

ART Education

University of Arkansas, Fayetteville



B.F.A. in Art Education Handbook

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Mission, Vision, and Core Priorities

Committed to the study of art's educative promise and potential, the Art Education program at the University of Arkansas has a long history and outstanding reputation for preparing artist-educators to work in K-12 schools, communities, museums, and other educative environments.

The mission of the Art Education Program at the University of Arkansas is to:

- prepare culturally responsive educators who are dedicated to developing interdisciplinary and collaborative approaches to art teaching and research, which address current and future needs of visual arts educators in schools, communities, and museum settings, as well as other educative environments.
- promote equitable educational practices and community-based programs that acknowledge and challenge barriers to quality art educational access and success, while promoting high quality, socially responsible visual arts educational opportunities.
- prepare artist-educators and artist-scholars to study, research, and transform the educative potential of the visual arts in schools, museums, and communities—regionally, nationally, and internationally.
- to conduct research and provide leadership that questions dominant ideologies and cultures in order to generate innovative, inclusive, and equitable approaches to the visual arts and its education.

The vision of the Art Education Program at the University of Arkansas is to inspire artist-educators and artist-scholars to utilize the educative potential of art practice, teaching, and research to build a more equitable and just world. Our work in carrying out this mission and vision is informed by the following core priorities:

- to recognize, celebrate, and promote inclusive and equitable approaches to art practice, teaching and research.
- to prioritize and value the histories and practices of underrepresented peoples and underserved communities through critical, reflexive, and collaborative inquiry.
- to challenge, innovate, and extend the educative potential of art practice, teaching, and research.

Program Overview and Career Opportunities

The B.F.A. in Art Education program offers two different concentration options, K-12 Teaching or Community Practice. Both are in compliance with the Arkansas Department of Education and Higher Education and the National Association of Schools of Art and Design.

The **K-12 Teaching Concentration** prepares graduates for Arkansas K-12 art teacher licensure and employment in elementary, middle, junior, and high schools in the state of Arkansas, as well as other states with comparable certification requirements. It prepares future K-12 art teachers to understand and apply current art education theory to practice, including contemporary concepts and applications for teaching art in a diverse, inclusive, and globally responsive world.

The **Community Practice Concentration** prepares graduates for a variety of art teaching and service occupations in social and cultural settings outside of the public-school system such as art-related museums, community art centers, hospitals, prisons, recreation centers, government agencies, mental health centers, and other government and privately funded programs for children, youth, adults, and older adults. Graduates may also enter careers besides teaching. There are professional positions available with art journals, government agencies, art material suppliers, art galleries, and art centers. Additional opportunities exist in art foundations, museum services, firms that develop art teaching materials, and cultural services.

APPLYING TO THE B.F.A. IN ART EDUCATION

When: Third Semester (Fall)

How: Complete the following application requirements:

1. Complete the "[B.F.A. in Art Education Application](#)." For additional information, please review the SoArt's webpage: "[Applying to the B.F.A.](#)".
2. When information is posted about the B.F.A. in Art Education Interview, sign-up for a time to interview with Art Education faculty.
**Students must be accepted into the B.F.A. in Art Education program prior to their final year of coursework.*

APPLYING TO TEACHER EDUCATION

*Only for students pursuing the K-12 Teaching option

When: Fourth Semester (Spring)

- How:
1. Completed [Clearance for Field Placement application](#) and successful fee submission.
 2. Approved status on an Arkansas Department of Education background check
 3. Met with a member of the Art Education faculty to ensure that you have completed all specific pre-education course requirements. For example:
 - a. Pre-education core for all programs (must be completed with a "C" or better): ARED 10003 Introduction to Art Education; CIED 30203 Survey of Exceptionalities or CIED 40203 Teaching in Inclusive Secondary Settings or ARED 30103 Inclusive Art Pedagogy; and CIED 30303 Classroom Learning Theory.
 - b. Meet cumulative 3.0 GPA in art coursework requirement, and a 2.5 overall GPA.

For additional information, please visit the [Razorback Educator Development Hub](#). Here, you will find additional details regarding how to [Apply to Teacher Education](#).

