New Undergraduate Course Request
Montana State University

Literature and Arts in Context
Course Title (for Catalog)

Have you checked with the Registrar's office (X4155) to make sure the new course number has not been used in the past ten years?  Yes

Frequency Offered:  [ ] Annual  [ ] Alternate Years  If alternate, starting year: 2013

Seminars(s) Offered:  [x] Summer  [ ] Fall  [ ] Spring

Credits by Mode of Instruction:
Lecture: 3
Independent Study:
Recitation/Discussion:
Lab/Studio: 6
Total: 9

Primary Mode of Delivery (Check One): [x] Face-To-Face
[ ] Audio and/or Video Tape
[ ] Internet/Web-Based
[ ] Interactive Video

Time and Location (Contact Registrar's Office for room availability):

26
Days
Times
Bid
Room
Capacity

Prerequisite course(s) (Upper-division courses are normally expected to have prerequisites. When listing multiple prerequisites, please be clear about whether the courses are all required (separated by "and" or if only one is required (separated by "or"):  

Co requisite Courses:

Course Description (40 word limit): Please attach a typed copy of the catalog course description immediately following this cover page.

Person Initiating This Request: Joyce Herbeck
Instructor's Banner ID or SSN: -00068465
Phone: 5792
E-mail: jherbeck@montana.edu

APPROVAL
You only need to obtain the 2 that are indicated with an asterisk (*)

[Signature]
Department Head
Date

[Signature]
College Dean or Assistant Dean
Date

[Signature]
Chair, Undergraduate Studies Committee
Date

[Signature]
Vice Provost Academic Affairs
Date

Revised 10.20.05
Course Description for Catalogue

Study of British and French literature for children is integrated with experiences in the arts. The course includes a three-week trip to England and France where participants will visit historical sites and see performances that bring stories to life.
Information for Review

Please provide the following information in narrative format. Substantive responses to all criteria are required. Although not required, a draft syllabus can also be helpful to the committee in understanding the details of the proposed course.

General Course Information
1. Provide a general description of the course explaining the need for the course, its goals, and its overall structure. This is the most important part of the application and should offer a good sense of what students will experience by taking this class. Need for the course: Future teachers impart their view of the world, directly or indirectly, to their students. This course gives students the opportunity to expand their global perspective while learning children's literature and creative arts. The course will fulfill the requirements of EDU 331 Literature and Literacy for Children, EDU 438 Literature and Literacy for Young Adults, and EDU 397 Creative Arts K-8.

Goals of the Course:
Students will become familiar with both British and French (translated) children's literature, strategies for introducing literature to children, and ways of engaging children in discussion of the books.

Students will visit the sites where the books take place and venues of selected art works or arts performances and appreciate the effect of “walking in the shoes” of characters and artists.

Students will demonstrate understanding for accessing works of literature and the arts for meaningful understanding in order to develop substantive arts-based curricula for teaching and integrating the arts.

Students will demonstrate understanding of art concepts, language, materials, tools, and techniques for expression in the creative arts.

Students will experience the purposeful integration of literature and the arts and how the integration enhances both.

Overall Structure of the Course:
Students will meet on campus for one week of full-day classes, and then leave for two weeks in England and one week in France.

2. Based on what types of student work (e.g., tests, papers, performance, etc.) will grades be determined? Grades will be based on:

Synthesis of knowledge through development of an integrated unit of study.
Journal including reflection on books and art experiences.
Participation in the related, daily response activities to the reading.

3. Provide a course content outline containing all major topics plus a brief description of the material to be covered under each major topic heading. Course Content Outline:

