Core Curriculum Supplement

Academic Unit / Office College of Education **Catalog Year of Implementation** 2017-2018

Course (Prefix / Number) ARED / 3305 **Course Title Art in Elementary Schools**

Core Proposal Request

☒ Add to Core Curriculum   ☐ Revise course already in Core Curriculum

	Current Core Categorization (New additions: select N/A for this column)	Proposed Categorization for Upcoming Core
Foundational Component Area (required)	Select current Foundational Comp. status:	Creative Arts (50)
Component Area Option (optional)	Select current COA status:	N/A (No Component Area Option)
Category Listing: Single or Double?	Select current category listing status:	List under the Foundational Component Area ONLY.

==**Core Proposal Rationale -**== Please provide a rationale for including, or continuing to include, this course in the UH Core Curriculum:

ARED 3305 is currently listed as a practicum course with 3 hours of lecture and 9 hours of lab. Revised as a core course--3 credit hours of lecture. Breaking down complex art concepts, both visual and physical, for young children, leads students to create strategies for effective communication across and amid diverse disciplines. Deep analysis in a discipline and deconstruction of complex ideas are skills necessary for our students in a workforce evermore dependent on strong communication skills and therefore is beneficial for all students at the university.

Core Objectives

☒ Critical Thinking   ☐ Teamwork

☒ Communication   ☒ Social Responsibility

☐ Empirical & Quantitative Skills   ☒ Personal Responsibility

Please explain how the Core Objectives selected above will be met:

Critical Thinking: Students will demonstrate the ability to make personal aesthetic decisions when using a variety of art media and reflect on their learning in writing.

Students will analyze works of art, lead a discussion about an artwork using questioning strategies, and reflect on their learning in writing.

Students will describe and differentiate artworks from a variety of time periods and cultures through research and discussion.

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Students will evaluate readings on art education rationales and strategies for elementary classrooms through class discussions and/or in writing.

Students will analyze art and integrated art lessons using age-appropriate art processes, art criticism, art history, and aesthetics through class discussion and/or in writing.

Communication Skills: Students will use verbal, written and visual literacy communication skills through class discussions and written reflections.

Teamwork: Students will work in teams to facilitate artwork discussions and art and integrated art lesson reviews.

Students will collaborate with each other when participating in classroom discussions to explore a variety of perspectives offered in the readings and by their peers.

Social Responsibility: Students will be able to recognize, compare, and contrast cultural artistic traditions, beliefs, and perspectives for a variety of groups through class discussions and reading response written reflections.

When submitting this proposal form, please remember to attach a syllabus, learning objectives, and/or sample lesson(s).

UNIVERSITY of HOUSTON

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Curriculum & Instruction

An elementary school that treats the arts as a province of a few gifted children, or views them as recreation and entertainment, is a school that needs an infusion of soul. The arts are an essential element of education, just like reading, writing, and arithmetic.

–William J. Bennett, former U.S. Secretary of Education

ARED 3305 / Art in Elementary Schools

Semester/Year

Section(s):
Room:

Instructor: Dr. Carrie Markello
Office Hours: Monday through Thursday by appointment
Office: 315 B Farish Hall   713-743-0739
E-mail: cmarkello@uh.edu
Mailbox: Dept. of Curriculum and Instruction, 236 Farish Hall

Course Summary

Students will be engaged in scholarly dialogue, inquiry, and evaluation of basic concepts of current art education theory and practice. Emphasis is placed on understanding art-making, art criticism, aesthetics, and art history can be used to construct interdisciplinary curricula for successful use in elementary school classrooms.

Course Description

ARED 3305 / Art in Elementary Schools is an introductory art education course. This course develops teacher candidates' understanding of art and its use in the elementary classroom. The University of Houston's concept of "Collaboration, Learning and Leading" is facilitated through a variety of activities such as collaborative artmaking, oral and written reflections regarding looking at, making, and talking about art, peer review of student products, and engaging in research relevant to art education. Students will have opportunities to collaborate, learn, and lead through interactions within the classroom, the university, and the community.

