



Professional Education Unit

Program Review Document 3: Program Experiences

Preparation Program: Art

Degree: Bachelor of Arts

Certification Level: P-12

Preparation Level: Initial

Rank Level: Rank III

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Link to Undergraduate Catalog: [Undergraduate Catalog](#)

Regulation governing this program: 16 KAR 2:010

The following WKU faculty and staff have contributed to the development of this document:
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Introduction

Bachelor of Art in Art, Art Education Concentration Degree Program Relationship to Unit Conceptual Framework and Continuous Assessment Plan

Unit Conceptual Framework

WKU's *Conceptual Framework* represents beliefs and values that are shared by all programs that prepare university students to enter education professional fields. These fields include:

- Teachers in elementary, middle, and high schools
- Library media specialists
- Principals and superintendents
- School counselors
- School nurses
- School psychologists
- Speech pathologists

All these education professional preparation programs are considered by the National Council for Accreditation of Teacher Education (NCATE) and Kentucky's Education Professional Standards Board (EPSB) to represent WKU's *Professional Education Unit*. Faculty representatives from each of the education fields in the *Unit* were involved in various aspects related to the development and approval of the *Conceptual Framework*. An abridged version of the *Conceptual Framework* is attached to this document as Appendix A.

It is important to note that during the development of the Conceptual Framework, committee members thought it important to delineate all essential beliefs, ideas, and implications *even if they were difficult to measure or live out*. Thus, many beliefs, ideas, or implications reflect what the unit *aspires* to accomplish over time.

Based on these values, the Professional Education Council adopted the unit-wide *Continuous Assessment Plan*. From this plan, each program developed a Program Assessment Plan (Appendix B). As can be seen from our plan, the first "Continuous Assessment Matrix" maps out how our program attempts to live out the unit-wide assessment vision. The "Critical Performance Assessment Alignment Matrix" describes the assessments that our program uses to measure candidate progress toward the Kentucky Teacher Standards. Unless noted, all these assessments are collected within the unit's Electronic Portfolio and Accountability Systems and are used to guide decisions as indicated in the Transition Points described in the Program Assessment Plan. The "Other Key Data Collection Matrix" identifies where other unit-wide data related to the unit *Conceptual Framework* are collected within our program.

Furthermore, to ensure that all our program candidates work with diverse students, we require a minimum of 40 supervised clock hours of clinical field placement in Kentucky public schools associated with elementary (ART 411) and secondary (ART 413) art education methods courses. This is in addition to 45 clock hours of clinical field hours art teacher candidates complete as part of the professional education courses (EDU 250, PSY310, EXED330). We determined our most diverse settings by averaging the ethnic diversity of the schools in our service area (about 11%) and selecting schools as diverse that exceed this percentage. The following courses, assessments, and experiences provide additional opportunities for our program candidates to address topics related to diversity:

▪ *Diversity through Art Education Content-based Experience*

ART 311: Foundations of Art Education and Methods I

ART 311 is an introductory course to the art education methods and practice. Art education pre-service teachers acquire theoretical and practical foundations of teaching visual art through readings, class discussions, various class assignments including sample art projects and written assignment, planning age appropriate unit of lessons and teach four 1 ½ hour sessions of art class for 1st through 8th grade students from Bowling Green and South Central Kentucky. This practicum is set up in collaboration with the WKU Center for Gifted Studies as a visual arts component of Super Saturday Programs geared towards students with high artistic interest and abilities. The Super Saturday Programs serve a large population in the South Central Kentucky area. Through a collaboration and networking with are P-12 art teachers, after school programs, and parents, many students who may be under-served culturally diverse participate in this program.

In this class, art education pre-service teachers will demonstrate the initial competence to meet the Kentucky Teacher Standards, through a complete cycle of planning age appropriate sequence of art lessons, instruction, assessment, collaboration, final art exhibit/presentation as an effective means to communicate learning results to parents, and professional development engagement.

ART 411: Foundations of Art Education and Methods II

ART 411 is a second part of the art education methods and practice sequence. The objectives of the ART 411 are aligned with Kentucky Core Content for Assessment (Version 4.1), Kentucky Teacher Standards (KTS), and the National Art Education Association (NAEA) Standards for Art Teacher Preparation. In this class, art education pre-service teachers acquire knowledge, skill, and experiences to demonstrate competency in instructional planning with developmentally appropriate art content, studio activities, and teaching resources for elementary art instruction. Students also learn to align the instructional objectives and art processes (Depth of Knowledge included) to Kentucky Arts and Humanities Core Content for Assessment and National Art Education Association, implement classroom management strategies, design multiple assessments aligned with instructional objectives. Art education pre-service teachers acquire direct, first-hand experience with diversity of students through the practicum in elementary school placement required for this class.

The practicum setting for this class has two phases. The first is to shadow/assist an elementary art specialist for 20 hours, and second to design a sequence of four art instructions and teach at assigned elementary schools. Inclusive art instruction that supports GSSP (Gifted Students Services Program), IEP (Individualized Educational Plan), and LEP (Limited English Proficiency) students is a crucial component of instructional planning. Students are also required to participate in Professional Development engagement such as various visual arts workshops, KyAEA state art education conference, and/or National Art Education Association annual conferences. Through course content, activities, and practicum, students in ART 411 are expected to demonstrate competence for the Kentucky Teacher Standards at an elementary level.

ART 413: Foundations of Art Education and Methods III

ART 413 is a capstone methods class that focuses on secondary art education. In this class, the art education pre-service teachers expands skills, knowledge, and experience to demonstrate competency in visual arts instructions integrating four components of Discipline Based Art Education (DBAE: Art production, Art criticism, Art history, and Aesthetics) for secondary students. Classroom management strategies, multiple assessment that addresses KERA content and proficiency standards, instructional technology for secondary students will be emphasized. Practicum is required outside regular class sessions and arranged in collaboration with secondary field-based mentor art teachers. Pre-service teachers complete various field experience requirements including but not limited to: field observation and report, thematic unit plan, assistance/collaboration with a mentor art teacher, practice teach a thematic unit, secondary art instructional

management, development of content/proficiency standards-based assessment with appropriate scoring guide, strategies of instructional modification for a wide range of secondary students, field experience self-assessment, and final in-depth reflection on secondary practicum experience

Art education pre-service teachers acquire direct, first-hand experience with diversity of students through the practicum in secondary school placement required for this class. At this stage of professional experience, art education pre-service teachers are expected to demonstrate proficiency in sustaining an inclusive art program that supports GSSP, IEP, and LEP students in a secondary art classroom. As part of professional development component of the capstone experience, pre-service teachers will learn to articulate their art teaching philosophy, engage in art education advocacy, know historically significant as well as contemporary art education literature, and acquire skills/knowledge to pass Principles of Teaching and Learning and PRAXIS II (Art Knowledge and Art Making) exams. Students in ART 413 are expected to demonstrate competence for the Kentucky Teacher Standards at a secondary level.

▪ ***Diversity through Studio/Art History Course-Based Learning and Outreach Programs***

In addition to practicum associated with the art education pedagogy courses, art education pre-service teachers acquire knowledge of diverse perspectives and cultural experiences through a wide range of art processes, history, styles, and visual art forms unique to particular cultures and ethnic/racial groups. This experience of diversity is integrated not only through the direct studio, art history course-based study, but also museum visits, visiting artists programs, fundraising events, and various visual arts outreach program where students encounter first-hand interactions with diverse population. Furthermore, the Department of Art provides several P-12 school visual arts events such as visiting under-served, rural, culturally diverse schools for visual arts workshop, elementary/middle/high school field trips to art department, and various school and community outreach art projects. All of these events involve culturally diverse P-12 students from the region, not only students from Kentucky but also Tennessee and Indiana.

▪ ***Dispositions***

Finally, after the Professional Education Council adopted a unit-wide set of dispositions (see Appendix A), the Art Education program has identified the following courses and experiences where we or other field observers (e.g., field-based mentor teachers) assess our students' display of behavior associated with these dispositions:

EDU 250: Introduction to Teacher Education

ART 411: Foundations of Art Education and Methods II

ART 413: Foundations of Art Education and Methods III

EDU 490: Student Teaching

Program Overview

▪ ***Brief Program Description***

The department of art at Western Kentucky University is a fully accredited member of the National Association of Schools of Art and Design (NASAD) and SACS (Southern Association of Colleges and Schools). Art department programs prepare students to be career artists, designers, arts organization program directors, and P-12 art educators, all of which engage students in multiple levels of creative and critical thinking processes. Visual forms communicate across cultural and linguistic barriers. In this globally changing world, art and visual literacy is an essential tool to think, understand, and communicate. Therefore, the scope and sequence of the curriculum in the art department are designed to engage students not only in the knowledge-based content of art, but also acquire innovative problem solving skills.

The art education program in the department of art serves such creative and innovative thinkers, and is dedicated to the education and training of P-12 art teachers who will be prepared to meet the needs as well as standards of a state and national market. The prospective art teacher candidates will not only study the vigor of teaching art, but also will learn creative ways to impart the joys and love of art to students of all backgrounds who, we believe, will become makers, supporters, and educated connoisseurs of art in the future. The art department is also committed to preparing pre-service teachers through sound curriculum structure and continuous assessment at every level of mastery for introductory studios, various areas of advanced studio, art history, and art pedagogy courses as a feedback system and the measurement of student learning. Students are evaluated on critical performance benchmarks aligned to the Kentucky Teacher Standards. The objectives, art content, and pedagogy of art education courses are aligned to the mission and beliefs of the professional education unit of Western Kentucky University (Refer to Appendix A).

The professional education component of the WKU Art Education program consists of three semesters: The Admissions Semester (ART 311: Foundations of Art Education and Methods I), Professional Semester I (ART 411 Foundations of Art Education and Methods II), and Professional Semester II (ART 413: Foundations of Art Education and Methods III). The content and experiences in the professional education semesters are based on the ten Kentucky Teacher Standards. The art education course sequence is structured to provide a beginning, intermediate, and advanced mastery of art education content and pedagogy through different levels of field-based learning to demonstrate proficiency in meeting all Kentucky Teacher Standards. Continuous assessment occurs throughout the three semesters to provide each pre-service teacher with feedback regarding the progress in meeting the KNTS and WKU program requirements. The exit benchmark assessments for the Art Education program require that a student successfully completes required clinical field hours including the submission of a teaching portfolio in which the pre-service teacher must demonstrate his/her competency in meeting all Kentucky Teacher standards.

The BA Visual Studies, Art Education Concentration, consists of 44/45 hours of General Education. For art core requirements, each art education candidate completes 66 semester hours of specifically identified studio, art history, and art education methods classes. Additionally, the candidates are required to complete 22 hours of professional education courses including 10 hours of student teaching. Upon completion of the WKU art education program, the student is eligible for initial Kentucky Teaching Certification, P-12 Visual Art. The total semester hours for BA Visual Studies, Art Education Concentration leading to P-12 certification equals 132/133.

With the exception of a few education courses that are available on-line or at extended campuses (Glasgow, Owensboro, and Elizabethtown), because of the studio nature of this program courses are offered on the main WKU campus in tradition classroom or art studio settings.

- *Standards addressed by Program*

Kentucky Teacher Standards
National Art Education Association (NAEA)

A. Content Standards

1. Course Descriptions

- *Core Education Courses*

EDU 250: INTRODUCTION TO TEACHER EDUCATION - The introductory course to a career in education. The student will acquire basic knowledge of teacher ethics, career awareness, student diversity, and curriculum. Field experiences are required. Students are responsible for arranging their own transportation to designated or assigned sites.

PSY 310: EDUCATIONAL PSYCHOLOGY - Educational psychology is designed to give the student a thorough understanding of the theories and principles of psychology as applied to teaching and learning. The students will demonstrate knowledge, understanding, and application of theories and principles of development, learning, memory, motivation, individual differences, instruction, classroom management, and measurement and evaluation.

