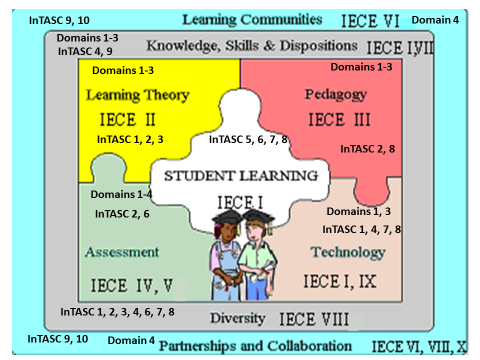
IECE 382-01

#### Arts & Humanities Methodology

**Spring 2017 [Web #51977]**

**School of Education Theme:  Empowerment for Learning**

**Conceptual Framework Model**



**Thursdays 4:00-6:45 PM\* hybrid (alternating weeks)**

CU-Main Campus

School of Education Room 117

**Instructor: Michelle Bennett**

**Email: mlbennett@campbellsville.edu**

**Cell Phone: 270-403-9844**

**Ms. Bennett will be available for 15 minutes before and after class time.**

**If you need additional time please make an appointment.**

1. **Description:**

Curriculum, methods, and assessment of arts and humanities, health, and physical education for inclusive preschool and kindergarten classrooms. Examines the value of creative expression, methods for fostering creativity, and techniques for integrating creative arts across all curricular areas. Provides understanding of developmentally appropriate health, motor, and self-help activities.

**Required:  6 hours field experiences**

***Prerequisite:  ECE 280***

1. **Course Credits:**  3 credit hours
2. **Course objectives:** Refer to chart on the next page

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **IECE 382 – Arts & Humanities Methodology** | **IECE KTS** | **NAEYC** | **CEC** | **InTASC** | **CAEP** | **ILA** | **IECE KTS Diversity Indicators** | **Technology Yes or No** |
| Understand, discuss, and apply the creative process and the teacher’s role in encouraging and facilitating its development. | 2, 4, 5 | 1, 4 | 1, 2 | Category  1 | 1, 2 |  | 1.c. 1.g, 2.f, 3.e, 8.b, 9.d | Yes |
| Discuss the theories of children’s creative development. | 1, 4 | 1 | 1 | Category  1 | 1 | 1 | 1.c | No |
| Identify developmentally appropriate teaching methods that promote creative development. | 1, 2, 3, 5 | 1, 4 | 1, 3, 5 | Categories 1, 2 | 1, 2 | 2, 4, 5 | 1,g, 3.e | Yes |
| Plan and demonstrate a variety of developmentally appropriate creative activities with children. | 1, 2, 3, 4, 5, 9 | 1, 4 | 1, 3, 5 | Categories 1, 2, 3 | 1, 2 | 2, 3, 4 | 1.c. 1.g, 2.f, 3.e, 8.b, 9.d | Yes |
| Design and implement curriculum, make materials, and prepare environments that support creative development. | 1, 2, 3 | 1, 4 | 1, 2 | Categories  1, 2 | 1, 2 | 2, 3,4, 5 | 2.f, 3.e, 9.d | Yes |
| Identify the basic materials and equipment necessary to implement creative activities. | 1, 2 | 1, 4 | 1, 2 | Categories 1, 2 | 1, 2 | 5 | 2.f, 3.e, 9.d | Yes |
| Assess curriculum, environment, and teaching methods for their effectiveness in encouraging creativity. | 4, 5 | 1, 3, 4 | 1, 2, 3, 4 | Categories  1, 2, 3 | 1, 2 | 3 | 6.f | Yes |
| Plan and demonstrate developmentally appropriate activities to increase children’s awareness and understanding of their bodies and developmentally appropriate activities to increase children’s awareness of the benefits of exercise. | 1, 3 | 1, 3, 4 | 4, 5 | Categories 1, 2, 3 | 1, 2 | 2, 5 | 1.c. 1.g, 2.f, 3.e, 8.b, 9.d | Yes |
| Model healthy lifestyle choices. | 2, 5 | 1, 2 | 1, 2 | Category 4 | 1, 2 |  | 3.e | No |
| Demonstrate illness prevention practices to children. | 1, 2 | 1, 2 | 1, 2 | Categories 1, 2, 3 | 1, 2 |  | 3.e | No |
| Articulate effective strategies to communicate/educate families about exercising and practicing healthy activities. | 1, 3, 6 | 2 | 7 | Categories 1, 2, 3, 4 | 1, 2 |  | 6.f | Yes |

