GRADUATE CATALOG

September 1, 2023—August 31, 2024

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the art of education
UNIVERSITY

theartofeducation.edu

ABOUT THE ART OF EDUCATION UNIVERSITY

Mission

We grow amazing teachers by providing rigorous, relevant, and engaging learning at every stage of their career.

Institutional Goals

To fulfill our mission, AOEU has committed to the following goals:

- Developing, sustaining, and expanding our resources by building on our human, financial, and technical strengths.
- Seizing opportunities for continuous improvement through the self-assessment of our educational and operational effectiveness.
- Meeting the needs of those we serve at every level of the hyper-vertical pathway by providing exceptional new learning opportunities and products.

License and Recognition

The Art of Education University is accredited by the Distance Education Accrediting Commission (DEAC). The Distance Education Accrediting Commission is listed by the U.S. Department of Education (USDOE) as a recognized accrediting agency. The Distance Education Accrediting Commission is recognized by the Council for Higher Education Accreditation (CHEA).

For additional accreditation information, please contact

Distance Education Accrediting Commission (DEAC)
1101 17th Street NW, Suite 808
Washington, D.C. 20036
Phone: 202.234.5100 | Email: info@deac.org

The Art of Education University is registered by the Iowa College Student Aid Commission to operate in the state of Iowa.

Iowa College Student Aid Commission
Postsecondary Registration Administrator
430 E. Grand Ave. 3rd Floor
Des Moines, IA 50309-1920
Phone: 515.725.3413 | Email: https://www.iowacollegeaid.gov/

The Art of Education University is authorized to participate in the National Council for State Authorization Reciprocity Agreement (NC-SARA).

The Art of Education University is authorized by the Bureau for Private Postsecondary Education to operate in California.

Board of Directors

Derek Balsley
Founder

Jessica Balsley
Founder

Executive Leadership

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President

Gwen Jass
Controller/VP of Operations

Heather Crockett
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Graduate Administration

Erin Eimer
Dean of Graduate Studies

Danelle Garino
Registrar

Shannon Lauffer
Dean of Enrollment Services

Julie Jennings
Bursar

Curriculum Advisory Council

AOEU involves external stakeholders in its strategic planning process. The Curriculum Advisory Council includes professionals in K–12 and postsecondary art education and distance education. The council meets annually to review and provide feedback on curriculum initiatives and outcomes and to analyze data as part of the strategic planning process.

Dr. Kristi Bordelon, PhD
Higher Education Leadership
Kristi Bordelon Consulting (Distance Education)

Karen Cummings, PhD
Art Education
Emeritus Professor of Art Education,
University of Missouri-St. Louis

Edrick Rhodes
Education Leadership
Director of Curriculum and Administration,
Kennedy Center

Dr. Stacie Austin, EdD
Curriculum and Instruction
*Elementary Education Coordinator
and Assistant Professor*,
University of Louisiana-Monroe

Sarah Dougherty
Art Education
Director of Secondary Teaching and Learning,
Des Moines Public Schools

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Faculty and Staff

Theresa Gillespie
Chair of Graduate Student Retention

Jennifer Ferriday
Chair of Curriculum Development

Wynita Harmon, EdD
Chair of Faculty Development

Jennifer Borel
Academic Advisor & Pathways Coordinator

Haley Parker
Admission Counselor & Associate Professor

Alyson Pouls, PhD
Academic Advisor & Associate Professor

Betsy Komarchuk
Enrollment Specialist and Student Coach

Theresa Haugen, PhD
Curriculum Specialist & Associate Professor

Erin Saladino
Learning Experience Designer

Lindsay Gulbranson
Academic Writing Specialist

Sara Wilhoite-Mathews
Library and Research Advisor

University Faculty

The Art of Education University's qualified and experienced faculty members deliver diverse and dynamic online instruction to students throughout each course. Faculty members are dedicated to their professions and incorporate classroom experiences to teach course concepts and theories.

Students are assigned an instructor for each course and benefit from individual assessment, feedback, and class discussions. AOEU faculty creates an environment for learning and a positive student experience. In addition, faculty members are a trusted source for academic achievement and integrity during a student's program. AOEU faculty is available through office hours and email; time zones vary. See the LMS for faculty contact information.

The AOEU website is updated regularly. For a current list of faculty, please visit the [Faculty Directory](#) online.

Mailing Address

The Art of Education University
518 Main St., Suite A
Osage IA, 50461

Main Telephone Number

515.650.3198

Administrative Office Hours

General Help, Admissions, Student Services, and Registrar
Monday–Friday, 8:00 a.m.–5:00 p.m. CT

AOEU faculty is available through office hours and email; time zones vary. See the LMS for faculty contact information.

Observed Holidays

AOEU offices are closed in observance of all federal holidays plus Christmas Eve, the day after Thanksgiving, and a holiday closure the last week of December. If the holiday falls on a weekend, it will be observed on the adjacent Monday or Friday.

1/2 New Year's Day (recognized)

1/16 Martin Luther King Day

2/20 President's Day

5/29 Memorial Day

6/19 Juneteenth

7/4 Independence Day

9/4 Labor Day

11/23 Thanksgiving Day

11/24 Day After Thanksgiving

12/24 Christmas Eve

12/25 Christmas Day

1.0 ADMISSION

1.01 Statement of Non-Discrimination

In accordance with federal and state laws, The Art of Education University prohibits discrimination based on actual or perceived age, race, color, national origin/ethnicity, ancestry, religion, sex, pregnancy (including childbirth, lactation, and related conditions), physical or mental disability, genetic information (including testing and characteristics), sexual orientation, gender identity, veteran status, uniformed service member status, or any other status protected by federal, state, or local laws.

1.02 Graduate Admissions

All students, whether pursuing a master's degree or registering for courses independently, must complete an application for their desired program. Click here to select the correct application. The Art of Education University accepts applications continuously throughout the year.

Incomplete applications expire after 60 days.

Admissions questions may be directed to admissions@theartofeducation.edu or 515.236.5050.

1.03 Official Transcripts

All students, regardless of degree-seeking status, must submit official transcripts documenting a conferred bachelor's degree or higher from an appropriately accredited institution. Students who do not submit official transcripts at the time of application will have a transcript hold placed on their account, which restricts access to final grades, unofficial transcripts, and the ability to receive or send an official transcript.

Applicants may submit unofficial transcripts to the registrar's office for determining admissibility; however, any offer of acceptance is conditional pending receipt of official transcripts.

The Art of Education University considers a transcript official when sent directly from the issuing institution. Students may send official transcripts through the following methods:

1. Parchment Exchange

2. Through other electronic services providers to the following email address: transcripts@theartofeducation.edu

3. Mailed* in a sealed envelope directly from the issuing institution to the following address:

   Attn: Registrar
   The Art of Education University
   518 Main St. Suite A
   Osage, IA 50461

Note: Mailed transcripts take approximately 4–6 weeks to receive and process.

English Proficiency

Online coursework at The Art of Education University requires graduate-level reading and writing. Applicants whose native language is not English must submit documentation of passing English language proficiency scores to admissions@theartofeducation.edu. Students may be withdrawn from individual courses and the master's degree program if they can not meet the requirements of graduate-level coursework. Students who are dropped or withdrawn from a course for inadequate English language proficiency are entitled to a tuition refund according to the Refund Policy. An earned grade of a W may appear on the student's official transcript depending on when the drop or withdrawal is processed per the Add/Drop Policy and Course Withdrawal Policy.

ACCEPTED TEST	MINIMUM SCORE
Test of English as a Foreign Language (TOEFL)	60 on the paper-delivered test (PBT) or 71 on the internet-based test (iBT)
International English Language Test (IELTS)	6.5
Pearson Test of English	50
Duolingo English Test	100

Direct additional questions to registrar@theartofeducation.edu or 515.236.5094.

1.04 Application Requirements: Master of Arts in Art Education

Prospective students applying for the Master of Arts in Art Education degree must submit an application form, the application fee of $50, official transcripts, and two artifacts for review.

The application to the Master of Arts in Art Education is designed to showcase prospective students' professional qualifications, passion for art education, and ability to succeed in a master's-level program. Applicants must submit the following artifacts for review:

- Writing sample
- Micro-portfolio

Specific instructions are detailed in the application and the application portal. Upon submission of the application form, an email will be sent with detailed instructions for submitting the additional application components listed above. Incomplete applications will be withdrawn after 60 days, and the application fee will be forfeited.

Students with no formal academic preparation or experiential background in art and/or art education may be required to provide additional information and/or take prerequisite coursework for admittance to the degree program. See the Conditional Admittance Policy for details.

1.05 Application Requirements: Master of Education in Curriculum and Instruction

Prospective students applying for the Master of Education in Curriculum and Instruction degree must submit an application form, an application fee of $50, official transcripts, and two artifacts for review.

The application to the Master of Education in Curriculum and Instruction is designed to showcase applicants' professional qualifications, passion for curriculum, assessment, and instruction, and ability to succeed in a master's-level program. Applicants must submit the following artifacts for review:

- Writing sample
- Micro-portfolio

Specific instructions are detailed in the application and the application portal. Upon submission of the application form, an email will be sent with detailed instructions for submitting the additional application components listed above. Incomplete applications will be withdrawn after 60 days, and the application fee will be forfeited.

Students with no formal academic preparation or experiential background in art education and/or education may be required to provide additional information and/or take prerequisite coursework for admittance to the degree program. See the Conditional Admittance Policy for details.

1.06 Application Review

The review process begins when all admission materials are on file. Applicants who apply in person at special events may participate in the interview before all official documents are received, but admissions decisions are not final until all documents are received.

If denied, applicants may choose to reapply. All fees apply.

1.07 Conditional Admittance

Eligible applicants who possess a bachelor's degree but no formal academic preparation or experiential background in art, education, and/or art education may be required to provide additional information and/or complete prerequisite coursework for admittance to the degree program. Tuition for these courses is in addition to the total cost of the degree program.

1.08 Program Enrollment

Accepted degree-seeking candidates must review, sign, and accept the Enrollment Agreement to enroll in the program and begin their degree. This document stays on file and serves as the agreement for the duration of the degree program. Students can access their signed Enrollment Agreement at any time through the student portal. The Enrollment Agreement indicates that AOEU reserves the right to change tuition, policies, and fees for future terms. The university will provide written notification of substantive changes to tuition, fees, and policies no later than 90 days prior to the effective change date.

Enrollment Agreement Expiration

An accepted application remains valid up to two terms, or 60 days, after the original acceptance term. Deferrals for admission may be requested within this time period without the need to reapply. Students who do not enroll or do not request a deferral by 60 days after an application has been accepted will need to reapply for future consideration. All fees, rules, and regulations at the time of reapplication will apply.

Maximum Time to Complete

Students must complete their graduate degree within five years of program enrollment. Once the five-year period from initial enrollment has expired, a student must reapply to the program. All policies and fees apply.

1.09 International Student Admission Requirements

The Art of Education University welcomes international applicants for degree programs and continuing education coursework.

International Transcripts

Prospective students who completed their degree at a university outside the United States must request a copy of an approved foreign evaluation services report showing an equivalent to U.S. bachelor's degree completion. If the transcript is in a language other than English, it must be accompanied by certified English translations.

Copies of the evaluations must be sent to AOEU directly from the evaluation agency.

AOEU's preferred credential evaluation organization is SpanTran (https://spantran.com/services/evaluations). However, foreign transcript evaluations are accepted from any agency that is a member of the National Association of Credential Evaluation Services (NACES—www.naces.org) or the Association of International Credential Evaluators (AICE—www.aice-eval.org).

Additional questions may be directed to registrar@theartofeducation.edu or 515.236.5094.

International Transfer Credit Evaluation

Prospective students who attended a non-U.S. post-secondary institution, college, or university and wish to transfer in credits from that institution must have a course-by-course evaluation done by a professional credit-evaluation agency who is a member of AICE or NACES. Copies of the evaluations must be sent to AOEU directly from the evaluation agency.

AOEU's preferred credential evaluation organization is SpanTran (https://spantran.com/services/evaluations). However, foreign transcript evaluations are accepted from any agency that is a member of the National Association of Credential Evaluation Services (www.naces.org) or the Association of International Credential Evaluators (www.aice-eval.org).

Additional questions may be directed to registrar@theartofeducation.edu or 515.236.5094.

Exemptions

Required documentation of English language proficiency may be waived if the student earned a degree from an institution where English was the primary language of instruction.

1.10 Second Graduate Degree Requirements

Students returning for a subsequent degree program must apply for admission. Returning students are required to have completed a graduation audit and an evaluation of credit prior to beginning their next degree program with AOEU. No more than 50% of the credits may overlap with another earned degree at The Art of Education University. All fees, rules, and regulations at the time of application to a second degree program will apply.

1.11 Degree Program Changes

Students enrolled in one of AOEU's degree programs and in good academic standing may apply to change to a different degree program at any time. Before any changes can be finalized, students must apply and be accepted to the new degree program. All fees, rules, and regulations at the time of reapplication will apply.

The student should carefully review the requirements of the potential new program and the current graduate catalog version and work closely with their advisor to determine the best path forward. The start of the new program must correspond with the start of the student's next eligible term.

Previously transferred and completed coursework through The Art of Education University may not apply to the new program due to differences in degree requirements. Students are allowed to change their degree program only once. Any subsequent request to change the degree program requires approval from the Dean of Graduate Studies. Before changing degree programs, all official transcripts must be on file.

