GRADUATE CATALOG

September 1, 2024—August 31, 2025

TABLE OF CONTENTS

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:

- Support the university's mission of offering education products and services to all types of teachers, resulting in growth year over year.
- Optimize the onboarding and renewals process for students and customers.
- Build and manage an engaged user community.
- Standardize data-driven understanding of benchmarks across the institution.
- Develop for product-led growth.

Accreditation and Authorization

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 Department of Education -Bureau of Iowa College Aid to operate in the state of Iowa.

Iowa Department of Education - Bureau of Iowa College Aid
400 E. 14th Street
Des Moines, IA 50319
Phone: 877-272-4456 | Website: stateauthorization@iowa.gov

Student complaint website: https://educate.iowa.gov/higher-ed/authorization/registered-institutions

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.

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.

1/1 New Year's Day	7/4 Independence Day	11/28 Day After Thanksgiving
1/20 Martin Luther King Day	9/1 Labor Day	12/24 Christmas Eve
2/17 President's Day	10/13 Indigenous Peoples'/Columbus Day	12/25 Christmas Day
5/26 Memorial Day	11/11 Veterans Day	12/26, 12/29-12/31 Holiday Closure
6/19 Juneteenth	11/27 Thanksgiving Day	

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

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.

Students may direct admissions questions to admissions@theartofeducation.edu or 515.236.5050.

1.03 Official Transcripts

Regardless of degree-seeking status, all students 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 to determine 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. 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

    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, and classes are taught in English. Applicants whose native language is not English must submit documentation of passing English language proficiency scores to registrar@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. According to the Refund Policy, students who are dropped or withdrawn from a course for inadequate English language proficiency are entitled to a tuition refund. 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 the Registrar at 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 Admissions Application Form, an 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 Admissions 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.

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 Admissions 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 Admissions Application Form, students will receive an email with detailed instructions for submitting the additional application components listed above. Incomplete applications will be withdrawn after 60 days, and applicants will forfeit the application fee.

1.06 International Student Admission Requirements

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

International Transcripts

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

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

AOEU's preferred credential evaluation organization is The Evaluation Company (https://evalcompany.com/education/). However, AOEU accepts foreign transcript evaluations 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).

Students may direct additional questions to the Registrar at 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 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 directly from the evaluation agency to AOEU.

AOEU's preferred credential evaluation organization is The Evaluation Company (https://evalcompany.com/education/). However, AOEU accepts foreign transcript evaluations 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).

Students may direct additional questions to the Registrar at 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.

1.07 Application Review

Application review begins when all admission materials have been submitted and received. Applicants who apply in person at special events may participate in the interview before all official documents are received, but admissions decisions are only final once all documents are received.

If denied, applicants may reapply. All fees apply.

1.08 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.

1.09 Program Enrollment

Accepted degree-seeking candidates must review, sign, and accept the Enrollment Agreement to enroll in the program and begin their degree. Students can access their signed Enrollment Agreement anytime through the student portal.

Enrollment Agreement Expiration

An acceptance decision remains valid for up to 60 days. Students who do not accept and sign their enrollment agreement within the 60-day period will need to reapply for future consideration. All fees, rules, and regulations during reapplication will apply.

Enrollment Deferral

Students apply to a trimester and are expected to begin their first course during the trimester they are accepted into. Students who do not attempt a course during the accepted trimester may defer their enrollment to a future trimester one time. To defer enrollment, students should work with their advisor.

Non-Start Policy

Students who do not register for their first course within 120 days of signing their enrollment agreement or during the deferral trimester are considered a Non-Start and will be withdrawn from the program. Students who are withdrawn due to non-start will need to reapply for future consideration. All fees, rules, and regulations during reapplication will apply.

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 before beginning their next degree program with AOEU. At most, 50% of the credits may overlap with another earned degree at The Art of Education University. All fees, rules, and regulations during 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 during reapplication will apply.

The student should carefully review the requirements of the potential new program and the current graduate catalog 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

Students seeking to change their specialization must be in good academic standing. They 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 date 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 once. Any subsequent request to change specialization requires approval from the Dean of Graduate Studies.

1.14 Re-Admit Policy

Students who withdrew from their program of study may seek readmittance within the five-year maximum as long as they left in good standing. Qualifying students will be re-admitted into the program in place at the time of re-entry.

Students who seek readmittance and who cannot complete their degree within the five-year maximum must reapply. All prior coursework is subject to the transfer credit policy. Previously completed courses during the time of matriculated study are subject to review.

Students seeking readmittance should contact studentservices@theartofeducation.edu to connect with an academic advisor. Advisors will facilitate the process of re-entry and determine the appropriate term and course plan.

1.15 Transfer Credit Policy

The Art of Education University accepts graduate-level academic credit from accredited institutions.

Up to nine transfer credits may be accepted into a degree program, with the exception of courses taken through AOEU. Previously completed AOEU coursework may be approved as transfer credits for up to 50% of the program credits.

Transfer Credit Requirements

Transfer credit will be evaluated on a course-by-course basis. Prior coursework may be considered for 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.
- The final grade earned is a B (80%) or higher.
- Coursework is equivalent to a current AOEU course.

