

**NEW, REVISED, OR DELETED PROGRAM COVER SHEET
2001-2002
University Curriculum Committee
Undergraduate Programs (Majors, Minors, Sequences)**

DEPARTMENT School of Art DATE 9/24/01

A. Proposed Action: (more than one item may be checked if a revision).

- New Major CIPS CODE _____ (obtain from Planning, Policy Studies and Info Systems)
- New Minor CIPS CODE _____ (obtain from Planning, Policy Studies and Info Systems)
- New Sequence
- Change in requirements for major
- Change in requirements for minor
- Change in requirements for sequence
- Other program revisions
- More than 50% of courses in this program are distance education.
- Program deletion

B. Summary of proposed action (see Part A), including title and exact *Undergraduate Catalog* copy for a new or altered program. (See *Catalog* and Program Checklist for format and examples.) Provide a summary of the revisions in addition to the exact current *Catalog* copy.

Revision of the Teacher Education Sequence, Major in Art (B.S.). Please see attached for catalog copy and revisions.

C. Routing and action summary:

<p>1. _____ Date Approved Department Curriculum Committee Chair</p>	<p>4. _____ Date Approved College Dean</p>
<p>2. _____ Date Approved Department Chair</p>	<p>5. _____ Date Approved Teacher Education Council Chair if appropriate (10 copies to the Dean of the College of Education)</p>
<p>3. _____ Date Approved College Committee Chair</p>	<p>6. _____ Date Approved University Curriculum Committee Chair (8 copies to the Undergraduate Studies)</p>

Submit 20 copies of **NEW** Undergraduate proposals to University Curriculum Committee
 Submit 8 copies of **REVISED** Undergraduate proposals to University Curriculum Committee
 All new and deleted programs (majors, minors, sequences) are routed by the U.C.C. to the Academic Senate. **The Senate rules mandate electronic submission (in MS Word or HTML format) of all materials for Web site posting.**

TEACHER EDUCATION SEQUENCE -- CURRENT CATALOG COPY

Teacher Education Sequence

Degree offered: B.S.

The Teacher Education Sequence program emphasizes Art knowledge, studio techniques, and classroom skills needed for teaching Art. This program provides for acquisition of knowledge, attitudes and skills necessary for effective performance as an Art teacher or Art supervisor. Students completing this sequence are eligible to apply for K-12 teaching certificate in the State of Illinois.

- 76 hours in Art required (including Professional Education requirements). Part of entitlement program leading to certification: Special K-12. All Art majors planning to become certified teachers must apply for and be admitted to the University Teacher Education program (see Teacher Education Admission-Retention program section of this *Undergraduate Catalog*). A 2.5 cumulative and major GPA is required for admission and retention in this sequence.
- 54 hours in Art required, as follows:
 - 15 hours Foundations: ART 103, 104, 109, 155, 156.
 - 33 hours required sequence courses: ART 201, 211, 257, 307, 309 (2 consecutive semesters starting in the fall); 6 hours from 224, 228, 232, 240, 255; 6 hours from 213, 226, 235, 245, 246, 261; 1 Art History course from 100-, 200- or 300-level (other than 155, 156, 257).
 - 6 hours Art electives.
 - 22 hours Professional Education requirements: C&I 214, 215, 216; PSY 215; EAF 228 or 231 or 235; STT 399.

(The following copy appears in the 01-02 Catalog following "Minor in Art" copy)

CLINICAL EXPERIENCES IN TEACHER EDUCATION

Clinical Experiences are provided in off-campus clinical teaching centers, in local schools and in campus laboratory schools, in agencies and other approved non-school settings. All students will have a minimum of 100 clock hours of approved pre-student teaching experiences prior to assignment of Student Teaching; students must provide their own transportation to Clinical Experience sites.

The approximate number of clinical hours and type of activity associated with each course offering can be found with the appropriate course description. The following legend relates to the type and kind of activity related to a specific course.

Clinical Experiences Legend

1. Observation
2. Tutoring one-on-one contact
3. Non-instruction assisting
4. Instructional aiding a group
5. Micro teaching
6. Simulation lab exercises
7. Work with clinic client

8. Graduate practicum
9. Professional meeting
10. Other

TEACHER EDUCATION SEQUENCE -- PROPOSED NEW CATALOG COPY

Teacher Education Sequence

Degree offered: B.S.

The Teacher Education Sequence is a program that emphasizes a comprehensive approach that supports state and national student learning standards and teaching performance standards in the visual arts. Also stressed are creative and critical thinking, studio techniques, understanding the learner and developing skills to become an effective teacher. Students completing this sequence are eligible to apply for K-12 teaching certification in art in the State of Illinois.

