissal.

Students seeking access or amendment to educational records should contact the Registrar at [registrar@theartofed.com](mailto:registrar@theartofed.com) or **(515) 650-3198**.



## Course Access

### Schoology

All courses and coursework are archived in Schoology three weeks after the course end date.

### Course Syllabus

The course syllabus is available to students indefinitely using the syllabus URL. Students must be logged into the AOE website in order to view the syllabus.



## Course Access (continued)

### Copyright

The course syllabus is the intellectual property of The Art of Education, LLC. It may not be duplicated or shared in any way without written permission.



## Course Progress Policy

### Attendance

Coursework is flexible. There are no required log-in times. Students can work at their own pace and even work ahead, as long as they meet the required weekly due dates.

### Satisfactory Academic Standing

To maintain satisfactory academic standing, students must submit assignments and participate in course activities on a weekly basis. To earn graduate credit, students must complete their course with a minimum GPA of 3.0 or a grade at or above a B (80%). Non-Graduate students must earn a B or above to earn Professional Development hours. Students who audit a course will not receive any credit or professional development hours.

### Late Work

All assignments are due on the date posted online. Any late work will be noted by the instructor and will receive half credit, after the first offense. It is the participant's responsibility to check the grade book frequently. Any questions or concerns should be brought to the attention of the course instructor. Students should contact their AOE instructor immediately should an unforeseeable circumstance prevent them from completing an assignment by the assigned date. AOE instructors will try to work with students in order to meet their needs.

### Assignment Extensions

AOE instructors will work with students to set reasonable extensions (an agreed upon time-frame to both the instructor and student) for assignments when unforeseen situations arise. To qualify for an extension, students must reach out to their instructor at least 24 hours before a due date to communicate their inability to complete the assignment on time. Point deductions will not occur for pre-arranged extensions. Point deductions will occur if the instructor is notified within 24 hours or after the assignment due date.



## Course Progress Policy (continued)

### Course Extensions

All work must be completed by the course end date, regardless of extensions given within the course for individual assignments. If special circumstances arise regarding the end date of a course, students should reach out to their instructor.

In very special circumstances, such as health-related or family emergencies, an extension can be given beyond the end date of a course. The limit to the extension is three weeks beyond the end date of a course, and a one-week extension is common protocol. Final grades will be processed within seven days of the extension date.



## Grading Policy

### Grading Scale

<b>A</b>	90-100%
<b>B</b>	80-89%
<b>C</b>	70-79%
<b>D</b>	60-69%
<b>F</b>	Below 60%

### Grade Point Average (GPA)

Graduate students must earn a B (80%) or above, or a minimum GPA of 3.0, at the completion of the course to earn graduate credit. Non-Graduate students must earn a B (80%) or above to qualify for Professional Development (PD) hours or credits. Students who Audit a course will not earn any credit or hours.

### Evaluation Method

Students are expected to submit assignments by the due date and participate in all discussions. Posts and peer responses will be evaluated by the instructor using the rubric and assignment guidelines. Students are encouraged to work on assignments in their numerical order.

AOE Faculty will read and respond to all assignments within 48 hours of the assignment due date. This timeline for instructor feedback has been proven to support and develop a rich and lively class discussion, as peer responses are also due during this two-day window.



## **Grading Policy (continued)**

### **Grade Book**

Grades are posted in the online grade book in Schoology and can be accessed by students at any time. It is the student's responsibility to check the online grade book frequently. Please check for accuracy and contact the course instructor with questions or concerns about an assignment.

### **Change of Grade and Grade Appeal Procedure**

A student may appeal the grade for an individual assignment grade and/or final course grade.

If a student feels a grade is an unfair representation of his/her achievement, the student should first contact the instructor. If the outcome of that correspondence is unsatisfactory, the student should contact the Chief Academic Officer, Sarah Ackermann ([sarahackermann@theartofed.com](mailto:sarahackermann@theartofed.com)), who will discuss the issue with the instructor. The student will receive a response within five business days of filing the complaint.

### **Repeating a Course**

Students may repeat a course to earn a better grade. If choosing to repeat a course, all applicable fees and tuition must be paid.

### **Dean's List and Honors**

AOE courses are taken individually, not for a certificate or degree. Therefore, there are no Dean's List or Honors programs.



## Graduate Credit Information

### **What type of graduate credits does the Art of Education offer?**

AOE graduate credits can be used for license renewal, salary advancement, and/or transferred into a degree program. Please check to make certain that AOE courses will transfer into specific programs. All AOE courses are degree-level credits (500 level) and accredited by the Distance Education Accrediting Commission (DEAC).

### **Acceptance of Transfer Credit Disclosure:**

Students may choose to earn degree level graduate credit for Art of Education courses through Morningside College. These credits may be used for license renewal, salary advancement, or as electives in Morningside's Master of Arts in Teaching online degree. The Art of Education cannot guarantee credits will be accepted as transfer credit at another institution. It's advised to check with the degree granting school, your state or school to verify the credits will be accepted for license renewal, salary advancement or for use in a degree program.

### **How are the courses graded?**

All participants earn a letter grade, which is scored based on the rubrics and requirements outlined in the course syllabus. The Art of Education follows a rigorous academic model of the highest standard for student assessment.

### **What is my grade in the course? How am I doing?**

Students may check the online grade book in Schoology to access grades at any time. Questions or concerns should be directed to the course instructor.

### **When will my grade report come?**

Grade are completed and processed within seven days of the course end date. Students will receive an email notification once grades are complete. If expedited grade reports are necessary, express the request in writing to [registrar@theartofed.com](mailto:registrar@theartofed.com). Expedited grade requests are due by the last day of class.

### **Can credits earned from AOE courses be used for either continuing education credits towards re-licensure or toward a lane change (salary advancement) in my school district?**

Yes, credits earned from taking AOE courses meet the requirements for license renewal or salary advancement in almost all cases. It is the responsibility of the student to ensure that prior approval has been obtained by state, district, or employment personnel office. Students should refer to individual state and local guidelines prior to registration.



## **Graduate Credit Information (continued)**

### **Will these classes be accepted through my graduate program?**

Students seeking to transfer graduate credits to a graduate program at another institution are advised to obtain prior approval from said institution.

### **How do I obtain an official transcript?**

Once the grade report via email from AOE has been received (7 days after the course end date), students may request an official transcript from The Art of Education. Login at [www.theartofed.com](http://www.theartofed.com) and click on “Account” and then “Records” to request a transcript.



