

## Faculty Senate Course Form

Effective Date: **Fall 2026**

Submission Date: December 2025

Department: Art

College of: **Arts & Sciences**

Contact Person: James Oliver

Create New, Revise, Inactivate, or Reactivate: **Revision**

Course #: **ART 479**

### Course Form:

- Used to create new course numbers or new prefixes.
- Used to change Name, Grading, Hours, Description, Reactivate
- Used to inactivate a course from the current catalog. Courses are never deleted. They are made inactive and can be legislated to become active again.

#### 1. Purpose/Justification for the New course or Changes to existing:

The College of Education and the Office of Teacher Education has requested the addition of EDUC 307 Clinical Experience (1 hour) and EDUC 370 Organization and Management of Middle and Secondary Classroom (2 hours) be added to all secondary teacher education programs. This addition necessitates adjustments in art content courses within the ART major- Art Education emphasis. ART 479 will change in title aligning with all other XXX 479 course titles across campus

#### 2. Is this related to, and/or affect, any other department/college/unit curricula or programs at Pittsburg State University? *If "Yes", please provide an explanation. Provide documentation of any discussions (e.g. copies of emails, memos, etc.) that have occurred.*

☐ Yes ☒ No

#### 3. Is this course to be considered for General Education?

*If "yes" this requirement will need approval of the General Education Committee after the revisions have been approved by Faculty Senate. The General Education Course Approval form will also need to be submitted.*

☒ Yes ☐ No

#### 4. Will this course be required of any education majors?

*If "yes," this requirement will need approval of the Council for Teacher Education before upload to "Approved College Curriculum Legislation" in SharePoint.*

☐ Yes ☒ No

#### 5. Will additional resources or costs be required?

☒ Yes ☐ No

If so, what will be needed?

6. Will any additional course fees be required (e.g. equipment, clothing, travel, licensing, etc.)?

If "yes," complete the Course Fee Form on the Faculty Senate website, it will need to gain approval of the President's Council.

☐ Yes

☒ No

7. Objectives/Student Learning Outcomes for NEW courses only, as it will appear in the syllabus:

**Attach with upload.**

8. Assessment Strategies (e.g. exams, projects, university rubric, etc.), as it will appear in the syllabus:

**Attach with upload.**

**Course Numbers cannot be changed, only created.**

	Existing	New/Proposed
Title:	Art Education: Secondary	Techniques for Teaching Art
Course Number:	<b>ART 479</b>	<b>ART 479</b>
Credits:	<b>2</b>	<b>3</b>
Grading System:	<b>A-F, IN</b>	<b>A-F, IN</b>
Pre/Co-Requisite(s):	ART 379- Art Education: Elementary, Admission to Teacher Education and PSYCH	Admission to Teacher Education and PSYCH 357- Educational Psychology
Course Description:	Examination of the fundamental theories, practices, and purposes of art education in secondary schools. Development of curriculum, discipline plans, safety policies, classroom design and management, with accompanying field observations and research. Preparation for employment, including teaching portfolio development, job search and interview techniques. To be taken before the professional semester. Prerequisites: ART 379 Art Education: Elementary (with a grade of B or better),	Examination of the fundamental theories, practices, and purposes of art education in elementary and secondary education. Studies to understand art education methods, to develop awareness of the creative process and to develop appropriate curriculum for K-12 students, discipline plans, and safety policies.

## Authorization Sign-Off

**Checklist: Check once verified.**

<input checked="" type="checkbox"/>	Required fields completed.
<input checked="" type="checkbox"/>	Syllabus attached for new courses
<input checked="" type="checkbox"/>	Assignment Strategies Attached

-Approved: Department Chair/Director

Date: 12/2/25

Signature, Chair/Director: \_\_\_\_\_

*James Oliver Jr*

-Approved: College Curriculum Committee

Date: 1/13/26

Signature, Committee Chair: \_\_\_\_\_

*Christopher Childers*

-Approved: Dean of College

Date: 1/13/26

Signature, Dean: \_\_\_\_\_

*Christopher Childers*

-Approved: Council for Teacher Education (if applicable)

Date: \_\_\_\_\_

Signature, Council Chair: \_\_\_\_\_

-Approved: University Undergraduate Curriculum Committee

Date: \_\_\_\_\_

Signature, Committee Chair: \_\_\_\_\_

-Approved: Faculty Senate

Date: \_\_\_\_\_

Signature, Recorder Faculty Senate: \_\_\_\_\_

Originating Departments(s): After completing this form, please upload it to the SharePoint, within the appropriate College folder, "Preliminary Legislation", to allow for review and questions. Any modifications should be saved as "original file name.v2.docx" and uploaded as well.