- 83 hours in Art and Professional Education required. Part of entitlement program leading to certification: Special K-12. All Art majors planning to become certified teachers must apply for and be admitted to the University Teacher Education program (see Teacher Education Admission-Retention program section of this *Undergraduate Catalog*). Grades of C or better in all Art and Education courses, and a 2.8 cumulative and major GPA are required for admission and retention in this sequence. Continuation in the Teacher Education Sequence will be determined early in the ART 211 semester, when students will be required to have an interview with Art Education faculty, submit a portfolio of work and demonstrate technological proficiency.
- 57 hours in Art required, as follows:
 - 9 hours Art History Core: 155, 156, 257.
 - 9 hours Teacher Education Foundations: ART 103, 104, 109.
 - 33 hours required Sequence courses: ART 201, 211, 307, 309 (two consecutive semesters starting in the fall); ART 213, 228 and 261; 3 hours from ART 224, 232, 240, 255; either ART 379 or 385 and at least one additional Art History course from 100-, 200- or 300-level – ART 140 is strongly recommended.
 - 6 hours Art electives, which must be taken in a single discipline.
 - 26 hours Professional Education requirements: C&I 214, 215, 216; PSY 215; EAF 228 or 231 or 235; STT 399 (12 hours – entire semester experience).

NOTE: All Teacher Education students are required to pass the ETS PRAXIS I in reading, writing and mathematics before registering for C&I 216 and ART 309. For this reason, students should take the ETS PRAXIS I (fee required) as early as possible.

The sequence in Teacher Education may also be combined with a Sequence in Studio Arts, Graphic Design, Art History or Art Therapy. Pursuing a double sequence may require additional semesters. However, this option is strongly recommended to prepare students better for teaching art in the public schools of today. See catalog copy under “Studio Arts Sequence” for further information, including Discipline Areas within Studio Arts.

CLINICAL EXPERIENCES IN TEACHER EDUCATION

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B. Summary of Proposed Action

Part A.

Illinois State University

School of Art

Program Title: Major in Art, Teacher Education Sequence

Implementation Date: August 2002

Description of proposed program changes

- **Grade of C or better in all Art and Education Courses.** (Currently the only grade stipulation is a *C or better in C&I 216* which is required to be admitted to Art 309, and a *C or better in Art 309* which is required to be admitted into Student Teaching.)

Rationale: Currently, students are only required to have a 2.5 cumulative and major GPA. Therefore, students can continue in the program even if they have received a D in an art or education course as long as they maintain a 2.5. Students should be able to earn at least a C in their major courses. This change is not expected to significantly impact the number of art teacher education students or any particular group of students.

- **2.8 major and cumulative GPA.** (Current requirement is a minimum major and cumulative GPA of 2.5)

Rationale: It is the intent to raise minimum expectations for art teacher education majors. Other art education programs (Northern Illinois and University of Illinois) are proposing to raise the GPA requirement. This change is not expected to significantly impact the number of art teacher education students or any particular group of students.

- **Continuation in the Teacher Education Sequence will be determined early in the Art 211 semester, when students will be required to have an interview with Art Education faculty, submit a portfolio of work and demonstrate technological proficiency.** (New requirement.)

Rationale: This procedure will be a checkpoint to help determine students' knowledge, skills and dispositions for teaching. The checkpoint will occur sometime between the second semester sophomore and second semester junior year. (This will depend on whether they take 211 during their sophomore or junior year.) The format will provide an opportunity to dialogue about the students' progress and commitment to the art teacher education sequence. Technology proficiency is an expectation of all teacher education majors and is included in the Illinois Professional Teaching Standards. Since students have a range of technology knowledge and experience, they can "test out" or take special courses or workshops to develop proficiency.

- **Change in the Art History requirement from 12 to 15 credit hours.** The current art history requirement is Art 155, 156, and 257 (Survey of Art I, II, and III) and one additional course from the 100, 200 or 300 level. The proposed change is that students must take either Art 379: Modern Art or Art 385: Recent Developments in Art and at least one additional Art History course from

100- 200- or 300 level with Art 140: Introduction to the Native Arts of the Americas, Africa, and the South Pacific strongly recommended.

Rationale: Art teacher education graduates should be knowledgeable in art history across time and place. The Illinois Visual Arts Content-Area Professional Teaching Standards specify *The competent visual art teacher will be able to analyze how the visual arts function in history, society and everyday life.* and*understands how the visual arts shape and reflect history, society and everyday life.* The request for the additional three credit hours in art history is also being proposed in the increased requirement for art majors in the studio sequence.

