

Proposal

**STEP: K-12 Option
For Studio Art Majors**

**Draft 11
11/10/05**

**Approved by TDES
3/16/05**

**Approved by ETPGC
4/15/05**

**Approved by AAH
9/8/2005**

**Approved by CAS COI
11/10/2005**

Under review by STEP Council

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ABSTRACT

A new Secondary Teacher Education Program (STEP) for a B.A. in Studio Art with a STEP: K-12 Studio Art option is being proposed to fulfill the need for highly qualified Art Educators. The 2001 federal No Child Left Behind Act (NCLB) has designated art as a core academic subject. NCLB mandates that all K-12 core academic subjects be taught by a 'highly qualified instructor,' defined as a person with a bachelor's degree, full teacher certification, and demonstrated competency in each core academic subject he or she teaches, as defined by the state. Oakland University recently approved a Bachelor of Arts in Studio Art. The addition of a STEP in K-12 Studio Art will give OU art majors the opportunity to obtain their art teaching certification. This program will blend the offerings from Oakland University's College of Arts and Sciences' (CAS) Department of Art and Art History (AAH) and School of Education and Human Services (SEHS) with those at Oakland Community College (OCC) or Macomb Community College (MCC). This triad of collaboration will produce a solid program rooted in artistic expression, art history, critical thinking, intellectual inquiry, and art educational theory and practice.

The proposed STEP evolved out of the recently increased need for highly skilled and trained art professionals to educate children in the visual arts. According to Ms. Mary Miller, President of the Michigan Art Education Association, a shortage of art professionals exists because the greater demand fueled by NCLB has paradoxically occurred in conjunction with a drop in the number of state-endorsed Art Education programs. At one time, there were 29 endorsed Art Education programs in the State of Michigan. This number dropped to 9 when the new "LQ" Endorsement was mandated just three years ago. Oakland University is uniquely positioned to forge a collaboration of their outstanding faculty and many resources on campus with that at neighboring OCC and MCC to create a first-rate program to produce artists who are also qualified as the educators needed to meet the needs of the school districts in Michigan. We are also geographically situated in a region of the state with the highest concentration of art programs and the greatest need for art teachers.

The STEP: K-12 Studio Art focuses on four areas of study: studio art, art history, art education, and education. Undergraduate students will take art, art history, art education, and general education classes at OU, supplemented by classes in three-dimensional art at OCC or MCC. The SEHS at OU will provide all the necessary education classes.

The development of a STEP: K-12 Studio Art is strongly supported by a significant number of currently enrolled OU studio art majors. The TDES Coordinator of Field Placement and School Services, Ms. Sherrill Karppinen, also affirms the need for this certificate program due to the number of inquiries and requests she gets from students and from schools wanting student teachers in K-12 art classrooms. The need for highly qualified art teachers is clearly present, and Oakland University can fulfill this need by expanding its offerings to include a STEP in K-12 Studio Art.

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I. PROGRAM DESCRIPTION

The STEP: K-12 Studio Art is designed for someone who enters OU as a first-year or transfer undergraduate student, to complete a BA in Studio Art and a STEP in K-12 Studio Art.

Program requirements for an Undergraduate BA in Studio Art with a Secondary Teacher Education Program (STEP): K-12 Studio Art.

The Secondary Teacher Education Program (STEP) at Oakland University is an extended program of study leading to certification. Generally, eligibility for admission to the STEP requires a GPA of 3.00 in the major, and an overall GPA of 2.80. No single major course grade may be below 2.0. Since admission to this program is highly competitive, not all of those who achieve these minimal GPA standards will be admitted. Students interested in the STEP should consult often with the art and art history department's adviser. Students in this program must complete the requirements for a B.A. Degree in the College of Arts and Sciences and concurrently fulfill the requirements listed below:

Core Courses, Studio Art (32 credits)

SA100	Foundations of Visual Literacy	(4)
SA102	Foundations of Studio Art	(4)
SA104	Foundations of Media Art	(4)
SA106	Beginning Drawing	(4)
SA115	Beginning Painting	(4)
SA130	Introduction to Graphic Design	(4)
SA161	Beginning Photography	(4)
SA491	Senior Thesis in Studio Art	(4)

Core Courses, Art History (16 credits)

