

MOREHEAD STATE UNIVERSITY
Program Review for

Art Department

.....
December 2002

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Art Major/Area of Concentration with Teacher Certification Grades P-12

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2002 Program Assessment

Morehead State University
Art Education P-12, Teacher Certification

I. CONCEPTUAL FRAMEWORK

A. UNIT OVERVIEW

The Professional Education unit at Morehead State University adopted the theme “Educators as Architects: Designing Environments Where Students Construct Knowledge and Develop Skills” as the conceptual framework for its professional education programs. The aim of the unit is to prepare educators who actively reflect, analyze, and solve problems that encourage active student learning in the classroom environment. More specifically, graduates must demonstrate the knowledge, skills and dispositions that are essential to effectively fulfill the role of the new or experienced teacher. The conceptual framework utilizes the metaphor of the architect to express three main themes:

- 1) Representation of the balance between the educator as a key actor in the traditional classroom, and the educator as passive observer in the romanticized classroom. The view that the educator is central to the planning and preparation of classroom activities; however, the student is the active doer in the work of learning (Blythe, Allen, Schieffelin, 1997).
- 2) The educators themselves are the artists, creating environments specific to the needs of their students’ learning, through a variety of materials determined appropriate (Tomlinson, Callahan, 1997).
- 3) The application of constructivist theory in a classroom setting that encourages “learners (to) construct their own knowledge by testing ideas and approaches based on their prior knowledge and experience, applying these to a new situation and integrating the knowledge gained with pre-existing intellectual constructs (Piaget, 1952).

Educators therefore are responsible for constructing authentic learning environments, and through reflective practice develop instruction to engage students in activities that are inherently interesting and meaningful. Through the adoption of the “Educator as Architect,” metaphor and its constructivist epistemology, the following themes and activities are expected to recur throughout the content and methodology of the educator preparation programs:

- Student engagement in a comprehensive and multifaceted knowledge and skills base that can be applied and used in multiple contexts.
- An acknowledgement of the belief that that learning is an active and on-going process (Piaget, 1952).
- Providing students with direct experiences; so that they can use and process information while seeking solutions (Piaget, 1969).
- Placing students in authentic or “real” world settings so that learning has the potential to be meaningful (<http://www.coe.uh.edu/~9chen/ebook/EFITT/cognitive.htm>)
- Encouraging students to extend their ability to process and learn from reflecting on their own experiences so that they can develop more informed and sophisticated teaching practices (professional development) (Dewey, 1959; Reiman, 1999).
- Providing students with opportunities to understand the effect that dispositions, attitudes, values, and beliefs have on student learning and development (Richardson, 1966).
- Assessing students and faculty using a variety of quantitative and qualitative measures, including authentic performance-based projects and action-research. (<http://curriculum.calstatela.edu/faculty/pssparks/theorists/501/consti.htm>)
- Encouraging faculty and public school practitioners to fulfill the role of facilitators of learning by constructing experiences in environments that stimulate students and provide thought, action, and reflection (Richardson, 1999; Miller, Wilkes, Sheetham and Goodwin, 1993).

- The assessment of student abilities demonstrating an awareness of and ability to account for learner diversity; including gender, race, ethnicity, cultural, and exceptionality in all aspects of the educational setting (Darling- Hammond, 2000).
- Extending graduate's ability to communicate effectively with students, parents, professionals, peers, and members of the community. The intention is to enhance the spirit of collaboration in an effort to evaluate and enhance the ability of the school to fulfill state and local educational objectives (Dewey, 1938/1959).
- The preparation of pre-professionals and faculty who are able to effectively integrate technology into all aspects of the educational process in order to improve communication, teaching, learning, and assessment.
- Monitoring the extent to which each educator preparation program fulfills its goals and commitment to preparing graduates to demonstrate performance standards, as well as the system each uses to produce positive change (NCATE, 2000).

The entire Morehead State Conceptual Framework document is available on line: www.msucoe.org

B. Art P-12 Program Relationship to Conceptual Framework

The Bachelor of Arts degree is linked to the conceptual framework and its theme “Educators as Architects: Designing Environments Where Students Construct Knowledge and Develop Skills in a number of ways. This program is designed to provide graduates with a BA in a teacher certification area with the knowledge, skills, and dispositions that are essential for them to be a successful teacher.

Coursework in this program is selected to meet the will enhance sensitivity to designing environments that account for differences. Accountability in the area of designing, planning, implementing learning activities appropriate for diverse learner needs will be reinforced through reading, coursework, awareness of the new teacher performance standards, learner goals and expectations, and core content assessment. Practice refining the teaching skills and dispositions needed to support teacher effectiveness in these areas will occur through a variety of supervised classroom practice activities.

Reflection will play a central role in the students’ professional development because it is designed to get them involved in self-evaluation, accepting personal responsibility for, and ultimately refining their teaching. Input from the MSU supervisor and on-site mentor will further enhance the quality of student reflection and therefore the extent to which it contributes to his/her ability to construct environments that provoke thought and action in the classroom (Reiman, 1999).