Following final College Curriculum Committee approval, please apply the appropriate signatures, and send them to your College Administrator.

## Art 479 Techniques for Teaching Art

Pittsburg State University  
College of Arts and Science

**Professor:** Abby Anderson  
**Email:** [aausherman@pittstate.edu](mailto:aausherman@pittstate.edu)  
**Delivery Method:** In-Person with online readings/discussions  
**Meeting Times:** Monday & Wednesday 9-10:50am  
**Room:** 303, Porter Hall

<b>Office Hours</b>	I will hold office hours in-person on the following days and times: <ul style="list-style-type: none"><li>• MW 11am-1pm</li><li>• TTH 9am-11am</li><li>• Fridays by appointment</li></ul> <i>Use Navigate to Make an Appointment:</i> <a href="#">Navigate</a>
<b>Office</b>	<b>303B, Porter Hall</b>
<b>Phone</b>	Ext. 4668

### **COURSE DESCRIPTION:**

Examination of the fundamental theories, practices, and purposes of K-12 art education, with a focus on practical teaching techniques. Students will learn to design effective curricula, develop discipline plans, implement safety policies, and create functional classroom layouts that support artistic learning. The course emphasizes classroom management strategies and includes field observations and research to connect theory with practice. Prerequisite: Admission to Teacher Education and PSYCH 357 Educational Psychology.

### **PREREQUISITES:**

Admission to Teacher Education and PSYCH 357 Educational Psychology

### **PURPOSE OF THE COURSE:**

With the material in this course, students will be preparing to play a significant role in promotion and encouragement of artistic development and practice in K-12 students as creativity and the arts are essential to the whole-brained student. Teachers have the potential to integrate quality art education experiences relevant to the lives of children by connecting learning in other subject areas, thus giving meaning in their world.

- Develop awareness of the important role of visual art in cultures.
- Know standards for, and strategies to, teach art
- Realize varied aesthetic theories and forms



**COURSE REQUIREMENTS:**

This course is designed to be a collaborative learning experience that mirrors the atmosphere of an authentic school environment. Emphasis will be placed on professional/respectful behavior, attitude, presentation, and engagement between future teachers and the instructor. Requirements for this course include **research, reading, writing, art making, and participation in class and group discussions, presentations, field trips, field experience, and group tasks**

**COURSE OBJECTIVES:**

The objectives of this course support the goal of enabling the teacher candidate to explore and develop knowledge, skills, and dispositions appropriate for a professional art educator. These objectives prepare the pre-service art teacher to meet the requirements for Kansas State K-12 art teacher certification. Knowledge and skills are organized in the following six categories:

1. Content of Art
2. Knowledge of Students
3. Curriculum Development
4. Instruction
5. Assessment in Art Education
6. Professional Responsibility

**Learning Outcomes**

- Generate art content knowledge through hands-on activities and independent research.
- Understand adolescents' cognitive, social and cultural developmental stages
- Select teaching methods appropriate for art learning cognitive, affective, and psychomotor levels.
- Utilize multiple methods of assessment to evaluate student's learning effectively.
- Develop a professional teaching portfolio
- Present research information visually and orally
- Explain health hazards associated with the use of art materials and know ways to use materials in safe ways

**Assessment Strategies**

- Present and review information through readings, lecture, discussion, and audio-visual media.
- Promote class discussion through reading assignments and verbal questioning strategies.
- Structure student learning focus through selected readings, and individual and/or group problems and projects.
- Demonstrate art techniques and teaching methods.
- Organize forum and format for student presentation of art lessons as well initiate and coordinate critiques of lesson presentations.
- Assess students' learning with performance-based assessment strategies such as journaling, individual/group projects, problem-solving and small group discussion as well as the traditional formats of assessment such multiple choice and short answer tests.

**REQUIRED TEXTS AND MATERIALS:**

**Readings:** All required readings will be provided electronically through Canvas

**Suggested Readings:** “Children and Their Art: Art Education for Elementary and Middle Schools” By Michael Day

**Smart Phone:** You will be taking photos of your completed work and blogging about each studio project and lesson plan.

**Art Materials:** Basic art supplies will be provided in class as needed throughout the course. These may include paper, presentation boards, watercolor paint, paintbrushes, scissors, glue, drawing pencils, oil pastels, charcoal, etc. If there are additional supplies you need to prepare individually, you will be asked to bring them to class. As assignments are given, media and materials options will be discussed, students will work with the instructor to choose and purchase appropriate materials. Each assignment must be done in a different medium, to ensure exploration of a variety of materials. In addition, you may need to purchase some supplies on your own as needed (e.g. a binder and other supplies).