This course presents pre-service teachers opportunities, through readings, classroom discussions, artistic activities, and field-based activities to discover, learn, and apply diverse applications of artistic processes and arts-based learning to the elementary classroom. Collaborative explorations include class interactions to use visual information to achieve course objectives. Through diverse opportunities for research, application, and guided practice students become strong leaders of art-based learning and its connection with other disciplines. Students will explore attitudes, perspectives, and philosophies regarding art and art education in preparation for developing

meaningful ways to integrate visual art into the classroom. The curriculum is aligned to the Texas Education Association (TEA) and the National Art Education (NAEA) Standards.

Goals and Objectives
In this course students will:
- Develop ideas about how artworks are organized through critically looking, discussing, questioning, and reading about works of art;
- Demonstrate use of a variety of art materials to complete studio art projects that demonstrate personal creative expression;
- Explain art histories and diverse cultures through critically looking, questioning, reading, researching, and presenting about artists and/or works of art throughout time;
- Develop art criticism and aesthetic understanding by analyzing, interpreting, and evaluating works of art in order to make informed judgments about artworks through research, questioning strategies, and written reflections;
- Demonstrate understanding of safety procedures for use of art materials in elementary classrooms;
- Analyze and defend rationales and effective planning strategies for art education through reading and written reflection;
- Review and analyze art and integrated art lesson components for use in the elementary classroom that demonstrate meaningful age-appropriate instruction and assessment for art processes, art criticism, art history, and aesthetics.

Relationship to the Art Education Program's Conceptual Framework

Classes in the art education program are developed according to the National Visual Arts Standards proposed by the National Art Education Association (NAEA) and the guidelines of Texas Education Association (TEA) Visual Art Standards. NAEA standards and TEA guidelines provide a comprehensive conceptual framework for art education classes in the Department of Curriculum and Instruction. The following underlined standards are emphasized in this course.

NAEA standards expect educators to:

- Possess a thorough understanding of the visual arts;
- Be knowledgeable of student characteristics, abilities, and learning styles;
- Understand social and cultural diversity;
- Make informed decisions selections of art content and curricula;
- Apply knowledge of students to plan appropriate instruction;
- Use technology to enhance teaching and learning;
- Conduct meaningful and appropriate assessments of student learning;
- Systematically reflect on your own teaching practice;
- Assess program effectiveness;
- Collaborate with other educators;
- Serve schools and communities;
- Continue professional development throughout their careers;
- Contribute to the growth of their profession.

TEA Visual Art Standards for EC-6 generalists requires understanding the "concepts, processes, and skills involved in the creation, appreciation, and evaluation of art and uses that knowledge to plan and implement effective and engaging visual arts instruction." ARED 3305 addresses the following standards outlined by TEA:
- *Standard I.* The art teacher understands how ideas for creating art are developed and organized from the perception of self, others, and natural and human-made environments.
- *Standard II.* The art teacher understands the skills and techniques needed for personal and creative expression through the creation of original works of art in a wide variety of media, and helps students develop those skills and techniques.

- *Standard III.* The art teacher understands and promotes students' appreciation of art histories and diverse cultures.
- *Standard IV.* The art teacher understands and conveys the skills necessary for analyzing, interpreting, and evaluating works of art and is able to help students make informed judgments about personal artworks and those of others.
- *Standard V.* The art teacher understands how children develop cognitively and artistically, and knows how to implement effective, age-appropriate art instruction and assessment.

Addressing the Needs of Diverse Learners / Student Accommodations / ADA Statement

The needs of diverse learners will be addressed through culturally responsive teaching that communicates high expectations, promotes learning within the context of culture, and honors diverse ways of knowing. In this class, relevant curriculum and student-centered learning are strategies employed for creating a learning environment that is reflective of the needs for all learners.