Students in the Art Education program apply **technology** for personal and professional development. The art department offers multiple computer courses that encourage students to develop technological skills and utilize computer resources both in the student’s creation of art and as an integral part of instruction. Students develop and apply technology in variety of ways throughout the program and are encouraged to use and become comfortable with technological capabilities as an art medium, and as an educational resource for the interactive classroom.

Collaboration with colleagues and administrators to seek solutions will increase the likelihood that actions will occur, promoting positive change in some aspect of public schools (<http://curriculum.calstatela.edu/faculty/pssparks/theorists/501/consti.htm>). This program is designed to prepare quality teachers who can design environments where their students construct knowledge and develop skills. Graduates will therefore be ready to make a positive contribution to the education of students throughout eastern Kentucky.

Professional Education Cores Relationship to the Conceptual Framework

The core courses are required for all Teacher Education Preparation Candidates. The content and experiences aligned with these courses are linked to the conceptual framework and its theme “Educators as Architects: Designing Environments Where Students Construct Knowledge and Develop Skills” in a number of ways. The core courses are designed to prepare graduates with the knowledge, skills, and dispositions that are essential for new teachers.

More specifically, the coursework required to complete this aspect of the preparation program is presented sequentially to best ensure that candidates are ready to use and apply essential knowledge, **skills, and dispositions** in their chosen field of study (content area). Engaging students in **education content, a variety of learning experiences** (including; but not limited to, direct learning, problem solving, application, and practice activities) are an important aspect of this part of the secondary teacher preparation program. Where appropriate students are **placed in authentic settings** so that the meaning of learning and practice is increased.

The nature of **candidate accountability** varies a great deal because the core includes both introductory and exit coursework. Demonstrating an understanding of such things as the New Teacher Standards, Core Content, Learner goals and expectations, the characteristics of learners (including diversity and exceptionality) is expected. The ability to effectively apply this knowledge is required during the student teaching semester.

Technology skill (computer, video camera use, and media support equipment) use) is developed and used in a variety of ways throughout the Professional Development Core. The intention is to challenge candidates to use a variety of technological resources effectively as part of the planning, teaching, assessment, and communication aspects of teaching.

Reflection is a skill that is introduced in the Professional Core and refined in the academic discipline and embedded in the student teaching semester. The intention is to support the candidates' ability to self-evaluate, accept responsibility for, and ultimately to improve their teaching. Input from classroom instructors, MSU supervisors and public school teachers further refines the candidates' ability to construct environments that provoke thought and action in the classroom (Reiman, 1999). Learning to identify meaningful professional activities is an extension of the self-evaluation and teaching improvement process.

The concept of **collaboration** is introduced early in the Professional Development Core and the ability to effectively collaborate is required during student teaching experience (the last required Professional Core Course).

Collaboration is an important component of teacher and school effectiveness because it is the key to unifying the people who work to promote quality educational experiences for the children and youth in eastern Kentucky.

*Concepts of the *Conceptual Framework* are highlighted.

II. PROGRAM EXPERIENCES

In this section of the program review, several matrices will be presented to demonstrate program congruence with: 1) Program Goals and the New Teacher Standards, 2) Professional Education Core and New Teacher Standards, 3) KERA Initiatives and Links to Professional and Art Education Coursework 4) National Art Education Association Standards for Teacher Education Programs and Links to Coursework.

Matrix 1: LINKS BETWEEN Art P– 12 PROGRAM GOALS and the NEW TEACHER STANDARDS (NTS)

<i>Program Competencies</i>	<i>Links to New Teacher Standards</i>
Each Student will:	
Understand and skillfully apply various media, techniques, and technology in the production and presentation of artwork, and instructional applications, in a manner that will develop student knowledge and performance	NTS 1 Designs, plans instruction NTS III Implements, manages instruction NTS VIII Knowledge of content NTS IX Implements technology
Use knowledge of visual art characteristics and	NTS 1 Designs, plans instruction

structures to effectively convey ideas and incorporate these into the learning environment.	NTS II Creates/maintains learning environment NTS III Implements, manages instruction NTS VIII Knowledge of content
Effectively choose a range of subject matter, symbols, and ideas to stimulate reflection and enhance instruction, as well as provide content for works of art	NTS I Designs/Plans Instruction NTS III Implements/manages instruction NTS V Reflects on/Evaluates Teaching NTS VI Collaborate with parents/colleagues
Understand the visual arts in relation to history and to various cultures and link students' learning to prior knowledge, experiences, family, and cultural connections.	NTS I Designs/Plans Instruction NTS V Reflects on/Evaluates Teaching NTS VI Collaborate with parents/colleagues NTS VIII Knowledge of content
Reflect upon and assess the characteristics and merits of their work, students' work and the work of others making appropriate provisions that address social, cultural and physical diversity. Accurately assesses student performance using established criteria consistent with Kentucky's assessment program.	NTS I Designs/Plans Instruction NTS II Creates/maintains learning environment NTS III Implements/manages instruction NTS IV Assess/Communicate results NTS VI Collaborates with colleagues/parents
Make connections between the visual arts and other disciplines and integrating skills, thinking processes and collaboration across the curriculum.	NTS II Creates and maintains learning environment NTS V Reflects on/Evaluates Teaching NTS VI Collaborates with colleagues NTS IX Implements technology
Communicate about art effectively in written and oral form and promote student willingness and desire to receive and accept constructive instructional feedback.	NTS II Creates and maintains learning environment NTS IV Assess/Communicate results NTS V Reflects on/Evaluates Teaching NTS VII Professional development NTS VIII Knowledge of content
Document and demonstrate knowledge of and to use state curricular and assessment materials/guidelines, focusing on instruction on one or more of Kentucky's student academic expectations.	NTS I Designs/Plans instruction NTS II Creates/maintains learning environment NTS IV Assesses/Communicates results NTS V Reflects on/Evaluates teaching NTS VIII Knowledge of content
Demonstrate the ability to reflect on and critique teaching and identify and use resources to improve effectiveness.	NTS I Designs/Plans instruction NTS II Creates/maintains learning environment NTS IV Assesses/Communicates results NTS V Reflects on/Evaluates teaching NTS VII Professional development

