



MURRAY

STATE UNIVERSITY

**College of Education
and Human Services**

**ART EDUCATION CERTIFICATION
(GRADES P-12)
BACHELOR OF FINE ARTS DEGREE &
BACHELOR OF ARTS/BACHELOR OF SCIENCE DEGREE**

PROGRAM SUBMISSION

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Alternative Certification Option 6 Program. PGM Code: 149

Executive Summary

Theme of the Unit

The mission of the College of Education and Human Services is the preparation of leaders for successful careers that positively impact communities as advocates and practitioners, through student-centered, authentic, and engaging academic programs. The college envisions being recognized for producing graduates who foster excellence in their communities. The college's education programs support that mission and vision by ensuring candidates exemplify the knowledge, skills, dispositions, leadership qualities, and decision-making skills necessary to serve as effective educators in their communities. The goal of the college's educator preparation program is to produce candidates who demonstrate the characteristics of a Murray State University graduate, the proficiencies delineated by Kentucky Teacher Standards and the knowledge required by learned societies. "Educator as a reflective decision-maker" is the unit's theme. Undergraduate candidates demonstrate professional dispositions throughout their course work, field experiences, and student teaching. Murray State University candidates will become educators who are inclusive, responsible, enthusiastic, caring, confident, and ethical. Graduate candidates exhibit the same dispositions while developing their capacity as teacher leaders who foster excellence in their classrooms, schools, districts, and communities.

Unique Features

Murray State University (MSU) has long recognized teacher preparation as a major institutional focus. Established in 1922 by the Kentucky General Assembly as Murray State Normal School, the institution was renamed Murray State College in 1948 and achieved university status in 1966 as Murray State University. This tax-supported residential comprehensive university is composed of the Hutson School of Agriculture, School of Nursing and Health Professions, and four academic colleges: College of Education and Human Services, Arthur J. Bauernfeind College of Business, College of Humanities and Fine Arts, and Jesse D. Jones College of Science, Engineering and Technology. The university fosters an exciting and challenging learning environment by emphasizing student-centered learning and educational experiences; preparing graduates to succeed in a culturally diverse, technologically oriented society; developing collaborative relationships with alumni and community constituents; promoting international education; and academic outreach.

MSU serves an 18-county region in the heart of the Jackson Purchase area of Western Kentucky. In fall 2015, the university's enrollment was 10,614 students. MSU has the highest graduation rate (53.1%) and the highest retention rate (72.4%) of public comprehensive universities in the Commonwealth. Murray State University has consistently been ranked among the top Southern regional and liberal arts colleges in the *U.S. News & World Report's* annual publication, *America's Best Colleges* and has been listed in Kiplinger's *100 Best Values in Public Colleges*. Senior Surveys indicate that students are positive about their overall education as well as their chosen major in teacher education at Murray State. The Southern Association of Colleges and Schools (SACS) has continuously accredited Murray State since 1928.

Until July 2014, the College of Education departments were: Adolescent, Career and Special Education; Early Childhood and Elementary Education; and Educational Studies, Leadership and Counseling. During a summer 2014 university-wide academic reconfiguration, the College of Education transformed into the College of Education and Human Services (COEHS). The Department of Community Leadership and Human Services and the Center for Communication Disorders joined the unit. Please reference the COEHS organizational flowchart at <http://coekate.murraystate.edu/ncate/st/general.htm>.

COEHS is a member of the American Association of Colleges for Teacher Education (AACTE), Teacher Education Council of State Colleges and Universities (TESCU) and is accredited by the National Council for the Accreditation of Teacher Education (NCATE). Initial accreditation from NCATE was received in 1954. Murray State University has actively pursued and maintained NCATE accreditation for its teacher preparation program. In fall 2016, the unit will seek Council for the Accreditation of Educator Preparation (CAEP) accreditation.