1.12 Declaring a Specialization

The Master of Education in Curriculum and Instruction has three specialization track options. Each 12-credit option fulfills the elective requirements for the degree. Students are required to declare their intended specialization at the time of program application.

1.13 Specialization Changes

A student seeking to change their specialization track must be in good academic standing. The student should carefully review the requirements of the potential new specialization and work with their advisor to determine which coursework will apply to the new specialization.

Because coursework within specializations is not interchangeable, students who begin one specialization and switch to another may see changes to their graduation timeline and additional tuition costs resulting from the requested change.

Previously transferred or completed coursework through The Art of Education University may not apply to the new specialization. Students are allowed to change their specialization one time. Any subsequent request to change specialization requires a request to and approval from the Dean of Graduate Studies.

1.14 Transfer Credit Policy

Complete the [Transfer Credit Request Form](#) to request an evaluation of courses from outside institutions. For an initial evaluation, course details and an unofficial transcript are required. The registrar will provide a response via email to confirm transfer credit acceptance or denial.

An official transcript documenting the culminating coursework and grade is required for final processing. Accepted coursework will be displayed on the student's course records page once processed. Questions concerning transfer credits should be directed to the registrar at registrar@theartofeducation.edu or 515.236.5094.

Transfer Credit Requirements

Prospective students are responsible for reporting previously attended colleges and universities for which they wish to have earned credits evaluated for transfer into The Art of Education University's degree program. Transfer credits can be submitted for review at any point prior to enrollment. If a student does not disclose earned credit from a previously attended college or university prior to program enrollment, they risk taking courses for which they otherwise may have received credit and will not be issued a refund.

Faculty evaluators and the Office of the Registrar review all transfer credit requests. Courses accepted for transfer credit will be reflected on the student's transcript within 30 days of signing their enrollment agreement. The Dean of Graduate Studies determines the final decision regarding transfer credit appeals.

External coursework may be considered for elective transfer credit if all the following conditions are met:

- Coursework is graduate-level (500-level or above).
- Coursework was completed at an appropriately accredited institution within the past five years.
- Graduate-level coursework completed at The Art of Education University over five years old will be reviewed case-by-case for currency when applied toward program completion.
- The final grade earned for each potential transfer course is a B or higher.
- Coursework does not duplicate, overlap, or regress previous work or core course requirements.
- Coursework did not count toward undergraduate graduation requirements.
- Coursework taken at another institution must be comparable to an AOEU course's objectives, program learning outcomes, and educational level for their declared degree program.
- No more than nine semester credit hours will be accepted for transfer as electives.

- AOEU courses taken through Morningside University may be assigned a one-to-one course equivalency with AOEU courses. No more than 50% of the program credits may be accepted for transfer credit if they meet the above requirements.

Transfer credit evaluations are valid for 60 days from the date of approval. Students who have transfer credits accepted but do not sign their enrollment agreement within 60 days must re-submit courses for evaluation.

Non-matriculated Coursework

Individual courses taken through The Art of Education University prior to program enrollment are subject to the Transfer Credit Policy. For students who intend to earn a degree at AOEU, a maximum of 50% of the degree program credit hours may be completed prior to enrolling in a degree program. Students who intend to pursue a degree at The Art of Education University are encouraged to apply early in the process to ensure coursework will help them reach their intended goal.

The Office of the Registrar reviews all non-matriculated courses. The Dean of Graduate Studies makes the final decision regarding non-matriculated course transferability appeals.

Residency Requirement

Students enrolled in degree programs must complete a minimum of 50% of the degree program credit hours with The Art of Education University as the institution of record. Coursework taken through The Art of Education University with a partner institution of record appears as transfer credits on the official transcript. Transfer credits do not count toward the residency requirement.

1.15 Acceptance of Transfer Credit Disclosure

The Art of Education University cannot guarantee credits will be accepted as transfer credit at another institution. Students must check with the degree-granting school, state, or district to verify credit acceptance.

1.16 Acceptance of Program Disclosure

The Art of Education University cannot guarantee employment or promotion due to participating in coursework or degree programs.

It is the responsibility of the student to check with their district and/or state's Department of Education to verify that this program leads to the desired outcomes. No internship is included in any degree program. Degree programs do not lead to licensure or teaching credentials.

2.0 TUITION AND FEES

500-LEVEL COURSES	600-LEVEL COURSES
$399 per semester credit 1-credit course: **$399** 3-credit course: **$1,197**	**$449** per semester credit 3-credit course: **$1,347** 6-credit course: **$2,694**

Total program tuition varies by student depending on the total credit hours required for that student to graduate.

2.01 Tuition: Master of Arts in Art Education

At the time of this publication, the degree program's total cost, including tuition and fees, is **$15,064* plus the cost of textbooks and supplies.** Courses must be paid in full by the course start date.

2.02 Tuition: Master of Education in Curriculum and Instruction

At the time of his publication, the degree program's total cost, including tuition and fees, is **$13,717* plus the cost of textbooks and supplies.** Courses must be paid in full by the course start date.

*This is an estimated value of the cost of tuition and fees. Amounts may vary depending on the number of transfer credits applied or program pathway credit hours, the pace and satisfactory completion of the selected program credit hours, receipt of, or eligibility for, institutional or non-institutional scholarships, and adjustments to tuition or fees as described in the Tuition Change Policy.

2.03 Fees

Fees are in addition to tuition and are nonrefundable.

- Official transcripts: $10 (electronic); $12.50 (by mail)
- Application fee: $50
- Capstone Entrance Exam fee: $200

2.04 Textbooks and Supplies

The cost of textbooks and supplies is dependent on the selected courses. Required materials and texts are available on the course catalog and syllabi.

- Required texts are estimated at $15–$30 each.
- Required materials are estimated at $50–$200 per studio course.

2.05 Application Fee Waiver

Application fee waivers may be granted for applicants participating in a special event or program. Applicants in these categories will be given information regarding the waiver when assigned.

2.06 Tuition Change Policy

AOEU reserves the right to change tuition and fees for future terms. The university will provide written notification of changes no later than 90 days prior to the effective change date.

2.07 Discounts

AOEU occasionally offers discount codes or application fee waivers to defined groups, during special promotions, or at select live events. These discount codes can only be used once, and the discounted amount will not be refunded per the Refund Policy.

3.0 STUDENT FINANCE

3.01 Tuition and Payment Information

Students pay tuition each term for the courses in which they enroll. Payment is due in full by the first day of classes. Payment options include the following:

1. Credit card or e-check.

2. School/organization-issued purchase order (PO).

3. Private loan.

4. Third-party scholarship awards.

The tuition for a course is added to the student's account when the student registers for a course. Students may make payments in any amount on the balance owed at any time between course registration and the course start date. Students with remaining tuition balances after the course start date will be dropped from the course. Any previously paid funds for a course from which a student is dropped will be credited to the student account for future courses or refunded. All refunds will be processed within 45 days of the drop date.

3.02 Refund Policy

When a student drops or withdraws from a course, the applicable refund (if any) will be credited to the student's account according to the Refund Schedule*. The credit amount will be based on the original transaction amount (less any discounts) and the withdrawal date.

Note: The daily cutoff time is 11:59 p.m. Eastern.

Students may use the credit toward future tuition charges or request a refund. To request a refund, email bursar@theartofeducation.edu and include the student ID number. Requested refunds will be issued to the same payment method as received and no later than 45 days from the withdrawal date. Tuition paid by a third-party sponsor will be refunded directly to the third-party sponsor via a paper check or electronic funds transfer.

Students should email bursar@theartofeducation.edu with questions regarding refunds.

Refund Schedule

3-Week Course (21 Days)

TIME OF WITHDRAWAL	REFUND %
Within 14 days of start date	100%
15-21 Days	0%

8-Week Course (56 Days)

TIME OF WITHDRAWAL	REFUND %
Within 14 days of start date	100%
15-21 Days	70%
22-28 Days	60%
29-35 Days	50%
36+ Days	0%

12-Week Course (84 Days)

TIME OF WITHDRAWAL	REFUND %
Within 14 days of start date	100%
15-21 Days	80%
22-28 Days	70%
29-35 Days	65%
36-42 Days	60%
43-50 Days	50%
51+ Days	0%

Sample Refund Calculations

Withdrawing from a 3-credit hour 8-week course (500-level) on the 32nd day would result in the following:

Tuition paid:	$1197.00
Refund %:	50%
Refund amount:	$598.50

Withdrawing from a 6-credit 12-week course (600-level) on the 25th day would result in the following:

Tuition paid:	$2694.00
Refund %:	70%
Refund amount:	$1885.80

This refund policy complies with Iowa Code, Section 714.23, which states that students terminating courses after the first two calendar weeks of the course must receive a refund of not less than 95% of the amount of tuition charged multiplied by the ratio of calendar days remaining to the total number of calendar days in the course up until the 60% completion date, at which time the school is not required to refund tuition. In addition, Iowa Code, Section 714.23, states that any student who requests to withdraw after the 60% completion date of a course is not entitled to a refund, including students with documented medical exceptions to the withdrawal policy.

3.03 Military Refund Policy

In cases in which a student is an active service member, reservist, government civilian, and government contractor of the United States and is ordered to National Guard duty or federal active duty, the student (or their spouse if the student has a dependent child) or eligible military spouse/dependent may choose to have The Art of Education University withdraw all or a portion of the student's current and future registrations and provide a full refund of the tuition.

Students called to active duty who use a purchase order to pay for a course may withdraw before the course end date without restrictions. If the student requests a refund, the refund will be issued directly to the third-party sponsor who made the original payment for the course.

3.04 Third-Party Scholarships

Payments received from third parties, such as education foundations, civic and religious organizations, or other nonprofit entities, may be designated as a scholarship by the payor. Scholarship award payments made on behalf of a student should be made out to The Art of Education University and accompanied by an award letter from the nonprofit entity identifying the recipient(s) receiving the scholarship. The payment may be through a check or electronic funds transfer (ACH/EFT). Once the payment is received, the scholarship amount will be added to the student's account using the transaction code SCHOLARSHIP. If the student withdraws from a course, the scholarship funds will be credited to the student's account according to the Refund Policy. The credit may be used for future tuition purchases or refunded according to the terms outlined in the award letter.

Note: Scholarship awards paid directly to The Art of Education University may be considered taxable income for the student. Please consult a tax professional about the requirements for reporting scholarship funds as income.

3.05 AOEU Scholarships

The Art of Education University may award scholarships to students. Any student who receives a scholarship will be notified via their university-issued email. Tuition scholarships will reflect as a balance forward on the student account.

Scholarship awards are subject to all terms and conditions as defined by The Art of Education University and have no cash value. Students who withdraw from courses or fail to meet the requirements of the scholarship risk losing their scholarship funds. Students will be notified via their university-issued email with regard to any change in award status. The Art of Education University may also provide scholarships for costs associated with books or materials. The method of disbursement for these scholarships will be noted on the terms and conditions of the scholarship.

3.06 Purchase Orders from School Districts or Employers

If a student's school district or employer wishes to submit a purchase order and receive a tuition invoice, the district/employer should email the purchase order to bursar@theartofeducation.edu. Purchase orders must include a PO number, be dated within 60 days of the request and/or before the PO's expiration date, and have a valid signature from a person authorized to generate purchase orders. Invoice requests must include the student's name, course title, and a valid email address for receipt of the invoice. Incomplete requests or invalid documents will be returned, and processing will be delayed. All required documentation needed to issue the invoice must be received by the student course registration deadline. After the purchase order is processed, the student will be able to see the Sponsor Billing transaction on the student's billing statement.

If an invoice has been issued to a school district or employer on behalf of the student, the tuition must be paid in full by the invoice due date; otherwise, the student may be dropped from their course or have a financial hold placed on their record. Students whose school district or employer's policy is to pay after a course is completed must pay for the course upfront and apply for reimbursement directly from the district/employer.

AOEU is not responsible for any student unable to secure reimbursement. AOEU is not responsible for any organization unable to remit payment.

Note: No third parties may register a student for courses. The student must complete an application form or sign the Enrollment Agreement and complete the course registration process personally or with the support of an AOEU staff member.

3.07 Federal Loans

The Art of Education University does not participate in federal financial aid. Federal loans are funded by the U.S. Department of Education.

3.08 California Student Disclosure

The State of California established the Student Tuition Recovery Fund (STRF) to relieve or mitigate economic loss suffered by a student in an educational program at a qualifying institution who is or was a California resident while enrolled or was enrolled in a residency program if the student enrolled in the institution prepaid tuition and suffered an economic loss.

According to California code *CCR 76215*

(a), A qualifying institution shall include the following statement on both its enrollment agreement and school catalog: "The State of California established the Student Tuition Recovery Fund (STRF) to relieve or mitigate economic loss suffered by a student in an educational program at a qualifying institution, who is or was a California resident while enrolled or was enrolled in a residency program, if the student enrolled in the institution, prepaid tuition, and suffered an economic loss. Unless relieved of the obligation to do so, you must pay the state-imposed assessment for the STRF, or it must be paid on your behalf if you are a student in an educational program who is a California resident or are enrolled in a

residency program and prepay all or part of your tuition. You are not eligible for protection from the STRF, and you are not required to pay the STRF assessment if you are not a California resident or are not enrolled in a residency program."