Transfer Credit Evaluations

To evaluate potential transfer credit, the student must:

1. Complete a degree program Admisssions Application Form.
2. Pay all applicable fees.
3. Submit a Transfer Credit Request Form before the start of their first course. Unofficial transcripts and course syllabi must accompany the form submission.

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

evaluation. Students with accepted transfer credits who do not submit official transcripts within 60 days forfeit their transfer credit acceptance.

Accepted coursework will be displayed on the student's course records page. Students can direct questions concerning transfer credits to the Registrar at registrar@theartofeducation.edu or 515.236.5094.

Non-matriculated Coursework

Continuing education courses taken through The Art of Education University before program enrollment are subject to the Transfer Credit Policy requirements. Students may complete a maximum of 50% of the degree program credit hours 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 to ensure coursework will help them reach their intended goal.

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

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.

1.16 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 receiving educational institution, state, or district to verify credit acceptance.

1.17 Acceptance of Program Disclosure

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

The student must check with their district and/or state's Department of Education to verify that the 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

2.01 Tuition: Master of Arts in Art Education

The Master of Arts in Art Education (MAAE) degree is a 36-credit hour program offered 100% online in an asynchronous format. The program is designed for practicing art teachers who want to expand their understanding of the field of art education and engage in personalized, meaningful study directly applicable to their classroom.

Program Costs and Fees

Tuition			
500-Level Courses	$425 per credit	27 total credits	$11,475
600-Level Courses	$475 per credit	9 total credits	$4,275
		36 total credits	$15,750
Non-refundable Fees			
Application Fee			$50
Capstone Entrance Exam			$200
Graduation Audit Fee			$50
STRF[1]			$0
Total Estimated Cost of Degree			**$16,050**

2.02 Tuition: Master of Education in Curriculum and Instruction

The Master of Education in Curriculum and Instruction (MEd) degree is a 33-credit hour program offered 100% online in an asynchronous format. The program is designed for practicing art teachers who want to expand their understanding of the field of art education and engage in personalized, meaningful study directly applicable to their classroom.

Program Costs and Fees

Tuition			
500-Level Courses	$425 per credit	27 total credits	$11,475
600-Level Courses	$475 per credit	6 total credits	$2,850
		33 total credits	$14,325
Non-refundable Fees			
Application fee			$50
Capstone Entrance Exam			$200
Graduation Audit Fee			$50
STRF[1]			$0
Total Estimated Cost of Degree			**$14,625**

1. 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 your tuition. Effective April 1, 2024, the STRF assessment rate changed from $2.50 per $1,000 of institutional charges to $0 per $1,000 of institutional charges. (5, CCR Section 76120)
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.

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, www.bppe.ca.gov, (916) 574-8900, or (888) 370-7589.

To be eligible for STRF, you must be a California resident or are 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 or 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 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 award by an arbitrator or court, based on a violation of this chapter by an institution or representative of an institution, but you 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 (4) 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 the 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 (4) 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 (4) year period, unless the period has been extended by another act of law.

Estimated costs for textbooks and supplies vary according to the courses students select. The estimated maximum cost of required texts and materials for the degree is $1000. To find the estimated costs of the required books and materials for each course, visit the AOEU website.

Total charges include the total cost of attendance for each degree at The Art of Education University. Students at AOEU must pay for courses in full by the course start date. For California students, the STRF fee is required with the first course payment. No payment is due at the time of program enrollment.

The actual total cost of the degree will vary. Students who transfer credits into the program will have fewer credit hours required to graduate. The enrollment agreement does not include qualifying scholarships. Students who elect to complete coursework through partner institutions will pay a per-course Partnership Fee. Additionally, AOEU reserves the right to increase tuition and fees as necessary. Students will receive written notification regarding tuition increases no later than 90 days prior to the effective change.

Tuition and fees 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

The following are in addition to tuition and are nonrefundable.

- Official transcripts: $10 (electronic); $12.75 (by mail)
- Application fee: $50
- Capstone Entrance Exam fee: $200
- Graduation Audit fee: $50

The following are in addition to the tuition and are refundable per the Refund Policy.

- Partnership fee: $30 per course with partner institutions.

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 during the admissions process.

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. The discounted amount will not be refunded pursuant to the Refund Policy.

3.0 STUDENT FINANCE

3.01 Tuition and Payment Information

Tuition and applicable fee charges are added to the student's account at the time of registration. Students have until the course start date to pay the tuition in full. Students may pay any amount on the balance due at any time between the course registration and the course start date.

Student payment options include credit cards, eCheck, school/organization-issued purchase orders (PO), private loans, or third-party scholarship awards.

If full payment has yet to be remitted by the course start date, students will be dropped from the course. Any previously paid funds for the course from which a student is unenrolled due to a balance will be credited to the student's account for future courses or refunded upon request. To request a refund, students should email the Bursar at bursar@theartofeducation.edu and include their student ID number.

3.02 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.

3.03 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 concerning 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.

