**ART2045: Introduction to Art Education (10871)**

**SEMESTER AND YEAR:** Spring 2020  
**MEETING TIMES AND LOCATION:** T/R | Period 5 - 7 (11:45 AM - 2:45 PM); (Final Exam: 5/1/2020 @ 12:30 PM - 2:30 PM)  
**CREDIT HOURS:** 3  
**SECTION:** 10871  
**ROOM:** Norman 1-155  
**INSTRUCTOR:** Dr. Michelle Tillander  
**INSTRUCTOR OFFICE LOCATION AND HOURS:** Walker Hall 217: T 3:00-5:00PM email for additional times & appointment.  
**INSTRUCTOR CONTACT INFORMATION:** 352-273-3079. E-MAIL: mtilland@ufl.edu

**Description of Course:** This course provides an overview of the art teaching field with particular emphases on rationales for teaching art, contemporary art teaching practices, community art experiences, and alternative career options. Students begin to engage in personal reflection and critical analysis of the teaching/learning process through journal-keeping, teacher portfolio development, writing reaction papers and by participating in group discussions of selected readings and field experiences in local public schools. Thirty hours of required observation in a school setting are offered as a powerful learning experience toward licensure.

*“In a Learning Society, learning is a journey, not a destination, a journey with peaks and valleys, breakthroughs and letdowns, a continuous cycle of never-ending exploration, followed by a few deeper periods of mastery.” (Falk, J., & Dierking, L., 2002, pg. 174)*

**Purpose and Objectives of the Course:** This course is structured to introduce art majors to the theory and practice of teaching art. The following objectives reflect the dispositions, knowledge, and skills art education students should acquire in order to enter the art teaching profession. These objectives are aligned with the 6 Educator Accomplished Practices (FEAPs) mandated by Florida legislation (Rule 6A-5.065 Statute 240.529). At the completion of this course, students will be able to:

- Describe personal beliefs and values which influence art teaching theory and practice (FEAP 6 Professional Responsibility & Ethical Conduct);
- Identify Professional responsibilities and standards for art teachers in public school settings (FEAP 6 Professional Responsibility & Ethical Conduct);
- Explain historical, cultural, social, and economic foundations of art education practices in the U.S. (FEAP 1 Instructional Design and Lesson Planning);
- Employ contemporary theories and literature in education, art, psychology, and other disciplines that influence art educational practice (FEAP 5 Continuous Professional Improvement);
- Create approaches to selecting, developing, presenting, and assessing learning activities in art (FEAP 4 Assessment, FEAP 2 The Learning Environment);
- Construct a list of professional organizations, literature, and resources to facilitate teaching and learning (FEAP 5 Continuous Professional Improvement);
- Compare alternative career options for individuals in the field of art education (FEAP 5 Continuous Professional Improvement);
- Analyze socio-culturally defined functions of art in general education and in the community (FEAP 3 Instructional Delivery and Facilitation).

**Methods of Instruction:** In this course, students will learn from individual and small group assignments, lectures and class discussions, field experiences, and instructor modeling.

Students enrolled in ARE 2045 must have a [GATORLINK email account](https://education.ufl.edu/student-services/experience-and-internships/) and check it regularly. Students are also encouraged to join the National Art Education Association at the student rate, and attend University of Florida NAEA Student Chapter meetings, as part of their professional development as art teachers. Additional readings may be assigned at the discretion of the instructor. Art materials required for this course will be provided through the lab fee.

**Text and Materials:** No required textbook. Any additional readings and resource will be available online through [ARES](https://education.ufl.edu/student-services/experience-and-internships/), UF eLearning Canvas (LMS), and Livetext™ portal (COE) [https://education.ufl.edu/student-services/experience-and-internships/](https://education.ufl.edu/student-services/experience-and-internships/).

**Suggested Text:** While there are NO required textbook purchases for ARE2045, the following are some additional readings recommendations for anyone building a personal art education reference library and may prove useful in your independent growth as an artist/educator.