(b) In addition to the statement required under subdivision (a) of this section, a qualifying institution shall include the following statement in its school catalog: "It is important that you keep copies of your enrollment agreement, financial aid documents, receipts, or any other information that documents the amount paid to the school. Questions regarding the STRF may be directed to the Bureau for Private Postsecondary Education, 1747 North Market Blvd., Suite 225, Sacramento, California, 95834, (916) 574-8900, or (888) 370-7589.

To be eligible for STRF, you must be a California resident or enrolled in a residency program, prepaid tuition, paid or deemed to have paid the STRF assessment, and suffered an economic loss as a result of any of the following: 1. The institution, a location of the institution, or an educational program offered by the institution was closed or discontinued, and you did not choose to participate in a teach-out plan approved by the Bureau or did not complete a chosen teach-out plan approved by the Bureau. 2. You were enrolled at an institution or a location of the institution within the 120-day period before the closure of the institution or location of the institution or were enrolled in an educational program within the 120-day period before the program was discontinued. 3. You were enrolled at an institution or a location of the institution more than 120 days before the closure of the institution or location of the institution in an educational program offered by the institution as to which the Bureau determined there was a significant decline in the quality or value of the program more than 120 days before closure. 4. The institution has been ordered to pay a refund by the Bureau but has failed to do so. 5. The institution has failed to pay or reimburse loan proceeds under a federal student loan program as required by law or has failed to pay or reimburse proceeds received by the institution in excess of tuition and other costs. 6. You have been awarded restitution, a refund, or other monetary awards by an arbitrator or court based on a violation of this chapter by an institution or representative of an institution but have been unable to collect the award from the institution. 7. You sought legal counsel that resulted in the cancellation of one or more of your student loans and have an invoice for services rendered and evidence of the cancellation of the student loan or loans. To qualify for STRF reimbursement, the application must be received within four years from the date of the action or event that made the student eligible for recovery from STRF.

A student whose loan is revived by a loan holder or debt collector after a period of non-collection may, at any time, file a written application for recovery from STRF for the debt that would have otherwise been eligible for recovery. If it has been more than four years since the action or event that made the student eligible, the student must have filed a written application for recovery within the original four-year period, unless the period has been extended by another act of law. However, no claim can be paid to any student without a Social Security number or a taxpayer identification number."

Note: Authority cited: Sections 94803, 94877, and 94923, Education Code. Reference: Section 94923, 94924, and 94925, Education Code.

4.0 ACADEMICS

4.01 Academic Calendar

Fall Term
Term dates: 9/1/2023 - 12/31/2023

3 weeks (1 credit)	Registration Closes	Start Date	Drop Period Ends	Last Day to Withdraw	End Date
September	8/15/2023	9/4/2023	9/10/2023	9/17/2023	9/24/2023
October	9/15/2023	10/2/2023	10/8/2023	10/15/2023	10/22/2023
November	10/15/2023	11/6/2023	11/12/2023	11/19/2023	11/26/2023
December	11/15/2023	12/4/2023	12/10/2023	12/17/2023	12/31/2023
8 weeks (3 credit)	**Registration Closes**	**Start Date**	**Drop Period Ends**	**Last Day to Withdraw**	**End Date**
September	8/15/2023	9/4/2023	9/10/2023	10/8/2023	10/29/2023
October	9/15/2023	10/2/2023	10/8/2023	11/5/2023	11/26/2023
November	10/15/2023	11/6/2023	11/12/2023	12/10/2023	1/7/2024
12 weeks (6 credit)	**Registration Closes**	**Start Date**	**Drop Period Ends**	**Last Day to Withdraw**	**End Date**
September	8/15/2023	9/4/2023	9/10/2023	10/25/2023	11/26/2023
October	9/15/2023	10/2/2023	10/8/2023	11/22/2023	12/31/2023

Spring Term
Term dates: 1/8/2024 - 4/28/2024

3 weeks (1 credit)	Registration Closes	Start Date	Drop Period Ends	Last Day to Withdraw	End Date
January	12/15/2023	1/8/2024	1/14/2024	1/21/2024	1/28/2024
February	1/15/2024	2/5/2024	2/11/2024	2/18/2024	2/25/2024
March	2/15/2024	3/4/2024	3/10/2024	3/17/2024	3/24/2024
April	3/15/2024	4/1/2024	4/7/2024	4/14/2024	4/21/2024
8 weeks (3 credit)	**Registration Closes**	**Start Date**	**Drop Period Ends**	**Last Day to Withdraw**	**End Date**
January	12/15/2023	1/8/2024	1/14/2024	2/11/2024	3/3/2024
February	1/15/2024	2/5/2024	2/11/2024	3/10/2024	3/31/2024
March	2/15/2024	3/4/2024	3/10/2024	4/7/2024	4/28/2024
12 weeks (6 credit)	**Registration Closes**	**Start Date**	**Drop Period Ends**	**Last Day to Withdraw**	**End Date**
January	12/15/2023	1/8/2024	1/14/2024	2/28/2024	3/24/2024
February	1/15/2024	2/5/2024	2/11/2024	3/27/2024	4/28/2024

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Summer Term
Term dates: 5/6/2024 - 8/25/2024

3 weeks (1 credit)	Registration Closes	Start Date	Drop Period Ends	Last Day to Withdraw	End Date
May	4/15/2024	5/6/2024	5/12/2024	5/19/2024	5/26/2024
June	5/15/2024	6/3/2024	6/9/2024	6/16/2024	6/23/2024
July	6/15/2024	7/1/2024	7/7/2024	7/14/2024	7/21/2024
August	7/15/2024	8/5/2024	8/11/2024	8/18/2024	8/25/2024
8 weeks (3 credit)	**Registration Closes**	**Start Date**	**Drop Period Ends**	**Last Day to Withdraw**	**End Date**
May	4/15/2024	5/6/2024	5/12/2024	6/9/2024	6/30/2024
June	5/15/2024	6/3/2024	6/9/2024	7/7/2024	7/28/2024
July	6/15/2024	7/1/2024	7/7/2024	8/4/2024	8/25/2024
12 weeks (6 credit)	**Registration Closes**	**Start Date**	**Drop Period Ends**	**Last Day to Withdraw**	**End Date**
May	4/15/2024	5/6/2024	5/12/2024	6/26/2024	7/28/2024
June	5/15/2024	6/3/2024	6/9/2024	7/24/2024	8/25/2024

Note: Occasionally, AOEU offers topic courses to address timely issues in the field. These courses may not appear in the Graduate Catalog. Topic courses range from 1–3 semester credit hours and vary in term length, depending on the topic. Refer to the university website for specific information on topic course offerings. Students may only apply three topics course credits to degree program electives.

4.02 Term and Course Duration

A term is a period of four months. The academic calendar is comprised of three terms:

- Fall Term: September–December
- Spring Term: January–April
- Summer Term: May–August

Courses begin on the first Monday of each month unless the first Monday falls during the annual end-of-year university closure. Courses run for the assigned number of weeks as follows.

- 1-credit course = 3 weeks (21 days)
- 3-credit course = 8 weeks (56 days)
- 6-credit course = 12 weeks (84 days)

4.03 Learning Management System

All AOEU courses are online and delivered through a learning management system (LMS). Students gain access to courses two days before the course start date. Courses are archived after the course end date.

Course registration will not appear in the LMS until five days before the course start date. Students who want to verify course registration are advised to refer to their account in the student portal five days before the start date.

4.04 Prerequisite Requirements

Some courses have pre-requisite requirements. To request an exemption to a prerequisite requirement, students must submit a Special Request Form to begin the process. A request for exemption does not guarantee approval.

4.05 Course Workload

Coursework at The Art of Education University requires graduate-level reading, writing, and assignment submission. When registering for courses, students should consider these guidelines to ensure they can uphold the course requirements and institutional policies.

- Courses are weighted using semester credit hours.
- Course workload calculations are determined using the Carnegie unit. The expected student workload is 45 hours per semester credit.
- A student enrolled in six or more semester credit hours at The Art of Education University in a 16-week timeframe is considered full-time.
- During the Fall and Spring term, four semester hours is considered a regular course load.
- During the Summer term, six semester hours is considered a regular course load.

4.06 Course Overload Appeals

To ensure graduate students can meet the Carnegie unit standards and fulfill all required course objectives, AOEU limits the number of credits a student may take at any given time. Each academic semester includes multiple start dates; courses may overlap. Therefore, during the Fall and Spring terms, students may take a maximum of four credits simultaneously. This limit may result in the ability to complete eight credits during one academic Fall or Spring term.

The maximum number of credits a student may be enrolled in at the same time during the Summer term is six.

Any graduate student wishing to exceed the regular course load of four concurrent credits during the Fall and Spring semesters or six concurrent credits during the Summer term must file a course overload appeal using the Special Request Form.

Under no circumstances will students be approved to take more than six credits concurrently during a Fall or Spring term or nine credits concurrently in the Summer term.

Note: Students do not need to appeal to enroll in Capstone: Art Education (ARE631), which is exempt from the Course Workload Policy requirements.

4.07 Cancellation Policy

All AOEU courses require a minimum enrollment of three students by 11:00 p.m. Central Time (UTC-5) on the date registration for the course closes. Should a course fail to meet the minimum enrollment requirement, the course may be canceled. Registered students will be notified and have the option to enroll in a concurrent or future course offering without penalty or receive a 100% tuition refund.

4.08 Add/Drop Policy

Students who wish to change a course registration after the start of a term may do so within the first seven days of the course by requesting a course add/drop through their advisor or submitting a Special Request Form. Students can drop a course within the first seven days without penalty.

Dropped courses will not be displayed on the student's transcript.

4.09 Course Withdrawal Policy

Students who wish to withdraw from a course must request a *Course Withdrawal Form* from their academic advisor or submit a Special Request Form for access to the *Course Withdrawal Form*.

All withdrawal requests must be submitted by midnight Central Time (UTC -5) on the withdrawal deadline date published in the academic calendar. Course withdrawals result in a grade of "W" on the official transcript. Refunds of tuition will be calculated according to the university's Refund Policy.

Students are not permitted to withdraw from a course after the 60% completion date.

4.10 Inactive Student Policy

Students must complete a course that counts toward their degree every eight months to retain active status. Students who do not complete a course within the required time frame will be assigned Inactive status. Drops and withdrawals are not counted toward completion. Once Inactive, a student can return to Active status by completing a course as long as they are within the five-year maximum program completion period and have not been administratively withdrawn. A student's course performance is not a factor. Students with no course completions for one year (365 days) are subject to the Degree Program Administrative Withdrawal Policy.

4.11 Degree Program Withdrawal Policy

Degree-seeking students who no longer intend to complete the program can officially withdraw. To withdraw from the master's degree program, students can request a form from their advisor or submit a detailed request using the Special Request Form.

The student will be refunded according to the Refund Policy for any current or future course registrations at the time of their withdrawal. Degree-seeking students who withdraw from the program within five days of signing the enrollment agreement may request a refund for the application fee. Additional program

fees will not be refunded for withdrawals that occur more than five days after signing the enrollment agreement. Discount codes cannot be reused.

4.12 Degree Program Administrative Withdrawal Policy

Students must complete a course that counts toward their degree every year to remain in the program. Students who do not complete a course for one year are subject to administrative withdrawal. Drops and withdrawals are not counted toward degree completion. The university will notify students one month before administrative withdrawal.

Students who are administratively withdrawn from the program will be refunded future course tuition according to the Refund Policy. Students will need to reapply to the program if they wish to continue. All fees, rules, and regulations at the time of reapplication will apply.

4.13 Leave of Absence Policy

Circumstances might compel degree-seeking students to interrupt their enrollment. Such a break in enrollment is formally recognized as a Leave of Absence (LOA). Students intending to take a Leave of Absence (LOA) should consult their academic advisor promptly.

Students should fill out the Special Request Form to notify the university of a Leave of Absence. The student's advisor reviews LOA requests. The advisor may request a program planning meeting with the student prior to the LOA or upon return to ensure the student has a plan to graduate on time. Students may take a Leave of Absence for up to 180 days (six months).

Students who take a Leave of Absence are still subject to the five-year maximum time to complete the program.

If the LOA occurs at the conclusion of Inactive status per the Inactive Student Policy, the university may require a Leave of Absence Planning Meeting with the academic advisor. Students who do not complete a meeting within two weeks of their request will be denied and administratively withdrawn from the degree program.

5.0 EVALUATION AND ASSESSMENT

5.01 Grading Scale and Grade Point Average

The Art of Education University uses a grading scale to compute grade point averages (GPA) and assign grades. Transfer credits are not included in the GPA.

LETTER GRADE	PERCENTAGE	GPA
A	90-100%	4.0
B	80-89%	3.0
C	70-79%	2.0
D	60-69%	1.0
F	Below 60%	0.0

5.02 Course Grading Requirements

Students must earn a final grade of B (80%) or higher, or a minimum of a 3.0 GPA, to earn graduate credit for coursework to count toward program completion. The final grade is displayed to the nearest whole percentage and as an associated letter grade. The grade is rounded up if the decimal is 0.50 or above. The grade is rounded down if the grade is below 0.50. For example, a grade of 89.5 is recorded as 90% or a grade of A. When the final grade is computed to 79.4%, it is recorded as 79%, a grade of C.

