

May 11, 2023

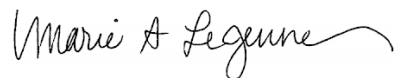
To: Dr. Anthony Rosilez, TSPC Executive Director

From: Marie LeJeune, Associate Dean of Clinical Practices & Partners, Western Oregon University

Re: WOU Request to add Undergraduate Program pathway in Art

Please find accompanied the required paperwork and information for Western Oregon University's request to add an undergraduate program in art. WOU currently offers art at the graduate (MAT) level but we have increasing numbers of students interested in pursuing art teacher education in our undergraduate programs and are eager to support this pathway to licensure that will also save many of our students time and money in pursuing licensure at the undergraduate level. This will also support recruitment efforts from local school district partners.













Sincerely,



Associate Dean of Clinical Practices & Partnerships

The following supplemental materials are available for review at

<https://drive.google.com/drive/folders/19i3AVyNOZjMgviNZyuyF9SyPWuPTFQ9s>

Name	Owner	Last m...	File size
 Syllabi - Art Department Spring 2023 - for TSPC (Art Teacher Edu...	 Daniel Tanker...	Apr 10, 2023	—
 584-420-0310 State Standards Art track changes draft.pdf	 Daniel Tanker...	Apr 6, 2023	87 KB
 Art & Design Education Approved Proposal P14027.pdf	 Daniel Tanker...	Apr 6, 2023	26 KB
 Art Department Faculty CVs.pdf	 Daniel Tanker...	Apr 27, 2023	1.3 MB
 TSPC_art_standards_template (1)	 Jodie Garrison	May 15, 2023	11 KB
 WOU_UG_art_Program_Proposal_template (1)	 Jodie Garrison	May 15, 2023	50 KB

Western Oregon University

NEW PROGRAM PROPOSAL: Art Teacher Education

Institution Contacts:

Mark Girod, Dean
College of Education
girodm@wou.edu
(503) 838-8518

Marie LeJeune, Associate Dean,
Education and Leadership
lejeunem@wou.edu
(503) 838-8450

Jodie Garrison, Professor
Art Department
Coordinator, Art Teacher
Education
garrisonj@wou.edu
(503) 838-8027

New Program Proposal:

**WESTERN OREGON
UNIVERSITY**
Monmouth, Oregon

This proposal was provided to TSPC on: **[May 2023]**

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NEW PROGRAM PROPOSAL

Western Oregon University

Program Name and Description

Proposed Program Name: Art Teacher Education (Undergraduate). WOU already has Art Teacher Education approval at the graduate level.

The program proposal submitted is for:

Note: To click a box, double-click the box and select [Checked]. To remove, double-click and select [Not checked].

- Preliminary Teaching License: Elementary – Multiple Subjects (undergraduate)
- Preliminary Teaching License: Elementary – Multiple Subjects (graduate)
- Preliminary Teaching License: Single-subject areas (undergraduate)

Please indicate the single-subject endorsement area(s) offered by your preliminary license program:

- Advanced Mathematics (includes Foundational)
- Agricultural Science
- Biology
- Business: Generalist
- Business: Marketing
- Career Trades Generalist
- Chemistry
- English Language Arts (includes Foundational ELA)
- Family and Consumer Sciences
- Health
- Integrated Science (includes Foundational Science)
- Physics
- Social Studies (includes Foundational Social Studies)
- Speech (Forensics)
- World Language:
 - Chinese
 - French
 - Japanese
 - German
 - Latin
 - Russian
 - Spanish
- Preliminary Teaching License: Single-subject areas (graduate)

Please indicate the single-subject endorsement area(s) offered by your preliminary license program:

 - Advanced Mathematics (includes Foundational)
 - Agricultural Science
 - Biology
 - Business: Generalist
 - Business: Marketing
 - Career Trades Generalist
 - Chemistry
 - English Language Arts (includes Foundational ELA)
 - Family and Consumer Sciences
 - Health
 - Integrated Science (includes Foundational Science)
 - Physics
 - Social Studies (includes Foundational Social Studies)
 - Speech (Forensics)
 - World Language:

- Chinese
- French
- Japanese
- German
- Latin
- Russian
- Spanish

PROGRAM-REQUIRED AREAS:

- Art – includes: Undergraduate Graduate Post-graduate
- Drama – includes: Undergraduate Graduate Post-graduate
- Elementary – Multiple Subjects – includes: Graduate Post-graduate
(Only check if this report is for an advanced program. Initial reports are submitted in the Preliminary Teaching License: Elementary – Multiple Subjects report)
- ESOL – includes: Undergraduate Graduate Post-graduate
- Library Media – includes: Undergraduate Graduate Post-graduate
- Music – includes: Undergraduate Graduate Post-graduate
- Physical Education (PE) – includes: Undergraduate Graduate Post-graduate
- Reading Intervention – includes: Undergraduate Graduate Post-graduate
- SPED: Deaf and Hard-of-Hearing – includes: Undergraduate Graduate Post-graduate
- SPED: Early Intervention – includes: Undergraduate Graduate Post-graduate
- SPED: Generalist – includes: Undergraduate Graduate Post-graduate
- SPED: Visually Impaired – includes: Undergraduate Graduate Post-graduate

DUAL PROGRAM AREA REQUESTS:

- Name: _____ – includes: Undergraduate Graduate Post-graduate

ADMINISTRATOR AND PERSONNEL SERVICES LICENSE PROGRAMS:

- Teacher Leader License Program
- Principal License Program
- Professional Administrator License Program
- Initial School Counselor License Program
- Continuing School Counselor License Program
- Initial School Psychology License Program
- Continuing School Psychology License Program
- Initial School Social Worker License Program
- Continuing School Social Worker License Program

SPECIALIZATIONS:

- Adaptive Physical Education Specialization
- American Sign Language Specialization
- Autism Spectrum Disorder Specialization
- Dual Language Specialization
- Early Childhood Education Specialization
- Mathematics Instructional Leader: PreK-8 Specialization
- Mathematics Instructional Leader: 6-12 Specialization
- Talented and Gifted Specialization

General description of the proposed program:

This proposal describes an additional pathway for preliminary licensure with an art endorsement in addition to the previously approved pathway through our Master of Arts in Teaching program at Western Oregon University. The Art Teacher Education BFA concentration joins a rich portfolio of other single subjects majors that culminate in preliminary licensure including:

- **Biology Teacher Education**
- **Language Arts Teacher Education**
- **Integrated Science Teacher Education**
- **Spanish Teacher Education**
- **Physics Teacher Education**
- **Chemistry Teacher Education**
- **Social Studies Teacher Education**
- **Health Teacher Education**
- **Physical Education Teacher Education**
- **Mathematics Teacher Education**
- **German Teacher Education**
- **Music Teacher Education**
- **Drama Teacher Education**
- **German Teacher Education**

Name of the school or college where the program is proposed to be housed (College of Education, School of Music, School of Social Work): College of Education

Date the new program will be implemented, if approved: No recommendations for the art endorsement will be granted from this pathway prior to December 2023.

Proposed degree to be awarded on program completion: Bachelor of Fine Arts in Art & Design, Art Teacher Education Concentration

Program Delivery and Variants

Western Oregon University does have a flexible delivery pathway to the art endorsement through the part-time, hybrid Master of Arts in Teaching program. This proposed Undergraduate music endorsement pathway will be delivered primarily on-campus, in face-to-face formats.

Standard delivery:

Location:

- Campus-based (traditional in person instruction)
 Main campus Branch campus Other:
 Online program
 Hybrid program

Courses are offered:

- Daytime | Evenings | Weekends

Additional description (*if needed*):

Delivery variant(s) (If applicable, describe variation circumstances. Duplicate this section for additional variances:

- N/A (Select if the proposed program does not have any delivery variances.)

Location:

- Campus-based (traditional in person instruction)
 Main campus Branch campus Other:
 Online program
 Hybrid program

Courses are offered:

- Daytime | Evenings | Weekends

Additional description (*if needed*):

Number of credit hours proposed to be required to complete the program: 180 (for full bachelors degree with art endorsement).