I. British and French Children’s Literature and Awards
   a. The Kate Greenaway Award
   b. The Batchelder Award
II. British and French Young Adult Literature Awards
   a. The Carnegie Award
   b. The Costa Award
III. Literature Genres
   a. Fantasy
   b. Humor
Revised 10 20 05
c. Contemporary Issues

d. Multicultural Literature

e. Historical Fiction

f. Realism

IV. Explore use of creative arts, tools, and techniques before and during travel experience

V. Practice using course structures for responding to books and arts experiences

VI. Consider meaning of books and arts experiences from historical/cultural context

VII. Design arts-based framework for arts instruction

a. Select a target age-range for curriculum development

b. Identify "big ideas" for development of integrated unit

c. Articulate rationale and objectives for integrated unit

4. List required texts or other required references. Books:

Aronson, Marc. If Stones Could Speak: Unlocking the Secrets of Stonehenge
Austen, Jane. Pride and Prejudice
Blackwook, Freya. Harry and Hopper
Bondous, Anne-Laure. A Time of Miracles
Brun-Cosme, Nadine. Big Wolf and Little Wolf
Burnett, Frances Hodgson. The Secret Garden
Child, Lauren. I Will Never Ever Eat a Tomato
Dahl, Roald. The BFG
Donnelly, Jennifer. Revolution
Gravett, Emily. Little Mouse's Big Book of Fears
Wolves
Gray, Keith. Ostrich Boys
Haddon, Mark. The Curious Incident of the Dog in the Night Time.
Hooper, Mary. The Remarkable Life and Times of Eliza Rose.
Lewis, C. S. The Lion, the Witch, and the Wardrobe.
Megorian, Michelle. Goodnight Mr. Tom.
Mayer, Carolyn. Mary Bloody Mary.
Morgenstern, Susie. Secret Letters from 0 to 10.
Morpurgo, Michael. Private Peaceful
War Horse
Peet, Mal. Tamar.
Potter, Beatrix. The Tale of Peter Rabbit.
The Tale of Tom Kitten
Ransome, Arthur. Swallows and Amazons.
Rayner, Catherine. Harris Finds His Feet.
Reese, Celia. Fools Girl.
Reeve, Phillip. Here Lies Arthur.
Rennison, Louise. Angus, Thongs, and Full-Frontal Snogging.
Rowling, J. K. Harry Potter.
Shakespeare, Twelfth Night.
As You Like It.
Talbot, Bryan. The Tale of One Bad Rat.
Tumbull, Ann. No Shame, No Fear.
Wilson, Jacqueline. The Story of Tracy Beaker

D2L Creative Arts Course Packet (Boehler)

5. Describe how the success of the course will be evaluated? The success of the course will be evaluated by:

The attitude and enthusiasm of the students while traveling.
The quality of the assignments created:
- detail and depth of reflection in journal
- development of the big ideas and the integration of literature and the arts in the unit plan.

Revised 10.20.05
-engagement during daily discussion/activities.

Attendance at "reunion" party after everyone gets back to Bozeman in the Fall.

Level of Offering
6. Has the course been offered previously under 280 or 480? Yes If so, when? 2007, 2009, 2011 Under what number? EDCI 480 What was the enrollment? 18, 16, 17 What level of students took the course? sophomores and juniors
7. Justify the level of course offering. It is actually three courses (Children's Literature, Young Adult Literature, and Creative Arts), so it is demanding in content and time frame. Traveling for three weeks in a learning situation requires academic maturity.

Relationship to other Courses, Curricula, and Departments
6. Does this course build on or interrelate with other courses in your curriculum or related curricula? Yes If so, which ones? It will meet the requirements for EDU 331 Literature and Literacy for Children, EDU 432 Literature and Literacy for Young Adults, and EDU 397 Creative Arts K-8. This course will be an alternative to taking those courses on campus; it will provide a global view of related content.
7. Do the topics in the proposed course duplicate or reiterate those in other courses in this or any other department? No If so, how do the coverage and educational experience differ and how is this duplication or reiteration justified? Also, what liaison (which is expected in cases of apparent overlap) has been conducted with other departments? Report reactions, both favorable and unfavorable.
8. Is the instructor a member of the regular faculty (i.e., tenured or tenure-line)? Yes, Joyce Herbeck is a tenured member of the Education Department. Kimberly Boehler has taught this course previously and is currently teaching Art Methods and related courses at Southern Oregon University, in Ashland, Oregon. If so, please describe the instructor's qualifications, attach a Vita, and provide a separate letter of support, signed by the department head (or appropriate unit director), addressing the instructor's qualifications to teach this course.