3.04 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 the Bursar at 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 necessary to issue the invoice must be received by the student course registration deadline. After the purchase order is processed, the student can 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 who is unable to secure reimbursement. AOEU is not responsible for any organization that is unable to remit payment.

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

3.05 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 is based on the original transaction amount (less any discounts) and the withdrawal date.

The daily cutoff time is 11:59 p.m. EST.

Students may use the credit toward future tuition charges or request a refund. To request a refund, the student should email the Bursar at bursar@theartofeducation.edu and include their student ID number. Requested refunds will be issued using 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 the Bursar at bursar@theartofeducation.edu with questions regarding refunds.

Refund Schedule

3-Week Course (21 Days)

TIME OF WITHDRAWAL	REFUND %
Within 14 days of the 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%
15-22 Days	80%
23-28 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: $1275.00

Refund %: 50%

the art of education
UNIVERSITY

theartofeducation.edu

Refund amount: $637.50

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

Tuition paid: $2850.00

Refund %:   70%

Refund amount: $1995.00

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.

3.06 Exceptional Refund Policy
The exceptional refund policy as described in Iowa Code § 714.23(4) applies when a student terminates a postsecondary educational program after the first two calendar weeks due to the student's physical incapacity or, for a program that requires classroom instruction, due to the transfer of the student's spouse's employment to another city. The terminating student shall receive a refund of the tuition charges in an amount that equals the amount of tuition charged to the student multiplied by the ratio of the remaining number of calendar days in the school period to the total number of calendar days in the school period.

3.07 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 and fees.

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.

3.08 Federal Loans

The Art of Education University does not participate in federal financial aid. The U.S. Department of Education funds federal loans.

4.0 ACADEMICS

4.01 Academic Calendar

Fall Trimester
Trimester dates: *9/2/2024 - 1/5/2025*

3 weeks (1 credit)	Registration Closes	Start Date	Drop Period Ends	Last Day to Withdraw	End Date
September	8/15/2024	9/2/2024	9/8/2024	9/15/2024	9/22/2024
October	9/15/2024	10/7/2024	10/13/2024	10/20/2024	10/27/2024
November	10/15/2024	11/4/2024	11/10/2024	11/17/2024	11/24/2024
December	11/15/2024	12/2/2024	12/8/2024	12/15/2024	12/22/2024
8 weeks (3 credit)	**Registration Closes**	**Start Date**	**Drop Period Ends**	**Last Day to Withdraw**	**End Date**
September	8/15/2024	9/2/2024	9/8/2024	10/6/2024	10/27/2024
October	9/15/2024	10/7/2024	10/13/2024	11/10/2024	12/1/2024
November	10/15/2024	11/4/2024	11/10/2024	12/8/2024	1/5/2025
12 weeks (6 credit)	**Registration Closes**	**Start Date**	**Drop Period Ends**	**Last Day to Withdraw**	**End Date**
September	8/15/2024	9/2/2024	9/8/2024	10/23/2024	11/24/2024
October	9/15/2024	10/7/2024	10/13/2024	11/27/2024	1/5/2025

Spring Trimester
Trimester dates: *1/6/2025 - 4/27/2025*

3 weeks (1 credit)	Registration Closes	Start Date	Drop Period Ends	Last Day to Withdraw	End Date
January	12/15/2024	1/6/2025	1/12/2025	1/19/2025	1/26/2025
February	1/15/2025	2/3/2025	2/9/2025	2/16/2025	2/23/2025
March	2/15/2025	3/3/2025	3/9/2025	3/16/2025	3/23/2025
April	3/15/2025	4/7/2025	4/13/2025	4/20/2025	4/27/2025
8 weeks (3 credit)	**Registration Closes**	**Start Date**	**Drop Period Ends**	**Last Day to Withdraw**	**End Date**
January	12/15/2024	1/6/2025	1/12/2025	2/9/2025	3/2/2025
February	1/15/2025	2/3/2025	2/9/2025	3/9/2025	3/30/2025
March	2/15/2025	3/3/2025	3/9/2025	4/6/2025	4/27/2025
12 weeks (6 credit)	**Registration Closes**	**Start Date**	**Drop Period Ends**	**Last Day to Withdraw**	**End Date**
January	12/15/2024	1/6/2025	1/12/2025	2/26/2025	3/30/2025
February	1/15/2025	2/3/2025	2/9/2025	3/26/2025	4/27/2025

Summer Trimester

Trimester dates: *5/5/2025 - 8/31/2025*

3 weeks (1 credit)	Registration Closes	Start Date	Drop Period Ends	Last Day to Withdraw	End Date
May	4/15/2025	5/5/2025	5/11/2025	5/18/2025	5/25/2025
June	5/15/2025	6/2/2025	6/8/2025	6/15/2025	6/22/2025
July	6/15/2025	7/7/2025	7/13/2025	7/20/2025	7/27/2025
August	7/15/2025	8/4/2025	8/10/2025	8/17/2025	8/24/2025
8 weeks (3 credit)	**Registration Closes**	**Start Date**	**Drop Period Ends**	**Last Day to Withdraw**	**End Date**
May	4/15/2025	5/5/2025	5/11/2025	6/8/2025	6/29/2025
June	5/15/2025	6/2/2025	6/8/2025	7/6/2025	7/27/2025
July	6/15/2025	7/7/2025	7/13/2025	8/10/2025	8/31/2025
12 weeks (6 credit)	**Registration Closes**	**Start Date**	**Drop Period Ends**	**Last Day to Withdraw**	**End Date**
May	4/15/2025	5/5/2025	5/11/2025	6/25/2025	7/27/2025

Note: Occasionally, AOEU offers topic courses to address timely issues in the field. Topic courses range from 1–3 semester credit hours and vary in term length. Currently enrolled students will be notified by email should a topic course be offered after the catalog publication. Refer to the university website for specific information on topic course offerings.