AH100	Introduction to Western Art I	(4)
AH101	Introduction to Western Art II	(4)
AH104	Introduction to Arts of Asia and the Islamic World <i>or</i> Alternative non-Western AH course	(4)
AH291	Concepts of Modern and Postmodern Art	(4)

One Studio Art Specialization, chosen from these 4 options (20 credits)

Drawing

SA206	Intermediate Drawing	(4)
SA208	Life Drawing	(4)
SA310	Media Drawing	(4)
SA380	Advanced Painting and Drawing I	(4)
SA480	Advanced Painting and Drawing II	(4)

Painting

SA208	Life Drawing	(4)
SA215	Intermediate Painting	(4)
SA220	Life Painting	(4)
SA380	Advanced Painting and Drawing I	(4)

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SA480	Advanced Painting and Drawing II	(4)
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Photography

SA171	Digital Imaging	(4)
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SA261	Intermediate Photography	(4)
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AH369	History of Photography II	(4)
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SA380	Advanced Photography and New Media I	(4)
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SA480	Advanced Photography and New Media II	(4)
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New Media

SA171	Digital Imaging	(4)
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SA268	Video Art I	(4)
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SA275	Web Art	(4)
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SA380	Advanced Photography and New Media I	(4)
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SA480	Advanced Photography and New Media II	(4)
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Co-requisite three-dimensional art courses (12 credits)

Art education candidates must also take the following courses at Macomb Community College or Oakland Community College (or equivalent): ceramics/pottery, wheel-thrown ceramics/pottery, sculpture, jewelry/metalworking.

The K-12 program in STEP must also include the following sequence of undergraduate course work in education:

EED 310	Public Education for the Future OR	
SED 300	Introduction to Secondary Education	(4)

RDG 338	Teaching Reading in the Content Area	(4)
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FE 345	Educational Psychology for Secondary Teachers	(2)
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SE 355	Identifying Learning and Behavior Differences in Students	(4)
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EED 420	Managing the Classroom Community for U.S. Diverse Learners	(4)
	*special section for those admitted to the program	

FE310	Social and Philosophical Issues in Elementary Education	(4)
	(pending)	

AED 301	Visual Culture and Theories in the Teaching of Art	(2)
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AED 302	Theory and Practice of Teaching Art in the Elementary School	(4)
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AED 303	Theory and Practice of Teaching Art in the Middle School	(2)
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AED 304	Theory and Practice of Teaching Art at the Secondary Level	(4)
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AED 455	Field Component 1 semester	(12)
	7 weeks of K-5/6	
	7 weeks of 6/7 -12	

46 Total
SEHS Credits

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PROGRAM SUMMARY:

AAH credits (SA and AH)	68	*(4 credits satisfies Gen. Ed. Requirement,
Community college art credits	12	Knowledge, Exploration: Arts)
SEHS Credits	46	
Gen Ed Credits	36	*(40)

TOTAL 162 credit hours

[Completion of other General Education requirements that are included within the program: EED420 for Writing Intensive in the Major/U.S. Diversity and SA491 for Capstone. Other courses may be proposed to cover Knowledge Applications and Social Science requirements, which would further reduce the number of total credit hours.]

II. RATIONALE FOR THE PROGRAM

A. Program Need

- There were 29 Michigan colleges and universities that offered a certificate program in Art Education, prior to the establishment of the LQ endorsement. This number dropped to 9 when the LQ endorsement was mandated just three years ago. There are now just 14 state accredited programs and schools in Michigan. Smaller colleges and universities are having a difficult time getting their programs approved as they lack the faculty, facilities, and resources.
- Ms. Andrea Eis, Associate Professor in the Department of Art and Art History and Director of the Studio Art Program, conducted a survey of OU art students to ascertain how many might be interested in obtaining a certificate in Art Education. 50 out of 52 students surveyed on 26 October 2004 expressed a strong interest in an Art Education Certificate program at Oakland University (Appendix E). She also reported that she has 10 inquiries per semester about Art Education.
- Ms. Sherrill Karppinen, Coordinator of School and Field Services, reported that she has 15 requests per semester by current art educators from Oakland and Macomb counties requesting art student teachers, and 2 to 3 inquiries per semester as to whether or not we have an Art Education certificate program.
- John W. Luther, Career Development Coordinator, School of Art and Design at the University of Michigan, Ann Arbor has reported to Ms. Andrea Eis that he has immediate referrals for this proposed program because the University of Michigan, Ann Arbor does not have an art education certificate program.
- The federal No Child Left Behind Act (NCLB) lists art as a core academic subject.
- With the enactment of the federal NCLB, there is now a greater need for “highly qualified” art personnel. The elimination of K-12 Fine Arts Programs is often a political threat rather than a reality, especially since NCLB was enacted.
- There are 1500 members of the Michigan Art Education Association. There is a need for State Board Continuing Education Units (SBCEU) classes for practicing Art Educators in Michigan during the summer. OU’s AAH department is working on developing SBCEU courses in studio art for Art Educators. Dr. William Charland of Michigan State University has expressed an interest in writing and developing a collaborative SBCEU program with Oakland University to give current art educators a meaningful experience in current theories and practices in art education.