Students Served
11. Does the proposed course serve majors only? Non-majors only? Both majors and non-majors? State areas or disciplines to be served and indicate what specific efforts will be made to make the course material relevant to all disciplines served. The course is open to anyone.
12. What is the anticipated enrollment? 16-20 Please state any enrollment cap and explain the reason for the cap. Traveling with more than 20 people is a problem for lodging and transportation, as well as for moving efficiently as a group.

Resources
13. What additional resources, if any, will be required to offer this course? Please explain. No additional resources.
14. What existing information resources -- print (books, journals, documents), audiovisual (videos, DVDs, CDs or other), and/or electronic (e-books, databases, electronic journals and web sites) -- provided by the MSU Libraries will be used by students in this course? Provide examples as well as descriptive information. If additional information resources are necessary, please discuss those acquisitions with the library at least three months prior to the beginning of the semester in which this course will be taught. The children's and young adult books are British and French and will be acquired through student purchase.

Other Supporting Material
15. Include any additional information you feel is needed to support this request.
16. Our vision document asserts that, between 2004 and 2009, MSU's academic offerings will be increasingly interdisciplinary. The goal is for fifty percent or more of all new courses, options, and degree programs to have an interdisciplinary basis. If this proposed course has a significant interdisciplinary component, please explain briefly. Otherwise, indicate n/a. The course integrates literature and the arts, but also history. Many of the books we read are historical in nature, and the places we visit in England and France are almost all historical. Although the French books are translated into English, our travel in France definitely includes at least a beginners level of French, and we make this basic level a component of the course.
Hi, Diane

Here are the 3 syllabi that make up EDU 365 Literature and the Arts in Context:

We have divided the trip into three separate classes (Children’s Literature, Young Adult Literature, and The Creative Arts) that will be thoroughly integrated:

1) EDU 365: Children’s Literature in Context: Books Set in England and France

Syllabus
Children’s literature is one way to expose elementary school students to a global perspective and to promote tolerance and appreciation for diversity. Teachers, however, must present the literature with genuine enthusiasm in order for students to catch the excitement of the plot and language. This course offers the opportunity to visit the British and French settings of many children’s books in order to more fully appreciate the culture and history of the area and its relationship to the literature. This cultural and literary experience will provide valuable background information on the literature that will, hopefully, lead to a confidence and exuberance when discussing these books with students. An indirect result will be the respectful appreciation other cultures.

The course will meet for one week on the MSU campus to discuss selected books and the itinerary of the trip. Two weeks will be spent in England and one week in France.

Assignments Read Aloud—Choose one of the Kate Greenaway Award books, and practice reading it (See “The Do’s and Don’ts of Read Aloud” on the trelease-on- reading.com website). Bring the book with you. At some point you will read it aloud to the group. Tell an interesting fact about the author. Examine the illustrations and discuss how they enhance the experience of the book.

Reading Journal—Because you are doing much of the reading for this course ahead of time, you will want to keep notes so that you can remember what you read and what you thought about it. To do this, use a journal. For each book, make a detailed entry that reflects your impressions, questions, and observations about the text. In addition to your reflections you are to add the following for each book:

1) Develop a list of questions (recorded in your journal) that you would like to try to answer while we are in England. These questions may range from literal (e.g., what does “snogging” mean?) to speculative (e.g., “How are the lives of teenage girls different in contemporary times than in the War years?)
2) Conduct internet or library research about the author and the setting. Record at least one interesting fact about each.
3) Develop a teaching idea for each book – not a lesson plan, but sketch out an activity that you think would be interesting to do in relation to the book.
4) Final Entry. For the final entry in your reading journal, write a summary of the highlights of the course. What were your most significant insights? Which were your favorite books and why? If the course has changed your attitude to literature in any way, please elaborate with specific examples.