- Semester | Quarter

edTPA

Indicate here if edTPA is not required for this proposed area:

If edTPA is required, indicate which handbook will be used for each requested endorsement area: **Visual Arts**

Endorsement:	Handbook:	EPP's lowest passing score:
Art	Visual Arts	35

Note: Students have the option to choose the WOU created and approved TPA created as an option for edTPA as well. This pilot of TPA was approved by TSPC in Fall 2023. Cut score for WOU TPA is 30 (out of 48).

Justification for the New Program

Need for new educators in the program area: As TSPC moved away from compulsory Master's degrees in Oregon about five years ago, Western Oregon University has seen increased enrollment in our Undergraduate pathways to preliminary teacher licensure including across all single subjects endorsement areas. Art has not been an option for our Undergraduate program and we have had increasing numbers of students seeking this route over the last couple of years. We have no state-level data indicative of need in art education but understand from our district partners that finding qualified art educators continues to be a challenge. For these reasons, we seek to add this capacity.

Educator Preparation Provider's Capacity

*The information below is pertinent to the art endorsement coursework, content, and assessment work only. The faculty identified below will work in close partnership with the existing teacher preparation faculty, staff, and administration and none of those faculty are identified here. Again, this information is specific only to additional art education coursework and endorsement authority.

Art faculty vita are provided in the full package of materials that accompany this proposal.

List faculty names and attach vita for each faculty member:

Daniel Tankersley, Associate Professor of Art & Design, Department Head

Jen Bracy, Professor of Art & Design

Michael Freeman, Professor of Art & Design

Jodie Garrison, Professor of Art & Design

Mary Harden, Associate Professor of Art & Design

Pete Hoffecker Mejia, Assistant Professor of Art & Design

Becca McCannell, Professor of Art & Design

Paula Booth, NTT Assistant Professor of Art & Design
 Sung Eun Park, NTT Assistant Professor of Art & Design
 Greg Poulin, NTT Assistant Professor of Art & Design
 Jen Vaughn, NTT Assistant Professor of Art & Design

Faculty structure description:

Faculty Member	Role in K-12 Art Education Program (Specific Courses Taught in the new program)
Daniel Tankersley	Department Head (Digital Media, Photography, Video & Animation)
Jen Bracy	(Graphic Design, Portfolio and Professional Preparation, 2D Design)
Michael Freeman	(Art History)
Mary Harden	(Ceramics, 3D Design)
Pete Hoffecker Mejia	(Sculpture, 3D Design)
Jodie Garrison	(Painting, Illustration, Professional Concerns)
Becca McCannell	(Printmaking, Drawing)
Paula Booth	Gallery Director (Art Education)
Sung Eun Park	(Drawing, 3D Design, 2D Design)
Greg Poulin	(Painting, Illustration, 2D Design, Drawing)
Jen Vaughn	(Creativity, Digital Art & Design, Web Design, Art for Health)

Financial resources (include, at a minimum, an analysis of proposed operational costs, resources, and revenues):

Costs to add this endorsement pathway are minimal given that these students will largely join existing courses with other art & design majors and existing courses with other single subjects students. Content specific pedagogy courses will be delivered in combination with those courses already delivered in the Master of Arts in Teaching program and or existing undergraduate pathways in multiple and single subjects, and so, again, costs are minimal.

Candidate resources (include, at a minimum, plans for facilities, technology, library, and student services): The art & design portion of this program will be housed in Campbell Hall and the Instructional Technology Center at Western Oregon University. These facilities already provide the necessary work spaces and technology needed to deliver this program. This includes classrooms, art & design studios, digital and traditional art production equipment, and computer labs. Teaching-specific courses are housed in the Richard Woodcock Education Center, a robust facility for teacher education that already serves a wide range of education licensure programs at WOU. Library faculty offer additional support by acquiring materials needed for art & design programs, and providing research guidance and instruction to students and faculty. The program has been approved by Western Oregon University Provost. New facilities are not currently needed to offer the program.

Evidence of institutional approval: The WOU Faculty Senate Approved the program on November 19, 2021, approved by the Dean on December 3, 2021 and by the Provost on December 13, 2021. It was entered into the appropriate systems by the registrar on December 18, 2021 and included in the 2022-23 catalog on July 12, 2022. **(See timeline of approvals within the submitted package of materials).**

EPP Program Development Committee and Liaison Officer

Art Teacher Education proposal development team:

Dr. Daniel Tankersley, Department Head, Associate Professor of Art & Design

Dr. Jodie Garrison, Professor of Art & Design

Paula Booth, Non-Tenure Track Assistant Professor of Art & Design

In addition, the team of music educators above coordinated with faculty and administration in the College of Education to further refine this program proposal. Delivery will occur jointly between music education faculty and educator preparation faculty and administration.

- Dr. Marie LeJeune, Associate Dean, Clinical Practices & Partnerships
- Dr. Mark Robertson, Director, Accreditation
- Dr. Mark Girod, Dean, College of Education

Program Goals and Objectives

Goals:

1. Cultivate lifelong strategies for creative thinking, skill-building, and active practice of art and design.
2. Engage in the world through critical inquiry and design process and analyze art and design in context.
3. Integrate vision, language, form, and materials for communication and self-expression. Program goals of Art & Design

How goals relate to goals of other programs:

Goals 1, 2, and 3 above are the program goals of the Art Department at WOU. All degree options in the Art Department share these goals. So, content knowledge in visual art within this Art Teacher Education program is shared with all other Art Department courses and degree options. As with all single subjects endorsement goals at Western Oregon University, these will be developed in music specific

experiences and clinical practices and are complemented by rich, preliminary licensure goals, outcomes, and experiences. Again, these are all articulated clearly in the alignment table that accompanies this proposal.

How goals and objectives relate to goals of other programs: All educator programs, goals, and objectives in educator pathways at Western Oregon University are aligned to state outcomes, licensure rule, clinical best practices, and research-based educator preparation practices. This pathway simply joins this robust preparation context.

Objectives:

Students in the program are expected to maintain a 2.75 GPA average in the art content area and in the overall degree (general education). Additionally candidates will need to pass the Art Praxis Exam measure of content knowledge.

Education Program Outcomes:

The program prepares caring, competent professionals who:

1. Demonstrate evidence of appropriate content knowledge, skills and dispositions necessary for attaining high achievement for all PK-12 students.
2. Create a climate where diversity is valued.
3. Successfully affect the learning and development of PK-12 students in schools.

Program objectives: Program outcomes are measured through multiple means including: GPA (minimum 3.0 in ED program courses) , Proficient Scores on Dispositions Assessments, Proficient Score on edTPA/TPA Performance Assessments, Proficient Scores on Clinical Observation & Assessments.

Program Alignment to State Standards

Please find appended, the full alignment to standards document for this new, proposed UG pathway to the art endorsement.

Program Curriculum & Course Syllabi

Curriculum: The Art Teacher Education curriculum is structured in this way because of the necessity for a strong alignment to state required art education standards. The program

emphases appropriate, well-rounded experiences in art education for all pre-service art educators within the program. The curriculum is designed so that all students completing the program are prepared to be effective, innovative educators within art education.

Bachelor of Fine Arts in Art & Design, Art Teacher Education Concentration

Foundation

A 115 Beginning Design: Two-dimensional, Credits: 4

A 116 Beginning Design: Three-dimensional, Credits: 4

A 120 Beginning Digital Art & Design, Credits: 4

A 130 Beginning Drawing, Credits: 4

Art History

A 204 Art History: Prehistoric through Late Antiquity, Credits: 4

A 205 Art History: Middle Ages through Renaissance, Credits: 4

A 206 Art History: Baroque through Contemporary, Credits: 4

200-Level Studio

Minimum of 16 credits of 200-level Art & Design courses.

Plan with an Art & Design adviser to take prerequisites required for upper division coursework.

Upper Division Studio

Take 28 credits of 300- and/or 400-level Art & Design courses, may include 300- and/or 400-level Art History. Consult an Art & Design adviser.