Sample of syllabi demonstrating links to the conceptual framework are: ART 121, ART 221, ART 300, ART 321, and ART 499c and are available on the web site: www.msucoc.org

MATRIX 2a. Professional Education Core and Links to the New Teacher Standards

New Teacher Standard Courses	NTS I Designs and Plans Instruction	NTS II Creates/ Maintain Learning Climate	NTS III Implements/ Manages Instruction	NTS IV Assesses/ Communicates Learning Results	NTS V Evaluates Teaching Learning	NTS VI Collaborates	NTS VII Professional Development	NTS VIII Content Knowledge	NTS IX Technology
EDF 207	I	I			I	I			I
EDF 211		I		I					I
EDF 311	D	D	D	D	D	I	I		D
EDSP 332	I	I	D	I	I	I	I		I
EDSE312	D	D	D	D	D	D	I		S
EDEL 333	D		D	I	I			D	S
EDSE 499c	D	D	D	D	D	I	D	S	S
EDSE 416	S	S	S	S	S	D	D	S	S

Matrix 2b. ART P – 12 Program Specific Required Courses and Links to New Teacher Standards

Course List	NTS I Designs /Plans Instruction	NTS II Creates/ Maintains Learning Environment	NTS III Implements/ Manages Instruction	NTS IV Assess/ Communicate Learning Results	NTS V Evaluates Teaching/ Learning	NTS VI Collaborates	NTS VII Professional Development	NTS VIII Content Knowledge	NTS IX Technology Competence
ART 321	D	I	I	D	I	I	D	D	I
ART 300	D	I	I	D	I	I	I	D	I
ART 499C							D	D	D

I = Introduction to the standard

D = Development: the standard indicator is thoroughly implemented

S = Skill: the standard indicator is demonstrated proficiently

Matrix 3.a. KERA Initiatives and Links to Professional Education Coursework Matrix

Professional

COURSES	Learner Goals and Academic' Expectations	Program of Studies P-12	Core Content for Assessment
EDF 207	X		
EDF 211			
EDF 311	X	X	X
EDSP 332	X	X	X
EDSE 312	X	X	X
EDEL 333	X	X	X

EDSE 499C	X	X	X
EDSE 416	X	X	X

Matrix 3.b. KERA Initiatives and Links to Art Program P –12 Program Coursework

Course Prefix/Number	Learner Goals and Academic Expectations	Program of Studies P-12	Core Content for Assessment
ART 300	X	X	X
ART 321	X	X	X
ART 499C			X

Matrix 4. National Art Education Association Standards for Art Teacher Preparation Programs and Links to the Art Education Program Coursework*

Standards Art Teacher Candidates:	Art 300	Art 321	Art 499C
Content			
I. Have a Thorough Understanding of the Content of Art			X
II. Make Informed Selection of Instructional Content	X	X	
Knowledge of Students			
III. Have a Comprehensive Knowledge of Student Characteristics, Abilities and Learning Styles.	X	X	
IV. Are Sensitive Observers in the Classroom	X	X	
V. Use Knowledge of Students to Plan Appropriate Instruction.	X	X	
Curriculum			
VI. Develop Curriculum Reflective of the Goals and Purposes of Art Education.		X	
VII. Develop Curriculum Reflective of an Understanding of the Breadth and the Depth and the Purposes of Art.	X	X	X
VIII. Develop Curriculum Inclusive of the Goals, Values and Purposes of Education, The Community and Society	X	X	
Instruction			
IX. Able to Affect Student Learning in the Content of Art	X	X	
X. Able to Create Effective Instructional Environments Conducive to Student Learning		X	
XI. Are Well Versed in Pedagogy		X	
XII. Inquire Into Their Own Practices and the Nature of Art Teaching	X	X	
XIII. Are Instructional Collaborators		X	
Assessment			
XIV. Conduct Meaningful and Appropriate Assessments of Student Learning	X		
XV. Systematically Reflect Upon Their Own Teaching Practice as Students of Teaching, Recognize that they will Gain Expertise with Experience and Will Continuously Improve Their Efforts to Teach Effectively.	X	X	
XVI. Deal With Broader Issues in the School Setting Beyond Concern for Individual Students.		X	