4.02 Trimester, Term, and Course Duration

A trimester is a period of four months. The academic calendar is comprised of three trimesters:

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

The length of a course is a term. Terms can be 3, 8, or 12 weeks in length. Course terms begin on the first Monday of each month unless the first Monday falls on an observed holiday. 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 prerequisites. Students must submit a [Special Request Form](#) to request a prerequisite course exemption. Exemptions may be allowed in specific circumstances, including district or state licensing requirements for a particular topic or course or if the course schedule would lead to the student taking unintended breaks from program enrollment.

A request for exemption does not guarantee approval. Students must work with their academic advisor or student coach regarding their circumstances.

4.05 Course Workload

The Art of Education University coursework 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.
- Four semester hours are considered a regular course load during the Fall and Spring trimesters.
- Six semester hours is considered a regular course load during the Summer trimester.

4.06 Course Overload Request

Students may take a maximum of four credits simultaneously during the Fall and Spring trimesters. This limit may result in the ability to complete eight credits during one academic Fall or Spring trimester.

Students may enroll in a maximum of six credit hours simultaneously during the Summer trimester.

Any graduate student wishing to exceed the regular course load of four concurrent credits during the Fall and Spring trimesters or six concurrent credits during the Summer trimester must file a course overload request using the [Special Request Form](#).

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

Note: Students do not need to complete a special request 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 request to 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 who have not attempted a course for eight months will be assigned Inactive status. Once Inactive, a student can return to Active status by attempting a course. Dropped courses do not count as attempts. Students who have not attempted a course for one year will be 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 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 attempt at least one course each year to maintain degree-seeking status. Students who do not attempt a course for one year are subject to 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 apply for readmission to the program. All fees, rules, and regulations at the time of reapplication will apply. See section 1.14 Re-Admit Policy for details.

4.13 Leave of Absence Policy

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

Students who wish to take an LOA from their studies must request a Leave of Absence Form from their academic advisor or submit a Special Request Form for access to the Leave of Absence Form. The student's advisor reviews and approves or denies LOA requests. The advisor may require 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 an LOA for up to 180 days (six months).

Students who take an LOA remain subject to the five-year maximum time to complete the 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 cumulative grade point calculations.

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

Assessments from select courses will be proctored throughout a student's program of study. 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. Per the Academic Integrity Policy, failure to successfully complete the proctored exam will result in administrative action.

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

5.05 Incomplete Grades

Incomplete grades 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 length, 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.

Incomplete requests require an administrative review. Submitting the request form does not guarantee an incomplete will be granted. Students submitting requests must work with instructors concerning missed assignment deadlines until the formal request has been processed and the request granted.

Students may not request an Incomplete for the Capstone Entrance Exam.

5.06 Grade Processing and Timeline

Final grades are posted to the student portal ten calendar days after the course end date.

- Students who completed courses with AOEU as the institution of record can download an unofficial transcript and order an official transcript as soon as final grades are posted.
- Students who completed courses through a partnership institution must request official transcripts from the institution of record and should allow an additional 10 days after grades are posted for processing.
- Degree-seeking students who take courses through partnership institutions should allow an additional 10 days after grades are posted for courses to be transferred onto degree transcripts from The Art of Education University.

5.07 Grade Appeal

Students may appeal a final course or exam grade within 20 days after the course grade is posted to the student portal.

The student should first communicate with the course instructor to appeal a grade. If a resolution is not met, the student may submit an appeal, in writing, to the Dean of Graduate Studies at dean-graduatestudies@theartofeducation.edu.

If the issue remains unresolved after communicating with the faculty member and the dean, the student may initiate a formal grievance, per the Grievance Policy.

5.08 Course Repeat Policy

A student may repeat a Withdrawn (W) course or course with an earned grade below 80% one time without special approval. All attempts remain on the transcript, while only the highest grade earned is calculated in the Grade Point Average (GPA).

Students seeking a third attempt should work with their advisor and submit a written appeal to the Dean of Graduate Studies at dean-graduatestudies@theartofeducation.edu. 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 to repeat the course.

If the appeal is denied or the third attempt does not result in a passing grade, the student may be administratively withdrawn from the program.

Per the Academic Integrity Policy, all coursework submitted for a repeated course must be original, not previously submitted in another course, including withdrawn courses, unless approved by the instructor.