ART (K-12) LICENSURE TEST

When: Sixth semester (Spring) or Seventh Semester (Fall)
*offered every month.

How: The State Board of Education adopted the Praxis Art: Content Knowledge (5134) <https://www.ets.org/s/praxis/pdf/5134.pdf>, with a cut score of 145. This test should be taken prior to or during your teaching residency. Scores must be available to the teacher licensing officer in room 338 GRAD ED. Double check the ETS web site under "Arkansas" for the required state testing.

NOTE: You may be eligible for a fee waiver for the Praxis test if you meet the criteria. Check the Praxis website. Also, "The Annotated Mona Lisa" book can help you review art history for the test. It can be accessed online. Quizlet.com is also a possible site for art test preparation as well as the online [Praxis practice test](#).

PROFESSIONAL DEVELOPMENT REQUIREMENTS

When: Eighth Semester (Spring) or Seventh Semester (Fall)

How: Documentation of the completion of professional development requirements which may be obtained through the Arkansas [IDEAS Portal](#) (see Appendix) to login and create an account. Review the [QUICK START GUIDE](#) TO GET STARTED.

Professional Development Requirements for Initial Licensure using the IDEAS Portal. Documentation of the completion of the following professional development, which may be obtained through the Arkansas [IDEAS Portal](#) are:

Professional Development Requirements for Initial Teaching License						
Upon issuance of an initial teaching license by DESE, an applicant shall obtain training in the following areas with the first (2) years of initial employment as a licensed teacher in the state (A.C.A. § 6-17-709), unless documentation is provided that the applicant complete the requirement in an educator preparation program or another state.						
Name	Description	Hours	Release Dates 2025-2026	Release Dates 2026-2027	Release Dates 2027-2028	Release Dates 2028-2029
Mandated Reporters/Child Maltreatment (Ark. Code Ann. § 6-61-133)	This training is designed to make one aware of signs of child maltreatment.	2 hours*	Summer 2025			Summer 2028
Family and Community Engagement (Ark. Code Ann. § 6-15-1703)	This training provides an overview of how to engage parents in the educational process and promote engagement that will result in open communication and better student outcomes.	2 hours		Summer 2026		
Mental Health Awareness (Ark. Code Ann. § 6-17-708)	This training is designed to identify early warning signs regarding mental health.	2 hours*			Summer 2027	
Teen Suicide Awareness and Prevention (Ark. Code Ann. § 6-17-708)	This training is designed to identify early warning signs regarding of suicide and prevention.	2 hours*		Summer 2026		
Bullying Prevention (Ark. Code Ann. § 6-17-711)	This training outlines requirements for schools and personnel regarding bullying incidents as well as prevention.	2 hours*				Summer 2028
Dyslexia Awareness (Ark. Code Ann. § 6-41-60G)	This training provides information on the indicators of dyslexia, the need for screening and early intervention and important processes such as Response to Intervention and referral.	1 hour			Summer 2027	
Arkansas History (Ark. Code Ann. § 6-17-703)	This training is designed to provide an overview of AR History.	2 hours		Summer 2026		
Human Trafficking (Ark. Code Ann. § 6-17-710)	This training provides information on how to identify if a child is a victim of human trafficking and how to report suspicions.	30 min.			Summer 2027	

The Arkansas IDEAS portal is designed for educators who are in the process of obtaining an Arkansas teaching license. If you have any questions, please call

the IDEAS portal helpdesk at 1-800-488-6689 Email: help@ArkansasIDEAS.org

NOTE: You are responsible for providing documentation of completion to the University of Arkansas licensure office. [Follow the Record of Learning Guides](#). The Arkansas Department of Education will not issue the license until completion is verified through the licensure office.

APPLYING TO RESIDENCY (ARED 4760V)

*Only for students pursuing the K-12 Teaching concentration

When: 6th Semester (Spring) or Semester Prior to Residency I.

How:

1. Complete the traditional online "[Residency Application Form](#)" or the [NEW Year-long Residency Form](#), whichever applies (Appendix I).
2. Review the Art Education residency manual in preparation for the first and second semesters of residency (Appendix II).

