



Master Course Syllabus

For additional course information, including prerequisites, corequisites, and course fees, please refer to the Catalog: <https://catalog.uvu.edu/>

Semester: Fall

Course Prefix: ART

Course Title:

Secondary Art Education Methods I

Year: 2025

Course and Section #: 3500-01

Credits: 3

Course Description

Introduces students to the materials, methods, and resources related to teaching middle school and high school visual arts. Emphasizes the characteristics and components of a quality art program. Designed for the art education major pursuing teacher licensure for grades 7-12.

Course Attributes

This course has the following attributes:

- ☐ General Education Requirements
- ☐ Global/Intercultural Graduation Requirements
- ☒ Writing Enriched Graduation Requirements
- ☒ Discipline Core Requirements in Program
- ☐ Elective Core Requirements in Program
- ☐ Open Elective

Other: *Click here to enter text.*

Instructor Information

Instructor Name: Dr. D. Elizabeth Healey-Mainoo

Student Learning Outcomes

1. Articulate and evaluate the issues and developments of art education.
 2. Research sources for secondary art educators, including publications and internet sites.
 3. Incorporate state and national standards for visual arts education into their lesson preparation.
 4. Create art assignments and projects that can be integrated into the secondary curriculum.
 5. Identify appropriate materials and supplies for the art classroom.
 6. Compose a variety of disciplinarily appropriate texts within multiple situations and for multiple audiences within art education.
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Course Materials and Texts

- What's so Great about Art Anyway? by Rachel Branham
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Course Requirements

Course Assignments, Assessments, and Grading Policy

Grade breakdown will be as follows:

- Attendance & Participation (20%)
- Weekly Reading Participation (10%)
- Service-Learning Teaching Project (35 %)
- Inspiring Artist/Teacher Presentation (5%)
- Teaching Philosophy (5%)
- Discussion Lead (5 %)
- Teaching Philosophy Rewrite (5%)
- New Art Form Exploration (5%)
- Service-Learning Reflection Discussion (10 %)

Per university policy, the following grading scale will be used to calculate all grades:

A 94–100

A- 90–93.9

B+ 87–89.9

B 84–86.9

B- 80–83.9

C+ 77–79.9

C 74–76.9

C- 70–73.9

D+ 67–69.9

D 64–66.9

D- 60–63.9

E 0–59.9

Required or Recommended Reading Assignments

- What's so Great about Art Anyway? by Rachel Branham

Readings selected by students each semester from issues of the following journals from the last 5 years:

Art Education

Studies in Art Education

General Description of the Subject Matter of Each Lecture or Discussion

Class 1- Course Overview

Class 2- What is your “Why?” & History of Art Education

Class 3- Group Planning, Introductions & Poster Creation for Service Learning

Class 4 Labor Day

Class 5- Lesson Planning Group #1/Discussion Group #2

Class 6- Teaching Group #1/ Teaching Philosophy Group #2

Class 7- Lesson Planning Group #1/Discussion Group #2

Class 8- Teaching Group #1/ Lesson Planning Group #2

Class 9- Lesson Planning Group #2/Discussion Group #1

Class 10- Teaching Group #2/ Teaching Philosophy Group #1

Class 11- Lesson Planning Group #2/Discussion Group #1

Class 12- Teaching Group #2/ Lesson Planning Group #1

Class 13- Lesson Planning Group #1/Discussion Group #2

Class 14- Teaching Group #1/Discussion Group #2

Class 15- Lesson Planning Group #1/ Discussion Group #2

Class 16- New Art Form Exploration- Mini Lessons

Class 17- New Art Form Exploration- Mini Lessons / Lesson Planning Group #1

Class 18- Teaching Group #1/ Lesson Planning Group #2

Class 19- Lesson Planning Group #2/Discussion Group #1

Class 20- Teaching Group #2/ Discussion Group #1

Class 21- Lesson Planning Group #2/Discussion Group #1

Class 22- Teaching Group #2/ Teaching Philosophy Revisited #1

Class 23- Lesson Planning Group #1/ Teaching Philosophy Revisited Group #2

Class 24- Teaching Group #1/Discussion Group #2

Class 25- Lesson Planning Group #1/Discussion Group #2

Class 26- Thanksgiving Break

Class 27- Thanksgiving Break

Class 28- Teaching Group #1/ Discussion Group #2

Class 29- End of Semester Reflection Discussion

Required Course Syllabus Statements

Generative AI

AI programs are not a replacement for your human creativity, originality, and critical thinking. The use of generative AI tools is permitted in this course for the following activities:

- Brainstorming and refining your ideas;
- Finding information on a topic;
- Drafting an outline to organize your thoughts; and
- Checking grammar and style.