Professional Responsibility			
XVII. Continually Reflect on Their Own Practice	X	X	
XVIII. Recognize Their Responsibilities to the Schools and the Community		X	
XIX. Contribute to the Growth of the Profession			X

* Standards content introduced, developed, and / or fully implemented

Clinical and Field Experiences

Clinical and field experiences are designed to provide candidates with an opportunity to develop knowledge, skills, and dispositions consistent with the units standards and the New Teacher Standards and to demonstrate these in a classroom or through the completion of a variety of written assignments. The intention is to provide a candidate with the opportunity to observe, analyze and practice a variety of teaching/learning techniques and to be able to locate and use essential professional resources: 1) Learner Goals and Academic Expectations, 2) the appropriate Program of Studies, and 3) Core Content for Assessment. Self- reflection will be integrated throughout all aspects of the clinical and field experiences so that students extend their ability to make more informed decisions and select and use effective teaching practices.

Student teaching is the exit clinical experience and KTIP standards will frame the student performance expectations. A university supervisor will work closely with a cooperating Teacher in a public school to ensure that each candidate is progressing at an acceptable rate and level; using observation, dialogue and written assessment and portfolio artifacts as the means for student evaluation.

Art Program P-12 Program Field and Clinical Experiences

Level	Courses	Field Hours Required	Expected Experiences	Actual Hours
I	EDF 207	16	General Observation: Diversity and Exceptionality School Board Meeting or site based council	12 2 2
I	EDF 211	16	Diversity Exceptionality	4 12
I	EDF 311	16	Support Roles Management, Grading, etc. Individual tutoring	12 4
				48 total
II	EDSE 312	43	Observations: General Technology skill development	10 33
II	EDSP 332	10	Observations: Exceptionality One on One	10 5
				Total 58
III III	ART 300 Elementary ART 321 Secondary	18 18	Content area observation Large group/whole class teaching Assessment and grading	17 15 4
				Total 36
IV	Student Teach Dual placement	241	Observation Teaching Participation Conferences	40 135 30 36
				Total 241

III. NCATE Themes

Matrix 5a. : NCATE Themes and Relationship to Professional Education Courses

Courses/ NCATE	Conceptual Framework	Diversity	Intellectual Vitality	Technology	Professional Community	Evaluation	Performance Assessment
EDF 207	I	I	I	I	I		I
EDF 211	I	D	I	I	I	I	I
EDF 311	D	D	D	D	D	D	D
EDSP 332	D	D	I	I	D	I	D
EDSE 312	D	D	D	S	I	I	D
EDEL 333	D		D	S	D		
EDSE 499c	S				D	D	D
EDSE 416	S	S	S	S	S	S	S

Matrix 5b. NCATE Themes and Relationship to Art P-12 Program Courses

Course Number	Conceptual Framework	Diversity	Intellectual Vitality	Technology	Professional Community	Evaluation	Performance Assessment
ART 300	X	X	X		X	X	X
ART 321	X	X	X	X	X	X	X
ART 499c		X	X	X	X	X	

IV. ASSESSMENT

A. ASSESSMENT of the CANDIDATE

1. Teacher Education Program Admission Criteria

- A. Successful completion of 45 semester hours
- B. Minimum GPA of 2.5 (documented by official transcript)
- C. Three recommendations, at least two from university faculty, citing students disposition for teaching
- D. Minimum of 21 on ACT with minimum subtest scores of 10 or ACT of 18 with minimum Sub test scores of 10 and PPSI scores of 173 Reading, 172 Math, or Computer Format reading 320, writing, 318, math 318, or 1200 GRE, or SAT 990.
- E. Successful completion EDF 207, EDF 211, PSY 154 (Min. "C"), SPCH 108
- F. Proficiency on oral and written communication: ENG 100 and ENG 200 (Minimum grade of "C" in each)

- G. Demonstrate moral, ethical and social behavior commensurate with the standards of the school community at large.
- H. Successful completion of Department Admissions Interview Committee.
- I. Transfer students who were recently admitted to a teacher education program may provide evidence of admission in lieu of interview provided they are applying for admission to the same program/major. Transfer students must fulfill all program requirements listed above.
- J. All students applying to the TEP must sign a declaration affirming: 1) a commitment to upholding the Professional Code of Ethics for Kentucky, 2) knowledge of the TEP Handbook, 3) requirements for certification, and 4) no felony convictions.

Art Program Admission Criteria

- A. Assessment of senior art history written assignment evaluated by art faculty.
- B. Successful completion of program required general education courses and requirements.
- C. 2.50 cumulative grade point average in art courses at end of sophomore year.
- D. Sophomore exhibit of four to six works with faculty review
- E. Senior exhibit of four to six works evaluated by art faculty
- F. Senior resumes and slide (or CD) portfolio.