**B.F.A. in ART EDUCATION (Eight Semester Recommended Plans)
K-12 Teaching (Beginning SP2027) & Community Practice Concentrations**

K-12 TEACHING		COMMUNITY PRACTICE	
First Semester (Fall)	Credits	First Semester (Fall)	Credits
ENG 10103 Composition ¹ (ACTS Equivalency = ENGL 1013) (Sp, Su, Fa)	3	ENGL 10103 Composition I (ACTS Equivalency = ENGL 1013) ¹ (Sp, Su, Fa)	3
MATH 11103 Quantitative Reasoning (ACTS Equivalency – MATH 1113) or MATH 11003 College Algebra* (ACTS Equivalency = MATH 1103) or MATH course numbered higher than MATH 11003	3	MATH 11103 Quantitative Reasoning (ACTS Equivalency – MATH 1113) or MATH 11003 College Algebra (ACTS Equivalency = MATH 1103) or MATH course numbered higher than MATH 11003	3
ARTS 19139 Studio Foundation I (Sp, Fa)	9	ARTS 19139 Studio Foundation I (Sp, Fa)	9
General Electives	1	General Electives	1
Total:	16	Total:	16
Second Semester (Spring)	Credits	Second Semester (Spring)	Credits
ENG 10203 Composition II (ACTS Equivalency = ENGL 1023) ¹	3	ENGL 10203 Composition II (ACTS Equivalency = ENGL 1023) ¹	3
ARTS 19239 Studio Foundation II (Sp, Fa)	9	ARTS 1929C Studio Foundation II (Sp, Fa)	9
Humanities State Minimum Core ¹	3	General Electives ¹	3
APPLY TO B.F.A. IN ART EDUCATION.		APPLY TO B.F.A. IN ART EDUCATION.	
Total:	15	Total:	15
Third Semester (Fall)	Credits	Third Semester (Fall)	Credits
ARTS Focused Study Studio	3	ARTS Focused Study Studio	3
ARTS Elective (exclusive of focused study studio) ¹	3	ARTS Elective (exclusive of focused study studio) ¹	3
ARHS 20003 Art History Survey I (ACTS Equivalency = ARTA 2003) ² or ARHS 21003 Art History Survey II (ACTS Equivalency = ARTA 2103) (Sp, Fa)	3	ARHS 20003 Art History Survey I (ACTS Equivalency = ARTA 2003) ² (Sp, Fa) or ARHS 21003 Art History Survey II (ACTS Equivalency = ARTA 2103) (Sp, Fa)	3
<u>ARED 10003 Introduction to Art Education</u>	3	<u>ARED 10003 Introduction to Art Education</u>	3
ARED 31003 Diversity Theory & Pedagogy	3	ARED 31003 Diversity Theory & Pedagogy	3
Total:	15	Total:	15