## Grievance Policy

### Conflict of Interest

If a student feels there is any conflict of interest with a faculty member, he or she may follow the procedure outlined below.

The concern should be put into writing and addressed to one of AOE's Senior Instructors:

**Shannon Bell**  
[shannonbell@theartofed.com](mailto:shannonbell@theartofed.com)

**Patricia Christiansen**  
[patriciachristiansen@theartofed.com](mailto:patriciachristiansen@theartofed.com)

**Angela Christopher**  
[angelachristopher@theartofed.com](mailto:angelachristopher@theartofed.com)

A Senior Instructor will address the issue and make any necessary resolution within **ten business days**.



A question or concern the student feels was not satisfactorily resolved by one of the Senior Instructors can be addressed in writing to the Dean of the Institution:

**Heather Crockett**  
[heathercrockett@theartofed.com](mailto:heathercrockett@theartofed.com)

The Dean will review the matter and make a resolution if warranted. The Dean will inform the student of her determination in writing within **ten business days**.

### Formal Complaints

Any student who has a grievance with the school or an instructor should first discuss the problem with the course instructor or Chief Academic Officer:

**Sarah Ackermann**  
[sarahackermann@theartofed.com](mailto:sarahackermann@theartofed.com)



If a resolution is not reached, the student should make a written complaint and submit it to the Dean of the Institution requesting a written response:

**Heather Crockett**  
[heathercrockett@theartofed.com](mailto:heathercrockett@theartofed.com)

A student or any member of the public may file a complaint about this institution with the DEAC by calling **(202) 234-5100** or submitting written correspondence to:

#### Distance Education Accrediting Commission

1101 17th Street, N.W., Suite 808  
Washington, D.C. 20036





## **Grievance Policy (continued)**

The Art of Education is approved to operate in Iowa by the Iowa College Student Aid Commission (Iowa College Aid) as a non-degree career training school that is exempt from registration. Students who have questions or complaints about the school may contact Iowa College Aid at **(877) 272-4456**, option 1, or submit an online complaint form at <https://www.iowacollegeaid.gov/sdrf-start>.



## **Non-Discrimination Policy**

### **Statement of Non-Discrimination**

In accordance with federal and state laws, The Art of Education prohibits discrimination on the basis of race, color, national origin, sex, gender, age, marital status, disability, or veteran status. In addition, AOE prohibits discrimination on the basis of sexual orientation.

Sexual harassment is one form of sexual discrimination that is prohibited.

Any person who believes that he or she has been sexually harassed may file either a formal or informal complaint by contacting the Dean of the Institution, Heather Crockett. Confidentiality will be maintained to the fullest extent.

### **Sexual Harassment and Gender Discrimination**

The Art of Education does not tolerate any form of gender discrimination, sexual misconduct, harassment, or inappropriate behavior by students, faculty, or staff. Anyone who believes he or she is the recipient of such behavior must immediately contact the Dean of the Institution with a written account and details of the incident(s) so an appropriate investigation can be made. All communications will be held in the strictest confidence, and the constitutional rights of the individuals involved will be protected. The investigation will begin within five business days of the inquiry and will be completed within one month of the initial grievance.



## **Non-Graduate Credit Information**

### **How Are the Courses Graded?**

Non-Graduate students earning an A or B will qualify for earned professional development hours or credits. Non-Graduate students earning a C or below are considered to be auditing the course and do not qualify for earned professional development hours or credits. The final grade and number of professional development hours and/or credits earned will be indicated on the Certificate of Completion available seven days after the course end date.

### **What is my grade in the course? How am I doing?**

Students may check the online grade book via Schoology to access their grades at any time. Any questions or concerns should be directed to the course instructor.

### **When will my grade report come?**

Grade reports are sent via email to Non-Graduate Credit students within seven days of the course end date. If expedited grade reports are necessary, express the request in writing to [registrar@theartofed.com](mailto:registrar@theartofed.com). Expedited grade requests are due by the last day of class.

### **What is the workload like?**

The workload is the same for Graduate Credit and Non-Graduate Credit students. This ensures high rigor for all students and gives Non-Graduate Credit students an abundance of contact hours to use for professional development needs.

### **Can I take this course for my own learning?**

Yes. Non-Graduate Credit students can choose to audit a course at any time. Auditing a course allows students to access course information and follow along with course discussions and have access to course materials and interactions without completing the coursework. It is important to note that students who choose to audit a course will earn no professional development hours or credits. Please notify the instructor if you choose to audit a course to ensure it is processed as an AUDIT. The fee to audit a course is the same as Non-Graduate Credit tuition.



## Online Learning Expectations

### What to Expect

Courses are instructed using an online learning management system and require no face-to-face time. Course forums, with assigned due dates, are designed to enhance interactions between course participants and the instructor. All assignments are handed in within the online forum.

- 1 Discussion Boards should be completed in order. Assignments are due by the specified due date.
- 2 Participation in all discussion boards is required. This includes an initial post that reflects on all discussion board questions within the assignment, a minimum of two fully developed peer responses to two classmates' assignments for each discussion board, and attached assignments (as assigned).
- 3 Assignment posts are not the traditional "responses" of an online blog or forum. Rather than casually interacting online using few sentences and poor grammar, responses should be considered polished pieces of writing. Quality, length, formatting, and grammar are expectations of detailed and thorough responses. Best practice would mean word processing and editing responses before copying and pasting them into the forum.
- 4 When replying to a classmate, please refrain from generalized, one-sentence responses such as, "Great job with your post, I think you have some great ideas here." Quality and depth should be present in all peer responses. The instructor may comment and ask for clarification or elaboration of ideas if he or she feels the content is not sufficient. To earn full credit, additional responses answer questions from instructor and peers to enhance the discussions.
- 5 Pacing is important in the course. The first person to post a discussion in the course will need to go back and reply to other course participants once they have posted. Working ahead is acceptable, however, staying with the pace of the course and completing posts by the assigned due dates is vital to group discussion.
- 6 All information discussed in this course is confidential. To ensure confidentiality, please refrain from using any student, teacher, or program names. Instead of using names, please refer to subjects as Student A, Teacher B, etc.





## Online Learning Expectations (continued)

- 7 All assignments and discussion boards will be graded using the rubric or checklist provided within each course.
- 8 All attachments will be converted and uploaded as PDFs. This locks formatting and ensures accessibility for all participants.



## Student Code of Conduct Policy

### Course Climate

Participant interactions within the closed group course are to be professional, confidential, and intellectual. Any participant who disrupts the course will be given a warning on the first offense. If the disruptive behavior persists, the participant will be removed from the course without earning credit or refund.

