

Course Title: ARE 6933 - Art Education Beyond School Walls

Credits: 3

SPRING A 2026

Faculty Contact Information

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UF Zoom Office: <https://ufl.zoom.us/j/99888452166>

Virtual Office Hours: Monday 5-7pm or by appointment

Online consultations happen with students via email, chat, phone, and/or Zoom.

Note: All email communication should be through Canvas mail. After the course ends, you may email me at my regular email address. Also, I will add important Announcements throughout the course. It is essential that you log in to the course site regularly and read the Announcements. Finally, check in to your UF email regularly for important degree program announcements from program administrators.

Course Description

ARE 6933 - Art Education Beyond School Walls is intended for graduate students who are interested in teaching art outside of traditional K-12 school settings, including school-based art educators interested in connecting their classrooms with their surrounding communities. Through research in the literature, online, and direct

observation at sites in your own communities, you will explore the role art educators and teaching artists play serving various interest groups including but not limited to people with disabilities, the elderly, LGBTQ youth, hospital patients, prisoners, homeschoolers as well as those with general interest in the arts at museums, libraries, summer camps, community centers, artists' studios, and online.

Textbook and Materials

Suggested textbook:

- Lawton, P. H., Walker, M. A., & Green, M. (2019). *Community-based art education across the lifespan: Finding common ground*. Teachers College Press.

NOTE: Chapters 2 and 3 of the textbook, *Community-based art education across the lifespan*, are digitally scanned and available through the UF course reserves. You can locate course reserves on the left-hand side of the course page. However, if you wish to read the entire book (which is excellent), one ebook is available through the UF course reserves to check out. The textbook is also available as an ebook for purchase through Google play, Kindle, and Barnes & Noble. It is an excellent book focused on how to begin, plan, promote, research, implement, and evaluate community-based art education organizations and community-based art projects.

Other articles for this course can be found in the UF course reserves as well.

REMEMBER: As a student of the University of Florida, you are entitled to request books from the library through the Interlibrary Loan (ILL) program. They will be

mailed to you, postage paid with return postage included. Take advantage of this privilege while you have it! Just give yourself time to get them and remember to send them back. Information at <http://cms.uflib.ufl.edu/accesssupport/InterlibraryLoanLinks> to an external site.

ARES Online Course Reserves:

This course will utilize readings from the fields of art education and arts policy in conjunction with online information provided by community art projects and organizations about their programming. Readings from journals and books are available on electronic reserve at the UF Library ARES Course Reserves and are listed within each individual Lesson. Websites, articles, links to videos, and other online materials will also be assigned and made accessible to you within each lesson.

In order to access the Course Reserves you MUST set-up and activate a virtual private network (VPN) that connects you remotely to the library system. [Click here](#)Links to an external site. for general guidelines for how to do this at. (Be sure you read the installation instructions.) Or you may call the UFL Helpdesk and they can walk you through the specifics for your computer. Because we all have different machines with different operating systems, I can't help you with this or other hardware related aspects of your work. This is another great resource you receive with your tuition dollars and you can't conduct research in the literature (in journals and other resources available through the library) without it.

Additional Requirements: Synchronous Face-to-Face Meetings on Zoom

There are two mandatory synchronous class meetings on Zoom during this course. The first mandatory meeting takes place in Week 2. It will be an introductory when we discuss the upcoming and future assignments in the course and a Q & A session. The second mandatory synchronous class meeting occurs during the final eighth week of the course. Students will present their case studies during the Zoom meeting. The two mandatory synchronous classes will take place during the course (from 6pm to 7:30pm EST). You will need **a headset or earbuds with a built-in microphone**. This is crucial for fully accessing the live, synchronous sessions we will have.

Course Objectives

Students in *Art Education Beyond School Walls* will examine the variety of locations, rationale, and methods for teaching art outside of formal school settings. Through qualitative fieldwork, you will become familiar with specific examples of how art is taught in such settings in your own community and that of your classmates. Through reading and research you will deepen your knowledge of how such programs operate and clarify your own visions for teaching art beyond schools.

While the focus of the course will be on settings outside of schools, you may also consider how the programs and teaching methods you encounter can inform art education within schools or in partnerships between academic and alternative settings.

