I. COURSE DESCRIPTION
This course is a full time practicum in which the student teaches in the elementary and secondary schools under direct supervision of cooperating teachers. The cooperating teachers in the schools will guide the student's gradual assumption of the full time responsibilities of her role as art teacher. A university supervisor, assigned by the instructor, will make site visits to observe and critique the student's progress.

The course anticipates and incorporates periodic meetings for Seminar with the student teacher and the university supervisor. Seminar is a professional seminar focusing on the needs and concerns of the student teacher. It covers issues as they emerge in practice: the need for disciplinary strategies, coping with limitations, understanding how to work within the educational community, developing creative strategies, finding employment and completing applications, interviewing for positions, securing recommendations. The course concludes with a student teacher produced Power Point presentation documenting the professional growth and development of the student teacher in the elementary and secondary internship.

PRE-REQUISITE: The student must have completed all other program requirements prior to the internship, including passing Praxis II.

CO-REQUISITE: AVT 696, Internship in Art Education Seminar

II. COURSE GOALS
1. To develop student’s capacity to perform as a professional art educator in elementary and secondary schools.
2. To develop student’s capacity to plan instruction so they can effectively translate their knowledge of art, education and the child into practice.
3. To develop student’s capacity to qualitatively implement instruction including the appropriate and imaginative use of instructional resources and strategies, the use of good communication skills, and the effective management of the classroom.
4. To develop student’s capacity to evaluate student work and to make assessments about their role as an instructor, the quality and appropriateness of the instruction initiated, and the nature and extent of learning demonstrated by students.
5. To foster an appetite for continued professional and artistic growth.
III. COURSE OUTLINE

1. Orientation with Supervisor; Discussion of Course Requirements and Evaluation Criteria.

2. Initial Contact with Cooperating Teacher - Familiarization with your school placement: Its policies, schedules and logistics.

3. Practice Teaching: Sixteen weeks total (Elementary – 8 weeks, Secondary – 8 weeks): The practicum begins with observation and classroom assistance; as soon as possible, the student teacher takes over responsibility for one class; by the third week, the level of responsibility should increase to about half the teaching load; the student teacher should take over the full load for the last weeks. **Note:** Student teachers must plan ahead. All lesson plans should be reviewed with the cooperating teacher and supervisor **one week in advance** of teaching. **Note:** In the event the cooperating teacher is absent from class, the school system must provide a substitute teacher. Student teachers may not be the substitute.

4. Documentation of the Internship: Student Teachers should keep a *Practicum Process Journal/Notebook*, which documents the practicum as a record of vital information, observations and thoughts as they develop over each period of the placement. It should include all *drafts* and revisions of *units* and/or *lesson plans* as well as *visuals* prepared for teaching and, if possible, examples of *student work*. This record should be available for use in conferences with the university supervisor.

5. Professional Teaching Portfolio: At the conclusion of the practicum, the student should have sufficient materials to construct a "teaching portfolio" to use in job interviews. Students are encouraged to document student art work (with permissions) for their own professional record. inch ring binder needed. A list of required material will be distributed 11X 14 inch 2 *Itoya Art Portfolio, PlazaArts* )

6. Digital Copy of Professional Teaching Portfolio: For the Final Portfolio of the student will be creating a Digital Portfolio documenting the material in the above teaching portfolio.

IV. EVALUATION

*State Requirements for Certification:* Students must complete both the elementary level and secondary level practicum for K-12 Certification.

*AVT Art Education Policies:* Students are to assume all schedules and responsibilities assigned to their cooperating teacher. One absence per seven-week period is allowed. Any additional absences must be made up immediately following the last scheduled day for each site. IN THE CASE OF ABSENCE, THE STUDENT TEACHER IS REQUIRED TO NOTIFY BOTH THE COOPERATING TEACHER AND THE MASON SUPERVISOR AS SOON AS POSSIBLE.

*Graduate Academic Standards, Grades:* University course work is measured in terms of quantity and quality. A credit normally represents one hour per week of lecture or recitation, or not fewer than two hours per week of laboratory work, throughout a semester. The number of credits is a measure of quantity. The grade is a measure of quality. The university-wide system for grading graduate courses is as follows:
<table>
<thead>
<tr>
<th>Grade</th>
<th>Quality Points</th>
<th>Graduate Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>C</td>
<td>2.00</td>
<td>Unsatisfactory/Passing</td>
</tr>
<tr>
<td>F</td>
<td>0.00</td>
<td>Unsatisfactory/Failing</td>
</tr>
</tbody>
</table>

* Although a B- is a satisfactory grade for a course, students must maintain a 3.00 average in their degree program and present a 3.00 GPA on the courses listed on the graduation application.

Criteria for Evaluation:
Elementary Art Internship (40%)
Secondary Art Internship (40%)
Practicum Performance (20%)

In each placement, students will be evaluated in 5 general areas of performance, the MAT Criteria for Professional Performance in Teaching Art, PK-12.