5.03 Evaluation Method

AOEU coursework incorporates various assessments to demonstrate learning, including, but not limited to, quizzes, written papers and reflections, action plans, portfolios, and creative assignments. All assessments are aligned to course learning objectives and mapped to program learning outcomes. Instructors use course rubrics and assignment guidelines to evaluate learning and provide feedback.

The Capstone Entrance Exam incorporates written assessments paired with artifacts to demonstrate the attainment of program learning outcomes through theory, research, and practice. Exams are graded by a qualified examiner using a standardized rubric.

5.04 Proctored Examinations

Throughout a student's program of study, assessments from select courses will be proctored. Proctored exams are required and serve as an additional identity verification process to ensure academic integrity and meet accreditation requirements. Students are required to identify themselves with a valid, government-issued photo ID.

Proctored exam information and requirements are provided in each course where a proctored exam is required. Proctored exams are mandatory, without exception, and not subject to appeal. Failure to successfully complete the proctored exam will result in administrative action, per the Academic Integrity Policy.

Students must meet the requirements of the Technology Requirements Policy and the directions outlined in the LMS to complete proctored exams.

5.05 Capstone Entrance Exam Policy

The Capstone Entrance Exam is a requirement to demonstrate comprehension of the program learning outcomes and for advancement to the 600-level courses in each degree program.

Eligibility

The candidate must successfully pass all 500-level core and elective requirements with a minimum grade of 80% and maintain a GPA of 3.0 or higher in order to be eligible for the exam.

Outcomes
For each attempt, the outcome shall be one of:

- Passed: The candidate successfully completed all requirements of the examination.
- Revisions Required: The candidate has one opportunity to make revisions as established by the examiner to reach a passing score. *If the candidate's revisions are not sufficient to receive a passing score, the outcome is considered a fail, and the student must register for re-examination.*
- Failed: The candidate failed to satisfy the Capstone Entrance Exam requirements. Re-examination required.

Additional Requirements
The use of resources from the Student Center, books, articles, and other references is allowed. Students should refer questions regarding the Capstone Entrance Exam to their advisor prior to enrolling in the exam. Candidates may not engage instructors, advisors, or Writing Center and Library Services personnel for assistance or feedback during the examination or revision period.

The Capstone Entrance Exam is subject to the same requirements as the Course Repeat Policy.

5.06 Incomplete Grades

Incompletes are granted only for extenuating, unpredictable, life-altering circumstances. To request a grade of incomplete (I) and an extension of up to 50% of the original course term, students must speak with their instructor and submit the Special Request Form before the final day of the course.

Incompletes will not be granted for time management or technical issues. Documented evidence of extenuating circumstances leading to the request may be required before a final decision is made.

A grade of Incomplete and an extension for the completion of coursework requires an administrative review. Submitting the request form does not guarantee an incomplete will be granted. Students

submitting requests must speak with instructors about missed assignment deadlines until the formal request has been processed and the request granted.

5.07 Grade Processing and Timeline

Final grades are posted to the student portal ten calendar days after the course end date. Students who completed courses through AOEU can download an unofficial transcript or order an official transcript as soon as final grades are posted. Students who completed courses through Morningside University can request an official transcript from Morningside University after the ten-calendar day window from the course end date. For degree-seeking students who take courses through Morningside University, an additional ten days are required to process courses for transfer onto an official degree transcript from The Art of Education University.

5.08 Transcript Request

Students may request an official transcript through Parchment. Details can be found [here](#). Requests are processed within ten business days. Students who take courses through Morningside University should order their official transcript from the Morningside University website.

5.09 Grade Appeal

Students may appeal a final course grade within 20 days after the course grade is posted to the student portal. Students may appeal an exam grade within seven days after the exam grade is posted to the student portal. See the Grievance Policy for details on how to file an appeal.

5.10 Course Repeat Policy

A student may repeat a Withdrawn (W) course or course with an earned grade below 80% only once unless special circumstances are documented and approved by the Dean of Graduate Studies. When courses are repeated, all attempts remain on the transcript, while only the highest grade earned is calculated in the Grade Point Average (GPA). Students should work with their advisor and submit an appeal via email for a third course attempt to the Dean of Graduate Studies.

If the student submits an appeal, the dean will review the student record in full, including but not limited to satisfactory academic progress (SAP) status, past course grades, financial standing, and assignment submissions from past course attempts. Pending a review of the appeal, the student may be required to submit documentation of extenuating circumstances to justify an additional attempt. If the appeal is approved, the student will be allowed another attempt to pass the course. The student must pay all relevant tuition and fees for repeating the course and is subject to the Disciplinary Probation and Dismissal Policy. Appeals that are not approved and students who do not pass upon their third attempt may be administratively withdrawn from the program.

Per the Academic Integrity Policy, coursework submitted for a repeated course assignment is presumed to be original work not previously submitted in another course, including withdrawn courses, without prior written approval from the instructor.

6.0 ATTENDANCE

6.01 Attendance

Most courses are asynchronous, with weekly due dates but no required login times. Capstone: Art Education requirements include several synchronous activities to plan and present the final capstone project. All other courses are asynchronous. See the Course Participation Policy for more information.

6.02 Course Participation Policy

The Art of Education University is committed to ensuring students take personal responsibility for achieving the learning objectives within each course. To assist students in meeting that goal, the university requires students to participate by regularly logging into their course, substantively interacting with peers and instructors through the discussion forums, and submitting all coursework by the weekly due date.

Substantive interaction means students must meet weekly assignment deadlines to avoid failure. Bulk assignment submission (more than one assignment) after periods of inactivity does not reflect academic engagement and is not permitted.

6.03 Course Climate

Student interactions within the closed course group must be professional, confidential, and intellectual. All communications, including shared artwork and visual images, shall be constructive and appropriate, with thoughtful consideration given to any potentially offensive subject matter. The types of prohibited conduct outlined in this policy are not intended to be all-inclusive or limit inappropriate conduct that may subject a student to sanctions or disciplinary action.

6.04 Late Submission Policy

Assignment deadlines are posted in the Learning Management System (LMS). Students unable to submit an assignment by the specified due date may, at the instructor's discretion, be allowed to submit the assignment at a specified later date within the course term. Late work is subject to point deductions.

- Students must request their instructor's permission for an extension 24 hours before the due date specified for the assignment. Point deductions will not occur for prearranged and instructor-approved extensions.
- If there is no communication prior to the late submission, it is at the instructor's discretion to accept or not accept the work. Point deductions will occur if the instructor is notified less than 24 hours before the due date or after the assignment is due.
- Occasionally, an instructor may allow a student to make up or re-submit work; in this case, the instructor will set specific instructions and due dates.
- All late work must be submitted by the course end date.

- Technology issues are not grounds for late submissions.

- Bulk submissions (more than one assignment after periods of inactivity) are not permitted.

6.05 Satisfactory Academic Progress Policy

SAP Standards

Satisfactory academic progress (SAP) consists of both a GPA component (qualitative) and a course progress component (quantitative) checked at the end of every term. To maintain good standing, students must earn a minimum GPA of 3.0 or a final course grade of B. Students who do not maintain SAP are subject to the Academic Probation Policy.

Credit hour completion is the quantitative measure of SAP whereby a degree-seeking student must complete their program within 150% of the published credits of the program. When evaluating a student's SAP, the following are considered:

- Repeated courses are counted as attempted credits and, if successfully completed, earned credits.

- Withdrawals (W), incompletes (I), and failures (<3.0 or a grade lower than a B) are counted in the attempted hours but are not successfully completed or earned.

- Multiple incomplete requests may impact SAP evaluation.

- Transfer courses applicable to the program of study will not be counted in the calculation of the GPA but will be counted as attempted credits and earned credits.

- Drops and cancellations do not count toward attempted credits.

The following SAP thresholds apply to degree-seeking students to ensure they meet SAP during the program:

MINIMUM CUMULATIVE GRADE POINT AVERAGE	MINIMUM COURSE COMPLETION RATE	MAXIMUM TIME TO COMPLETION
≥ 3.0	67%	150% of the program's published length

SAP Violations

Notification of a change in academic standing will be emailed to the student's university-issued email. Lack of notification receipt does not exempt students from the policy requirements.

1. **Academic Warning**

   Students who do not meet SAP standards will be placed on Academic Warning for one term (16 weeks). Any student, including a non-degree student, may be placed on Academic Warning for

one term (16 weeks) if they do not meet the minimum GPA requirements. Degree-seeking students are also subject to the Course Completion Rate requirements at the end of a term.

After one term, students on SAP Warning and who do not remedy their standing will be placed on academic probation. Students who meet the SAP requirements will return to good standing.

2. **Academic Probation**

Students who have not met the SAP requirements after the one-term remediation period will be placed on academic probation. To regain enrollment eligibility, students must submit a successful academic appeal.

Students who cannot maintain good standing and who do not submit a successful academic appeal are at risk for dismissal.

7.0 ACADEMIC INTEGRITY

7.01 Academic Integrity Policy

The Art of Education University believes academic integrity is essential to maintain the validity of all grades earned and to protect the integrity of the university, students, and graduates. Therefore, AOEU adheres to the highest standards in assessing student scholarly work. Academic integrity is a complex and university-wide commitment, especially for students and faculty. AOEU is committed to enrollment policies that support student success and maintain academic integrity.

Student responsibilities in upholding academic integrity include abiding by a commitment to submit original work and giving appropriate credit to others' work when credit is due. Cheating and plagiarism in any form are unacceptable academic behaviors and will not be tolerated.

Academic Dishonesty

All work submitted and/or presented by students must be original and properly credit all outside inspiration. Original, cited work includes, but is not limited to, individual and group assignments in written, oral, and electronic forms and any artistic creations. Examples of academic dishonesty include, but are not limited to, the following:

- Purchasing and/or deliberately taking someone else's work (written, artistic, or otherwise) and submitting it as one's own.

- Incorrectly citing resources or creating fictitious resources.

- Using a direct quote without including quotation marks and appropriate citation.

- Engaging generative artificial intelligence (AI) tools without explicit instructor approval.

- Submitting direct quotes as paraphrased text.

- Paraphrasing text without using appropriate citations.

- Self-plagiarism: Submitting work completed for one course/program assignment and resubmitting it for another AOEU course/program assignment as original work for the new assignment. This includes work completed for a course from which a student has previously withdrawn, unless the instructor grants prior approval.

- Style plagiarism: Using another source's structure or style of reasoning as one's own. The words may be different, but the order of ideas or explanation of concepts is similar to the original source. (Also called organizational plagiarism.)

- Mosaic plagiarism: Rearranging complex sentence clauses, synonyms, or other rearrangements to create a distinction from the original source. This also includes piecing together multiple citations with a lack of original thought. (Also called patchwork plagiarism.)

Guidelines for Disciplinary Action

Violations of academic honesty are cumulative throughout the student's tenure at the university.

On the first instance of a violation of academic honesty, depending on the severity, the instructor of record will work with the Chair and/or Dean to determine appropriate sanctions. Sanctions may include but are not limited to the following:

- An opportunity to resubmit the assignment
- Reduction of points given for the original assignment
- Failing grade for the assignment involved
- Failing grade for the course
- Dismissal from the course*
- Dismissal from the university*

On the second instance of a violation, whether in the same course or a different course, disciplinary action may include immediate disciplinary probation. Students violating the terms of disciplinary probation may be dismissed from the program.

*Students dismissed from a course for Academic Integrity Policy violations are entitled to a tuition refund according to the Refund Policy.

Academic Dishonesty Investigation Process

Allegations of academic dishonesty will be reviewed by the faculty of record and the appropriate academic administrator.

If a student is found in violation of the Academic Integrity Policy, they will receive written communication to their university-issued email informing them of their violation and resulting sanctions.

A student's course enrollment may require suspension during an investigation of a student's violation of the Academic Integrity Policy. If the investigation concludes the student has not violated the Academic Integrity Policy, they will be granted a course extension equal to the time of the suspension and investigation.

Students under investigation for academic dishonesty in one course are subject to having their entire academic record reviewed. If previous incidents of academic dishonesty are determined, whether or not they have been reported, the student is liable to have those assignment grades and course grades reviewed and amended, including the possibility of a failing grade issued for previously submitted assignments or courses. Past incidents can be considered when determining sanctions for the incident under review.

7.02 Originality Detection Software

All students have important obligations under the Academic Integrity Policy to complete all academic and scholarly activities with fairness and honesty. Specifically, students are expected to uphold the obligation of "submitting original work and giving appropriate credit to others' work when credit is due.".

The Art of Education University uses an online originality detection system, which allows faculty to scan submitted coursework against academic journals, sources across the internet, and assignments previously submitted to AOEU and other higher education institutions. Faculty may also use search engines to detect similarities. Originality detection software not only detects plagiarism but also serves as a teaching tool to support academic writing.

7.03 Artificial Intelligence Policy

To maintain a culture of integrity and respect, generative artificial intelligence (AI) tools such as ChatGPT, Sudowrite, and others should not be used in the completion of course assignments unless the instructor for a given course specifically authorizes their use.

7.04 Graduate-Level Writing Requirements

Principles of academic integrity include ensuring that the quality of student work product is consistent with the degree level. The Art of Education University may require additional modules or tutorials to complete a course if a student's abilities are deficient in graduate-level writing.