The use of generative AI tools is not permitted in this course for the following activities:

- Impersonating you in classroom contexts, such as by using the tool to compose discussion board prompts/responses assigned to you.
- Completing group work that your group has assigned to you, unless it is mutually agreed upon that you may utilize the tool.
- Writing a draft of a writing assignment.
- Writing entire sentences, paragraphs or papers to complete class assignments.

You are responsible for the information you submit based on an AI query (for instance, that it does not violate intellectual property laws, or contain misinformation or unethical content). Your use of AI tools must be properly documented and cited in order to stay within university policies on academic honesty.

Any student work submitted using AI tools should clearly indicate what work is the student's work and what part is generated by the AI. In such cases, no more than 25% of the student work should be generated by AI. If any part of this is confusing or uncertain, please reach out to me for a conversation before submitting your work.

Using Remote Testing Software

Select the box that applies.

☒ This course does not use remote testing software.

☐ This course uses remote testing software. Remote test-takers may choose their remote testing locations. Please note, however, that the testing software used for this may conduct a brief scan of remote test-takers' immediate surroundings, may require use of a webcam while taking an exam, may require the microphone be on while taking an exam, or may require other practices to confirm academic honesty. Test-takers therefore shall have no expectation of privacy in their test-taking location during, or immediately preceding, remote testing. If a student strongly objects to using test-taking software, the student should contact the instructor at the beginning of the semester to determine whether alternative testing arrangements are feasible. Alternatives are not guaranteed.

Required University Syllabus Statements

Accommodations/Students with Disabilities

Students needing accommodations due to a permanent or temporary disability, pregnancy or pregnancy-related conditions may contact UVU Accessibility Services at accessibilityservices@uvu.edu or 801-863-8747.

Accessibility Services is located on the Orem Campus in BA 110.

Deaf/Hard of Hearing students requesting ASL interpreters or transcribers can contact Accessibility Services to set up accommodations. Deaf/Hard of Hearing services can be contacted at DHHservices@uvu.edu

DHH is located on the Orem Campus in BA 112.

Academic Integrity

At Utah Valley University, faculty and students operate in an atmosphere of mutual trust. Maintaining an atmosphere of academic integrity allows for free exchange of ideas and enables all members of the community to achieve their highest potential. Our goal is to foster an intellectual atmosphere that produces scholars of integrity and imaginative thought. In all academic work, the ideas and contributions of others

must be appropriately acknowledged and UVU students are expected to produce their own original academic work.

Faculty and students share the responsibility of ensuring the honesty and fairness of the intellectual environment at UVU. Students have a responsibility to promote academic integrity at the university by not participating in or facilitating others' participation in any act of academic dishonesty. As members of the academic community, students must become familiar with their [rights and responsibilities](#). In each course, they are responsible for knowing the requirements and restrictions regarding research and writing, assessments, collaborative work, the use of study aids, the appropriateness of assistance, and other issues. Likewise, instructors are responsible to clearly state expectations and model best practices.

Further information on what constitutes academic dishonesty is detailed in [UVU Policy 541: Student Code of Conduct](#).

Equity and Title IX

Utah Valley University does not discriminate on the basis of race, color, religion, national origin, sex, sexual orientation, gender identity, gender expression, age (40 and over), disability, veteran status, pregnancy, childbirth, or pregnancy-related conditions, citizenship, genetic information, or other basis protected by applicable law, including Title IX and 34 C.F.R. Part 106, in employment, treatment, admission, access to educational programs and activities, or other University benefits or services. Inquiries about nondiscrimination at UVU may be directed to the U.S. Department of Education's Office for Civil Rights or UVU's Title IX Coordinator at 801-863-7999 – TitleIX@uvu.edu – 800 W University Pkwy, Orem, 84058, Suite BA 203.

Religious Accommodation

UVU values and acknowledges the array of worldviews, faiths, and religions represented in our student body, and as such provides supportive accommodations for students. Religious belief or conscience broadly includes religious, non-religious, theistic, or non-theistic moral or ethical beliefs as well as participation in religious holidays, observances, or activities. Accommodations may include scheduling or due-date modifications or make-up assignments for missed class work.

To seek a religious accommodation, a student must provide written notice to the instructor and the Director of Accessibility Services at accessibilityservices@uvu.edu. If the accommodation relates to a scheduling conflict, the notice should include the date, time, and brief description of the difficulty posed by the conflict. Such requests should be made as soon as the student is aware of the prospective scheduling conflict.

While religious expression is welcome throughout campus, UVU also has a [specially dedicated space](#) for meditation, prayer, reflection, or other forms of religious expression.