### Ethical Computer Use

The Art of Education provides information technology resources to a variety of users. As members of the online community, all users have the responsibility to use those services in an effective, efficient, ethical and legal manner. Users are encouraged to respect the privacy of others and to avoid grossly offensive expressions in matters of ethnicity, race, religion, gender, sexual orientation, age or disability, which may create a hostile environment. The Art of Education reserves the right to monitor the use of technology-related resources for the purpose of determining compliance with the provision of the computer ethics and policies statement.

### Substance Abuse

All students shall observe federal, state, and local laws regarding the sale and use of alcohol and drugs. Unlawful possession of alcohol and drugs will be prohibited at The Art of Education's Headquarters. Students and employees who violate this policy may result in disciplinary sanctions from The Art of Education academic dismissal, and/or referral to law enforcement officials.

*Resources: [Federal Substance Abuse and Mental Health Treatment Services Locator](#)*

### Sexual Misconduct and Gender Discrimination

The Art of Education is committed to providing and maintaining a positive learning environment free from all forms of discrimination and conduct that may be considered harassing, coercive or disruptive; including sexual harassment. AOE will not tolerate any actions, words, jokes, or comments based on another individual's sex, race, color, national origin, age, religion, disability, sexual orientation, or any other legally protected characteristic.



## Student Code of Conduct Policy (continued)

### Sexual Misconduct and Gender Discrimination (continued)

Sexual harassment can be defined as unwanted sexual advances, and/or visual, verbal, or physical conduct of a sexual nature. This definition includes many forms of offensive behaviors and includes gender-based harassment of a person of the same sex as the harasser.

If you experience or witness sexual or any other unlawful harassment, immediately report this information to the Chief Academic Officer (CAO), Sarah Ackermann ([sarahackermann@theartofed.com](mailto:sarahackermann@theartofed.com)). If you feel it would be inappropriate to discuss with the CAO, you should immediately contact the Dean of the Institution, Heather Crockett ([heathercrockett@theartofed.com](mailto:heathercrockett@theartofed.com)) without fear of reprisal or punishment.

All allegations of sexual harassment will be quickly and discreetly investigated. Local law enforcement will be notified.

Any student may seek additional services or help from: Rape Abuse & Incest National Network ([RAINN](https://rainn.org)) 1-(800)-656-HOPE (4673)



## Technology Requirements

### Devices

- ✓ *Desktop:* Windows running XP/Vista/7/8/10 or Apple running MacOS 10.6 or above, capable of producing sound via speakers or headphones.
- ✓ *Mobile:* The most recent versions of iOS and Android Operating Systems are recommended.
- ✓ Desktop devices preferred.

### Connectivity

- ✓ High-speed Internet connection: Cable, DSL, etc.
- ✓ Internet Web Browser (Firefox 3+, Internet Edge, Safari 3.1+, Google Chrome).
- ✓ Personal E-mail Account.

### Creation

- ✓ Word Processor (MS Word, Apple Pages, Google Docs).
- ✓ PDF Reader (Adobe Acrobat Reader or Apple Preview).
- ✓ Additional software may be required for certain courses. Look for course-specific requirements on the individual course pages.

### Schoology Browser Requirements

- ✓ [Javascript](#)
- ✓ [Flash 9+](#)
- ✓ To learn more about Schoology's system requirements, technology suggestions, and troubleshooting [click here](#).



## Transfer, Withdrawal, and Tuition Reimbursement

### Transfer Policy

Students may transfer to a future course at any time prior to the course end date without penalty. Transfers to any course that is currently available for purchase on the AOE website will be approved. Students can transfer to a future course by following the official transfer process, detailed below.

### Withdrawal Policy

Students are eligible for 100% tuition reimbursement at any time prior to the course end date. Students can receive reimbursement by following the official withdrawal process, outlined below.

Students who abandon a course without submitting a withdrawal request will receive the earned course grade “as is” at the conclusion of the course and are not eligible for tuition reimbursement.

### Tuition Reimbursement Policy

Students who submit an official withdrawal request are eligible for a refund according to the following schedule. Refunds will be processed for the original transaction amount. Discounts received will not be refunded.

#### 2 Credit Course

Date of Withdrawal	Percentage of Tuition Returned to the Student (Minus the Application and/or Registration Fee)	Refund Amount (Graduate)	Refund Amount (Non-Graduate)
By the course end date	100%	\$598	\$298

*Sample Reimbursement Calculation: A graduate student who withdraws from a 2-Credit course on the tenth day of class will be issued a refund of \$598.00.*

#### 3 Credit Course

Date of Withdrawal	Percentage of Tuition Returned to the Student (Minus the Application and/or Registration Fee)	Refund Amount (Graduate)	Refund Amount (Non-Graduate)
By the course end date	100%	\$897	\$447

*Sample Reimbursement Calculation: A graduate student who withdraws from a 3-Credit course on the seventeenth day of class will be issued a refund of \$897.00.*



## Transfer, Withdrawal, and Tuition Reimbursement (continued)

### Official Requests for Transfer, Withdrawal, and Tuition Reimbursement

To submit an official request, please click on the appropriate link (blue text directly above the course price) on the “Course Records” page on The Art of Education website. Students need to be logged into [www.theartofed.com](http://www.theartofed.com) to process all requests.

Although this is the preferred method of submission, AOE will accept a request for refund, transfer, or withdrawal in any communication format including email, phone, or text.

**Records**

Upcoming

**Studio: Fibers, Non-Graduate Credit**  
3 Credits / 120 PD Hours

[Change Credits / Transfer / Unenroll](#)

CREDIT TYPE	RUN DATES	
NON-GRADUATE CREDIT	10/01/2016 – 11/30/2016	\$375.00

### Course Extension and Course Termination Policy

All work must be completed by the course end date, regardless of extensions given within the course for individual assignments. If special circumstances arise regarding the end date of a course, students should reach out to their instructor. In very special circumstances, such as health-related or family emergencies, an extension can be given beyond the end date of a course. The limit to the extension is three weeks beyond the end date of a course, and a one-week extension is a common protocol. Final grades will be processed within seven days of the extension date.

Course terminations (transfers, withdrawals, and refunds) are available until midnight Central Standard Time on the last day of the course. Transfer requests after the course end date will not be accepted. The course end date is detailed on each course landing page and the course enrollment form.





