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COE_2020_Art_Education_BA_Program_Review

Abstract

COE 2020 Art Education BA Program Review

Keywords

COE, Program Review, Art Education, 2020



Kean University
School of Curriculum and Teaching
BA in Art Education Program Review, 2020

School of Curriculum and Teaching

BA in Art Education Program Review, 2020

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School of Curriculum and Teaching

BA in Art Education Program Review, 2020

-This document adheres to the format outlined in the Kean University Academic Program Review Guidelines-

Executive Summary

The Art Education Program resides within the College of Education as part of the School of Curriculum and Teaching and leads to a BA degree with K-12 Art Teaching Certification in the State of New Jersey. The program also contains a graduate division that offers a MA in Fine Arts with three curricular options as follows: K-12 Art Teaching Certification, Supervision Certification, and Studio Art. The graduate program is examined in a separate Program Review. The BA and MA programs are energetic, aligned with 21st Century research in the field, and highly responsive to the needs of our students, the discipline, the University, and New Jersey Department of Education mandates.

The Art Education Program participates in assessment activities to examine students' core knowledge and field applications while providing adjustments to instruction and curriculum as needed or deemed beneficial. Analysis indicates that the Art Education Program consistently meets and exceeds expected standards in all categories. While the program is pleased with these results, we continually strive to enrich our offerings, revise our courses, and supplement our curriculum with opportunities in ways that enrich student learning and produce highly qualified, contemporarily informed art educators.

1. Mission, Student Learning Outcomes, and Curriculum Map

Mission Statement:

The mission of the Art Education Program, in support of the mission of Kean University, is to cultivate K-12 fine arts educators who can engage in conceptual thought, are globally knowledgeable about learning in fine arts, and can translate these understandings into a vivified and democratic classroom practice. The program seeks to foster future educators having a strong studio preparation augmented by an academic study of the

psychological and intellectual underpinnings particular to the fine arts creative process as it unfolds within the growing individual. In upholding the integrity of its philosophical commitment, the program exclusively leads to a specifically titled Fine Arts Initial Teaching Certification and all enrolled students must demonstrate a formal course foundation within the area of fine arts, regardless of any further specializations. Instructional emphasis is placed upon aspects of developmental psychology, global intelligence, differentiated learning, exploratory process, and cultural and ethnic factors, among other concerns. The program advances the implications of art education towards the enrichment of a pluralistic society in which individual creative thought is a contributory factor to both personal intellectual development and societal and cultural evolution.

-

Program Learning Outcomes:

The program has articulated major content and skills as SLO's as follows (please see section three for further details):

- SLO1:** Demonstrate ability to design developmentally appropriate lesson plans, units of study and curricular materials that reflect National Core Curriculum Standards and current thought (psychological and philosophical understandings) about artistic learning as taught in methods courses.
- SLO2:** Demonstrate the ability to provide and assess teaching methods which address differentiated needs of ethnically, socially, and intellectually varied student populations.
- SLO3:** Demonstrate professional studio skills, and knowledge of content and history.
- SLO4:** Demonstrate clarity in verbal and written communication.
- SLO5:** Demonstrate skills in positive communication and management of students and collegiality with faculty, staff, and parents (where observable).

KU Learning Outcomes:

***KU Student Outcomes: Kean University graduates should be able to:**

1. Think critically, creatively and globally;
2. Adapt to changing social, economic, and technological environments;

3. Serve as active and contributing members of their communities; and
4. Advance their knowledge in the traditional disciplines (GE) and enhance their skills in professional areas (professional programs)

Skills: Students will demonstrate the skills necessary to:

(S1) write to communicate and clarify learning;

(S2) communicate effectively through speech;

(S3) solve problems using quantitative reasoning;

(S4) think critically about concepts in multiple disciplines and (S5) show information literacy.

Curriculum Map:

To view Curriculum Map, please click link: [Curriculum Map](#)

2. Description of Academic Program and Syllabi

Catalog Description

The B.A. in Art Education is a highly rigorous and intensive program that prepares students for careers as professional educators and leads to New Jersey Certification in the Teaching of Art, grades K-12. The program's philosophical approach is rooted in current research which identifies psychology as a critical substructure of the artistic process. The integration of sensory, emotional, kinesthetic, and cognitive processes and implications to the development of global intelligence through artistic learning is emphasized. The program's intellectually challenging course of study prepares future educators to engage in conceptual thought about learning in the visual arts and translate these understandings into a grounded, vivified and highly effective classroom practice. The Art Education Program seeks only serious, responsible and academically strong students. The program is writing and reading intensive and demands a clearly developing practice in the studio arts. To ensure retention in the program, accepted students are not only required to maintain a cumulative GPA of 3.0 or above and a high level of academic achievement but also to exhibit professional performance by maturely and responsibly meeting all deadlines and expectations in courses and fieldwork.

Syllabi:

To view syllabi for each required course and Capstone (FA3901), please click link: [Syllabi Folder](#)

Note that although FA3901 Art Education II: The Adolescent is the existing capstone course, FA4600 is a newly created course that, commencing in Fall 2020, will serve as the designated capstone course in the program.