1. **Required Textbooks and Resources:**
2. Edwards, L. C. (2010). *The creative arts* (5th ed.). Upper Saddle River, NJ: Pearson. ISBN:  0137151632
3. Libby, W. M. L. (2000). *Using art to make art.* Cengage. ISBN:0766815056
4. Kentucky Department of Education (2009). *Building a strong foundation for school success: Kentucky early childhood standards* (Rev. Ed.) [KYES-R].  Frankfort, KY:  Author.
5. Kentucky Department of Education (2005). *Building a strong foundation for school success: Kentucky’s early childhood quality self-study.* Frankfort, KY: Author. [Curriculum & Assessment Section]
6. KY Core Academic Standards document

All students are now required to purchase the **KY Core** **Academic Standards document** (which includes Kindergarten Standards for English/Language Arts, Math, and the new Science standards) plus all three (3) "Building a Strong Foundation for School Success" documents (**KY Early** **Childhood Standards; Quality Self Study**; excluding the Assessment Guide as it is currently undergoing revision).  The ECE Program is no longer selling these documents and they are not attached to a specific course. Purchasing these documents is a Program Requirement.  Some students may have already purchased some but not all of these documents**.  IT IS VERY IMPORTANT THAT STUDENTS CONTACT THE BOOKSTORE IMMEDIATELY TO PURCHASE THE DOCUMENTS THEY DO NOT HAVE.  THEY MUST DO THIS THE FIRST WEEK OF CLASS**. When the student contacts the bookstore, they should reference a course titled "ECE 000".  It is a pseudo course established at the bookstore only for these documents. \*\*\*If a student has already purchased the KY Core Academic Standards, we will provide them with the new Science standards, free of charge. They will not have to purchase the KY Core Academic Standards again.

1. **Required Course Materials:**
2. Portfolio Flash Drive- for uploading course artifacts and a Program Flash Drive or course notebook binder for organizing class hand-outs, assignments, etc.
3. Child’s Art Portfolio binder
4. Some materials may be needed for lesson implementation including making photographs to document lessons or other work, and art supplies for implementation of lessons
5. Document forms and lesson plan templates may be accessed on Campbellsville’s web site:  <http://www.campbellsville.edu/early-childhood-education> then scroll down to access and download forms.
6. Access to the internet for hybrid assignments.

1. **Course Tasks & Portfolio \*Artifacts:**
   1. ***Masterpiece Art Unit Project and Presentation* 150 pts. /15% of grade**

*This is a project based, participatory curriculum course. Students will work individually and/or in groups to complete course work. Detailed task instructions will be provided and gone over in class.*

Students will select an artist from websites and/or resource books and organize a one-week unit plan around a theme that relates to the artist and his/her work selected. Unit will include a Curriculum web and a KWHL chart.  Each group will submit a written plan with supplemental lesson plans (form provided).  A final presentation will be made in class. Details regarding this project will be given in class. \*Unit may be submitted as CAP 3 portfolio artifact. (Standard I, III, V, IX] (PGES Domains 1, 3) (InTASC: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10)

* 1. **Modified Unit Lesson Plan 150 pts./15% of grade**

One lesson plan developed concentrating on the visual art area of content. The visual art lesson plan is a complete lesson plan that will be implemented with preschool or kindergarten students. This lesson plan must utilize age appropriate standards of the given student audience and be represented on SoE 1, SoE-2, and SoE-4 (KTIP format). \*The implemented lesson may be used as CAP 3 portfolio artifact. Upload the implemented lesson plan to Portfolio flash drive with appropriate documentation and reflections. The implemented lesson plan must include documentation i.e. - lesson assessments, student work samples, informal assessment, photos, etc. as well as lesson analysis. *This lesson plan is a modified version- detailed instructions will be provided in class.*[IECE Standard I, II, V] (PGES Domains 1, 2, 3 & 4) (InTASC: 1, 2, 3, 4, 5, 6, 7, 8, 9)