## **Transfer, Withdrawal, and Tuition Reimbursement (continued)**

### **Military Refund Policy**

If a student is a member, or the spouse of a member if the member has a dependent child, of the Iowa national guard or reserve forces of the United States and who is ordered to national guard duty or federal active duty, The Art of Education will withdraw from the student's entire registration and receive a full refund of tuition and mandatory fees. The school may also make arrangements for incomplete grades to be kept and completed at a later date.

### **Discounts**

AOE occasionally offers discount codes to defined groups or during special promotions. Discounts do not exceed \$50 and may not be combined for one course. The discounted amount will not be refunded as part of AOE's Tuition Reimbursement Policy.

### **School PO's and Collections**

Full payment is required from individual students before they can enroll in a course via credit card online. School PO's will be accepted at the time of enrollment as a form of payment. A student is allowed to finish a course and receive documentation of the course grade and transcript without the receipt of school payment. The Art of Education works directly with the school for PO collection processes.

### **Acceptance of Transfer Credit Disclosure**

Students may choose to earn degree level graduate credit for Art of Education courses through Morningside College. These credits may be used for license renewal, salary advancement, or as electives in Morningside's Master of Arts in Teaching online degree. The Art of Education cannot guarantee credits will be accepted as transfer credit at another institution. It's advised to check with the degree-granting school, your state or school to verify the credits will be accepted for license renewal, salary advancement or for use in a degree program.

## STUDENT SERVICES

### Certificate of Course Completion

Students will receive a digital Certificate of Course Completion/Grade Report upon completion of a course unless the student requests otherwise.

### Transcripts

An official transcript of all work completed through Art of Education is available upon request. All transcripts are furnished without charge as a courtesy to AOE students. Expedited requests will cost a fee of \$35. Transcript requests should be made care of the Registrar using the “Transcript Request” form.

### Library Services

Students who take a course with The Art of Education will have access to the library services of EBSCO host.



# COURSE DESCRIPTIONS



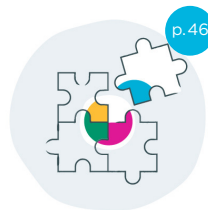
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**Advanced iPads**



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**Assessment in Art Education**



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**Autism and Art**



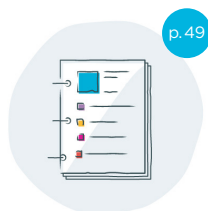
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**Choice-Based Art Education**



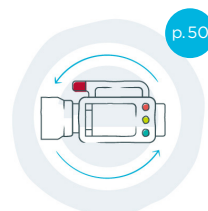
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**Creativity in Crisis**



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**Designing Your Art Curriculum**



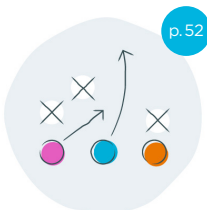
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**Flipping the Art Room**



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**Implementing the New Art Standards**



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**Instructional Strategies for Art Teachers**



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**Integrating Art History**



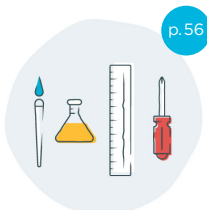
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**iPads in the Art Room**



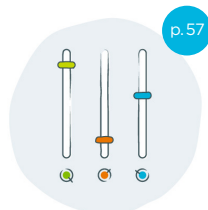
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**Managing the Art Room**



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**Project Based Art Room**



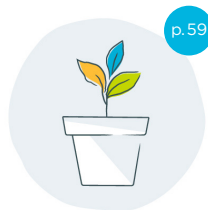
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**Reaching All Artists Through Differentiation**



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**Rethinking Kindergarten**



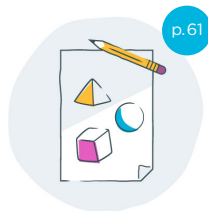
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**Showing Student Growth in Art**



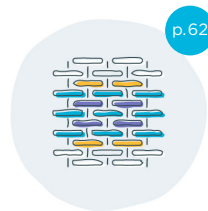
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**Studio: Ceramics**



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**Studio: Drawing**



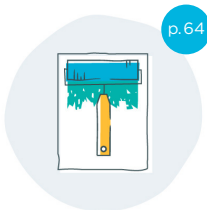
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**Studio: Fibers**



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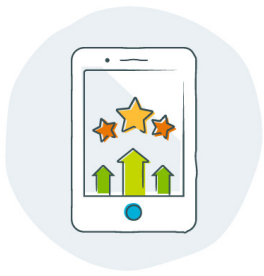
**Studio: Painting - Tempera & Acrylic**



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**Studio: Printmaking**





# Advanced iPads

Course Code: AOE020

**Graduate Credits/ PD Hours**

2 Graduate Credits / 90 PD Hours

**Timeline**

4 Weeks



## Course Objectives

- ✓ Create iPad lessons to use directly in your classroom.
- ✓ Go beyond “experimenting” and become an iPad expert.
- ✓ Dive deep into new apps and learn to use them proficiently.
- ✓ Organize and plan your instruction for student success.
- ✓ Plan successful iPad experiences to use with your students right away in the classroom.

## Course Description

If you're comfortable using an iPad, jump right into our advanced class. This course is less about getting to know the iPad and more about using specific apps to help students create in the art room. From there, you'll plan and organize engaging art experiences that use these apps.

During this class you'll learn strategies to create digital artwork, animation, and incorporate Common Core standards through art, writing, math, and technology. You will become proficient in a variety of apps, such as Brushes and Sketchbook Express, which allow layers to be put into artwork. The class will also cover Stop Motion Animation, using apps like iMotion HD, along with animated drawings using an app called Do Ink. In addition to digital creation, this course will help you become more productive on the iPad, using it as a tool to plan your lessons, assess and manage your classroom, organize photos and apps, and so much more!



# Assessment in Art Education

Course Code: AOE001

**Graduate Credits/ PD Hours**

3 Graduate Credits / 135 PD Hours

**Timeline**

5 Weeks



## Course Objectives

- ✓ Effectively implement a variety of assessments with lessons you already teach, including large-scale, formative, and summative assessments.
- ✓ Put together tools to successfully implement portfolios as an authentic assessment tool in your classroom.
- ✓ Engage your students in the assessment process with the use of self-assessment and artist statements.
- ✓ Understand how assessment can show basic student growth data.
- ✓ Use tools to collect and organize data to save you time.
- ✓ Take an educated stance on why assessment can help you advocate for your program.