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B. How the Program Promotes the Mission of the University

In 1995, Oakland University outlined its *Strategic Plan 1995-2005*, a plan that reflected the University's continued commitment to excellence in higher education. Incumbent in that plan was that "Oakland University views undergraduate education as central to its mission and will ensure an environment of learning excellence in order to educate a diverse body of students to be productive, contributing members of society." Creating and expanding opportunities to meet the needs of our students with a STEP: K-12 Studio Art meets these objectives of the University. Oakland University's Vision 2010 Academic Program Strategies stated that "Oakland University will provide high quality and challenging undergraduate education that offers students an enriching and diverse combination of liberal arts, professional education, and cultural and social experiences." This program will specifically fulfill this strategy, with its combination of liberal arts and professional education. The conjunction of studio art, art history and education courses with the Field Component of K-12 classroom work makes this program an excellent example of OU's Academic Program Strategies.

C. Comparison to Peer Institutions

By examining peer institutions in the state, we get a clear indication of the number of students who are seeking a degree in Art Education. Dr. William Charland, Associate Art Professor and Art Education Chair at Michigan State University reports that they annually graduate 15 art teachers who all get placed in teaching positions in their first year. It is interesting to note that the program at the College for Creative Studies, a renowned art college located in Detroit, is only in its second year, and they have 40 Art Education majors.

PEER INSTITUTIONS	Art Majors	Art Education Majors
Central Michigan University, Mt Pleasant	264	32
Eastern Michigan University, Ypsilanti	550	140
Michigan State University, East Lansing	315	60
College for Creative Studies, Detroit	NA	40

III. SELF-STUDY

A. Faculty and Staffing Needs

The Bachelor of Arts with a major in Studio Art degree is in its third year at Oakland University. Currently there are three full-time faculty, Associate Professor and Director of Studio Art, Ms. Andrea Eis, Assistant Professor Mr. Dick Goody, Assistant Professor Vagner Whitehead, and three Special Lecturers, one of whom will be converted to a Special Instructor in Fall 2006. These positions will be supported by additional Lecturers where needed for the first year, and then by a tenure track Assistant Professor in Studio Art.

To meet the needs of the additional certificate program, SEHS is currently searching for a tenure track Assistant Professor in Art Education. A request has been made for a Special Instructor in Art Education to be added as well. By the second year of the program, an additional Assistant Professor in Art Education will be needed.

The STEP: K-12 Studio Art will require several field placements in addition to a full semester of student teaching in both elementary and secondary school settings. It will be necessary to add a full-time Assistant Coordinator of Field Services to assist Ms. Sherill Karppinen, the current Coordinator of Field Placement and Student Teaching.

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B. Facilities

The addition of the STEP: K-12 Studio Art option for students will generate the need for additional Art laboratory and studio space in both Wilson and Pawley Halls. Prof. Andrea Eis, from AAH is completing a proposal for the addition of two studios, if additional space in Wilson Hall not currently occupied by art studios can be made available. With the addition of this space, existing art facilities will be able to expand to include a larger computer and digital imaging classroom, as well as a Foundations Studio which would also be used for the graphic design course.

At the present time, the only art classroom space in Pawley Hall is a shared generic lab (158 PH) used by Social Studies and Art Education students and faculty. Facilities will need to be added to accommodate the new Art Education program. In the long term, a multi-functioning Art laboratory and studio space should be added to Pawley Hall.