Audio Reflection—Record your thoughts about the connections you made with a book by visiting the site where the book took place. Choose one book and a related site that was especially significant to you.
Required Reading

Harry Potter (one of the seven books), by J. K. Rowling
The Lion, the Witch, and the Wardrobe, by C. S. Lewis
The Secret Garden, by Frances Hodgson Burnett
The Tale of Peter Rabbit, by Beatrix Potter
The Tale of Tom Kitten, by Beatrix Potter
Goodnight, Mr. Tom, by Michelle Magorian
The Story of Tracy Beaker, by Jacqueline Wilson
The Adventures of the Dish and the Spoon, by Mini Grey
Wolves, by Emily Gravett
I Will Never Ever Eat a Tomato, by Lauren Child
Harris Finds His Feet, by Catherine Rayner
Little Mouse’s Big Book of Fears, by Emily Gravett
Harry & Hopper, by Freya Blackwood
Big Wolf and Little Wolf, by Nadine Brun-Cosme
Secret Letters from 0 to 10, by Susie Morgenstern
Linnea in Monet’s Garden, by Cristina Bjork and Lena Anderson
Shakespeare Can Be Fun! “Hamlet” for Kids, by Lois Burdett
Shakespeare Can Be Fun! “Much Ado About Nothing” for Kids, by Lois Burdett
Shakespeare Can Be Fun! “Twelfth Night” for Kids, by Lois Burdett
The BFG, by Roald Dahl
Swallows and Amazons, by Arthur Ransome
A Time for Miracles, by Anne-Laure Bondoux
War Horse, by Michael Morpurgo
If Stones Could Speak: Unlocking the Secrets of Stonehenge, by Marc Aronson

2) EDU 365: Young Adult Literature in Context: Books Set in England and France

Syllabus

Course Description

Young adult literature is foundational to effective literacy teaching in middle and high schools. Knowledge of young adult literature and pedagogy is reflected in national and state standards. Young adult literature is a particularly important vehicle for exploring cultural and historical knowledge, personal and social values, and literary themes. This 3-credit course is offers students the opportunity to develop their knowledge of young adult literature by exploring the cultural context of multi-cultural British literature through visiting sites and interacting with the cultural contexts from which the literature originates. This cultural and literary experience will provide valuable background information on the literature that will expand the prospective teachers’ (and students from other disciplines) understanding of role of literature as a cultural expression. It will also provide students with increased knowledge of effective pedagogy for incorporating these specific texts as well as other texts of their choosing into their curriculum.
An indirect result will be the revised, more respectful perspective of the future teachers toward other cultures, that will be demonstrated in various ways in their classrooms.

The course will meet for one week on the MSU campus to discuss selected books and the itinerary of the trip. Two weeks will be spent in England and one week in France, with class time in the morning and excursions to specific venues in the afternoons. This course is part of an integrated three-course offering in which students will study British and French children’s literature and arts in context.

Assignments

Reading Journal (75 points)—Because you are doing much of the reading for this course ahead of time, you will need to keep notes to document your reading and thinking about the texts. To do this, use a journal and the “Problem Posing” questions handout. For each book, make a detailed entry that reflects your impressions, questions, and observations about the text. In addition to your reflections you are to add the following for each book:

1) Develop a list of questions (recorded in your journal) that you would like to try to answer while we are in England. These questions may range from literal (e.g., what does “snogging” mean?) to speculative (e.g., “How are the lives of teenage girls different in contemporary times than in the War years?). Use the questioning handout as basis for developing the range and type of questions you ask.

2) Conduct internet or library research about the author and the setting and write a paragraph on a salient or interesting idea or fact that enhances your understanding of the book.

3) Develop a teaching idea for each book— not a lesson plan, but sketch out an activity that you think would be interesting for secondary-level students to do while reading the book. We will discuss these ideas during the trip, and you will modify and expand them as you develop your knowledge about the places, themes, ideas, etc. presented in the literature.

4) Final Entry. For the final entry in your reading journal, write a pedagogy reflection in which you select several of the readings and present an integrated unit of study for secondary students. Your pedagogy reflection will include literary and art texts, teaching activities, a rationale for your choices, and a detailed explanation of the themes and issues you would ask students to explore during this unit. For students who are not education majors, the final entry will be a literary and arts critical cultural reflection in which you write a reflective essay exploring a theme from the trip and course. Your reflection will include references to specific literary and artistic texts, places, activities, and interactions that enhanced your understanding of the texts, and personal reflection on your growth as a reader and global citizen.