3. ***Child’s Art Portfolio*** **100 pts. /10% of grade**

Compile a Child’s Art Portfolio to reflect stages of art, 2-D and 3-D experiences, and different mediums.  See “Course assignments” document for further detail. \*Assessment may be submitted as CAP 3 portfolio artifact. [IECE Standard I, II, IV] (PGES Domains 1, 4) (InTASC: 1, 2, 3, 4, 5, 6, 8, 9, 10)

4. ***Hybrid Assignments*** *(20pts/ Assignment)***160 pts. /16% of grade**

This course is offered in a hybrid format, which includes face-to-face class sessions and online coursework. Students will access weekly course content and complete eight hybrid activities on Tiger Net. Our School of Education policyis that any work submitted late will have a 10% grade penalty. (PGES Domains 1, 3 & 4) (InTASC: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10)

              5. ***Tests*** *(50 pts /Exam)* **100pts. /10% of grade**

*6.* ***Class Participation and Field Trip Experiences***

*(30 pts.) (55 pts. / Each)***140 pts. /14% of grade**

Students will attend a guided tour and hands-on art experience at the **Speed Art Museum** in Louisville and an observation of an arts lesson at the **Heuser Hearing Institute** (**Date TBD).** A short (1-page) report will be submitted describing the implications for classroom practice. If for any reason that the student is unable to attend the field trip, prior arrangements will need to be made with the instructor. Estimated field trip cost $12.00.

            Students will participate in a field trip to the Stage One Family Theater in Louisville for a live theater production of “*Storytellers*” (**Saturday,** **March 11, Time: TBA**).

Students submit a typed page detailing how the ideas presented during the fieldtrip could be utilized and integrated into either a preschool or kindergarten curriculum. Details regarding the content of the paper will be given during class. If unable to attend the event and an alternative

assignment will be provided. Estimated ticket cost is $6.00.

When students make prior arrangements with the instructor an alternativeassignment(s) will be given in lieu of any missed field trip experience*.*

Students receive a grade that reflects attendance, promptness, class discussion, professionalism, organization, effort, attitude, and quality of work. (PGES Domains 1, 2, 3, 4) (InTASC: 1, 2, 3, 4, 5, 7, 8, 9, 10)

**7. Field Experiences** (50 pts./experience)   **200 pts./20% of grade**

Field Experiences sites are selected in collaboration with course instructor(s) and may only be completed if the setting meets the assignment criteria. *Students who do not complete all field experience hours will be given an “incomplete” in the course.* *Students are expected to follow the Field Hour Guidelines provided by course instructor(s) for all field work assignments.* Pre-CAP Field Experience must be complete ***prior to*** field experience.

1. Field Experience #1 – (1 hour) Observe in an Infant/Toddler program and assess the environment and curriculum for development of creativity using the checklist form provided in class. Create a written Action Plan to address growth areas. The KYECS (birth-to-three) and *Quality Self-Assessment* provide framework for observation.  [IECE Standard I, III, IV] (PGES Domains 1, 2, 3, & 4) (InTASC: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10)

2. Field Experience #2 – (1-1 ½ hours) Observe in a Preschool program and assess the environment and curriculum for development of creativity. Create an Action Plan to address growth areas. The KYECS (three and four years) and *Quality Self-Assessment* provide framework for observation. Students chose to implement the visual art lesson plan in either preschool or kindergarten. Use the source of evidence forms for lesson plans found on the IECE website. [IECE Standard I, III, IV, V] (PGES Domains 1, 2, 3, & 4) (InTASC: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10)

3. Field Experience #3 – (1-1 ½ hours) Observe in a Preschool program and document health and physical education activities.  Create an Action Plan to address growth areas. [IECE Standard I, III, IV, V] (PGES Domains 1, 2, 3 & 4) (InTASC: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10)