2. ON-GOING CANDIDATE ASSESSMENT

Candidates will be monitored each semester by their advisor. The following will be reviewed and weighed when evaluating a candidate progress:

- General Education Course Completion
- GPA status throughout the entire program
- Successful completion of TEP admission prerequisites
- Timely application for consideration for admission to TEP
- Successful participation in the Sophomore Art Exhibition and the evaluation process.
- Progress completing professional education and program course requirements
- Fulfillment of PRAXIS Test taking requirement prior to student teaching and follow-up

3. PROGRAM EXIT REQUIREMENTS

Students must:

- Achieve and maintain a GPA of at least 2.5 (Official Transcript)
- 2.75 cumulative grade point average in art courses at graduation.
- Successfully complete the supervised teaching courses/experience (Observation evaluations by university supervisor and cooperating teacher and school principal)
- Successfully complete the exit portfolio requirements (A minimum of 2 program faculty will evaluate portfolio documents in conjunction with New Teacher Standards and appropriate performance expectations)
- Complete the PRAXIS content area PLT Examinations
- Successfully complete disposition evaluations
- Successfully complete on-demand tasks

A copy of the Undergraduate Transition Points Document is presented so that the organization of Candidate Assessment is clear.

Undergraduate Transition Points Document

Transition Point	Assessment Data	Decision Maker(s)	Outcome
1) Admission to TEP	<ul style="list-style-type: none"> • ACT, PPST, or GRE Score(s) • Writing Sample Score • Recommendation Forms Initial Dispositions • Overall GPA (2.5) • Successful completion ENG 100, 200, PSY 154, CMAP 1018, EDF 207, and EDF 211 • Department Interview Results 	<ul style="list-style-type: none"> • Teacher Education Council 	<ul style="list-style-type: none"> • Department/Program Committee recommends students for admission to Program. • Director of Educational Service Unit compiles lists from each program and presents whole list to Teacher Education Council • Teacher Education Council approves or does not approve recommendation made and students informed in writing of admission recommendation
2) Prior to Student Teaching	<ul style="list-style-type: none"> • GPA (2.5), in all areas • Completion of Required Coursework • Completion of required PRAXIS Exam(s) 	<ul style="list-style-type: none"> • Director of Educational Services Unit (DESU) 	<ul style="list-style-type: none"> • Eligible or not eligible for Enrollment in Student Teaching and Placement in Public School (Candidates informed in writing, by DESU. When ineligible, deficiencies described in writing)
3) Student Teaching Evaluation	<ul style="list-style-type: none"> • KTIP or Other Observation Feedback • Portfolio documents which address each New Teacher Standard 	<ul style="list-style-type: none"> • MSU Supervisor • Cooperating Teacher 	<ul style="list-style-type: none"> • Successful completion of Student Teaching and Capstone
4) Program Completion	<ul style="list-style-type: none"> • Fulfilled all program requirements Transcript • Fulfilled all certification eligibility requirements 	<ul style="list-style-type: none"> • Office of the Registrar • Certification Officer (ESU) tracks and recommends to state • State 	<ul style="list-style-type: none"> • Eligible for graduation, diploma, informed in writing if ineligible for graduation. • Notified, in writing, (at last meeting of 499c classes) of any deficiencies that need to be handled to be recommended for certification. • Letter of eligibility stating certification area(s)

*** Portfolio Evaluation Scores and Disposition Scores will be added to categories 2 and 3 when the rubrics and score sheets have been determined to be reliable/valid (Spring, summer 2003)**

B. PROGRAM ASSESSMENT

University Process for Assessment

The assessment of the Art Education P-12 Teaching Program is on going and includes the use of data and feedback systems associated with Morehead State University's Assessment Plan. This annual assessment plan has been developed to ensure that all academic programs have: 1) Identified and stated explicit links with the vision, mission and goal statements of the institution, 2) Cited explicit links to the Art Education P-12 program goals, 3) Articulates specific program assessment measures and

acceptable levels of student performance in relation to each assessment, 4) Includes actual student performance data (aggregate when possible) as well as a system for interpreting student data, and 5) The evaluation must address the need for change (any aspect of the program), when appropriate, as well as the means and time frame to be used to accomplish the change. Recommendations for change might for example, be linked to changes in course content or assessments, or curriculum requirements, or the development of additional student support opportunities. Annual evaluations and documentation are on file in the Claypool Young Art Building, Room 210.

Aggregate Data for Program Assessment

- Student Exit Portfolio Assessment: A criterion based performance data collection sheet will be used to record individual student scores in relation to each NTS. The Summary Sheet will aggregate individual student performance data, making it possible to determine program strengths and weaknesses.
- Observation Data: Data will be collected by the University Supervisor, Cooperating Teacher and, when appropriate, the Principal. Individual and aggregate data will be recorded and used to guide program improvement.

V. Professional Education Faculty

NAME	Highest Degree	Area of Specialization	Responsibilities in the Program	Full-time MSU Full-time Program	Full-time MSU Part-time Program	Part-time MSU Part-time Program
Sharon Austin	M.A.	Sculpture	Art 101			X
David Bartlett	M.F.A.	Photography	Art 373		X	
Gary Conners	M.A.	Art History	Art 263,264		X	
Dixon Ferrell	M.F.A.	Painting and Design	Art 101, 204		X	
Robert Franzini	M.F.A.	Printmaking	Art 351, 352		X	
Julie Gawne	M.F.A.	Graphic Design	Art 102, 109, 205		X	
Deeno Golding	M.F.A.	Illustration & Design	Art 109, 305		X	
Joy Gritton	Phd.	Art History	Art 263, 264. 265, 300's		X	
Stephen LaBoueff	M.A.	Ceramics	Art 245			X
Elizabeth Mesa-Gaido	M.F.A.	Painting and 3D	Art 102, 499C		X	
Gary Mesa-Gaido	M.F.A.	Technology	Art 103, 109		X	
Anita McNeal	M.A.	Ceramics	Art 245			X
Greg Penner	M.F.A.	Sculpture	Art 103, 245, 294			X
Emma Perkins	ABD	Art Education	Art 121, 221, 300, 321	X		
Stephen Tirone	M.F.A.	Ceramics & Sculpture	Art 245, 294		X	