In accordance with the Americans with Disabilities Act (ADA) of 1990 guidelines requires reasonable academic accommodations for students who request and require them. Please call the Center for Students with DisABILITIES at 713-743-5400 for more assistance or go to http://www.uh.edu/csd for information. Students who feel they need assistance under the ADA guidelines should approach the instructor to discuss such consideration.

Additional Course Policies and Procedures

The following information is designed to help the class run smoothly. The instructor reserves the right to make additions and adjustments as necessary. Students are responsible for completing the course requirements for successful completion of this course.

Course Requirements

Course Materials

The following items are required:

- A digital camera;
- A flash, thumb or jump drive to save/backup and transfer large files;
- A notebook and pen/pencil for notes, in class brainstorming, and reflections;
- Computer access.

Required Course Readings
Barrett, T. (2002). Interpreting art: Building communal and individual understandings. In Y. Gaudelius & P. Speirs (Eds.), *Contemporary Issues* (pp. 291-301). Upper Saddle River, NJ: Pearson Education, Prentice Hall.

Costa, A.L. & Kallick, B. (2009). Using questions to challenge students' intellect. In Costa, A.L. & Kallick, B. (Eds.), *Learning and Leading with habits of mind: 16 essential characteristics of for success* (pp. 135-148). Association for Supervision and Curriculum Development: Alexandria, VA.

Douglas, K. & Jaquith, D. (2009). Assessing progress. In *Engaging learners through artmaking* (pp.32-39). NY: Teachers College Press.

Eldridge, L. (2003). Case Study: Confronting Stereotypes of Native Americans. In Klein, S. (Ed.), Teaching art in context: Case Studies for pre-service art educators (pp. 24-29). Reston, VA: National Art Education Association.

Calihan, S., Hancock, N., Lenz, G. (n.d.) *Fine Arts for All***.** Retrieved from Center for Educator Development in Fine Arts (CEDFA) website: http://www.cedfa.org/wp-content/uploads/fineartsforall.pdf

Laroche, G. A. (2015). Social Learning and Drawing: What children learn by copying the images of their peers. *Art Education*, *68*(3), 19-25.

Lynch, P.(2007). Making Meaning Many Ways: An Exploratory Look at Integrating the Arts with Classroom Curriculum. *Art Education, 60*(4). 33-38

Martinez, U., & Nolte-Yupari, S. (2015). Story bound, map around: Stories, life and learning. *Art Education*, *68*(1), 12-18.

Mulcahey, C. (2009). Art activities for young children. *In The story in the picture: Inquiry and artmaking with young children* (pp.15-26). NY: Teachers College Press.

Mulcahey, C. (2009). Why Teach through art? In *The story in the picture: Inquiry and artmaking with young children* (pp.1-14). NY: Teachers College Press.

Preble, D. & Preble, S. (2004).The nature of art. In *Artforms: An introduction to the visual arts* (pp. 2-14). Upper Saddle River, NJ: Pearson Education, Prentice Hall.

Supplemental Readings
Attenborough, D. (2002). There's more to it than just looking: The art museum as an integrated learning environment. In Y. Gaudelius & P. Speirs (Eds.), *Contemporary Issues* (pp. 291-301).

Burnaford, G., Aprill, A.,Weiss, C., & Chicago Arts Partnerships in Education (Eds.) (2001). *Renaissance in the classroom: Arts integration and meaningful learning.* Mahwah, NJ: Lawrence Erlbaum Associates, Publishers.

McKay, S., Markello, C., & Nath, J.L. (2011). Preparing to teach art in Texas. In J.L. Nath & J.M. Ramsey (Eds.), *Preparing to teach Texas content areas* (pp. 336-373)*.* Upper Saddle River, NJ.

Villenueve, P. & Sheppard, D. (2009). Close to home: Studying art and your community. *Art Education*, 62(1), 6-13.

Walker, S.R. (2001). Big ideas and artmaking. In *Teaching meaning in artmaking.* (pp. 1-17).Worcester, MA: Davis Publications, Inc.