Faculty Resumes:

Students take all content area courses in the Fine Arts Conservatory. Hence, faculty resumes from both programs are included below. To view these, click links below:

[Resident Faculty in Art Education](#)

[Less than Ten Years in Art Education](#)

[Resident Faculty in Fine Arts Conservatory](#)

[Longer than Ten Years in Fine Arts Conservatory](#)

[Less than Ten Years in Fine Arts Conservatory](#)

3. Outcomes Assessment Plan

The following section provides information about the SLOs and the multiple methods used to assess each one. Artifacts are assessed in FA3901 Art Ed II: The Adolescent. As noted earlier, a new course, FA4600 Field Projects in Curriculum, Instruction, and Assessment, will become the capstone and collection point beginning in Fall 2020. The established artifacts used for assessments will remain and they are described as follows:

Multiple Methods Used to Assess SLOs:

Professional Portfolio: Students have heretofore presented the Professional Portfolio in FA3901, but beginning in Fall 2020, they will complete and present it in the new capstone FA4600. The 14x17 graphically designed portfolio is divided into two sections. The first section features the candidate's "Teaching Practice" and contains six lesson plans designed and taught within K-12 grade settings. It must include textual explanations supported by the resultant artwork of K-12 learners. The second section features the candidate's "Artistic Practice" and

includes six pages containing samples of his or her artwork that demonstrates skills, concepts, and formalistic concerns. The Professional Portfolio is assessed via a rubric. To view the rubric, please click link: [Rubric Portfolio Teaching & Studio Art](#)

The Supervisor's Evaluation: The University Supervisor will perform two visits to the site of each preprofessional field student and eight visits to the school site of each practicing intern. Three of these visits will result in a formalized observation in which the supervisor will assess a variety of skills, understandings, and applications to an actual art classroom. The supervisor's report will encompass areas related to the SLO's such as(;) content knowledge, lesson planning, implementation, assessment, diversified instruction, and professional performance. Assessed in FA3901 and FA4600 via a Rubric.

To view Pre-Professional Field Assessment Report, please click link: [Supervisor's Clinical Assessments of Pre-Prof Field Student](#)

To view Intern Assessment Report, please click link: [Supervisor's Clinical Assessments of Intern](#)

The edTPA (Educational Teachers Performance Assessment) has replaced the former TWS (Teacher Work Sample) as the mandated tool for assessing the means by which preservice teachers are able to plan, implement, and assess their practice. The edTPA is introduced in FA3900 and a mini-edTPA is assessed in FA3901. The final, fully developed edTPA is submitted to an external evaluation center during internship and must contain components of lesson and unit plans, instructional aids, pre and post-instruction assessment tools, assessments of student learning, data collection, analysis, reflections, and the implementation of adjustments meant to enhance learning.

To view edTPA Handbook with Rubrics, please click link: [EdTPA Handbook with Rubrics](#)

To view sample of a student's completed edTPA, please click link: [Student's Completed edTPA](#)

PROGRAM STUDENT LEARNING OUTCOMES with Artifacts and Alignments

■ **SLO1:** Demonstrate ability to design developmentally appropriate lesson plans, units of study and curricular materials that reflect National Core Curriculum Standards and current thought (psychological and philosophical understandings) about artistic learning as taught in methods courses.

Direct Measure: Professional Portfolio (teaching section), Program Coordinator's review of edTPA materials or supervisor's evaluations.

(KU1, KU2, KU4); (NASAD.XII.C.3.a, NASAD.XII.C.3.b, NASAD.XII.C.3.d, NASAD.XII.C. 3.e)

■ **SLO2:** Demonstrate the ability to provide and assess teaching methods which address differentiated needs of ethnically, socially, and intellectually varied student populations.

Direct Measure: Professional portfolio (teaching section), Program Coordinator's review of edTPA materials or supervisor's evaluations.

(KU1, KU2, KU4); (NASAD.XII.C.3.a, NASAD.XII.C.3.b, NASAD.XII.C.3.c, NASAD.XII.C.3.d, NASAD.XII.C.3.g, NASAD.XII.C.3.h)

■ **SLO3:** Demonstrate professional studio skills and knowledge of content and history. Direct

Measure: Professional portfolio (teaching section), Program Coordinator's review of edTPA materials or supervisor's evaluations.

(KU1, KU4); (NASAD.XII.C.2.a, NASAD.XII.C.2.b, NASAD.XII.C.2.c, NASAD.XII.C.2.d)

■ **SLO4:** Demonstrate clarity in verbal and written communication. Direct Measure: Professional Portfolio (teaching section), Program Coordinator's review of edTPA materials(,) or supervisor's evaluations.

(KU 4); (NASAD.XII.C.1.ca, NASAD.XII.C.1.c, NASAD.XII.C.1.d)

SLO5: Demonstrate skills in positive communication and management of students and collegiality with faculty, staff, and parents (where observable). Direct Measure: Program Coordinator’s review of edTPA materials or supervisor’s evaluations.