## Course Description

Trying to fit art education into traditional assessment methods (bubble tests, anyone?) is like trying to fit a square peg in a round hole. We are different, and because of that, most traditional assessments just don't work for us. But we're required to show data in today's educational landscape. So where do we turn?

Throughout this course you'll examine current research in assessment in arts education and explore strategies and systems used by some of the top schools and programs in the nation to assess the arts. Based upon the research and models from class, you'll leave this course with a comprehensive toolkit that has many different types of authentic assessments ready for direct application in your classroom.



# Autism and Art

Course Code: AOE003

**Graduate Credits/ PD Hours**

2 Graduate Credits / 90 PD Hours

**Timeline**

4 Weeks



## Course Objectives

- ✓ Identify and implement best practices for students with autism spectrum disorders.
- ✓ Use art as an intervention tool.
- ✓ Create specific resources, such as a visual schedule, and other adaptations for immediate use in your art room.
- ✓ Learn to effectively handle challenging behaviors.
- ✓ Implement systems and routines to make your art room a welcoming place for students with autism spectrum disorders.
- ✓ Interact in a proactive and positive way with colleagues such as associates and special education teachers.

## Course Description

Students on the autism spectrum are often thrust into our art rooms with a chart and perhaps an associate and we're left to our own intuition and devices. Every student deserves specialized strategies, but sometimes teachers are ill-prepared to most effectively teach students with autism. That's where professional and in-depth training can build the confidence to be a leader and help meet the needs of all our students.

During this course, you'll delve into current research to learn about autism spectrum disorders and how students on the spectrum relate with the world. You'll learn how to create a safe setting for improving self-expression, focus and motor skills. This setting can also help students improve their ability to adapt to social cues and norms.

Participants in this course will need to purchase a copy of the book "Art as an Early Intervention Tool for Children With Autism" by Nicole Martin.





# Choice Based Art Education

Course Code: AOE022

**Graduate Credits/ PD Hours**

3 Graduate Credits / 135 PD Hours

**Timeline**

5 Weeks



## Course Objectives

- ✓ Develop student artists who take pride and ownership in their artwork.
- ✓ Assist students while serving as classroom manager, environmental designer, art designer, art expert, facilitator and student mentor.
- ✓ Confidently push your teaching to the next level while still meeting state and national standards.
- ✓ Construct authentic, student-directed, student-centered learning experiences from the bottom up.
- ✓ Create practical assessment and self-reflection tools.

## Course Description

Art education is all about celebrating uniqueness. Every teacher is different, every student is different and every school and district is different. However, these differences sometimes require finding a balance that honors the district's needs, the students' needs and the teacher's goals and philosophies.

Finding that balance is what choice-based art education is all about. In this class, you'll learn about the choice spectrum to give your students more autonomy without losing control. You'll explore the power of a student-centered curriculum, reflect on how you are currently using choice and set goals. By studying different choice-based approaches (TAB, Montessori, Reggio and others), you will reflect on the pros and cons of different programs and prepare to find solutions that work in your classroom. Assessment, advocacy and management strategies will also be covered.

Participants in this course will need to purchase a copy of the book "Engaging Learners Through Artmaking" by Katherine Douglas and Diane Jaquith.





# Creativity in Crisis

Course Code: AOE006

**Graduate Credits/ PD Hours**

3 Graduate Credits / 135 PD Hours

**Timeline**

5 Weeks



## Course Objectives

- ✓ Create a culture of creativity in your art room using the nine principles of creativity.
- ✓ Build an environment of trust and openness within the studio to nurture individual creative potential.
- ✓ Ignite/reignite the fire within by taking part in personal creativity exercises. Invite and explore new viewpoints to expand students' beliefs about creativity.
- ✓ Arm students with critical life skills, such as how to think creatively, problem-solve and adapt to new situations.

## Course Description

Art class is designed to facilitate the most creativity. It needs to be an ever-changing, reactive playground of fresh ideas and nurturing instruction. However, many art teachers find that the standardized world works against our creative impulses and threatens to bog our classrooms down in routine and convention. Creativity In Crisis helps you find the way to ensure your classroom is a frenzy of creative activity.

In this course, you'll learn from creativity experts, including Sir Kenneth Robinson, to dig deep into a true understanding of creativity. You'll also learn strategies to take into your classroom to enhance creativity and cultivate learners who are prepared for the demands of our ever-changing world.

Participants in Creativity in Crisis will need to purchase a copy of the book "Out of Our Minds: Learning to be Creative" by Ken Robinson.





# Designing Your Art Curriculum

Course Code: AOE007

**Graduate Credits/ PD Hours**

3 Graduate Credits / 135 PD Hours

**Timeline**

5 Weeks



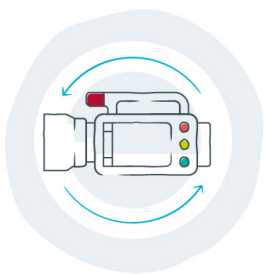
## Course Objectives

- ✓ Implement a personalized, concrete philosophy that will drive your curriculum.
- ✓ Use the latest research and examples from around the country to refine your own hybrid art curriculum.
- ✓ Organize your instructional plan in provided matrixes that make planning a breeze.
- ✓ Connect your curriculum to state and national standards, regardless of your teaching philosophy.
- ✓ Develop a comprehensive list of resources, technology, media and materials needed to teach your dream curriculum.
- ✓ Implement a system to organize your materials for seamless transfer into the classroom.

## Course Description

Art teachers are unique in many ways. One of those ways is that we are empowered to design our own curriculum, and for most of us, we wouldn't have it any other way. Yet, that freedom comes with its own set of challenges. Like with a blank canvas, knowing where to start can often be a struggle.

Designing Your Art Curriculum is a rigorous, hands-on class where you'll research what some of the best districts and programs in the nation are using for their art curriculum, as well as observe different styles and types of art curriculums being used and marketed today. Using this data as ammunition, you'll design your own comprehensive tool kit with all the necessary pieces to implement a curriculum that best fits your teaching, your students and their needs.



# Flipping the Art Room

Course Code: AOE023

**Graduate Credits/ PD Hours**

3 Graduate Credits / 135 PD Hours

**Timeline**

5 Weeks



## Course Objectives

- ✓ Plan and prepare to flip a unit or lesson that you're currently teaching.
- ✓ Successfully record video tutorials and create handouts to assist in your instructional delivery.
- ✓ Develop an engaging online platform for student viewing.
- ✓ Create powerful assessments to accompany your flipped unit or lessons.
- ✓ Empower your students to use technology as an effective learning tool.