**Livetext™ Account:** A onetime purchased LiveText™ membership is required for successful completion of your state approved art educator preparation program. Throughout your program, courses will include Key Task Assessments that must be uploaded into LiveText™. The link below will show you how to create a live text account for recording state requirements and internship experience. https://www.youtube.com/watch?v=V9IO55mz9T8

**Finger Printing:** The 2004 Florida legislature passed Senate Bill 2986 amending Sections 1012.32 and 1012.56, Florida Statutes. Effective June 10, 2004, all students in educator preparation programs who are engaged in field experiences and who have direct contact with PreK-12 students are required to supply the school district with fingerprints for the purpose of completing a criminal background check. Directions for fingerprinting and background checks and cost https://education.ufl.edu/school-teaching-learning/fingerprint-background-check-requirements/
Course Requirements: To achieve the objectives of this course, the student will:

- Begin compiling a teaching portfolio that documents professional development and experiences;
  - Build a professional art teaching Portfolio;
- Participate in all in-class and out-of-class activities (field experiences) associated with the course;
- Respond to assigned readings, review resource materials, and write/present an original lesson plan;
- Earn a passing grade on any quizzes or exams given;
- Keep a journal and time sheet of participation and observations during his/her field experiences;
- Arrive to class on time and be prepared to participate in all class activities;
- Make appropriate use of class time to complete course requirements; and
- Begin to take primary responsibility for his/her own professional development as an art teacher.

Grading policy: Learning and teaching will occur concurrently through the structure of the class and offers many opportunities for evaluation. Assignments are listed below and will be reflective of the project(s) and professional experiences developed by you as a class member. Education is an ongoing process of self-reflective synthesis of course content, individual research, and future paths. You should take every opportunity to take advantage of this and extend the class in a direction that is most valuable to your unique needs in pursue and art educational career. Final grades will be based on the timely completion of all requirements for the course. Final grades will be determined according to the following scale:

Grading Scale:  
95-100 A; 92-94 A-; 88-91 B+; 85-87 B; 80-84 B-; 77-79 C+; 74-76 C; 70-73 C-; 67-69 D+; 63-66 D; 60-62 D-; 0-59 E.

To determine the impact of grades on GPAs: [www.registrar.ufl.edu/catalog/policies/regulationgrades.html](http://www.registrar.ufl.edu/catalog/policies/regulationgrades.html)

See [https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx](https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx) for additional information on UF grading policies.

Please Note: A grade of C- or below will not count toward major requirements.

In addition, students must pass all three of the FTCEs before they are eligible for the Art Education Certificate.

**Evaluation:** Final grades will be calculated according to the following percentages:

<table>
<thead>
<tr>
<th>Component</th>
<th>Weight</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional Portfolio (online)</td>
<td>30%</td>
<td>100 pts.</td>
</tr>
<tr>
<td>Reading Reviews (5)</td>
<td>20%</td>
<td>100 pts.</td>
</tr>
<tr>
<td>Professionalism</td>
<td>10%</td>
<td>100 pts.</td>
</tr>
<tr>
<td>Key Tasks</td>
<td>40%</td>
<td>100 pts.</td>
</tr>
<tr>
<td>- Art Resource File (25)</td>
<td></td>
<td>100 pts.</td>
</tr>
<tr>
<td>- Field Experience Journal/Blog (24-30 hours)</td>
<td></td>
<td>100 pts.</td>
</tr>
<tr>
<td>- Ethics Quiz</td>
<td></td>
<td>100 pts.</td>
</tr>
<tr>
<td>- Lesson Plan Facilitation/Presentation (Portfolio)</td>
<td></td>
<td>100 pts.</td>
</tr>
</tbody>
</table>

100.00% 700 pts.

**Professional Portfolio (30% /100 pts.):** current resume, 200-400 word emerging teaching philosophy, artist statement, lesson plan: Project Sheet (2), personal artwork, Student resource list/Teacher Resource list

**Reading Reviews and Projects (20%/100 pts.):**

**Professionalism (10%/100 pts.):** The professionalism grade will be determined based on the following factors:

**Attendance and Punctuality Policy: 30 points.** 2 absences will be excused. Every subsequent unexcused absence will take 3 points off the final grade points. 3 tardys count as 1 absence. A student wishes to have an absence excused they must provide the instructor with a written explanation of absence and/or appropriate verification when necessary (e.g., letter from doctor or parent) is required the week following the absence. Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies that can be found at [https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx](https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx)
**Professional Behavior in Class and During Field Experiences:** 30 points. Inappropriate cell phone use, excessive socializing, inappropriate dress during field experiences, lack of attentiveness are some examples of behaviors that can influence this score.