Several unit programs are provided at extended regional campuses in Henderson, Hopkinsville, Madisonville, and Paducah. Candidates can earn undergraduate degrees in elementary education, middle school education, learning and behavior disorders, and interdisciplinary early childhood education. Each semester, the unit hosts an extended campus team session to share unit initiatives, provide professional development, and host course instructional team meetings. All instructors teaching the same course at all sites meet to create a common vision for their course, design common course assignments and assessments, and discuss ways to ensure a consistent, quality course delivery at all sites.

Rationale for the Program

The Department of Art & Design joins with the College of Education and Human Services to prepare high-quality art educators who are certified to teach in primary and secondary schools. Through coursework in art history, studio art, art education, and teaching practices, our teacher candidates are equipped to provide their future students with student-centered, authentic, and engaging standards-based learning experiences in the visual arts. The art education curriculum includes topics such as: historical theories and practices of art education, comprehensive art education, thematic instruction, art for the exceptional learner, meaningful and appropriate assessment, and contemporary technology. The Art Education program envisions teaching as one of the candidates many art forms and the professor of art education works closely with our candidates as they seek to hone their craft. Art education curriculum is studio based and supports the goal of nurturing candidates to become reflective decision-makers. Reflection is the focus of studio activities and is the primary means by which candidates integrate course experiences with professional standards and personal experiences, values, and beliefs. The program also emphasizes the importance of ongoing professional development and encourages our candidates to be contributing members to organizations such as the National Art Education Association and the Kentucky Art Education Association.

Admission and Exit Requirements

Continuous assessment procedures are used to document and systematically monitor candidate progress throughout the education program to ascertain candidates' proficiency in the Kentucky Teacher Standards. Checkpoints provide data to facilitate faculty's efforts to make

recommendations for improvement, remediation, or candidates' continuance in the program. To become admitted to the teacher education program, candidates must meet these requirements:

- Attend an admission to teacher education orientation.
- Pass all portions of the CASE exam.
- Earn an overall undergraduate GPA ≥ 2.75 on a 4.0 point scale.
- Complete a minimum of 24 credit hours with a GPA ≥ 2.75 .
- Earn a "B" or higher in the following courses: ENG 105, MAT 117 (or higher), COM 161, EDU 103 (or equivalent).
- Receive their advisor's recommendation to continue in the program through the interview process.
- Review and declare they will adhere to the Professional Code of Ethics for Kentucky School Personnel.
- Submit an official application to Teacher Education Services.

To be admitted to student teaching, candidates must be admitted to teacher education and meet these requirements:

- Attend an admission to student teaching orientation.
- File a formal application with Teacher Education Services two semesters prior to the student teaching term.
- Demonstrate teaching ability in field and practicum experiences.
- Complete 200 hours of field experiences and legislated components.
- Maintain a GPA ≥ 2.75 in overall coursework, professional education coursework, and major or area(s).

To begin student teaching, candidates must have senior, post-bac, or graduate status and have completed all major courses and specialty areas. In addition, they must meet these requirements:

- Complete all required professional teacher education courses with GPA ≥ 2.75 .
- Provide documentation of a current physical exam and a TB risk assessment.
- Obtain a criminal records check.
- Complete all PBIS modules.
- Supply TES with any required information.

To be recommended for initial certification, candidates must successfully complete student teaching and program requirements. They must earn passing scores on relevant *PRAXIS* specialty area tests and the *Principles of Learning and Teaching* exam. Because teacher certification requirements are subject to change, students who are registering for the tests need to refer to the Education Professional Standards (EPSB) website at www.kyepsb.net for current requirements.

Modes of Delivery

Course work is delivered through multiple venues: traditional (face-to-face), hybrid (part traditional, part online), interactive television, and online. Candidates can earn undergraduate teacher education degrees at Murray State University or one of the four MSU regional campuses in Henderson, Hopkinsville, Madisonville, or Paducah.

Conceptual Framework

All teacher certification programs at Murray State University share the same conceptual framework. This document is available at <http://coekate.murraystate.edu/ncate/st/general.htm>.

