

**Friends University**  
**WORKSHOPS FOR TEACHERS**  
**Graduate Workshop Proposal for Online or Blended Offerings**

For Friends University Office Use Only

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**PLEASE READ CAREFULLY:** This page must accompany any request to teach a workshop. Workshop proposals must include a complete syllabus which follows the syllabus template. Workshops must meet requirements as set by an approval committee prior to offering. Please be thorough on your proposal in order to ensure the approval process. Instructors must submit a resume and evidence of exemplary teaching credentials prior to any proposal approvals.

**HLC Guidelines for teaching:**

- Faculty teaching in higher education institutions should have completed a program of study in the discipline or subfield in which they will teach, and/or for which they will develop curricula, with coursework at least one level above that of the courses being taught or developed.
  - If a faculty member holds a master's degree or higher in a discipline or subfield other than that in which he or she is teaching, that faculty member should have completed a minimum of 18 graduate credit hours in the discipline or subfield in which they teach.
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**Title of Workshop:** *In-Depth Exploration of Relief Printmaking*

**Instructor:** **Doug Billings.** MFA from WSU. Printmaking instructor at Mark Arts Art Center. Founder of Tallgrass Press Printmakers (2015) and the printmaking program at Mark Arts since 2002.

**Date:** 06/16 (9am - 3:30pm) & 06/17 (9am - 3:30pm)

**Has this workshop been offered before?** yes (CRN- 30207) Mark Arts Art Center

**How many credit hours offered for this workshop:** (1)

**Workshop Description:** *K-12 educators will develop a thorough understand of the methods and techniques of the many variations of Relief Printmaking. Including the development of skills in carving, inking and printing relief blocks; inking and printing relief plates and using stencil techniques for relief monoprinting.*

*Through workshop/studio time, educators will deepen their knowledge base while expanding their portfolio and best practices to foster and construct creative activities that support student success in the classroom. Investigation and discussion of the history, and current status of the original hand pulled relief print , as well as proper methods for conservation and exhibition of prints. Participants will engage in several relief printmaking techniques, individually and in combination. This offering is open to all experience levels.*

**Are students required to purchase any materials/books?** no

**Prerequisites for the workshop (if any):** no

**Materials Fee:** none



## **KEPP Standards Addressed: (4)**

### Standard 1: **Learner Development.**

The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate, relevant, and rigorous learning experiences.

### Standard 2: **Learning Differences.**

The teacher uses understanding of differences in individuals, languages, cultures, and communities to ensure inclusive learning environments that enable each learner to meet rigorous standards.

### Standard 3: **Learning Environment.**

The teacher works with others to create learning environments that support individual and collaborative learning, includes teacher and student use of technology, and encourages positive social interaction, active engagement in learning, and self-motivation.

### Standard 5: **Application of Content.**

The teacher understands how to engage learners through interdisciplinary lessons that utilize concept based teaching and authentic learning experiences to engage students in effective communication and collaboration, and in critical and creative thinking.

### Standard 7: **Planning for Instruction.**

The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, technology, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

### Standard 8: **Instructional Strategies.**

The teacher understands and uses a variety of appropriate instructional strategies and resources to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in relevant ways.

## **Learning Forward Standards Addressed: (1)**

### Standard 3: Resources.

Professional learning that increases educator effectiveness and results for all students requires prioritizing, monitoring, and coordinating resources for educator learning.

### Standard 6: Implementation.

Professional learning that increases educator effectiveness and results for all students applies research on change and sustains support for implementation of professional learning for long term change.

### Standard 7: Outcomes.

Professional learning that increases educator effectiveness and results for all students aligns its outcomes with educator performance and student curriculum standards.

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**Please Indicate Grade Levels and Content Area to be**

**Levels (Select all which apply):**

- EC Early Childhood (PreK)     EEL Early Elementary (K-1)     MEL Middle Elementary (2-3)  
 LEL Late Elementary (4-5)     Middle School (6-8)     High School (9-12)     All Levels

**Content Area (Choose Only One):**

- Art     Drama     Education (EDUC prefix)     English     Foreign Lang/ESOL
- Health
- History     Instr. Technology     Lang Arts (reading, writing, grammar)     Math  
 PE     Science     Soc. Studies     Special Education

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**Total Maximum Enrollment: (8)**

Credit hours require assignments, as deemed appropriate, consistent with the learning outcomes of this course. The final assessed project may include: Laboratory work, studio work, or other academic pursuit based upon established outcomes.

*Coursework developed/offered through Graduate Workshops becomes the intellectual property of Friends University. Originator of coursework is entitled to amend contents. If objectives and/or standards of initial proposal are amended, additional approval is required. I, the originator, agree to coursework development terms:*

**Name:** Doug Billings    **Date:** 11/01/2025