- **Change in Requirements of Studio Courses.** Currently art teacher education students can choose from a menu of two- and three-dimensional studio courses. We propose that students be required to take Art 213: Life Drawing, Art 228: Painting I and Art 261: Ceramics I and three credit hours from a menu of three-dimensional courses (Art 224: Metalwork and Jewelry Design I, Art 232: Sculpture I, Art 240: Fibers I or Art 255: Glass I).

Rationale: Art teacher education majors should have knowledge and skills of a variety of media and processes. The Illinois Visual Arts Content-Area Professional Teaching Standards specify *The competent visual art teacher will understand the process and production of the visual arts.* and *apply knowledge and skills necessary to create expressively and with technical proficiency in a range of media and processes.* The rationale for requiring specific drawing and painting courses is that art teacher education majors preparing to teach K-12 should have sufficient drawing and painting knowledge and skills. Most school programs incorporate the use of clay in the curriculum; therefore, basic knowledge and skills of forming methods with clay should be expected of all art teacher education majors.

- **Change of student teaching requirement from 8 to 12 credit hours.** (The current policy states: *The minimum requirement in student teaching is full-day for at least 10 weeks (e.g., a minimum of 50 attendance days.)* Students currently receive eight credit hours for this experience. The new policy approved by Council for Teacher Education (CTE) states: *Beginning in Fall 2002, at Illinois State University, clinical practice, defined as the student teaching phase of field experiences, comprises a full-semester experience for every student teacher education candidate.)*

Rationale: To conform to the CTE policy approved March 20, 2001 (copy enclosed), the student teaching requirement must be increased to a full semester. We recommend that student teachers receive 12 credit hours for the full semester experience. This request is appropriate because two other ISU K-12 teacher education programs (Business Education and Health, Physical Education and Recreation) and the elementary education program currently provide at least 12 credit hours for the full semester experience. (2001-2002 Catalog)

Note: Even though the 10 week option for eight credit hours has been required for many years, nearly all art teacher education students have chosen to student teach for the full semester for 16 credit hours. According to Clinical Experiences and Certification Processes (CECP) records, 100 of the 105 student teachers chose the full semester option during the past nine years.

- **The additional art history course (3 hours) and the increase of required student teaching from 10 weeks to a full semester with a credit hour adjustment (4 hours) changes the total**

required hours for the Art Education program from 124 to 131. (45 credit hours general education, 3 credit hours science required for B.S. degree, 83 credit hours in Art and Professional Education)

Rationale: Nearly all art teacher education majors select the full-semester 16 credit hour option for student teaching, (100 of 105 in the past nine years) instead of the 10-week eight credit hour requirement. Therefore, students are already selecting to add eight credit hours to the current 124 credit hour required program and taking a total of 132 credit hours. The proposed 12 credit hours for the full semester student teaching experience is a reduction of four credit hours from current practice.

Teacher education majors in a K-12 program need a wide range of knowledge and skills to be prepared to teach all grade levels. The art teacher education program is carefully planned to provide the majors with a solid background of knowledge and skills in artmaking and the teaching of art. The program is closely aligned with the Illinois Professional Teaching Standards and the Illinois State University Conceptual Framework. Eliminating any of the currently required courses would compromise the quality of the program.

Reference to the College of Education Conceptual Framework

- **The art teacher education program supports the Conceptual Framework, “Realizing the Democratic Ideal.” Even though the program embraces all of the Moral and Intellectual Virtues of the Conceptual Framework, the proposed addition of the 3 credit hours for Art History most directly addresses the Intellectual Virtue, *Wide general knowledge and deep knowledge of the content to be taught*. Requiring a full-semester of student teaching will give art education majors more opportunities to gain a greater *knowledge and appreciation of the diversity among learners*, and to *understand what affects learning and appropriate learning strategies*. Other proposed changes which include requiring a higher GPA (2.5 to 2.8) and a C or better in all art and education courses will help art teacher education majors to become knowledgeable and confident future teachers.**

Expected impact of proposal on existing campus programs

- **No significant impact is expected on existing programs.**

Milner contacted for sufficient resources

- **No extra resources are anticipated as a result of these program changes.**

Anticipated staffing arrangements

- **No additional staffing arrangement will be needed.**
Art education majors will be easily assimilated into the art history courses. Student teachers in art are currently student teaching for a full-semester. No additional faculty will be needed in the future.