**Participation in Class:** 40 Points. Asking questions and moving class discussion forward, giving your best effort to class activities, doing your part to contribute to group work, and speaking up when you are confused are all aspects of this score.

**Key Tasks (40%/400 pts.):** The State of Florida requires all entry-level educator candidates to demonstrate mastery of six (6) Florida Educator Accomplished Practices (FEAPS) at the pre-professional level. In this course, we will cover all the FEAPS.

Your mastery of each indicator will be measured by your work on one key task--developing a teaching portfolio. To pass this course you must successfully complete the key tasks and receive a rating of “Accomplished” or higher on each indicator. No exceptions will instructor made to this rule, even if you do not plan to teach after graduation. Students who receive a “Developing” or “Unsatisfactory” rating will be offered a chance to redo the key task or, in some cases, to complete a comparable task assigned by the instructor. Students who do not complete their makeup work satisfactorily (with a “Accomplished” or "Exceptional") will receive either an “incomplete” or a “failing grade” at the instructor’s discretion. Students who fail the course must repeat it later.

State of Florida requires all entry-level educators to demonstrate mastery of six (6) Florida Educator Accomplished Practices (FEAPS) at the pre-professional level. In this course, we will cover several FEAPS. We will pay particular attention to the following Accomplished Practices and indicators of your mastery of those practices.

<table>
<thead>
<tr>
<th>Key Task: Activity</th>
<th>Accomplished Practice</th>
<th>Indicator Number and Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Art Resource File (25) (Portfolio) (100pts)</td>
<td>FEAPS 5 Continuous Professional Improvement</td>
<td>5e. Engages in targeted professional growth opportunities and reflective practices; and.</td>
</tr>
<tr>
<td>Field Experience Journal/Blog (100pts)</td>
<td>FEAPS 2 The Learning Environment</td>
<td>2e. Models clear, acceptable oral and written communication skills.</td>
</tr>
<tr>
<td>Ethics Quiz (100pts)</td>
<td>FEAPS 6 Professional Responsibility &amp; Ethical Conduct</td>
<td>6a. Adheres to the Code of Ethics and the Principles of Professional Conduct of the Education Profession of Florida and fulfills the expected obligations to students, the public and the education profession.</td>
</tr>
<tr>
<td>Lesson Plan/Project Sheet Facilitation/Presentation (100pts)</td>
<td>FEAPS 3 Instructional Delivery and Facilitation</td>
<td>1f. Develops learning experiences that require students to demonstrate a variety of applicable skills and competencies.</td>
</tr>
</tbody>
</table>

**Art Resource File:** You will curate and assemble 25 quality art resources. Each resource will require a short description (1-2 sentences) about the articles, web sites, videos etc. that you find valuable. The resource may have sub categories depending on your areas of interests.

**Field Experiences:** As part of this course as well as FLDOE requirement for eligibility for teacher licensing there is a minimum of 24-30 hours of guided field experiences that will be made available to you this semester. Field Experience enables you as a student to integrate your academic studies with periods of practice related to your career goals. It is a program of educational enrichment designed to enhance your academic and personal development in preparation for a career in art education. The experience is designed to provide you with individual practical field experience with an informal mentor while giving future employers access to resourceful students preparing for professional positions. During that time, you will keep a time sheet and reflect through a series of questions and journal/blog entries on the following:

1. Examine and document the physical environment,
2. Observe and document classes and activities, such as class management, student diversity and inclusion, and
3. Reflect on the role of 21st Century art educators, students, administrators, and other stakeholders.

Students in this course are required to complete 24-30 hours of observing/volunteering in an art classroom or other art educational setting and are required to reflect upon each of these experiences in a field experience journal using the field experience guide tied to the Florida Educator Accomplished Practices (FEAPS).