EXED 330: INTRODUCTION TO EXCEPTIONAL EDUCATION - Characteristics of exceptionality, special education programs, schools, and community resources and research relative to exceptionality. Field experiences in public schools and/or other appropriate settings away from campus are required in this course. Students are responsible for arranging their own transportation to designated or assigned sites.

EDU 489: STUDENT TEACHING SEMINAR - Analyzes the connection between teaching theory and actual practice. Portfolio refinement with the Teacher Performance Standards will be emphasized. Field experiences in public schools and/or other appropriate settings away from campus are required. Pre-Service Teachers are responsible for their own transportation to designated or assigned sites.

SEC 490: STUDENT TEACHING (5-10 HOURS) - This is a 12-week assignment in a secondary school classroom as a part of the Professional Semester taken in the senior year.

- *Core Content: Art Studio, Art History, and Art Education Courses*

FOUNDATION

ART 130: TWO-DIMENSIONAL DESIGN - This course is an introduction to the elements and principles of design and their creative application in two-dimensional design problems.

ART 131: THREE-DIMENSIONAL DESIGN - An introduction to the elements and principles of three-dimensional design through problem using natural and synthetic materials.

DRAWING

ART 140: DRAWING - This course introduces the fundamentals of drawing with emphasis on line, perspective or rendering. Course content is derived from still life, landscape and figure.

ART 240: DRAWING - This course introduces the student to specific problems in composition.

ART 340: DRAWING - Composition and exploration of different media and techniques are emphasized in drawing from still life arrangements, landscapes or figure.

CERAMICS

220 CERAMICS - Introductory ceramic procedures in hand-building and glazing techniques.

320 CERAMICS - This course introduces the student to pottery-wheel techniques with emphasis placed on the study of clay and glaze compositions.

420 CERAMICS - A continuation of production in clay form and research in experimental clay and glaze composition.

423 POTTERY WHEEL TECHNIQUE - Development of wheel-thrown shapes that reflect innovative thinking and mature craftsmanship.

DIGITAL MEDIA

243 DIGITAL MEDIA - Introduction to the use of digital media in the arts through basic investigation of current computer technologies.

343 DIGITAL MEDIA: TIME-BASED - This course emphasizes exploration of time-based and experimental digital art, including computer animation, interactive media, video, and emerging applications of computer art in visual art.

PAINTING

260 PAINTING - The purpose of this course is to acquaint students with the fundamental techniques of painting.

360 PAINTING - This course stresses the creative approach to painting media. Emphasis is placed upon developing and understanding of the materials, principles and techniques inherent in a work of art. Outside reading and pictorial investigations are assigned.

361 PAINTING This course requires students to apply knowledge, understanding and skills in painting with increased competence and insight.

460 PAINTING - Research problems in selected painting materials are provided in this course.

PRINTMAKING

250 PRINTMAKING - This course introduces the student to printmaking through one of the following processes: relief, screenprinting, intaglio, lithography, collagraph or monotype.

350 PRINTMAKING - Emphasizes the development of imagery through one of the following processes: relief, screenprinting, intaglio, lithography, collagraph or monotype or digital.

450 PRINTMAKING - Stresses advanced color printing techniques and requires students to have strong personal imagery.

GRAPHIC DESIGN

231 GRAPHIC DESIGN - This course teaches the fundamentals of applied visual communication in graphic design projects.

330 GRAPHIC DESIGN - While the course uses elements to create forms for public viewing and also emphasizes the use of the student's experience gained in other studio areas, its primary concern is to strengthen the student's aesthetic awareness in graphic design.

334 GRAPHIC DESIGN SURVEY - Investigates the evolution of graphic design from pre-historic visual communications through the computer graphics revolution.

436 ELECTRONIC ILLUSTRATION - Provides advanced instruction in popular computer illustration programs such as Adobe Illustrator and Macromedia Freehand for students preparing for careers in graphic design. Limited enrollment.

SCULPTURE

270 SCULPTURE SURVEY I - A survey of sculpture production methods, including modeling, mold making, carving and fabricating in various materials. Student will explore traditional and contemporary techniques that can be used to express their understanding of the human condition by sculptural means.

370 SCULPTURE SURVEY II - Further development of basic sculptural materials and techniques.

372 SCULPTURE METHODS, FIGURATIVE STUDIES - Focuses on the human figure, its various applications and meanings as a vehicle for aesthetic expression in contemporary sculpture.

471 SCULPTURE METHODS, FOUNDRY I - Sculptural problems. Introduction to the lost-wax method of casting.

WEAVING

280 WEAVING - This course is an introduction to weaving, including rya, flossa, and tapestry rug techniques plus techniques for yardage and wall hanging. (every semester)

380 WEAVING - In this course, the creative and individual approach is emphasized in weaving full-size items using techniques learned in Weaving 280, in addition to other weaving techniques.

480 WEAVING - This course consists of creative research in the areas of double-weave, ikat, the use of indigenous fibers and other more complicated techniques. (every semester)

ART EDUCATION

ART 311: FOUNDATIONS OF ART EDUCATION AND METHODS I - An introductory course for theoretical as well as practical foundations of elementary and/or middle school art education and methods. Field experience will be required. Students are responsible for arranging their own transportation to designated or assigned sites.

ART 411: FOUNDATIONS OF ART EDUCATION AND METHODS II - This second art education methods course provides diverse experiences related to art education theory and practice in elementary, middle, and high schools. Field experiences in public schools outside the regular class sessions required. Students are responsible for arranging their own transportation to designated or assigned sites.

ART 413: FOUNDATIONS OF ART EDUCATION AND METHODS III - Long-term curriculum design, assessment, and classroom management methods appropriate for visual arts instruction in secondary schools. Field experience is required. Students are responsible for arranging their own transportation to designated or assigned sites.

ART 490: SPECIAL PROBLEMS (3-6 HOURS)

ART HISTORY

ART 105: ART SURVEY I - A selective chronological study of the visual arts from prehistoric through Gothic times. The course is designed as an introduction to the basic terminology and problems of art history and to the methods of analyzing and interpreting individual works of art.

ART 106: ART SURVEY II - A selective chronological study of the major visual arts from Renaissance through modern times.

ART 325: ASIAN, AMERICAN & AFRICAN ART - Visual arts of indigenous cultures from four continents: Asia, the Americas and Africa.

401 ART OF THE ITALIAN RENAISSANCE - This course analyzes the architecture, sculpture and painting of the Italian Renaissance with emphasis on the examination of selected examples. (on demand)

403 NORTHERN RENAISSANCE ART - A study of Netherland, German, and French art from late 14th through 16th centuries. Emphasis is placed upon the work of such major figures as van Eyck, van der Weyden, van der Goes, Bosch, Bruegel, Gruenewald, and Durer.

405 ART THEORY AND CRITICISM - A study of major theories of art, both historical and contemporary, and of various approaches to making qualitative judgments about individual works of art.

494 SEMINAR IN ART HISTORY - An examination of a selected period, movement, or artist which relates historical, formalistic, and theoretical approaches. Emphasis is placed upon accurate observation, critical judgment, and effective communication of ideas.

2. Standard Alignment Matrices

▪ *Program Alignment to Kentucky Teacher Standards*

Appendix B contains Art Education Program Assessment Plan. The “Critical Assessment Alignment Matrix” describes the assessments that Art Education Program uses to measure candidates progress towards the Kentucky Teacher Standards.

▪ *Program Alignment to NAEA Standards and Skills for Art Teacher Candidate*

Standards and Skills for Art Teacher Candidates by the National Art Education Association (NAEA) provide a framework for curriculum emphasis and organization of WKU art teacher education. They are organized under the following categories: Content of Art, Knowledge of Students, Curriculum Development, Instruction, Assessment in Art Education, and Professional Responsibility. These categories represent areas in which all beginning art teachers need proficiency in order to develop into truly effective members of the art education profession. The categories are inclusive of those aspects identified as essential to effective teaching developed by NBPTS (National Board for Professional Teaching Standards) and INTASC (Interstate New Teacher Assessment and Support Consortium). All of the standards and skills for Art Teacher Candidate are embedded in the content and experience of ART 311, ART 411, ART 413, and ART 490.

A. Content of Art

Standard 1: Art teacher candidates have a thorough understanding of the content of art.

Standard 2: Art teacher candidates make informed selection of instructional content.

B. Knowledge of Students

Standard 3: Art teacher candidates have a comprehensive knowledge of student characteristics, abilities, and learning styles.

Standard 4: Art Teacher candidates are sensitive observers in the classroom.

Standard 5: Art Teacher candidates are able to use knowledge of students to plan appropriate instruction.

C. Curriculum Development

Standard 6: Art teacher candidates develop curriculum reflective of the goals and purposes of art education.

Standard 7: Art teacher candidates develop curriculum reflective of an understanding of the breadth, the depth and the purpose of art.

Standard 8: Art teacher candidates develop curriculum inclusive of the goals, values and purposes of education, the community and society.

D. Instruction

Standard 9: Art teacher candidates are able to affect student learning in the content of art.

Standard 10: Art teacher candidates are able to create effective instructional environments conducive to student learning.

Standard 11: Art teacher candidates are well-versed in pedagogy.

Standard 12: Art teacher candidates inquire into their own practices and the nature of art teaching.

Standard 13: Art teacher candidates are instructional collaborators

E. Assessment in Art Education

Standard 14: Assessment of student learning outcomes - Prospective art teachers conduct meaningful and appropriate assessments of student learning.

Standard 15: Assessment of teacher effectiveness – Prospective art teachers systematically reflect upon their own teaching practice. As students of teaching, they recognize that they will gain expertise with experience and will continuously improve their efforts to teach effectively.

Standard 16: Assessment of program effectiveness – Art teachers deal with broader issues in the school setting beyond concern for individual students. At times, they may need to assess the entire art program within the school or district setting.

F. Professional Responsibility

Standard 17: Art teacher candidates continually reflect on their own practice.

Standard 18: Art teacher candidates recognize their responsibilities to the schools and the community.

Standard 19: Art teacher candidates contribute to the growth of the

Table 1.1 demonstrates the alignment of art education content courses with NAEA standards and skills for Art Teacher Candidate.

| LEARNED SOCIETY (NAEA) STANDARDS AND SKILLS FOR ART TEACHER CANDIDATE | | ART 311 | ART 411 | ART 413 | ART 490 |
|---|--|---------|---------|---------|---------|
| A. Content of Art | | | | | |
| A1 | Thorough understanding of the content of art | | X | X | X |
| A2 | Informed selection of instructional content | X | X | X | X |
| B. Knowledge of students | | | | | |
| B3 | Knowledge of student characteristics, abilities, and learning styles | X | X | X | X |
| B4 | Sensitive observers in the classroom | X | X | X | X |
| B5 | Use knowledge of students to plan appropriate instruction | X | X | X | X |
| C. Curriculum Development | | | | | |
| C6 | Develop curriculum reflective of goals and purposes of art education | X | X | X | X |
| C7 | Develop curriculum reflective of understanding of the breadth, depth and the purpose of art. | | | X | X |
| C8 | Develop curriculum inclusive of the goals, values | | | X | X |

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|---------------------------------------|---|---|---|---|---|
| | and purposes of education, the community and society | | | | |
| D. Instruction | | | | | |
| D9 | Affect student learning in the content of art. | X | X | X | X |
| D10 | Create effective instructional environments conducive to student learning | X | X | X | X |
| D11 | Well-versed in pedagogy | | | X | X |
| D12 | Inquiry into their own practices and the nature of art teaching | | | X | X |
| D13 | Instructional collaboration | X | X | X | X |
| F. Professional Responsibility | | | | | |
| E14 | Assessment of student learning outcomes | X | X | X | X |
| E15 | Assessment of teacher effectiveness | X | X | X | X |
| E16 | Assessment of program effectiveness | X | X | X | X |
| F17 | Continually reflect on their own practice | X | X | X | X |
| F18 | Recognize their responsibilities to the schools and the community | | | X | X |
| F19 | Contribute to the growth of the profession | | | X | X |

Table 1.2 demonstrates the alignment of WKU art education content courses with the National Standards in Art Education Content Standards.