Secondary Professional Education Core Course Faculty

Faculty NAME	Highest Degree	Area of Specialization	Professional Core Program Responsibilities	Full-time MSU Full-time Program	Full-time MSU – Part-time Program	Part-time MSU – Part-Time Program
Karen Hammons	MA	Curriculum	EDF 207	ERSE		
Paul McGhee	Ph.D.	Educational Administration	EDF 207		ERSE/ LSE	
Anna Pennell	Ph.D.	Critical Theory	EDF 207	ERSE		
Wayne Willis	Ph.D.	Foundations of Education	EDF 207		ERSE	
Lola Aagaard-Boram	Ph.D.	Foundations of Education	EDF 211	LSE		
Beverly Klecker	Ph.D.	Educational Psychology	EDF 311	LSE		
Ron Skidmore	Ph.D.	Educational Psychology	EDF 211 EDF 311	LSE		
Lesia Lennex	Ed.D	Educational Technology	EDSE 312	LSE		
Edith Lombardo	Ed.D	Special Education	EDSE 332	ERSE		
Timothy Thomas	Ph.D.	Curriculum Instruction	EDSE 333	LSE		
			EDSE 499c			
			EDSE 416			

Teaching assignments for EDSE 499c, The Teacher in Today's School and EDSE 416, Student Teaching are program specific.

**Art Department – Bachelor of Arts Degree
Art Major with Teacher Certification Grades P-12
Checksheet**

Student Name _____ **Date** _____

General Education

48 Hours

Required Core

ENG 100	Writing I (C or better)	3 hours	_____
SPCH 108	Fundamentals of Speech	3 hours	_____
MATH 100	Level (choose 1)	3 hours	_____
ART 109	Computer Art	3 hours	_____
ENG 200	Writing II (C or better) plus Area Study	3 hours	_____

15 hours total

Area Studies (2002- 2004 catalog)

A.	Humanities		
	Elective	3 hours	_____
	Elective	3 hours	_____
	Elective	3 hours	_____
B.	Natural and Mathematical Sciences		
	Elective	3 hours	_____
	Elective	3 hours	_____
	Elective	3 hours	_____
C.	Social and Behavioral Sciences		
	Elective	3 hours	_____
	PSY 154 Intro to Psychology	3 hours	_____
	Elective	3 hours	_____
D.	Practical Living		
	Elective	3 hours	_____
E.	Integrated Capstone		
	Art 499C Senior Visual Art Capstone	3 hours	_____

33 hours total

Professional Education Course Requirements (A GPA of 2.5 required)

EDF 207	Foundations of Education	3 hours	_____
EDF 211	Human Growth & Development	3 hours	_____
EDF 311	Learning Theories	3 hours	_____
EDSE 312	Teaching Skills & Media	3 hours	_____
EDSP 332	Teaching the Exceptional Student	3 hours	_____
EDEL 333	Fundamentals of Elementary Education	3 hours	_____
EDSE 499C	Teaching in Today's School	2 hours	_____
EDSE 416	Student Teaching	12 hours	_____

32 hours total

Core Requirements:

ART 101	Two Dimensional Foundations	3 hours _____
ART 102	Three Dimensional Foundations	3 hours _____
ART 103	Color Foundations	3 hours _____
ART 204	Drawing I	3 hours _____
ART 214	Painting Techniques I	3 hours _____
Elect two of three		6 hours _____
ART 263-	Art History I	
ART 264-	Art History II	
ART 265-	Art History III	
Elect one of two		3 hours _____
ART 245-	Ceramics I	
ART 294-	Sculpture I	
Elect one of three		3 hours _____
ART 351-	Intaglio Printmaking	
ART 352-	Lithographic Printmaking	
ART 373-	Black and White Photography	
Art History (ART 300 or higher elective)		3 hours _____
ART 300-	Elementary Materials and Methods	3 hours _____
ART 321-	Materials and Methods for Secondary Art	3 hours _____

Art Major (minimum) Credits

36 hours

Additional Requirements for an Area of Concentration beyond the Major with Teacher Certification grades P-12

ART 304	Drawing II	3 hours _____
Art History 300 or above		3 hours _____
Four additional elective art courses		12 hours _____

Art Concentration (minimum) Credits

54 hours

TEP Academic Requirements:

1. Overall GPA of 2.5
2. Fulfill one of the following:
 - a. Minimum of 21 on the ACT
 - b. With a minimum ACT of 18, take the PPST and score at least 320 on Reading, 318 on Math and 318 on Writing.
 - c. Minimum of _____ on the GRE
 - d. Minimum of 990 on the SAT

Art Program Requirements

1. A 2.50 cumulative GPA in art courses at the end of the sophomore year
2. A 2.75 cumulative GPA in art courses at graduation.
3. Sophomore exhibit of four to six works with faculty review.
4. Senior Exhibit of four to six works.
5. Senior resumes and slide portfolios
6. Viewing of art exhibitions outside the Morehead Area.