Fourth Semester (Spring)	Credits	Fourth Semester (Spring)	Credits
ARTS Focused Study Studio	3	ARTS Focused Study Studio	3
ARTS Elective (exclusive of focused study studio)	3	ARTS Elective (exclusive of focused study studio)	3
ARHS 20003 Art History Survey I (ACTS Equivalency = ARTA 2003) ² (Sp, Fa) (as needed) or ARHS 21003 Art History Survey II (ACTS Equivalency = ARTA 2103)	3	ARHS 20003 Art History Survey I (ACTS Equivalency = ARTA 2003) ² (Sp, Fa) (as needed) or ARHS 21003 Art History Survey II (ACTS Equivalency = ARTA 2103) (Sp, Fa)	3
PSYC 20003 General Psychology (ACTS Equivalency = PSYC 1103) ¹ (NOTE: This course is required for the degree, and also meets a social science requirement.)	3	PSYC 20003 General Psychology (ACTS Equivalency = PSYC 1103) ¹ (NOTE: This course is required for the degree and also meets a social science requirement.)	3
Science University/State Core Lecture with Corequisite Lab requirement ¹	4	Science University/state core lecture with corequisite lab requirement ¹	4
OBTAIN CLEARANCE through the Razorback Educator Development Hub (clearance includes cleared background checks). STUDENTS MUST BE ACCEPTED INTO THE B.F.A. ART EDUCATION PROGRAM PRIOR TO THE FINAL YEAR OF COURSEWORK.		STUDENTS MUST BE ACCEPTED INTO THE B.F.A. ART EDUCATION PROGRAM PRIOR TO THE FINAL YEAR OF COURSEWORK.	
Total:	16	Total:	16
Fifth Semester (Fall)	Credits	Fifth Semester (Fall)	Credits
ARTS Focused Study Studio	3	ARTS Focused Study Studio	3
ARTS Elective (exclusive of focused study studio)	3	<u>ARTS Elective (exclusive of focused study studio)</u>	3
CIED 30303 Classroom Learning Theory	3	Humanities State Minimum Core ¹	3
Social Science Minimum Core ¹	3	Social Science State Minimum Core ¹	3
U.S. History or Government State Minimum Core ¹	3	General Electives ¹	3
Total:	15	Total:	15
Sixth Semester (Spring)	Credits	Sixth Semester (Spring)	Credits
ARTS Focused Study Studio	3	ARTS Focused Study Studio	3
CIED 30203 Survey of Exceptionalities (Sp, Su, Fa) ¹ (or) <u>ARED 30103 Inclusive Art Pedagogy (Service Learning Course)</u> (or) CIED 40203 Teaching in Inclusive Secondary Settings	3	<u>ARED 30103 Inclusive Art Pedagogy (Service Learning Course)</u>	3
ARHS 49303 Contemporary Art (Fa) (or) ARHS Art History 30000+ Elective	3	ARHS Art History 30000+ Elective or ARHS 4933 Contemporary Art	3
Science University/state core lecture with corequisite lab requirement	4	Science University/state core lecture with corequisite lab requirement ¹	4
		General Electives ¹	3

Total:	16	Total:	16
Seventh Semester (Fall)	Credits	Seventh Semester (Fall)	Credits
ARHS Art History 30000+ Elective or ARHS 4933 Contemporary Art	3	ARTS Elective (exclusive of focused study studio)	3
Social Science University/State Core requirement ¹	3	ARHS Art History 30000+ Elective or ARHS 4933 Contemporary Art	3
<u>ARED 30003 Curriculum Design and Teaching Practices in Art Education</u>	3	U.S. History or Government State Minimum Core ¹	3
ARED 4760V Residency in Art Education	6	General Electives ¹	6
Total:	15	Total:	15
COMPLETE ART (K-12) LICENSURE TEST			
Eighth Semester (Spring)	Credits	Eighth Semester (Spring)	Credits
<u>ARED 47703 Professional Development in Art Education</u>	3	<u>ARED 40003 Community Art</u> ¹ (Sp)	3
ARED 4760V	9	ARED 4860V Internship in Art Education (Sp, Su, Fa)	3
Total:	12	Social Science University/State Core requirement ¹	3
Total Units in Sequence:	120	<u>ARED 47703 Professional Development</u> (Sp, Fa)	3
1. These courses may fulfill part of State Minimum Core and General Education Requirements.		Total:	12
2. ARHS 20003 or ARHS 21003 may satisfy the Fine Arts state minimum core requirement.		Total Units in Sequence:	120
See Catalog of Studies.		1. These courses may fulfill part of State Minimum Core and General Education Requirements.	
NOTE: For K-12 Arkansas Art Teacher Certification, the student must complete the necessary Art Praxis exam and Online Professional Development required by the Arkansas Department of Education (concurrent with enrollment in ARED 4760V).		2. ARHS 20003 or ARHS 21003 may satisfy the Fine Arts state minimum core requirement.	
		See Catalog of Studies.	

Art Education Faculty

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APPENDIX I

**Residency in Art Education
Application Form**

Any BFA in Art Education students, who plan to complete Residency (1-semester plan) must complete the [Art Education Teaching Residency Application Form](#) one semester prior to residency. If you are on the [NEW 2-semester Residency plan](#), please complete the Art Education 2-Semester Residency Application Form one semester prior to the Residency. Deadlines are listed below.