Developed by the Consortium of National Arts Education Associations (Music, Art, Dance, Drama) in 1994, the National Standards for Arts in Education (Visual Art by NAEA) outline basic art learning outcomes integral to the comprehensive K-12 education of every American student. All of the standards are embedded in the content and experience of ART 311, ART 411, ART 413, and ART 490.

| NAEA Visual Arts Content Standards, K-12 | | ART 311 | ART 411 | ART 413 | ART 490 |
|--|---|---------|---------|---------|---------|
| 1 | Understanding and applying media, techniques, and processes | X | X | X | X |
| 2 | Using knowledge of structures and functions | X | X | X | X |
| 3 | Choosing and evaluating a range of subject matter, symbols, and ideas | X | X | X | X |
| 4 | Understanding the visual arts in relation to history and cultures | X | X | X | X |
| 5 | Reflecting upon and assessing the characteristics and merits of their work and the work of others | X | X | X | X |
| 6 | Making connections between visual arts and other disciplines | X | X | X | X |

Table 1.3 demonstrates the alignment of WKU art education content courses with the KERA Initiatives. The KERA Learner Goals, Academic Expectations, Program of Studies and Core Content for Assessments are embedded in the content and experience of ART 311, ART 411, ART 413, and ART 490.

| Kentucky Education Reform Act (KERA) Initiatives | | ART 311 | ART 411 | ART 413 | ART 490 |
|---|---|---------|---------|---------|---------|
| KERA Learner Goals and Academic Expectations, ART | | X | X | X | X |
| <p>Goal 1: Use Basic Communication and Mathematics Skills <u>Learner Outcome 1.13</u> Students construct meaning and/or communicate ideas and emotions through the visual arts.</p> <p>Goal 2: Apply Core Concepts and Principles <u>Learner Outcome 2.22</u> Students create products and make presentations that convey concepts and feelings. <u>Learner Outcome 2.23</u> Students analyze their own and other's artistic products and performances. <u>Learner Outcome 2.24</u> Students appreciate creativity and the values of the arts and the humanities. <u>Learner Outcome 2.25</u> Through their productions and performances or interpretation, students show an understanding of the influence of time, personality, and society on the arts and humanities.</p> | | | | | |
| Program of Studies, Visual Arts | | X | X | X | X |
| Arts and Humanities Core Content for Assessment 4.1 | | X | X | X | X |
| Art and Humanities Five Big Ideas, Visual Arts | | | | | |
| Arts and Humanities Big Idea A | Structure in the Arts (Art Criticism: Art Elements and Principles) | X | X | X | X |
| Arts and Humanities Big Idea B | Humanities in the Arts (Art History: Historical periods and Culture) | X | X | X | X |
| Arts and Humanities Big Idea C | Purposes in the Arts (Art Philosophy and Aesthetics) | | X | X | X |
| Arts and Humanities Big Idea D | Processes in the Arts (Art Production) | X | X | X | X |

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|-----------------------------------|-----------------------------------|--|--|---|---|
| Arts and Humanities Big Idea F | Interrelationships among the Arts | | | X | X |
|-----------------------------------|-----------------------------------|--|--|---|---|

Table 1.4 Certification Program Aligned with Teacher Standards, National Standards in Arts, EPSB Themes, and KERA Initiatives. The content and experience of the following art, art history, methods, and professional education courses are aligned to meet the following state and national standards for visual arts.

| Course Number | Course Title | Credit Hours | KY Teacher Standards | NAEA Art Content Standards | EPSB Themes | KERA Initiatives Big Themes (CCD) |
|---|---------------------------------------|--------------|----------------------|----------------------------|-------------|-----------------------------------|
| Art Studio and Art History Courses | | | | | | |
| ART 130 | 2D Design | 3 | 1 | 1,2 | 3 | A,D |
| ART 140 | Drawing I | 3 | 1 | 1,2 | 3 | A,D |
| ART 131 | 3D Design | 3 | 1 | 1,2 | 3 | A,D |
| ART 220 | Ceramics | 3 | 1 | 1,2 | 3 | A,D |
| ART 231 | Graphic Design | 3 | 1,6 | 1,2 | 3 | A,D |
| ART 243 | Digital Media | 2 | 1,6 | 1,2 | 3 | A,D |
| ART 250 | Printmaking | 3 | 1,6 | 1,2 | 3 | A,D |
| ART 260 | Painting | 3 | 1 | 1,2 | 3 | A,D |
| ART 270 | Sculpture | 3 | 1 | 1,2 | 3 | A,D |
| ART 280 | Weaving | 3 | 1 | 1,2 | 3 | A,D |
| ART 240 | Drawing II | 3 | 1 | 1,2 | 3,4 | A,D |
| ART 340 | Drawing III | 3 | 1, 6, 10 | 1,2,3,5 | 3,4 | A,D |
| Upper Div. Studio 1 | All Studio | 3 | 1, 6, 10 | 1,2,3,5 | 3,4 | A,D,F |
| Upper Div. Studio 2 | All Studio | 3 | 1, 6, 10 | 1,2,3,5 | 3,4 | A,D,F |
| Upper Div. Studio 3 | All Studio | 3 | 1, 6, 10 | 1,2,3,5 | 3,4 | A,D,F |
| ART 105 | Art Survey I | 3 | 1 | 3,4,5 | 1,3 | B,C |
| ART 106 | Art Survey II | 3 | 1 | 3,4,5 | 1,3 | B,C |
| ART 325 | Art of Asia, Africa, and the Americas | 3 | 1 | 3,4,5,6 | 1,3 | B,C,F |
| ART 405 | Art Theory and Criticism | 3 | 1 | 3,4,5,6 | 1,3 | B,C,F |
| ART 494 | Islamic Art and Architecture | 3 | 1 | 3,4,5,6 | 1,3 | B,C,F |
| Professional Education & Art Methods | | | | | | |
| ART 311 | Intro to Art Ed Methods | 3 | All | All | All | All |

| | | | | | | |
|---------|-------------------|---|-----|-----|-----|-----|
| ART 411 | Elem. Art Methods | 3 | All | All | All | All |
| ART 413 | Sec. Art Methods | 3 | All | All | All | All |
| ART 490 | Art Ed Portfolio | 3 | All | All | All | All |

3. Courses/Experiences that Address the Professional Code of Ethics

In order for candidates to be admitted into WKU’s initial teacher preparation programs, they must first attend a Teacher Orientation during which the EPSB’s Professional Code of Ethics is discussed. At the conclusion of the orientation, candidates must sign that they have read and are committed to upholding the code of ethics.

In addition, the introductory education foundations courses, EDU 250 provide opportunities for candidates to discuss professional ethics.

B. KERA Initiatives

The Combined Curriculum Document (CCD), located at the following url: <http://www.education.ky.gov/KDE/Instructional+Resources/Curriculum+Documents+and+Resources/Teaching+Tools/Combined+Curriculum+Documents/>, is a resource created by the Kentucky Department of Education to show the connection between the Academic Expectations (what students should know and be able to do as a result of their school experience), the Program of Studies (the minimum required content standards students shall be taught to meet the high school graduation requirements), and the Core Content for Assessment (the content that is appropriate to be included on the state assessment). The CCD subsumes these three Kentucky P-12 curriculum requirements under the umbrella of “Big Ideas.” Table 2 describes how we introduce our candidates to the CCD and to each of the “Big Ideas” associated with our education preparation program, as well as how we ensure our candidates are prepared to teach these concepts to meet the KDE P-12 curriculum requirements in their future P-12 classrooms.

Table 2: Program Alignment to KERA “Big Ideas” for Arts/Humanities: Art

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| Big Idea: Structure in the Arts: Art |
| Understanding of the various structural components of the arts is critical to the development of other larger concepts in the arts. Structures that artists use include elements and principles of each art form, tools, media, and subject matter that impact artistic products, and specific styles and genre that provide a context for creating works. It is the artist’s choice of these structural components in the creative process that results in a distinctively expressive work. Students make choices about how to use structural organizers to create meaningful works of their own. The more students understand, the greater their ability to produce, interpret, or critique artworks from other artists, cultures, and historical periods. <i>Refer to Table 1.3 & 1.4 Art Studio, Art History, and Art Education Methods Courses</i> |
| Big Idea: Humanity in the Arts |
| The arts reflect the beliefs, feelings, and ideals of those who create them. Experiencing the arts allows one to experience time, place, and/or personality. By experiencing the arts of various cultures, students can actually gain insight into the beliefs, feelings, and ideas of those cultures. Students also have the opportunity to experience how the arts can influence society through analysis of arts in their own lives and the arts of other cultures and historical periods. Studying the historical and cultural stylistic periods in the arts offers students an opportunity to understand the world past and present, and to learn to appreciate their own cultural heritage. Looking at the interrelationships of multiple arts disciplines across cultures and historical periods is the focus of humanities in the arts. <i>Refer to Table 1.3 & 1.4 Art Studio, Art History, and Art Education Methods Courses</i> |

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| <p>Big Idea: Purposes for Creating the Arts</p> <p>The arts have played a major role throughout the history of humans. As the result of the power of the arts to communicate on a basic human level, they continue to serve a variety of purposes in society. The arts are used for artistic expression to portray specific emotions or feelings, to tell stories in a narrative manner, to imitate nature, and to persuade others. The arts bring meaning to ceremonies, rituals, celebrations, and commemorations. Additionally, they are used for recreation and to support recreational activities. Students experience the arts in a variety of roles through their own creations and performances and through those of others. Through their activities and observations, students learn to create arts and use them for a variety of purposes in society.</p> <p><i>Refer to Table 1.3 & 1.4 Art Studio, Art History, and Art Education Methods Courses</i></p> |
| <p>Big Idea: Processes in the Arts</p> <p>There are three distinctive processes involved in the arts. These processes are creating new works, performing works for expressive purposes, and responding to artworks. Each process is critical and relies on others for completion. Artists create works to express ideas, feelings, or beliefs. The visual arts capture a moment in time while the performing arts (music, dance, drama/theatre) are performed for a live audience. The audience responds to the artistic expressions emotionally and intellectually based on the meaning of the work. Each process enhances understanding, abilities, and appreciation of others. Students involved in these processes over time will gain a great appreciation for the arts, for artists past and present, and for the value of artistic expression.</p> <p><i>Refer to Table 1.3 & 1.4 Art Studio, Art History, and Art Education Methods Courses</i></p> |
| <p>Big Idea: Interrelationships Among the Arts: Assessed at the High School Level Only</p> <p>The arts share commonalities in structures, purposes, creative processes, and their ability to express ideals, feelings and emotions. Studying interrelationships among the arts enables students to get a broad view of the expressiveness of the art forms as a whole, and helps to develop a full appreciation of the arts as a mirror of human kind.</p> <p><i>Refer to Table 1.3 & 1.4 Art Studio, Art History, and Art Education Methods Courses</i></p> |

C. EPSB Themes

WKU Art Education Program is committed to graduating education professionals who are prepared to work with diverse students, to assess student learning, to understand the importance of literacy across the curriculum, and to close the achievement gap. (See Table 1.4)

| COURSES | EPSB Themes | | | | How Course Addresses Theme |
|---------|-------------|------------|----------|-------------------------|---|
| | Diversity | Assessment | Literacy | Closing Achievement Gap | |
| ART 311 | X | X | X | X | Reading and research for unit planning, cultural forms of art education studio, instructional preparation for GSSP, LEP, IEP students, team-teaching P-8 students of diverse backgrounds, assessment of student learning (standard and alternative), self-evaluation of teaching, program evaluation, parent evaluation of the art class, final teaching reflection and analysis. Field experience is arranged in collaboration with the WKU Center for Gifted Studies. |
| | X | X | X | X | Same as ART 311 at an Elementary school setting. |

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|----------------|---|---|---|---|--|
| ART 411 | | | | | Research and issue paper, instructional/assessment modifications, Art Criticism (Looking and Talking about art) visual analysis, children’s literature-based unit plan and subject integration. Field experience is arranged in collaboration with art teachers at area P-6 schools. |
| ART 413 | X | X | X | X | Same as ART 411 at a Secondary school setting. Comprehensive unit plan, analysis of student learning, pre and post test, art advocacy, visual thinking and visual analysis assignment, group/individual led art criticism activities, philosophy of art education, art education journal article review, professional portfolio/e-portfolio completion. Field experience is arranged in collaboration with field-based mentor teachers at area 7-12 schools. |
| ART 490 | X | X | X | X | Art teacher observation, practicum at elementary and secondary school settings, visual arts outreach, service-learning, professional development engagement. |
| ART 105 | X | | X | | Survey of various art forms through history, culture, and religions from pre-historic to Renaissance with emphasis on diverse perspectives beyond Western art. |
| ART 106 | X | | X | | Survey of various art forms through history, culture, and religions from Renaissance 19 Century with emphasis on diverse perspectives beyond Western art. |
| ART 325 | X | | X | | In-depth study of Asian, African, and the American (Indigenous North, Central, and South America) arts, aligned with the P-12 Arts and Humanities Core Content |
| ART 494 | X | | X | | In-depth study of Islamic Art and Architecture, aligned with the P-12 Arts and Humanities Core Content |

D. Program Faculty

See Table 4 on the next page.