## Course Description

Imagine an art classroom where you don't have to repeat yourself, where students can learn at an individualized pace and where classroom management is addressed without interrupting learning. With Flipping The Art Room, you'll gain the tools necessary to make this dream a reality in your own classroom with a groundbreaking instructional method called Flipped Teaching.

Throughout this course, you'll learn practical ways to "flip" your art room by creating instructional videos that students can watch at home or during class. Whether you flip a whole course, one complicated lesson, or use this concept simply for sub plans, flipped teaching will help promote autonomy, differentiate instruction, and allow you to spend class time doing what you do best: teaching!





# Implementing the New Art Standards

Course Code: AOE021

**Graduate Credits/ PD Hours**

2 Graduate Credits / 90 PD Hours

**Timeline**

4 Weeks



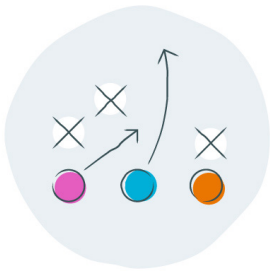
## Course Objectives

- ✓ Revamp your current lessons and curriculum to better support the standards.
- ✓ Put into place newly revised curriculum documents and an assessment plan focused on the areas of creating, presenting and responding.
- ✓ Uncover new ways to assess the standards.
- ✓ Research “big ideas” in art education and how they can help you better implement these standards.
- ✓ Design units that seamlessly incorporate the standards in a manageable way.
- ✓ Verbalize the importance of standards in art education to use as an advocacy tool.

## Course Description

When standards change, art teachers need to change with them. Change can shake us, but it doesn't have to. With this class, you'll seamlessly incorporate the National Visual Arts Standards into what you're teaching and get the support you need to implement these new standards in meaningful ways.

Throughout this course you will research the new standards in depth and come to fully understand them. You will learn to think differently about how you deliver class instruction and enhance your curriculum to incorporate the new standards, creating a better and more compelling classroom.



# Instructional Strategies for Art Teachers

Course Code: AOE016

**Graduate Credits/ PD Hours**  
3 Graduate Credits / 135 PD Hours

**Timeline**  
5 Weeks



## Course Objectives

- ✓ Use a variety of delivery methods that grab and hold the attention of even the most distracted student.
- ✓ Create and practice the art of facilitating dynamic discussions.
- ✓ Confidently develop cross-curricular connections including literacy and math.
- ✓ Use technology and play to support and energize your instruction.

## Course Description

Are your teaching strategies stuck in a rut? Do you find yourself introducing most lessons in a similar fashion? It's time to get out of your comfort zone, expand your instructional methods, and start providing your students a deeper, more well-rounded art experience. With Instructional Strategies for Art Teachers, you'll incorporate best practices directly applicable to the content area of art.

This five-week, highly interactive course covers a wide variety of instructional delivery methods, including direct and indirect instruction, how to facilitate dynamic discussions, cross-curricular connections, and much more. You'll leave this course with skills to help more effectively deliver your message, refine your demonstrations, and perfect your teaching language.



# Integrating Art History

Course Code: AOE017

**Graduate Credits/ PD Hours**

2 Graduate Credits / 90 PD Hours

**Timeline**

4 Weeks



## Course Objectives

- ✓ Help students understand how art history can help them retain information, enhance visual literacy and provide lasting connections.
- ✓ Revamp your existing lessons to leverage the richness of art history.
- ✓ Create effective lessons to leverage the richness of art history.
- ✓ Explore art museums around the world with your students completely online.
- ✓ Develop resources to facilitate art critiques and conduct meaningful museum experiences.

## Course Description

Art history is exciting to teach and can be an incredibly powerful tool for getting students excited about art. Making the experience unforgettable creates a lifelong appreciation that will be reinforced every time they visit a museum or interact with great pieces and artists. Integrating Art History pushes you beyond Google searches for information on artists, and empowers you to go in depth and explore creative and seamless ways you can teach art history in your current curriculum.

During this course you'll review and research art history and famous artists. You'll also discover ways to use this information to enhance your current lessons and inspire the creation of new ones. In addition, you'll discover various art museums around the world through Web resources and new technologies.



# iPads in the Art Room

Course Code: AOE010

**Graduate Credits/ PD Hours**

2 Graduate Credits / 90 PD Hours

**Timeline**

4 Weeks



## Course Objectives

- ✓ Expertly use iPad teaching tools and resources to enhance student creativity, visual literacy and divergent thinking.
- ✓ Understand how iPads are changing the future of education and how you and your students can benefit from those changes.
- ✓ Combine traditional art-making processes with innovative tablet-based technology to expose students to new ways of thinking.
- ✓ Customize lessons so students can practice art skills at their own level and pace.
- ✓ Create action plans to get iPads into the hands of your students.

## Course Description

To best reach our students, it's imperative that we use all the tools at our disposal. iPads in the Art Room can teach you how to use this technology without taking the creativity away from your hands-on classes.

During this course you'll learn the basics of the iPad, including how to organize your apps and more efficiently use the device. Then, the course will move quickly on to how to use this tablet as a medium, not just a device for students to play games on when they're done with their work. You'll become proficient at incorporating apps and resources into lessons you're already teaching in the art studio in no time!





# Managing the Art Room

Course Code: AOE011

**Graduate Credits/ PD Hours**

2 Graduate Credits / 90 PD Hours

**Timeline**

4 Weeks



## Course Objectives

- ✓ Identify the 15 keys that make the greatest difference in the classroom.
- ✓ Identify your key classroom management struggles and gain feedback and ideas to help.
- ✓ Develop a comprehensive classroom management action plan that can be implemented right away.
- ✓ Create a calm, productive, respectful classroom environment.
- ✓ Become a master of routines and procedures in the art room.
- ✓ Leverage your own unique personality and teaching styles to reach students.

## Course Description

It's easy for the art room to turn into a free for all—especially when a management plan has not been established...or enforced. And if you only see students once a week, or only have nine weeks to build rapport, management issues can escalate. Regain control and lower your stress level by becoming the CEO of your own classroom!

In Managing the Art Room, you'll review some of today's most comprehensive and popular classroom management strategies, as well as gain insight from Michael Linsin's book "Classroom Management for Art, Music and PE Teachers." You'll receive support from fellow art educators as you identify your key classroom management struggles and learn to turn these struggles around.

Participants in this class will need a digital or hard copy of the book "Classroom Management for Art, Music and PE Teachers" by Michael Linsin.