4. Field Experience #4 – (2 hours) Observe in a Kindergarten classroom and document the curriculum support for development of creativity, health, and physical education. Create an Action Plan to address growth areas. Students may choose to implement the visual arts lesson plan in the kindergarten classroom.   The class will take a trip to Abraham Lincoln Elementary school to observe Mozart’s Magic Flute lesson for one hour of the kindergarten creativity observation. [IECE Standard I, III, IV, V] (PGES Domains 1, 2, 3 &4) (InTAS: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10)

**Field Experience Summary Form**:

Field Experience Summary Form:  Students keep a Field Hour Log of all field work tasks for each entry.  Each field visit MUST be signed by a responsible person at the site (total of 6 field hours for this course).  One reflection per field task is required (for a total of 4 reflections in this course).  Students total the field hours, sign the form, complete all information and submit to the instructor(s) April 27, 2017. The course instructor(s) must sign the field hour log. Failure to complete 6 field experience hours will result in a grade of incomplete until the field hour assignments and Field Experience Summary Log is submitted correctly.

**For Program Credit:**

Students must upload signed, completed Field Experience form to TigerNet for course credit or hand deliver the signed, completed field log to the instructor by April 27th, 2017. The instructor(s)s will then sign, and submit to Elizabeth Franklin via email the instructor(s)-signed field hour log only ***for program credit.***

**Kentucky Field Experience Tracking System (KFETS):**

All students are required to set up an Educational Professional Standards Board (EPSB) account for the purpose of entering every completed Field Experience (FE). You will continue to keep and submit Field Experience Logs for each of your courses and have them entered into the SOE database through Elizabeth Franklin. This new system is for EPSB to track FE hours, which requires a certain number and representation of all types of FE in order for the state to approve a student for student teaching. ***There is no cost associated with the system and it is required of CU School of Education.*** **If you do not have an account –**please contact your instructor(s) or advisor.

**Pre-CAP Fieldwork File\*\***

**Must be completed prior to starting fieldwork**

Pre-Cap Fieldwork file includes the following documents, which are provided by course instructor(s) or ECE/IECE Program Secretary at (270)/789-5366.

1. Criminal Background Report [signed release form]

2. **Current** TB Skin Test or Wellness Check [good for two years]

3. Signed Confidentiality Statement [Signature confirms reading the four Codes of Ethics governing ECE/IECE and teaching profession in Kentucky and commitment to abide

by principles.

4. Diversity Survey

5. Disposition Assessment Policy

**The completed file should be returned/mailed to course instructor(s) or:**

Secretary, ECE/IECE Program

Education Bldg., Rm. 120

1 University Dr. UPO # 833

Campbellsville, KY  42718

**New KRS guidelines may require field sites to secure their own CAN and Criminal Background reports. Students are responsible for fees needed for a complete field experience file.**

Students will select one implemented lesson plan as a potential CAP 3 portfolio artifact.

**\*The CAP 3 portfolio artifacts in this course include:**

|  |  |
| --- | --- |
| III. Implements/ Manages Instruction | Plan & Teach a Lesson: including assessments and documentation.                                                                               [II.a, b, c, d, e, f, g] |
| IV. Assesses  & Communicates Learning Results | Assessment to Monitor Progress and/or Assess Instruction          [IV. b, d] |
| V. Reflects On & Evaluates Professional Practice | Program Evaluation with Action Plan                                                                  [V.d] |

**SCORING CAP 3 PORTFOLIO ARTIFACTS:**

CAP 3 portfolio artifacts must have a score of 2 or 3 to receive a pass for the course and for the eventual CAP 3 portfolio.  A score of “1” indicates the piece is not portfolio ready.  Students must re-do a “1” score on an artifact in order to receive credit for that assignment in the course.  Students can still pass the course, but a “1” score will likely impact the grade received in the course. Students will be able to continue to work on their portfolio artifact after the end of the course –assuming they will want all artifacts to receive a score of “3.” **Course instructor(s) will not be asked to “re-score” an artifact that is submitted after the conclusion of the class.**