A: KNOWLEDGE OF CONTENT
B: PREPARATION FOR INSTRUCTION
C: INSTRUCTIONAL PERFORMANCE
D: REFLECTION AND EVALUATION
E. IMPACT ON STUDENT LEARNING

The cooperating teacher will use these evaluation criteria to guide conferences during the eight &/seven week period. A Mid-Semester Evaluation should be completed by student teacher and cooperating teacher and then discussed. The cooperating teacher and university supervisor will both complete a Summative Evaluation of Student Teaching and discuss it with the student teacher during the last week of the placement. Students will be supplied copies of the complete evaluations for their records. The Summative Evaluation of Student Teaching will become part of the student's permanent record.

V. CALENDAR OF MEETINGS AND PRACTICUM ASSIGNMENTS
Each student teacher candidate will receive a Clinical Practice ST Candidates Handbook which will include of their teaching assignment with specific dates for starting and completion, Practicum Planning Information as well as the evaluation forms required by the College of Education and Human Development CEHD for the purpose for VA state processing.

STUDENT TEACHING
Student Teaching: August 31, 2015 –December 18, 2015
Week Breakdown: Elementary- 8 weeks /Secondary- 8 weeks

VI. Bi-weekly Seminar meetings according to the following schedule
FALL 15 Seminar Calendar
ELEMENTARY- 8/31 -10/23

<table>
<thead>
<tr>
<th>Week I- Aug 31–Sept 4</th>
<th>Sept. 2</th>
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<tbody>
<tr>
<td>Week 2- Sept 7–Sept 11</td>
<td></td>
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</tbody>
</table>
Week 3 - Sept 14 - Sept 18  
Week 4 - Sept 21 - Sept 25  
Week 5 - Sept 28 - Oct 2  
Week 6 - Oct 5 - Oct 9  
Week 7 - Oct 12 - Oct 16  
Week 8 - Oct 19 - Oct 23  

Secondary starts on October 26th

SECONDARY 10/26/15 – 12/18/15  
SEMINAR WED DATES

Week 1 Oct 26 - Oct 11  
Week 2 Nov 2 - Nov 6  
Week 3 Nov 9 - Nov 13  
Week 4 Nov 16 - Nov 20  
Week 5 Nov 23 - Nov 27  
Week 6 Nov 30 - Dec 4  
Week 7 Dec 7 - Dec 11  
Week 8 Dec 14 - Dec 18  

December 21, 2015 @ 4:30-6:00 p.m. Reflections Documentary and Portfolio Review

Homework: Photograph your classroom, storage space, school front, and any other relevant spaces and/or people, and bring photos (15 maximum) in a short power point to your first seminar on September 2, 2015.

NASAD Accreditation Visit Sp16

The MAT as part of the graduate programs in the School of Art will collect art work form of their exemplars and Prototype and well as some selective student work. We will be request the selected lesson accompany the display.

University and School of Art Policies

In accordance with George Mason University policy, turn off all beepers, cellular telephones and other wireless communication devices at the start of class. The instructor of the class will keep his/her cell phone active to assure receipt of any Mason Alerts in a timely fashion; or in the event that the instructor does not have a cell phone, he/she will designate one student to keep a cell phone active to receive such alerts.

Commitment to Diversity

This class will be conducted as an intentionally inclusive community that celebrates diversity and welcomes the participation in the life of the university of faculty, staff and students who reflect the diversity of our plural society. All may feel free to speak and to be heard without fear that the content of the opinions they express will bias the evaluation of their academic performance or hinder their opportunities for participation in class activities. In turn, all are expected to be respectful of each other without regard to race, class, linguistic background, religion, political beliefs, gender identity, sex, sexual orientation, ethnicity, age, veteran’s status, or physical ability.
Statement on Ethics in Teaching and Practicing Art and Design
As professionals responsible for the education of undergraduate and graduate art and design students, the faculty of the School of Art adheres to the ethical standards and practices incorporated in the professional Code of Ethics of our national accreditation organization, The National Association of Schools of Art and Design (NASAD).

Open Studio Hours
SOA teaching studios are open to students for extended periods of time mornings, evenings and weekends whenever classes are not in progress. Policies, procedures and schedules for studio use are established by the SOA studio faculty and are posted in the studios.

School of Art Print Studio
School of Art Print Studio (SOAP) is located in the School of Art Building on the Fairfax Campus. As a non-profit studio, SOAP offers a variety of services including printing and production services to students, faculty and staff. All jobs are processed with high quality materials on state-of-the-art equipment, specifically for graphic design portfolios, mixed-media paintings and reproductions, posters, handmade books, student assignments and proof sheets. More information can be found at soaprint.gmu.edu or 703-993-7203.

ArtsBus Dates and Credit
Fall 2015
September 26th
October 24th
November 21st

Each SoA major must have up to 5 AVT 300/Artsbus credits before graduation. For credit to appear on your transcript you must enroll in AVT 300. This also applies to anyone who intends to travel to New York independently, or do the DC Alternate Assignment.