The purposes of this form are to (1) keep track of the number of teacher candidates, (2) plan the placements, (3) inform the requirements for student residency, such as the Razorback Educator Development admission, background check, professional development, etc. You can submit this form any time before the respective due dates. Please make sure that you meet with your academic advisor (Jessica Park jepark@uark.edu) beforehand to plan your timely completion of coursework.

October 15: If you are planning to enroll in Residency (first or second semester) in the SPRING semester

April 15: If you are planning to enroll in Residency (first or second semester) in the FALL semester

Before you submit this form,

1. **Apply to the Razorback Educator Development Hub (RED Hub).**
Visit their website for more information, <https://teacher-education.uark.edu/admissions/index.php>
(There is an application fee and a background check fee.)
2. If you have already applied to the RED Hub, please forward Dr. LaPorte the copy of your clearance letter from OTE (email notification). The application process can take several weeks to several months so please apply as soon as possible.

1. Name: _____
2. Student ID: _____
3. UA Email Address: _____
4. Non-UA Email Address: _____
5. When do you plan to begin Residency? Please indicate if you are in the old program with one-semester of Residency (e.g., Fall 2026/one-semester) or the new 2-semester Plan.

6. Have you completed all the required courses for your degree with the exception of Residency (ARED 4760V), Curriculum Design and Teaching Practices in Art Education (ARED 30003), and Professional Development in Art Education (ARED 47703)?

Yes / No

If not, what courses do you need to take during Residency (first semester)?

7. Did you receive the clearance letter from OTE and forward it to Dr. Angela LaPorte?

Yes / No

If not, please provide the date you applied to OTE.

8. Please provide the names of the schools and/or mentor teachers you wish to work with. Please explain the reason why you would prefer the particular teachers/schools briefly. (If you don't have any particular preference, please indicate school districts you prefer. e.g., Fayetteville, Springdale, Bentonville)

K-6: _____

7-12: _____

Justification: (e.g., I interviewed the teacher and I would like to learn more about their lesson design and classroom management.)

APPENDIX II

ARED 4860V Internship in Art Education Guidelines

An internship or field study is required of all students in the concentration of Community Practice in B.F.A in Art Education Program. This internship is designed to give each student the opportunity to experience and investigate a specific environment of art education that is related to their professional objective. Although students have considerable flexibility in selecting an internship site, certain guidelines should be followed in securing an internship location and carrying out the internship experience:

- The student should discuss potential internship sites with one or more faculty members in the Art Education program **prior** to selecting a specific internship location.
- For the internship to be of most benefit for the student's academic program of study, the student must have **at least 9 credit hours in art education coursework** prior to registering for ARED 486V Internship in Art Education. The internship may be repeated up to 6 credit hours.
- To receive credit for ARED 486V Internship in Art Education, the student must be supervised in this internship experience by a faculty member of the Art Education program at the University of Arkansas. Students must contact the intended supervisory faculty member **prior** to registering for the internship course (ARED 486V) in order to determine if the faculty member is willing and available to supervise this internship.
- The student needs to submit the Internship Work Plan form (APPENDIX IV) to the university supervisor before the internship begins.
- The university supervisor should notify the student with additional assignments and forms that are required for the particular internship. The assignments may include, but not limited to, reading, reflective journals, teaching plans, and progress report.
- The student's performance will be evaluated by the field supervisor and the university supervisor regularly throughout the internship. Please see the Internship Evaluation Form (APPENDIX V).
- Credit hours/work hours: For a semester-long 1-credit hour internship, students should work about 3-5 hours per week on site.