When students complete the course, the artifacts selected will moved into another folder/file “CAP 3.”  The scoring rubric completed in the course will not migrate with the artifact. This gives students opportunities to fix those artifacts after the course before they move it into their Portfolio folder.   At portfolio scoring time, the assigned scorer will then look through all artifacts on the Portfolio Jump Drive

**The CAP 3 portfolio artifacts must be uploaded to the jump drive.**

**Grading Scale:**

**A = 90 –100%         900-1000 points**

**B = 80- 89%             800-899 points**

**C = 70-79%              700-799 points**

**D = 60-69%              600-699 points**

**E = below 60%**

1. **Course Outline:**
2. Creative Process

A. Development of Creativity

B. Brain Research

1. Music Curriculum

A. Curriculum

B. Developmentally Appropriate Practices (DAP)

C. Assessment

D. Environments

1. Movement and Dance Curriculum

A. Curriculum

B. DAP

C. Assessment

D. Environments

1. Visual Arts

A. Curriculum

1. Studio-based/Discipline-based

2. Activities Masquerading as Art

3. Elements of Art

4. Masterpiece Art

B. Art Development

1. Impact on development

2. Stages of art development

C. Curriculum

D. DAP

E. Assessments

F. Environments

**V.** Health / Body Awareness/ Illness Prevention

A. Curriculum

B. DAP

C. Assessment

D. Environments

**VI**. Physical Education

* 1. 1. Brain Research

2. Awareness of Exercise and the Benefits

3. Educating Parent

A. Curriculum

B. DAP

C. Assessment

D. Environments

**PERFORMANCE STANDARDS/COMPETENCIES:**

This program leading to Interdisciplinary Early Childhood Education (IECE) certification has been designed to prepare candidates to teach young children with and without disabilities and support families from culturally and linguistically diverse backgrounds.  While some aspects of all ten of the Kentucky IECE Teacher Standards may be embedded into this course, competency development in the following are emphasized:

***IECE Teacher Standards:***

* IECE Standard I:  Designs/Plans Instruction
* IECE Standard II:  Creates/Maintains Learning Environment
* IECE Standard III:  Implements Instruction
* IECE Standard IV:  Assesses & Communicates Learning Results
* IECE Standard V:  Reflects/Evaluates Professional Practices
* IECE Standard VI:  Collaborates with Colleagues/Families/Others
* IECE Standard IX: Demonstrates Implementation of Technology

***InTASC Categories:***

* Category #1: Learner and Learning
* Category #2: Content Knowledge
* Category #3: Instructional Practice
* Category #4: Professional Responsibility

***NAEYC Program Standards:***

* Standard #1a, 1b, 1c:  Promote Child Development & Learning
* Standard #2a, 2c:  Building Family & Community Relationships
* Standard #3a, 3b:  Observing, Documenting, & Assessing to Support Young Children and Families
* Standard #4a, 4b, 4c, 4d:  Teaching and Learning

***CEC Special Education Standards:***

* Standard #1: Learner Development and Individual Learning Differences
* Standard #2: Learning Environments
* Standard #3: Curricular Content Knowledge
* Standard #4:    Assessment
* Standard #5: Instructional Planning and Strategies
* Standard #7:    Collaboration

***CAEP Standards:***

* Standard #1: Content and Pedagogical Knowledge
* Standard #2: Clinical Partnerships and Practice

***ILA Standards:***

* Standard #1: Foundational Knowledge
* Standard #2: Curriculum and Instruction
* Standard #3: Assessment and Evaluation
* Standard #4:    Diversity
* Standard #5: Literate Environment

***Kentucky Early Childhood Core Content—Level IV:***

* CC#1b:  Child Growth and Development
* CC#4a, 4d, 4e, 4f, 4h:  Learning Environments and Curriculum
* CC#6:  Family and Community Partnerships

**KCAS/POS/CC**:  Candidates will have opportunities to address P-12 curricular documents through course content, assignments and field work.  Candidates plan, implement, and assess learning experiences in the following content areas and evaluate those areas in preschool and kindergarten classrooms:

* + Mathematics
  + Science
  + Social Studies
  + Technology
  + Reading
  + Writing
  + Kentucky Early Childhood Standards (POS – Preschool): Language Arts, Mathematics, Science, and Social Studies.