(KU2, KU4); (NASAD.XII.C.1.ca, NASAD.XII.C.1.c, NASAD.XII.C.1.d)

Data Gathered from Assessment Reports (2015-Present):

*Note that two groups of SLO’s are assessed during each alternating year (represented in green and yellow). Assessment Plans are embedded in the Assessment Reports and both can be viewed at the link noted below. As a preface to discussing the results of the Assessment Reports, I will compare the ratings in each SLO category from the past five years, as noted below. To view Assessment Reports, click link: [Assessment Reports \(with Embedded Assessment Plans\)](#)

SLO 4: Verbal and Written Communication	Assessed in 2015-16 report at 5.00/5.00
SLO 5: Positive Relations with Students & Staff	Assessed in 2015-16 by coordinator at 4.6/5.00 and supervisor at 5.00/5.00
SLO 1: Development of Lesson Plans	Assessed in 2016-17 at 4.7/5.00
SLO 2: Ability to Assess Effectiveness	Assessed in 2016-17 at 4.7/5.00
SLO 3: Content Knowledge in Studio and Art History	Assessed in 2016-17 at 4.8/5.00 for studio 4.75/5.00 for AH
SLO 4: Verbal and Written Communication	Assessed in 2017-18 report at 5.00/5.00
SLO 5: Positive Relations with Students & Staff	Assessed in 2017-18 by coordinator at 4.6/5.00 and supervisor at 5.00/5.00

SLO 1: Development of Lesson Plans	Assessed in 2018-19 by instructor at 4.75 and supervisor at 4.57/5.00
SLO 2: Ability to Assess Effectiveness	Assessed in 2018-19 by instructor at 4.75/5.00 and supervisor at 4.75
SLO 3: Content Knowledge in Studio and Art History	Assessed by instructor in 2018-19 at 5.0/5.00 for studio 4.57/5.00 for AH

SUMMARY OF ASSESSMENT DATA FROM 2015-PRESENT WITH DISCUSSION AND CURRICULAR ACTIONS

SLO	2015-16	2016-17	2017-18	2018-29	Comments and Actions
SLO 1: Dev Lesson Plans		4.70		4.75	Accomplished with further improvement shown
SLO2: Perform Assessment		4.70		4.75	Accomplished with further improvement shown
SLO 3: Content Knowledge/Skills		4.8 Studio 4.75 Art Hist.		5.00 Studio 4.57 Art Hist.	Accomplished with further improvement shown in studio. Slight decline shown in art history. Action: Additional focus will be placed on the processes used to integrate art history components in the cultivation of lesson plans.
SLO4: Verbal/Written	5.00		5.00		Accomplished. No further action needed.
SLO5: Positive Relations	4.60		4.60		Accomplished. Action: Further refinement planned through additional emphasis on establishing positive relationships within K-12 school settings.

Discussion of Findings: Class wide ratings have been consistently averaged at “accomplished” for all SLOs from 2015-2019. Specifically, breakdowns are as follows: SLO1 indicates accomplished (4.70 to 4.75) and enhanced

abilities at developing lesson plans. SLO2 indicates accomplished (4.70 to 4.75) and enhanced abilities at assessing effectiveness of teaching. SLO3 indicates accomplished (4.8 to 5.00) abilities at studio art and accomplished (4.75 to 4.57) although slightly declining abilities at art history. Overall, the steady and sustained class average shows strong maintenance of an accomplished level in all SLOs.

Curricular Actions/Closing the Loop: No major revisions have appeared necessary over the past five years. Indications suggest that students have benefited from Assessment Reports completed in previous years which, although also very strong in all categories, resulted in actions involving enhanced attentiveness to SLOs through courses and fieldwork. These actions involved additional focus on the development of dimensional lesson plans, effective assessment methods, and strong content understandings of studio and art history. Additional attentiveness will now be given to maintaining a strong level of accomplishment in art history, which though categorically “accomplished,” shows a slight decline. Specifically, additional focus will be placed on the aspects of art history relative to theme, genre, narrative, subject matter, context, and formalism as guiding criteria through which students select imagery that connects and supports lesson plans. In addition, methods classes and field supervisors will place further emphasis on enabling students to establish positive relationships in K-12 school settings. This goal will be accomplished by having students in FA2900 (Multicultural Field Experience in Art Education Settings) place additional focus on the relationships and methods of communication between teachers, students, and staff that they observe at the various schools that they visit.

Courses in which Each SLO is Addressed, Advanced and Mastered:

Curriculum Map: This information is embedded in the accompanying Curriculum Map. To view this item, please click link: [Curriculum Map](#)

How Data is Used to Improve Teaching and Learning:

Actions Taken: Multiple program improvements (“actions”) have been initiated over the past five years, even though students have reached a strong level of “accomplishment” as consistently indicated in all Assessment

Reports. Essentially, the program firmly believes that continued academic development is vital to productively meet changing NJDOE standards, university mandates, and evolving research in the field, while also supporting the SLOs and annual assessments. These improvements facilitate and ensure the continued excellence in performance levels identified through assessments. Hence, the following program improvements are considered as “actions” related to and supportive of the Assessment Reports and the identified SLOs being examined.

The improvements (“actions”) initiated over the past five years fall into three categories (see A, B, and C below). These are largely program revisions made in responses to both faculty observations and shifting mandates from the NJDOE and the university. These actions were created to enable our students to meet these new mandates in a fluid and manageable manner without compromising their ability to sustain excellence in meeting SLOs. The improvements have resulted in a more streamlined, focused, and fluid experience for our students which allows for greater depth of learning. The categories are described as follows:

(A) New Courses

- FA 4600 Field Projects in Curriculum, Instruction, and Assessment. This course replaces two courses, EDUC 4000 Teacher and Classroom and EDUC3000 Curriculum, Eval, and Learner. FA4600 specifically embodies curricular, instructional, and assessment concerns as they occur in the art classroom. Hence, this course is more applicable to supporting the SLOs in the program. The course also allows students to obtain credits for projects that previously carried no specific credit weight, such as the edTPA and the Professional Portfolio as these are updated, finalized, and refined during internship.
- FA 3910 Art and Differentiated Instruction- This course has been created as an elective addressing cross-curricular teaching and is relevant to supporting the SLOs in the program regarding cross curricular lesson planning.
- FA3920 Art and Special Needs in Education- Students may take this in lieu of ID 2955 Disabled Persons in American Society, as it more specifically addresses methods of teaching art to atypical learners.