Multimedia Reflection (25 points)—For this assignment, you will create a multimedia reflection that you can use in your own classroom and/or share with colleagues. To do this, you will record your thoughts about the connections you made with a book by visiting the site where the book took place or a setting which enhances your understanding of the text. You will also incorporate photographs and other visual elements which support your understanding of the text and context. Integrate these into either a powerpoint or other presentation software format or make a movie using imovie or other slide/movie presentation software.
**Reader Response and Pedagogy Practice Activities (50 points)**—Throughout the trip portion of the course, you will be engaging in pedagogical activities with the dual purpose of increasing your understanding of the text and developing your knowledge of effective pedagogical practices. Each of the activities will be associated with a specific text (both artistic and literary). You will receive specific instructions for each activity, and each activity will be graded.

**Required Reading**

Austen, Jane *Pride and Prejudice*
Donnelly, Jennifer *Revolution*
Gray, Keith *Ostrich Boys*
Haddon, Mark *The Curious Incident of the Dog in the Night Time*
Hooper, Mary *The Remarkable Life and Times of Eliza Rose*
Magorian, Michelle *Goodnight, Mr. Tom*
Meyer, Carolyn *Mary, Bloody Mary*
Morpurgo, Michael *Private Peaceful*
Peet, Mal *Tamar*
Reese, Celia *Fool's Girl*
Reeve, Philip *Here Lies Arthur*
Rennison, Louise *Angus, Thongs, and Full-Frontal Snogging*
Rowling, J. K. *Harry Potter*
Shakespeare, *Twelfth Night* *
As You Like It* *
Turnbull, Ann *No Shame, No Fear*

3) **EDU 365 Arts in Context**

Harry S. Broudy, (1979) a noted educational philosopher, once posed the question “What is the role of art in general education?” (As cited in Hurwitz & Day, 2007, p. 25.) Broudy wanted educators to determine if art was just something fun and nice for children to do as a break from more serious work or if it was a necessary part of the curriculum. This is an excellent place to start in this course as we begin to consider what the issues are in art education and what the potential is for teaching and learning as a stand-alone subject and as a rich component for integration with other subject areas.

This course will be taught so that it coincides with Children's Literature and Young Adult Literature using Understanding by Design and Transforming Education Through the Arts Challenge (TETAC) framework. The framework, prepares education majors to plan and teach standards-based curriculum that integrates purposeful creative arts expression with literature for children while also engaging with and reflecting upon the arts in context.

**Outcomes for Creative Arts**

Students will be able to:
Identify the four domains of art content.
Connect the four domains with state and/or national art(s) standards.
Determine appropriate assessment for the four domains of art learning.
Differentiate between intrinsic and extrinsic inquiry for understanding art works.
Use one of two course frameworks for leading group discussion about a work of art.
Demonstrate understanding (discuss and write) of current topics in art education including the relationship with multicultural education, visual culture, and social justice.
Demonstrate understanding of guidelines for standards-based integration of art with other content areas.
Develop substantive standards-based art curriculum:
Makes use of UbD foundations for design of an art unit. Write unit rationale addressing all four domains for art learning. Write learning outcomes for all four domains of art learning Use both intrinsic and extrinsic methods of inquiry for curriculum development.

**Travel Journal and Integrated Art Resource:**
Explore, collect, question, and reflect on concepts for meaningful integration of art and literature beginning with the first week of the course on campus and throughout the trip. Entries can be both personal and in response to assigned prompts. The journal should also include evidence of development and reflection on the final task.

**Integrated Art Unit:**
Construct meaningful and in-depth understanding of at least one artwork/artist/context. From this, design a well-informed, integrated learning sequence with clearly articulated rationale and well-aligned objectives for teaching and authentically assessing skills and knowledge. The final task must be developed based on the “Unit Overview” template and other resources provided in your Creative Arts Course Packet. Presentation options will be discussed in class.