**9.  EPSB Themes**

***Diversity – Course Content and Field Experiences***

* Candidates prepare lessons to support the understanding of social studies concepts including understanding of diversity in the world
* Candidates observe and evaluate the social studies curriculum and experiences found in preschool and kindergarten classrooms

***Assessment – Course Content and Field Experiences***

* Candidates plan the assessment strategies that will be used in the implementation of lessons and determine the student outcomes following the lesson
* Candidates observe and evaluate program experiences in the content areas of math, science, and social studies in preschool and kindergarten classrooms

***Literacy/Reading Instruction***

* *Candidates prepare math, science, and social studies lessons that embed literacy instruction*

***Closing the Achievement Gap – Course Content***

* Candidates specifically address the content areas of math, science, and social studies to support the development of concepts to support children’s learning toward closing the achievement gap

**10.  Diversity Proficiencies**

1.    KTS/IECE 1.c Individualize curriculum, instruction plans, and assessment strategies for ALL children.

2.    KTS/IECE 1.g Plan experiences and instruction based on family strengths, resources, priorities, and concerns.

3.    KTS/IECE 2.f Create and maintain culturally responsive environments to support all children and families.

4.    KTS/IECE 3.e Implement culturally responsive learning experiences to support children and their families.

5.    KTS/IECE 6.f Articulate individual outcomes and unique needs for each child to staff and volunteers.

6.    KTS/IECE 8.b Individualize interactions and activities that demonstrate sensitivity to characteristics of each child’s family community.

7.    KTS/IECE 9.d Use technology to meet special needs of children.

**PGES – Framework for Teaching (Charlotte Danielson Model):** [**http://education.ky.gov/teachers/PGES/Pages/PGES.aspx**](http://education.ky.gov/teachers/PGES/Pages/PGES.aspx)

**Domain 1: Planning and Preparation**

1a: Knowledge of content/pedagogy

1b: Demonstrates knowledge of students

1c: Setting Instructional outcomes

1d: Demonstrating knowledge of resources

1e: Designing coherent instruction

1f:  Designing student assessment

**Domain 2: Classroom Environment**

2a: Creating environment of respect and rapport

2b: Establishing culture of learning

**Domain 3: Instruction**

3d: Using assessment in instruction

**Domain 4: Professional Responsibility**

4a: Reflecting on teaching

4c:  Communicating with families

4d: Participating in a professional community

4e: Growing and developing professionally

**POLICIES AND PROCEDURES:**

**The School of Education policy states that all grades of *incomplete* must be changed to a grade within one semester following the end of the course. Students should remain in contact with course instructor(s) to make sure all required coursework is submitted by the deadline.  A failing grade will be assigned if work is not submitted within one semester.**

You are responsible for the lecture material presented in the classroom, the assigned readings in the text, videos, guest presentations and any other material covered in class, including handouts,  
assigned readings are to be completed before class to facilitate better understanding and participation.  Written assignments must be turned in on time.  Class presentations must be ready on assigned date.

***Late assignments will result in 10% reduction in grade.***

Papers will be **typed** unless otherwise noted.  
It is expected that all written assignments will conform to standards of documentation, organization, mechanics, legibility, and APA style.  Task/assignment grades will reflect these standards.

**PLAGIARISM:**

Campbellsville University’s policy on Academic Integrity states:

“Each person has the privilege and responsibility to develop one’s learning abilities, knowledge base, and practical skills. We value behavior that leads a student to take credit for one’s own academic accomplishments and to give credit to other’s contributions to one’s course work. These values can be violated by academic dishonesty and fraud. (See ***Academic Integrity*** in the 2015-17 Bulletin Catalog)

Plagiarism and cheating are examples of academic dishonesty and fraud and neither will be tolerated in this course. Plagiarism is quoting or paraphrasing a phrase, a sentence, sentences, or significant amounts of text from a web or print source, without using quotation marks and without a citation. The plagiarist submits the work for credit in a class as part of the requirements for that class. Examples of cheating include cheating on a test (copying off someone else’s paper) or an assignment (e.g., development of a lesson plan) and submitting the work as your own.

