

College of Visual and Performing Arts
School of Art and Design
Art+Design Education
BS. Ed
November 13, 2018
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1. Introduction

The Bachelor of Science in Art Education is a professional degree program for students preparing for careers teaching through the Illinois Type 10 Special Licensure (Kindergarten-12) in Art. The program believes that art and design should be part of the general education of all persons. Program learning objectives are based on national and state standards for art teacher education, and students are taught methodologies to enable Creating (encouraging individual expression); Presenting (selecting, analyzing, and curating artworks); Responding (perceiving and constructing meaningful and critical responses to artworks) and Connecting (relate artworks to societal, cultural, and historical contexts), in K-12 students. The program leads to careers in art education, primarily in schools, but occasionally in museum or other education settings. The overall curriculum provides students the technical and pedagogical experiences as well as the cultural foundations to advocate for art in schools. Graduates are teacher leaders.

The most significant factor in the evolution of assessment is the newly implemented, state mandated, national assessment: Educator Teacher Performance Assessment (edTPA), which is now required of all teacher licensure candidates in Illinois. Eighteen states currently require passage on the edTPA. Twenty-three are considering implementation. Although the test is content area specific, the validity of the test allows aggregate data to be analyzed. Thus, NIU can report its university-wide edTPA score. Illinois can report an edTPA score. In this new model of assessment, A+DE students are the highest performers on edTPA at NIU, in the state of Illinois, and among the highest performers in the nation. NIU's Office of Educator Licensure and Preparation uses sections from A+DE students' edTPA exam as exemplars to instruct other students across diverse content areas at NIU into how to complete this assessment.

From this evidence, the A+DE faculty feels that the adjustments it has made in preparing students for this assessment have been effective. We continue to monitor the edTPA for areas in which we can improve student performance.

A second factor that changes demand and learning outcomes are external benchmark requirements, established by the Illinois state legislature, for who can be admitted into teacher licensure programs. These benchmark exams are multiple-choice question based exams. One can be an excellent art teacher, but struggle on multiple-choice question exams. Thus, the bench mark tests drive qualified art teacher candidates out of the field. Using the resources that NIU provides to help motivated young people who wish to become art teachers is a major admission and retention challenge for the program. In the past, this exam as significantly impacted enrollment. Recently, Illinois changed its benchmark exam from an entrance requirement to an exit requirement. This creates a new challenge for the program as students may not fully recognize the preparation they need to undergo to pass the exit exam before student teaching.

Finally, as a teacher licensure program, the Art+Design Education aligns to the Council for the Accreditation of Educator Preparation (CAEP). NIU just finished its CAEP accreditation and

the A+DE Education program is implementing the new disposition assessments, originated out of the NIU Office of Educator Licensure and Preparation. These have been formally introduced in Fall 2018.

2. Student Learning Outcomes (SLOs)

1. Creativity in art practice and pedagogy:

Competence in a range of studio arts *with proficiency in at least one art form*; knowledge of children's artistic development (K-12 students' graphic, physical, intellectual, social and psychological development); and capacity to design and implement imaginative and effective learning experiences for K-12 students.

2. Scholarship and Knowledge of the Field:

Knowledge of cutting edge research in art education; capacity to make informed judgments based on research; and knowledge of contemporary art educational practices.

3. Communication:

Effective personal written, verbal, nonverbal, and visual communication skills; including technology skills, selection of appropriate modes of communication to foster K-12 student learning; and the ability to analyze and interpret visual culture.

4. Community and collaboration:

Commitment to serve diverse students and community; ability to plan and implement curriculum and assessment in and for a variety of students and educational settings; and exercise of politeness, courtesy, and respect for others.

5. Professionalism and Disposition:

Integrity and commitment to the profession of art education; proficiency in establishing socially responsibly pedagogical aims; and accepting responsibility for own learning

3. Program-by-Baccalaureate Student Learning Outcomes Matrix

Program Student Learning Outcome	Baccalaureate Student Learning Outcomes							
	A. Global inter-connections and inter-dependencies	B. Intercultural competencies	C. Analyze human life and natural world inter-connections	D. Critical, creative, and independent thought	E. Communicate clearly and effectively	F. Collaborate with others	G. Quantitative and qualitative reasoning	H. Apply knowledge / skills creatively
1. Creativity in art practice and pedagogy:				S	S		M	S
2. Scholarship and Knowledge of the Field	S	S	S	S	S		S	
3. Communication				M	S			M
4. Community and collaboration		M				S		S
5. Professionalism and Disposition:					S	S		
Overall	S	S	S	S	S	S	S	S

4. Curriculum Map

Course	Program Student Learning Outcomes						
	1. Creativity in art practice and pedagogy:	2. Scholarship and Knowledge of the Field	3. Communication	4. Community and collaboration	5. Professionalism and Disposition:	...	
ART 100	B	B					
ART 101	B	B					
ART 102	B	B					
ART 103	B	B					
ARTD 201	B	B	B				
ARTS 200	D	B					
EPFE 201		B		B	B		
ARTH 282	B	B					
ARTH 292	B	B					
ARTE 200	D	B	B	B	B		
ARTE 342	B	B	B	D	D		
ARTE 343	B	B	B	B	D		