**Course Expectations: Reflect on key ideas of the Creative Arts Course Packet**
Keep a travel journal; reflect on art and integration potential regularly. Respond to art prompts and other group activities. Participate in all integrated art related activities and/or required events. Develop and “present” integrated art and literature unit. Keep a travel journal.

**Course Assignment Summary**

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<td>(25) Participate in on-campus studio experiences; collect samples of work</td>
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<td>(25) Maintain travel journal/resource</td>
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<td>(10) Review, evaluate, practice points</td>
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<td>(10) Participate thoughtfully and regularly in ongoing group discussions</td>
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<td>(30) Prepare/present Unit Overview according to guidelines/rubric</td>
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**Grades:**
Grades for the term will be assigned based on the following point total.

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<td>Less than 60</td>
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**References:**
On Wed, Aug 29, 2012 at 2:09 PM, Joyce Herbeck <maryjoyceherbeck@gmail.com> wrote:
Hi, Diane

Here are the learning outcomes for the EDU 365 course proposal:

Students will:
1) Gain a global perspective from the literature, the arts experienced, and the places visited.
2) Identify the domains of content in the arts and literature and connect those domains with national standards.
3) Demonstrate understanding of current topics in the arts and in literature for children and young adults.
4) Know numerous children's and young adult authors and their works and strategies for discussing the books with students.
5) Demonstrate understanding of standards-based integration of the arts and literature.
6) Develop confidence in the ability to excite students about learning.

If you need anything else, let me know.

Joyce

On Wed, Aug 29, 2012 at 11:43 AM, Heck, Diane <dheck@montana.edu> wrote:

Joyce, we need a set of learning outcomes for this course in order for it to be processed and reviewed. Please send them to me via email ASAP. They should be 5 to 6 bulleted outcomes. Diane

Diane S. Heck
Administrative Associate
Provost Office
Montana State University
212 Montana Hall, PO Box 172560
Bozeman, MT 59717-2560
PH: 406-994-4371
E-Mail: dheck@montana.edu
Kimberly Boehler
22 Bow Perch Lane, #1 • Bozeman, MT 59718
kim.boehler@gmail.com • 406 579 7151

Education

2008
Ed.D., Curriculum and Instruction
Montana State University, Bozeman, MT
Dissertation: Historical Inquiry and Epiphany: A Bridge for Elementary Education Majors Learning to Design Elementary Art Curriculum

Research Interests: Habits of the Mind/Creative Behaviors, Visual/Critical Literacy, Integrated Curriculum and Assessment

1994
M.S., Education
Southern Oregon University, Ashland, OR

1991
Fifth-Year Credential Program
Southern Oregon University, Ashland, OR

1988
B.A., Art Education
San Jose State University, San Jose, CA

Teaching Experience

09/11 – Present
Instructor/Advisor/Supervisor, Art Department and School of Education
*Masters of Arts in Teaching Program, Secondary Art Teaching Methods
*Elementary Art Teaching Methods (K-8)
Southern Oregon University, Ashland, OR

08/08 – Present
On-line Instructor, Northern Plains Transition to Teaching (NPTT)
*Human Development and Psychology of Learning
*Internship I: Methods of Teaching
*Internship II: Equity, Special Needs, and Diversity
*The Comprehensive Portfolio
Montana State University, Bozeman, MT

08/11
Adjunct Instructor, College of Letters and Science University Studies Seminar: Community, Identity, and Knowledge
Montana State University, Bozeman, MT

08/11
Adjunct Instructor, Education Department University Studies Seminar: Foundations of Education (related topics and issues)
Montana State University, Bozeman, MT

Summer 2011
Study Abroad Instructor, Arts and Literature in Context Travel/Integrated Teaching Methods (France and England)
Montana State University, Bozeman, MT

09/05 – 06/2011
University Supervisor, Education Department
Teacher Candidate and Practicum Field Supervisor
Montana State University, Bozeman, MT