Integration of Technology

The use of computer technology is essential to the successful completion of this class. All students will:

1) Use Blackboard Learn (BBL) for communication, dissemination of course information, class interaction, and for the submission of assignments;
2) Submit assignments to BBL and Google Drive;
3) Use BBL and UH email to send and receive communication;
4) Attach files in BBL and email;
5) Use a digital camera to document artwork and field work;
6) Resize jpg images;
7) Use the internet to responsibly collect data;
7) Make presentations using Photo story 3, iMovie and/or other video presentation software.

These activities address the proposed ISTE 2007 standards for: 1) creativity and innovation, 2) communication and collaboration, 3) research and information fluency.

UH Main CITE lab and Sugar Land campus computer accounts:
UH Main students need to set up a CITE lab account. The lab is located on the third floor of Farish Hall. Sugar Land students go to: http://www.uh.edu/sugarland/account/ for instructions to log onto campus computers. **If you have problems using Blackboard, use CITE lab computers** CITE http://www.coe.uh.edu/cite **on UH Main or Sugar Land computer labs to turn in work on time.**

Computer Access:

You need to be registered for ARED 3305 to logon Blackboard Learn for course materials.

- Available via Blackboard at http://www.uh.edu/blackboard or https://accessuh.uh.edu
- Click on "Log In" for Blackboard Learn to go to the course website.
    - o Your user name is your **CougarNet ID**.
    - o Your password is your **CougarNet password**.
- Correspondence can be posted through Blackboard Learn my email or my UH email address.

*Please do not email assignments. Emailed assignments will not receive full credit, unless special permission is given.

Resolve your problems with Blackboard Learn http://www.uh.edu/blackboard/help **by doing one of the following for technical support:**

- **Blackboard Online Support Form**
- **By Phone:** - Call **713-743-1411**, 8 am to 8 pm (except University holidays)
- **In Person at Main Campus**
    - **58 MD Anderson Library** - **Technology Commons**
        - Every day from 8 a.m. to 8 p.m.
    - **Cougar Byte** - Student Center South 158
        - 9 am to 4 pm Monday-Friday (except University holidays)
- **By email** - **support@uh.edu**
- **By live chat** - **http://www.uh.edu/infotech/livechat**
    - Mon-Fri 8 am to 8 pm (except University holidays)

Participation and Professional Attributes (10 points):

You are expected to participate actively in class activities and behave in a professional manner. Participation points are a combination of your attendance, preparedness, class participation, and development of your professional attributes.

Your participation grade is kept offline and is not available on Blackboard Learn.

UH Academic Calendar: http://www.uh.edu/academics/catalog/academic-calendar/
UH Emergency Report System: http://www.uh.edu/emergency
UH Student Responsibility: http://catalog.uh.edu/content.php?catoid=6&navoid=1082

- Attendance is required. It is expected that students arrive on time and stay for the entire class. Some activities, such as artmaking in the studio sessions **cannot be made up because they require special set-ups**. Some activities and assignments take place in class and therefore full credit cannot be earned, if you are absent unless you have an excused absence.
- Active participation involves coming to class prepared, responding to questions, participating in discussions, and engaging in class activities and assignments.
- If you miss class, you are responsible for any missed content and assignments. However, some in-class assignments may not be made up and you therefore you may not be eligible for credit.
- If you have a valid reason for missing class, please notify the instructor of record as soon as possible and provide written documentation, such as a doctor's note explaining the reason for your absence. You will not be eligible to receive full credit for assignments turned in late, unless you have an excused absence.
- Late assignments will automatically receive a 10% grade reduction, unless the assignment deadline has been negotiated in advance with the instructor.