At the completion of this course, you will be able to:

- Identify and cite examples of art education programs in alternative settings in your own communities, across the country, and around the world;
- Explain how such programs function with regard to ongoing activities and special projects, teaching methodologies, administrative management and oversight, and funding;
- Conduct and document a case study of a community-based organization in your area;
- Participation in an art project activity within the community-based organization (participation can be teaching, co-teaching, assisting an instructor, etc.).
- Utilize information from fieldwork, course readings, and other research to bolster your final presentation., and create either a CBAE proposal OR a CBAE art curriculum plan.

Methods of the Course

The primary instructional methods of this course include assigned readings, short formally written essays, online group discussions of course topics and individual projects, qualitative field research with related reflective writing and case study reporting, independent research and writing, and student presentations. Interaction with professionals in the field as well as online peers will also be required to help you achieve the course objectives.

To achieve course objectives, you will:

- Read, synthesize, and prepare critical reflections on selected readings.
- Plan for and carry out independent field research.
- Participate in a community-based organization art activity.
- Creatively and critically, analyze and utilize available resources as you inform and extend your own professional practices.
- Contribute constructively and regularly through active engagement in all course activities (readings, discussions, meetings, research, and presentations).
- Participate professionally in an online learning community through supportive and informative responses to peers and through thoughtful presentations of your own research and insights.
- Complete an independent research project that extends the course content in directions of interest to you.

Learning Activities

A variety of learning activities are designed to support the course objectives, accommodate different learning styles, build a community of learners, and help you to achieve the student learning objectives. Specific assignment and evaluation criteria may be found within the Lessons.

Note: Due dates for all learning activities are provided in [the course schedule](#)

Organization of the Course Material: There are three units in this course.

Unit 1 (Weeks 1 and 2) consists of identifying CBAE education theories and research, understanding how to locate community stakeholders, completing a community asset mapping activity, class discussions, deciding on a location for your community-based fieldwork, and submitting a completed outline of your community-organization. Sign-up for dates/times to meet with the instructor for a one-on-one meeting.

Unit 2 - (Weeks 3 through 5) consists of meeting with the instructor about your community-based organization fieldwork, making contact with your community-based organization leaders, learning about case studies, and how to collect data from your fieldwork experiences. During week 5, you will submit a Reading Review of Literature that aligns with your specific interests/issues concerning community-based art education in alternative settings. In addition to conducting independent research and collecting data, you are required to participate an art activity event with your community-based organization.

Unit 3 (Weeks 6 through 8) consists of analyzing the data from your fieldwork experience in a community-based organization and writing a case study paper about the organization that includes findings from your research. Additionally, you will compose a presentation about your case study (that includes the findings) and share it with the class on Zoom. For your final project, you will choose either a CBAE proposal OR a CBAE art curriculum plan to extend and connect your research to your professional field.

Research in the Literature

Two sets of readings are required for this course: (1) required readings assigned to ALL students by the instructor, and (2) a set of readings comprised of your own choosing, some from a pre-selected list of options, others from your own research. Both have associated written assignments. The assigned readings explore, examine, and analyze practices and policies in teaching and researching art education in alternative settings. Students will read, summarize, and respond to assigned and independently selected readings in discussion forums and formally written reports including:

Apply the course readings and independent research to provide a foundation for the data you present for these assignments -

- **Outline for a Proposal and Meet with Instructor** (Week 2 into Week 3)
- **Reading Review of Literature** (completed during Week 5)
- **Fieldwork and Participation in an Art Event(s)** (completed any time in Weeks 3 through 6)
- **Case Study Paper** (Submitted in Week 7)
- **Final presentation** - (presented in Week 8)
- **CBAE Proposal OR CBAE Art Curriculum Plan** - (submitted in Week 8).

Specific assignment guidelines, expectations, and evaluation criteria and due dates for each formally written report may be found within the course modules.

Reading Review of Literature -

Choose THREE readings about community-based art education or art in alternative settings beyond school walls. One of your readings must come from the pre-selected list of Literature for Reading Review. Consider selecting readings that have a special focus or issue that you find engaging (such as, art and ecology, art and healing, or intergenerational art). You will write a 3 page paper, using proper APA citations and formatting. Details about this assignment can be located in week 5 assignments.