If you plan/need to go on multiple ArtsBus trips during a semester and need them towards your total requirement, you must enroll in multiple sections of AVT 300. Please go to the ArtsBus website: http://artsbus.gmu.edu "Student Information" for additional, very important information regarding ArtsBus policy.

Non-AVT majors taking art classes do not need Artsbus credit for graduation BUT may need to go on the Artsbus for a class assignment. You can either sign up for AVT 300 or buy a ticket for the bus trip at the Center of the Arts. Alternate trips must be approved by the instructor of the course that is requiring an ArtsBus trip.

Important Deadlines
Last Day to Add: Tuesday, September 3
Last Day to Drop: (No Tuition Penalty) Tuesday, September 3
Selective Withdrawal Period – September 30-October 25
Incomplete work from Spring 2013 due to instructor -

Once the add and drop deadlines have passed, instructors do not have the authority to approve requests from students to add or drop/withdraw late. Requests for late adds (up until the last day of classes) must be made by the student in the SOA office (or the office of the department offering the course), and generally are only approved in the case of a documented university error (such as a problem with financial aid being processed), LATE ADD fee will apply. Requests for non-selective withdrawals and retroactive adds (adds after the last day of classes) must be approved by the academic dean of the college in which the student’s
Visual Voices Lecture Series Fall 2015
Visual Voices is a year-long series of lectures by artists, art historians and others about contemporary art and art practice. Visual Voices lectures are held on Thursday evenings from 7:20-9:00 p.m. in Harris Theater.

September 3rd Jon Rubin “Art in Public Life”
September 10th Helen Zughaib “Arab Song – Arab Spring”
September 24th Catherine Kehoe “It’s Not What You Think”
October 1st SOA Grads “Loading Content”
October 8th Steve Badanes + Linda Beaumont “Speak of the Devil”

Students with Disabilities and Learning Differences
If you have a diagnosed disability or learning difference and you need academic accommodations, please inform me at the beginning of the semester and contact the Disabilities Resource Center (SUB I room 234, 703-993-2474). You must provide me with a faculty contact sheet from that office outlining the accommodations needed for your disability or learning difference. All academic accommodations must be arranged in advance through the DRC.

Official Communications via GMU E-Mail
Mason uses electronic mail to provide official information to students. Examples include communications from course instructors, notices from the library, notices about academic standing, financial aid information, class materials, assignments, questions, and instructor feedback. Students are responsible for the content of university communication sent to their Mason e-mail account, and are required to activate that account and check it regularly.

Attendance Policies
Students are expected to attend the class periods of the courses for which they register. In-class participation is important not only to the individual student, but also to the class as a whole. Because class participation may be a factor in grading, instructors may use absence, tardiness, or early departure as de facto evidence of nonparticipation. Students who miss an exam with an acceptable excuse may be penalized according to the individual instructor’s grading policy, as stated in the course syllabus.

Honor Code
Students in this class are bound by the Honor Code, as stated in the George Mason University Catalog. The honor code requires that the work you do as an individual be the product of your own individual synthesis or integration of ideas. (This does not prohibit collaborative work when it is approved by your instructor.) As a faculty member, I have an obligation to refer the names of students who may have violated the Honor Code to the Student Honor Council, which treats such cases very seriously.

No grade is important enough to justify cheating, for which there are serious consequences that will follow you for the rest of your life. If you feel unusual pressure about your grade in this or any other course, please talk to me or to a member of the GMU Counseling Center staff.

Using someone else’s words or ideas without giving them credit is plagiarism, a very serious Honor Code offense. It is very important to understand how to prevent committing plagiarism when using material from a source. If you wish to quote verbatim, you must use the exact words and punctuation just as the passage appears in the original and must use quotation marks and page numbers in your citation. If you want to paraphrase or summarize ideas from a source, you must put the ideas into your own words, and you must cite the source, using the APA or MLA format. (For assistance with documentation, I recommend Diana
Hacker, A Writer’s Reference.) The exception to this rule is information termed general knowledge—information that is widely known and stated in a number of sources. Determining what is general knowledge can be complicated, so the wise course is, “When in doubt, cite.”

Be especially careful when using the Internet for research. Not all Internet sources are equally reliable; some are just plain wrong. Also, since you can download text, it becomes very easy to inadvertently plagiarize. If you use an Internet source, you must cite the exact URL in your paper and include with it the last date that you successfully accessed the site.

Writing Center
Students who are in need of intensive help with grammar, structure or mechanics in their writing should make use of the services of Writing Center, located in Robinson A116 (703-993-1200). The services of the Writing Center are available by appointment, online and, occasionally, on a walk-in basis.

The Collaborative Learning Hub
Located in Johnson Center 311 (703-993-3141), the lab offers in-person one-on-one support for the Adobe Creative Suite, Microsoft Office, Blackboard, and a variety of other software. Dual monitor PCs make the lab ideal for collaborating on group projects, Macs are also available; as well as a digital recording space, collaborative tables, and a SMART Board. Free workshops are also available (Adobe and Microsoft) through Training and Certification; visit ittraining.gmu.edu to see the schedule of workshops and to sign up.