- **Cell phones and/or other electronic communication devices should not be used during class time unless they are needed for in-class research. Please silence your cell phones to avoid class disruptions. You will receive a warning, if you appeared distracted by your cell phone and/or other electronic communication devices. If you continue to appear distracted, you will be asked to leave.**
- As a pre-service teacher, you are expected to use good verbal and written English language skills. Your emails, discussion board posts, and assignments should use Standard English grammar and punctuation. Avoid using text messaging language for class assignments.
- **Assignments will be turned in as hard copies or through Blackboard Learn (BBL). You will not receive full credit for emailed assignments, unless special permission has been given. If you have permission, please use BBL email for turning in your online assignments!**
- Scheduled breaks are not taken during class time. Please feel free to get up to use the restroom when needed. Be sure to obtain any information you may have missed.
- You may bring food to class. To ensure classroom safety, there are some studio art activities that will require all food be put away.
- **If you miss more than 3 classes without excused absences, you will have difficulty completing the course requirements which will seriously affect your grade. You may be dropped from the class.**

Students are expected to be developing the following professional attributes in preparation for their responsibilities as future educators. The Professional Attributes identified by the Curriculum and Instruction Department include:

CRITERION 1: Physical Characteristics
1. **Health and Ableness:** The candidate has the physical and mental characteristics, sufficient motor coordination and energy, adequate visual and auditory acuity, and otherwise good health needed to effectively and independently implement the instructional and managerial duties associated with teaching the levels and fields for which the candidate is being prepared.
2. **Appearance:** The candidate takes pride in his or her personal appearance and presents him/herself in manner of dress and hygiene professionally appropriate to the age students being taught.

CRITERION 2: Personality Characteristics
3. **Cooperation:** The candidate works cooperatively with peers, site teachers, and faculty; contributes constructively to group objectives; disagrees courteously, avoids sarcasm, makes constructive suggestions; accepts suggestions and constructive criticism; and modifies behavior appropriately.
4. **Tactfulness:** The candidate recognizes the implications of words and actions upon others and avoids situations which offend institutional and community mores.
5. **Flexibility and Patience:** The candidate displays a willingness and ability to adapt to changes in events, conditions, activities, and tasks, and an overall patience for circumstances and human interactions.
6. **Organization:** The candidate monitors and controls time, materials, and product expectations.
7. **Enthusiasm:** The candidate displays energy and enthusiasm and responds appropriately to humor.
8. **Creativity:** The candidate synthesizes theory and practice into new personalized adaptations and applications.
9. **Initiative and Risk-Taking:** The candidate displays independence and motivation in undertaking activities and assignments.

CRITERION 3: Responsibility Characteristics
10. **Responsibility:** The candidate undertakes and completes assigned tasks, meets University and program requirements and deadlines, anticipates problems and plans ahead, and adapts to professional standards and policies.
11. **Attendance and Punctuality:** The candidate is present and punctual for class and appointments; arranges ahead of time with all necessary individuals for unavoidable delays or absences; and does not solicit exceptions for any but very special and legitimate circumstances.

12. **Maturity:** The candidate displays poise in task completion and personal interactions, acknowledges his or her own responsibility and culpability, and does not attempt to transfer fault or blame to others or to rationalize his or her own inadequate or missing performance.

CRITERION 4: Communication Skills.
13. **Oral Communication:** The candidate's oral communication reflects appropriate voice and speech delivery; clarity, fluency, and grammatical correctness; use of standard English and understandable accent; appropriate formality to any situation; and verbal flexibility allowing rephrasing or translating of ideas or questions until instruction is clear to students.
14. **Written Communication:** The candidate's written products reflect appropriate and accurate spelling, grammar, punctuation, syntax, format, and English usage; and demonstrate organization and composition that effectively communicate ideas, directions, explanations, lesson plans, messages, and other teaching-related written products.