Seminar/Observation

ARE 414 Art & Design Education Seminar (2 terms, 2 credits each)

Art & Design Capstone, Credits: 4

A 419 Professional Concerns -or-

A 429 Portfolio & Professional Preparation

Pre-Education Core

ED 200 Foundations of Education, Credits: 3

ED 233 Applied Adolescent Learning & Development, Credits: 3

ED 259 Special Education & Inclusive Communities, Credits: 3

ED 373 Introduction to Curriculum and Assessment, Credits: 3

ED 481 Introduction to ESOL and Bilingual Education, Credits: 3

Education Courses

ED 404 Clinical Experience Seminar I, Credits: 2

ED 405 Clinical Experience Seminar II, Credits: 2

ED 411 Clinical Experience I, Credits: 3

ED 412 Clinical Experience II, Credits: 3
ED 418 Assessment, Planning and Instruction, Credits: 3
ED 421 Technology Integration, Credits: 3
ED 429 Professional Development Seminar III, Credits: 2
ED 434 Content Pedagogy I, Credits: 3
ED 436 Content Pedagogy II, Credits: 3
ED 444 Content Literacy, Credits: 3
ED 446 Environments for Diverse Learners, Credits: 3
ED 450 Methods for Classroom Management, Credits: 3
ED 498 Clinical Experience III, Credits: 10

Art Department courses and degree programs are structured to provide students with substantial experience in the process of artmaking involving traditional and contemporary studio approaches. The curriculum requires and supports development of content knowledge in multiple studio areas, with options in drawing, graphic design, painting, sculpture, printmaking, digital media, photography, video, animation, ceramics, illustration, and other special topics. The program requires a year-long sequence in art history covering a broad range of Western and non-Western cultural traditions, from prehistoric through contemporary art. In addition, most studio courses explore a diverse range of artists' work (both historical and contemporary) and integrate knowledge of context in which works of art have been created. Our faculty are committed to incorporating examples from a diverse range of artists in order to promote equity and inclusion. The curriculum is strongly aligned to state required art education standards. The portion of this program consisting of Art Department courses is strongly aligned with state required standards for content of the visual arts. The portion of the program consisting of Education courses, and Art Education courses, is strongly aligned with state required standards for theory and practice in art education.

Research-based rationale for the curriculum: Art Department curriculum is influenced by ongoing program review, including external review on a 7-year cycle.

Course syllabi: All course syllabi can be found in the full proposal documentation.

Clinical Practices

Undergraduate Program
Single Subjects, Clinical Practices

Students in the undergraduate program take three terms of Clinical Practice in the Professional Education Core. The first two terms are part-time, averaging 20 hours/week, with each term having full time week(s) for performance assessments. The chart below shows the requirements of each term of Clinical Practice and the embedded assessments that are required for each candidate. By the end of the program, each candidate will have

completed at minimum the equivalency of 21.5 weeks of clinical practice or approximately 860 hours of clinical practice.

In accordance with OAR 584-400-1040 Clinical Practices, teacher candidates are placed in quality public, charter or private pK-12 schools for clinical experiences. These clinical experiences give the teacher candidates the opportunity to demonstrate the knowledge, skills, and abilities necessary to be successful candidates for licensure.

The clinical experiences for teacher candidates exceeds the 600 hour requirement as teacher candidates complete three clinical experiences, each a minimum of 10 weeks in length, with the third clinical experience being the teacher candidate’s full-time student teaching experience. During full-time student teaching teacher candidates are in their schools full-time, Monday – Friday, for 10 consecutive weeks and assume the full range of responsibilities of the classroom teacher so they can develop and demonstrate the competencies required for initial licensure.

The chart below documents the teacher candidate’s terms of clinical experience.

Note: Pre-CPAST and CPAST are the formal evaluation tools currently used by WOU during Clinical Practice.

Clinical Experience Matrix
Undergraduate Program, Single Subjects, including Art

Program Phase	Program Clinical Experience
Term One	<ul style="list-style-type: none"> • 10-weeks clinical experience • 2.5 days or 20 hours per week • Public school setting appropriate to endorsement area • ED 411 Clinical Experience I • Orientation meeting with University Supervisor, Teacher Candidate, and Cooperating Teacher to go over roles and responsibilities specific to the term • Students teach a minimum of 3-5 lesson unit in their chosen single subject content-area • One full time week in schools (40 hrs.) where classes are not held at WOU • One formal University Supervisor observation (narrative) • One formal Cooperating Teacher observation (narrative, including pre- and post-lesson meeting) • One formal (end-of-term), joint University Supervisor and Cooperating Teacher evaluation (in collaboration with Teacher Candidate) (pre-CPAST) • EDA Dispositions evaluations by clinical teacher and university supervisor- new assessment not reported

	<ul style="list-style-type: none"> • “Mini Unit” (in-house, informal formative assessment) <p>TOTAL EQUIVALENT CLINICAL TIME TERM 1: 5.5 weeks/220 hours</p>
Term Two	<ul style="list-style-type: none"> • 10-weeks clinical experience • 2.5 days or 20 hours per week • Public school setting appropriate to endorsement area • ED 412 Clinical Experience II • Orientation meeting with University Supervisor, Teacher Candidate, and Cooperating Teacher to go over roles and responsibilities specific to the term • Students teach a minimum of a 7-10 lesson unit • Two full time weeks in schools (80 hours) where classes at WOU are not held • Two formal University Supervisor observations (narrative) • Two formal Cooperating Teacher observations (narrative, including pre- and post-lesson meeting) • One formal (end-of-term), joint University Supervisor and Cooperating Teacher evaluation (in collaboration with Teacher Candidate) (pre-CPAST) • EDA Dispositions evaluations by clinical teacher and university supervisor-new assessment not reported • edTPA/TPA completed in either term two or three depending on student preference <p>TOTAL EQUIVALENT CLINICAL TIME TERM 2: 6 weeks or 240 hours</p>
Term Three	<ul style="list-style-type: none"> • 10-weeks clinical experience (all consecutive) • All day or 40 hours per week, assuming the full range of responsibilities of the Clinical Teacher • Co-teaching led by Teacher Candidate • Public school setting appropriate to endorsement area • ED 498 Clinical Experience III • Orientation meeting with University Supervisor, Teacher Candidate, and Cooperating Teacher to go over roles and responsibilities specific to the term • Teacher Candidate develops a 3-week unit to demonstrate longer-term planning • Two formal University Supervisor observations (narrative) • Two formal Cooperating Teacher observations (narrative, including pre- and post-lesson meeting) • Two formal (mid-term and final-term), joint University Supervisor and Cooperating Teacher evaluations (in collaboration with Teacher Candidate) (CPAST)

	<ul style="list-style-type: none"> EDA Dispositions evaluations by clinical teacher and university supervisor-new assessment not reported <p>TOTAL EQUIVALENT CLINICAL TIME TERM 3: 10 weeks or 400 hours</p>
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Key Transitions

The following table describes key program transitions in all preliminary licensure programs at Western Oregon University.

Transition Point	Key Assessment Required
Admission to Professional Education Core.	<ul style="list-style-type: none"> Content Knowledge Tests (NES/ORELA test for chosen single subject content), candidates must pass exam or be eligible for multiple measures to be admitted to Professional Education Core; candidates can be admitted conditionally prior to earning this score. Civil Rights Test/Modules 2.75 overall GPA or 2.75 in last 90 hours of coursework; B- or better in all ED prefix pre-requisite courses and an overall 3.0 GPA in ED courses 2.75 GPA in content area for single subject area Verified experience working with youth; two 30-hour experiences, one must be in a PK-12 classroom. EDA evaluations from pre-education coursework (dispositions) Completion of all pre-requisite coursework
Practica experiences, Terms I and II	<ul style="list-style-type: none"> Pre-CPAST – content pedagogy and pedagogy and professional knowledge. Proficiency Scores noted in course syllabi for practicum. Pre-CPAST – professional dispositions. Proficiency Scores noted in course syllabi for practicum. EDA (Educator Dispositions Assessment). Students are expected to score a “2” in all indicators; lower scores will necessitate remediation work with faculty and/or candidates being placed on a plan for success. GPA: students must maintain a 3.0 GPA each term and receive a B- or better in all Professional Education Core coursework and practica to move from Term I to Term II and from Term II to Term III.