5.09 Capstone Entrance Exam Policy

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

Eligibility

To be eligible for the exam, the student 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.

Outcomes

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

> **Passed:** The candidate successfully completed all the examination requirements.

> **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 insufficient 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

Using 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 and exempt from the Incomplete Grades Policy.

5.10 Transcript Request

Students may request an official transcript through Parchment and can find details here. Requests are processed within 10 business days. Students who take courses with partnership institutions as the institution of record should order their official transcript from the institution's website.

6.0 ATTENDANCE

6.01 Attendance

AOEU courses are delivered asynchronously (without real-time instruction) through the institution's Learning Management System. 600-level courses, including Mission of Teaching, Capstone: Art Education, Foundations of Action Research, and Capstone: Curriculum & Instruction, require several synchronous (live or real-time) activities to plan and present the final projects. 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 in academically related tasks that occur on a weekly basis after the course start date and on or before the course end date. The following will be considered academically related:

- Submission of a gradable assignment, such as a paper, test, exam, or quiz.
- Substantive participation in a graded online discussion, as directed by an instructor, with peers, in a way that is academically related to the enrolled course.

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. Extensions are limited to one per course.

- 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.
- 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

Degree-seeking students are expected to maintain satisfactory academic progress. Satisfactory Academic Progress (SAP) statuses are calculated at the end of each trimester. To remain in good standing, students must maintain a GPA of 3.0 and a course completion rate of 66.7%. Students who do not maintain SAP standards are subject to the Academic Probation Policy.

MINIMUM CUMULATIVE GRADE POINT AVERAGE	MINIMUM COURSE COMPLETION RATE
≥ 3.0	67%

When evaluating a student's SAP, the following are considered:
- Courses resulted as withdrawals (W), incompletes (I), and failures (a final grade lower than a B or < 3.0) are counted in the attempted hours but are not successfully completed or earned.
- Transfer courses applicable to the program of study are not included in the calculation of the GPA but will be counted as attempted credits and earned credits.
- Repeated courses are counted as attempted credits and, if successfully completed, earned credits.
- Courses that are dropped or canceled do not count toward attempted credits.

SAP Violations

Students will receive notification of a change in academic standing via 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 trimester.

   After one trimester, students on SAP warning 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-trimester academic warning remediation period will be placed on academic probation for one trimester.

After one trimester, students who meet SAP requirements will return to good standing. Students who cannot maintain good standing at the end of the academic probation period will be dismissed from the program.

To regain enrollment eligibility, students must submit a written appeal to the Chief Academic Officer at cao@theartofeducation.edu. The CAO will review the student record in full and render a final decision.

Maximum Time to Complete

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

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.
- 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.)
- Utilizing artificial intelligence (AI) tools to create course-related contributions or assignments without explicit permission for use by the course instructor.

Guidelines for Disciplinary Action

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

Depending on the severity of the first instance of a violation of academic honesty, 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*.

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. Students violating the terms of disciplinary probation may be dismissed from the program.

Students dismissed from a course for 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, per the Academic Probation and Dismissal Policy.

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 are obligated 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 to create course-related materials and 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 beyond 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.

Allegations of Code of Conduct Policy infractions will be reviewed by the faculty of record and the appropriate academic administrator and are subject to the the Disciplinary Probation and Dismissal Policy.

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 place students on probation and/or dismiss students from courses or terminate students' program enrollment for significant policy violations.

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

Investigation

In some instances, students with significant policy violations may be immediately suspended from current courses until an investigation is complete. If, upon review, the student is not found in violation of the 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 policy, they will receive written communication via their university-issued email informing them of the violation and resulting sanctions.

Disciplinary Probation

The Dean of Graduate Studies reviews all cases of students placed on disciplinary probation. The dean 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.

Dismissal

The Chief Academic Officer (CAO) reviews and makes the final decision concerning all violations potentially leading to dismissal.

Students dismissed based on violations of policy are entitled to 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. Students dismissed from the university are ineligible for future enrollment.

7.07 Disciplinary 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 in writing to the appropriate academic administrator. Appeals to policy decisions are approved in rare and extreme cases. Submission of an appeal does not guarantee approval.

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 late assignment submissions.
- 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:

- It is based on individual needs documented by a medical professional.
- It does not specify the essential requirements of a course or program.
- It does not impose a financial or administrative burden upon the university beyond that which is deemed reasonable and customary.
- It 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 and is determined on a case-by-case basis, dependent on the nature of the student's disability.

To receive disability services at The Art of Education University, the student must self-identify and 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. Accommodations are not granted retroactively. 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

- Provide and incur the expense for current appropriate documentation (within five years) from a qualified medical or other licensed professional.
- The document must be on official letterhead and include a description of the limitations that result from the diagnosis and the recommended accommodations.
- At the start of each course, present the Faculty Notice of Accommodations to the assigned course instructor within the first week of each course so that the faculty member can 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 Student Confidentiality

The Art of Education University complies with the Family Educational Rights and Privacy Act (FERPA) of 1974. FERPA was designed to protect the privacy of educational records, 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

8.04 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 so that the

employee can 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.

8.05 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.

8.06 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 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.