**Ethics Quiz:** The creation of an ethics quiz (online quiz tools/ and apps can be explored) to be test run on 2 of your peers will test your knowledge of the Florida state rules governing ethical conduct. State Board of Education Rule 6B-1.001, FAC requires educators in Florida, to believe in the worth and dignity of each human being, recognize the supreme importance of the pursuit of truth, devotion to excellence, and the nurturing of the democratic principles. Essential to these goals is the protection of
freedom to learn and to teach and the guarantee of equal educational opportunity for all. The educator accepts the responsibility to adhere to the highest ethical standards.

**Lesson Plan/Project Sheet:** You will design an original lesson plan/Project using the template provided. This includes using the national and state art standards for the appropriate age level you plan to teach in the future. A detailed method(s) of assessment and lesson plan template will be provided on canvas, and time will be built into our class meetings schedule to assist you on this assignment. There is an option to work collaboratively. This assignment will be peer reviewed as part of the process.

Electronic Device Policy: A note on cell phones, texting, and checking one’s email during class: Research has shown us that even having our cell phones on the table in front of us diminishes our ability to learn well; further, taking notes via computer diminishes one’s ability to process information. New research has shown that reading on line reduces comprehension. Checking texts, emails, and messages is also unprofessional and disrespectful to our class community. Please put your phones on vibrate, do not check email, Facebook etc. via computer during class; I will do so as well. I appreciate your cooperation with this important aspect of creating a class of which we all want to be a part.

Late Work and Make-Up Work Policy: Late assignments lose 10% of their value for being late and will not be accepted beyond 7 days of the due date without prior email approval. Being absent from class does not excuse a student from meeting assignment deadlines. Students will have the opportunity to make up work missed only when absence is excused as per UF https://catalog.ufl.edu/UGRD/academic-regulations/attendance-policies/ and permission is requested and given through email.

Online Resources:
- International Child Art Foundation http://www.icaf.org/
- Florida Accomplished practices http://www.fldoe.org/teaching/professional-dev/the-fl-educator-accomplished-practices.stml
- Florida Department of Education http://www.fldoe.org/default.asp
- State Standards (Art) http://www.cpalms.org/Public/search/Standard
- NAEA Advocacy https://www.arteducators.org/advocacy
- FDOE ARTS http://www.fldoe.org/academics/standards/subject-areas/fine-arts.stml
- Florida Teacher Certification Examinations (FTCE) [FTCE General Knowledge Test (GK); FTCE Professional Education Test (PEd); FTCE Subject Area Examinations (SAE/Art Education)] http://www.fl.nesinc.com/FL_register.asp

Student Conduct and Honesty Codes: UF students are bound by The Honor Pledge which states, “We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: “On my honor, I have neither given nor received unauthorized aid in doing this assignment.” The Honor Code (scr.sdo.ufl.edu/process/student-conduct-code/) specifies a number of behaviors that are in violation of this code and the possible sanctions. Furthermore, you are obligated to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult with the instructor or TAs in this class. Students are expected to abide by the UF Academic Honesty Policy, which defines an academic honesty offense as “the act of lying, cheating, or stealing academic information so that one gains academic advantage.” In the context of this class, this includes properly citing sources for any materials (both printed and online) used in completing course assignments. https://scr.sdo.ufl.edu/students/student-conduct-code/, Proper citation formats of APA. All images and text from the Internet, journals, or books must have full APA citation to be used in your work. APA Style | Electronic References http://www.apastyle.org/elecref.html

Students with Disabilities: Individuals with disabilities must register with the Office for Students with Disabilities and submit to this instructor the memorandum from that office concerning necessary accommodations. The ADA office is located in Room 232 Stadium (phone: 392-7056). All course materials are available in alternative format upon request. UF Disabilities Resource Center https://drc.dso.ufl.edu/

Counseling Services: The Counseling and Wellness Center http://www.counseling.ufl.edu/cwc/ provides counseling and consultation services to currently enrolled undergraduate and graduate students and their spouses/partners. The Center offers brief counseling and therapy to help students confront personal, academic, and career concerns. The primary goal of counseling is to help students develop the personal awareness and skills necessary to overcome problems and to grow and develop in ways that will allow them to take advantage of the educational opportunities at the university.
- The Counseling and Wellness Center: P301 Peabody Hall (352) 392-1575 Monday - Friday: 8 am - 5 pm
- U Matter We Care http://www.umatter.ufl.edu/ If you or a friend is in distress, please contact umatter@ufl.edu or (352) 392-1575 so that a team member can reach out to the student.
- University Police Department: (352) 392-1111 or 9-1-1 for emergencies