If a student commits plagiarism or cheats in this course, the professor will decide on one of two penalties: (a) an F on that assignment or (b) an F in the course. The student’s Dean and the Vice-President for Academic Affairs will be notified of either consequence.

**ATTENDANCE POLICY:**

Regular attendance in professional education courses is expected of all students. It is a professional responsibility that is part of the disposition assessment of early childhood students.  We will follow the School of Education attendance policy as stated.  Students may miss a maximum of two classes for this course. After a second absence, students will receive an attendance warning from the Office of Academic Affairs and may be dropped with a failing grade after the third absence. All absences should be discussed with the instructor(s).  All work is required to be made up.  The student is responsible for accessing all course hand-outs and content covered during an absence. Students should contact instructor(s) to discuss absences. *Note: students will not be penalized for absences excused by Campbellsville University; however, it is the student’s responsibility to notify the professor in advance of the excused absence.* It is also the student’s responsibility to insure that all assignments are submitted on due dates, regardless of date(s) of absences.

**ADA STATEMENT**:

Campbellsville University is committed to reasonable accommodations for students who have documented learning and physical disabilities, as well as medical and emotional conditions.  If you

have a documented disability or condition of this nature, you may be eligible for disability services Documentation must be from a licensed professional and current in terms of assessment.  Please contact the Coordinator of Disability Services at 270-789-5192 to inquire about services.

**CONFIDENTIALITY:**

Confidentiality of children being observed must be strictly adhered to at all times.  **NEVER** mention children’s real names when discussing/sharing in class or in online forums, or with anyone else in the community, school, etc.  Children, parents, and teachers must be protected!  Violation of this right of children and families can cause you legal problems, loss of job, etc.  A parental permission form must be signed before administering any formal assessment procedure or taping/photographing children.

**DISPOSITIONS:**

Course instructor(s) complete a Disposition Evaluation for a student who demonstrates ***ineffective*** practices in any of the five evaluation areas: Professional Services, Professional Ethics, Professional Responsibilities, Professional Communication, or Clinical Field Experiences. Students will be told by the instructor(s) when a Disposition Evaluation is submitted to the School of Education a copy provided to the student. The Disposition will be placed in the student’s file. An incident report will be filed if demonstration of ineffective Dispositions continues, which will require a meeting with the Chair of the Undergraduate Programs to prepare an intervention plan. Failure to resolve disposition issues can result in dismissal from the program.

**INCLEMENT WEATHER POLICY:**

In case of inclement weather inclement weather, you may go to Campbellsville University’s Web site at [www.campbellsville.edu](http://www.campbellsville.edu). Announcements will also be made on local radio stations and TV stations WHAS, WLKY, WDRB, WAVE in Louisville.

**CAMPUS SECURITY PHONE NUMBERS:**

For your safety we ask that you place these phone numbers in your cell phone in order to call for HELP. If on Campbellsville Main Campus, (270) 789-5555 or cell phone (270) 403-3611. All others **call 911**.

**TITLE IX STATEMENT:**

Campbellsville University and its faculty are committed to assuring a safe and productive educational environment for all students. In order to meet this commitment and to comply with Title IX of the Education Amendments of 1972 and guidance from the Office for Civil Rights, the University requires all responsible employees, which includes faculty members, to report incidents of sexual misconduct shared by students to the University's Title IX Coordinator.

Title IX Coordinator:

Terry VanMeter

1 University Drive

UPO Box 944

Administration Office 8A

Phone – 270-789-5016

Email – [twvanmeter@campbellsville.edu](mailto:twvanmeter@campbellsville.edu)

Information regarding the reporting of sexual violence and the resources that are available to victims of sexual violence is set forth at: [www.campbellsville.edu/titleIX](http://www.campbellsville.edu/titleIX).

**SAP: SATISFACTORY ACADEMIC STANDARDS:**

"Satisfactory Academic Standards (SAP) In order to be eligible to receive financial aid, a student is required to have met certain standards of satisfactory academic progress (SAP) during his or her previous attendance, whether or not financial aid was received.  
  