(B) Additional Resources

- Senior Intern Seminar was created as a requirement in which interns meet four times over the semester (for “zero” credit) as a support group. This seminar will no longer be required, as the commencement of FA4600 will satisfy this need as a 3-credit course.
- EdTPA Prep Sessions are one-hour intermittent sessions instituted for art education students directly after FA3900 and FA3901 class meetings.
- Alumni who are in teaching positions serve as guest speakers in FA3920 Art and Special Needs to present workshops addressing diversified learning in the art classroom.

(C) Programmatic and Curricular Changes

- Curricular - The Art Education Program has been reduced from a 130 to a 120-credit curriculum. We have met this university mandate and seized it as an opportunity to simultaneously redesign the program, allowing it to become more streamlined, focused, effective, and manageable for students. This is a needed adjustment that enables students to more efficiently meet expanded NJOE mandates such as Praxis testing, the edTPA, and expanded fieldwork requirements.
- Fieldwork - Pre-professional field courses have been expanded to 100 hours each. All fieldwork and internships must now be performed in consecutive semesters, and all have been relocated to senior year. These changes bolster student success while effectively meeting changing NJDOE mandates.

Assessments used in capstone to ensure that the program has met its knowledge, skills, and ability goals as

defined in the SLOs. The assessments are based on three artifacts that are provided to the instructor of the FA3901 capstone course. Each is described in detail in section 3 of this report. To restate, they are as follows:

- The Professional Portfolio is divided into two sections to include (a) Teaching Performance and (b) Candidate’s Artistic Practice. (See section 3 for detailed description).

- The edTPA (Educational Teacher Performance Assessment) which supplants the TWS (Teacher Work Sample). (See section 3 for detailed description).
- The Supervisor's Reports. (See section 3 for detailed description).

A Representative List of All Internships:

FA3902 Clinical Practice I: Elementary - Student spends one day per week for one semester with supervised teaching in an elementary art classroom (1 credit).

FA3902 Clinical Practice II: Secondary - Student spends one day per week for one semester with supervised teaching in a middle or secondary art classroom (1 credit).

FA4990 Clinical Practice III: Professional Internship - Intern spends one semester in full time teaching. The first half takes place in an elementary classroom and the second half in a middle or secondary school classroom (10 credits).

4. Rubrics and Other Tools, Final Exams

Rubrics used in the program are as follows and can be viewed through the links provided:

(A) Supervisor's Report - Used to assess intern's field performance with rubric embedded. To view Supervisor's Assessment Report of Intern, please click link: [Supervisor's Clinical Assessments of Intern](#)

(B) Program Coordinator/Capstone Instructor's Rubric – Used to assess Professional Teaching/Artistry Portfolio and the edTPA document as submitted in capstone. EdTPA assessments are informed by the edTPA Visual Arts Handbook.

To view sample pages of Professional Portfolio click link: [Professional Portfolio Sample Pages](#)

To view program-based SLO rubrics used to assess the edTPA and Professional Portfolio, click link: [Rubric Portfolio Teaching & Studio Art](#)

To view Pearson’s edTPA Rubrics click link: [EdTPA Rubrics](#)

See view of the edTPA Visual Arts Handbook at [EdTPA Handbook with Rubrics](#)

Rubrics A and B above examine the following SLOs:

- Abilities at Lesson Planning
- Abilities at Assessment
- Knowledge and Skills in Art Content Area
- Verbal and Written Skills
- Professional Disposition

5. Statistical Data

For viewing convenience, the data matrix from The Office of Institutional Research is included below with an additional column provided for the Program Coordinator’s commentary. A narrative summary follows the matrix.

Academic Program Review: BA in Art Education						PROGRAM COORDINATOR’S SUMMARY
19/FA						
Provided by Office of Institutional Research						1/10/20
						Comments Regarding Data As Viewed Over the Past Five Years
Program Name:		BA ART EDUC.				
Program CIP:		500701A				

Academic Level:		U.G					
Enrollment							
		15/FA	16/FA	17/FA	18/FA	19/FA	
By Gender							
Male		4	3	3	3	5	<p>Male enrollment has been fairly consistent with an increase from 4 to 5. Female students increased from 12 to 23, hence it has nearly doubled. Total enrollment has nearly doubled between 2015 (16 students) and 2019 (28 students).</p>
Female		12	22	23	17	23	
Total		16	25	26	20	28	
By Race/Ethnicity							
Asian		0	0	3	3	4	<p>Asian student enrollment shows a sharp increase from 0 to 4. Black student enrollment increased in 2016 to 3, then decreased to 1 by 2019. Hispanic and White students each nearly doubled since 2015. In 2015 there were four non-reported students, while in 2019 all are reported.</p>
Black		0	3	1	0	1	
Hispanic		4	4	6	5	8	
White		8	14	11	11	15	
Multi		0	1	2	0	0	