CRITERION 5: Professional Relationship Skills
15. **Demeanor:** The candidate demonstrates positive attitudes in interactions with other professionals; collaborates with peers; relates easily and appropriately to those in authority; complies with rules and reports problems with school and university operations with reference to specific evidence and reasonable courtesy.
16. **Rapport:** The candidate relates easily and appropriately to children, youth, and others responsible to him or her, providing leadership or direction while involving others and listening to and incorporating their desires and concerns.
17. **Awareness of Individual Differences:** The candidate recognizes and empathizes with human differences in ethnicity, gender, physical ability and intellectual ability, and demonstrates sensitivity to social expectations in varied environments.

CRITERION 6: Commitment to the Teaching Profession
18. **Professionalism:** The candidate recognizes, seeks, and applies the best theory, research, and practice in professional activities, is proud to assert his or her intention of becoming a teacher, and demonstrates a commitment to education as a career.
19. **With-it-ness:** The candidate exhibits simultaneous awareness of all aspects of the learning environment.
20. **Reflectivity:** The candidate reflects and evaluates professional experiences with constructive criticism.

Reading Response Reflections/Discussions (10 points)

Readings are assigned in your Teacher Guides, in class and/or on Blackboard Learn. Course readings are listed on the course calendar are available on Blackboard Learn. Readings are assigned to provide important core and background information. Occasionally, readings will be completed during class; all other readings will be read outside of class.

- **For most readings** you will write responses **during the first 15-20 minutes of class**, followed by a short discussion/lesson. **You may use your written notes for in class reading responses. You may not use a hard copy of the article during your response.** Since the reading reflection, discussion/activity participation part of the course takes place in class; it is important for you to be present and prepared in order to get full credit. **Typed, one page summaries and reflections of readings due on field trip days will be collected at the field trip site.**

Reading response grades are maintained offline and are not available on Blackboard Learn.

You will respond to one or two open-ended questions where you will demonstrate that you read the reading(s) and that you comprehend the main points and ideas presented. You will also provide your critical response to the main ideas.

You can prepare for your reflection on your reading response by:

- Summarizing main ideas concepts, or central issues presented in the article
- Evaluating, critiquing, analyzing, interpreting, and/or reflecting on the reading(s)
- Noting questions you thought about as you read the article(s)
- Analyzing significant assumptions made by the author about art, history, philosophy, education, the nature of human beings, etc.

Remember that you can bring your notes to class to use for your written reading response. For in-class written responses, you will be asked to put away the article, but you may use your own notes.

The reading responses will be graded as follows:

- √+ Outstanding response--thoughtful response to question(s), critical reflection on key aspects of the reading, response includes evidence from the article (1.2 pts.)
- √ Satisfactory response--thoughtful response, reflects on most key aspects, and supports response from evidence from the article (1 pt.)
- √- Response needs improvement--minimal response, response is unclear or lacking development of key ideas, little or no evidence of support from the article (.5 pts.)
- 0 No response--no evidence that the article was read (0 pts.)

If you are late, you can attempt to complete the reading response until the assignment is collected. If you are more than 15-20 minutes late, it is likely you will not be able to complete the response because the assignment will have been collected. If you have an excused absence, you can submit one typed page summarizing the key points of EACH of the article(s)/chapter(s) assigned to be eligible for full (satisfactory) credit.

Studio Artworks and Reflections (12 points)

Explore art processes and materials during hands-on artmaking class sessions. Written reflections and digital photos of artworks produced in the studios are submitted to Blackboard Learn. **Attendance is required for full credit.**

Identify Texas Essential Knowledge and Skills (TEKS), objectives and lesson components for art and art integrated lessons (10 pts.)

- Teams write objectives; identify TEKS, use Bloom's levels for practice 5E model lesson.
- Identify components of a well-planned age-appropriate art or art integrated lesson.

Safety for the Art Classroom (8 points)
- Develop classroom safety plans.

Community Art Resources--Museum of Fine Art, Houston (MFAH) Visit and Educator Resources Reflection (10 points)
- Write a reflection for your overall MFAH experience.
- Analyze the MFAH's educator resources.
- Attending the MFAH is required in order to receive credit for these assignments.