Full-time Student Teaching, Term III	<ul style="list-style-type: none"> • CFAST – content pedagogy and pedagogy and professional knowledge. Proficiency Scores noted in course syllabi for practicum. • CFAST – professional dispositions. Proficiency Scores noted in course syllabi for practicum. • EDA (Educator Dispositions Assessment). Students are expected to score a “2” in all indicators; lower scores will necessitate remediation work with faculty and/or candidates being placed on a plan for success. • GPA; students must maintain a 3.0 GPA each term and receive a B- or better in all Professional Education Core coursework and practica to successfully complete Term III.
Recommendation for Licensure	<ul style="list-style-type: none"> • CFAST – content pedagogy and pedagogy and professional knowledge • CFAST – professional dispositions • edTPA/TPA • Exit Survey • Passing scores on all tests or eligibility for Multiple Measures Assessment per TSPC. • EDA (Educator Dispositions Assessment) • Pathway to the Profession Capstone Project, aligned to Danielson Framework and Culturally Responsive Practices

Assessments & Rubrics/Scoring Guides

Assessments & Rubrics/Scoring Guides

This text describes the seven major assessments used in all initial licensure programs at Western Oregon University. It does not describe when these assessments are administered as that information can be found in the Key Transitions section.

Though no longer required, Western Oregon University finds it useful to continue to organize key program-level assessments into one of six categories. These categories include:

- a. Content knowledge
- b. Content pedagogy
- c. Pedagogy and professional knowledge
- d. Professional dispositions
- e. Impact on P-12 student learning
- f. Technology

Assessment #1: edTPA (proprietary assessment). Note, starting in 2023, Candidates may also use the in-house version of TPA developed by WOU. This is a pilot assessment and formal information and documentation of the pilot will be submitted to TSPC in Spring 2023. As this is a pilot, we do not have further data about implementation at the time of submission of this proposal.

Assessment of (b) content pedagogy, and (c) pedagogy and professional knowledge

This is a required assessment for initial completers in Oregon. edTPA is a widely used, national teacher performance assessment developed by faculty at Stanford University and is administered by the Stanford Center for Assessment, Learning, and Equity (SCALE) supported by Pearson Education, Inc. From the edTPA website, the following text describes the goals and major elements of edTPA.

edTPA is a performance-based, subject-specific assessment and support system used by teacher preparation programs throughout the United States to emphasize, measure and support the skills and knowledge that all teachers need from Day 1 in the classroom. For each handbook field, the placement is a Pre-Kindergarten to 12th grade classroom. edTPA is a subject-specific assessment that includes versions for 27 teaching fields. The assessment features a common architecture focused on three tasks: Planning, Instruction, and Assessment.

Aspiring teachers must prepare a portfolio of materials during their student teaching clinical experience. edTPA requires aspiring teachers to demonstrate readiness to teach through lesson plans designed to support their students' strengths and needs; engage real students in ambitious learning; analyze whether their students are learning and adjust their instruction to become more effective. Teacher candidates submit unedited video recordings of themselves at work in a real classroom as part of a portfolio that is scored by highly trained educators. edTPA builds on decades of teacher performance assessment development and research regarding teaching skills and practices that improve student learning.

Passing scores for edTPA vary depending on the number of rubrics included in the scoring guide. The 13-rubric handbook requires a passing score of 29 in Oregon. The 15-rubric handbooks require a passing score of 35 in Oregon (most single subject areas). The 18-rubric handbook requires a passing score of 42 (elementary, multiple subjects). Western Oregon University uses the state cut scores for local determination of competence.

For the single subject undergraduate pathway at Western Oregon University, all single subjects except World Languages take a 15 rubric edTPA. The passing score per the state of Oregon for the 15 rubric edTPA is a 35. For World Languages, the 12 rubric edTPA passing score is a 29. edTPA is completed during the second half of the Professional Education Core, at the end of Term II or beginning of Term III, dependent on candidate preference and clinical practice setting. edTPA must be passed before recommendation for licensure.

edTPA gives our licensure program valuable information about candidates' ability to plan, instruct, and assess while designing differentiated instruction that meets the needs of all learners in the classroom. The program uses the data from edTPA to examine its own effectiveness in preparing students to link teaching and learning and to make necessary curricular changes within our programs.

The edTPA aligns to program outcomes including: Learner Development, Learning Differences, Learning Environment, Content Knowledge, Application of Content, Assessment, Planning for Instruction, and Instructional Strategies.

More information including handbooks and scoring rubrics for all edTPA content areas can be found at the www.edtpa.com website.

**Assessment #2: ORELA Content tests (proprietary assessment)
Assessment of (a) content knowledge**

This is a required assessment for initial completers in Oregon. All initial licensure candidates must pass a subject specific content test demonstrating appropriate content knowledge in the endorsement area of their preparation. These tests are referred to generally as the Oregon Educator Licensure Assessments (ORELA) administered in partnership with National Education Series (NES) and require a passing score of 220. Depending on the content area, tests may include multiple sections aligned to different areas or domains within this content area.

To be admitted to the Professional Education Core, students must score a minimum of 90 percent of the passing score (198/200); students may be conditionally admitted prior to receiving this score. To be recommended for licensure, candidates must pass the required subtests with the 220 cut-score or may apply for Multiple Measures licensure using a formula that combines their GPA, test score, and scores on clinical practice observational assessments.

This assessment aligns with the Content Knowledge program outcome. The program uses content test scores to assure candidates possess appropriate content knowledge to be effective educators; additionally, we examine trends in content knowledge scores to adjust our own content pre-requisites and to make necessary program curricular improvements.

More information about ORELA tests themselves, scoring and alignment to content domains can be found at www.orela.nesinc.com website.

**Assessment #3: Candidate Preservice Assessment of Student Teaching (CPAST) (proprietary assessment)
Assessment of (b) content pedagogy and (c) pedagogy and professional knowledge**

Western Oregon University adopted CPAST as a valid and reliable assessment used during

practica and student teaching in all initial licensure preparation. CCAST was developed through systematic efforts at Ohio State University and is administered as part of a collective effort to continuously study alignment to InTASC teaching standards, rater reliability, and validity of the measure itself. The text below from the CCAST website describes the assessment in more detail.

CCAST is a valid and reliable formative and summative assessment during the student teaching practicum. The assessment has two subscales: Pedagogy (13 rows) and Dispositions (8 rows). And each of the 21 rows contains detailed descriptors of observable, measurable behaviors to guide scoring decisions. University supervisors are required to complete a self-paced 90-minute online training module before using the instrument. And an additional “Look Fors” resource is also available to provide and elaborate on the qualities and behaviors for a given level of performance of each row (i.e., evidence and sources of evidence).

Though CCAST includes both Pedagogy and Dispositions items, data reported here is only from the Pedagogy section of CCAST. Dispositions items are reported in a separate category under dispositions assessment below.

Note: CCAST SCALE- (0-does not meet expectations, 1-emerging, 2-meets expectations, 3-exceeds expectations)

Passing scores: Generally speaking, minimum passing scores on CCAST Terms I and II is an average score of “1”. Minimum passing score for Term III is an average score of “2”. More specific explanation follows below.

In Terms I and II, ratings of “0s or 1s” are expected and mentors and supervisors work with teacher candidates to set goals for improving areas that do not meet or are still emerging. However, it is expected that by the end of candidates’ clinical experience, Term III, candidates earn a “2-meets expectations” on each CCAST criteria. In many instances, candidates earn a “3-exceeds expectations” on certain criteria though this is not necessary to pass clinical experience. In some instances, candidates may earn a “1-emerging” on a particular criteria and clinical teachers and university supervisors work with the candidate on establishing a clear plan for ways to address areas that need improvement.

