

**EDUC 466: Methods and Assessment  
in K-12 Art Education**

**ART326: Art Education Studio**  
**cssueduc466art326.wordpress.com**  
**csuarterd@gmail.com**

**Credits:** 4 (4-0-0) / 4(3-1-0)

**Terms:** Fall semester only

**Prerequisites:** Admission to Educator Licensure Program; ART325

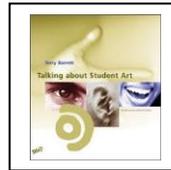
**Co-requisites:** ART326

**Catalog description:** Objectives, methods, and resource materials for teaching art in the elementary and secondary school.

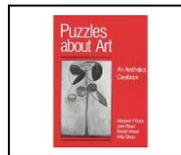
**Instructor:** Dr. Patrick Fahey, D102G Visual Arts Building, 491-6710,  
[patrick.fahey@colostate.edu](mailto:patrick.fahey@colostate.edu) **Office hours:** 12:30 - 1:30 p.m.,  
Monday and Wednesday; other times are available by  
appointment.

**Texts:**

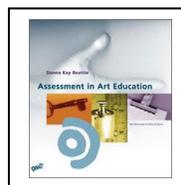
Barrett, T. (1997). *Talking about student art*.  
Worcester, MA: Davis Publications.



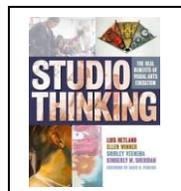
Battin, M., Fisher, J., Moore, R., and  
Slivers, A. (1989). *Puzzles about art:  
An aesthetic casebook*. New York:  
St. Martin's Press.



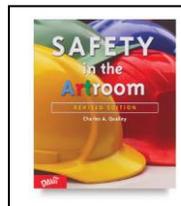
Beattie, D. (1997). *Assessment in art  
education*. Worcester, MA: Davis  
Publications.



Hetlan, L., Winner, E., Veenema, S.,  
and Sheridan, K. (2007). *Studio Thinking:  
The real benefits of visual arts education*.  
New York: Teachers College Press.



Qualley, C. (2007). *Safety in the artroom*.  
Worcester, MA: Davis Publications.



The mission and goal of the Colorado State University Educator Licensure Program is to teach and model the best educational practices to prepare emerging teachers as learners, collaborators, and leaders.

The mission and goal are captured in the following theme:  
*“Teachers as learners, collaborators, and leaders  
facilitating student success.”*

**The following texts, required for ART325, will also be referred to in EDUC466/ART326:**

Eisner, E. (2002). *The arts and the creation of mind*. New Haven and London: Yale University Press.

Zurmuehlen, M. (1990). *Studio art: Praxis, symbol, presence*. Reston, VA: The National Art Education Association.

**Additional readings:** Additional readings will be on e-reserve at the Morgan Library, on the internet, or will be handed out in class. Please check the class schedule to see when these reading assignments are due.

**Student Teaching Exam:** *ArtForms* and the *Art Teacher's Book of Lists* are suggested to prepare for **the exam that must be passed for you to student teach**. The exam will cover: art theory, world art history, materials and techniques, and art education. (A powerpoint presentation is also available.)

**Websites:**

Performances-Based Standards for Colorado Teachers:

[www.cde.state.co.us/cdeprof/download/pdf/li\\_perfbasedstandards.pdf](http://www.cde.state.co.us/cdeprof/download/pdf/li_perfbasedstandards.pdf)

CDE (Colorado Department of Education): Educator Licensing:

[http://www.cde.state.co.us/index\\_license.htm](http://www.cde.state.co.us/index_license.htm)

CDE: Legislative Summary: <http://www.cde.state.co.us/cdedepcom/index.htm>

Colorado State University Career Center: <http://www.career.colostate.edu/>

Colorado Visual Arts Standards:

<http://www.cde.state.co.us/cdeassess/UAS/CoAcademicStandards.html>

National Visual Arts Standards:

[http://www.nacdnet.org/education/contests/poster/2009/National Standards for Visual Art Link To State Dept of Ed.pdf](http://www.nacdnet.org/education/contests/poster/2009/National_Standards_for_Visual_Art_Link_To_State_Dept_of_Ed.pdf)