ARE2045 Academic Policies and Procedures:

“There are two aspects of providing occasions for wonderful ideas. One is being prepared to accept children’s ideas. The other is providing a setting which suggests wonderful ideas to children.” (Duckworth, E., 1987 pg. 224)
Online Course Evaluation Process: Students are expected to provide feedback on the quality of instruction in this course based on 10 criteria. Guidance on how to give feedback in a professional and respectful manner is available at https://gatorevals.aa.ufl.edu/students/. Faculty does not receive the results until after the grades have been finalized. These evaluations are conducted online at https://evaluations.ufl.edu. Evaluations are typically open during the last two or three weeks of the semester, students will be notified when the evaluation period opens, and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via ufl.bluera.com/ufl/. Summary results of these assessments are available to students at https://gatorevals.aa.ufl.edu/public-results/
# Course Calendar
**ARE 2045** Spring 2020 Schedule Sequence and Assignments (tentative) 12/31/2019

*This calendar is subject to change at the discretion of the instructor.*

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Agenda Topic</th>
<th>Due on this Date (start of class &amp; online in Canvas)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Choosing to become an Art Teacher</strong></td>
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<td></td>
<td></td>
</tr>
</tbody>
</table>
| Week 1 | 1.7 | Introductions to course/activity  
Review syllabus/Web site(s)/Mapping Identity Activity/Field Placements options/Web Portfolio INTRO project | |
| | 1.9 | Review syllabus/Web site(s)/Mapping Identity Activity/Field Placements options/Web Portfolio INTRO project Philosophy | Character Based Management Strategies (complete reading). Stickers.....make a set 3-5 slides presentation about you 3 Sketches for bag/smock design... (original slogans and designs) |

| Child Development Insights not Profiles | | | |
| Week 2 | 1.14 | No Formal class. Volunteer Application; Professional Portfolio set up; Lesson Plan topic/artists/Harn Artwork/Visiting Artist etc.?  
Review Field Guide for the Field experiences. Add 1-2 items you would like to observe in addition to what I have outline for the semester. In class discussion next class. | Complete Stickers (grade level) and submit online. 1-3 sentences about the design and why you have chosen. |
| | 1.16 | Child Development Insights not Profiles  
Reading 2 Discussion/Activity  
Web site(s)/Mapping Identity Activity/Field Placements options/Web Portfolio | READING 1 TOPIC: (Child Development) Review Field Guide for the Field experiences. Add 1-2 items you would like to observe in addition to what I have outline for the semester. |

| Understanding the Learner | | | |
| Week 3 | 1.21 | Studio Habits and Blooms Taxonomy  
Lesson Plan objective/ standards (Partner)  
Review Field Experience  
Art Resource file begin  
Tote Project | *Field Experience Journal/Blog (ongoing) |
| | 1.23 | Field Placements | Field Placements Reflection (see guide) |
| Week 4 | 1.28 | Reading 2 Discussion/Activity (TBD facilitator)  
Professional Portfolio  
CLASS Presentations (3) | READING 2 TOPIC: (Contemporary Art) due online Canvas 48 hours before class with 2 peer responses.  
*Field Experience Journal/Blog (ongoing) |
| | 1.30 | Field Placements | Field Placements Reflection (see guide) |
| Week 5 | 2.4 | Lesson Plan workshop | *Field Experience Journal/Blog (6+ hours due)  
*Field Experience Journal/Blog (ongoing) |
| | 2.6 | Field Placements | Field Placements Reflection (see guide) |