Additional information about CCAST and its design and alignment to InTASC can be found at: <https://ehe.osu.edu/accreditation-placement-licensure/accreditation/multi-institutional-collaboration/candidate-preservice-assessment-student-teaching-cpast/>

Assessment #4: Candidate Preservice Assessment of Student Teaching (CCAST) (proprietary assessment)

Assessment of (d) professional dispositions

See description of CCAST above. Dispositions data reported in initial program reports are from the Dispositions items in CCAST.

See above description regarding CCAST; the CCAST dispositions scores are a separate program assessment to examine professional dispositions of teacher candidates, an essential program outcome. Dispositions are scored throughout clinical practice at the end of Term I, Term II, and Term III. Students who struggle to receive appropriate scores in dispositions are counseled by program faculty on professionalism and a written plan for success may be created for students earning a 0 in any area.

Note: CCAST SCALE- (0-does not meet expectations, 1-emerging, 2-meets expectations, 3-exceeds expectations)

Assessment #5: Exit survey (EPP-created assessment)

Assessment of (a) content knowledge, (b) content pedagogy, (c) pedagogy and professional knowledge, (d) professional dispositions, (e) impact on P-12 student learning, and (f) technology

All initial licensure completers at Western Oregon University complete the same exit survey requiring candidates to rate their satisfaction with their program and the degree to which they feel in core educator duties and responsibilities. The exit survey is tightly aligned to InTASC standards and has been through many rounds of refinement to meet the expectations for surveys as indicated in the CAEP Handbook. For example, all double-barreled questions were separated into single-item questions and steps have been taken to demonstrate content validity as reviewed by experts in the field. These steps will be further described in CAEP unit review as they are not required for state program review.

As the exit survey is completed anonymously, there is no “passing score” set. However, scores are reviewed annually, and a general benchmark has been established over the years that we expect that 80% of candidates will generally report feeling positively prepared on any one item and averages below that warrant further investigation.

The exit survey is administered during the final two weeks of the program, prior to licensure. Exit survey data is taken seriously by the program and is used for program refinement, curricular changes, and policy changes over time.

Assessment #6: ORELA Civil Rights (proprietary assessment) or Civil Rights Module and Quiz (WOU assessment adapted from state created module of Civil Rights)

Assessment of (c) pedagogy and professional knowledge

The ORELA Civil Rights test is a required assessment for all preliminary licensure programs in Oregon. Like other ORELA and NES tests, students sign up online and take this test at a testing center according to ORELA protocols. The passing score required is 240.

From the ORELA website, the Civil Rights test includes sections on: (1) legal foundations with sub-sections on (a) federal and state laws that protect individual civil rights and prohibit

discrimination in educational settings as well as ethical standards for educators in Oregon (b) federal and state court decisions related to individual civil rights and discrimination in educational settings and; (2) equity in the school environment including sub-sections on (a) strategies for ensuring equity, inclusion, and cultural awareness in the educational environment (b) implications of student diversity for teaching and learning and how to interact with all students in ways that promote their self-confidence and achievement of educational goals and (c) understanding situations involving equitable student access to educational courses, programs, and experiences, and nondiscriminatory grading and advising.

In Fall 2022, WOU adopted a civil rights module and quiz that candidates may use to complete the required state Civil Rights knowledge. These modules were reviewed by Wayne Strickland from TSPC and provided to EPPs as an option for civil rights content knowledge. WOU used the approved modules and created powerpoints and accompanying narrative video explanations as well as a required quiz for the modules. Candidates must receive a score of 25 out of a possible 30 points on the quiz to prove proficiency in the area.

A passing score on the ORELA Civil Rights or a passing score on the Civil Rights module and quiz is required for admission to the Professional Education Core of the program and the beginning of clinical practice practica experiences.

Additional information about the ORELA Civil Rights test can be found here:

http://www.orela.nesinc.com/TestView.aspx?f=HTML_FRAG/OR008_TestPage.html

Program Data Collection Plan

How will the unit collect data showing evidence of candidate content knowledge?

Western Oregon University collects extensive information about candidate content knowledge including from multiple sources as indicated in the data alignment map showing indicators from key, program-level assessments below.

NES/ORELA	CPAST	CPAST	EdTPA Rubric #	Exit Survey Indicator #
Content Scores by Content Domain (NES)	I.f- Critical Thinking	Qualitative Goals analysis	Task 1- # 1-3 Task 2- # 7-9 Task 3- # 14, 15	19- integrate critical thinking into lessons? 22- assist students in analyzing subject-specific concepts from multiple perspectives? 23- teach using problem solving? 25- draw upon your deep content knowledge to make academic content meaningful to learners? 26- teach developmentally appropriate content? 27- engage learners in applying content knowledge to real-world problems?

				39- plan instruction using specific content standards? 40- plan instruction using specific Common Core Standards or other subject-specific standards?
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How will the unit collect data showing the tools for evaluating the clinical practice?

Western Oregon University collects extensive information about candidate performance in evaluation of clinical practices including from multiple sources as indicated in the data alignment map showing indicators from key, program-level assessments below.

Entry	Pre-Mid Obs.	Mid-Term	Post-Mid Obs	Final Eval	Positive Impact
NES/ORELA	CPAST Obs.	CPAST-Mid Scores	CPAST Obs.	Final CPAST Scores	edTPA: Rubric # 10,11,12,14
Civil Rights	Log	CPAST-Mid Goals	Log	Final CPAST Goals	CPAST: A.k Feedback to Learners
Background Check				edTPA	

How will the unit collect data showing evidence of candidate competency?

Western Oregon University collects extensive information about candidate competency in core teaching practices including from multiple sources as indicated in the data alignment map showing indicators from key, program-level assessments below.

Preliminary Program Assessments: InTASC Alignment						
InTASC Standards	CPAST Indicator Letter	EdTPA Rubric #	EDA Item #	NES/ORELA	Civil Rights	Exit Survey Indicator #
1		2,3,4,5,14	7			6,
2	P. d	1,2,3,4,6,7,14	6			1,7,8,9,10,12,17,42
3	I.i	1,6,7,8,9	4,6,7			2,3,4,5,11,40,43,44
4		1,2,3,4,7,8,9,14		x		14,23,24
5	I.f	4,7,8,9,14		x		15,17,19,25
6	A.j, A.k	5,11,12,13,15				13,26,27,28,29,
7	P.a, P.b, P.c, I.e, A.l, AT.m,	1,2,3,15	7			30,31,32,33,34,35,36,37,39
8	I.g, I.h	1,2,4,5,6,7,8,9,15				16,18,20,21,22,38,41
9	D.n, D.o, D.p, D.q, D.R	10,15	3,4,6,8			

10	PR.s, PR.t, CT.u		6,10, 10		x	
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How will the unit collect data that shows tools for follow-up with candidates after program completion?

Western Oregon University collects extensive information about candidates' experiences after program completion including from multiple sources as indicated in the data alignment map showing indicators from key, program-level assessments below.

Sources	Evidence
SLDS Employment Records	Time to hire rates, retention rates, pathways and GYO analysis
Alumni focus groups	Ad Hoc case studies, observations, and structured interviews
OACTE Survey	Alumni and employer satisfaction

Program Implementation

*Provide a projected timeline for the implementation of the proposed program: **Western Oregon University seeks immediate authorization to add the Art endorsement to our Undergraduate Teacher Education program. This will allow us to admit students and begin delivery of courses. No recommendations for the endorsement will come from this pathway, however, until December 2023 at the earliest.***

Program Recruitment and Retention

Program recruitment and retention narrative:

In addition to the university's general recruitment efforts, the Art Department specifically recruits for all of its programs by maintaining an updated website, holding art focused outreach events to regional high schools, and maintaining relationships with feeder community colleges and high schools. Our extensive department website provides detailed information about the Art Teacher Education program, including advising information and contact information for further information. The website also provides current events including gallery openings and figure drawing sessions which are open to the public, and promotes recruitment events such as our Creative Arts Day and ArtFest. Creative Arts Day is an on-campus recruitment event which invites high school and community college students to attend creative arts workshops in art, dance, music, and theatre. Students who visit get to learn new art-making skills in different workshops, tour the department and campus, have lunch with faculty and current students, and attend a free showing of a theatre performance.