Anticipated funding needs and source of funds.

- **No additional funding is needed.**

Proposed Changes in Requirements for the Art Teacher Education Sequence, Fall 2001

Presented to CTE 12/3/01 by Linda M. Willis Fisher and Edward O. Stewart
Art Education Area of the School of Art
Illinois State University

Proposed Revision:

Change of total required hours from 124 to 131 semester hours

- (4 hours) an increase of length of time of the student teaching experience (from 10 weeks for 8 credit hours to a full semester experience for 12 credit hours) * *to conform to the CTE policy for full semester student teaching experience approved March 20, 2001.*
- (3 hours) an additional art history course (either Art 379: Modern Art or Art 385: Recent Developments in Art)

Rationale for the change from 124 to 131 semester hours.

The current program with 124 hours provides only a skeletal foundation for art teacher education majors preparing to teach in **K-12** classrooms. The content of art is quite complex. Art teacher education majors must have 1) sufficient skills and knowledge with artmaking processes and media, 2) knowledge of art history and cultures across time and place, 3) knowledge of art criticism and aesthetic theories and 4) the pedagogical knowledge appropriate for teaching art to K – 12 students. Coursework in studio, art history, art education and professional education courses provide essential content knowledge and skills for successful future art teachers.

Eliminating any of the currently required credit hours would decrease the knowledge and skills of art teacher education majors. In fact, additional studio and art history courses are currently *strongly recommended* so art teacher education majors are better prepared to teach art in the schools of today.

Art teacher education majors need to be proficient in a variety of two-and three-dimensional processes (e.g., drawing, painting, photography, printmaking, sculpture, ceramics, metals and jewelry, fibers, graphic design and time arts) and have a greater level of proficiency in at least one studio area. The Illinois Visual Arts Content-Area Professional Teaching Standards specify: *The competent visual arts teacher understands the process and production of the visual arts and.... The competent visual arts teacher will be able to apply knowledge and skills necessary to create expressively and with technical proficiency in a range of media and processes.* The National Art Education Association Standards for Art Teacher Preparation specify that *art teacher candidates have strong skills and a well-developed understanding of their own art making processes, qualities, and techniques. They are able to express their own feelings and values through the meaningful creation of artworks using different media, styles, and forms of expression.* Confident, experienced art teacher education majors will then be better prepared to teach studio experiences to K – 12 students.

An additional three credit hours in twentieth century art history is proposed. Currently art teacher education students take four art history courses, Survey I: Arts from pre-historic to end of Medieval period, Survey II: Arts of the early Renaissance to the end of Baroque, Survey III: Developments in European painting, sculpture and architecture from the Romantic period to present, and one elective from a 100-, 200- or 300 level course.

Art teacher education students express they have a lack of knowledge of twentieth century art history. The proposed additional three credit hours of either Art 379: Modern Art, focusing on painting and sculpture from the late 19th century to 1970 or Art 385: Recent Developments in Art: 1970 to the Present, will help students be more knowledgeable of twentieth century art history and meet state and national art teaching standards. The Illinois Visual Arts Content-Area Professional Teaching Standards specify: *The competent visual art teacher will be able to analyze*

how the visual arts function in history, society and everyday life. And ...understands how the visual arts shape and reflect history, society and everyday life. The National Art Education Association Standards for Art Teacher Preparation specify that Art Teacher candidates are knowledgeable about the cultural and historical contexts surrounding works of art. They understand that art communicates, challenges and shapes cultural and societal values. And... are knowledgeable about contemporary art and the art world, and recognize the value of studying artworks from popular culture, folk cultures, and other cultural groups. (The request for three additional credit hours for art teacher education majors in art history parallels the request of an increased requirement for art majors in the *studio* sequence.)

The proposed addition of seven credit hours (124 to 131) for art teacher education majors will: 1) accommodate the increase of length of time of the student teaching experience (from 10 weeks for 8 credit hours to a full semester experience for 12 credit hours) that conforms to the Council for Teacher Education policy for the full semester student teaching experience approved March 20, 2001 and 2) help students to better meet Illinois Visual Art Content-Area Teaching Standards and the National Art Education Association Standards and Skills for Art Teacher Candidates.

Illinois State University needs to be competitive with other institutions in the state. Since other state institutions have programs (e.g., SIU-Edwardsville – 134-139, U of I Chicago – 131, and U of I Urbana - 130) requiring more than 124 hours, ISU art teacher education students graduating with 124 credit hours may not be as prepared and therefore be less able to compete for key teaching positions.