01/09 – 12/2009
Adjunct Instructor/Supervisor, Education Department
Seminar: Secondary Pre-Student Teaching and Practicum Experience
Montana State University, Bozeman, MT
01/06 – 05/2010  
Adjunct Instructor, Education Department  
*Elementary Art Methods  
*Children's Literature (Spring 2010)  
*Young Adult Literacy (Intern, Spring 2007)  
Montana State University, Bozeman, MT

06/09 – 08/2009  
Adjunct Instructor, College of Education  
Expressive Arts, Integrated Methods, Early Childhood/Elementary  
Pacific University, Eugene, OR

12/08 – 06/2009  
Coordinator, University Teaching and Learning Help Desk  
Teaching and Learning Committee  
Montana State University, Bozeman, MT

09/01 – 06/2005  
Instructor/Advisor/Supervisor, Art Department and School of Education  
*Issues in Art Education  
*Special Methods in Art and Student Teacher Supervision  
*Art Process and Educational Theory  
Southern Oregon University, Ashland, OR

09/02 – 06/2004  
Instructor/Advisor, University Colloquium Seminar For First Year Students  
Southern Oregon University, Ashland, OR

09/02 – 06/2000  
Art Teacher, Middle School Visual Art Program (Grades 6th, 7th, and 8th)  
Ashland Middle School, Ashland, OR

Honors and Awards

2008  
Outstanding Graduate Student, College of EHD, Montana State University

2007  
Influential Educator Award, College of EHD, Montana State University

1996 – 1997  
Fullbright Scholarship, Exchange Teacher, Lincolnshire, England

1995  
Middle School Art Educator of the Year, Oregon Art Education Association

Professional Affiliations

2007 – Present  
United States Society for Education Through Art (USSEA)

2005 – Present  
Montana Education Association (MEA)

1991 – Present  
National Art Education Association (NAEA)

Professional Activities

2010  
MSU Education Department, participation in accreditation process and formative plan for Teacher Education Accreditation Council (TEAC).

1994 – 2004  
Oregon Art Education Association Board, (Secretary, 1997 – 2000)

1995 – 1996  
Oregon State Curriculum Standards Committee in Fine Arts

1995  
Co-author/Co-illustrator, Art Connections, published by Good Year Books

Professional Development

06/2010  
Leadership and Learning: Making and Thinking in the Arts  
Symposium/workshop, University of Montana, Missoula, MT

04/2009 – 01/2009  
Changing the Face of Student Teaching: Through the Co-Teaching Approach  
Mentoring Teacher Candidates Through Co-Teaching, Train the Trainer Workshop, Montana State University, Bozeman, MT

07/1994  
Discipline Based Art Education, JP Getty Institute, University of Cincinnati, OH
Discipline-Based Art Education, Northwest Institute, Lewis and Clark College, Portland, OR

**Conference Presentations**

2011
MAEA/MEA (Educator’s Conference). Art & Literature in Context Co-presenter: “Seventh Graders Immerse Themselves in Revolution” Missoula, MT

2010
MAEA/MEA (Educator’s Conference), “Art That Takes a Stand,” Helena, MT

2009
MAEA/MEA (Educator’s Conference), “Transforming Education Through The Arts Challenge (TETAC) and Related Research,” Billings, MT

2009
MAEALA/MAEA (Educator’s Conference), “Stepping into Picture Books,” Billings, MT

2007
MAEA/MEA (Educator’s Conference). “Mali, Mudcloth, & Meaning Making,” Belgrade, MT

2007
MEA/MATELA (Educator’s Conference). “Visual Literacy,” Belgrade, MT

2007

**Grant Funded Programs**

2005
*Planned and Implemented:* Community-Based Learning (CBL) with Civic Engagement (CE), After School Program: Taking a Stand Against Hunger
SOU/Ashland Middle School Partnership
Research/Modification of Art Process and Educational Theory Course
Oregon Campus Compact Grant, Southern Oregon University, Ashland

2003
*Planned and Implemented:* Summer Workshop for In-Service and Emerging Teachers: Learning from Leonardo, Making Meaningful Art Connections
(APSOU) Research Funding for Course Development
Association of Professors, Southern Oregon University, Ashland

**References**

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