Standards for Art Teacher Preparation:

[http://www.arteducators.org/store/9\\_TEACHER\\_STANDARDS\\_WEB\\_B\\_.pdf](http://www.arteducators.org/store/9_TEACHER_STANDARDS_WEB_B_.pdf)

ART325 site: <http://www.cssuart325.wordpress.com>

Colorado Art Education Association: <http://caeaco.org/>

National Art Education Association: <http://www.arteducators.org/>

**Course Description:** A true education does not necessarily occur within the structured setting of a classroom, in fifty minute segments over the course of a semester. Learning is about people—and lives are often transformed as the process of “understanding” evolves over time. Whenever we speak of education, we are speaking of a person’s experience in the world (Grumet, 1975). In this class, art students in the process of becoming teachers search to find insight into the basic philosophical understanding of what may be termed an educational experience: who they are, what they do, and how they define themselves in the context of the teaching situation. Using this philosophical underpinning, students will investigate methods and materials appropriate to standards-based art education. Current practices in the instruction of studio art, art history, aesthetics, and criticism will be explored and applied through class activities and field experiences.



**Knowledge Base:** The course content of EDUC466/ART326 builds upon the foundation set in ARTT325: Concepts in Art Education. In AR325 students study current and historical research in art education concerning the way children, adolescents, and adults develop **visual expression** (Cadwell, 1997; Colbert & Tauton, 1996; Coles, 1992, 1990, 1989; Cox, 1992; Di Leo, 1982, 1970; Edwards et al., 1998; Eisner, 2002; Fein, 1993, 1976; Gardner, 1995, 1980; Golomb, 1992; Kellogg, 1970; Kindler & Darras, 1997; Lowenflod & Britian, 1987; Zurmuehlen, 1990). EDUC466/ART326 introduces students to research and practices in **studio art teaching—including standards and assessment** (Beattie, 1997; Cecil & Lauritzen, 1994; Chapman, 1978; Duckworth, 2006; Erickson, 2002; Freedman, 2003; Hetland et al., 2007; Hutzler et al., 2012; Simpson et al., 1998; Smith et al., 1998; Zurmuehlen, 1990) as well as the **teaching of art history, aesthetics and criticism** to develop literacy, critical and creative thinking, and higher order thinking skills in students (Arnheim, 1989; Barrett, 1997, 1994; Battin et al., 1997; Cromer, 1990; Danto, 1994; Farley & Neperud, 1988; Kaelin, 1989; Lacy, 1995; Perkins, 1994) and **arts integration and advocacy** (Donahue and Stuart, 2010; Hoffman Davis, 2012)

**Instructional Methodology:** This course is designed to begin to allow students to explore their role as a practitioner. Theory is translated into practice through hands-on activities and service-learning experiences. Classes will be student-centered, participatory, interactive, and inquiry-based. Students can expect to practice teach in a variety of situations (with additional opportunities made available in ART325, EDUC350/386JV and EDUC450/486JV)

**Standards for Colorado teachers will be addressed:**

**Standard 1-Knowledge of Literacy**

1.3.3 Develop reading comprehension and promotion of independent reading including: content area reading.

1.3.4 Develop reading comprehension and promotion of independent reading including: student independent reading.

1.4.1 Support reading through oral and written language development including: development of oral English proficiency in students.

1.4.2 Support reading through oral and written language development including: development of sound writing practices in students including language usage, punctuation, capitalization, sentence structure, and spelling.

1.4.3 Support reading through oral and written language development including: the relationship among reading, writing, and oral language.

1.4.4 Support reading through oral and written language development including: vocabulary development.

1.4.5 Support reading through oral and written language development including: the structure of Standard English.

**Standard Two: Knowledge of Mathematics:**

2.2 Utilize Colorado Model Content Standards in Mathematics for the improvement of instruction.

**Standard 3 – Knowledge of Standards and Assessment**

3.1 Design short and long range standards-based instructional plans.

3.2 Develop valid and reliable assessment tools for the classroom.

3.3 Develop and utilize a variety of formal and informal assessments, including rubrics.

3.4 Assess, compare and contrast the effects of various teaching strategies on individual student performance relative to content standards.