# Project Based Art Room

Course Code: AOE027

**Graduate Credits/ PD Hours**

3 Graduate Credits / 135 PD Hours

**Timeline**

5 Weeks



## Course Objectives

- ✓ Research the most popular collaborative education models currently in use.
- ✓ Learn from art educators who are successfully implementing each of the models.
- ✓ Re-design areas of your curriculum to better facilitate collaborative work.
- ✓ Create advocacy tools to help promote an innovative art room.
- ✓ Discover authentic ways to assess project-based work.

## Course Description

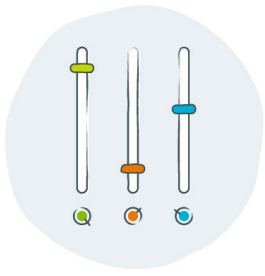
Art educators must not only be at the table when discussing project-based curriculum, we must be the leaders!

Through this class, you will research the most popular collaborative education models today, encompassing both school-wide initiatives and project work exclusive to the art room. Topics explored include Design Thinking, Makerspaces, STEAM/STEM, PBL (Project-Based Learning), School-Wide Collaborative Projects, Arts Integration, and much more!

Participants will leave the class with a better understanding of project-based work that will benefit an individual program, as well as a plan to actively re-design and customize a collaborative curriculum. If you are ready to gain the confidence to move forward with collaborative learning models enhancing the 4Cs (critical thinking and problem-solving, communication, collaboration, and creativity), join us! Become a leader in your own classroom and school!







**Graduate Credits/ PD Hours**

3 Graduate Credits / 135 PD Hours

# Reaching All Artists Through Differentiation

Course Code: AOE027

**Timeline**

5 Weeks



## Course Objectives

- ✓ Manage the logistics of a differentiated art room, no matter how many students you serve.
- ✓ Use the latest research and examples from around the country to refine your own hybrid art curriculum.
- ✓ Motivate even the most reluctant students and get them excited about art.
- ✓ Revamp your lessons and optimize them for all learners.
- ✓ Conduct interest and strength inventories to use in the art room.
- ✓ Draw from best practices in differentiation strategies.

## Course Description

We all know how important the arts are for our students. That's why it's just as important to make sure we are reaching each and every student in the classroom. Differentiation allows you to confidently prepare for every type of student and teach them the way they like to learn.

Throughout Reaching All Artists Through Differentiation, you'll learn to use the appropriate tools to maximize learning for all students: advanced placement, ELL, special education, those that are struggling and those from different backgrounds, cultures and interests. An important component of this teaching strategy is to enhance and modify your lessons and assessments to be developmentally appropriate. You will leave the class with a tool kit to help you take the strategies directly into the art room and implement them right away.

Participants in this class will need a digital or hard copy of the book "Differentiated Instruction in Art" by Heather Fountain.





# Rethinking Kindergarten

Course Code: AOE013

**Graduate Credits/ PD Hours**

2 Graduate Credits / 90 PD Hours

**Timeline**

4 Weeks



## Course Objectives

- ✓ Create kindergarten lessons to better fit your students' developmental needs.
- ✓ Incorporate into your classroom the six philosophies taught in the Reggio approach.
- ✓ Use artwork as an important resource to help students learn concepts and explore and deepen their knowledge of the world around them.
- ✓ Learn how to create powerful partnerships with teachers in regular classrooms.
- ✓ Develop strong relationships with parents so you can work together to help mold their child's education.

## Course Description

Is kindergarten becoming college prep? Do we underestimate the value of allowing our youngest students to play, explore and create, even in the art room? Let's rethink the way we teach our youngest students! During this course you'll explore teaching methods used in the preschools of Reggio Emilia in Italy, which are some of the most renowned preschools in the world. These schools value the arts as an equal partner to the other academic subjects, provide a rich, interdisciplinary curriculum, and boast a full-time art teacher who works in direct conjunction with the regular classroom teacher.



# Showing Student Growth in Art

Course Code: AOE019

**Graduate Credits/ PD Hours**

2 Graduate Credits / 90 PD Hours

**Timeline**

4 Weeks



## Course Objectives

- ✓ Understand and use terms and concepts associated with student growth, all customized for the art educator.
- ✓ Develop a student growth plan specific to your own requirements and needs.
- ✓ Create a yearly timeline to keep track of your entire student growth plan.
- ✓ Be more organized and streamlined while compiling your data.
- ✓ Design and create assessments that complete your growth plan from top to bottom for immediate use in the art room.

## Course Description

We all enter the world of teaching wanting our students to grow in their art skills and knowledge. Tracking that growth can be tricky for performance-based subjects like art. With the stress of evaluations closely tied to our ability to show improvement, demonstrative development is an area we must become experts in.

Showing Student Growth in Art is the course that will teach you the basic types of student growth data that can be collected and how to develop tools to make tracking growth simple and transparent. Critical to this work is knowing how to choose and create meaningful topics to assess, then taking this knowledge and writing a solid student growth goal. The process doesn't have to be daunting! It can be extremely rewarding to see students learning new concepts in the art room.



# Studio: Ceramics

Course Code: AOE024

**Graduate Credits/ PD Hours**

3 Graduate Credits / 135 PD Hours

**Timeline**

8 Weeks



## Course Objectives

- ✓ Create various pieces of work while experimenting with new techniques.
- ✓ Learn from art educators and ceramics experts from around the country who understand what you are going through.
- ✓ Create resources and hands-on ceramics examples to use directly in the classroom.
- ✓ Research best practices in the management and organization of ceramics.
- ✓ Push your own personal practice to the next level, while revamping your ceramics curriculum.

## Course Description

One of the many wonderful aspects of visual art is that it has so many disciplines. That variety is often one of the reasons it attracted us as educators, but when we are counted on to provide instruction for all the myriad types of art, there is a danger of becoming a jack-of-all-trades and master of none. The Art of Education's studio courses are designed to help you develop in mediums that you are unfamiliar with or want to get better at. For many disciplines, art teachers haven't studied them seriously since college. Now, you are the art teacher in a classroom. You have no pottery wheels, a limited budget, and students are so excited to play with clay that it's hard to know where to start.

Through this course, you will fill in all the gaps between what you learned in college and how that applies to the art room. You will also experiment with hands-on, advanced ceramics techniques such as using slips and underglazes, unique texture treatments and advanced hand-building techniques and make historical and interdisciplinary connections.

Think of this class as a studio methods course just for art teachers. You will try out the techniques and processes for yourself. As you create useful tools and finished pieces for the classroom, you will also learn how to break ceramics skills down for your students in a developmentally appropriate way and revamp your ceramics curriculum from the inside out!