Table 4: Education and Content Faculty Information

| Faculty Name | Highest Degree, Field, & University | Assignment: Indicate the role(s) of the faculty member ¹ | Faculty Rank ² | Scholarship ³ , Leadership in Professional Organizations, and Service ⁴ : List up to 3 major contributions in the past 3 years ⁵ | Teaching or other professional experience in P-12 schools | Status to institution & education unit ⁶ |
|----------------|--|---|---------------------------|--|---|---|
| Brent Oglesbee | MFA, Ceramics Pennsylvania State University | Faculty <u>Department Head</u> | Professor | 2008. Mid-South Juried Indoor Sculpture Exhibition Lexington Arts Center, Lexington, KY. 2008. Exhibition, Invitational, <i>Perennials and First Growth</i> Cumberland Gallery, Nashville, Regional, Invitation. 2008. Best of Show for <i>Celebration of the Arts Exhibition</i> , US Bank, Bowling Green, KY. 2008. Coordinated and funded <i>A Day in the Museum and Gallery program</i> (Louisville Speed Museum) for students, faculty, and friends/donors of WKU Art Department. 2007-08 & 2008-09. NASAD (National Association of Schools of Art and Design) accreditation update report. | High School Recruitment Governor's School of Art and DuPont Manual High School | FT/PT |

¹ For example, faculty, clinical supervisor, department chair, etc.

² For example, professor, associate professor, assistant professor, adjunct professor, instructor, administrator, etc.

³ *Scholarship* is defined by NCATE as systematic inquiry into the areas related to teaching, learning, and the education of teachers and other school personnel. Scholarship includes traditional research and publication as well as the rigorous and systematic study of pedagogy, and the application of current research findings in new settings. Scholarship further presupposes submission of one's work for professional review and evaluation.

⁴ *Service* includes faculty contributions to college or university activities, schools, communities, and professional associations in ways that are consistent with the institution and unit's mission.

⁵ For example, three contributions of scholarship, leadership, and service might be 1) Scholarship - article published in a specific journal, 2) Leadership - officer of a state or national association, and 3) Service - an evaluation of a local school program. NOTE: You MUST provide evidence of SCHOLARSHIP.

⁶ Use these codes: FT/FT – full time to the university and full time to the unit/program; FT/PT – full time to the university and part time to the unit/program; or, PT/PT – part time to the university and part time to the unit/program.

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| <p>Kristina Arnold</p> | <p>MFA University of Tennessee, Knoxville, TN</p> | <p>Faculty <u>WKU University Gallery Director</u></p> | <p>Assistant Professor</p> | <p><u>Solo exhibitions:</u> 2009 The Renaissance Center, Dickson, TN 2008 Lexington Art League, Project Space, Lexington, KY 2008 Indianapolis Art Center, Sarah Hurt Gallery, Indianapolis, IN <u>Service in 2007 / 2008 school year:</u> Profiled in <i>Spirit of Engagement</i> (WKU service publication) Organized / facilitated / installed / promoted 17 exhibitions for WKU University Galleries. Organized / assisted bringing in 12 visiting artists for lectures / workshops</p> | <p>Facilitated Exhibition, <i>Those Who Can, Teach: Art Teachers and Their Students.</i> Corridor Gallery, WKU Scholastic Art Awards Juror Bowling Green and South Central Kentucky</p> | <p>FT/PT</p> |
| <p>Tom Bartel</p> | <p>MFA, Ceramics Indiana University Bloomington, IN</p> | <p>Faculty</p> | <p>Associate Professor</p> | <p>Artist Website: http://www.tombartel.net/ 2007. Invited Summer Faculty Position: Arrowmont School of Arts and Crafts, Gatlinburg, TN 2007. <u>Artist Lecture and Workshops</u> The University of Florida, Gainesville, FL 2007 Visiting Artist, Missouri State University, Springfield, MO Visiting Artist, San Diego State University, San Diego, CA</p> | <p>PIE Visual Arts Outreach Program participants for P-12 students</p> | <p>FT/PT</p> |
| <p>Ingrid Cartwright</p> | <p>Ph. D. Art History University of Maryland College Park, MD</p> | <p>Faculty</p> | <p>Assistant Professor</p> | <p>2009. Article accepted for publication. <i>Seventeenth- Century Dutch and Flemish Artists, Drinking, and Identity</i>, Studies in Dutch Language and Culture. 2009. Article accepted for publication. <i>Heartbeats: The Horse in 20th Century American Art and Culture.</i> For forthcoming 2010 exhibition catalogue essay, Hoof Beats and Heartbeats: The Horse in American Art, University of Kentucky Art Museum</p> | <p>PIE Visual Arts Outreach Program P-12 students</p> | <p>FT/PT</p> |
| <p>Kim Charmers</p> | <p>MFA. Painting Florida State University Tallahassee, FL</p> | <p>Faculty</p> | <p>Professor</p> | <p>2008. Six works on paper <i>Paper Memorial</i> Kentucky Visions at the Capitol, US Senate Exhibition, Washington, DC 2008. Janice Mason Art Museum's Tenth Anniversary</p> | <p>Scholastic Art Awards Juror Bowling Green and South Central Kentucky</p> | <p>FT/PT</p> |

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|-------------------------|---|---|------------------------|---|--|-------|
| | | | | <p>Celebration invitational lecture. Collectors, Patrons, funded by the Kentucky Arts Council</p> <p>2007 <i>Kiss the Dragon, Chindia and St. George</i>, Corridor Gallery, WKU, Bowling Green, KY</p> <p>2007 <i>Dozen Daemons, Dia De Los Muertos</i>, Invitational, Gloria Singletary Gallery, Lexington, KY</p> | | |
| Miwon Choe | Ph. D. Art Education Indiana University Bloomington, IN | Faculty <u>Art Education Program Chair</u> | Associate Professor | <p>2005-2009. Awarded Provost Initiatives for Excellent (PIE) Visual Arts Outreach Grant.</p> <p>2009. Chapter to be published. <i>Walls and Bridges: Metaphor as a Tool and Lens for Cross Cultural Art Education</i>. Art Education and Social Justice, NAEA (National Art Education Association) Press.</p> <p>2008. Article published. <i>Think Metaphor</i>, Research Journal of Korean Society of Education through Art (KoSEA)</p> <p>2007. Article published. <i>We don't want Bogolanfini to die</i>. USSEA Teaching Voices, Vol. 39.</p> <p>2006. Article published. <i>A Korean Female Artist: the Pioneer Hae-Seok Rah</i>, Visual Culture and Gender, Vol .1 http://explorations.sva.psu.edu/VCG/</p> | <p>P-6 Elementary Art Specialist & G/T Program Coordinator</p> <p>Super Saturday Art Programs and P-12 Field Supervisor</p> <p>PIE Gifted and Talented P-12 Visual Art Outreach Grant Coordinator</p> <p>GEAR-UP Summer Recruitment Program, WKU</p> | FT/PT |
| Jeff Jenson | MFA, Graphic Design University of Iowa Iowa City, Iowa | Faculty | Associate Professor | <p>2006. Potter College Arts and Letters Advisor Award</p> <p>2007-2008. Consulting artist for the new WKU Football stadium graphics and local Minor League baseball team.</p> | <p>P-12 Arts Advocacy Participants Cumberland Trace Elementary, Bowling Green, KY</p> | FT/PT |
| Jennifer Fritsch | MAE Art Education Western Kentucky University | Faculty | Adjunct Professor | <p>2009. Solo exhibition – Mezzanine Gallery, Capitol Arts Center, Bowling Green, KY</p> <p>2006. Walmart Teacher of the Year</p> <p>2008. Kentucky Middle School Art Teacher of the year. http://www.glasgowdailytimes.com/local/local_story_316134109.html</p> | <p>Full time public school art teacher Glasgow Middle School</p> | FT/PT |

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|------------------------------------|---|----------------|---------------------------------|--|--|--------------|
| <p>Guy Jordan</p> | <p>Ph. D. Art History University of Maryland College Park, MD</p> | <p>Faculty</p> | <p>Assistant Professor</p> | <p>2009, University of Oklahoma Press forthcoming. <i>Taverns, Alcohol, and Ambiguity</i>, in Carol Clark, <i>Charles Deas: Telling Tales to 1840s America</i></p> <p>September 2008. <i>Race in Transit: Intoxication and Slavery in the Art of Charles Deas</i>, Visual Resources Vol. 24, No. 3, 253-272.</p> <p>2007. Co-organizer, along with Jennifer Greenhill, Jason LaFountain, and Dorothy Moss-Williams, of <i>Practicing American Art History</i>, a colloquium held at The Sterling and Francine Clark Institute of Art.</p> | <p>Guest Lecturer VAMPY (Verbally and Mathematically Precocious Youth) WKU Summer Camp</p> | <p>FT/PT</p> |
| <p>David Maquez</p> | <p>MFA, Sculpture University of Iowa Iowa City, Iowa</p> | <p>Faculty</p> | <p>Full Time Instructor</p> | <p>2008. All Kentucky Juried Fine Art Exhibition, <i>Topographical Relief Mold</i>, Capitol Arts Center, Bowling Green, KY.</p> <p>2007. Workshop/Visiting artist, Tennessee Alliance for Arts Education, Watkins College of Art, Nashville, TN</p> <p>2006. Workshop/Visiting artist. Discovery Center, Murfeesboro, TN</p> | <p>Scholastic Art Awards Juror Bowling Green and South Central Kentucky</p> | <p>FT/PT</p> |
| <p>Mike Nichols</p> | <p>MFA Fontbone University St. Louis, MO</p> | <p>Faculty</p> | <p>Assistant Professor</p> | <p>Spring 2009. UE (University of Evansville) Harlaxton College, England International Program Art Faculty http://www.evansville.edu/globalue/harlaxton.cfm</p> <p>2006. Merit Award, <i>All Kentucky Juried Fine Art Exhibition</i>, Capital Arts Alliance</p> <p>2006. Manifest National Drawing Annual exhibition-in-print, Second Place Award http://www.manifestgallery.org/nda/nda2006/nichols.html</p> | <p>Workshop Presenter GEAR-UP Summer Recruitment Program. WKU</p> <p>PIE P-12 Visual Arts Outreach Program P-12 Students</p> | <p>FT/PT</p> |
| <p>Laurin Notheisen</p> | <p>MFA, Printmaking University of Illinois Urbana-Champaign, IL</p> | <p>Faculty</p> | <p>Professor</p> | <p>2006 & 2008. Mid-States Art Exhibition, juried exhibition, Evansville Museum of Arts, History and Science, Evansville IN.</p> <p>2007. Americas 2000: All Media, national juried exhibition of 30 works from 534 entries, Northwest</p> | <p>Facilitate WKU Print Club to help VSA and children with autism participate in printmaking process.</p> | <p>FT/PT</p> |