Objectives of Internship

1. Apply art education theories to educational practices, including, but not limited to designing curriculum, teaching, and organizing education events
2. Become familiar with the professional responsibilities of art educators in the particular internship setting
3. Gain insight into a possible career path of interest in various educational settings
4. Develop professional connections

5. Acquire professional communication and social skills that are required for art educators
6. Understand the structure of the organization in which the internship takes place
7. Reflect on educational practices and identify additional skills that need to be developed for career readiness

Roles and Responsibilities

Intern (Student)

- Communication with the field supervisor regarding course objectives
- Adheres to professional work standards including: regular attendance, punctuality, working within agreed upon hours, wearing appropriate attire as stated by the organization, and abiding by all code of conduct policies
- Completion of agreed upon course assignments while meeting professional work obligations

Field Supervisor

- Provide site information including employee handbook and any code of conduct information
- Set forth expectations for the work to be completed and associated timelines
- Establish preferred method and frequency of communication with the intern
- Identify opportunities for the intern to meet learning objectives
- Introduce the intern to key people (other staff, vendors, managers, executives) who can assist intern with their professional development and become part of their network
- Oversee work
- Conduct evaluation(s) and share performance feedback and skills development needs with intern

Faculty Sponsor

- Approve, oversee, and grade academic assignments
- Serve as primary contact for the Field Supervisor regarding concerns with student intern's performance.
- Help intern to get the most from their experience through regular check-ins with the intern
- Submit the final grade for the internship

APPENDIX III



ARED 4860V INTERNSHIP WORK PLAN FORM

Student Information

Name _____ Student ID Number _____

Phone _____ Email _____

Course Term: _____ Course Number: _____

Number of Units Desired: _____

Please note that all contact hours counted toward internship credit must occur during the official dates of the UA term for which credit is requested.

Start Date: _____ End Date: _____

Duration (# of Weeks): Expected Hours Per Week:

International Student: ☐ _Yes ☐ _No

International students may be required to apply for and receive work authorization approval from International Student Services (ISS) before participating in an internship.

Field Supervisor / Preceptor Information

Name: _____

Organization/Institution: _____

Work Phone: _____ Email: _____

Physical Office Address City: _____

State: _____ Zip Code: _____

Mailing Address (if different than physical office address)

City _____ State _____ Zip Code _____

Student's Goals for the Internship:

The student should identify one to three professional goals explaining what s/he wants to gain from the internship experience.

Internship Purpose, Learning Objectives and Proposed Activities:

The student should work with the site to develop a mutually-agreeable internship purpose, three to five learning objectives, and a list of related activities that will be completed during the internship. It is recommended that the student discuss with the site supervisor their goals and progress toward objectives at the start, mid-point and end of the internship.

By signing this document, I understand that I am responsible for fulfilling the proposed activities at the internship site plus all assigned coursework in order to earn academic credit for this internship experience.

STUDENT: _____

DATE: _____

Reminder: Students will not be added into the internship units until the signed work plan is also approved by the Internship instructor.

Section to be completed by the Field Supervisor

Note: At the discretion of the academic department, a formal letter of offer on organizational letterhead or organizational email bearing the supervisor's signature may be attached in lieu of this section. A position description may also serve as useful documentation of expected activities and qualifications.

Learning Objectives	Proposed Activities

Status of Intern (a brief description of the intern's status within the agency – for example, expected number of hours worked/weekly, any wages or benefit compensation):

Requirements for the Intern (for example, any expectations regarding job functions, office conduct, attendance policies):

Identifying possible risks (for example, any significant obvious and non-obvious risks of participation):

Other:

By signing this document as the field supervisor for an intern earning University of Arkansas academic credit, I understand that the work plan outlines the mutually agreed upon proposed activities which the intern will be responsible for fulfilling and which the site will be responsible for providing as a part of the experience. Changes to work plans are a normal part of any internship, and are permissible as long as the activities remain with a relevant learning focus and all parties agree to the changes.

FIELD SUPERVISOR: _____

DATE: _____

APPENDIX IV



ARED 4860V INTERNSHIP EVALUATION FORM

Field supervisor:

1. On a scale of 1 to 5 (1-unsuccessful 5-successful), how would you evaluate the intern's performance in regards to the learning objectives?

Learning Objectives & Activities	1 (unsuccessful) – 5 (successful)				
	1	2	3	4	5
	1	2	3	4	5
	1	2	3	4	5
	1	2	3	4	5
	1	2	3	4	5

Note:

On a scale of 1 to 5 (1-unsuccessful 5-successful), how would you evaluate the intern's professionalism? Please provide any suggestions or comments