Leading a Discussion about an Artwork Using Questioning Strategies (10 points)
- Teams develop questions and lead a discussion to facilitate interpretations and criticism for MFAH artworks (5 points).
- Attendance is required for full credit.

Exploring Art History (10 points)
- Research a period of art history, identify key characteristics, and present main ideas.
- Attendance is required for full credit.

Review and Critique Art Lesson Plans and Videos OR Teach and Document an Art or Art Integrated Lesson using Digital Storytelling Software (15 points)

- Review a digital story lesson that documents the process of planning and teaching an art or art integrated lesson for children.
- Present the video to your classmates.
- Identify the Texas Essential Knowledge and Skills used in the lesson.
- Critique the components of the lesson
    - Identify and discuss with your peers what went well and what needs improvement.
- Review and analyze your peers' videos.
- Submit a written response to your video that includes the TEKS, the lesson description identifying all the lesson components, your critique of the lesson, and your reviews for three other peer lesson presentations.
- Attendance is required for full credit.

Final Course Reflection (5 points)
- Submit an overall course reflection discussing what you learned to Blackboard Learn.

Evaluation Methods:

Your performance for this course will be assessed according to the following grading scale based on your completion of the course requirements listed above. Late assignments will not receive full credit.

Remember grades for course requirements not turned into Blackboard Learn are recorded offline.

GRADE	%	POINTS
A	95-100%	95-100
A-	90-94%	90-94
B+	87-89%	87-89
B	84-86%	84-86
B-	80-83%	80-83
C+	77-79%	77-79
C	74-76%	74-76
C-	70-73%	70-73
D+	67-69%	67-69
D	64-68%	64-68
D-	60-63%	60-63
F	59% or lower	59 or lower

University of Houston Guidelines: UH Student Handbook http://www.uh.edu/dos/studenthandbook/

Incomplete Grades

Often, students enter a course thinking that an "incomplete" can be given, if the course requirements will not be completed on time. Keep in mind the University of Houston guidelines regarding an incomplete grade state:" The grade of "I" is a conditional, temporary grade given when the student is **passing** a course but, for reasons beyond his or her control, has not completed a relatively small part of his or her requirements." A more complete description of these guidelines can be found at the back of each semester's class schedule booklet. Please remember that after a year, an incomplete in a course automatically becomes an "F." If you have any questions, please contact me for more information.

Academic Dishonesty

Article 3: The University of Houston defines "Academic dishonesty" as employing a method or technique or engaging in conduct in an academic endeavor that the student knows or should know is not permitted by the University of Houston or a course instructor to fulfill academic requirements. Academic dishonesty includes, but is not limited to, the following:
Plagiarism, Cheating and Unauthorized Group Work, Fabrication, Falsification, and Misrepresentation, Stealing an Abuse of Academic Materials, Academic Misconduct.

Article 4: Sanctions for academic dishonesty may include, but are not limited to: a lowered grade, failure on the examination or assignment in question, failure in the course, probation, suspension, expulsion from the University of Houston, or a combination of these.

All dates and course requirements are subject to change.

Changes will be announced in class sessions.

Students are responsible for noting all curriculum changes and completing work related to the changes.

Important Dates

ORD - Official Reporting Day (12th class day).**Last day to drop a course or withdraw without receiving a grade** (must be by close of business at 5 pm). Last day to drop a course without hours counting towards the Enrollment Cap for Texas Residents. *NOTE: Tuition is higher for hours in excess of the cap.*	Insert date
Last day to drop a course or withdraw with a "W." (must be by close of business at 5 pm)	Insert date
Make up day for class days officially cancelled by the university (if necessary) or Reading Period.	Insert date

Helpful Links

UH Academic Calendar: http://www.uh.edu/academics/catalog/academic-calendar/
UH Emergency Report System: http://www.uh.edu/emergency
UH Student Responsibility: http://catalog.uh.edu/content.php?catoid=6&navoid=1082