NotRpted		4	3	3	1	0	
Total		16	25	26	20	28	
By Attendance Status							
Full-Time		13	22	24	17	26	Enrollment of full-time students has nearly doubled since 2014. Part time student enrollment fluctuates between 2 and 3.
Part-Time		3	3	2	3	2	
Total		16	25	26	20	28	
By Academic Program							
	BA.FINEART/TCHED/P12 (44397)	15	24	26	20	28	Total enrollment by program nearly doubled between 2015 and 2019, showing a strong increase from 16 to 28 students.
	UCT. FINEARTS/P-12 (44397)	1	1	0	0	0	
Total		16	25	26	20	28	
Student FTE (Based on student credits enrolled)							

	BA.FINEART/TCHED/P12 (44397)	12.3	20.4	22.6	15.9	23.4	<p>Total credits nearly doubled between 2015 and 2019, showing a strong increase.</p> <p>Total credits nearly doubled between 2015 and 2019. Strong increase.</p>
	UCT. FINEARTS/P-12 (44397)	0.7	0.8	0.0	0.0	0.0	
Total		13.0	21.1	22.6	15.9	23.4	
Degrees Conferred (Academic Year)							
		2014-15	2015-16	2016-17	2017-18	2018-19	
By Gender							
	Male	1	0	1	0	0	<p>Two males received degrees since 2014, showing a high contrast to eight females.</p>
	Female	1	0	1	1	5	
Total		2	0	2	1	5	
By Race/Ethnicity							
	Asian	1	0	0	0	0	<p>Only one Asian student received a degree since 2014 showing a high contrast to seven white students.</p>
	White	1	0	2	0	4	
	NotRpted	0	0	0	1	1	

Total		2	0	2	1	5	
By Academic Program							
	BA.FINEART/TCHED/P12 (44397)	2	0	2	1	5	Ten students received degrees between 2012 and 2019. 2019 shows a sharp increase, more than doubling since 2014.
Total		2	0	2	1	5	
By Admission Status							
Native/Other		0	0	0	0	2	Degrees conferred have increase from 2 to 5 within the past five years
Transfer		2	0	2	1	3	
Total		2	0	2	1	5	
Years To Degree							
For Degree Completers (by Academic Year)							
		2014-15	2015-16	2016-17	2017-18	2018-19	
Native							

5 Yrs		0	0	0	0	1	Average graduation rate of 5.5. years is indicated for native students in 2019.
6 Yrs		0	0	0	0	1	
Total		0	0	0	0	2	
Average						5.5	
Median						5.5	
Transfer							
<= 2 Yrs		0	0	0	1	0	Average graduation rate of 5.5. years is indicated for transfer students. Rate has been fairly consistent since 2014, with exception of 2017.
3 Yrs		0	0	2	0	1	
4 Yrs		1	0	0	0	2	
Total		1	0	2	1	3	
Average		4		3	2	3.7	
Median		4		3	2	4	
Other							
<= 2 Yrs		1	0	0	0	0	In AY 2015, one student completed the degree in 2 years.
Total		1	0	0	0	0	

Average		0.5					
Median		0.5					

Narrative Summary: The Office of Institutional Research University Profile Report of Fall 2020 classifies the BA in Art Education under the category of “Growing UG Programs,” which is in concurrence with the Enrollment Data above that shows an increase from 16 students in Fall 2015 to 28 students in Fall 2019. Student enrollment has nearly doubled within the past five years. This growth encompasses both full and part time students. The general trend shows an incline of enrollment from 2015 to 2019, with the exception of a decline in 2018. It is difficult to identify a specific reason for this one-year decline as it does not appear to be part of a gradual trend, nor is it notably aligned with any sudden change in requirements. However, it is worth considering that the onset of Praxis Core (Reading, Writing, and Math) testing by the NJDOE has deterred or prevented students from entering the field of education. As for concerns of race and ethnicity, enrollment in black students has decreased while other ethnicities have shown an increase. Regarding the number of years to graduation, native students and transfer students, taken together, average at 4.6 years, somewhat beyond the desired goal of 4 years. This may be partly due to the requirement of the Praxis Core, which has caused some students to extend their time in the program in order to retake the test until passing scores are achieved and fieldwork can commence. The recent curricular revisions, which decreased Art Education Program credits from 130 to 120, is expected to improve this graduation rate.

It should also be noted that the Art Education Program supports five additional programs within the University. Many College of Education students within the following three teaching certification programs take the required “Content Area” (30 credits) in Fine Arts. These students are advised by the Art Education Coordinator. These programs include the BA in Early Childhood Education with TSD Endorsement (P-3), the BA in Elementary Education/Bilingual (K-6), and the BA in Elementary Education with TSD Endorsement (K-6). It should also be noted that the Art Education Coordinator teaches the Fine Arts Conservatory capstone course,

FA4800 Meaning and Making in the Visual Arts, required for art education students and all majors in the Fine Arts BA and BFA Programs.

Additional Notes:

One resident faculty (Program Coordinator) serves in the program.

One adjunct faculty (Field Supervisor) serves in the program.

Courses are all held at the Union Campus.

Four core courses require papers of seven pages or longer (FA3900, FA3901, FA4991, FA4600).

6. Discussion of Trends

Enrollment: As noted in the previous section (Statistical Data), the NJOE requirement of Praxis Core testing has likely impacted the number of majors entering the field of education. Enrollment of students entering and/or being retained in the program was categorically higher prior to the inception of this form of standardized testing. Auspiciously, the mathematics portion of the test has been the central point of contention. It has recently been modified to exclude highly specialized questions that were deemed unsuitable to the average student. It is hoped that this modification will enable excellent students to enter the field of education. Nonetheless, it is disheartening to consider the outstandingly gifted students who would have made excellent art teachers but have changed majors and forfeited their passion for teaching due to this testing mandate. It is also regretful that a more informed test was not created at the outset and that it has taken several years to initiate this modification.