3.5 Use assessment data as a basis for standard-based instruction.

3.6 Provide effective verbal and written feedback that shape improvement in student performance on content standards.

**Standard 4 – Knowledge of Content**

4.1 Utilize content knowledge to ensure student learning.

4.3 Apply expert content knowledge to enrich and extend student learning.

4.4 Integrate literacy and mathematics into content area instruction.

**Standard 5 – Knowledge of Classroom and Instructional Management**

5.1 Create a learning environment characterized by acceptable student behavior, efficient use of time, and disciplined acquisition of knowledge, skills, and understanding.

5.2 Apply sound disciplinary practices in the classroom.

5.3 Apply appropriate intervention strategies and practices to ensure a successful learning environment.

5.4 Raise the academic performance level of a group of students, over time, to a higher level.

5.5 Understand the cognitive process associated with various kinds of learning (e.g. critical and creative thinking, problem structuring and problem solving, invention,

memorization and recall) and ensure attention to these learning processes so that students can master content standards.

5.7 Accurately document and report ongoing student achievement.

5.8 Communicate with parents and guardians effectively in order to involve them as participants and partners in student learning.

### **Standard 6 – Knowledge of Individualization of Instruction**

6.1 Employ a wide range of teaching techniques to match the intellectual, emotional, and social level of each student, and choose alternative teaching strategies and materials to achieve different curricular purposes.

6.6 Collect data on individual student achievement and be accountable for each child's learning.

### **Standard 7 – Knowledge of Technology**

7.1 Apply technology to delivery of standards-based instruction.

7.2 Use technology to increase student achievement.

7.3 Utilize technology to manage and communicate information.

### **Standard 8 – Democracy, Educational Governance, and Careers in Teaching**

8.1.1 Model and articulate the democratic ideal to students, including the school's role in developing productive citizens.

8.2 Develop, on the part of the students, positive behavior and respect for the rights of others, and those moral standards necessary for personal, family and community well being.

8.5 Evaluate his/her performance and access the professional development options necessary to improve that performance.

#### **Upon completion of ED466/ART326 students will (Outcomes/Objectives):**

-Apply current and historical research in art education concerning the way children, adolescents and adults develop visual expression (**Standard 4-Knowledge of Content**);

-Develop a personal philosophy of art, art making, and teaching art (**Standard 4-Knowledge of Content**);

-Develop an understanding of the importance of art education in the intellectual and social development of all individuals (**Stand 4-Knowledge of Content/Standard 8-Democracy, Educational Governance, and Careers in Teaching**);

-Demonstrate how literacy and numeracy can be integrated into studio, art history, aesthetic and critical activities presented to students (**Standard 1-Knowledge of Literacy/Standard 2-Knowledge of Mathematics**);

-Investigate and apply art concepts and their expression in materials and processes useful in the classroom and appropriate to student development (**Standard 4-Knowledge of Content/Standard 6-Knowledge of Individualization of Instruction**);

-Plan and teach art experiences (with lesson plans), describing the relationship to national and state content standards, overall curriculum development, and provide accommodations to meet the cognitive and affective needs of all students (**Standard 3-Knowledge of Standards and Assessment/Standard 6-Knowledge of Individualization of Instruction**);

-Describe and develop organizational and management practices—including classroom discipline—specific to the art class environment (**Standard 5-Knowledge of Classroom and Instructional Management**);

-Describe and develop organizational and evaluation practices—including student assessment—as it relates specifically to art instruction and learning (**Standard 3-Knowledge of Standards and Assessment**);

-Use appropriate technology in planning, developing and enhancing teaching practices (**Standard 7-Knowledge of Technology**).