Our ArtFest includes a regional juried art exhibition for high school and community college students. This event invites participants and their families to an ArtFest reception event, which includes a tie-dye party, awards ceremony, and picnic. Our faculty are invested in recruitment and retention efforts and work hard to promote our programs.

Partnership Efforts

Western Oregon University works in strong partnership with many school districts, Education Service Districts, Regional Educational Networks, state agencies, and ten community colleges to assure that our programs are accessible, smooth, and meet educator workforce needs in our region. This proposal is aligned with feedback we regularly receive indicating the need for the most inexpensive preparation pathways possible and so making sure all our endorsements are available at the Undergraduate level is a core value that we are acting upon through submission of this proposal. In the past two years, WOU added music and drama at the undergraduate level and we have seen increasing numbers in these pathways and have found our school district partners eager to both place for clinical practices and to recruit WOU prepared educators in these single subject areas.

Degree Authorization

This additional endorsement pathway does not necessitate the need for degree authority approval. The degree authority connected to this endorsement already exists at Western Oregon University.

Addendum (optional)

N/A



P14027
Art & Design Education

New

Requestor: Daniel Tankersley
Submitted: 2021-11-02 15:36:08
Submitting as: Faculty Member or APA

The queue for this request is:

- Department Head/Program Coordinator
- Division Chair
- Division Curriculum/Graduate Chair
- Curriculum Committee
- Faculty Senate
- CAS Dean
- Provost
- President
- Registrar

Division Creative Arts
 Department/Program Art
 Request for a: Program
 Level Undergraduate
 Type of Request: New (course, program, focus/concentration, or temporary course)
 Will this be offered within an existing division or department? Yes
 Type of program Concentration
 Is this curricular change driven by assessment data you have collected? Yes
 Summary/Rationale for proposal

Summary: We propose to offer an Art & Design Education concentration within the existing Bachelor of Fine Arts in Art & Design.

The concentration constitutes a comprehensive Art & Design major coupled with all the coursework required for Oregon K-12 teaching licensure. This includes courses specific to teaching Art & Design. Compared to the standard BFA in Art & Design, the Art & Design Education concentration removes some upper division electives in the Art Department, and adds required courses in the College of Education.

For this concentration, a total of 138 credits are required in the major. This total is in line with other WOU degree paths that combine Creative Arts programs with teaching licensure coursework. BFA degrees are not subject to a 90 credit limit. Through proper advising, a student who begins this degree path fall term with no prior college credit can graduate in four years with a total of 186 credits (General Education requirements included). This is well within the norm for WOU degrees that lead to teaching licensure. The credit total of this concentration is within ~25% of the total of the standard BFA in Art & Design.

Rationale: Art & Design program assessment includes faculty review of cumulative portfolio presentations made by graduating seniors. We have recognized that a portion of our graduates each year express plans or goals of obtaining teaching licensure and entering the K-12 teaching profession. This proposed concentration represents a unique opportunity for WOU's well-established programs in Education and Art & Design to synergistically meet a need that is not currently served by universities in our region.

Program this concentration/focus is part of

Title of new program, requirement, focus, or concentration Art & Design Education

Description

Art & Design, B.F.A.

100-Level Foundation Credits: 16

A 115 Beginning Design: Two-dimensional Credits: 4

A 116 Beginning Design: Three-dimensional Credits: 4

A 120 Beginning Digital Art & Design Credits: 4

A 130 Beginning Drawing Credits: 4

200-Level Studio Credits: 16

Minimum 16 credits of 200-level Art & Design studio courses.

Many upper division studio courses require specific 200-level courses as prerequisites. Plan with an advisor.

Choose four courses:

A 220 Introduction to Typography Credits: 4

A 230 Introduction to Life Drawing Credits: 4

A 250 Introduction to Ceramics Credits: 4

A 262 Digital Images & Photography 1 Credits: 4

A 270 Introduction to Printmaking Credits: 4

A 280 Introduction to Painting Credits: 4

A 290 Introduction to Sculpture Credits: 4

200-Level Art History Credits: 12

A 204 Art History: Prehistoric through Late Antiquity Credits: 4

A 205 Art History: Middle Ages through Renaissance Credits: 4

A 206 Art History: Baroque through Contemporary Credits: 4

Upper Division Art History Credits: 8

Choose two courses:

A 304 History of Modern Art, 1789-1914 Credits: 4

A 305 History of Modern Art, 1914-1965 Credits: 4

A 306 History of Modern Art, 1965-Present Credits: 4

A 308 History of Graphic Design Credits: 4

A 404 Art History: Non-Western Art Credits: 4

A 405 Art History: Gender in Art Credits: 4

A 406 Art History: Special Topics Credits: 4

or

Art & Design Education Concentration

Critique & Seminar Credits: 2

A 410 Critique & Seminar Credits: 2

or

Art & Design Education Concentration

Upper Division Electives Credits: 52

Minimum 52 credits of any 300-level and/or 400-level Art & Design courses.

Most upper division Art & Design studio courses have prerequisites. See advisor.

If the Upper Division Art History requirement is already met, additional upper division Art History courses may be applied here.

Up to 4 additional credits of A 410 Critique & Seminar and up to 2 credits of A 318 Gallery Internship may be applied here.

or

Art & Design Education Concentration

Capstone Credits: 4

Choose one course:

A 419 Professional Concerns Credits: 4

A 429 Portfolio & Professional Preparation Credits: 4

Concentration (Optional)

Art & Design Education Concentration

Total credits: 110 (no concentration), or 138 (with optional Art & Design Education Concentration)

Note: BFA in Art & Design requires completion of standard General Education requirements.

Art & Design Education Concentration

Upper Division Electives Credits: 28

Minimum 28 credits of any 300-level and/or 400-level Art & Design courses.

Most upper division Art & Design studio courses have prerequisites. See advisor.

Upper division Art History courses may be applied here.

Up to 4 credits of A 410 Critique & Seminar and up to 2 credits of A 318 Gallery Internship may be applied here.

Seminar/Observation Credits: 4

ARE 414 Art & Design Education Seminar (2 terms, 2 credits each) Credits: 4

Pre-Education Core Credits: 15

ED 200 Foundations of Education Credits: 3

ED 233 Applied Adolescent Learning & Development Credits: 3

ED 259 Special Education & Inclusive Communities Credits: 3

ED 373 Introduction to Curriculum and Assessment Credits: 3

ED 481 Introduction to ESOL and Bilingual Education Credits: 3

Education Courses Credits: 43

ED 404 Clinical Experience Seminar I Credits: 2

ED 405 Clinical Experience Seminar II Credits: 2

ED 411 Clinical Experience I Credits: 3

ED 412 Clinical Experience II Credits: 3

ED 418 Assessment, Planning and Instruction Credits: 3

ED 421 Technology Integration Credits: 3

ED 429 Professional Development Seminar III Credits: 2

ED 434 Content Pedagogy I Credits: 3

ED 436 Content Pedagogy II Credits: 3

ED 444 Content Literacy Credits: 3

ED 446 Environments for Diverse Learners Credits: 3

ED 450 Methods for Classroom Management Credits: 3

ED 498 Clinical Experience III Credits: 10

Total credits in the optional Art & Design Education Concentration portion of the BFA in Art & Design: 90

Total credits for BFA in Art & Design with Art & Design Education Concentration: 138

Catalog ID:

Program Outcomes

Learning Outcome

Alignment to University Learning Outcomes

Learning Outcomes (formatted for catalog)

Programs affected/consulted

During the 2020-2021 academic year, Art & Design faculty met with Mark Girod, Marie LeJeune, and Darlene Fritz of the College of Education on multiple occasions for help creating this proposal. It has their full support. The list of Education courses has been confirmed, including via email on 9/20/21. Moving forward, Art Department and COE personnel will continue to work together to ensure this concentration fulfills all applicable standards.