Continuous Assessment

All teacher certification programs at Murray State University share a continuous assessment plan. This document is available at <http://coekate.murraystate.edu/ncate/st/general.htm>.

Program Experiences

A. Courses and Experiences

The Art Education program is jointly administered in the Department of Art & Design within the College of Humanities and Fine Arts and the College of Education and Human Services. The Department of Art & Design is a fully accredited member of the National Association of Schools of Art and Design (NASAD) whose mission includes the preparation of professional artists and teachers of art. Students may select a program of study leading to the Bachelor of Fine Arts (BFA), the Bachelor of Arts (BA), or the Bachelor of Science (BS) degree. Each of the three degree options with teacher certification require competencies in general studies (“University Studies”), teacher training, and an undergraduate program in art, including art history, studio art, and art education.

Candidates’ art history and studio art course work attends significantly to historical knowledge, to analysis and evaluation of artworks, to art concepts and vocabulary, and to accomplishment in the production of art in several media. In art education coursework, candidates discuss the importance of professional development, study the historical and philosophical foundations of and contemporary happenings in art education, reflect on their understanding of themselves, the field and students, and develop their teaching practice. These explorations are facilitated through visual journal assignments, class discussions, written reflections on readings, mini-teaching experiences, guided observations, and the refining their teaching philosophy statement, resume, and electronic professional portfolio/website. In these courses, candidates also apply their in-depth understanding of the visual arts, which they have acquired during their art history and studio art coursework, to develop sequential, age appropriate, thematic instructional units for students in P-12. These instructional units include creating, presenting, responding, and connecting to art, culture, and personal experience. All unit lesson plans, instructional activities, and assessments that candidates create are aligned to the NCAS. Additionally, candidates are encouraged to be contributing members to KyAEA, NAEA, and the MSU Art Education program, NAEA Student Chapter, and Art & Design department by engaging in activities sponsored by these groups.

The Art Education program supports the College of Education’s goal of nurturing candidates to become reflective decision-makers. Reflection is the focus of course activities and is the primary means by which candidates integrate course experiences with Kentucky Teachers Standards for Preparation and Certification, College of Education Dispositions, National Art Education Association (NAEA) Professional Standards for Visual Arts Educators, and the candidates’ own experiences, values, and beliefs about education. Throughout, program course work is designed to require planning, instruction, assessing, and reflecting at increasing levels of expertise. As program policy, candidates follow curriculum guide sheets, RACR Degree Audits, and confer

with advisors to help them monitor their own progress and prepare them for the continuous self-assessment required of professional educators. Upon successful completion of degree requirements and application for the Kentucky Certificate of Eligibility, candidates are able to enter the Kentucky Internship Program for the first year of teaching art in grades primary through twelve.

Code of Ethics

Teacher candidates read and examine the *Professional Code of Ethics for Kentucky School Personnel* when they attend an admission to teacher education orientation. They sign the *Declaration of Eligibility* to attest they (1) understand the standard for personal and professional conduct expected of a professional educator; (2) certify they have read, examined, and understand the *Professional Code of Ethics for Kentucky Certified School Personnel* and agree to abide by its terms during the course of preparation and careers as professional educators; and (3) affirm and declare that all information they give is true, correct, and complete to the best of their knowledge. This is one of the requirements for admission to teacher education.

Once the *Declaration of Eligibility* has been completed and signed, if the attestation changes during the time of participation in the teacher education program the Director of Teacher Education Services must be notified immediately and a new declaration must be submitted. Teacher candidates re-examine the *Professional Code of Ethics for Kentucky School Personnel* during the admission to student teaching orientation. They submit an updated *Declaration of Eligibility* at the conclusion of this orientation. Throughout Art Education coursework and field experiences, candidates are expected to uphold the professional code of ethics during all activities and are exposed to readings and reflective activities to support their growth understanding of being ethical educators. Once candidates have completed all program and certification requirements, they submit a CA-1 application for Kentucky Certification. The application includes a section entitled *Character and Fitness*. By signing the form, candidates attest they have abided and will continue to adhere to the *Professional Code of Ethics for Kentucky School Personnel*.