**The following topics will be addressed over the course of the semester in EDUC466/ART326:**

**-Configuring a philosophy of art and teaching.** What is the role of visual arts education in schools and society? What is a “good” art teacher? How do you come to understand your practice as a teacher of art? (**Standards 8.1.1; 8.2; 8.4; 8.5**)

**-Developing lessons and units for conceptual/art thinking.** How do you develop lesson plans for art? What is the relationship of the lesson plan to the art curriculum? How are thematic concepts/literacy and numeracy integrated into the design of an interdisciplinary curricula? (**Standards 3.1; 4.1; 4.3; 4.4; 7.1; 7.2; 7.3**)

**-Shaping problems for visual thinking.** What forms of thinking are meaningful in art? What is visual thinking? What is the role of perception in thinking? Why is visual thinking important? Problem-solving theory: What shapes do problems take? (**Standards 4.1; 6.1**)

**-Understanding the art learner.** What approaches need to be utilized to recognize the developmental ability of art learners (cognitive, emotional/moral, social, language, physical/perceptual, aesthetic)? (**Standards 4.1; 5.5; 6.1**)

**-Talking about student art—the critique as art criticism.** How should a studio critique be constructed? Three guiding questions for a critique: What do I see? What does it mean? How do I know? What is the relationship between media and meaning in a work of art? (**Standards 1.3.; 1.3.4; 1.4.1; 1.4.2; 1.4.3; 1.4.4; 1.4.5; 4.1; 4.3; 4.4; 6.1**)

**-Talking about student art—the critique as art interpretation or judgment.** How do you construct a critique for interpretive purposes? For judgment/evaluation? What should be considered when planning interactive group critiques? (Standards 1.3.3; 1.3.4; 1.4.1; 1.4.2; 1.4.3; 1.4.4; 1.4.5; 3.1; 4.1; 4.3; 4.4; 6.1)

**-National and state model content standards for art.** How do model content standards guide art curriculum design? (Standard 3.1)

**-Assessment in art education.** What are the recent developments in research and theory concerning assessment in art education? What principles guide quality classroom art assessment? (Standards 3.2; 3.3; 3.4; 3.5)

**-Performance and traditional assessment strategies in art education.** What is the distinction between different performance assessments? What approach is appropriate: portfolio, journal, diary, log, integrated identification—forms of assessment? (Standards 3.2; 3.3; 3.4; 3.5; 7.1; 7.2; 7.3)

**-Scoring and judging strategies in art assessment.** How does the art teacher construct checklists, tallies, rating scales, and rubrics for assessment in art? How can students self-assess effectively in the art classroom? (Standards 3.2; 3.3; 3.4; 3.5)

**-Thinking through aesthetics.** What are the major tenets of the following theories as they relate to how a viewer might respond to a work of art: formalist, expressionist, contextualist, imitation? What is the role of philosophical pluralism in understanding works of art? What should the art student know about these philosophies? (Standards 3.1; 4.1; 6.1)

**-Activities for aesthetic inquiry.** What are appropriate approaches to engage students in philosophical questions about art? How can the following approaches be utilized in the art classroom: debate, role-playing, journal writing, questioning, object ranking, analyzing philosophical writings, interviewing, token response, stories and other writing, student artworks? (Standards 1.3.3; 1.3.4; 1.4.1; 1.4.2; 1.4.3; 1.4.4; 1.4.5; 3.1; 4.1; 4.3; 4.4; 6.1; 7.1; 7.2; 7.3)

**-Art and the exceptional art student.** What provisions (artistically talented, cognitive, hearing, sight, orthopedic, emotional) are necessary for the exceptional student in the art classroom? How are exceptional students assessed in the art classroom? What is the role of the IEP for exceptional art learners? (Standards 5.3; 5.4; 5.5; 5.7)

**-Devising studio space (for the exceptional learner).** How does the art educator accommodate (exceptional) students in the studio? For drawing? Painting? Printmaking? Sculpture? Ceramics? (Standards 5.3; 5.4; 5.5; 5.7)

**-Managing, organizing and ordering supplies for the art room.** What specific management strategies are appropriate for the art classroom? (Standards 5.1; 5.2; 5.3)

**-Developing appropriate safety procedures for the art room.** How do you keep students safe in the art room? (Standards 5.1; 5.2; 5.3)

**-Reconfiguring a philosophy of art and teaching.** What worked best employing goals/standards-based teaching? What problems did you encounter in planning and teaching your units/lessons? How did you account for cognitive and affective differences in your students? What is the relationship between curricular decisions and classroom management? What did you learn about yourself as a teacher from your service learning experience? (Standard 8.5)