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| | | | | Art Center, Minot State University, Minot, ND. 1995-present University Discipline Committee | | |
| John Oakes | MFA, Painting University of Iowa Iowa City, Iowa | Faculty | Optional Retiree | Served 2000 hours in design work and construction on educational exhibits for the Historical Rail park Museum in Bowling Green - an affiliate of the Smithsonian. 2006. Article published. <i>How the Servicemen's Readjustment Act of 1944 (GI Bill) Impacted Women Artists' Career Opportunities</i> . Visual Culture and Gender, Vol.1 http://explorations.sva.psu.edu/VCG/ | PIE P-12 Visual Arts Outreach Program P-12 Students | PT/PT |
| Neli Ouzounova | MFA Printmaking East Tennessee State University Johnson City, TN | Faculty | Adjunct Professor | 2007/ 2008 - <i>All Kentucky Juried Group Exhibition</i> , Capitol Arts Alliance, Bowling Green, KY. 2008. <i>Impressions of Libya</i> , prints and paintings at Art House Gallery, Tripoli, Libya. 2008. <i>Biannual Faculty Art Exhibition</i> , Western Kentucky University, Bowling Green, KY. 2008/ 2007 <i>Celebration of the Arts</i> , Western Kentucky University Open Art Exhibition. . | Visiting Artist for Elementary School Johnson City, TN | PT/PT |
| Yvonne Petkus | MFA, Painting University of Washington Seattle, WA | Faculty | Associate Professor | 2006-2008. Served as Honors Development Board member and attended NCHC (national Collegiate Honors Council). 2009. Awarded Kentucky Foundation for women Artist Enrichment Grant, <i>Processing Imagery: Reflecting Issues of Contemporary Anxiety</i> http://www.kfw.org/ 2008. <i>Art Basel, International Art Fair</i> , Miami, Florida, Artoconecto and Bakehouse Arts Complex 2008. Coordinate and teach, France Study Tour for WKU Alumni and students. | June 2006 and June 2007: <i>Portrait Drawing Workshop</i> , during Women and Kids Learning Together Summer Camp, Bowling Green, KY. For underprivileged families (mostly single mothers) in the region. | FT/PT |

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| <p>Jennifer Sims</p> | <p>MAE Art Education Western Kentucky University <u>National Board Certified</u> in Art for Early Childhood to Early Adolescents</p> | <p>Faculty</p> | <p>Adjunct Professor</p> | <p>2008. New Works, Houchens Gallery, Capitol Art Center, Bowling Green, KY 2007. Featured Artist of the Month, Gallery at 916, Bowling Green, KY. 2005-2008 Recipient of multiple Arts Grants. Kentucky Arts Grant for a total sum of \$42,000.</p> | <p>Full time public school art teacher Munfordville School Hart County, KY Member of the Site-based Council</p> | <p>PT/PT</p> |
| <p>Joon Sung</p> | <p>MFA, Digital Media Syracuse University Syracuse, NY</p> | <p>Faculty</p> | <p>Associate Professor</p> | <p>2008. Group Exhibition. <i>Transhift 08</i> A time-based New Media Art Festival, Fluorescent Gallery, Knoxville, TN 2007. Published <i>J&L VIDEO</i> DVD in a 5.5" x 7.5" digipak ISBN-10: 0-9746908-8-0 2006. One person exhibit, Gazes, Janice Mason Art Museum, Cadiz, KY 2004-2007. Curator for <i>Global Connection – Exchanging Art</i>, Western Kentucky University</p> | <p>PIE P-12 Visual Arts Outreach Program P-12 Students Digital animation tutor for area high school students</p> | <p>FT/PT</p> |
| <p>Matt Tullis</p> | <p>MFA, Graphic Design Tyler School of Art Temple University Philadelphia, PA</p> | <p>Faculty</p> | <p>Associate Professor</p> | <p>2008. <i>Alternative Typestyles</i> Solo Exhibition, Ronald L. Barr Gallery, Indiana University Southeast. This exhibition was featured in the IUS newspaper, The Horizon (week of January 28, 2008) in an article titled <i>Typography exhibit turns everyday items into art.</i> 2008. Selected Artist for <i>The Mark of Great Art Exhibition</i>, Maker's Mark Distillery, Inc., Loretto, KY 2008. Designed the SKyTEACH logo for a new math & science teacher-training program, WKU. 2008. Designed the poster and program cover imagery for The Public Theatre of Kentucky production of <i>The Dairy of Anne Frank.</i></p> | <p>Visual Arts Outreach, <i>Typography Workshops</i> to area P-12 students</p> | <p>FT/PT</p> |
| <p>Cooksey, Elizabeth</p> | <p>EdD, Ed, U Louisville</p> | <p>Faculty</p> | | <p>Scholarship: Editorial Board member - Worked on programs for NAME 2008 & 2009. Submitted chapter for NAME publication 2009.</p> | | <p>FT/FT</p> |

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|-------------------------|---------------------------|---------|---------------------|--|--|-------|
| | | | | <p>Submitted individual proposal to NAME. Leadership: Chair- Delta Sigma Theta Scholarship Committee. WKU International Committee member. Helped to develop ongoing program modules for course to update and define. Service: Helped develop ongoing program development for beginning education courses EDU 250 and development of a course in diversity. Worked on graduate program development. Work with high school English teachers and school curriculum committee at Bowling Green High School. Also curriculum work with language arts teachers at Warren East Middle School. Co-sponsor of Kappa Delta Pi Honor Society. FBLA judge. United Way work. Book discussion with 250 students. Training them to appreciate literature and to identify with those of their peers who have chosen difficult teaching situations.</p> | | |
| Davison, Judy | EdD, Ed, U Northern Iowa | Faculty | Assistant Professor | <p>Scholarship & Awards: Davison, J.C. & McCain, T. (2007). Developing multicultural sensitivity through international student teaching: The challenges faced by a southern university. Growing a Soul for Social Change: Building the Knowledge Base for Social Justice. Charlotte, North Carolina: Information Age Publishing. Blaisdell, M.J., Bohning, K., Davison, J, Duerstock, B. et al.(contributors). In Stefanich, G. (Ed.). (2007). Classroom and laboratory modifications for students with disabilities. In G.P. Stefanich (Ed.), Science Teaching in Inclusive Classrooms: Models & Applications (pp.1-60). Washington, DC: National Science Foundation. Fulbright Senior Specialist appointments: University of Greenwich, England (May-June 2004) & National College of Ireland, Dublin, Ireland (Oct-Nov, 2007). Leadership: 6 year Academic Review Chair, NCATE steering committee, International Student Teaching co-chair. Service: International: WKU representative to COBEC. Fulbright Assn. International Education Task Force member. 2006-present. Fulbright Assn. International Arts Task Force member. 2006-present. National : UK Fulbright Teacher Exchange Liaison Project. Mentor for 2 UK educators. Rockford High School, Rockford, OH. & Boston College, Boston, MA., 2005-2006.</p> | <p>Teaching or Professional Experience in Schools: Developed & delivered on-site graduate course (EDU522) to assist in establishing graduate student cohorts. Supervised 18 Alternate Route interns. Region II FBLA Conference Judge. 2005 & 2006. Franklin Middle School Science Fair Judge. 2005.</p> | FT/FT |
| Gandy, Stephanie | EdD, Ed, Louisiana Tech U | Faculty | Assistant Professor | <p>Scholarship: awarded \$200,000 in grant monies from the National Geographic Society Education Foundation; 5 publications in national peer-reviewed journals (in last 3 years). Leadership; Awarded Fulbright Senior Specialist status for five years; Awarded Distinguished Educator for 2007 by the Kentucky Association of Teacher Educators. Professional Associations: Co-coordinator for the Kentucky Geographic Alliance; serve on Enhancement of Geographic Literacy Award Selection Subcommittee for the National Council for the Social Studies .</p> | <p>Teaching Experience: 27 years in public elementary schools</p> | FT/FT |

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| Huss, Jeanine | PhD, Ed, Oklahoma State U Main Campus PhD, Ed, Oklahoma State U Main Campus | Faculty | Assistant Professor | <p>Scholarship: . Huss, J. and Baker, C. Collaborative inquiries: Opportunities for bringing agriculture into the classroom (under review with Science and Children; Fall 2008.</p> <p>Moseley, C; Huss, J. and Utley, J. Assessing K-12 teachers' personal environmental education teaching efficacy and outcome expectancy (under review with School Science and Mathematics, Winter 2008).</p> <p>Teacher Quality Grant Eureka! I've Got It! \$1055; Primary Investigator; 2008-2009.</p> <p>Teacher Quality Grant WET and PLT workshops; \$1355; Primary Investigator; 2008-2009 .</p> <p>Leadership: 2 year Board member of Kentucky Association of Environmental Education 2007-2009.</p> <p>Service: Served as alternate for PEC 2007-2009.</p> <p>Students teach science labs for one day at local school.</p> | <p>Taught 4th grade science at Cumberland Trace Elementary School.</p> <p>Taught 4th grade science at Briarwood Elementary two years ago.</p> <p>Taught Project WILD to 80 students every semester for last three years.</p> <p>Taught Project Learning Tree and Project WET to 80 students Fall 2008 and Spring 2009</p> | FT/FT |
| Jukes, Pamela | EdD, Ed, U Kentucky | Faculty | Associate Professor | <p>Presentations: Kentucky Council for Social Studies Fall 2006, 2007, 2008.</p> <p>Leadership in Professional Associations: EPSB: Kentucky Teacher Internship Program - Teacher Performance Assessment Trainer Content Area Program Review Committee (review college/university folios), 2000-present .</p> <p>Service: KTIP Committee - Teacher Educator (2-3 interns each of the past 3 years)</p> <p>Kentucky Education Association -Student Program faculty advisor Chair, Student Scholarship & Awards Committee, Curriculum & Instruction .</p> | Taught P-12 for 10 1/2 years | FT/FT |
| Murley, Lisa | EdD, Ed, U Louisville | Faculty | Other | <p>Scholarship: Murley, L., Keedy, J., & Welsh, J. (2008). Examining school improvement through the lens of principal and teacher flow of influence in high-achieving, high-poverty schools. Leadership and School Policy, 7, 380-400.</p> <p>Student Performance V Student Attitudes Research Project. Murley, L., Gandy, K. & Jukes, P. 2008</p> <p>Murley, L., Gandy, K. Kirby-Stokes, C, Tzoke, A. & Barker, N. (2008). Collaboration with Community Partners: Engaging Teacher Candidates in Leadership Roles. Presentation for Kentucky Association of Teacher Educators. Georgetown Kentucky.</p> <p>Murley, L. Gandy, K., & Lucey, T., (2008). Interpreting Teacher Preparation Models: The Confidence of Graduates from Three Institutions. Presentation at the Association of Teacher Educators Conference in Washington, DC.</p> <p>Leadership in Professional Associations: Kappa Delta Pi International Honor Society Advisor; 2006-present.</p> <p>Service : Corcori Elementary School, Cartago Costa Rica; Visited school to establish a relationship with faculty; Upon return to the U.S. sent much needed school supplies back to the school. 2008.</p> <p>ESL After School Homework Tutoring Volunteer, Nueva Vida Hispanic Church, Bowling Green, KY 2007-2008.</p> <p>Kentucky Teacher Internship Program State Trainer and Kentucky Teacher Internship Program Teacher Education Committee</p> | <p>K-8 Kentucky Lifetime Elementary Teaching Certificate.</p> <p>K-12 Kentucky Educational Supervisor Certificate. Murley, L. (2007 & 2008) Assessment Professional Development Presentation;</p> <p>Owensboro Catholic Middle and High School Faculty.</p> <p>Elementary Block I Supervision: Cumberland Trace Elementary School, 2003-present;</p> <p>Rockfield Elementary School, 2007-2008; Lost River Elementary School, 2006-2007; Bristow Elementary School, 2005-2006; North Warren Elementary School, 2004-</p> | |