Outline for a Program Proposal and Meeting with Instructor -

Program/Project Outline and Meeting with Instructor - Select two potential organizations/projects and use the proposal outline to provide necessary information about the community organizations. Share your organizations/project outline with the instructor during the arranged zoom date. During the meeting, you will narrow down your choices to one community-based program. Once the organization/project is approved by the instructor, receive permission from the organization's leadership to document and participate in the project.

IMPORTANT: Any information and data you collect from the organization during this course will not be used in publications or on public social media websites. The data collected during this course is strictly to be used to complete course assignments. Therefore, NO IRB (Internal Review Board) permission will be required.

Specific assignment guidelines, expectations, and evaluation criteria for each program proposal component may be found within the lessons.

Fieldwork

The qualitative field research component is a unique aspect of this course.

Throughout the middle third of the course, you will visit a community organization site for a *minimum of 8 -10 hours*. It is recommended that you spread these hours over 3-4 distinct visits. During that time, you will: (1) examine and document the physical environment, which includes classes (2) conduct interviews with educators, students, administrators, and other stakeholders, (3) participate in a teaching activity (art project), and (4) Use visual methods to document your experiences within the organization and project (photographs, artwork, maps, etc.).

Once your fieldwork visits are complete, you will submit three items for evaluation:

- [A Case Study](#) that describes the community-based program you visited with and your participation in an art event. Along with the written portion of the paper, you will include an example of visual documentation (photograph, artwork, visual art journal, etc.). Please select a minimum of two forms of assessments (from Chapter 7, figure 7.1 CBAE assessment rubric) that align with the methods you used to collect information for your case study.
- [Final Presentation](#) - Share your research and reflections of working within a CBAE organization. Please include a minimum of four forms of assessments (from Chapter 7, figure 7.1 CBAE assessment rubric) that align with the

methods you used to collect information for your case study and participation in an art event and that helped you assess the success of that project. You will share your research and findings with the instructor and peers in a live presentation on Zoom.

- **CBAE Proposal OR CBAE Art Curriculum Plan** - You will choose between either writing a CBAE Proposal OR a writing a CBAE Art Curriculum Plan (exemplars are given in the appendices of the textbook). You will utilize the research and assessments you have gathered from your fieldwork experience, case study, and participation in an art event to complete this assignment.

Choose between these two options:

CBAE Proposal - The purpose of the formally written proposal is to give you an opportunity to explore and articulate your dreams for an art education program in an CBAE setting. The proposal is written for a potential CBAE institution, agency, or program as an independent artist/art educator to share your ideas to promote advocacy/awareness/change in your community that include ART. An example of a CBAE proposal is listed in the appendices of the textbook and in the assignment.

OR...

CBAE Art Curriculum Plan - The purpose of the art curriculum plan is to link learning in an art classroom to a CBAE institution, agency, or program by aligning *with* community partnerships to create awareness/advocacy/change within a community to meet a specific needs within a community. An example of a CBAE art curriculum plan is listed in the appendices of the textbook and in the assignment.

Specific assignment guidelines, expectations, and evaluation criteria and due dates for each fieldwork assignment may be found within the course modules.

Participation in the Learning Community

This course consists of discussions, meetings, assigned activities, and independent research. You are required to critically respond to and reflect on your learning with your classmates during discussions, discussion forums, and live meetings. It is particularly important that you share what you are observing in the field (Unit 2), and how your own ideas are developing around an either creating a CBAE proposal or a CBAE Art Lesson (Unit 3) so that you can help push one another's thinking along. Your interpretations of what you see and hear during your site visits might change based on questions and comments from your classmates. Additionally, receiving feedback from your classmates, will help you gain insight from your peers across the country who have all been exposed to various projects in their own communities.

Professionalism will contribute to your grade in this area. You will be evaluated based on the quality of your engagement in class discussions - asking critically engaging questions, drawing connections between student comments and research you've read, etc. - and project work, as well as your demonstrated interest in learning, preparedness throughout the course, timely completion of all course assignments, dependability, consideration of others, communication with your instructor about any issues that might arise, and contributions to our learning community.