7.05 Code of Conduct Policy

Students are responsible for meeting standards of behavior that are not connected to their academic performance. As an online University dedicated to the secure and protected transmission of education via the internet and related methods, The Art of Education University has to be vigilant in protecting the intellectual property of the university and its students. Students who disrespect the principles behind protecting intellectual property put themselves in jeopardy. Prohibited actions include the following:

- Use of university resources, including intellectual property, course assignments, papers, examinations, and answers to quizzes and examinations for commercial purposes.
- Providing false or altered identification.
- Abuse of resources provided to the student for research and use in connection with classes, such as library databases and other internet research sites where access is provided through the university.
- Threats against another student, faculty member, or university personnel.
- Any conduct that willfully or recklessly endangers the physical or mental health of another student, faculty member, or university employee.
- Obscene or harassing communication directed toward a student, faculty member, or university employee.
- Lying, cheating, or stealing that compromises educational integrity.

- Willful non-payment of financial obligations to the university.
- Disrespectful treatment of other students, faculty members, or university employees.

7.06 Disciplinary Probation and Dismissal Policy

The Art of Education University is committed to academic success and a positive experience for all students. For this reason, AOEU reserves the right to dismiss students from courses or terminate students' enrollment for Academic Integrity Policy or Code of Conduct violations. Students dismissed from AOEU are ineligible for future enrollment.

Disciplinary Probation and Dismissal for Academic Integrity Policy Violations

Students with two or more violations of the Academic Integrity Policy will be placed on disciplinary probation and remain on probation for the duration of the program. Students with a probation record will not be eligible for Delta Epsilon Tau International Honor Society nomination.

The Chief Academic Officer (CAO) reviews all cases of students placed on disciplinary probation. The CAO will develop a required disciplinary plan for the student to complete or dismiss the student from the program, depending on the severity of the violation.

Students dismissed based on violations of disciplinary probation are entitled to a refund according to the Refund Policy.

Disciplinary Probation and Dismissal for Code of Conduct Policy Violations

AOEU follows the Code of Conduct Policy to determine the dismissal of students for non-academic reasons.

Students who violate the Code of Conduct Policy may be immediately suspended from current courses until an investigation is complete. If, after providing documentation, the student is not found in violation of the Code of Conduct Policy, they will be granted a course extension equal to the time of the original suspension and investigation. If they are found in violation of the Code of Conduct Policy, they will receive written communication to their university-issued email informing them of their violation and resulting sanctions.

Students dismissed based on Code of Conduct Policy violations will be eligible for a refund according to the Refund Policy. Current courses will show an earned grade of W if the student is removed after the seventh day of the course.

It is the student's responsibility to understand and uphold AOEU policies.

7.06 Student Appeal Process

All university decisions regarding student grades or enrollment status changes as a result of policy violations will be communicated to students via the student's university-issued email.

Students have five calendar days from the send date to respond with requests to appeal dismissal decisions by submitting a grievance, per the Grievance Policy.

8.0 STUDENT RIGHTS AND RESPONSIBILITIES

8.01 Statement of Student Responsibilities

Student success depends on their response to the opportunities and responsibilities within the university. When students begin graduate coursework, their actions and efforts will bear out this presumption. The final responsibility for fulfilling the course syllabus requirements in each course, meeting all program/degree requirements, and complying with the university's regulations and procedures rests with the student as described in all university publications and websites.

The Art of Education University students are responsible for, but are not limited to, the following:

- Ensuring official transcripts are received and on file as required by AOEU.
- Checking university-issued email accounts regularly for important university communications.
- Reading and adhering to all published policies and procedures.
- Maintaining communication with a university representative.
- Ensuring name, mailing address, learner location, and personal information are on file and correct.
- Meeting or completing all academic prerequisites and grading standards.
- Completing coursework within the course run dates and submitting work on time. Technology, human error, or internet problems are not valid excuses for turning in assignments late.
- Requesting exemptions to policy in advance.
- Submitting disputes in writing.
- Maintaining professional communication with all university faculty and staff.

8.02 Accommodations Under the Americans with Disabilities Act

Americans with Disabilities Act of 1990

The Art of Education University complies with the Americans with Disabilities Act (ADA), Section 504 of the Rehabilitation Act, and state and local requirements regarding students with disabilities. AOEU will provide reasonable accommodations or services to qualified students with disabilities.

The Art of Education University will deem a request for accommodation or services reasonable if the request meets the following requirements:

- Is based on documented individual needs.
- Does not specify essential requirements of a course or program.
- Does not impose a financial or administrative burden upon the university beyond that which is deemed reasonable and customary.
- Is within the scope of the university's control.

The Art of Education University defines a qualified student as one who can perform the essential functions of program or course requirements with or without reasonable accommodations. The essential

requirements of an academic course or program do not need modification to accommodate an individual with a disability.

Responsibility for the selection of the most appropriate accommodation rests with the Dean of Enrollment Services at The Art of Education University and is determined on a case-by-case basis, dependent on the nature of the disability of a student.

To receive disability services at The Art of Education University, the student must submit a formal request for accommodations for review. Students with documented disabilities can contact their academic advisor or submit a [Special Request Form](#) to access the Accommodations Request Form. Once forms are submitted through the student portal, The Dean of Enrollment Services will review and respond within ten calendar days.

All accommodations and services deemed reasonable are provided at no expense to the student and based on individual student needs. The Dean of Enrollment Services will provide approved accommodations to the student via email with an attached Faculty Notice of Accommodations. The Faculty Notice of Accommodations will be uploaded to the student document portal. Accommodations are reviewed annually.

Student Responsibilities

- Follow the accommodation procedure outlined above.
- Proactively submit all required documents for consideration. Accommodations are not granted retroactively.
- Provide and incur the expense for current appropriate documentation (within five years) from a qualified medical or other licensed professional of the disability and the accommodation or service needed.
- Provide a signed medical opinion stating that with the reasonably requested accommodation or service, the student would be physically and/or mentally able to perform the essential functions of program or course requirements.
- On a course-by-course basis, present the Faculty Notice of Accommodations to the assigned course instructor within the first week of each course for the faculty member to comply with the granted accommodation(s) effectively.

Documentation

Questions and documentation of accommodations can be requested by email through the Dean of Enrollment Services at studentservices@theartofeducation.edu.

8.03 Religious Observances

AOEU will reasonably accommodate the religious observances of individual students regarding due dates and course requirements. Religious observance includes all aspects of religious observance, practice, and belief. To request an accommodation, students shall provide instructors with at least one week's notice of the dates they will observe a religious holiday. Students may work ahead or request an

assignment extension not to exceed one week. Religious observance does not relieve students from responsibility for any part of the coursework required during the period of absence.

8.04 Student Confidentiality

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

FERPA Notification

AOEU maintains records and documentation of student academic progress and interactions with university staff.

The Family Education Rights and Privacy Act (FERPA) affords eligible students certain rights concerning their educational records. These rights include:

1. The right to inspect and review the student's educational records within 45 days after AOEU receives an access request. Students seeking additional information should submit a written request to the Office of the Registrar at registrar@theartofeducation.edu identifying the specific record(s) the student wishes to inspect.

2. The right to request the amendment of the student's educational records that the student believes to be inaccurate, misleading, or otherwise a violation of the student's privacy rights under FERPA. Students requesting an educational record amendment need to contact the Office of the Registrar, clearly identifying the part of the student's record and specifying why it should be changed. If The Art of Education University decides not to amend the record as requested, AOEU will notify the student in writing of the decision and the student's right to a hearing regarding the request for amendment. When notified of the right to a hearing, additional information regarding the hearing procedures will be provided to the student.

3. The right to provide written consent before AOEU discloses personally identifiable information (PII) from the student's educational records, except to the extent FERPA authorizes disclosures without consent. The Art of Education University discloses educational records without a student's prior written consent under the FERPA exception for disclosure to school officials with legitimate educational interests. A university official is typically a person employed by AOEU in an administrative, supervisory, academic, research, or support position (including law enforcement personnel); a person serving on the board of trustees; a student serving as an official volunteer; or a contractor outside of AOEU who performs an institutional service for which the school would otherwise use its own employees and is under the direct control of the institution with respect to the use and maintenance of PII from educational records, such as an attorney, auditor, collection agent, or a student volunteering to assist another university official in performing their tasks. A university official typically has a legitimate educational interest if the official needs to review an educational record in order to fulfill their professional responsibilities for AOEU.

4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by AOEU to comply with the requirements of FERPA. The name and address of the office that administers FERPA is:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202

8.05 Identity Verification

Students must verify their identity to speak with any employee at The Art of Education University about course records, billing information, or other personally identifiable information. The student must accurately provide two pieces of information on the university file to confirm their identity for the employee to release personal information. It is the student's responsibility to keep account information updated.

AOEU faculty and staff will not provide information to students who cannot verify their identity by providing the correct information on file with AOEU.

At various times throughout the program, the institution affirms that the student who takes an assessment is the same person who enrolled in the program. Proctors use valid government-issued photo identification or other means to confirm student identity.

8.06 Name Changes

To protect the integrity of the academic student record, students at The Art of Education University can not independently make name changes on their accounts.

Students must request to change their name using the Special Request Form or through an AOEU team member. The registrar will attach an official name change request form to the student's document portal. The student must complete the form and submit appropriate supporting documentation to change their name. Appropriate documentation includes a driver's license, government-issued ID, marriage certificate, divorce decree, or Social Security card. Name changes are processed within 10 business days from the time the student completes the document in their portal.

8.07 Release of Academic Records

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

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

Students seeking access or amendment to educational records should contact the Registrar at registrar@theartofeducation.edu or 515.236.5094.

The Art of Education University 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.

8.08 Records Retention

AOEU will keep student Enrollment Agreements on file for five years after a student's graduation date. Unsigned enrollment agreements will be kept on file for 60 days after acceptance.

Completed application materials will remain on file for five (5) years from the date of submission. Incomplete applications will remain on file for the 60-day period of validity.

8.09 Directory Information

The Art of Education University has designated the following as directory information:

- Name
- Address
- Telephone listing
- Email address
- Hometown
- Degree program
- Anticipated completion date
- Participation in officially recognized activities
- Photograph
- Honors and awards received
- Dates of attendance/enrollment status

Directory information is defined by the U.S. Department of Education as "information contained in the education records of a student that would not generally be considered harmful or an invasion of privacy if disclosed. Typically, 'directory information' includes information such as name, address, telephone listing, date and place of birth, participation in officially recognized activities and sports, and dates of attendance. A school may disclose 'directory information' to third parties without consent."

8.10 Student Complaint and Grievance Policy

The Art of Education University is committed to hearing the concerns of its students.

1. Any student with a complaint or grievance with an instructor, an individual assignment grade, or a final course grade should address those concerns directly with the instructor.

2. If a resolution is not reached or the grievance is in reference to any other issue within the university, students may file an official complaint using the Grievance and Complaint Form. The request will be reviewed and responded to within ten business days. The student may be contacted for additional information during the review process.

3. If a student is not satisfied with the results of the official complaint response, the student may appeal the decision by contacting the university's Chief Academic Officer (CAO) at cao@theartofeducation.edu and requesting an additional review. All CAO decisions are final.

The Art of Education University and its degree program are accredited by the Distance Education Accrediting Commission (DEAC). Students whose concerns are related to noncompliance with DEAC standards and policies may address their concerns directly with the DEAC by completing the DEAC Complaint Form. The DEAC is recognized by the Council for Higher Education Accreditation (CHEA) and is listed by the U.S. Department of Education as a recognized accrediting agency. A student or any member of the public may leave a complaint about this institution with the DEAC by calling 202.234.5100 or submitting written correspondence to the following address:

Distance Education Accrediting Commission
1101 17th Street, N.W., Suite 808
Washington, D.C. 20036

The Art of Education University is registered by the Iowa College Student Aid Commission to operate in Iowa and to participate in the National Council for State Authorization Reciprocity Agreements (NC-SARA). NC-SARA is a voluntary, regional approach to state oversight of postsecondary distance education. In addition to the university student complaint procedure, students may contact the Iowa College Student Aid Commission at 877.272.4456 or use the following URL: https://www.iowacollegeaid.gov/StudentComplaintForm.

8.11 Ethical Computer Use

The Art of Education University provides information technology resources to various individuals (students, faculty, and staff). As online community members, all individuals are responsible for using those services effectively, efficiently, ethically, and legally. Individuals are encouraged to respect the privacy of others and avoid grossly offensive expressions in matters of ethnicity, race, religion, gender, sexual orientation, age, or disability, which may create a hostile environment. AOEU reserves the right to monitor the use of technology-related resources to determine compliance with the computer ethics and policies statement provision.

8.12 Technology Requirements Policy

The Art of Education University provides limited technical support for course-related software applications and online resources. The listed computer requirements are expected to work for most students under most conditions. There could be situations where hardware limitations or software compatibility issues might prevent the university services department from addressing student technical issues. In these cases, it is up to the student to procure third-party assistance handling any technical issues.

The online learning environment at The Art of Education University comprises multiple technologies working together. This requires that the student's computer meet the following minimum technical

requirements. Students must have ready access to all standards outlined in the Technology Requirements Policy.

To learn online, AOEU students are required to have basic technological proficiency. Assignments may include but are not limited to word processing, document creation, digital slide presentations, photographing work, and recording video. A mobile device is not a substitute for a desktop/laptop computer and cannot be used to meet all course requirements.

Failure to meet and maintain these standards may result in removal from courses or the degree program.