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| | | | | Member: Rhonda Napper, Oakland Elementary School; Tess Dewise, Briarwood Elementary School; & Karen Craig Padgett and Melissa Zimmer, Cumberland Trace Elementary School Master of Arts in Education Redesign Committee: 2008. Doctoral Design Committee: 2005-present, NCATE Steering Committee: 2008. | 2005 KTIP Service (listed above) | |
| Pierce, Judy | 'EdD, Ed, West Virginia U | Faculty | Professor | Articles National- Gandy, K., & Pierce, J. (2009). Collaboration with community partners: Engaging teacher candidates. The Social Studies. . [In press]. State- Atwell, N., Ferguson, J., & Pierce, J. (2007). Teacher preparation: Building quality and capacity in rural areas. Kentucky Teacher Educator, 11 - 19. Pierce, J., & Jukes, P. (2004/2005). Teaching children about Native Americans in the Elementary classroom. Southern Social Studies Journal, 29 (2), 3 - 18. Presentations - National- Pierce, J. (2006). Female soldiers: Who were these women? Society of Women in the Civil War Annual Conference. Frederick, Maryland. Committees/Organizations -State Pierce, J. (2005 – present). Kentucky Abraham Lincoln Bicentennial Advisory Council. Pierce, J. (2006 – present). Kentucky Abraham Lincoln Bicentennial Education Committee. Pierce, J. (2006 – present). Kentucky Abraham Lincoln Bicentennial Education Committee. | Multiple years of teaching | FT/FT |

E. WKU Curriculum Contract

**WESTERN KENTUCKY UNIVERSITY
UNDERGRADUATE PROGRAM LEADING TO
TEACHER CERTIFICATION ART EDUCATION**

**Successful completion of this program qualifies the candidate for the
Rank III: Kentucky Professional Teaching Certification in Art Education (Grades P-12)**

| | | | |
|----------------------|--------------------------|----------|-----------------------------|
| Student's Name: Last | First | MI | Student ID Number |
| Local Address: | Street or Residence Hall | | Daytime Phone Number |
| City | State | Zip Code | Expected Date of Graduation |

General Education Studies

| | |
|-----------------------|---------------|
| ENG 100 | 3 hrs |
| ENG 300 | 3 hrs |
| ART 100 | 3 hrs |
| COMM 145 | 3 hrs |
| ENG 200 | 3 hrs |
| HIS 119/120 | 3 hrs |
| PSY 100 | 3 hrs |
| HE 100 | 3 hrs |
| Foreign Lang | 3 hrs |
| Humanities | 3 hrs |
| Social Science | 3 hrs |
| Mathematics | 3 hrs |
| Natural Science | 6 hrs |
| <u>World Cultures</u> | <u>3 hrs</u> |
| Total Hours | 45 hrs |

Specialty Studies - Major

| | |
|--|-------|
| Required Introductory courses | |
| ART 105 Art Survey I | 3 hrs |
| ART 106 Art Survey II | 3 hrs |
| ART 130 2D Design | 3 hrs |
| ART 131 3D Design | 3 hrs |
| ART 140 Drawing I | 3 hrs |
| ART 240 Drawing II | 3 hrs |
| ART 340 Drawing III | 3 hrs |
| Any 6 of the following basic studio courses | |
| ART 220 Ceramics | 3 hrs |
| ART 231 Graphic Design | 3 hrs |
| ART 243 Digital Media | 3 hrs |
| ART 250 Printmaking | 3 hrs |
| ART 260 Painting | 3 hrs |
| ART 270 Sculpture | 3 hrs |
| ART 280 Weaving | 3 hrs |

Professional Education

| | |
|--------------------|---------------|
| EDU 250 | 3 hrs |
| PSY 310 | 3 hrs |
| EXED 330 | 3 hrs |
| EDU 489 | 3 hrs |
| <u>SEC 490</u> | <u>10 hrs</u> |
| Total Hours | 22 hrs |

Electives

Art Education Methods - Required

| | |
|-----------------------------|-------|
| ART 311 Art Ed. Methods I | 3 hrs |
| ART 411 Art Ed. Methods II | 3 hrs |
| ART 413 Art Ed. Methods III | 3 hrs |

Restricted Art History Electives

| | |
|--------------------------------------|--------------|
| ART 325 or ART 405 | 3 hrs |
| Upper Division Art History | 3 hrs |
| ART 490 Art Ed Portfolio | 3 hrs |
| <u>Three Advanced Studio Courses</u> | <u>9 hrs</u> |

Total hours for B.A. Visual Studies
Art Education Concentration 66 hrs

Grand Total Hours for B.A. in Art Education with P-12 Visual Art Certification.....133

All students perusing teacher certification must be admitted to Teacher Education, and subsequently, to student teaching. See attached sheet for these requirements.

Authentic assessment processes will be utilized in the program. These processes include writing portfolios, performance events, writing prompts, journal writing and cognitive tests with both convergent and divergent test items. A professional portfolio will be maintained by each teacher candidate and organized to reflect progress toward Attainment of the ten Kentucky Teacher Standards.

Field experience in public schools and/or other appropriate settings away from campus are required in this program. Students are responsible for arranging their own transportation.

To achieve certification at the Rank III level, the candidate must make application to the Officer of Teacher Certification, Tate Page Hall 407. Application may be made prior to the completion of student teaching but will not be processed until all undergraduate and teacher certification requirements are met. In addition, the candidate must have completed and passed, at the level determined by the Kentucky Education Professional Standards Boards (EPSB), the professional knowledge and specialty sections of the PRAXIS II exams at the level determined by the EPSB.

Signatures of the university advisor and the candidate make this a contract between the university and the candidate. This contract may not be altered without the advice and consent of both parties.

I have shared and explained the information shown above to the candidate whose name appears below.

Advisor's Signature

Date

Advisor's Position

Advisor's Department

I have been advised of the information above and understand the B.A. in Art Education Program with P-12 Visual Art Certification that I am making an application.

Applicant's Signature

Date

Western Kentucky University
Bachelor of Art -- Art Education Concentration (Ref. # 509)
 Provisional Certificate for Teaching Visual Art Grades P-12
 Advisor: Dr. Miwon Choe, FAC 439, 745-7052 -- <miwon.choe@wku.edu>

Art Education Program Chronology

| FRESHMAN - 1st Semester | <u>Hrs.</u> | FRESHMAN - 2nd Semester | <u>Hrs.</u> |
|---|--------------------|--|--------------------|
| ___ ART 130 2D Design | 3 hrs | ___ ART 131 3D Design | 3 hrs |
| ___ ART 140 Drawing I | 3 hrs | ___ ART 106 Art Survey II | 3 hrs |
| ___ <i>ART 105 Art History Survey I</i> | 3 hrs | ___ <i>HISTORY 119/120</i> | 3 hrs |
| ___ <i>COMM 145 Public Speaking</i> | 3 hrs | ___ <i>PSY 100 Intro to Psychology</i> | 3 hrs |
| ___ <i>ENG 100 Freshman English</i> | <u>3 hrs</u> | ___ <i>MATH 109 General Math</i> | <u>3 hrs</u> |
| | 15 hrs | | 15 hrs |

| SOPHOMORE - 1st Semester | <u>Hrs.</u> | SOPHOMORE - 2nd Semester | <u>Hrs.</u> |
|---|--------------------|---------------------------------------|--------------------|
| ___ ART Basic Studio 1 | 3 hrs | ___ ART Basic Studio 3 | 3 hrs |
| ___ ART Basic Studio 2 | 3 hrs | ___ ART Basic Studio 4 | 3 hrs |
| ___ ART 240 Drawing II | 3 hrs | ___ EDU 250 Intro to Education | 3 hrs |
| ___ <i>ENG 200 Intro to Literature</i> | 3 hrs | ___ <i>Natural Science Elective I</i> | 3 hrs |
| ___ <i>Social & Behavioral Elective</i> | 3 hrs | ___ <i>Foreign Language</i> | 3 hrs |
| ___ <i>World Cultures</i> | <u>3 hrs</u> | ___ <i>PH 100 or 3 hours of PE</i> | <u>3 hrs</u> |
| | 18 hrs | | 18 hrs |

| JUNIOR - 1st Semester | <u>Hrs.</u> | JUNIOR - 2nd Semester | <u>Hrs.</u> |
|-----------------------------------|--------------------|---|--------------------|
| ___ ART 311 Art Ed. Methods I | 3 hrs | * Apply for Student Teaching NOW!! | |
| ___ ART Basic Studio 5 | 3 hrs | ___ ART 411 Art Ed. Methods II | 3 hrs |
| ___ ART Basic Studio 6 | 3 hrs | ___ ART 490 Art Ed. Portfolio | 3 hrs |
| ___ PSY 310 Ed .Psychology | 3 hrs | ___ ART Advanced Studio 1 | 3 hrs |
| ___ <i>ENG 300 Junior English</i> | 3 hrs | ___ ART 325 AAA History | 3 hrs |
| ___ ART 340 Drawing III | <u>3 hrs</u> | ___ EXED 330 Exceptional Ed. | 3 hrs |
| | 18 hrs | ___ <i>Natural Science Elective II</i> | <u>3 hrs</u> |
| | | (3rd Field & with Lab component) | 18 hrs |

| SENIOR - 1st Semester | <u>Hrs.</u> | SENIOR - 2nd Semester | <u>Hrs.</u> |
|--|--------------------|--------------------------------|--------------------|
| ___ ART 413 Art Ed. Methods III | 3 hrs | ___ SEC 490 Student Teaching | 10 hrs |
| ___ ART History Elective | 3 hrs | ___ EDU 489 Student T. Seminar | <u>3 hrs</u> |
| ___ ART Advanced Studio 2 | 3 hrs | | 13 hrs |
| ___ ART Advanced Studio 3 | 3 hrs | | |
| ___ <i>Humanities Elective (Non Art)</i> | <u>3 hrs</u> | | |
| | 15 hrs | | |

Delineation of Unit/Program Transition Points – Initial Preparation

| Transition Point 1: Admission to Education Preparation Programs | | | |
|---|--|---------------|--------------------------------|
| Data Reviewed | Minimal Criteria for Admission/Continuation | Review Cycle | Reviewed By |
| Unit Level Data: | | Each Month | Professional Education Council |
| ▪ Admission Application | ▪ Completion of application | | |
| ▪ Overall GPA | ▪ 2.5+ | | |
| ▪ Adherence to Professional Code of Ethics | ▪ Candidate signature | | |
| ▪ Speech Proficiency | ▪ C or higher in speech course | | |
| ▪ Writing Proficiency | ▪ 2.5+ average, no course lower than C | | |
| ▪ Test Scores | ▪ ACT (21+) or ▪ SAT (990+) or ▪ PPST (173 – M, 173 – R, 172 – W) or ▪ GRE (800+ and 3.5+ writing assessment) or ▪ GAP (2000+ and 3.5+ writing assessment) | | |
| ▪ Faculty Recommendations (Unit Dispositions) | ▪ All positive | | |
| Transition Point 2: Admission to Final Experience (e.g., Student Teaching, Clinical Practice, Culminating Assessment) | | | |
| Data Reviewed | Minimal Criteria for Continuation | Review Cycle | Reviewed By |
| Unit Level Data: | | Each Semester | Professional Education Council |
| ▪ Admission to Education Preparation | ▪ Admission | | |
| ▪ GPAs | ▪ 2.5+ overall ▪ 2.5+ professional education courses ▪ 2.5+ content courses | | |
| ▪ Semester Hours Completed | ▪ 90+ hours (including 75% of content courses) | | |
| ▪ Dispositions Scores | ▪ All dispositions average "At Standard" (3+) | | |
| ▪ Critical Performance Scores | ▪ 3.0+ overall ▪ 2.5+ per Kentucky Teacher Standard measured | | |
| Transition Point 3: Program Exit | | | |
| Data Reviewed | Minimal Criteria for Exit | Review Cycle | Reviewed By |
| Unit Level Data: | | Each Semester | Office of Teacher Services |
| ▪ Seminar Course Grade | ▪ C or higher - based on Teacher Work Sample holistic score of 2+ | | |
| ▪ Student Teaching Grade | ▪ C or higher - based on 7+ Kentucky Teacher Standards at or above "Proficient" (3+), no Standard below "Developing" (2), AND 11+ dispositions "At Standard" (3+) | | |

To be recommended for initial certification, an applicant must document:

- Completion of an approved teacher preparation program in each desired certification area;
- Passing score(s) on the appropriate PRAXIS II exam(s) (e.g., Content, PLT) or other assessments required for each desired certification area;
- Achievement of at least a 2.5 GPA overall, in each major and minor, and in professional education courses;
- Attainment of at least a "C" in all professional education courses, including EDU 489 and student teaching; and
- Completion of a portfolio based on the Kentucky Teacher Standards.