Grading Policy

Final grades will be calculated according to the following criteria:

Evaluation Component	Value
Research in the Literature:	
• Reading Review (directed reading)	25 points
Participation in the Learning Community:	
• Discussions	50 points
• Proposal outline, meet with instructor	
Assignments/Fieldwork:	
• Descriptive Case Study (formal paper) with visual documentation.	100 points
• Final Presentation	50 points
• Proposal OR Art Lesson	
◦ CBAE Proposal OR CBAE Art Curriculum Plan	25 points
Total	250 points = 100%

Evaluation criteria used in each of these areas is available within the lessons.

Late Policy

In the compressed course schedule, we work with in this program, it is vitally important that you keep up to date with your work. That being said, I understand that things happen that may prevent you from turning your work in on time. In the event that you or a dependent family member suffers an illness or some other extenuating circumstance prevents you from submitting an assignment on time, please let me know and submit the assignment as soon as possible. Please note that

late assignments will be graded after I have completed other work for that lesson and may incur a penalty upon grading.

Incomplete Policy

School policy dictates that an incomplete grade (or "I") should only be given in situations in which a student is in "good standing" in a course, but is unable to complete the course requirements because of mitigating circumstances. In cases where an "I" is given, the student and faculty member must write out a contract that clearly defines what the student must do to remove the "I" grade. If the work is not completed by the end of the next term, and the "I" grade is not changed via a grade-change form, the "I" grade is automatically converted to an "E" grade.

Students considering withdrawal from the course should first consult their instructor, advisor, and the university catalog. Refer to the official UF calendar for the last day to withdraw from a class.

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.

See <https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx> Links to an external site. for additional information on UF grading policies. **Please Note:** A grade of C- or below will not count toward major requirements.

Course Policies

Class Participation

Confucius is often noted for stating, "I hear and I forget. I see and I remember. I do and I understand." In that spirit, remember that active participation is *always* the key to meaningful learning experiences. Successful learning online requires you to actively participate in each module of the course. I highly recommend students log in to the course several times throughout the week. Regular, active, and meaningful participation is expected, and that frequency and quality of participation will affect your grade.

Academic Honesty

All 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." All students are required to abide by the UF Academic Honesty Guidelines that have been accepted by the University. In the context of this class, this includes properly citing sources for any materials (both printed and online) used in completing course assignments. Additionally, you may also want to refer to the UF Student Guide that includes student rights and responsibilities, UF's standard of ethical conduct, honor code, and academic guidelines.

Netiquette

Netiquette, short for network etiquette, is the set of rules and expectations governing online behavior and social interaction. The Core Rules of Netiquette (<http://www.albion.com/netiquette/corerules.html> *Links to an external site.*) are excerpted from the book *Netiquette* by Virginia Shea (1994), and are a set of

guidelines that all members of this course are expected to adhere to. Remember, first we are all human. Online learning environment participants who do not adhere to the netiquette expectations may result in both personal and legal consequences.

Note: The instructor reserves the right to remove any blog and/or discussion postings deemed inappropriate.

Students with Disabilities

Individuals with disabilities are encouraged to register with the Dean of Students Office and submit to this instructor the memorandum from that office concerning necessary accommodations. The Disability Resource Center office may be found on the Web at <https://drc.dso.ufl.edu>[Links to an external site.](#); reached by phone at (800) 955-8770 TDD: (352) 392-8565. All course materials may be made available in alternative format on request.

Complaints

Should you have any complaints with your experience in this course, please visit <http://www.distance.ufl.edu/student-complaints>[Links to an external site.](#) to submit a complaint.

Online Course Evaluation Process

Students are expected to provide feedback on the quality of instruction in this course based on 10 criteria. These evaluations are conducted online at <https://evaluations.ufl.edu>[Links to an external site.](#) . Evaluations are typically open during the last two or three weeks of the semester, but students will be given

specific times when they are open. Summary results of these assessments are available to students at <https://evaluations.ufl.edu/results/Links to an external site.>

Changes to the Syllabus

The faculty reserves the right to make changes to the course syllabus and course schedule. In the event that changes become necessary, students will be notified.