C. Equipment Needs

AAH has approved new courses in foundations and graphic design, to satisfy the needs of both their studio art program and the state Art Education requirements. These new courses have been approved by the College of Arts and Sciences Committee on Instruction (COI). Art and Art History will need specialized desks for the foundations and graphic design courses, as well as additional computer equipment. AAH will continue to add equipment as the department grows and there is a need established for new equipment.

At the present time, the existing art laboratory space in Pawley Hall will not need any large capital expenditure for equipment. In the event of new space becoming available, equipment and materials will need to be purchased.

D. Impact on Art and Art History and SEHS Faculty and Staff

The STEP: K-12 Studio Art will have a profound impact on the Department of Art and Art History. There will be a need for additional sections of studio art courses that are currently being offered as well as the new classes that are required by the state for certification in K-12 Studio Art: a foundations course in two-dimensional/three-dimensional design (Foundations of Studio Art, which will also serve as a General Education course) a course in graphic design, and the Art History course, Concepts in Modern and Postmodern Art. Additional adjunct faculty will be needed to cover new sections of studio art classes, and in the second year, another Assistant Professor will be needed. In addition to the increased enrollment in the studio art classes, there will be increased demand for the existing Art History classes that are required by the state for Art Education certification. Advising will also be impacted by the growth in the major.

There will be more exposure for our Studio Art programs both on campus and in the community. This visibility should result in increased enrollment. There will also be increased student satisfaction with their OU educational options, as many studio art students are already interested in combining their art studies with the additional professional preparation that the STEP: K-12 Studio Art will provide.

The STEP: K-12 Studio Art will increase the enrollment in a number of courses taught in SEHS. An additional section of SED 300, Introduction to Secondary Education, will need to be added. Likewise an additional section of EED 310, Introduction to Elementary and Secondary Education will be needed for the fall semester. There will be additional students in SE 501, FE 345, and RDG 538, which will generate a need for additional sections for these courses as well.

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This new program will also impact the Chairs of AAH, TDES, RDG, CNS, and HDCS as there will be additional coordination between the departments

E. Library Holdings

When the Department of Art and Art History developed their Program Proposal for a BA in Studio Art, they contacted Ms. Mildred Merz, Associate Professor from the Kresge Library, to prepare a report on the financial needs of the library to support the major in studio art. If these needs are met, many, but not all of the needs for Art Education will be met. In addition to the materials that will be added at the Kresge Library, the Educational Resource Library (ERL) in Pawley Hall will need to expand its collection of books and resources in the area of Art Education.

IV. GOVERNANCE

The BA in Studio Art with a STEP: K-12 Studio Art is a collaborative program between the College of Arts and Sciences and the School of Education and Human Services, and the governance will be shared. The Oakland University Art and Art History courses (AAH rubric), Oakland Community College courses (ART, CER rubrics), and Macomb Community College (ARTT rubric) will be governed by the College of Arts and Sciences. All Education courses (AED, EED, SED, RDG, FE, and SE) will be governed by the departments of Teacher Development and Educational Studies, Reading and Language Arts, and Human Development and Child Studies within the School of Education and Human Services.

Program decisions for the BA in Studio Art with a STEP: K-12 Studio Art will be made by the Elementary Teacher Preparation Governance Council and the STEP Council due to mandated compliance for any LQ endorsement rules as established by the Michigan Department of Education.

Admission decisions for undergraduate and transfer students will be controlled by TDES with AAH for the purpose of a portfolio review. The SEHS Advising Office will hold all student files.

For the purposes of external and internal review, SEHS will be responsible.

V. IMPLEMENTATION

- A. The STEP: K-12 Studio Art must address the collaboration of facilities and faculty with the Oakland Community College Auburn Hills and Macomb Community College campuses for the offerings of three-dimensional curricula.
- B. The approval process contains several layers of internal approval.
 - SEHS: TDEC, COI
 - CAS: AAH, COI
 - STEP Council and ETPGC
 - Informational: CAS Assembly, SEHS Assembly.
- C. After receiving approval from the University, our certification program must be approved by the State of Michigan through their LQ endorsement process.

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At this time, course syllabi and faculty curriculum vitae are being assembled.
The proposal and matrix are in the process of being written.

D. Proposed Timeline:

November/December 2005 - Approval by Oakland University

January 2006 – Submission to the State of Michigan for LQ Endorsement

April 2006 – Projected approval by the State of Michigan

September 2006 – Advertise, recruit, and admit; some SA majors may start the program

January 2007 – First new students start the program