### **Requirements:**

#### **1. Service Learning**

An essential and important part of this class will be your teaching (Standards 1.4.1; 1.4.2; 1.4.3; 1.4.4; 1.4.5; 3.1; 3.2; 3.6; 4.1; 5.1; 5.2; 5.3; 5.8; 6.6; 7.1; 7.2; 7.3; 8.5). at the Lab School for Creative Learning (1905 Orchard Pl, Fort Collins, CO 80521) Website and map: <http://www.lab-school.org/index.html>

**Students will teach each Friday from 7:45 – 10:00 a.m. The schedule is as follows: 7:45 – 8:15 a.m. preparation; 8:15 or 8:30 – 9:50 class; 9:40 – 9:50 clean-up. Students teaching in the younger grades may only teach until 9:30; older grades will probably go the entire time. Check with your teacher on their preference for the length of the art class. **STUDENTS ARE EXPECTED TO BE AT THE LAB SCHOOL 7:45 A.M. FOR SET-UP. TARDINESS WILL ADVERSELY AFFECT YOUR GRADE.****

Students are expected to have supplies and equipment ready for each class. **BE PREPARED. NOT BEING PREPARED WILL ADVERSELY AFFECT YOUR GRADE.**

**Observations at the Lab School will be (8:15) Friday, August 30 (with orientation at 8:00); (10:00) Wednesday, September 4; (8:15) Friday, September 6. (Note that 4/5 grades will be attending Eco Week on 9/4 and 9/6, so other arrangements will need to be made to observe prior to the first day of teaching; September 13.)**

**Teaching will begin Friday, September 13 and continue on September 20, 27; October 4, 11, 25; November 1, 8, 15, 22; December 6.**

Students will be working in pairs. You will plan your unit and lessons as a group but teaching will be individualized. Following the Reggio Emilia model—one CSU student will teach a lesson; another will document the learning taking place (which will be presented to Lab School students the following class); and another (in some situations) will observe and comment (in written form) on the teaching. These responsibilities will rotate throughout the semester. **This documentation will be posted on a blog you create for your class. Lesson plans need to be submitted on the Monday in advance to teaching the lesson. All lesson plans need to be available on Google Docs.**

## 2. Blog

The blog should demonstrate the **process** of learning during each class. **Do not photograph faces or use student names in your documentation. We are interested in the evolution of the thinking and artwork of the students.** Your primary purpose is to **carefully watch and listen** to students. The evidence you collect must be composed thoughtfully, carefully, and professionally.

- Bring your sketchbook/journal to record comments and dialogue between students. Consider the significance of these statements and conversations in relationship to the goal of the lesson. You need to think about what you need to listen for during the lesson.
- Take multiple photographs/video of the activity you are observing. You need to document the **process** of the creation of art. Avoid taking “snapshots” without a context. Your goal is to unveil the emergent artistic behavior.
- The final step in the documentation process is to compose your evidence in a form that allows fellow teachers, students, parents, and administrators to view the process of making art that occurred during the lesson.
- Consider the relationship between image and text. Consider how the presentation of this information can help students reflect on their learning.

“Documentation shows children that their work is valued and provides an archive that traces the history of the class and the pleasure in the process of learning experienced by the students and teachers.”

**The blog will be created on Wordpress and is due each Friday. Each blog entry should include:**

- a. Project/Unit description/Expedition.** *Briefly* explain the project/unit students are exploring. This summary should give the reader an understanding of the all the learning experiences, outcomes, concepts, skills and content that will be introduced to students over the course of this unit/project. **Conclude with: In today’s learning experience students...**
- b. Essential Understanding.** Describe the *Essential Understanding* (generalization) that student are working toward during this class session.
- c. Inquiry/Learning target.** What is the main objective(s) of the day? This needs to be stated. Describe what students will be discovering during this experience.
- d. Key Concept(s).** List and describe the key concepts students will be investigating during the class period.
- e. Skill(s).** List and describe the key skills students will be investigating during the class period.

f. **Art Focus.** What is the art focus for the day? Is it exploring three-dimensional design (in clay)? Investigating composition (in painting)?

g. **Literacy Focus.** What is the literary focus for the day? Are student critiquing? Recording their ideas? Speaking at the documentation station? Explaining their work in a sketchbook?

h. **Documentation.** Provide images, video (with explanation) and narrative accounts that demonstrate students are actually involved and learning the information described above during the experience. You need to demonstrate that students are really learning what you say they are learning. Understanding of skills, concepts, involvement with literacy, etc. need to be made concrete.

i. **Reflection and Findings.** What did students discover while they were involved in this learning experience? This is when you make **connections** between learning targets/components of learning and the documentation you've provided to the reader.