Devices
- ✓ Desktop/laptop devices are required for AOEU coursework.
- ✓ Desktop/laptop devices must have Windows 7/8/10 or MacOS 10.10 or above, the capability to produce and record sound via speakers or headphones, and video recording capability.
- ✓ Mobile devices may be used for some, but not all, LMS functions. A mobile device cannot replace a desktop/laptop. The most recent versions of iOS and Android operating systems are recommended.

Connectivity
- ✓ High-speed internet connection (Cable, DSL, etc.)
- ✓ An up-to-date web browser (Firefox 3+, Internet Edge, Safari 3.1+, or Google Chrome). The latest version of Google Chrome is recommended.
- ✓ A personal email account

Creation
- ✓ Word processor (MS Word, Apple Pages, Google Docs, etc.)
- ✓ PDF reader (Adobe Acrobat Reader or Apple Preview)
- ✓ A university-issued student email account

Some courses require additional software. Materials are listed on individual course pages on the AOEU website.

LMS Platform Requirements
- ✓ Javascript

8.13 University-Issued Email Account

Students must use the university-issued student email account for all university business.

Acceptable Use Policy

As a student of the Art of Education University (AOEU), and a recipient of a university-issued email account, you may not engage in any of the following activities using your university-issued email account:

- Send unsolicited bulk commercial emails
- Violate or encourage violation of the legal rights of others
- Engage in, promote, or encourage any illegal activity
- Engage in communication or activity that can lead to death, serious harm, or injury to groups or individuals, including, but not limited to:
    - Child sexual exploitation
    - Child abuse
    - Human trafficking
    - Terrorism
    - Violence
- Engaging in any unlawful, invasive, infringing, defamatory, or fraudulent purpose, including, but not limited to:
    - Non-consensual Explicit Imagery (NCEI)
    - Violation of intellectual property rights of others
    - Phishing
    - Creating or engaging in a pyramid scheme
    - Distributing viruses, worms, Trojan horses, corrupted files, hoaxes or other items of a destructive or deceptive nature
- Gaining unauthorized access to, disrupting, or impairing the use of AOEU Gmail accounts of other AOEU community members, including faculty, staff, students, and other stakeholders
- Altering, disabling, interfering with or circumventing any aspect of AOEU's Google workspace or services
- Granting multiple individuals access to your personal account other than via the delegation features provided within your account profile
- Assigning your personal account to business functions for the purpose of sharing files within or outside of the domain
- Reselling your account, or parts thereof, as added into a commercial product offered to third parties
- Recording audio or video communications without consent if such consent is required by applicable laws and regulations
- Using your account profile to access any other Google product or service in a manner that violates the terms of service of such other Google product or service

Responsibilities

Students found in violation of this policy at any point during their tenure at The Art of Education University, including after course/program completion or withdrawal, will be reported to the Dean of Graduate Studies and the Director of Technology for a full investigation of the student account.

Enforcement

AOEU may temporarily disable services to an individual user when an apparent misuse of the university-issued email address has occurred, and the misuse is a violation of criminal law, has the

potential to cause significant damage or interfere with university services, cause significant damage to another person, or result in a liability to the university. In addition, less serious infringements of the Gmail Acceptable Use Policy will be reviewed under the Code of Conduct violation procedures.

8.14 Substance Use Prevention Policy

The Art of Education University is committed to promoting a drug-free learning environment. The University has a vital interest in maintaining a safe and healthy environment for the benefit of its employees and students. The use of performance-altering drugs can impair judgment and increase the risk of injuries. Consistent with the Drug-Free Schools and Communities Act Amendments of 1989 (Public Law 101-226), all students and employees are advised that individuals who violate federal, state, or local laws and institutional policies are subject to University disciplinary action and criminal prosecution. Penalties may include required participation in and completion of appropriate rehabilitation programs in addition to federal, state, and local sanctions. Students should be aware there are significant psychological and physiological health risks associated with the use of illicit drugs and alcohol.

The following resources are available for assisting with substance use disorder:

- aa.org—Alcoholics Anonymous Support Group
- ncaddms.org—National Council on Alcoholism and Drug Dependence
- www.mayoclinic.org/diseases-conditions/alcohol-use-disorder—Mayo Clinic
- 988 Suicide and Crisis Lifeline—24/7, free and confidential support for people in distress, prevention and crisis resources

8.15 Sexual Harassment and Discrimination

The Art of Education University 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. AOEU will not tolerate any actions, words, jokes, or comments based on an individual's sex, race, color, national origin, age, religion, disability, sexual orientation, or any other legally protected characteristic.

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 gender-based harassment of a person of the same sex as the harasser.

If any students experience or witness sexual or other unlawful harassment or discrimination, they should immediately report this information to the Dean of Graduate Studies by emailing deanofinstruction@theartofeducation.edu or calling 515.344.4528. If they feel it would be inappropriate to discuss this with the Dean, they should immediately contact the Chief Academic Officer without fear of reprisal or punishment. The CAO can be reached via email at cao@theartofeducation.edu.

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 the Rape, Abuse & Incest National Network (RAINN): 800.656.HOPE (4673).

9.0 STUDENT SERVICES

9.01 Academic Advising

Degree-seeking students work with an academic advisor. Academic advisors at The Art of Education University have experience as art teachers and faculty members. They provide a supportive and friendly experience for degree-seeking students.

Academic advisors help students plan their degree timeline, support student academic success, and serve as a point person for student questions and concerns.

9.02 Library Services

Self-directed research and learning are essential to graduate work. Library services are included in the tuition for degree-seeking students and individual course-takers. Students have access to over 2,000 full-text, peer-reviewed journals and over 2 million records on art and education to conduct reliable research and access peer-reviewed content.

Additional support on conducting online research, APA style, and fair use is available through the Student Center. Students can connect with Library Services staff for one-on-one coaching via video conference or email.

9.03 Writing Center

Students at AOEU can access the online Writing Center when enrolled in courses or the degree program. Academic writing is an essential part of graduate-level work. The Writing Center provides self-service options to help students develop strong paragraphs, build an organized, synthesized argument, and learn tips for editing and revising written work.

In addition to on-demand support, students can schedule individual sessions for in-person or written feedback from Writing Center staff. Students may access all Writing Center resources by visiting the Student Center.

9.04 Student Center

The Student Center is a resource available to students upon first-term enrollment. The Student Center provides various modules and resources to aid in the success of graduate studies. These include academic writing support, research and APA assistance, LMS and Student Portal tutorials, degree program support, tips for feedback and technology used in coursework, and general student FAQs. The Student Center is accessible through the LMS.

9.05 Student Portal

The Student Portal is available to students upon acceptance and is accessible via single sign-on (SSO) through the AOEU website using the university-issued email. In the Student Portal, students can register

for upcoming courses, drop courses, view and sign documents, make tuition payments, view degree audits, view unofficial transcripts, and access final grades.

9.06 Virtual Student Union

Degree-seeking students can connect and collaborate with faculty, AOEU staff, and fellow students through Slack. This tool is part of student services at AOEU and is also available to alums. Students may access Slack by following the guidelines located in the Student Center.

10.0 GRADUATION AND HONORS

10.01 Graduation Requirements

Students must meet the requirements for graduation to receive a conferred degree from The Art of Education University. To fulfill this requirement, students must:

- Pass all core courses with an earned grade of B (80%) or higher
- Pass all elective courses with an earned grade of B (80%) or higher
- Successfully complete the number of credit hours as listed in the enrolled degree program
- Attain a cumulative GPA of >3.0

10.02 Degree Audit for Graduation

The University must confirm all degree requirements have been met after the faculty submission of final grades. The Registrar performs an official audit of the student record during the degree audit, including degree credits earned, financial standing, and official transcript record. Once the registrar's office confirms all academic requirements have been satisfied, the degree will be awarded.

10.03 Diplomas

Students receive an email notification and must confirm their official name, address, and display name for their diploma. To make any changes to the official name on file, students must request a name change form from their advisor or submit a Special Request Form.

Students will receive a digital diploma via their university-issued email approximately two weeks after the completed graduation audit. Students who provide a residential mailing address should expect to receive their paper diplomas in the mail within 6–8 weeks. The Art of Education University can not mail diplomas to PO boxes.

10.04 Commencement

Alumni are invited to participate in virtual commencement ceremonies. For more information, visit the commencement information page.

10.05 Honor Society

Delta Epsilon Honor Society is endorsed by AOEU's accrediting body, the Distance Education Accrediting Commission (DEAC). Delta Epsilon Tau Honor Society (DETHS) recognizes the academic achievements of distance education students. Criteria for recognition by the Delta Epsilon Honor Society specify that graduates must meet the following requirements:

1. Have a minimum 3.9 GPA.
2. Demonstrate active participation and leadership skills.
3. Have a record free of student code of conduct violations.
4. Have clear financial standing.

Students will be notified of eligibility during the graduation audit process.

11.0 GRADUATE DEGREE PROGRAMS

11.01 Master of Arts in Art Education

Overview

The Master of Arts in Art Education (MA) is designed for practicing K–12 art educators. Throughout the degree, teachers expand their understanding of the field, conduct relevant action research, and engage in meaningful studies directly applicable to the art room. Required core courses encourage the application of educational methodologies and pedagogy. Elective course options allow students to create art and engage deeply with specific topics in art education.

Program Outcomes

Students who successfully complete the Master of Arts in Art Education degree will:

- Produce advanced professional educational curriculum for the K–12 classroom using art pedagogy and best practices.
- Evaluate and plan assessment strategies that authentically measure student engagement and teacher effectiveness.
- Design classroom management strategies using methods specific to the art room.
- Reconstruct art-specific content and delivery using educational methodologies, learner theories, and new mediums to reach the contemporary art student.
- Generate leadership and advocacy skills while shaping a professional mission.
- Conduct meaningful and valuable action research in the field.
- Exhibit growth as an artist, educator, and action researcher.

Core Courses (500-Level)	CREDIT HOURS
ARE534 **Managing the Art Room**	3
ARE516 **Instructional Strategies for Art Teachers**	3
ARE501 **Assessment in Art Education**	3
ARE507 **Designing Your Art Curriculum**	3
Elective Courses	**CREDIT HOURS**
500+ **Open Electives**	15
Core Courses (600-Level)	**CREDIT HOURS**
CPE601 **Capstone Entrance Exam**	-

ARE630 **Mission of Teaching**	3
ARE631 **Capstone: Art Education**	6
Total Degree Program Credit Hours	**36**

Core courses must be taken in the prescribed sequence. Students should work with their academic advisor to determine optimal elective courses and progression. See course descriptions for more information. Some prerequisites apply.

11.02 Master of Education in Curriculum and Instruction

Overview

The Master of Education in Curriculum and Instruction (MEd) degree is designed for art teacher practitioners looking to improve their professional practice and for those interested in applying their art education background in specialized or leadership roles. This comprehensive program prepares teachers to meet the changing demands in the classroom and the field of education and to serve as advocates in the school district and community. Coursework is focused on reflective practice strategies and action research to inspire curriculum design, inform instruction, and engage learners.

This degree includes the opportunity for three specialization options: Arts Integration, Inclusive Practices for Visual Arts, and Instructional Leadership in Art Education.

Program Outcomes

Students who successfully complete the Master of Education in Curriculum and Instruction degree will:

- Synthesize art content knowledge to construct differentiated and engaging learning experiences based on student cognitive, social, and individualized development.

- Design long-range planning and curriculum development, including implementation and evaluation aligned to standards, benchmarks, and student needs.

- Create learning experiences informed by past and present education methods, utilize various instructional strategies to foster 21st-century skills, and enrich learning with educational technology.

- Create positive learning environments that encourage active engagement in learning, positive social interaction, digital fluency, self-motivation, and equitable learning experiences for all students.

- Effectively advocate with others in the field and build relationships with students, parents, colleagues, and community members.

- Serve as a reflective practitioner effectively using assessment strategies to refine and redefine working assumptions, values, and practice in order to better meet the needs of all learners.

- Develop and establish a reflective practice to seek growth opportunities that improve professional practice and evolve over time.

- Design, implement, and reflect on an original inquiry that embraces action research methods and contributes to improved professional practice.

Arts Integration Specialization

The Arts Integration specialization focuses on innovation and creativity across disciplines through the arts. Participants will build interactive classroom experiences, integrate emerging technology, and facilitate 21st-century skills. The coursework in this specialization builds on a foundation of art pedagogy to instill confidence, resiliency, and self-determined learning among student artists.

Core Courses (500-Level)	CREDIT HOURS
ARE540 **Cultural Competency in Art Education**	3
ARE548 **The Art of Teaching and Learning**	3
SPED518 **Reaching All Artists Through Differentiation**	3
ARE550 **Curriculum and Assessment**	3
ARE552 **Reflective Practitioner**	3
Inclusive Practices for Visual Arts Specialization Courses	CREDIT HOURS
ARE541 **Innovation Through Design**	3
ARE544 **Arts Integration: How Art Increases Academic Capacity**	3
ARE546 **Social-Emotional Learning in the Visual Arts**	3
DIG547 **Technology in the 21st Century Art Room**	3
Core Courses (600-Level)	CREDIT HOURS
CPE602 **Capstone Entrance Exam**	-
ARE632 **Foundations of Action Research**	3
ARE634 **Capstone: Curriculum and Instruction**	3
Total Degree Program Credit Hours	**33**

Core courses must be taken in the prescribed sequence. Students should work with their academic advisor to determine the optimal course progression for their goals. See course descriptions for more information. Some prerequisites apply.