8.07 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 years from the date of submission. Incomplete applications will remain on file for the 60-day period of validity.

8.08 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."

8.09 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. AOEU personnel may contact the student 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 Department of Education -Bureau of Iowa College Aid to operate in the state of Iowa.

Iowa Department of Education - Bureau of Iowa College Aid
400 E. 14th Street
Des Moines, IA 50319
Phone: 877-272-4456 | Website: stateauthorization@iowa.gov

Student complaint website: https://educate.iowa.gov/higher-ed/authorization/registered-institutions

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.

8.10 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.

8.11 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 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 situations.

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

8.12 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, students may not engage in any of the following activities using their 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 personal accounts other than via the delegation features provided within the university-issued account profile.
  - Assigning this personal account to business functions for the purpose of sharing files within or outside of the domain.
  - Reselling the 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 the 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.

8.13 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 and 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
- 988 Suicide and Crisis Lifeline—24/7, free and confidential support for people in distress, prevention and crisis resources

8.14 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).

8.15 Mandatory Report of Suspected Child Abuse

Pursuant to Iowa Code Section 256.183(1)(h), any associate of AOEU located in Iowa or another remote location, who in the score of the person's employment responsibilities examines, attends, counsels or treats a child shall report suspected physical or sexual abuse to the institution's Director of Team and Culture and law enforcement.

Any report of suspected child physical or sexual abuse should be made as soon as possible, but within 48 hours, to the Director of Team and Culture, and the associate shall immediately make a report to local law enforcement.

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 two-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 via video conference or email for one-on-one coaching.

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 resources to help students develop strong paragraphs, build an organized, synthesized argument, and learn tips for editing and revising written work.

In addition to self-service 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 available to students upon their first term of 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, and view unofficial transcripts and final grades.

9.06 Virtual Student Union

Students and alums are invited to join the virtual student union to connect and collaborate with fellow students, faculty, and AOEU staff. Degree-seeking students may source research participants through the virtual student union. This tool is part of student services at AOEU. Guidelines for the student union are 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

There is a $50 non-refundable graduation audit fee. 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, including degree credits earned, financial standing, and official transcript record. Once the registrar's office confirms all 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 8-10 weeks. The Art of Education University can not mail diplomas to PO boxes.

10.04 Commencement

Alums 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 a clear financial standing.

Students will be notified of eligibility during the graduation audit process via their university-issued email.

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.

Note: Students may only apply three topics course credits to degree program electives.

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-level **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**

Note: 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 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 focuses 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 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. Degree-seeking students 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**

Note: 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. Degree-seeking students 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**

Note: 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. Degree-seeking students 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
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**

Note: 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

Assessments fuel the ability to evaluate and enhance artistic development by gauging student learning and progress. Participants will master the difference between the assessment of learning and the assessment for learning. Opportunity is provided to evaluate and design culturally responsive assessments, data visualization, and rubric designs to empower students in the art room. This course will equip 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 art classrooms.

ARE507	Designing Your Art Curriculum	3 cr.

PREREQUISITES: ARE534; ARE516; ARE501

An effective art curriculum should be well-planned yet fluid to adapt to the specific needs of students. In this course, participants will utilize the principles of action research to consider their current curriculum and how to transform it to meet the needs of all students. Participants will research trends in art education, analyze curriculum examples to determine which can be adapted for their classrooms, and then plan a new curriculum through a culturally responsive and inclusive lens. Upon completion of this course, participants will create a uniquely scaffolded curriculum, including a curriculum map supported by standard-aligned units of instruction and lesson plans, ready to implement with their students.

ARE516	Instructional Strategies for Art Teachers	3 cr.

PREREQUISITES: ARE534

Enhancing creativity, collaboration, problem-solving, and critical thinking can lead to greater engagement in the art classroom. Effective teaching strategies are fundamental to reaching these learning goals. In this interactive course, participants will examine contemporary art education theories and resources to enhance their teaching practices. This course is aligned with 21st-century learning goals such as creative thinking, problem-solving, ideation, and collaboration. Participants will develop strategies to deliver instruction, engage students in the artistic process, and promote a student-centered classroom.

ARE522	Choice-Based Art Education	3 cr.

PREREQUISITES: None

Choice-based classrooms empower students to take ownership of their learning and place each student at the center of their educational experience. Participants in this course will better understand choice-based practices in the art room by examining various choice-based approaches, implementing relevant management strategies, and investigating their stance on choice-based teaching practices. This course will encourage exploration and a deepening understanding of choice-based approaches in the art classroom, leaving participants with increased confidence and a bigger toolbox.

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 with 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

Whether a novice or a veteran art educator, successful classroom management is a perpetual journey that requires a consistent framework with strategic adaptations and modifications tailored to diverse student needs. Participants will assess existing practices and expand current strategies in organization, relationships, established routines, and behavioral support to develop an inclusive, respectful, and productive classroom management action plan for immediate implementation in the art room.