PRAXIS Exams:

The PRAXIS Exams, *Art Making 0131*, *Art Content 0133*, and the student selected PLT must be taken prior to the student teaching semester and must be successfully completed prior to application for Teacher Certification in Kentucky.

Student's Signature _____ Date _____

Advisor's Signature _____ Date _____

Course Descriptions of Undergraduate Art Content Courses:

ART 101. Two-Dimensional Foundation. (2-2-3); I, II.

An introduction to fundamental elements and principles of two-dimensional design. This course addresses the arrangement of formal elements within the picture plane. A variety of media are used including paint, ink, pencil and paper.

ART 102. Three-Dimensional Foundation. (2-2-3); I, II.

An introduction to three-dimensional concepts of form, space, surface and structure. Principles are taught employing a variety of methods, techniques and materials, such as cardboard, modeling clay, paper and wire.

ART 103. Color Foundation. (2-2-3); I, II. An introduction to the fundamentals of artistic and scientific principles of color. This course addresses elements of color and relationships between colors. The primary medium used will be acrylic paint.

ART 109. Introduction to the Computer in the Visual Arts. (2-2-3); I, II, III.

An introduction to the computer as an academic and professional tool, employing the Macintosh computer platform. Areas covered include the manipulation and generation of images, word processing, spreadsheets and basic telecommunications. This course is recommended for, but not limited to art majors. This course satisfies the required core-computer competency for general education.

ART 204. Drawing I. (2-2-3); I, II, III. *Prerequisite: ART 101 or consent of instructor.* An introduction to object and subjective drawing. Emphasis is placed on accurate seeing and technical competence at depicting reality. A variety of media is used including charcoal, ink, pastel and pencil.

ART 214. Painting Techniques I. (2-2-3). *Prerequisite: ART103 or permission of department.* Introduction to oil painting, materials and methods, arrangement of the palette; and the use of a variety of different subjects.

ART 245. Ceramics I. (2-2-3); I, II, III. Introduction to ceramic forms in hand building, wheel-throwing, glazing, and decorative techniques.

ART 263. Art History I. (3-0-3); I, II. An examination of pre-historic, ancient Near Eastern, Pre-Columbian, tribal, and Asian art. It includes a study of materials, techniques, subjects, styles, issues, functions and meanings. This course satisfies the area studies-humanities for general education.

ART 264. Art History II. (3-0-3); I, II.

An examination of ancient Greek and Roman, and Medieval art. It includes a study of materials, techniques, subjects, styles, issues, functions and meanings. This course satisfies the area studies-humanities for general education.

ART 265. Art History III. (3-0-3); I, II.

An examination of art from the Renaissance to the present. It includes a study of materials, techniques, subjects, styles, issues, functions, and meanings. This course satisfies the area studies-humanities for general education.

ART 294. Sculpture I. (2-2-3); I, II. *Prerequisite: ART 102 or consent of instructor.* Creative experiences in the techniques, media, and tools of sculpture, work in stone, wood, metal, clay, and plaster.

ART 300. Elementary Materials and Methods. (2-2-3); II.

Prerequisite: admission to TEP. Background and philosophy of elementary art in education.

ART 304. Drawing II. (2-2-3); I, II. *Prerequisite: ART 204 or permission of department.* A continuation of ART 204.

ART 314. Painting Techniques II. (2-2-3); I, II, III.

Painting from still life and landscape with emphasis on creative interpretation and expression.

ART 321. Materials and Methods for Secondary Art. (2-2-3); I. *Prerequisite: admission to TEP.*

Presentation of the background, philosophy, and techniques for the teaching of art in the secondary school.

ART 345. Ceramics II. (2-2-3); I, II, III. *Prerequisite: ART 245.* Individual work in wheel-throwing, hand building, operation of kilns, and basic experiments in glazing.

and monotype on zinc and copper.

ART 351. Intaglio Printmaking. (2-2-3); I, II. *Prerequisite: ART 101 or permission of department.*

Creative experiments in intaglio printmaking on stone. Techniques include line etching, aquatint, soft ground, dry point,

ART 352. Lithographic Printmaking. (2-2-3); I, II. *Prerequisite: ART 101 or permission of department.*

Creative experiments in the techniques of lithographic printmaking on stone. Processes include crayon, rubbing ink, liquid tusche, acid tint, and transfer.

ART 361. Ancient Art. (3-0-3); I. The history of Western painting, sculpture, and architecture from prehistoric times until the beginning of the Christian era.

ART 362. Medieval Art. (3-0-3); II, alternate years. The history of European painting, sculpture, and architecture from the beginning of the Christian era until c. 1300.

ART 363. Renaissance Art. (3-0-3); I, alternate years. The history of European painting, sculpture, and architecture from c.1300 until c. 1525.