Faculty: The Art Education Program signifies a vital and research-informed curriculum that has a strong philosophical identity rooted in developmental psychology as it shapes holistic forms of learning in and through the visual arts. It is categorically informed by current research. The program has one resident faculty who holds an EdD from Columbia University, is an active studio artist, researcher, author, and clinically informed, highly experienced educator.

Assessment: Assessment results indicate that we are clearly meeting our SLOs, achieving “accomplished” ratings in all categories. Nonetheless, we continue to refine our program in the ways previously described under the heading “How Data is Used to Improve Teaching and Learning.” To restate, the three areas in which the program continues to develop are through (a) the creation of new courses, (b) providing additional resources, and (c) instituting programmatic and curricular changes. Please see the aforementioned heading for details about each of these areas.

Graduation Rate: It is hoped that the previously described curricular revisions in which the 130 credit Program has been revised to a 120 credit Program, in addition to the streamlined course offerings, will enrich learning while providing a more fluid trajectory towards a four-year program degree completion. However, it should be clearly noted that the above initiatives must be supported by additional revisions at the university level to engender higher numbers of incoming students and enable more expedient paths to graduation. Pointedly, these revisions must address (a) course cancellations, (b) greater numbers of full-time faculty. As for enrollment, the above-stated concerns have a direct bearing on recruitment as graduates are a substantive source of advocacy and inevitably relay their experiences at Kean University to potential incoming students.

7. Faculty

Resident Faculty:

Dr. Joseph Amorino - BA Art Education Program Coordinator, MA in Fine Arts Program Coordinator:

One resident faculty serves as sole instructor for the following courses at the undergraduate (2000/3000/4000) and graduate (5000) levels:

FA2900- Field Experiences in Multicultural Art Ed Settings

FA3900- Art Education I: The Child

FA3901- Art Education II: The Adolescent

FA3920- Art and Special Needs in Education

FA4800- Meaning and Making in the Visual Arts

FA4600- Field Projects in Curriculum, Instruction, and Assessment

FA5015- Graduate Study in Art Ed 1: The Child

FA5016- Graduate Study in Art Ed II: The Adolescent

FA5018- Art and Autism in Education

FA5600- Graduate Field Projects in Curriculum, Instruction, and Assessment

FA5904- Field Experiences in Multicultural Art and Art Ed Settings

FA5995- Thesis 1 in Art Education

FA5006- Thesis II in Art Education

Adjunct Faculty:

Professor Barbara Calvo- One adjunct supervisor teaching the following field courses:

FA3902- Clinical Practice in Art Education I: Elementary

FA3903- Clinical Practice in Art Education II: Secondary

FA4990- Clinical Practice in Art Education III: Professional Internship

FA5902- Clinical Practice in Graduate Art Education I: Elementary

FA5903- Clinical Practice in Graduate Art Education II: Secondary

FA5991- Clinical Practice in Graduate Art Education III: Professional Internship

To view CVs of faculty, click the following links:

[Resident Faculty in Art Education](#)

[Less than Ten Years in Art Education](#)

[Resident Faculty in Fine Arts Conservatory](#)

[Longer than Ten Years in Fine Arts Conservatory](#)

8. Students

As previously noted, it should be considered that students in some majors apart from the Art Education Program are not accounted for in data provided by Institutional Research, although they are extensively served by the

program. This substantively includes education majors who hold art as their content area. As for the art education majors reflecting the diversity of the student body, a comparative summary is as follows:

Gender: 37.9% of university students are male as compared with 17% in the program in Fall 2019 (showing an increase from 21% in 2015). 62.1% of university students are female as compared with 82% on the program level in Fall 2018 (showing an increase from 75% in Fall 2015). The program under-represents the male population of the university and over-represents the university's female population. However, university wide enrollment trends indicate 5,340 male and 8,969 female students in Fall 2019 (closely aligned with the 5,119 males and 8,913 females indicated in Fall 2015). Hence, to some degree, the program suggests a reflection of the wide differential between male and female enrollment within the university.

Ethnicity: 17.5% of the university's students are black as compared to only 3.57% enrolled in the program as of Fall 2019 (showing an increase from 0% Fall 2015, but a decrease from 12% in Fall of 2016). 20.1% of the 17.5% of the university's students are black as compared to only 3.57% that are in the program as of Fall 2019 (showing an increase from 0% Fall 2015, but a decrease from 12% in Fall of 2016). Asian student enrollment shows an increase from 0 to 4 between F15 and F19. 26.7% of university students are Hispanic as compared with 28.57% in the program (showing an increase from 25% in Fall 2015). 27.6% of university students are white as compared to 53.5% in the program (showing an increase from 50% in Fall 2015). In summary, black student enrollment is least reflective of the diversity of students shown at the broader university level. Hispanic students in the program are closely representative of those identified at the university level.