    \*   ​A student is required to complete sixty-seven percent (67%) of all cumulative credits attempted (number of hours successfully completed divided by the number of hours attempted). Successful completion would be grades of A, B, C, D, or Pass; unsuccessful grades would be E, F, W, Z or Incomplete.​  
    \*   A student is required to meet a minimum cumulative grade point average.  On a 4-point scale for Grade Point Average (GPA) it is required a student have a 2.0 grade point average after each semester.  
    \*   Students are expected to complete their degree/diploma/certificate program within a Maximum Time Frame (MTF) of 150% of the required number of credit hours to graduate. (e.g., programs requiring 72 credits will have a 108 credit maximum).  
    **\*   *It is the student’s responsibility to contact the Financial Aid Office about their Satisfactory Academic Progress status. Withdrawing after the first week of class or taking in incomplete in a course may affect your continued access to financial aid.***

**EMERGENCY EVACUATION POLICY:**

**COURSE SCHEDULE & ASSIGNMENTS:**

|  |  |  |
| --- | --- | --- |
| Date | Topic | Assignment |
| Week 1  Face to Face  Jan. 26th | Introduction and Overview  of class and syllabus  Introduction of  Master’s Art Project  & Presentation | NOTE:  All hybrid assignments (HA)  are due on the hybrid class  Thursday no later than 11:59 pm   * Read Chap. 1& 2 * Read Articles Provided |
| Week 2  Hybrid Class  Feb. 2 | Beginning the Journey  The Creative Process | Research art master’s websites  Hybrid Assignment #1 due |
| Week 3  Face to Face  Feb. 9 | What is Creativity?  *Brain Research*  Master’s Art Project  Question and Answer  Discussion | * Read Chap. 3 * Technical requirements * Field trip forms |
| Week 4  Hybrid Class  Feb. 16  Week 4 continued | Exploring Feelings and Images | * Submit Field Experience Sites with documents and permission for Child’s Art Portfolio * Submit Master Artist selection * Hybrid Assignment 2 due   Read Ch. 5 |
| Week 5  Face to Face  Feb. 23 | Is it Art?  “Art Talk”  Intro into the Visual Arts | * Complete the art talk questions for masterpiece art project |
| Week 6  Hybrid  March 2  Week 7  Face to Face  March 9 | Experimenting with three-Dimensional art  Encouraging Play and Creative Drama | * Read Chap. 7 * HA #3 and #4 * Field Experience #1 due * *Draft* submissions will be accepted and reviewed for the masterpiece project |
| *March 6*  *Monday*  *Special Class* | Observe  Mozart’s Magic Flute  Lesson at Abraham Lincoln Elementary  *Tentative – Regina Williams Art Studio Visit* |  |
| Spring Break  March 11-18 | Happy Spring Break |  |
| Week 8  Hybrid  March 23  Assignment  Topic  Date | Art & Literature & Drama | * Hybrid Assignment #5 * Test One |
| Week 9  Face to Face  March 30 | Music and Movement  Tentative Guest Speaker  Kindermusik Instructor | * Field Experience #2 Due * Masterpiece Art Written Plan due –submit via Tiger Net |
| Week 10  Hybrid  April 6 | Music and Movement | * HA #6 * Read Chap. 4 |
| Week 11  Face to Face  April 13 | Music & Movement | * Lesson Plan due –   submit via Tiger Net   * Field Experience #2 due * Read Articles Provided * Child Art Portfolio |
| Week 13  Hybrid  April 20 | Physical Health | * Field trip reflection due via Tiger Net * Read Chap. 9 * HA #7 |
| Week 14  Face to Face  April 27 | PRESENTATIONS | * Field Experience #3 & # 4 due * Field log and reflections |
| Week 15  May 4  Hybrid | Beginning a New Adventure | * HA #8 |
| Finals week  May 8-12 | TBD | * Test 2 |

**NOTE:**

**This schedule is tentative and subject to change at the discretion of the instructor(s).  Submit lesson plan to the instructor(s) prior to implementing at a field site. If you have any questions or need further clarification on a topic, please do not hesitate to call or email the instructor.**