### 3. Teaching Journal

The **teaching journal** is an essential component of your development as an authentic, reflective art educator. Each teaching journal account should:

a. **Describe the event.** What happened during the course of teaching this particular lesson?

b. **Relate this event to theory, research and readings.** What is your interpretation of these events based on current and historical art education research?

c. **Consider the meaning your teaching experience has for you as an individual.** What does this experience mean to you personally?

d. **Relate your interpretation of the meaning of your teaching as it pertains to your education as a future art teacher.** How will you configure or reconfigure your future actions as an art teacher as a result of this experience?

**These journal entries will be the final part of your lesson plans. You will need to “add” them to the lesson plan after you’ve completed teaching your lesson. Keep them in a file on your computer. You will need to refer to them for your Teacher Work Sample and post them on the class blog under *Teaching Journal Format-2013* each Wednesday.**

### 4. Peer Teaching

Peer teaching will include a thorough introduction of the subject (including cultural, historical and social implications) through specific activities imbedded in the lesson; completion of a budget and acquisition of supplies; and design of a final assessment.

Although teachers often alter the lesson as it is presented, formal lesson plans insure that a teacher gives careful consideration to each element of the learning activity. One complete printed copy of the final written lesson plan must be turned in to the instructor the day you are assigned to peer teach. A ***Lesson and Resource Blog*** will be available prior to beginning your lesson. Your lesson plan must be clear, concise, thorough, typewritten, and follow the outline for lesson planning covered in class. A peer evaluation will be included and considered for the final grade.

In addition to developing the complete, written lesson plan, students will act as teachers and facilitate the learning process for the class by:

- meeting with the instructor (if necessary) and developing appropriate learning objectives and assessments;
- constructing lesson plans;
- providing a “teaser” to your peers so that they may begin thinking about the upcoming lesson you will teach and any materials and tools that need to be brought to class for the lesson;
- creating a **Lesson and Resource Blog**;
- presenting the lesson to the class;
- helping students during work time;
- writing a reflection of what happened in class;
- creating an inquiry display; and
- assisting in the evaluation/assessment/critique of the lesson

**The final version of your peer teaching lesson plans need to be submitted one week in advance to teaching the lesson. All lesson plans, handouts, PowerPoint/Prezi-teaching/resource documents must be made available on a *Lesson and Resource Blog* for the start of your class.**

## **5. Teacher Work Sample**

The Teacher Work Sample (TWS) allows you to reflect on your teaching and analyze student learning. This document will include: **setting and context narrative, unit topic and rationale, complete instructional plans (objectives, assessment, procedures, instructional strategies, accommodations, etc.), aligned standards, pre-assessment, post-assessment, assessment analysis, reflective essay, visual documentation and bibliography.**

The TWS will be completed over the course of the semester. Individual lesson plans and journal entries will be reviewed and changes suggested—but will not be graded separately; they will be graded as part of the complete TWS. A TWS outline and assessment rubric will be given to each student during the third week of class.

TWS Examples can be in the following ePortfolios:

<https://sites.google.com/site/mprinceportfolio/>

<https://sites.google.com/site/meredithwilsonportfolio/>

<https://sites.google.com/site/anaisfremaint/>

## **6. Papers and class assignments**

Students will be given assignments and readings throughout the semester. These need to be completed to successfully pass the class.

## **7. Student Exhibition and Assessment E-Newsletter**

Each teaching team will be responsible for exhibiting student work created during the semester. Your display will be part of an “all school” art exhibition that allows parents, classroom teachers and administrators the opportunity to “view” your curriculum. All student work should be mounted and matted and correctly labeled. All students should be represented in the exhibition. Written explanations of each project need to be displayed with the work.