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

Industries and businesses worldwide use creative thinking to solve complex problems in a user-focused way. Creative thinking fits perfectly with art practices as schools guide students toward career readiness and 21st-century skills. In this course, participants will infuse the five stages of design thinking into art curriculum design and instructional practices to include human-centered, creative, and playful experiences for collaborative learning. Connect creative thinking to real-world experiences by fostering creativity, innovation, a growth mindset in art education, and exploring potential career options. Practical application will include a balance of innovative educational approaches and researched trends to create functional classroom implementation through curriculum design and instructional strategies.

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

Exposure to art history allows students to make meaningful connections between their world and the world around them. However, making art history relevant is a common struggle in the art room, and locating art history resources can be overwhelming. In this course, participants will examine artists, analyze historical themes, and make cultural observations to build a repertoire of personalized strategies, including an art history unit plan, to heighten the relevance of art history in the classroom.

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

PREREQUISITES: None

When students engage in art integrated with other academic areas, deeper, more complete connections provide increased learning and achievement opportunities. In this course, participants will investigate the integration of art processes and concepts with fine arts or other disciplines. Curricular plans and components will center on the power of a collective approach that all learners can access. Advocating for arts integration is a powerful way to build a bridge between the visual arts and other disciplines. Explore advocacy pathways and leadership roles to increase academic capacity within and beyond the art room.

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

PREREQUISITES: None

Students and teachers face increasingly complicated social and emotional challenges, but their experiences in the art room can support their personal development. This course will provide participants with a foundation of social-emotional learning (SEL) concepts and strategies, including competencies and modalities to increase students' self-esteem and sense of community while supporting teachers' social and emotional awareness. Through qualitative inquiry, participants will demonstrate an understanding of the social, emotional, and artistic development of students and design curricula to bridge SEL competencies with creative experiences. Participants will amass a collection of tools, including lesson plans, community resources, project ideas, and organizational strategies to support the integration of SEL in the art room.

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

Advocating for the Visual Arts provides skills and strategies to amplify the voices of art educators. Participants in this course reflect on their purpose and need for advocacy on both the local and national scales. They 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 necessary tools to bring their advocacy plans to fruition.

ARE552 — Reflective Practitioner — 3 cr.

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

Action research in education stems from an identified need. As reflective practitioners, participants will reflect on passions and needs within their own practice, design questions of inquiry, and plan ways to advocate for change in their practice. Participants will explore philosophical perspectives of research methods for action research for K–12 art education. Participants will discriminate differences in methodological theories and approaches and ethical parameters, then apply their knowledge by designing action research case studies. Finally, participants will evaluate areas within curriculum and instruction through the lens of action research to develop robust action research questions that reflect current art education issues and teaching goals. Action research questions will lay the foundation for 600-level courses.

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 offer an abundance of energy, curiosity, and little formal artistic training. This enthusiasm and wonder provide opportunities to explore the world of art with inquiry and little inhibition. In this course, participants will better understand the intricate developmental characteristics and needs of the early childhood learner. Explore early childhood philosophical approaches and teaching methods for curriculum design, utilize strategies for a productive and engaging studio space, and embrace the creative expression of preschool through 2nd-grade learners. Learn to balance the productive play and structure needed to grow in early childhood education. Participants will end this course with a variety of curriculum and management plans for direct application to their art room, as well as the confidence to teach and nurture the artmaking and creative thinking skills of their young artists.

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.

ARE556 — Mind, Brain, and Learning — 3 cr.

PREREQUISITES: None

New neural pathways continue to form at every stage of life. This course explores neuropedagogical learning theories and strategies as they apply to art education to provide a holistic understanding of how to best apply neuro knowledge to teaching practice. Participants will investigate neuroplasticity, neurodevelopmental stages and domains, and the connection art has to learning and memory through creative hands-on and curriculum-writing approaches. Additionally, students will examine neuropedagogical learning strategies to optimize curriculum design that supports students.

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's learning outcomes and to advance to 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 within the profession and within their personal practice. As participants embark on their practitioner-researcher journey, they will select current issues in art education and relate them to their own teaching mission and vision. 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

Printmaking is often overlooked in the art classroom due to a lack of equipment, resources, space, and flexibility. This course breaks down printmaking history and processes that participants can confidently and safely use with students of all ages without advanced equipment. Participants will experiment with various monoprint techniques, relief printmaking, collagraphs, screen printing, and other unique processes – no press or chemicals necessary. As participants create useful tools for the classroom and evaluate their classroom organization, they will also learn how to break down printmaking for their students while revamping their curriculum with newfound printmaking knowledge and strategies.

ART526 — Studio: Drawing — 3 cr.

PREREQUISITES: None

Immerse yourself in drawing to revitalize your inner artist. This course will encourage experimentation, risk-taking, and artistic expression while emphasizing developing artistic voice and growth. Participants will make connections to historical and contemporary artists, revisit their roles as artists, and share their drawing evolution as they simultaneously evaluate best practices for instructional strategies in a contemporary art room. Critique practices will push reflective thought and generate personal and professional growth. The journey will include visual journaling using various media and skill development as participants work to create a drawing portfolio.