ART 364. Mannerist and Baroque Art. (3-0-3); II, alternate years. The history of European painting, sculpture, and architecture from c. 1525 until c. 1750.

ART 373. Basic Black and White Photography. (2-2-3); I, II. Practical introduction to basic camera and darkroom techniques of black and white photography. Areas covered include camera operation, film exposure and development, enlarging and print presentation.

ART 394. Sculpture II. (2-2-3); I, II. *Prerequisite: ART 294.* Studio problems involving the manipulation of various sculpture media.

ART 404. Drawing III. (2-2-3); I, II. *Prerequisite: ART 304.* A serious search into the expressive possibilities of the figure; anatomical investigation of parts, variety of media and techniques leading to individual interpretation.

ART 414. Painting Techniques III. (2-2-3); I, II, III. Further exploration of different mediums and direction toward an individual approach. Painting from a variety of subjects; technical investigation and creative interpretation emphasized.

ART 445. Ceramics III. (2-2-3); I, II. *Prerequisite: ART 345.* An in-depth study of more advanced forms, surface treatment theory of kiln firing and glaze calculation.

ART 451. Intaglio Printmaking Studio. (2-2-3); I, II. *Prerequisite: ART 351.* Advanced studio in intaglio printmaking. Techniques include engraving, mezzotint, color intaglio, photo-etching and color monotype. May be repeated.

ART 452. Lithographic Printmaking *Prerequisite: ART 352.* Advanced studio in lithographic printmaking. Techniques include color lithography, reversal, chine colle, and multi-plate registration. May be repeated.

ART 461. Modern Art. (3-0-3); I, alternate years. The history of European and American Art painting, sculpture, and architecture from c.1750 until c.1900.

ART 462. Contemporary Art. (3-0-3); II, alternate years. The painting, sculpture, and architecture of the twentieth century.

ART 463. Art of the United States. (3-0-3); I, alternate years. A survey of the social, political, and cultural movements which affected the course of American artistic development.

ART 464. Spanish, Portuguese and Latin American Art. (3-0-3); II, alternate years. A survey of the painting, sculpture, and architecture of Spain, Portugal, and Latin America.

ART 467. Native American Art. (3-0-3); I, alternate years. A survey of the visual arts of the indigenous tribes of North America from the beginning of their recorded history through the present.

ART 468. Appalachian Arts. (3-0-3); II, alternate years. This course will provide a survey of the arts of the Appalachian region from pre-colonial times to the present.

ART 494. Sculpture III. (2-2-3); I, II. Prerequisite: ART 294 and 394. Advanced problems in sculpture involving a combination of materials and their uniqueness as media.

ART 499C. Visual Art Capstone. (2-2-3); I, II. Prerequisite: junior or senior standing. An integrative course stressing oral and written discourse on the visual arts and preparation of students for professional goals. This course satisfies the integrative component for general education.

Suggested Course Sequence:

**Morehead State University
Art Area of Concentration with Teacher Certification Grades P-12**

Freshman

First Semester

ENG 100	Writing I	3
SPCH 108	Fundamentals of Speech	3
MSU 101	Discovering University Life	1
ART 109	Computer in Visual Arts	3
ART 103	Color Foundation	3
ART 101	Two Dimensional Foundation	<u>3</u>
		16

Second Semester

PSY 154	Introduction to Psychology	3
MATH	Math Reasoning (100 level)	3
ART 102	Three Dimensional Foundation	3
ART 204	Drawing I	3
ART 245	Ceramics I	<u>3</u>
		15

Sophomore

First Semester

ENG 200	Writing II	3
EDF 207	Foundation of Education	3
Natural and Mathematical Sciences elective		3
Practical Living elective 3		
ART 214	Painting Techniques I	3
ART 263	Art History I or	
ART 264	Art History II or	
ART 265	Art History III	<u>3</u>
		18

Second Semester

EDF 211	Foundations of Education	3
Humanities elective 3		
Social and Behavioral Science elective		3
Natural and Mathematical Science elective		3
ART 351	Intaglio Printmaking or	
ART 352	Lithographic Printmaking	3
ART 263	Art History I or	
ART 264	Art History II or	
ART 265	Art History III	<u>3</u>
		18

Teacher Education Program Admission

Junior

First Semester

Humanities elective	3	
Social and Behavioral Science		3
Natural and Mathematical Science elective		3
ART	History 300 or higher elective	3
ART 373	Basic Black & White Photo	3
ART 304	Drawing II	<u>3</u>
		18

Second Semester

EDF 311	Learning Theories	3
EDSE 312	Teaching Skills and Media	3
ART 300	Elementary Materials and Methods	3
ART	History 300 or higher elective	3
ART 294	Sculpture I	<u>3</u>
		15

Senior

First Semester

EDSP 332	Teaching The Exceptional Child	2
EDEL 333	Fundamentals of Elementary Education	4
ART 499C	Capstone	3
ART 321	Secondary Materials and Methods	3
ART	Elective	<u>3</u>
		15

Second Semester

EDSE 499C	Teaching in Today's Schools	2
EDSE 416	Student Teaching	<u>12</u>
		14