Each teaching team will be responsible for creating an e-newsletter that describes the art experiences, objectives, goals and standards students’ explored during the semester. This is another form of assessment and a good way to also advocate for your art program (much like an art exhibition).

**Assessment:** Assessment instruments will be given with assignments. Students will know how they are evaluated on all areas of study. The percentage breakdown is as follows:

<b>Course Requirements</b>	<b>% of Grade</b>
Lab School Teaching/Professionalism/Blog/Journal	30%
Peer Teaching/Professionalism	25%
Teacher Work Sample	25%
Papers, readings, assignments	15%
Exhibition/Newsletter	5%

**Accommodations:** If you need specific accommodations due to disability, or other circumstances, please meet with me as soon as possible. I am committed to facilitating your success. Also note the office of *Resources for Disabled Students, 100 General Services Building, 491-6385.*

I will endeavor to insure that this classroom is free of any harassment which has the purpose or effect of creating an intimidating, hostile or offensive learning environment. Please notify me if you feel harassed on the basis of race, ethnic or cultural background, gender or sexual orientation. Also note the Equal Opportunity and Diversity Office, 101 Student Services Building, 491-5836.

**Academic Integrity and the Honor Pledge:** Colorado State University has long upheld values of academic and scholastic integrity. The General Catalog's "Policies and Guiding Principles" asserts that CSU "expects students to maintain standards of personal integrity that are in harmony with the educational goals of the institution" - citing "principles of academic honesty" as the first example. (1.6 Page 1).

Likewise, the General Catalog and Graduate Bulletin both note that CSU has "twice been ranked among the nation's Top Character Building Institutions by the Templeton Foundation" and that "the foundation of a university is truth and knowledge, each of which relies in a fundamental manner upon academic integrity. . . ." (Catalog 1.6 Page 6, Graduate Bulletin, page 51) It is with this tradition that CSU has instituted a Student Honor Pledge.

The Pledge follows: **I will not give, receive or use any unauthorized assistance.**

Students in EDUC466/ART326 will be asked to thoroughly read the syllabus and professionalism rubric and sign the Honor Pledge after discussion with the instructor.

**Final: Formal Service Presentations** – Wednesday, December Dec. 18 - 4:10-6:10 a.m. in D102.

**Notes:**

<b>Professional Rubric</b>	<b>Advanced</b>	<b>Proficient</b>	<b>Basic</b>	<b>Developing</b>
<b>Attendance and punctuality</b>	No classes are missed; never late (enter classroom before or at 10:00AM/5:00PM.). <i>Always on time for service-learning experience; never misses.</i>	No classes are missed; sometimes enters class 1 or 2 minutes late. <i>Mostly on time for service-learning experience; never misses.</i>	1-2 classes missed; often enters after 10:00AM/5:00PM <i>Sometimes late for service-learning experience; never misses.</i>	3 or more classes missed; always late for class. <i>Often late for service-learning experience; misses occasionally.</i>
<b>Preparation</b>	Always prepared for class discussions; readings completed; assignments always handed in on time. <i>Always prepared for service-learning activities.</i>	Mostly prepared for class (95% of the time); readings completed; 1 assignment handed in late. <i>Mostly prepared for service-learning activities.</i>	Generally prepared for class (85% of the time); readings not always completed; 2 assignments handed in late. <i>Sometimes not prepared for service-learning activities.</i>	Rarely prepared for class; no evidence that reading assignments have been completed; 3 or more assignments late. <i>Often not prepared for service-learning activities.</i>
<b>Contribution</b>	Always contributes to class discussions; clear evidence that material is understood. <i>Active participation in the service-learning experience; always dependable.</i>	Mostly contributes to class discussions; clear evidence that material is understood. <i>Active participation in the service-learning experience; dependable.</i>	Contributes to class discussions approximately half the time; evidence that material is not fully understood. <i>Inconsistent participation in service-learning; rarely dependable.</i>	Rarely contributes to class discussions; evidence that material is not understood. <i>Passive participation in the service-learning experience; not dependable.</i>