Administrative Unit: Art Department / Education Department
Course Prefix and Number: ARTS 345
Course Title: Teaching Art

DIGITAL DESCRIPTIONS

<table>
<thead>
<tr>
<th>STUDENT DESCRIPTION:</th>
<th>PAY-HOUR DESCRIPTION:</th>
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<tbody>
<tr>
<td># Cr Hrs - # Lec Hrs - # Lab Hrs</td>
<td>Total # = Lec Hrs + Lab Hrs</td>
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<tr>
<td>3 - 3 - 0</td>
<td>3 = 3 + 0 X 2/3</td>
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Catalog Description: Study of the curriculum, teaching strategies, and planning procedures needed by art teachers culminating in a student-produced curriculum, unit, and budget. Cross-listed as EDUC 345. Offered on demand.

Prerequisites/Corequisites: EDUC 300 and at least 18 hours in art or instructor's permission.

DESE QI Targeted: 1, 3, 5, 7, 9, 11

Learning to Teach Art. Herbert S. Paston, 1973, Professional Educators Publishers, Lincoln, NE.

Course Objectives: The student shall develop a working knowledge of the following:
1. Fundamental concepts and values basic to all teachers. MoSTEP: 1.1, 2.1, 2.4, 3.1, 3.3, 3.4
2. The realities of teaching art in the classroom, including observation, planning a year's art curriculum based on his/her own philosophical statement, and implementation, including supplies and tools. MoSTEP: 1.2, 1.3, 1.4, 1.5, 2.2, 3.2, 4.1, 4.2, 4.3
3. Human and professional relations and aspects of evaluation. MoSTEP: 2.3
4. Reading and reporting in class the latest educational articles, theories, culture and aesthetic values, and creativity. MoSTEP: 1.4

Topical Outline: I. Developing a philosophy of Art Education.
II. Planning and developing programs around this philosophy.
III. Implementation - designing the art budget.
IV. Professional relations.
V. Visiting teachers and reporting on articles, journals, books, etc.
VI. Review.

Recommended maximum class size for this course: 18
NOTE: The intention of this master course syllabus is to provide a general outline of the contents of this course, as specified by the faculty of Columbia College, regardless of who teaches the course, when it is taught, or where it is taught. This generic outline is not intended to restrict the way any individual faculty member teaches the course. The master syllabus, therefore, should be general enough to allow for a diversity of individual approaches to teaching the course, while at the same time it provides guidance on what the course should cover.