Additional Data Gathered:

SIRII results are distributed to all faculty for gaining insights about their instruction through student evaluations. Data is reviewed for the potential re-contracting and/or hiring of faculty. SIRII Reports continued to be very strong over the past five years, averaging at 4.58. _

9. Degree Criteria and Requirements

Guide Sheet: Students must follow the detailed Art Education Program Guide Sheet which lists all requirements of the major. Close advising is consistently provided. Certain key methods courses are entered through petition only, to ensure the student's readiness for their content. Pre-professional fieldwork can commence with permission only after successful Praxis Core Scores are submitted. Internship can commence with permission only after successful Praxis: Art Content scores are submitted. To view the Art Education Program Guide Sheet, click link: [Guide Sheet: Art Education Program](#)

Breakout of Course Distribution: The 120 credit Art Education Program meets and significantly surpasses New Jersey State Department of Education requirements regarding the acquisition of K-12 Art Teaching Certification. To view certification requirements, click link: [NJDOE Art Certification Requirements](#). The program requires 41 credits in General Education, 9 credits in Art History, Psychology and the methods course, FA3920 Art and Special Needs in Education, and 39 credits in Fine Arts Studio. These are supported by 28 credits in Professional Education that include two art methods courses, two semesters of Preprofessional Field (one day per week) followed by one semester of full-time Clinical Internship. In order to meet NJDOE requirements for certification, each student's completed curriculum must demonstrate at least 12 art content credits on the advanced (3000 level) and at least one course in each of the following: drawing, painting, and sculpture or ceramics. The program is embodied in a 4-Year Plan and includes the methods and related teacher preparation courses noted below. To view the Four Year Plan, click link: [Four Year Plan-Art Education](#)

FA2900 Multicultural Field Experiences in Art Education Settings

FA3900 Art Education I: The Child

FA3901 Art Education II: The Adolescent

FA3902 Clinical Practice in Art Ed I: Elementary

FA3903 Clinical Practice in Art Ed II: Secondary

FA 3920 Art and Special Needs in Education (or ID2955 Disabled Persons in American Society)

PSY2100 Child Psychology (or PSY 2110 Psychology of Adolescents)

EMSE3903 English Language Learners in American Schools

EDUC3401 LA/Reading in K-12 Subject Area Teaching

FA4990 Internship in Art Education

FA4600 Field Projects in Curriculum, Instruction and Assessment

Admission Requirements:

Apart from the general requirements for admission into Kean University, the Art Education Program has formulated an additional set of requirements (some presented as artifacts) for admission to the program.

These requirements and a rationale for each are as follows:

- A scheduled interview with the Program Coordinator. This interview demonstrates applicant's dialogic and communicative skills and identifies his or her goals upon entering the program.
- An achieved cumulative GPA of 3.00 or above in previous years of study at secondary school or university level. This artifact provides information about the level and consistency of the applicant's academic performance.
- Demonstrated proficiency in academic writing via submission of a written paper. This artifact provides information about the applicant's writing skills as he/she applies to this reading and writing intensive program.
- A developing studio portfolio. This artifact demonstrates the applicant's level of technical, formalistic, and conceptual skills and understandings about art and art making.
- The Praxis Core Academic Skills for Educators Test, as required by the NJDOE, may be taken before or after admission to the program as an "intended major." The test must be successfully completed before "fully admitted" status can be granted or engagement in fieldwork can commence. Permitting the student to take the test after being admitted as an "intended major" allows time for proper study and preparation under the guidance of the program. Allowing students to begin taking the chronological sequence of methods courses prior to submitting passing scores, enables them to remain on a four-year trajectory for program

completion. Students may repeat the test as often as desired to obtain qualifying scores. Students who fail to achieve qualifying scores may select an alternate major, such as the BA in Art Studio, and apply methods coursework toward required electives.

10. Adherence to Kean University's Semester Credit Hour Policy

All courses meet credit requirements as set by Kean University as follows:

Methods Courses: 3 credit Methods Courses (450 minutes per week requirement). Class time 165 minutes, outside work totals a minimum of 6 hours making the total 525 minutes. Per week.

AH Courses: 3 credit Art History Courses (450 minutes per week requirement). Class time 165 minutes, outside work totals a minimum of 5 hours making the total 465 minutes per week.

Studio Courses: 3 credit Art Studio courses (450 minutes per week requirement). Class time 345 minutes, outside work totals a minimum of 2 hours making the total 465 minutes per week

Field Courses: Clinical I and II (Pre-professional Field) each carry 1 credit and meet six hours weekly at a designated K-12 field site. An additional 10 hours are required attending to after-school activities at the school site, bringing the total number of field hours to 100 per semester. An additional 6 hours or weekly outside assignments are required for Clinical I and II. Clinical III (Professional Internship) carries 10 credits and meets six hours daily for one full semester at a designated field site. An additional 8-10 hours of weekly outside assignments are required for Clinical III.

All of the above course and fieldwork is moderated by faculty members, field supervisors, and/or cooperating teachers at school sites.

Our 1 credit courses are independent study based, so adherence to these guidelines is not required. Additionally, our studio time requirements also align with the recommendations of our accrediting body (NASAD).

11. Nontraditional Course Delivery/Weekend College

The Art Education Program has not previously taught online courses, as in-person delivery is more desirable for several reasons. However, the program transformed its on-site courses into online modalities taught via Blackboard in Spring of 2020 in response to the nationwide pandemic. The courses were successfully taught online beginning at mid-semester, using synchronous methods. The program has subsequently prepared Blackboard versions of all courses scheduled for Fall 2020 so they can be accessed if the need arises. It is expected that certain courses such as FA3910 and FA2900 will be presented as “hybrid courses” in any case. Under the guidance of their K-12 cooperating teachers, students in field courses (FA3902 and FA3903) were able to observe and instruct in K-12 settings via remote methods in Spring of 2020. It is expected that these students will resume in-person (or possibly) hybrid approaches to continued fieldwork in Fall of 2020, depending upon statewide and district mandates. Assessments on all courses above will be conducted via assignments in areas of (a) studio art, (b) written papers, (c) extensive projects, (d) journals, and (e) teaching performance at field sites.