EPSB Disclaimer: Teacher certification requirements are subject to change. Before registering for the test(s), please refer to the Education Professional Standards Board (EPSB) website at www.epsb.ky.gov for current requirements or contact Ms. Rice at 502-564-4606 or toll free 888-598-7667.

Student Signature: _____ Date: _____

Advisor Signature: _____ Date: _____

F. Syllabi

The following content and pedagogy course syllabi associated with this program are available for review at <http://edtech.wku.edu/peu/course-syllabi-epsb.htm>:

Professional Education Courses

EDU 250: Introduction to Teacher Education
PSY 310: Educational Psychology
EXED 330: Introduction to Exceptional Education
EDU 489: Student Teacher Seminar
SEC 490: Student Teaching

Sample Art/Art Education Courses

ART 105: Art Survey I
ART 106: Art Survey II
ART 311: Foundations of Art Education & Methods I
ART 411: Foundations of Art Education & Methods II
ART 413: Foundations of Art Education & Methods III
ART 340: Drawing III

APPENDIX A



Professional Education Unit

Conceptual Framework Core Beliefs

Conceptual Framework

(03032008 version)

Mission

- The professional education unit of Western Kentucky University recruits, prepares, and supports school practitioners and education leaders who can facilitate the learning of all children and empower them to achieve at high levels as they become life-long learners and productive citizens in a global society.

Vision

- The professional education unit aspires to become a nationally recognized community of scholars who apply the best that theory, research, and experience can contribute to teaching and learning and create new knowledge that makes teaching, learning, and the operation of school more efficient and effective.

Beliefs About Children & Schools

BELIEF 1

All children can learn at high levels.

BELIEF 2

All children have a right to a quality education that empowers them to meet high expectations for learning as defined by a democratic society.

Beliefs About Education Professionals

BELIEF 3

Diversity in our schools adds richness to the learning environment and provides enhanced opportunities and possibilities for teaching and learning.

BELIEF 4

Highly effective education professionals require high levels of ability, rigorous training, and on-going development of teaching/leadership skills that include reflective decision-making.

BELIEF 5

Highly effective education professionals know, apply, and reflect on the effectiveness of a variety of theories, models and strategies in order to produce maximum learning for all students in all types of school contexts and cultures.

BELIEF 6

Highly effective education professionals interact with the home and/or community of their students to facilitate teaching and learning.

BELIEF 7

Highly effective education professionals have a strong content knowledge, sound pedagogical knowledge and skills, and essential dispositions for facilitating learning and functioning as team members in schools.

- WKU has adopted the following knowledge and skills as key to the success of education professionals:

Kentucky's Teacher Standards

Standard 1 – Content Knowledge: Demonstrates a current and sufficient knowledge of certified content areas to develop student knowledge and performance in those areas

Standard 2 – Designs/Plans: Designs/plans instruction and learning climates that develop student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge

Standard 3 – Learning Climate: Creates a learning climate that supports the development of student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge

Standard 4 – Implements/Manages: Introduces/implements/manages instruction that develops student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge

Standard 5 – Assessment: Assesses learning and communicates results to students and others with respect to student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge

Standard 6 – Technology: Uses technology to support instruction; access and manipulate data; enhance professional growth and productivity; communicate and collaborate with colleagues, parents, and the community; and conduct research

Standard 7 – Reflection: Reflects on and evaluates specific teaching/learning situations and/or programs

Standard 8 – Collaboration: Collaborates with colleagues, parents, and other agencies to design, implement, and support learning programs that develop student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge

Standard 9 – Professional Development: Evaluates his/her overall performance with respect to modeling and teaching Kentucky's learning goals, refines the skills and processes necessary, and implements a professional development plan

Standard 10 – Leadership: Provides professional leadership within the school, community, and education profession to improve student learning and well-being

- WKU has adopted the following dispositions as key to the success of education professionals:

| <i>Candidate Values...</i> | <i>As Demonstrated by...</i> |
|----------------------------|---|
| <i>Learning</i> | Attendance - Consistently attends class and is on time |
| | Class participation - Actively engaged and interested in the class activities |
| | Class preparation - Consistently comes to class well prepared |
| | Communication - Uses language to express ideas very effectively regardless of the age of the listener |
| <i>Personal Integrity</i> | Emotional control - Displays steady emotional temperament, is receptive to viewpoints of others and their suggestions |
| | Ethical behavior - Shows self to be a person of strong character |
| <i>Diversity</i> | Willingly works with others from different ability, race, gender, or ethnic groups |
| <i>Collaboration</i> | Actively seeks out and incorporates ideas of others and willingly works with others to improve the overall environment |
| <i>Professionalism</i> | Respect for school rules, policies, and norms - Knows school rules and policies, follows them consistently, understands the purpose of regulations and respects their intent |
| | Commitment to self-reflection and growth - Actively seeks suggestions and constructive criticism, regularly engages in learning through self-reflection |
| | Professional development and involvement - Makes use of information from professional organizations, professional publications, and educational resources |
| | Professional responsibility - Accepts responsibility for own actions and for helping all students learning and actively seeks self-improvement |

BELIEF 8

Highly effective education professionals utilize technology for teaching and learning, assessment management, and research to the greatest extent possible.

Beliefs About Assessment and Accountability

BELIEF 9

Highly effective education professionals hold themselves accountable for their own performance by collecting, analyzing, and reporting learning results and using this information to improve performance and programs.

BELIEF 10

Highly effective education units develop and maintain assessment systems that follow the continuous progress of candidates toward the achievement of high standards-based performance expectations that are clearly defined and publicly communicated.

Alignment Matrix: NCATE, Kentucky Teacher Standards, PEU Conceptual Framework, WKU Strategic Plans

| NCATE Relationship | Standard Source | | WKU PEU Conceptual Framework | | WKU Strategic Planning Documents | |
|---|--|---------|---------------------------------------|------------------------------|--|----------------------------|
| | | | Conceptual Framework Standards/Values | Conceptual Framework Beliefs | Academic Affairs Strategic Plan (Objectives) | WKU Strategic Plan (Goals) |
| NCATE Content/Pedagogical Content Knowledge | Conceptual Framework Aligned with Kentucky Teacher Standards | KTS1 | Content Knowledge | 3,5,7 | 1a,1e,2e | 2 |
| NCATE Pedagogical Knowledge & Skills | | KTS 2 | Designs/Plans | 1-3,5,7 | 1e | 1 |
| | | KTS 3 | Learning Climate | 1-3,7 | 1e | 1 |
| | | KTS 4 | Implements/Manages | 2,3,5,7 | 1e | 1 |
| | | KTS 5 | Assessment/Evaluation | 1,2,4,6,7,9 | 1e | 1 |
| | | KTS 6 | Technology | 5,7-9 | 1g,3b | 1,3 |
| | | KTS 7 | Reflection | 5,7-9 | 1a,1e | 1 |
| | | KTS 8 | Collaboration | 1-3,6 | 4b | 4 |
| | | KTS 9 | Professional Development | 4,5,7,9 | 3b | 3 |
| | | KTS 10 | Leadership | 1,2,4,5,7,9 | 1b,d | 1 |
| | NCATE Dispositions | KTS 2-4 | Dispositions | 1-3,5-7,9 | 1a-c | 1 |
| NCATE Standard 3 | Conceptual Framework | | Field Experiences & Clinical Practice | 3,5,6 | 1e | 1 |
| NCATE Standard 4 | | KTS 2-4 | Diversity | 1-3,6 | 1b,1c,2g,2h,3d | 1-3 |
| NCATE P-12 Learning | | | Impacts P-12 Student Learning | 5,8,9 | 1b | 1 |

APPENDIX B



Professional Education Unit

Program Assessment Plan – Initial Preparation

Name of Preparation Program: Art

Date Completed: February 2, 2009

Date Submitted: February 2, 2009

Submitted By: Miwon Choe

Plan Version: 03032008

| WKU PROFESSIONAL EDUCATION UNIT WIDE CONTINUOUS ASSESSMENT MATRIX - INITIAL PREPARATION | | | | | | | | | | | |
|---|-----------------------------------|--|---|---|-------------------------------|---|---------------------------------|---|------------------------------------|------------------|--------------------|
| | Component 1: Admission Data | | Component 2: Course Based Assessment Data | Component 3: Clinical Experiences Data | | Component 4: Culminating Assessment Data | | Component 5: Exit and Follow Up Data | | | |
| Conceptual Framework Standards/Values | Faculty Recs | KY REQ's | Critical Performances | Early Clinical Experiences | Final Clinical Experience | Final Clinical Evaluation | Capstone Assessment (TWS) | Exit Survey | Praxis II | Alumni Survey | Employer Survey |
| Content Knowledge | | Various Data Required by State for Admission into Teacher Preparation Programs | Aligned to Kentucky Teacher Standards | | | 18a-d, Overall | DFI 2 | 1a-d | State Approved Certification Exams | 1a-d | 1a-d |
| Designs/Plans | | | | 2a-e, Overall | CF 1-5, LG 1-4, DFI 1, 3-5 | 2a-e | 2a-e | 2a-e | | | |
| Learning Climate | | | | 3a-e, Overall | | 3a-e | 3a-e | 3a-e | | | |
| Implements/Manages | | | | 4a-e, Overall | IDM 1-3 | 4a-e | 4a-e | 4a-e | | | |
| Assessment/Evaluation | | | | 5a-d, Overall | AP 1-5, ASL 1-4 | 5a-e | 5a-e | 5a-e | | | |
| Technology | | | | 6a-d, Overall | DFI 6 | 6a-d | 6a-d | 6a-d | | | |
| Reflection | | | | 7a-c, Overall | RSE 1-3 | 7a-c | 7a-c | 7a-c | | | |
| Collaboration | | | | 8a-b, Overall | | 8a-d | 8a-d | 8a-d | | | |
| Professional Development | | | | 9a-c, Overall | RSE 4-5 | 9a-d | 9a-d | 9a-d | | | |
| Leadership | | | | 10a, Overall | | 10a-d | 10a-d | 10a-d | | | |
| Dispositions | FR a-f | | | | | FX a-l | | Disp a-l | | | |
| Field Experiences & Clinical Practice | | | | Summary Form | OTS Data | | | | | | |
| Diversity | | | | Summary Form | OTS Data | Disp g | CF 1-5, AP 5, DFI 4, IDM 2 | | | | |
| Impacts P-12 Student Learning | | | | | | | AP 1-5, ASL 1-4 | | | | |
| DATA MAINTAINED BY: | OTS | | Faculty | C&I Staff | OTS | OTS/EdTech | C&I Staff/Ed Tech | Ed Tech | OTS | Ed Tech | Ed Tech |
| DATA HOUSED IN: | CEBS ACCSYS | | CEBS ACCSYS | CEBS ACCSYS | | CEBS ACCSYS | | CEBS ACCSYS | | | |
| DATA REPORTING CYCLE: | Semester | | Yearly | Yearly | Yearly | Yearly | Yearly | Yearly | Yearly | Yearly | Biannually |
| DATA REVIEWED BY: | PEC | | Faculty/Programs/PEC | Programs/PEC | Programs/PEC | Programs/PEC | Programs/PEC | Programs/PEC | PEC | Programs/PEC | Programs/PEC |
| TRANSITION POINTS: | 1: Program Admission | | 2: Admission to Culminating Assessment and Final Clinical Experience | | | 3: Program Exit | | | | | |

*All initial preparation programs collect these data.