Faculty and Facilities Needed (for Dean review only)

Requires the creation of only one new 2-credit course: ARE 414 Art & Design Education Seminar. This course will be offered once per year upon launch. All other relevant CLAS coursework exists on the Art Department's current schedule. No new facilities are needed.

Notes/Comments

Please note that this online submission form changes the formatting of pasted text in unpredictable ways. Hopefully the content is clear enough that the catalog team can apply standardized formatting to it. Thank you.

Supporting Documents

Thumbnail	Name	Size	Actions
	Art & Design Education Degree Requirements.pdf	69722	

Related Courses:

C14335	ARE 414 Art & Design Education Seminar	New	P14027	Daniel Tankersley	Creative Arts: Art	View
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Department Head/Program Coordinator decision:



Yes by Daniel Tankersley (2021-11-02 15:45:52)

Comments:

Division Chair decision:



Yes by David Janoviak (2021-11-02 18:00:03)

Comments:

Division Curriculum/Graduate Chair decision:



Yes by Jodie Garrison (2021-11-05 10:43:00)

Comments:

Curriculum Committee decision:



Yes by Anne Ittner (2021-11-16 17:06:25)

Comments:

Faculty Senate decision:



Yes by Elisa Maroney (2021-11-19 15:28:26)

Comments:

LAS Dean decision:



Yes by Kathy Cassity (2021-12-03 15:25:33)

Comments:

Provost decision:



Yes by Rob Winningham (2021-12-13 08:01:33)

Comments: This is a program modification, not a new degree program, as there is less than 25% change.

President decision:



Yes by Jay Kenton (2021-12-18 07:30:47)

Comments:

Registrar decision:



Yes by Amy Clark (2022-07-12 16:13:15)

Comments: Catalog and Degree Tracks done effective summer 2022

Program Alignment to Standards Art Endorsement

Name of program: Art Endorsement Program			
Program Standards	Report any courses, assessments, teacher performance assessment and/or clinical practices that align to the required standards for the Art endorsement		
	Courses	Assessments: <i>For example: licensing tests, edTPA, work samples, evaluations, course exams</i>	Clinical Practices
<p>Art: Program Standards/Subject Test</p> <p>The program requires candidates to complete the Commission-approved test for Art.</p>	<p>Art Education students are required to pass the requisite Commission-approved tests for art prior to completion of the Junior Year as a prerequisite for entrance into the student-teaching year (Year 4).</p>	<p><u>Commission Approved Tests:</u></p> <p>ORELA: Art</p> <p>Civil Rights: WOU Approved Module and Exam</p>	<p>N/A</p>
<p>Art: Program Standards/Clinical Practices</p> <p>The program requires candidates to complete field experiences that include supervised teaching or internships in Art classrooms.</p>	<p>ED 411 Clinical Experience I: Half time clinical experience, 3 credits.</p> <p>ED 412 Clinical Experience II: Half time clinical experience, 3 credits.</p> <p>ED 498 Clinical Experience III: Full time clinical experience, 10 credits.</p>	<p>ED 411: 1) Pre-CPAST Evaluation; 2) Educator Disposition Assessment; 3) 3-5 day mini unit; 4) Two observations from clinical teacher; 5) Two observations from clinical supervisor.</p> <p>ED 412: 1) Pre-CPAST Evaluation; 2) Educator Disposition Assessment; 3) two week unit; 4) Two observations from clinical teacher; 5) Two observations from clinical supervisor; 6) TPA.</p> <p>ED 498: 1) CPAST Evaluation; 2) Educator Disposition Assessment; 3) three week unit; 4) Two observations from clinical teacher; 5) Two observations from clinical supervisor; 6) Pathway to the Profession Assignment.</p>	<p>ED 411: Minimum of 20 hours per week in school site, with one full time week during term. Candidates are encouraged to co-teach and support classroom learning while also independently planning, instructing, and assessing a 3-5 day mini unit. Candidates are required to do other embedded assignments in the clinical site for coursework, including getting to know the school community and doing a variety of observations in multiple settings.</p>

Program Alignment to Standards Art Endorsement

Name of program: Art Endorsement Program			
Program Standards	Report any courses, assessments, teacher performance assessment and/or clinical practices that align to the required standards for the Art endorsement		
	Courses	Assessments: <i>For example: licensing tests, edTPA, work samples, evaluations, course exams</i>	Clinical Practices
			<p>ED 412: Minimum of 20 hours per week in school site, with two full time weeks during the term. Candidates will gradually take on more independent teaching experience, while continuing to co-teach when developmentally appropriate. Candidates will plan, instruct, and assess a 7-10 day unit. Candidates will begin work on their TPA performance assessment.</p> <p>ED 498: Full time clinical experience in the school site, with candidates taking on a minimum of 3-4 sections of single subject classes for full time teaching.</p> <p>Additionally, candidates will be required to design a unit of instruction in which they pre/post assess and plan for measurable SMART goals to demonstrate reflective practitioner habits.</p>

Program Alignment to Standards Art Endorsement

Name of program: Art Endorsement Program			
Program Standards	Report any courses, assessments, teacher performance assessment and/or clinical practices that align to the required standards for the Art endorsement		
	Courses	Assessments: <i>For example: licensing tests, edTPA, work samples, evaluations, course exams</i>	Clinical Practices
<p>Art: Program Standards/Cultural Competency and Equitable Practice</p> <p>The program integrates principles of cultural competency and equitable practice in each competency standard through the entire Art endorsement program.</p>	<p>The K-12 Art Education Endorsement program at Western Oregon University integrates principles of cultural competency and equitable practice in each competency standard through the entire Art endorsement program. Accordingly, the art endorsement program values and models a broad range of diversity and equity. Through lessons, research, and studies in a variety of art subject areas, students in the art endorsement program work to affirm the dignity and worth of all people and provide positive support that students need to be effective learners. These concepts are emphasized in art education courses, pedagogy courses, and seminars allowing students to develop and demonstrate the importance of equity, diversity, and inclusiveness for all people whom they teach and interact with.</p> <p>Within Clinical Practices, cultural competency and equitable practice is directly assessed through observation tools and the Pre/CPAST rubrics.</p> <p style="background-color: #ffe0b2;">In the single subjects undergraduate licensure program, cultural competency and equitable practice is emphasized across the program and all courses include diversity content and emphasis on culturally responsive practices. Key courses also directly assess these outcomes for all teacher candidates, including:</p> <p style="background-color: #ffe0b2;">ED 259 Special Education and Inclusive Communities: Introductory class provides a survey of models, theories and philosophies that form the basis for special education practices. An overview is provided of legal, social and educational issues in the provision of education and related services for individuals with disabilities from early intervention through transition to adulthood.</p> <p style="background-color: #ffe0b2;">ED 260 Socio-political Foundations of the Diverse Classroom: This course explores how cultural, social, and political forces impact issues of access, equity, justice and diversity in educational settings, particularly those that affect K-12 students and their families. Additionally, the course examines educators' roles in promoting culturally sustaining practices and pedagogy.</p>		

Program Alignment to Standards Art Endorsement

Name of program: Art Endorsement Program			
Program Standards	Report any courses, assessments, teacher performance assessment and/or clinical practices that align to the required standards for the Art endorsement		
	Courses	Assessments: <i>For example: licensing tests, edTPA, work samples, evaluations, course exams</i>	Clinical Practices
	<p>ED 446 Environment for Diverse Learners: Enables teacher candidates to increase awareness of student diversity in P-12 settings. Course explores multiple theories and models to inform and apply pedagogical frames in order to differentiate instruction and enhance learning opportunities.</p> <p>ED 481 Intro to ESOL and Bilingual Education: Introduction to the field of ESOL and bilingual education. Provides an overview of the principles of second language acquisition and explores classroom practices that allow English language learners at different proficiency levels to access grade-level content while developing skills in academic and social language.</p> <p>Additionally, the program features a final capstone assignment that emphasize and assess cultural competence and equitable practice:</p> <p>Pathway to the Profession Assignment: This assignment requires each candidate to set a minimum of 3 professional “SMART” goals, using the Danielson Framework. Candidates must design the goals as well as the data collection and data analysis tools for measuring and evaluating each goal. At least one of their goals must be directly tied to culturally responsive practices and equitable outcomes for learners.</p>		
<p>Art: Content of the Visual Arts: Candidates must demonstrate proficiency in:</p> <p>Process of artmaking involving traditional</p>	<p>Foundations (take all/16 credits): A 115 Beginning 2D Design A 116 Beginning 3D Design A 120 Beginning Digital Art & Design A 130 Beginning Drawing</p>	<p>Foundations (A 115, 116, 120, 130): project grades, work samples, portfolio, written assignments, tests.</p> <p>Art History (A 204, 205, 206): written assignments, tests.</p>	N/A