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

PREREQUISITES: None

Studio: Painting - Tempera and Acrylic is specifically designed for art teachers and the application of skills in a K–12 classroom. This course will address best practices for the use of each media, including color theory, mixing mediums, and advanced techniques as well as brush selection, storage, and organization. Give yourself the time and opportunity to try new techniques weekly and delve deeper by creating a teacher showcase series as a 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

Explore the vast potential of 3D media for all ages. This highly exploratory course is designed to expand both the personal and professional practice of K–12 art teachers. Participants will explore methods and media that best suit them and their students. Teachers will create with their classroom in mind, exploring display and storage solutions, investigating 3D supply options, and tackling classroom management. Regardless of grade level, this course will expose art educators to practical classroom methods that will boost student autonomy, bolster innovation, and enhance 3D artmaking skills.

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

Logo designer, Paul Rand, often referred to as the father of graphic design, said, "Design is relationships" (Paul Rand: Conversations with Students, 2009). In this course, participants will embark upon a journey to investigate and form design, conceptual, and problem-based relationships, while developing insights into graphic design. These insights 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, cultural perspectives, and integration of design theories. Participants will apply their learning by creating graphic design artifacts oriented toward social and community good and practical graphic design lessons and applications to incorporate immediately in the art classroom.

ART569 — Drawing Living Forms — 3 cr.

PREREQUISITES: None

This course refines participants' observational skills, understanding of anatomical structures, and drawing techniques across a spectrum of life. The course begins by establishing foundational skills in human anatomy and figure drawing, progresses to exploring animal forms, highlighting both similarities and differences with human anatomy, and then extends into botanical drawing, capturing the intricate details of plant life. Through a blend of scientific observation and artistic expression, participants will learn to accurately and expressively depict the diversity of life, from the subtle movements of human and animal forms to the delicate structures of plants.

| ART570 | Advanced 2D Explorations | 3 cr. |

PREREQUISITES: ART525 or ART526 or ART528 or ART532

This advanced course is designed for art teachers to elevate their artistic skills and teaching methodologies in 2D studio art methods. This course emphasizes a deeper investigation into materials, processes, and ideas, encouraging educators to engage in profound inquiry, innovative experimentation, and critical reflection. Through a focus on advanced 2D techniques, including mixed media and collage, participants will explore new dimensions of creativity and enhance their ability to produce and critique sophisticated works of art. The curriculum fosters a sustained investigation into drawing and design, enabling educators to develop a richer understanding and application of 2D concepts through big ideas, essential questions, and enduring understandings in their personal artwork and classrooms.

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

PREREQUISITES: None

As the presence of technology has become a classroom expectation, educational technology choices must partner with pedagogy to enhance learning equitably and inclusively. Although accessibility to educational technology is diverse, a recent spike in 1:1 student-to-digital learning device ratio solidifies the importance of the role of technology in the classroom (Edweek Research Center, 2021). In this course, participants will explore trends in educational technology and develop a pedagogy preparing them to design engaging, interactive learning experiences with emerging technologies that inspire meaningful instruction, assessment, and art creation. Participants will leave with a toolkit of high-level classroom materials that integrate technology for the 21st-century art classroom.

| DIG571 | AI in Art Education | 3 cr. |

PREREQUISITES: None

Artificial Intelligence is reshaping teaching and transforming the future of art education. This introductory course invites educators to collectively critique and explore opportunities to begin to integrate AI into their classrooms to enhance creativity, digital literacy, and instructional strategies for inclusive student engagement. Participants will investigate ethical considerations and address academic integrity, bias, and privacy issues. They will leave the course with practical teaching strategies to foster the essential communication, creative thinking, and critical-thinking skills needed for a rapidly evolving technological landscape that includes AI in the art classroom and beyond.

| 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 is 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 and their impact on teaching and learning and gain a practical understanding of classroom terms, strategies, and attitudes 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) and 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.

13.0 INSTITUTIONAL INFORMATION

13.01 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 cannot request to change the institution of record. Morningside University is accredited through the Higher Learning Commission (HLC).

Board of Directors

Derek Balsley
Founder

Jessica Balsley
Founder

Executive Leadership

Brent Bingham
President

Gwen Jass
Controller/VP of Operations

Heather Crockett, Ph.D.
Chief Academic Officer

Matt McGhie
Chief Marketing Officer

EJ Caffaro
Chief Growth Officer

Graduate Administration

Erin Eimer, Ed.S.
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, Ph.D.
Higher Education Leadership
Educational Consultant,
Kristi Bordelon Consulting (Distance Education)

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

Michelle Ridlen
Art Education
Art Teacher,
Francis Howell School District

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

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

Faculty and Staff

Theresa Gillespie
Chair of Graduate Student Retention

Jennifer Ferriday
Chair of Curriculum Development

Jennifer Borel
Academic Advisor & Pathways Coordinator

Haley Parker
Admission Counselor & Associate Professor

Karen Kelly, Ed.D.
Academic Advisor & Associate Professor

Betsy Komarchuk
Enrollment Specialist & Student Coach

Theresa Haugen, Ph.D.
Curriculum Specialist & Associate Professor

Lindsay Gulbranson
Writing Services 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.