Instructional Leadership in Art Education Specialization

The Instructional Leadership in Art Education specialization prepares educators for advocacy and opportunities to enact change. Coursework focuses on community connections and builds capacity for

influence and productive professional learning. Participants will apply ethics and leadership concepts to grant writing and entrepreneurship.

Core Courses (500-Level)	CREDIT HOURS
ARE540 **Cultural Competency in Art Education**	3
ARE548 **The Art of Teaching and Learning**	3
SPED518 **Reaching All Artists Through Differentiation**	3
ARE550 **Curriculum and Assessment**	3
ARE552 **Reflective Practitioner**	3
Inclusive Practices for Visual Arts Specialization Courses	CREDIT HOURS
ARE549 **Ethics and Equity for Art Education Leadership**	3
ARE551 **Advocating for the Visual Arts**	3
ARE553 **Designing and Leading Professional Learning**	3
ARE555 **Principles of Art and Business**	3
Core Courses (600-Level)	CREDIT HOURS
CPE602 **Capstone Entrance Exam**	-
ARE632 **Foundations of Action Research**	3
ARE634 **Capstone: Curriculum and Instruction**	3
Total Degree Program Credit Hours	**33**

Core courses must be taken in the prescribed sequence. Students should work with their academic advisor to determine the optimal course progression for their goals. See course descriptions for more information. Some prerequisites apply.

Inclusive Practices for Visual Arts Specialization

The Inclusive Practices for Visual Arts specialization focuses on an inclusive and accessible art experience for diverse learners. Participants will thoroughly understand special education terms, strategies, rights, and responsibilities. Coursework in this specialization offers opportunities to reflect and enact change to reach and teach all learners.

Core Courses (500-Level)	CREDIT HOURS
ARE540 **Cultural Competency in Art Education**	3
ARE548 **The Art of Teaching and Learning**	3

	CREDIT HOURS
SPED518 **Reaching All Artists Through Differentiation**	3
ARE550 **Curriculum and Assessment**	3
ARE552 **Reflective Practitioner**	3
Inclusive Practices for Visual Arts Specialization Courses	**CREDIT HOURS**
SPED557 **Art and Diverse Learners**	3
SPED559 **Adapting the Art Room**	3
SPED561 **Classroom Management Strategies for Diverse Learners**	3
SPED563 **Intellectual and Developmental Disabilities in the Art Room**	3
Core Courses (600-Level)	**CREDIT HOURS**
CPE602 **Capstone Entrance Exam**	-
ARE632 **Foundations of Action Research**	3
ARE634 **Capstone: Curriculum and Instruction**	3
Total Degree Program Credit Hours	**33**

Core courses must be taken in the prescribed sequence. Students should work with their academic advisor to determine the optimal course progression for their goals. See course descriptions for more information. Some prerequisites apply.

12.0 COURSES

ARE501 — Assessment in Art Education — 3 cr.

PREREQUISITES: ARE534; ARE516

In this course, participants will learn the best practices for a wide variety of assessment topics, including culturally responsive assessment, data visualization, and rubric design. Participants will master the difference between the assessment of learning and the assessment for learning. This course will empower art educators to sustainably apply data to advocate for students, resulting in stronger learning outcomes. Participants will use their current lesson plans to create new, effective assessment strategies for immediate application in their classrooms.

ARE507 — Designing Your Art Curriculum — 3 cr.

PREREQUISITES: ARE534; ARE516; ARE501

In this course, participants will look deeply at curricular approaches in the field of art education and explore real art curricula samples from across the globe. Research, paired with a prescriptive curriculum design process, will result in a personalized curriculum art teachers will immediately implement because it is specifically aligned to support unique students and teachers' own unique styles.

ARE516 — Instructional Strategies for Art Teachers — 3 cr.

PREREQUISITES: ARE534

Because one size does not fit all in the art classroom, differentiated teaching strategies are vital to reaching all learners. This interactive, practical course is designed to help art teachers build a professional repertoire of instructional approaches for both in-person and online classrooms. This course is aligned with 21st-century learning goals, such as creative thinking, problem-solving, ideation, and collaboration. Emphasis will be placed on contemporary art and education theories, like culturally responsive classrooms and student-centered learning.

ARE522 — Choice-Based Art Education — 3 cr.

PREREQUISITES: None

Studies show that when students have more choice in how they learn, they gain confidence. This confidence translates to more positive interactions within the classroom. Participants in this course will examine various choice-based learning approaches in the art classroom with a critical eye toward their impact on assessment, advocacy, and management strategies. The course culminates with participants revising classroom approaches and curriculum based on their findings.

ARE530 — Essentials of Art — 3 cr.

PREREQUISITES: Registration requires pre-approval

In the world of visual art, a natural balance of skills and techniques, design basics, and influential cultural and personal voices can come together for endless creative possibilities. The Essentials of Art course presents the essential elements of art, providing participants a foundational understanding of the world of visual art, including studio media explorations, elements, and principles as the building blocks of design, the significance of history and culture, and the importance of fostering creativity and authentic artistic voice. By the end of this course, participants with limited previous experience in visual art basics will feel confident in pursuing more integrated foundational knowledge of art education.

ARE531 — Essentials of Education — 3 cr.

PREREQUISITES: Registration requires pre-approval

In the field of education, general best practices, philosophies, and foundational knowledge of teaching and learning are essential to student success. This course presents the essentials of education, providing participants a foundational understanding of pedagogy and inclusive practices, curriculum design, classroom environment strategies, and general characteristics of effective teaching. By the end of this course, participants with limited previous experience in education basics will feel confident in pursuing more integrated foundational knowledge of art education.

ARE534	Managing the Art Room	3 cr.

PREREQUISITES: None

Management of the art room involves a unique blend of strategies and techniques to hold students accountable, manage materials and resources, design procedures to keep the art room running efficiently, and establish an enjoyable, creative learning environment.

Participants will examine and apply current research in classroom management strategies to their art teaching practice. Reflecting on current practice, they will expand their own learning and embark on new methods to promote learning in the classroom. Attention will be given to how social identities are formed and how they influence students' interaction with content and others. The final product in the course is a full classroom management action plan.

ARE540	Cultural Competency in Art Education	3 cr.

PREREQUISITES: None

Cultural competence, or the ability to understand, communicate with, and effectively interact with people across cultures, is the cornerstone of effective educational practice. In this course, participants will be exposed to differing viewpoints, fostering self-awareness and the awareness of all stakeholders in the teaching-learning dynamic. They will reflect on their role as an educator and their beliefs about education to consider how they impact each student's art room experience. Participants will gain a profound knowledge of diverse cultures to effectively manage societal differences in the art room.

ARE541	Innovation Through Design	3 cr.

PREREQUISITES: None

Countless industries and businesses use design thinking to solve complex problems in a user-focused way. The art room is the perfect place for students to practice design thinking as schools gear toward career readiness and 21st-century skills. In this course, participants will infuse the five stages of design thinking in art curriculum and instructional practices. Participants will expand their current practices to include human-centered, creative, and playful experiences for collaborative learning. Case studies from art teachers experienced in STEAM, makerspaces, and project-based learning at all levels will provide models for practical application.

ARE542	Foundations of Art Education	3 cr.

PREREQUISITES: Registration requires pre-approval

The field of art education holds many responsibilities within the life of a learner. Aside from a creative outlet, art experiences provide an opportunity to communicate through personal voice, practice critical thinking and problem-solving skills, and identify connections between many different parts of the world. However, in order to provide these experiences to the learner, the educator must be intentional about curriculum design and management of the art program. This course combines previous essential knowledge of education and visual art, presenting the foundations of art education. Participants will integrate best practices in education and the creative and cultural voices of art, building a foundational art curriculum plan. Curriculum design will cater to the creative developmental stages of student learners, align with art standards and provide a well-rounded studio experience. Additionally, participants will build a basic repertoire of program management strategies, from budget to supply management and organization. By the end of this course, participants will feel confident in applying foundational knowledge of art education towards classroom application and future learning in art education.

ARE543	Educating Through Art History	3 cr.

PREREQUISITES: None

Making art history relevant is a common struggle in the art room, and navigating to find pertinent art history resources can feel like an overwhelming task for art teachers. In this course, participants will examine artists, analyze historical events, and make cultural observations in order to build a repertoire of personalized strategies and teaching materials and heighten the rigor and relevance of art history in the classroom.

ARE544 — Arts Integration: How Art Increases Academic Capacity — 3 cr.

PREREQUISITES: None

When students engage in art alongside other curricula, they have the opportunity to make deeper, more complete connections and to increase their learning and achievement. Advocating for arts integration is a powerful way to build the bridge between the visual arts and other disciplines. In this course, participants will assume a leadership role as they investigate the power of arts integration to increase academic capacity beyond the art room and across the entire district. They will explore integrations in literacy, math, science, and other core areas. Finally, participants will translate their learning into a leadership improvement plan, benefiting learners both inside and outside the art room walls.

ARE546 — Social-Emotional Learning in the Visual Arts — 3 cr.

PREREQUISITES: None

This course will provide the foundational material for social-emotional learning frameworks and competencies. It will introduce new modalities to increase students' self-esteem and sense of community. Participants will develop a toolkit including lesson plans, community resources, project ideas, organizational strategies, and more to support implementing SEL frameworks in the art room. Through qualitative inquiry, participants will demonstrate their understanding of social-emotional, cultural, and artistic development in children and adolescents and design curricula that bridge SEL competencies with creative experiences.

ARE548 — The Art of Teaching and Learning — 3 cr.

PREREQUISITES: ARE540 or ARE516

In an ever-changing world, teachers need a diverse set of tools in their toolbox. Instructional strategies are one set of agile tools. This course explores the connections between learning and instruction and begins with an exploration of your teacher identity and art education methods. Craft your personal teaching philosophy and apply it to develop instructional tools to increase student ownership, accountability, and engagement. Feel confident and better equipped to meet the needs of all students through the use of holistic and adaptable tools. Walk away from this course with a personalized approach to teaching, a diverse set of relevant strategies to implement, and a collection of classroom-ready materials.

ARE549 — Ethics and Equity for Art Education — 3 cr.

PREREQUISITES: None

Art educators and artists have innovative leadership qualities and skill sets. This course looks at the role of art leaders in contemporary equity and ethics issues, offering multiple voices from around the world. Examine leadership fundamentals as a means of understanding one's strengths and skills. Participants will take a deep look at the role of reflective practices and how understanding the adult learner impacts professional relationships for effective leadership. Participants will leave this course with a stronger understanding of an art educator's responsibility to enact change through the lens of equitable and ethical practices, including foundational advocacy research to inspire others to follow their own visions.

ARE550 — Curriculum and Assessment — 3 cr.

PREREQUISITES: ARE540 or ARE516; ARE548; SPED518

Backward design allows educators to establish which skills and concepts will be gained in a course before establishing how those skills and concepts will be taught. In this course, you will develop the skills needed to meet personal goals through the analysis of curriculum and assessment. Practice scaffolding, assessing, reflecting, and revising your teaching practice to reach all learners and create highly engaging learning experiences. End this course with a personalized, classroom-ready curriculum map that fits the needs of all learners with a set of versatile, aligned assessments.

ARE551 — Advocating for the Visual Arts — 3 cr.

PREREQUISITES: ARE549

The Art Education Advocacy course provides skills and strategies to amplify voices so they can be sustainably heard at the national and local levels. Participants in this course reflect on their personal purpose for advocacy along with the need for advocacy in the arts on both a local and national scale. They also explore the role policy plays in art education and implement practical approaches for enacting change. By the end of this course, participants will have the tools needed to bring their advocacy plans to fruition.

ARE552	Reflective Practitioner	3 cr.

PREREQUISITES: ARE540 or ARE516; ARE548; SPED518; ARE550 or ARE507

Identified needs drive action research. As reflective practitioners, you will reflect on the passions and needs within your practice to design paths of inquiry and plan ways to advocate for change. This course will explore the philosophical perspectives of research methods for action research in K–12 art education. You will have the opportunity to determine differences in methodological theories, approaches, and ethical parameters and directly apply your knowledge through action research case study design. Engage further by evaluating areas in curriculum and instruction through the lens of action research and develop robust research questions reflecting current issues and teaching goals in art education.

ARE553	Designing and Leading Professional Learning	3 cr.

PREREQUISITES: None

The Designing and Leading Professional Learning course will equip participants with the necessary knowledge and skills to effectively support the professional growth of other educators. During this course, participants will reflect on their professional learning experiences and examine themselves as adult learners. They will develop their capacity as leaders and analyze teaching and learning areas. This course will provide opportunities to develop content that supports adult learners' needs in education in various ways, including mentoring and coaching, learning workshop design, and how to best capitalize on external professional development opportunities. After successfully completing this course, participants will be able to develop a meaningful professional development plan to implement with colleagues at a school site or conference setting.

ARE554	Art and Early Childhood Education	3 cr.

PREREQUISITES: None

Our youngest learners come to school with loads of energy, curiosity, and little artistic training. This provides an opportunity to harness creative energy and promote creative expression. In this course, participants will learn how to thrive by utilizing strategic approaches to the studio space, curriculum, and instructional strategies that honor these young artists' unique learner physiology. Teachers working with preschool through 2nd-grade learners will explore strategies to meet learners where they are and balance play with structure to nurture optimal creativity and art-making skills. Participants will explore targeted learner needs, progressive early childhood philosophies, assessments, and more. Participants will end this course with several ready-to-use materials for their classroom, the confidence to teach these young artists and the tools to best differentiate for them.