Program Alignment to Standards Art Endorsement

Name of program: Art Endorsement Program			
Program Standards	Report any courses, assessments, teacher performance assessment and/or clinical practices that align to the required standards for the Art endorsement		
	Courses	Assessments: <i>For example: licensing tests, edTPA, work samples, evaluations, course exams</i>	Clinical Practices
<p>and contemporary studio approaches;</p> <p>One or more studio areas;</p> <p>History of art, knowledge of the context in which works of art have been created, and fostering respect for all forms of art; and</p> <p>Providing exposure to a diverse set of traditional and contemporary artists.</p>	<p><u>Art History (take all/12 credits):</u> A 204 Art History: Prehistoric through Late Antiquity A 205 Art History: Middle Ages through Renaissance A 206 Art History: Baroque through Contemporary</p> <p><u>200-level: Choose 16 credits of the following:</u> A 220 Typography A 230 Figure Drawing A 250 Intro to Ceramics A 262 Digital Images & Photo I A 270 Intro to Printmaking A 280 Intro to Painting A 290 Intro to Sculpture</p> <p><u>Upper-Division: choose 28 credits of the following:</u> A 311 Creativity and Idea Generation A 315 Intermediate 2D Design A 316 Intermediate 3D Design A 318 Gallery Internship A 320 Graphic Design: Process & Theory A 321 Graphic Design: Form and Communication A 322 Graphic Design: Contemporary Issues</p>	<p><u>200-level: Choose 16 credits of the following (A 220, 230, 250, 262, 270, 280, 290):</u> project grades, work samples, portfolio, written assignments</p> <p><u>Upper-Division: choose 28 credits of the following (A 311, 315, 316, 318, 320, 321, 322, 323, 326, 327, 329, 330, 331, 350, 351, 352, 370, 371, 372, 380, 381, 382, 383, 390, 391, 392, 421, 450, 451, 452, 462, 468, 470, 471, 472, 480, 481, 482, 483, 490, 491, 492, ARE 433):</u> project grades, work samples, portfolio, written assignments</p> <p><u>Art Capstone (A 419):</u> project grades, work samples, portfolio, written assignments, oral presentation</p>	

Program Alignment to Standards Art Endorsement

Name of program: Art Endorsement Program			
Program Standards	Report any courses, assessments, teacher performance assessment and/or clinical practices that align to the required standards for the Art endorsement		
	Courses	Assessments: <i>For example: licensing tests, edTPA, work samples, evaluations, course exams</i>	Clinical Practices
	A 323 Designing for the Internet A 326 Video & Animation I A 327 Video & Animation II A 329 Graphic Design: System & Techniques A 330 Drawing: Explorations A 331 Drawing: as Communication A 350 Ceramics: Methodologies A 351 Ceramics: Construction & Process A 352 Ceramics: Form & Function A 370 Printmaking: Simple Intaglio A 371 Screen Printmaking A 372 Relief Printmaking A 380 Painting: from observation A 381 Painting: Mixed Media A 382 Painting: Watercolor A 383 Illustration: Technique & Narrative A 390 Sculpture: Techniques & Methods A 391 Sculpture: Materials Exploration A 392 Sculpture: Conceptual Dev. A 399 Special Topics A 421 Type Design: Structural and Expressive A 430 Drawing: Contemporary Practice		

Program Alignment to Standards Art Endorsement

Name of program: Art Endorsement Program			
Program Standards	Report any courses, assessments, teacher performance assessment and/or clinical practices that align to the required standards for the Art endorsement		
	Courses	Assessments: <i>For example: licensing tests, edTPA, work samples, evaluations, course exams</i>	Clinical Practices
	A 450 Ceramics: Visual Exploration A 451 Ceramics: Formulation of Components, Structure A 452 Ceramics: Expanding Practices A 462 Digital Images & Photo II A 468 Art & Technology Workshop A 470 Printmaking: Etching A 471 Printmaking: Lithography A 472 Printmaking: Monoprints A 480 Painting: Figure A 481 Painting: Methods & Techniques A 482 Painting: Contemporary Issues A 483 Illustration: Digital Tools & Concepts A 490 Sculpture: Spatial Relations A 491 Sculpture: Fabrication A 492 Sculpture: Contemporary Issues ARE 433 Art Education <u>Art Capstone:</u> A 419 Professional Concerns		
Art: Theory and Practice in Art Education: Candidates	ARE 414 Art & Design Education Seminar	ARE 414:	Clinical Practices

Program Alignment to Standards Art Endorsement

Name of program: Art Endorsement Program			
Program Standards	Report any courses, assessments, teacher performance assessment and/or clinical practices that align to the required standards for the Art endorsement		
	Courses	Assessments: <i>For example: licensing tests, edTPA, work samples, evaluations, course exams</i>	Clinical Practices
<p>must demonstrate proficiency in:</p> <p>Historical developments and prevailing theories of art education;</p> <p>Philosophical and social foundations underlying the inclusion of art in general education;</p> <p>Artistic, cognitive, emotional, moral, physical, and social development of children, adolescents and young adults;</p> <p>Theories of curriculum and instruction that make it possible for candidates to reflect on and refine their practice of art education;</p>	<p>ARE 433 Art Education</p> <p>ED 434: Content Pedagogy I, Visual Arts</p> <p>ED 436: Content Pedagogy II, Visual Arts</p> <p>Note: The above art specific content is supplemented in licensure coursework required in areas related to foundations of education, educational psychology and human development, curriculum and instruction, and assessment procedures.</p>	<p>Reflections on teaching art & design topics</p> <p>Mock Grant Proposal</p> <p>Collaborative Project: Adaptive Problem Solving</p> <p>Course Assignments/Exams</p> <p>ARE 433:</p> <p>Discussions/Reflections</p> <p>Quizzes</p> <p>Lesson Plans</p> <p>Hands on Art Projects</p> <p>ED 434:</p> <p>Classroom Environment Description</p> <p>Lesson Plans for Art Instruction</p> <p>Mini Unit</p> <p>Video Analysis Assignment</p> <p>Academic Language Assignment</p>	

Program Alignment to Standards Art Endorsement

Name of program: Art Endorsement Program			
Program Standards	Report any courses, assessments, teacher performance assessment and/or clinical practices that align to the required standards for the Art endorsement		
	Courses	Assessments: <i>For example: licensing tests, edTPA, work samples, evaluations, course exams</i>	Clinical Practices
<p>Developing curricula in a variety of instructional formats;</p> <p>Current teaching methods, materials and resources appropriate for various educational settings, populations, and levels of art education;</p> <p>Creating classroom environments in which effective art instruction can take place;</p> <p>Developing of interdisciplinary curricula;</p> <p>Assessment methods appropriate to the evaluation of student work, their own teaching, and the art program; and</p>		<p>ED 436:</p> <p>Art Unit Plans</p> <p>Preparing Sub Plans</p> <p>Professional Reflection Pieces</p> <p>TPA Prep Assignments</p> <p>Self Reflection Assignment</p>	

Program Alignment to Standards Art Endorsement

Name of program: Art Endorsement Program			
Program Standards	Report any courses, assessments, teacher performance assessment and/or clinical practices that align to the required standards for the Art endorsement		
	Courses	Assessments: <i>For example: licensing tests, edTPA, work samples, evaluations, course exams</i>	Clinical Practices
Self-evaluation and professional development.			