How Data Fit and Are Used Within the Electronic Accountability System

| WKU Professional Education Unit Electronic Accountability System Components | | | | | | | | |
|---|--|---|--|---|--|---|--|--|
| DEMOGRAPHICS | | | | | | REPORTS | | |
| COMPONENT 1 | | COMPONENT 2 | | COMPONENT 3 | | COMPONENT 4 | COMPONENT 5 | |
| Admission Data | | Electronic Portfolio System | | Early Clinical Experiences | Final Clinical Experience | Culminating Assessment Data | Certification & Praxis | Follow Up Surveys |
| INITIAL PREPARATION | Data entered by Office of Teacher Services after Student Orientation | Course Based Critical Performances uploaded by candidates and scored by faculty | | Data entered by Curriculum & Instruction staff after candidates submit Fieldwork Summary Form | Data entered by Office of Teacher Services | Teacher Work Sample Scores entered electronically by faculty & Ed Technology | Data entered by Office of Teacher Services | Electronic survey data merged into Accountability System |
| ADVANCED PREPARATION | Data entered by Office of Teacher Services after Graduate Admission | Course Based Critical Performances uploaded by candidates and scored by faculty | | <i>Data currently housed by each program</i> | <i>Data currently housed by each program</i> | Course Based Critical Performances uploaded by candidates and scored by faculty | Data entered by Office of Teacher Services | <i>Data currently housed by each program</i> |
| TRANSITION POINTS | 1: Program Admission | 2: Admission to Culminating Assessment and/or Final Clinical Experience | | | (Overlap in some AP Programs) | 3: Program Exit | | |

*Italics indicates data currently housed elsewhere that will be added to Accountability System in the future.

**Critical Performance Assessment Alignment Matrix (Current: Spring 2009)
P-12 Art Initial Preparation Program**

| Core Education/ Methods Courses | Kentucky Teacher Standards | | | | | | | | | |
|------------------------------------|-----------------------------|-----------------------------|-----------------------------|-----------------------------|-----------------------------|-----------------------------|-----------------------------|-----------------------------|--------------------------------|-----------------------------|
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| | Content Knowledge | Designs/Plans | Learning Climate | Manages Instruction | Assessment | Technology | Reflection | Collaboration | Professional Development | Leadership |
| EDU 250 | | | Learning Climate | | | | | | | |
| | | | | | | | Educational Philosophy | | | |
| | | | | | | | | | KTS in Practice | |
| PSY 310 | | | Motivation | | | | | | | |
| | | | | | Piaget | | | | | |
| EXED 330 | | | | | | | | | Revised Educational Philosophy | |
| ART 311* | | | | | | | | | | Membership in KyAEA |
| ART 411* | | | Field Observation | | | | Field Observation | Field Observation | | |
| ART 413* | Standards-Based Unit Plan | Standards-based Unit Plan | | Standards-based Unit Plan | Standards-based Unit Plan | Standards-based Unit Plan | | Standards-Based Unit Plan | Art Teaching Philosophy | Membership in KyAEA, NAEA |
| ART 490* | Practicum Evaluation | Practicum Evaluation | Practicum Evaluation | Practicum Evaluation | Practicum Evaluation | Practicum Evaluation | Practicum Evaluation | Practicum Evaluation | Practicum Evaluation | Membership in KyAEA, NAEA |
| EDU 489 | TWS | TWS | | TWS | TWS | TWS | TWS | | TWS | |
| SEC 490 | Student Teaching Evaluation | Student Teaching Evaluation | Student Teaching Evaluation | Student Teaching Evaluation | Student Teaching Evaluation | Student Teaching Evaluation | Student Teaching Evaluation | Student Teaching Evaluation | Student Teaching Evaluation | Student Teaching Evaluation |

Above professional education/pedagogy courses address NAEA Standards 2. Art Teacher Preparation Programs Provide Teacher Candidates with a Thorough Knowledge of the Theory and Practice of Art Education.

Note: Courses marked by * describe assessments that are not a part of the WKU electronic assessment system.

**Critical Performance Assessment Alignment Matrix (Current: Spring 2009)
P-12 Art Initial Preparation Program**

| Core Art Content Courses | Kentucky Teacher Standards | | | | | | | | | |
|--------------------------|----------------------------|---------------|------------------|---------------------|------------|------------|------------|---------------|--------------------------|------------|
| | I | II | III | IV | V | VI | VII | VIII | IX | X |
| | Content Knowledge | Designs/Plans | Learning Climate | Manages Instruction | Assessment | Technology | Reflection | Collaboration | Professional Development | Leadership |
| ART 105 | X | | | | | | | | | |
| ART 106 | X | | | | | | | | | |
| ART 130 | X | | | | | | | | | |
| ART 131 | X | | | | | | | | | |
| ART 140 | X | | | | | | | | | |
| ART 240 | X | | | | | | | | | |
| ART 340 | X | | | | | | | | | |
| ART 220 | X | | | | | | | | | |
| ART 231 | X | | | | | X | | | | |
| ART 243 | X | | | | | X | | | | |
| ART 250 | X | | | | | X | | | | |
| ART 260 | X | | | | | | | | | |
| ART270 | X | | | | | | | | | |
| ART 280 | X | | | | | | | | | |
| Three Upper Div. Studios | X | | | | | | | | | X |
| ART 325 | X | | | | | | | | | X |
| ART 494 | X | | | | | | | | | X |

Above studio/art history content courses address NAEA Standards 1. Art Teacher Preparation Programs Focus on Content of the Visual Arts.

WKU Art Department is an accredited member of NASAD (National Association of Schools of Art and Design) <http://nasad.arts-accredit.org/>, and the art content courses for BA Visual Studies, Art Education Concentration are aligned with the NASAD standards. The listed studio/art history courses in the above matrix are not part of WKU electronic assessment system.

Delineation of Unit/Program Transition Points – Initial Preparation

| Transition Point 1: Admission to Education Preparation Programs | | | |
|---|--|---------------|--------------------------------|
| Data Reviewed | Minimal Criteria for Admission/Continuation | Review Cycle | Reviewed By |
| <u>Unit Level Data:</u> <ul style="list-style-type: none"> ▪ Admission Application ▪ Overall GPA ▪ Adherence to Professional Code of Ethics ▪ Speech Proficiency ▪ Writing Proficiency ▪ Test Scores <ul style="list-style-type: none"> ▪ Faculty Recommendations (Unit Dispositions) | <ul style="list-style-type: none"> ▪ Completion of application ▪ 2.5+ ▪ Candidate signature ▪ C or higher in speech course ▪ 2.5+ average, no course lower than C ▪ ACT (21+) or ▪ SAT (990+) or ▪ PPST (173 – M, 173 – R, 172 – W) or ▪ GRE (800+ and 3.5+ writing assessment) or ▪ GAP (2000+ and 3.5+ writing assessment) ▪ All positive (18+) | Each Month | Professional Education Council |
| Transition Point 2: Admission to Final Experience (e.g., Student Teaching, Clinical Practice, Culminating Assessment) | | | |
| Data Reviewed | Minimal Criteria for Continuation | Review Cycle | Reviewed By |
| <u>Unit Level Data:</u> <ul style="list-style-type: none"> ▪ Admission to Education Preparation ▪ GPAs <ul style="list-style-type: none"> ▪ Semester Hours Completed ▪ Dispositions Scores ▪ Critical Performance Scores | <ul style="list-style-type: none"> ▪ Admission ▪ 2.5+ overall ▪ 2.5+ professional education courses ▪ 2.5+ content courses ▪ 90+ (including 75% of content courses) ▪ All dispositions average "At Standard" (3+) ▪ 3.0+ overall ▪ 2.5+ per Kentucky Teacher Standard measured | Each Semester | Professional Education Council |
| Transition Point 3: Program Exit | | | |
| Data Reviewed | Minimal Criteria for Exit | Review Cycle | Reviewed By |
| <u>Unit Level Data:</u> <ul style="list-style-type: none"> ▪ Seminar Course Grade <ul style="list-style-type: none"> ▪ Student Teaching Grade | <ul style="list-style-type: none"> ▪ C or higher - based on Teacher Work Sample holistic score of 2+ ▪ C or higher - based on 7+ Kentucky Teacher Standards at or above "Proficient" (3+), no Standard below "Developing" (2), AND 11+ dispositions "At Standard" (3+) | Each Semester | Office of Teacher Services |

Remediation Opportunities:

TP 1: Candidates may continue to submit Faculty Recommendations until three are positive.

TP 2: Candidates may request additional instruction from faculty and may resubmit Critical Performances in order to improve their scores.

TP 3: Candidates may request additional instruction from faculty and may resubmit the Teacher Work Sample in order to improve their score. Candidates may repeat student teaching.

Other Key Data Collection Matrix

Preparation Program: Instrumental ART (P-12 Preparation)

| CF Values | Unit-Wide Assessment | Program Level Data Collection Points (Courses) | | | |
|---------------------------------------|---|--|----------|----------|---------|
| | | 1 | 2 | 3 | 4 |
| Dispositions | Dispositions Form | EDU 250 | *ART 411 | *ART 413 | EDU 490 |
| Field Experiences & Clinical Practice | Early Clinical Experience Summary Information | EDU 250 | *ART 413 | *ART 490 | |
| Field Experiences & Clinical Practice | Final Clinical Experience Summary Information | EDU 490 | | | |
| KTS/Impacts P-12 Student Learning | Capstone Assessment/Teacher Work Sample | EDU 489 | | | |
| KTS/Dispositions | Final Clinical Experience Evaluation | EDU 490 | | | |
| KTS | Exit Survey | EDU 489 | | | |
| Diversity* | Early Clinical Experience Summary Information | *ART 411 | | | |

*Please indicate the course or experience your program uses to guarantee that all candidates work with diverse students.

Annual Program Assessment Report Outline (Due September 15)
Academic Year _____

1. Present your continuous assessment results in the following areas:
 - a. Admission Data
 - b. Course Based Assessment Data
 - c. Clinical Experiences Data – *Be sure to include dispositions assessment results, P-12 student diversity statistics, and results of efforts to ensure all candidates work with diverse students.*
 - d. Culminating Assessment Data – *Be sure to include impact on P-12 student learning data.*
 - e. Exit and Follow Up Data

2. Summarize the above results by Kentucky Teacher (Initial Programs) OR Program Standards (Advanced Programs) AND other key Conceptual Framework values. *Be sure to describe what the results tell you about your candidates' progress toward/proficiency on each standard/CF value.*

3. Summarize your efforts to report and disseminate your results (Unit/College-wide meetings, department/program level meetings, written reports, presentations, etc.).

4. Summarize key discussions and/or decisions made based on assessment results:
 - a. Describe any assessment or data collection changes you have made/will make based on your assessment results.
 - b. Describe any program curriculum or experience changes you have made/will make based on your assessment results.
 - c. Describe any decisions about group/individual student progress you have made/will make based on your assessment results.

References and Critical web Sites:

Kentucky Department of Education

www.kde.state.ky.us

National Art Education Association

<http://www.arteducators.org/olc/pub/NAEA/home/>

NAEA Standards for Art Teacher Preparation

http://www.arteducators.org/olc/pub/NAEA/store/store_page_9.html

Kentucky Art Education Association:

<http://www.kyaea.org/>

KDE Combined Curriculum Document:

<http://www.education.ky.gov/KDE/Instructional+Resources/Curriculum+Documents+and+Resources/Teaching+Tools/Combined+Curriculum+Documents/>

ARTSEDGEL The National Standards for Arts Education

<http://artsedge.kennedy-center.org/teach/standards/introduction.cfm>