12. Accrediting Organizations

The Art Education Program is accredited by the following organizations:

NASAD - The National Association of Schools of Art and Design

MSCHE - The Middle States Commission on Higher Education

CAEP - The Council for the Accreditation of Educator Preparation

13. Summary and Recommendations

Summary:

The Art Education Program's mission and goals support that of the university and the three accrediting organizations noted in item #12. The program continues to meet and exceed all expectations in both instruction and student outcomes. The program works closely within three colleges at Kean University: The College of Education, The College of Liberal Arts (The Fine Arts Conservatory), and The Nathan Weiss Graduate College. Notably, The Art Education Program is very closely interwoven with the Fine Arts Conservatory, where our students take all its content courses (nearly two-thirds of their major) and share all studios and facilities in the Vaughn Eames building. Majors in the program and conservatory are also served by the same faculty and take the same fine arts and art history courses. It should be noted that the fine arts conservatory has been seriously diminished (there were 16 full time faculty in 2006 and now there are three). There is a very serious paucity of full time faculty in the Fine Arts Conservatory that directly impacts the Art Education Program and its students.

The program is consistently evolving in ways described throughout this report. To summarize:

- Our course syllabi are revised every three years.
- New courses are consistently introduced.
- The program has been creatively changed from a 130 to 120 credit curriculum, while enhancing the educational experience of its students. Specifically, this change provides a deepened discipline-based focus, enables a more fluid movement through the program, meets changing NJDOE mandates, and improves graduation rates.
- Tutoring sessions are provided after class meetings in preparation for the edTPA.
- The program continues to perform cross-curricular projects with STEM, the Human Rights Institute, and NJ Public Schools.
- Art education majors partake in student exhibitions at campus galleries.

Art education majors participate in the annual Emerging Artists Exhibit (statewide exhibit sponsored by the AANJ and featuring artwork from secondary school students) and the AENJ Member Exhibition (exhibition featuring the work of art teachers throughout New Jersey. Both events are hosted at Kean's Howe Gallery.

14. Additional Resources Requested

The degree to which the Art Education Program is intrinsically linked with the Fine Arts Conservatory cannot be overemphasized, and thereby bears further clarification. As noted earlier, art education students take at least 45 credits of FA studio and AH courses, apart from the FA methods courses and fieldwork. Hence, the conditions under which the Fine Arts Conservatory functions and its urgent needs are directly related to those of the Art Education Program. Within the past five years, major restructuring of the Fine Arts Conservatory was administratively mandated. These changes have adversely affected areas of staffing, course offerings, and facilities of the Fine Arts Conservatory, and hence the Art Education Program.

The Fine Arts Conservatory's faculty was reduced by 50% despite the fact that enrollment has increased from 107 to 150 students. Consequently, 83% of the Conservatory's courses are taught by adjuncts. This condition has left highly specialized studios without dedicated faculty management. It has also negatively impacted instructional cohesion, philosophical unity, and basic tenets of educational practice that identify the need for a solidified understructure to properly support an academic program. All of these factors impact the educational experiences of the art education students.

The Fine Arts Conservatory (and hence, the Art Education Program) has also lost a significant amount of space in Vaughn Eames during this 5 year period, all of which was allocated to Industrial Design. This includes the loss of VE 104, a formally well equipped and now dismantled sculpture studio, which resulted in the removal of a vital sculpture concentration (a traditional cornerstone of a university fine arts/art education program). The Conservatory has also lost studios VE 111, VE 112, VE 113 to incoming courses from Industrial Design. Further, the Conservatory has also been sharing VE 115, the woodshop with Industrial

Design. Adaptations were needed to make the necessary curricular adjustments, but continued growth will be difficult in the next 5 years if space is not made available – especially with regard to the woodshop.

The Art Education Program and the Fine Arts Conservatory continually work in unison to retain and bolster recruitment, retention, and graduation rates. However, the factors noted above are beyond our control and have a profound impact on these goals as well as the educational experience that we can offer to students. For example, our graduation rate would likely be improved if students were provided with normal and expected access to the required course offerings within the Fine Arts/Art History content area. Further impacting the Art Education Program was the precipitous elimination of The Teaching Performance Center at the College of Education. This highly developed placement center had cultivated long-standing relationships with an extensive range of New Jersey School Districts, which enabled the fluid acquisition of excellent field placements for our pre-professional field students and interns. Since the dismantling of the Teaching Performance Center, obtaining such suitable placements has consequently become an emergent and ongoing concern.

Despite the multiplicity of challenges noted above, the Art Education Program continues to produce highly knowledgeable graduates of professionalism and marketability, albeit under very pressing circumstances. The conditions described above consistently evoke the need to create makeshift adjustments and special provisions to assist students in moving through the program. Many of these adjustments are categorically disconcerting to faculty and students who understandably expect a reasonable fluidity of movement through an academic program. These conditions impose stress and anxiety upon students, as they must constantly navigate around unexpected, emergent obstacles. Further, the above stated concerns also have a direct bearing on recruitment as students and alumni inevitably relay their experiences to the external community. The program fervently hopes that the above concerns will be addressed to provide an equitable, productive, and cohesive education experience for our students.