Academic Policies:

- Requirements for class attendance and make-up exams, assignments, and other work in the course are consistent with university policies. [See UF Academic Regulations and Policies for more information regarding the University Attendance Policies.](#)
- Students with disabilities who experience learning barriers and would like to request academic accommodations should connect with the Disability Resource Center. [See the “Get Started With the DRC” webpage on the Disability Resource Center site.](#) It is important for students to share their accommodation letter with their instructor and discuss their access needs, as early as possible in the semester.
- Information on current UF grading policies for assigning grade points. This may be achieved by including [a link to the University grades and grading policies.](#)
- Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online. Students can complete evaluations in three ways:

1. The email they receive from GatorEvals
2. Their Canvas course menu under GatorEvals
3. The central portal at <https://my-ufl.bluer.com>

Guidance on how to provide constructive feedback is available at <https://gatorevals.ua.ufl.edu/students/>. Students will be notified when the evaluation period opens. Summaries of course evaluation results are available to students at <https://gatorevals.ua.ufl.edu/public-results/>.

- The University's Honesty Policy regarding cheating, plagiarism, etc.:

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 Conduct Code specifies a number of behaviors that are in violation of this code and the possible sanctions. [See](#)

[the UF Conduct Code website for more information](#). If you have any questions or concerns, please consult with the instructor or TAs in this class.

- In-Class Recording:

Students are allowed to record video or audio of class lectures. However, the purposes for which these recordings may be used are strictly controlled. The only allowable purposes are (1) for personal education use, (2) in connection with a complaint to the university, or (3) as evidence in, or in preparation for, a criminal or civil proceeding. All other purposes are prohibited. Specifically, students may not publish recorded lectures without the written consent of the instructor. A “class lecture” is an educational presentation intended to inform or teach enrolled students about a particular subject, including any instructor-led discussions that form part of the presentation, and deliver by an instructor hired or appointed by the University, or by a guest instructor, as part of a University of Florida course.

A class lecture does not include lab sessions, student presentations, clinical presentation such as patient history, academic exercises involving solely student participation, assessments (quizzes, tests, exams), field trips, private conversations between students in the class or between a student and the faculty or guest lecturer during a class session.

Publication without permission of the instructor is prohibited. To “publish” means to share, transmit, circulate, distribute, or provide access to a recording, regardless, of format or medium, to another person (or persons), including but not limited to another student within the same class section. Additionally, a recording, or transcript of a recording, is considered published if it is posted on or uploaded to, in whole or in part, any media platform, including but not limited to social media, book, magazine, newspaper, leaflet, or third-party note/tutoring services. A student who publishes a recording without written consent may be subject to a civil cause of action instituted by a person injured by the publication and/or discipline under UF Regulation 4.040 Student Honor Code and Student Conduct Code.

Academic Resources:

- E-learning technical support: Contact the [UF Computing Help Desk](#) at [352-392-4357](tel:352-392-4357) or via e-mail at helpdesk@ufl.edu.
- [Career Connections Center](#): Reitz Union Suite 1300, [352-392-1601](tel:352-392-1601). Career assistance and counseling services.
- [Library Support](#): Various ways to receive assistance with respect to using the libraries or finding resources. Call [866-281-6309](tel:866-281-6309) or email ask@ufl.libanswers.com for more information.
- [Academic Resources](#): 1317 Turlington Hall, Call [352-392-2010](tel:352-392-2010), or to make a private appointment: [352-392-6420](tel:352-392-6420). Email contact: teaching-center@ufl.edu. General study skills and tutoring.
- [Writing Studio](#): Daytime (9:30am-3:30pm): 2215 Turlington Hall, [352-846-1138](tel:352-846-1138) | Evening (5:00pm-7:00pm): 1545 W University Avenue (Library West, Rm. 339). Help brainstorming, formatting, and writing papers.
- Academic Complaints: Office of the Ombuds; [Visit the Complaint Portal webpage for more information](#).

- Enrollment Management Complaints (Registrar, Financial Aid, Admissions): [View the Student Complaint Procedure webpage for more information.](#)
- UF Student Success Initiative: Visit <https://studentsuccess.ufl.edu/> for resources that support your success as a UF student.
- [Public Speaking Lab](#): (Dial Center, 501 Rolfs Hall). Offering online and in-person help developing, organizing, and practicing oral presentations. Contact email: publicspeakinglab@clas.ufl.edu.

Campus Health and Wellness Resources:

- UF Whole Gator Resources: Visit <https://one.ufl.edu/whole-gator/discover> for resources that are designed to help you thrive physically, mentally, and emotionally at UF.