Course	Program Student Learning Outcomes						
	1. Creativity in art practice and pedagogy:	2. Scholarship and Knowledge of the Field	3. Communication	4. Community and collaboration	5. Professionalism and Disposition:	...	
ARTE 344	D	D	D	P	P		
ARTS 3XX	P	D	D		P		
ARTS 3XX	P	D	D		P		
ARTS 3XX	P	D	D		P		
ARTS 3XX	P	D	D		P		
ARTD 3XX	P	D	D		P		
EPFE 400		P	P	D	P		
EPS 405		P	P	D	P		
LTIC 420		P	P	D	P		
ARTE 479	P	P	P	P	P		
ARTE 345	P	P	P	P	P		
ARTE 463	P	P	P	P	P		

Course	Program Student Learning Outcomes						
	1. Creativity in art practice and pedagogy:	2. Scholarship and Knowledge of the Field	3. Communication	4. Community and collaboration	5. Professionalism and Disposition:	...	
ARTE 482	P	P	P	P	P		
ARTE 488	P	P	P	P	P		
<i>Note.</i> Course supports the outcome at the B=beginning, D=developing, or P=proficient level.							

5. Assessment Methods

Assessment Method	Explanation					
	Description	Student-Level Achievement ^a	Program-Level Target ^b	When Data Will be Collected	Person Responsible	SLOs
Assessment of Content Knowledge	The Illinois mandated test (145) for content knowledge in the visual arts. 125 multiple-choice questions. Time, 3 hours, 45 minutes.	State mandated score of 240 for each of 4 categories	100% of all students will meet the State benchmark.	Test must be completed the last semester before student teaching	State reports scores to program	2
edTPA	Illinois mandated national exam for teacher licensure	A total score of 39 over 15 rubrics. Score range is 15-75	Program level target is 45, which is Stanford University's benchmark for excellence performance. 100% of all students are expected to meet or surpass the Stanford benchmark	During the first 8 weeks of student teaching	Scores are reported to NIU by Pearson Testing	1, 2, 3, 4, 5
ARTE 345 curriculum binder	Capstone curriculum project before student teaching	A score of 80 out of 100 is required to advance to student teaching	100% of all students are expected to meet the benchmark	Finals week	Class Instructor	1, 2, 3, 4, 5

Assessment Method	Explanation					
	Description	Student-Level Achievement ^a	Program-Level Target ^b	When Data Will be Collected	Person Responsible	SLOs
Cooperating Teacher Assessment	Cooperating teacher who supervises NIU student teacher completes a holistic assessment of the student in 10 categories of performance.	A mean score of 3.0 out of a range 1-5.	100% for passage, program expected mean 4.0	End of student teaching	Cooperating K-12 classroom teacher	1, 2, 3, 4, 5
Grades in advanced clinical classes	Clinicals are classes that involve direct contact with K-12 students. Advanced classes place the design and implantation of curriculum on the NIU student. ARTE 344, 482, and 488	Students must have a least a C in each course AND maintain an overall grade point average of 2.75.	100% pass at 2.75 for all course work	End of the semester that class is taken	Class Instructor	1, 2, 3, 4, 5
Exit Portfolio	Review of final artwork	A pass is required to advance to student teaching	100% at pass	End of the semester before student teaching	At least two art education faculty and one examiner from outside the division from within the SOAD faculty.	1

Assessment Method	Explanation					
	Description	Student-Level Achievement ^a	Program-Level Target ^b	When Data Will be Collected	Person Responsible	SLOs
NIU OELP Dispositions	Beginning Fall 2018, the Office of Educator Licensure and Preparation is requiring a new disposition rubric to be filled out by students, class instructors, and cooperating teachers following every clinical. Rating items are based on NIU's six common professional educator dispositions: <ul style="list-style-type: none"> •Caring •Collaboration •Lifelong learning & scholarship •Diversity •Creativity & critical thinking •Professionalism 	100% of students will achieve Basic evaluations in early clinicals. Falling below Basic is cause for dismissal from the program. Students must score Proficient by the semester before student teaching	100% with no unsatisfactory 90% Proficient the semester before student teaching.	End of each clinical experience beginning at ARTE 342	Class Instructor, Cooperating teacher (if any), students	4, 5

ASSESSMENT METHODS-BY-OUTCOMES MATRIX

Assessment Method	Program Student Learning Outcome						
	1. Creativity in art practice and pedagogy:	2. Scholarship and Knowledge of the Field	3. Communication	4. Community and collaboration	5. Professionalism and Disposition:	...	
Entrance Portfolio	S, D				S, I		
ARTE 344 St. Mary School-wide exhibition	F, D	F,D	F, I	F, I	F, I		
ARTE 482: Open House	F,D	F, D	F, I	F, I	F, I		
ARTE 345 Curriculum Binder	S, D	S, D					
Student Teaching	S, D	S, D	S, D	S, D	S, D		
edTPA	S, D	S, D	S, D	S, D	S, D		
Alumni Survey	S, I	S, I	S, I	S, I	S, I		
<i>Note.</i> F=formative assessment, S=summative assessment, D=direct assessment, and I=indirect assessment. See the paragraph above for an explanation of each type of assessment.							