

2007 Comprehensive Program Review (CPR)  
Follow Up Report  
Bachelor of Science in Art Education (P-12)  
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College of the Arts – Visual Arts

Overview

The Bachelor of Science in Art Education (P-12) (BS Art Education) degree is based on the Comprehensive Arts Education model, focusing on the areas of production, art history, art criticism, and aesthetics and aligned with the five standards defined by the National Schools of Art and Design (NASAD) as recognized in Rule 505-3-.11 Art Education Program in the State of Georgia. The program is also aligned with the six skills areas defined by the National Art Education Association (NAEA) Standards. The NASAD Standards are aligned with NAEA guidelines (Online at: <http://nasad.arts-accredit.org/index.jsp?page=Books> and [http://www.naea-reston.org/pubs\\_policy.html](http://www.naea-reston.org/pubs_policy.html)).

These standards serve as the foundation for the primary objectives of the program. Additionally, the program is aligned with the National Council for Accreditation of Teacher Education/Professional Standards Commission (NCATE/PSC) Standards, the core propositions identified by the National Board for Professional Teaching (NBPT) Standards, the Georgia Quality Core Curriculum, and several Council for Exceptional Children (CEC) Standards are included to address the needs of children with exceptionalities. The BS Art Education program is a part of the KSU Professional Teacher Education Unit, the governance structure for all KSU teacher education programs.

- I. Provide evidence of **quality** enhancement of the program since 2003.  
Overall established quality maintained and enhanced by the following:
  - A. A comprehensive program review was completed during 2006-2007 in preparation for the NASAD re-accreditation Self-Study Report process. The NASAD Evaluation for re-accreditation is scheduled for April 2008. The following curricular changes were proposed then approved through the Teacher Education Council and Undergraduate Policies and Curriculum Committee: required changes to comply with NASAD Standards for teacher preparation in art education; added three educational courses required by the Board of Regents; aligned the lower division (Area F) course work with the Bachelor of Fine Arts degree to facilitate retention, progression, and graduation; and added a new course ARED 3308 Special Populations in Art Education. The new curriculum was effective fall 2007.
  - B. A six-point assessment process was adopted and data is now collected and managed through the Chalk and Wire e-Portfolio systematic measures of program satisfaction. This evaluation process complies with NCATE assessment processes and specifically uses NASAD art education competencies.
  - C. Professional interaction with the Southeast Center for Education in the Arts, Cobb County School District, the Georgia Art Education Association (GAEA)

- and the National Art Education Association (NAEA) continues. Dr. Sandra Bird, whose Curriculum Models and Assessment class continues to partner with Cobb County School collaborating teachers in thematic study of non-western traditional art forms, received the 2008 GAEA Higher Education Teacher of the Year Award. Bird also collaborated with artist/teacher Jeanette Wachtman on “Ode to Beijing” a unit highlighting Judith Priddy-Orr’s Boats at Rest – Beijing, China that was accepted by the Georgia Council for the Arts for the Georgia State Art Collection. Bird’s other distinctions include: 2005-2006 KSU Incentive Funding Award for the book “At the Crossroads: Scholarships of Integration in the Elementary Classroom” and the KSU Faculty Scholarship/Creative Activity Enhancement Funding Award (\$15,000) to support travel to Nigeria and a resulting book “Scared Waterways: Discovering the Arts of the Nigerian Rivers” (Summer 2007 – Spring 2009).
- D. Dr. Rick Garner continues established partnership project for Special Populations in Art Education course with Cobb County School District. Use of technology within the art education curriculum continues and expansion into web-based instruction will be developed fall 2008.
  - E. In fall 2006, Dr. Diana Gregory joined art education faculty as Program Coordinator and Assistant Professor of Art Education. Currently, she is GAEA Higher Education Division Elect and in two years will be Chair. In 2007, students in Gregory’s Multicultural and Cross-cultural class presented at the GAEA Fall Conference. Although advising is housed within the program, Gregory is now the primary advisor for art education majors. She is consistently available to advise students regarding program requirements, progression, and graduation. Sequenced documentation for standard progression through the program and personalized plans for add-on degree students strengthens program delivery. Commitment to advising facilitated by all art education faculty members aids students in progression, retention, and graduation.
  - F. The two classrooms used for art education were upgraded with six new Apple iMac Duo Intel Processors with 20” monitors during fall 2007. The new equipment plus the addition of a new administrative associate in the main office and a new Studio Technician/ Coordinator provides much needed support to the art education faculty.
  - G. Teacher Education Center reports a 100% GACE passing rate for art education majors who complete Georgia teacher certification.
  - H. Placement rate for program graduates is excellent and remains consistent.
  - I. The art education faculty members continue to present at local, regional, state, and national conferences.
  - J. The Visual Art department Advisory Board actively confers with the department chair bringing community representation and involvement to the art education program. This is also true of the College of the Arts Advisory Board.
- II. Provide evidence of **productivity** enhancement of the program since 2003. Overall established productivity maintained and enhanced by the following:

- A. Half of all art education majors hold either a Bachelor of Arts or Bachelor of Fine Arts degree. To be an art educator in Georgia, these students must seek initial teacher certification. In 2004, there were 57 art education majors compared to 92 majors in 2007, a 79% increase. Primarily, this change occurred due to the shifting KSU student population from a basically non-traditional, commuter student body to a traditional student population living on-campus.
  - B. In fall 2006, Samuel Robinson, Assistant Dean for Admissions and Enrollment Management, joined the College of the Arts (COTA). Robinson works in collaboration with the Visual Arts department chair and the art education program coordinator on recruitment of underrepresented students and is actively developing strategies to address diversity issues. To increase program visibility, he represented KSU at the 2006 and 2007 GAEA Fall Conferences.
  - C. The faculty approved 2007-2017 Visual Arts Department Strategic Plan contains clear action steps to increase program productivity including participation in the National Art Honors Society Days and National Portfolio Days. The Visual Arts Department Strategic Plan is aligned with the 2006 COTA Strategic Plan and the 2007-2012 KSU Strategic Plan.
  - D. In Summer 2009, the Visual Arts department will offer a Master of Arts in Teaching (MAT) Art degree. The MAT Art degree program is specifically designed to meet the increasing demand for alternative certification routes for individuals who already hold a bachelors degree in art or fine arts, or in a related field. The proposed MAT Art degree is aligned with MAT programs previously established in the Bagwell College of Education. Built upon the teacher preparation programs currently in place and given adequate resources, the proposed masters program will serve to reduce the well-documented highly qualified teacher shortage. The structure of the program meets the standards as specified in the 2007-2012 KSU Strategic Plan.
- III. Action plans and priorities accomplished from 2003 Follow-Up report.
- A. Curriculum revised, approved and now in effect in compliance with NASAD Standards.
  - B. Program Coordinator provides consistent student advising for increased retention, progression, and graduation.
  - C. COTA Assistant Dean addressing recruitment of underserved student population and diversity issues.
  - D. Systematic collection of program data managed through Chalk and Wire, an e-Portfolio system.
  - E. Increased utilization of technology integrated into the curriculum.
  - F. Faculty members approved the 2007-2017 Visual Arts Department Strategic Plan and the NASAD Self-Study Report was completed in preparation for NASAD Evaluation April 2008.
- IV. Action plans and priorities that need to be addressed from 2003 Follow-Up report and specific changes since 2003.

- A. At this time all action plans and priorities from the 2003 Follow-Up report have been addressed.
- V. Status of program viability including justification for sustaining and reconfiguring the degree program.
- A. How the program advances 2007-2012 KSU Strategic Plan: One description that captures the atmosphere at KSU is “high aspirations, clear focus.” (KSU *Strategic Plan 2007-2012*, p. 2). The university is uniquely positioned on an upward trajectory and the new KSU strategic plan details ambitious initiatives including adding “degree programs that are strategically important to the local community, to Georgia, and to the nation at both the undergraduate and graduate level” (p. 10). It is within this spirit that the art education faculty continues to articulate its mission, goals, and objectives and to develop the action steps leading to fulfillment of these goals.
- B. Resources needed to strengthen program’s ability to meet the goals of the Quality Enhancement Plan: Art education faculty members continually participate in KSU initiatives for “Year of…” events. To be successful these events depend on the following: interdisciplinary collaborations; flexible scheduling to accommodate teaching courses beyond the regular teaching schedule; financial resources for special events including guest artists or scholars; and release time to support scholarship of teaching and learning.
- C. Resources needed to sustain, reconfigure, and enhance the program’s quality and productivity: The art education faculty is currently requesting the following positions to sustain and reconfigure the program: a full-time Ph.D. art education position and a lecturer position to supervise student teachers.
- VI. Interest in BS Art Education as compared to Bachelor of Fine Arts and strategies to exceed the Regents productivity threshold each year.
- As evidenced by the 79% increase in art education majors from 2004 to 2007 there is a consistent steady participation in the art education program. Requirements for “highly qualified teachers” as part of the No Child Left Behind legislation placed increased demands on the art education program. To address these and other changes the following strategies were established to address the Regents productivity threshold of at least ten degrees completions per year:
- A. Undergraduate curriculum revised to address NASAD Standards and Board of Regents required changes.
- B. Established portfolio submission process for all incoming art majors, including art education majors, and an application to concentration process, a part of the six-point assessment process for art education majors.
- C. 2007-2017 Visual Arts Department Strategic Plan developed and faculty approved. Yearly reviews and evaluations of action steps planned.
- D. Increased participation in National Art Honors Society Portfolio Days and National Portfolio Days included in Visual Arts Department Strategic Plan.

- E. Coordinating with efforts by GAEA to establish art as part of the P-12 curriculum and the state issue regarding the inclusion of art grades as part of the secondary GPA.
- F. Consistent advising and mentoring of students central to program delivery.
- G. Established strategic plan for increased program visibility and to increase diversity with COTA Assistant Dean.