| Cultivating Artistic Behaviors | | | |
| Week 6 | 2.11 | Reading 3 Discussion/Activity (TBD facilitator)  
Ethics Activity  
CLASS Presentations (3) | Tote Project Due  
READING 3 TOPIC: (Global and Local Art Education) due online  
*Field Experience Journal/Blog (ongoing) |
| | 2.13 | Field Placements | Field Placements Reflection (see guide) |
| Week 7 | 2.18 | Ethics Activity  
Lesson Plans | Ethics Resource and Quiz (Online Canvas)  
*Field Experience Journal/Blog (ongoing) |
| | 2.18 | Field Placements | Field Placements Reflection (see guide) |

| Engaging Learners with Artifacts and Images | | | |
| Week 8 Mid Term | 2.25 | Reading 4 Discussion/Activity (TBD facilitator)  
CLASS Presentations (3) | READING 4 TOPIC: MUSEUM ART EDUCATION and ALTERNATIVE SITES (Online Canvas)  
*Field Experience Journal/Blog (ongoing) |
| | 2.27 | Field Placements | Field Placements Reflection (see guide) |
| Week 9  | 3.11 | ART Education beyond the Public Schools  
|        |      | Art and Medicine/Museum Art  
|        |      | Education/Community Centers  
|        | 3.13 | Field Placements  
| Week 10| 3.18 | Reading 4 Discussion/Activity (TBD facilitator)  
|        |      | Special Populations  
|        |      | Tools and Adaptations/ Design a tool  
|        | 3.20 | Field Placements  
| Week 11| 3.25 | CLASS Presentations (3)  
|        | 3.27 | CLASS Presentations (3) Field Placements as needed  
| Week 12| 4.1  | Reading 5 Discussion/Activity (TBD facilitator)  
|        |      | CLASS Presentations (3)  
|        | 4.3  | Field Placements  
| Week 13| 4.8  | In process portfolio Presentation/work day  
|        |      | Lesson Plan Presentation  
|        | 4.9  | Field Placements  
| Week 14| 4.15 | In process portfolio Presentation/work day  
|        |      | Lesson Plan Presentation  
|        | 4.17 | Field Placements  
| Week 15| 4.22 | Guests Student Interns: Portfolio share.  
|        |      | FINAL Portfolio presentations (share and celebrate)  

**Using Artistic Strategies**

| Week 10 | 3.18 | Reading 4 Discussion/Activity (TBD facilitator)  
|         | 3.20 | Field Placements  
| Week 11 | 3.25 | CLASS Presentations (3)  
|         | 3.27 | CLASS Presentations (3) Field Placements as needed  
| Week 12 | 4.1  | Reading 5 Discussion/Activity (TBD facilitator)  
|         | 4.3  | Field Placements  
| Week 13 | 4.8  | In process portfolio Presentation/work day  
|         | 4.9  | Field Placements  
| Week 14 | 4.15 | In process portfolio Presentation/work day  
|         | 4.17 | Field Placements  
| Week 15 | 4.22 | Guests Student Interns: Portfolio share.  

**Weeks 10-15: Final Presentations**

- **April 22:** Classes End  
- **April 25 - May 1:** Finals Week

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**Instructor:** DR. Michelle Tillander, Associate Professor Art Education

**University of Florida**

**Course:** ARE 2045: Introduction to Art Education  
**Term:** SPRING 2020  
**Date:** 12/31/2019 1:42:00 PM

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**Notes:**
- UF Spring Break February 29 - March 7
- Field Experience Journal/Blog (15+ hours due)  
- Field Experience Journal/Blog (ongoing)
- Field Placements Reflection (see guide)
- Field Placements as needed
- Field Experience Journal/Blog (ongoing)
- Field Placements Reflection (see guide)
- Lesson Plans due
- Field Experience Journal/Blog (20+ hours)  
- Field Experience Journal/Blog (ongoing)
- Field Placements Reflection (see guide)
- Lesson Plan Facilitation/Presentation
- Field Experience Journal/Blog (15+ hours due)  
- Field Experience Journal/Blog (ongoing)
- Field Placements Reflection (see guide)
- Lesson Plan Facilitation/Presentation
- Field Experience Journal/Blog (20+ hours)  
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- Field Experience Journal/Blog (ongoing)
- Field Placements Reflection (see guide)

**January 20:** Martin Luther King, Jr. Day  
**February 29 - March 7:** Spring Break  
**Classes End April 22:**  
**Finals Week April 25 - May 1**