# Studio: Drawing

Course Code: AOE026

**Graduate Credits/ PD Hours**

3 Graduate Credits / 135 PD Hours

**Timeline**

8 Weeks



## Course Objectives

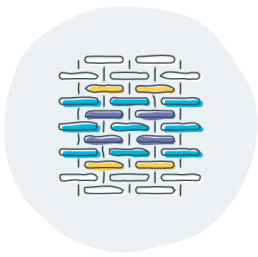
- ✓ Research the stages of drawing development and apply knowledge to your instruction.
- ✓ Learn from art educators and drawing experts from around the country who understand the challenges of drawing to students.
- ✓ Create resources, tools, and hands-on drawing examples to use directly in the classroom.
- ✓ Revisit materials, vocabulary, historical concepts and techniques to enhance your drawing instruction.
- ✓ Push your own personal practice to the next level, while revamping and scaffolding your drawing curriculum.

## Course Description

Drawing is a fundamental part of every art curriculum, but it has its pitfalls too. Students come with different backgrounds, aptitudes, and interests. Perceived drawing skills can build or break student confidence. Because of this, drawing can be one of the most rewarding and frustrating things to teach.

This course will address the most common challenges art teachers face when instructing various drawing skills. From making observational drawing more interesting (let's go beyond the fruit bowl!) to breaking down complex concepts like perspective, this is a drawing class designed just for the specific needs of the art educator!

You will walk away with a fresh perspective, the inspiration to redesign and scaffold your drawing curriculum, learn new strategies to teach the 'boring' elements and principles of design, and best of all, you will get to try them all out as you document your own drawing process throughout the creation of a teacher showcase series and final portfolio.



# Studio: Fibers

Course Code: AOE029

**Graduate Credits/ PD Hours**

3 Graduate Credits / 135 PD Hours

**Timeline**

8 Weeks



## Course Objectives

- ✓ Experiment with a wide variety of 2D and 3D weaving, felting, and embroidery techniques.
- ✓ Learn from art educators and fiber arts experts from around the country who understand the challenges of teaching fiber-infused lessons.
- ✓ Create resources, tools, and hands-on fiber art examples to use directly in the classroom.
- ✓ Research best practices in the management and organization of fiber arts.
- ✓ Push your own personal practice to the next level while revamping your fiber art curriculum.

## Course Description

Fiber arts elicit a multitude of reactions from art teachers. Some love this medium while others tolerate or even avoid it. Visions of needles, scissors, and tumbleweeds of yarn can be exciting or overwhelming and downright scary! This course is designed to conquer your fears and boost your fiber arts curriculum, no matter how scant or extensive it may be. Take your lessons to the next level with hands-on assignments focused on 2D and 3D weaving, needle felting, wet felting, embroidery and more!

You will work, hands-on, through demonstrations and projects that are fresh and exciting. Led by experts in the field, this class will take “old-school” techniques and make them cool again. You will conquer organization and management specific to fiber arts in the art room and create useful tools that break skills down for your students at any age level.



# Studio: Painting Tempera & Acrylic

Course Code: AOE028

**Graduate Credits/ PD Hours**

3 Graduate Credits / 135 PD Hours

**Timeline**

8 Weeks



## Course Objectives

- ✓ Research best practice for tempera and acrylic painting in the classroom setting.
- ✓ Learn from art educators who are successfully taking risks with each media.
- ✓ Create various pieces of artwork while experimenting with new techniques.
- ✓ Create resources and hands-on examples to use directly in the classroom.
- ✓ Push your own personal practice to the next level, while revamping your painting curriculum.

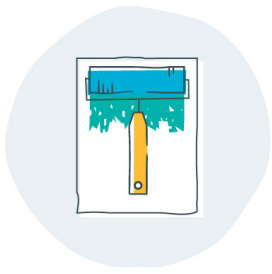
## Course Description

Tempera and acrylic are versatile art supplies with endless possibilities in the art room, but they also provoke a host of questions. What product will produce the best results? How do I manage the mess? How can I take specific techniques and turn them into successful art experiences for my students?

This course addresses all of these questions and more as you explore best practices in both tempera and acrylic painting for the classroom. Topics will include brush selection, storage, and organization as well as color theory, mixing mediums, and advanced techniques. This is a painting class designed just for art teachers.

Whether you are teaching advanced painting at the high school level or are looking for a more successful approach to tempera at the elementary level, there will be something new to learn in this class. Best of all, you will become a painting expert yourself. You will have the time and the opportunity to try new techniques firsthand as you create a teacher showcase series and final portfolio.





# Studio: Printmaking

Course Code: AOE025

**Graduate Credits/ PD Hours**

3 Graduate Credits / 135 PD Hours

**Timeline**

8 Weeks



## Course Objectives

- ✓ Create a wide variety of prints while experimenting with new techniques.
- ✓ Learn from art educators and printmaking experts from around the country who understand the challenges of teaching printmaking to students.
- ✓ Create resources, tools and hands-on printmaking examples to use directly in the classroom.
- ✓ Research best practices in the management and organization of printmaking.
- ✓ Push your own personal practice to the next level while revamping your printmaking curriculum.

## Course Description

One of the many wonderful aspects of visual art is that it has so many disciplines. That variety is often one of the reasons it attracted us as educators, but when we are counted on to provide instruction for all the myriad types of art, there is a danger of becoming a jack-of-all-trades and master of none. The Art of Education's studio courses are designed to help you develop in mediums that you are unfamiliar with or want to get better at. For many disciplines, art teachers haven't studied them seriously since college. Now, you are the art teacher in a classroom. You have a wide variety of types of printmaking to teach but which one to focus on and how? Intaglio prints are great, but you aren't going to be using acid with your students anytime soon. If you teach elementary, you might rely heavily on foam printing. High school teacher? Perhaps you are stuck on linoleum prints. There are so many other advanced options to explore.

(continued on next page)





# Studio: Printmaking

Course Code: AOE025

## Course Description (continued)

This class will break down various printmaking processes that you can use with your students at any age level without fancy equipment and with all of the safety and developmentally appropriate information you need. You will try out various monoprint techniques, image transfers, traditional and nontraditional linocuts, collagraphs and many other unique and alternative processes—no press or chemicals necessary.

As you create useful tools and finished pieces for the classroom, you will also learn how to break printmaking skills down for your students in a developmentally appropriate way and revamp your printmaking curriculum from the inside out!