ARE555	Principles of Art and Business	3 cr.

PREREQUISITES: ARE549

Funding for the arts is essential. In this practical course, participants learn how to capitalize on grants, fundraising, and entrepreneurship in order to see significant increases in budget utilization over time. Budgeting is made manageable in this course with its relevant and immediately applicable strategies for art teachers. Participants will take the first steps necessary to make lasting fiscal improvements. Through long and short-term planning, participants will begin being an agent of change, growing their impact and enhancing their art program.

ARE560	Therapeutic Practices in Art Education	3 cr.

PREREQUISITES: None

Art is an inherently therapeutic and powerful tool for physiological, social, emotional, spiritual, and ecological growth and healing. In this course, participants explore the transformative power of creativity by engaging in therapeutic art-making activities and reflective practices. This course introduces participants to a variety of therapeutic art education practices, the healing power of art in relation to self and others, and methods for developing creativity and imagination. Upon completing this course, participants will understand how to organically, purposefully, and ethically integrate therapeutic strategies into their classroom management methods, instructional strategies, art education curriculum, assessments, and personal art-making practices.

CPE601 — Capstone Entrance Exam: MA

PREREQUISITES: ARE534; ARE516; ARE501; ARE507; 15 elective credit hours

The Capstone Entrance Exam is a requirement to demonstrate an understanding of the program learning outcomes and for advancement to the 600-level courses in the Master of Arts in Art Education program. The Capstone Entrance Exam requires the integration of theory, research, and practice at the advanced level in a written response. Students must pass all MAAE core and required elective coursework with a minimum grade of 80% and maintain a GPA of 3.0 or higher in order to register for the Capstone Entrance Exam. Passing the exam allows participants to proceed with 600-level courses.

CPE602 — Capstone Entrance Exam: MEd

PREREQUISITES: ARE540 or ARE516; ARE548; SPED518; ARE550 or ARE507; ARE552; 15 elective credit hours

The Capstone Entrance Exam is a requirement to demonstrate an understanding of the program learning outcomes and for advancement to the 600-level courses in the Master of Education in Curriculum and Instruction program. The Capstone Entrance Exam requires the integration of theory, research, and practice at the advanced level in a written response. Students must pass all MEd core and required elective coursework with a minimum grade of 80% and maintain a GPA of 3.0 or higher in order to register for the Capstone Entrance Exam. Passing the exam allows participants to proceed with 600-level courses.

ARE630 — Mission of Teaching — 3 cr.

PREREQUISITES: CPE601

This course will allow participants to explore philosophical perspectives and action research methods within the field of K–12 education, and in art education specifically, as they search to be a catalyst for change both within the profession at large and within their own personal practice. As participants embark on their practitioner-researcher journey, they will select current issues in art education and relate those to their own mission and vision of teaching. Finally, participants will begin to create and follow their mission through the lens of action research to advocate for and create change in the field of art education.

ARE631 — Capstone: Art Education — 6 cr.

PREREQUISITES: ARE630

The Capstone: Art Education course is the culmination of the Master of Arts in Art Education degree program. In this 12-week course, participants will use the knowledge acquired throughout the program, coupled with their professional roles in the field, to create an action research project relevant to their classroom and experience. Participants will be required to complete a formal video proposal, professional paper, and culminating capstone presentation. A final capstone presentation is a virtual event, including faculty, peers, and the Capstone Faculty Committee.

ARE632 — Foundations of Action Research — 3 cr.

PREREQUISITES: CPE602

The rapidly changing field of art education needs professionals at the forefront of knowledge and methodology. Applying action research in your art classroom will allow you to explore ideas and conduct your own action research. In this course, you will review existing literature to formulate a theory and conduct your own research inquiry. Design a methodology to assess your action research questions and develop data collection processes and tools to record results. Present your action research proposal to your course instructor, and imagine your work's impact on the future of art education!

ARE634 — Capstone: Curriculum & Instruction — 3 cr.

PREREQUISITES: ARE632

Make your mark and contribute to the field of art education—you are the future. In this final course in the curriculum and instruction master's degree program, you will combine your understanding of existing research, action research, and professional teaching roles to complete a project promoting growth and advocacy. Building upon the methodology in Research Foundations, you will develop a formal video proposal, author a professional paper, and present your findings in a virtual capstone presentation to faculty, peers, and AOEU leaders contributing to and shaping the field of art education.

ART524 — Studio: Ceramics — 3 cr.

PREREQUISITES: None

This studio course requires both hands-on artmaking and learning new teaching methodologies. Participants must demonstrate artistic proficiency in various ceramic techniques and translate the medium for classroom use. Participants will examine the history of ceramics and use that knowledge to practice various hand-building and surface treatment techniques to develop a body of work. In addition to studio practice, course participants are required to engage with real-world classroom scenarios and troubleshoot supply management and art room organization to facilitate the effective implementation of a ceramics curriculum.

ART525 — Studio: Printmaking — 3 cr.

PREREQUISITES: None

This course breaks down various printmaking processes participants can use with their students at any age level, without advanced equipment, and with all of the safety and developmentally appropriate information they need. Participants will try various monoprint techniques, image transfers, traditional and nontraditional linoleum prints, collagraphs, and many other unique and alternative processes—no press or chemicals necessary.
As participants create useful tools and finished pieces for the classroom, they will also learn how to break printmaking skills down for their students in a developmentally appropriate way while revamping their printmaking curriculum from the inside out.

ART526 — Studio: Drawing — 3 cr.

PREREQUISITES: None

This course will focus on participants' growth in their personal practice of drawing as it integrates cross-disciplinary dialogue and offers new strategies for teaching drawing in the classroom. Additionally, it will address and offer solutions for students' struggles and challenges in the art room as they explore drawing as a skill. During this course, participants will revisit their roles as artists and share their drawing evolution with the instructor and peers as they simultaneously think through best practices for drawing instruction. The journey will include visual journaling using various media and skill development as participants work toward creating a drawing portfolio.

ART528 — Studio: Painting—Tempera & Acrylic — 3 cr.

PREREQUISITES: None

Tempera and acrylic are the focus of this studio art course, addressing best practices for use in the K–12 art 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. Participants will have the time and the opportunity to try new techniques firsthand as they create a teacher showcase series and final portfolio.

ART529 — Studio: Fibers — 3 cr.

PREREQUISITES: None

This studio course requires both hands-on artmaking and learning new teaching methodologies. Participants must demonstrate artistic proficiency in various fiber art techniques and translate the medium for classroom implementation. Participants will explore 2D and 3D weaving techniques and various other non-woven fiber techniques. Participants will use traditional and innovative fiber arts approaches to develop a body of work. In addition to studio practice, participants are required to demonstrate proficiency in curricular development, management, and organization of fiber arts. Teaching methodologies included apply to all levels, K–12, and are designed to inspire creative development in all students.

ART532 — Studio: Painting—Watercolor — 3 cr.

PREREQUISITES: None

Watercolor is unique because it has transparent qualities, unlike any other painting medium. Whether participants are teaching advanced painting at the high school level or are looking for a more successful approach to watercolor at the elementary level, there will be something new to learn in this class. Topics will include brush selection, material management, color theory, visual journaling with watercolor, and basic and advanced techniques for the art room. This course is designed specifically for art teachers, which means participants will leave this class full of inspiration for direct application in their art classrooms. Participants will also have time to advance their own practice in watercolor.

ART533	Studio: Sculpture	3 cr.

PREREQUISITES: None

The vast potential for three-dimensional artworks can make teaching sculpture exciting. Through demonstration and hands-on learning, participants will select the best methods and materials for them and their students. Whether participants are teaching elementary art or high school sculpture, this course will expose them to new and innovative methods to incorporate sculpture into their art curriculum in a practical and engaging way. The focus is on the unique safety precautions and best practices in classroom management, the organization of materials, conceptual planning, and the installation of three-dimensional artworks.

ART535	Studio: Photography	3 cr.

PREREQUISITES: None

Ansel Adams once said, "There are always two people in every picture: the photographer and the viewer." In this class, participants will take on both of these roles. As the photographer, participants will plan and execute imagery of their own. As the viewer, participants will reflect upon the work of peers as well as other artists. Together, course members will embark upon a mutually powerful learning experience that can influence not only their own personal studio practice but also instructional decisions in the art classroom.

Participants will learn the basics of photography by creating visual stories and exploring best practices and meaningful strategies for approaching photography with students. The culmination of the course will include developing a comprehensive portfolio of studio work alongside practical tools for the classroom.

ART539	Studio: Graphic Design	3 cr.

PREREQUISITES: None

In this course, participants will embark upon a journey to develop insights in graphic design, which will influence strategies and decisions in both the art classroom and personal studio.

Participants will solve visual communication problems through the use of typography, photography, illustration, color theory, composition, and iconography. As participants investigate real-world problems in graphic design, emphasis will be placed on the design thinking framework, historical context of graphic design, and integration of design theories and work in the art classroom.

Finally, participants will apply their newfound knowledge by creating graphic design artifacts oriented toward social and community good. The culmination of the course will include a comprehensive portfolio of studio work alongside practical tools for the classroom.

DIG547	Technology in the 21st-Century Art Room	3 cr.

PREREQUISITES: None

Technology has never played a bigger role in building and maintaining relationships at work, in school, and in our communities. More than half of K–12 teachers use technology in the classroom daily, while almost all use it at least once a year (Vega & Robb, 2019). In this course, participants will develop a future-ready mindset to design interactive learning experiences with emerging technologies. They'll build expertise in creating art and lesson plans with edtech tools, as well as master blended learning in the classroom. At the end of this course, participants leave with a toolkit of high-level strategies, insights, and action plans for teaching art in the 21st-century classroom.

SPED518 Reaching All Artists Through Differentiation — 3 cr.

PREREQUISITES: ARE540; ARE548

Differentiation is no longer a teaching strategy for the ambitious in education. Rather, it's an expectation for everyone, including the art educator. There are many ways to meet student needs through a variety of types of differentiation. Learning how to help students to experience success in developmentally appropriate activities, will, in turn, help to increase their engagement in art.

During this course, participants will use the appropriate tools to maximize learning for all students: gifted learners, English language learners (ELL), special education students, and struggling students while acknowledging their unique interests. An important component of this approach is for participants to modify their lessons and assessments. At the completion of this course, participants will have a toolkit of applicable strategies for the classroom.

SPED557 Art and Diverse Learners — 3 cr.

PREREQUISITES: None

Although undergraduate art education programs may require one class focused on special education basics, preservice teachers often remain underprepared to meet the diverse needs of the learners they will encounter. With over 14 percent of public school students in the U.S. receiving special education services (NECE, 2021), art educators face a wide range of student needs. This course will introduce art teachers to the history of special education and special education laws defining the rights and responsibilities of both art teachers and their students. Prepare to dig deeper to learn how understanding disability and special education can strengthen the learning process for all students. Participants will examine multiple perspectives on disability, their impact on teaching and learning, and gain a practical understanding of the terms, strategies, and attitudes in the classroom that affect arts learning and the engagement of diverse learners.

SPED559 Adapting the Art Room — 3 cr.

PREREQUISITES: SPED557

According to the National Center for Education, 14% of students enrolled in public education have a disability. With the right adaptations and accommodations, teachers can shape their art room to meet a wide range of student needs, where all can benefit and feel welcome. In this course, participants will explore inclusive strategies for adapting art room tools and materials, providing essential educational accommodations, and modifying curriculum and assessment to meet the needs of all learners. Throughout their journey, participants will also learn to harness the power of a village, developing approaches for building working relationships with special education and support staff that allow students with learning barriers to find their visual voice.

SPED561 Classroom Management Strategies for Diverse Learners — 3 cr.

PREREQUISITES: SPED557

Art educators encounter a wide range of diverse students each day. However, according to a 2019 report by the National Center for Learning Disabilities, only 30% of teachers surveyed felt confident they could successfully engage diverse learners. This course will explore classroom management strategies and best practices to foster positive behaviors and create accessible learning in the art room to engage a diverse range of students. Participants will examine behavior challenges and investigate how to prevent and redirect unwanted behaviors. They will also examine ways to teach, model, and encourage desired behaviors.

SPED563 Intellectual and Developmental Disabilities in the Art Room — 3 cr.

PREREQUISITES: None

According to CDC statistics, approximately one in six children in the U.S. have one or more developmental disabilities or other developmental delays. This course will help art teachers analyze learning and classroom barriers for students with moderate to severe intellectual and developmental disabilities (IDDs), then design strategies for creating meaningful and authentic artmaking experiences connected to students' interests, strengths, and abilities. Participants will investigate ways to enhance the learning experience for students with IDDs as they build their own personal and professional toolkit for inclusive practices.

12.01 University Partnership

The Art of Education University partners with Morningside University. Morningside administration reviews materials course-by-course to determine acceptable course equivalency at Morningside. Equivalent Morningside University course codes are included on the course landing page. Students register for the course using the code that meets their professional goals. This selection dictates the school of record for the transcript. Once a course grade has been earned from Morningside through the partnership, a student can not request to change the registered university. Morningside University is accredited through the Higher Learning Commission (HLC).

Morningside course codes are determined by Morningside University and available on the AOEU course landing pages.