

UNIVERSITY OF NORTH TEXAS
COLLEGE OF VISUAL ARTS AND DESIGN
DEPARTMENT OF ART EDUCATION

ARTE 4785: TEACHING ART TO EXCEPTIONAL LEARNERS

FALL 2026 – TUESDAYS 11:10AM-2:00PM - ART RM 182

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Office Hours: By appointment

Office hours may be held in person or virtually. If you need to meet outside this time, please email me at mikaela.bachmann@unt.edu to schedule an appointment.

Communication: For questions or concerns throughout the semester, please use your UNT email to send me an email at mikaela.bachmann@unt.edu. I check this email more frequently than Canvas messages. Every attempt will be made to respond to emails within 24 hours, Monday-Friday between 8am and 4pm. It is likely that I will respond outside these hours, but it is not guaranteed.

COURSE DESCRIPTION: This course explores strategies for creating inclusive and accessible art education experiences for exceptional learners, including students with disabilities, gifted students, and those with diverse learning needs.

Prerequisite(s): Pre-major status in Art Education or consent of department

OBJECTIVES: Satisfy Texas Administrative Code (TAC) Rule 228.57 [[link](#)] which states that the following subject matter shall be included in the curriculum for candidates seeking initial certification in any certification class:

- skills that educators are required to possess, the responsibilities that educators are required to accept, and the high expectations for all students in this state, including students with disabilities, and;
- instruction regarding students with disabilities, the use of proactive instructional planning techniques, and evidence-based inclusive instructional practices, as required under the Texas Education Code (TEC) §21.044(a-1) (1)-(3) [[link](#)] which states any training requirements for a certificate specified under Subsection (a) must require that the person demonstrate:
 - (1) basic knowledge of (A) each disability category under the Individuals with Disabilities Education Act (20 U.S.C. §1400 et seq.) and how each category can affect student learning and development; and (B) conditions that may be considered a disability under Section 504, Rehabilitation Act of 1973 (29 U.S.C. §94), and how a condition covered by that section can affect student learning and development;
 - (2) competence in the use of proactive instructional planning techniques that: (A) provide flexibility in the ways: (i) information is presented; (ii) students respond or demonstrate knowledge and skills; and (iii) students are engaged; (B) reduce barriers in instruction; (C) provide appropriate accommodations, supports, and challenges; and (D) maintain high achievement expectations for all students, including students with disabilities and students of limited English proficiency;
 - (3) competence in the use of evidence-based inclusive instructional practices, including: (A) general and special education collaborative and co-teaching models and approaches; (B) multitiered systems of support, including response to intervention strategies, classroom and school level data-based collaborative structures, and evidence-based strategies for intervention and progress monitoring systems in academic areas; (C) classroom management techniques using evidence-based behavioral intervention strategies and supports; and (D) appropriate adaptation strategies, including accommodations, modifications, and instruction in the use of

assistive technology for instruction

MATERIALS: All required readings/materials will be made available on Canvas. Any student having difficulty accessing resources, technology, or other important needs is encouraged to contact the professor.

Required Technology: Course components are made available on Canvas. A computer or tablet with internet access is required to fully participate both in and outside of scheduled class time. The [CVAD Student Computer Lab](#) (ART 375) allows students to check out devices.

Recommended Textbooks:

- Crocket, J.B. & Malley, S.M. (2018). [*Handbook of arts education and special education: Policy, research, and practices*](#). Routledge.
- Gerber, B.L. & Guay, D.M. (2006). [*Reaching and teaching: Students with special needs through art*](#). National Art Education Association. ([Second edition available through Routledge](#))
- Penketh, C. (2023). [*A history of disability and art education*](#). Taylor & Francis.
- Wexler, A.J. (2009). [*Art and disability: The social and political struggles facing education*](#). Palgrave Macmillan.

ATTENDANCE: Students are responsible for regular and punctual attendance and are expected to participate in all courses in which the student is enrolled [06.039]. This course depends on student presence and engagement with the course material and their peers. Students are responsible for all material assigned and covered as part of this course. Students should contact the professor as soon as possible to notify them of an upcoming absence to mitigate the impact of the absence on the course learning goals.