### **GRADING AND PROFESSIONALISM POLICY**

#### **Grading System**

90-100%	A Excellent
80-89%	B Above Average
70-79%	C Average
60-69%	D Poor
0-59%	F Failure

### **GRADING**

Attendance and Participation	100 pts
Canvas Assignments	100 pts
High School Workshop	20 pts
Art Reception Reflection	10 pts
Final Lesson Plan Submission	50 pts

### **LATE ASSIGNMENT POLICY**

All grades assume attention to professionalism and due dates. Meeting assignment deadlines is essential to collaborative learning and demonstrates respect for your colleagues. Discussion Forums rely on punctuality, so they will be closed at the end of the week, Friday by 11pm. All other assignments have a grace period of turning in work by the BEGINNING of the next class period with a 10% deduction. Any submissions after this point will receive an automatic 50%

### **ATTENDANCE POLICY**

If you are more than 10 minutes late to class, you will be counted tardy (1/3 attendance for that day). It is your responsibility to obtain missed work and notes. **No make-ups are given for missing in-class activities.** Find a friend in class whom you might be able to contact as a resource in the event that you miss class and need assistance. Professional standards would indicate no more than 3 missed classes (1.5 week) of the semester. Communication is crucial for your own learning! Attendance makes up 100 points of your final grade and will be automatically scored in Canvas every class period.

**CLASS CANCELLATIONS:** Should inclement weather conditions or other conditions arise or be anticipated that would make class attendance unsafe, the university may elect to cancel classes for a defined period of time.

1. Students are not to report to campus. Check Canvas for class guidance. (Possibilities include no class, remote assignments, readings, etc.)

## **COURSE SCHEDULE**

<b>Week</b>	<b>Monday Topics</b>	<b>Wednesday Activity</b>	<b>Assignments due</b>
Week 1 August 18, 20	<b>Syllabus</b> Why teach art? Setting up Canvas	Mantra Poster	Mantra Poster
Week 2 August 25, 27	<b>Setting up Systems</b> Start the Semester with Success	Classroom Exploration Materials and Supplies Management	Find a Source Discussion Forum
Week 3 September 1, 3	<b>Materials Management</b> Environment, Budget, Inventory, Health and Safety	Technology in the Classroom	Make a Materials Management Visual Aid Canvas Assignment
Week 4 September 8, 10	<b>Behavior Management</b>	Proactive vs Reactive Consequences Disturbance and Regulation	List of Misbehavior Response Plan
Week 5 September 15, 18	<b>Children's Drawing Stages</b>	Identify stage from a collection Invisible Ink Drawing	Children and Their Art Ch 3 and 6 Drawing Discussion Forum
Week 6 September 22, 25	<b>Learning Styles</b> Scaffolding, Differentiation	Instructional Strategies in Action	Differentiation in a Project- Slideshow Canvas Assignment
Week 7 September 29, Oct 1	<b>Social elements and Visual Culture</b>	Turning a Classic Lesson into Funds of Knowledge	Build a Funds of Knowledge Lesson Plan Canvas Discussion
Week 8 October 6, 8	<b>Learning Standards</b> NCCAS and Kansas State Standards	Learning Outcomes Bloom's Action Verbs	Attach Learning Standards and Learning Outcomes to a Project Canvas Assignment

Week 9 October 13, 15	<b>Curriculum Building</b> Building Knowledge District Provided Courses	Lesson Plan steps Example Project Optional Templates	Children and Their Art Ch 19 Curriculum Discussion Forum
Week 10 October 20, 22	<b>Art Criticism</b> Elements and Principles at work Encouraging Student-Led Reflection Different Critique Styles	“How to Talk About Art” video DAEI criticism	Children and Their Art Ch 12 Art Criticism Discussion Forum
Week 11 October 27, 29	<b>Assessments</b> Student Learning Outcomes Example Rubric	Build a Rubric	Children and Their Art Ch 20 Assessing Student Learning Discussion Forum
Week 12	<b>Lesson Planning</b>	Lesson Preparation	Submit Rough Draft Lesson Plan
Week 13	<b>Lesson Preparation</b>	Lesson Presentation 1st Day with students	Submit Final Lesson Plan
Week 14	<b>Lesson Presentation</b> 2nd Day with students	Lesson Presentation 3rd Day with Students	Children and Their Art Ch 16 Methods for Teaching Art Discussion Forum
Week 15	<b>Presentation of Art Display</b>	Display Lesson	Exhibition of Student Work Discussion Forum
Week 16 Finals week	<b>Final Reflection</b>		

\*There will **LIKELY** be changes to the schedule throughout the semester