Course Policy:

- Each student is allowed one absence for any reason (unless scheduled to present).
- Each additional unexcused absence will lower the final grade by 5 percentage points.
 - Excused absences: religious holy day, active military service, participation in an official university function, illness or other extenuating circumstance (with official documentation), pregnancy and parenting under Title IX, and official University closure
- Any combination of two late arrivals or early leaves from class will equal one absence.
- Four or more absences will result in a failing grade.

LATE WORK: Students are responsible for completing all assignments and submitting them on time.

Course Policy:

- Assignment extensions will only be considered if requested prior to the due date.
- Absences do not affect assignment due dates and are still due regardless of class attendance.
- Assignments submitted 1 day late will receive 70% credit.
- Assignments submitted 2+ days late will receive 50% credit.

STUDENT EVALUATION & ASSESSMENT: Evidence of learning and progress made will be assessed through the following course assignments:

- Collaborations (25% of final grade, due dates vary) - Students will collaborate in small groups to develop one (1) art-making activity to be taught in a Unified Arts class, and one individual (1) art-making activity to be taught to university ELEVAR students that align with learner interests, strengths, and goals, incorporating adaptations and modifications for accessibility. Students will reflect on their lesson and pedagogy. See Canvas assignments for further details.
- Teaching Portfolio (40% of final grade, due dates vary) - Students will develop a variety of components found in a professional teaching portfolio. See Canvas assignments for further details.
- Classroom Observations (20% of final grade, 4 total, due dates vary) - Students will observe and document the learning environment of two (2) school-based spaces, as well as the characteristics, strengths, and needs of two (4) separate students throughout the semester that they observe in their school placements, connecting observations to research-based strategies for inclusive art instruction. See Canvas assignments for further details.
- Class Participation (15% of final grade) - Students will earn 'participation points' by engaging with the learning content presented in each class.

Grade Allocation:	Points	%
Collaborations: - Unified Arts Activity Plan - o & Reflection - ELEVAR Activity Plan - o & Reflection	250 100 25 100 25	25% 10% 2.5% 10% 2.5%
Teaching Portfolio: - Inclusive Teaching Statement - Inclusive Curriculum Slam - Inclusive Lesson Plan - Professional Development	400 100 100 100 100	40% 10% 10% 10% 10%
Classroom Observations: - Accessibility Audit(s) (2x 50pts each) - Learner Profile(s) (2x 50pts each)	200 100 100	20% 10% 10%
In-Class Participation Activities (15x 10pts each)	150	15%
Total	1000	100%

A = 90-100% - B = 80-90% - C = 70-80% - D = 60-70% - F = Below 60%

STATEMENT ON GENERATIVE AI:

Many school districts and educators have adopted AI tools for their efficiency and innovation. [\[See report\]](#) In light of the widespread use of AI tools in education, students are permitted to use AI tools in this course, but must cite any AI-generated material to avoid academic dishonesty (plagiarism). When using such tools, students must provide a brief description of their use and cite the tool accordingly. (I.e. [ChatGPT](#) generated content for this lesson plan, including objectives, procedures, materials list, and extensions.)

UNT POLICIES:

Student Academic Integrity Standards & Consequences: UNT promotes the integrity of learning and embraces the core values of trust and honesty. Academic integrity is based on educational principles and procedures that protect the rights of all participants in the educational process and validate the legitimacy of degrees awarded. According to UNT Policy [\[06.003\]](#), Student Academic Integrity, academic dishonesty occurs when students engage in behaviors including, but not limited to cheating, fabrication, facilitating academic dishonesty, forgery, plagiarism, and sabotage. A finding of academic dishonesty may result in a range of academic penalties or sanctions.

ADA Policy: UNT makes reasonable academic accommodation for students with disabilities. Students seeking accommodation must first register with the Office of Disability Accommodation (ODA) to verify their eligibility. If a disability is verified, the ODA will provide a student with an accommodation letter delivered to faculty to begin a private discussion regarding one's specific needs. Students may request accommodations at any time; however, ODA notices of accommodation should be provided as early as possible to avoid any delay in implementation. Note that students must obtain a new letter of accommodation for every semester and must meet with each faculty member prior to implementation in each class. For additional information see the ODA website (<https://disability.unt.edu/>).

Retention of Student Records: Student records pertaining to this course are maintained in a secure location by the instructor of record. All records such as exams, answer sheets (with keys), and written papers submitted during the duration of the course are kept for at least one calendar year after course completion. Course work completed via the Canvas online system, including grading information and comments, is also stored in a safe electronic environment for one year. Students have the right to view their individual record; however, information about student's records will not be divulged to other individuals without proper written consent. Students are encouraged to review the Public Information Policy and the Family Educational Rights and Privacy Act (FERPA) laws and the University's policy. See UNT Policy [\[04.008\]](#), Records Management and Retention for additional information.

Emergency Notification & Procedures: UNT uses a system called [Eagle Alert](#) to quickly notify students with critical information in the event of an emergency (i.e. severe weather, campus closing, and health and public safety emergencies). In the event of a university closure, please refer to Canvas for contingency plans for covering course materials.

Student Conduct & Community Standards: Student behavior that interferes with an instructor's ability to conduct a class or other students' opportunity to learn is unacceptable and will not be tolerated in any instructional forum at UNT. Students engaging in unacceptable behavior will be directed to leave the classroom and the instructor may refer the student to the Dean of Students to consider whether the student's conduct violated the [Code of Student Conduct](#). The University's expectations for student conduct apply to all instructional forums, including University and electronic classroom, labs, discussion groups, field trips, etc.

Equal Opportunity: UNT prohibits discrimination and harassment because of race, color, national origin, religion, sex, sexual orientation, gender identity, gender expression, age, disability, genetic information, veteran status, or any other characteristic protected under applicable federal or state law in its application and admission processes; educational programs and activities; employment policies, procedures, and processes; and university facilities. The University takes active measures to prevent such conduct and investigates and takes remedial action when appropriate.

Sexual Assault Prevention and Survivor Advocacy: UNT is committed to providing a safe learning environment free of all forms of sexual misconduct. Federal laws and UNT policies prohibit discrimination on the basis of sex as well as sexual misconduct. If you or someone you know is experiencing sexual harassment, relationship violence, stalking and/or

sexual assault, there are campus resources available to provide support and assistance. The Survivor Advocates can be reached at SurvivorAdvocate@unt.edu or call the Dean of Students Office at 940-565-2648.

ARTE 4795: ART EDUCATION: TOPICS: TEACHING ART TO EXCEPTIONAL LEARNERS

SPRING 2026 – TUESDAYS 11:10AM-2:00PM - ART RM 182

SCHEDULE

DATE:	TOPIC:	ASSIGNMENT(S) DUE:
Aug. 18	Introduction to Course & Foundations of Art & Disability Education	
Aug. 25	Art & Disability History & Policy	Introduction Survey
Sept. 1	Ableist Practices in Education & Reframing Disability	
Sept. 8	Clay Workshop @ UNT CoLab	
Sept. 15	Adaptations & Modifications & Unified Arts/ELEVAR Activity Preparation	Unified Arts Activity Plan ELEVAR Activity Plan
Sept. 22	Field Experience: Unified Art & Asynchronous Learning: Intellectual Disabilities	
Sept. 29	Fostering Care & Community + ELEVAR Collaboration	
Oct. 6	Field Experience: Unified Art & Asynchronous Learning: Emotional/Behavioral Disorders	Accessibility Audit 1
Oct. 13	Support & Ownership + ELEVAR Collaboration	Learner Profile 1
Oct. 20	Field Experience: Unified Art & Asynchronous Learning: Autism & ADHD	Teaching Portfolio – Inclusive Teaching Statement
Oct. 27	Advocacy: Guest Lecture: Shelby Klasel + ELEVAR Collaboration	Accessibility Audit 2
Nov. 3	Field Experience: Unified Art & Asynchronous Learning: Dyslexia, Dyscalculia, & Dysgraphia	Teaching Portfolio – Inclusive Curriculum Slam
Nov. 10	Curriculum Slam	Learner Profile 2
Nov. 17	The Power of Art: Guest Lecture: John Bramblitt	Teaching Portfolio – Inclusive Lesson Plan
Nov. 24	Thanksgiving Break	
Dec. 1	Cultivating a Generative Practice & Final Reflections	Teaching Portfolio - Professional Development

Asynchronous Learning (on Unified Art days)

- Asynchronous Learning: Intellectual Disabilities
- Asynchronous Learning: Emotional/Behavioral Disorders
- Asynchronous Learning: Autism & ADHD
- Asynchronous Learning: Dyslexia, Dyscalculia, & Dysgraphia

Short Lectures (on ELEVAR Collaboration days)

- Fostering Care & Community
- Support & Ownership
- Advocacy