Teaching Reading and Writing Skills

Candidates enhance their personal literacy skills by successfully completing two *Oral and Written Communication* university studies courses, ENG 105 *Critical Reading, Writing, and Inquiry* and COM 161 *Introduction to Public Speaking*. Furthermore, they complete six hours of Historical, Literary, and Philosophical university studies courses, CIV 201/202 *World Civilizations I/II* and HUM 211 *The Western Humanities Tradition*. They further refine their writing skills by completing the unit's writing-intensive student teaching semester. Additionally, candidates enhance their personal artistic literacy skills, which are vital in our multi-media age, by successfully completing their studio art courses. Within these courses, candidates explore how the arts enable individuals to create, present, respond, and connect symbolically and metaphorically through readings, discussions, art making, and critiques. Furthermore, candidates demonstrate writing proficiency by passing the writing portion of the *Core Academic Skills for Educators* exam.

With these literacy skills in place, candidates are trained how to develop the reading and writing skills of students in their future classrooms. Candidates also apply their artistic literacy within art education courses as they develop instructional unit plans to support P-12 students' growing

artistic literacy, or their ability to imagine, investigate, construct, and reflect in order to give meaning to their experiences.

Field Experiences

As per 16 KAR 5:040 legislation, Kentucky teacher candidates are required to complete a minimum of 200 clock hours of field experiences prior to student teaching. Candidates participate in varied activities in P12 school settings. Activities include engaging a diverse student population, observing in schools and related agencies (e.g. Family Resource Centers or Youth Service Centers), tutoring, interacting with families of students, attending school board and school-based council meetings, participating in a school-based professional learning community, and assisting teachers or other school professionals. Candidates record field experience hours and activities on the *LiveText Field Experience Module* system and the *Kentucky Field Experience Tracking System*. Course instructors, cooperating teachers, and university supervisors confirm candidates' participation. The unit provides training, video clips, and step-by-step directions to facilitate candidates', instructors' and cooperating teachers' recording efforts. The *Secondary Education Field Experiences Table* delineates this program's field experiences.

Art Education Field Experiences Table

Course	Field Hours
EDU 103	7 hours
EDP 260	7 hours
EDU 303	6 hours
EDU 403	3 hours
EDU 405	2 hours
SED 300	7 hours
SEC 420	57 hours
SEC 422	118 hours

EPSB Themes

Effective educators need to be equipped with the knowledge, skills, dispositions, and decision-making skills necessary to address the needs of a diverse student population. Therefore, the Kentucky Education Professional Standards Board has identified four important themes (diversity, assessment, literacy, closing the achievement gap) to be integrated throughout candidates' academic course work. Furthermore, the unit's theme of *Educator as a Reflective Decision-Maker* is emphasized throughout candidates' program preparation. The *EPSB Themes for Secondary Education Core Education Courses* table depicts the degree to which these themes are addressed in multiple courses.

EPSB Themes for Art Education Courses

Course	EPSB THEMES					COEHS Reflective Decision- Maker
	Diversity	Assessment	Literacy	Gap	Technology	
EDP 260	A					A
EDU 103	A	K		A		E
EDU 303	K	K	K	K		A
EDU 403	A	A		A		A
ELE 421	E	E	E	E		E
SED 300	K	K	K	K		A
ART 341	A	A	A		A	A
ART 342	A	A	A		A	A
K – Knowledge, A – Application, E – Evaluation						

Art Education Content Course Descriptions

ART 100T (099) Transitions (1). Course is designed to assist students in their transition to Murray State University. Content includes orientation to the specific area or major(s) and minor(s) within the academic program; university procedures, policies, and resources; strategies for personal and academic success, and extracurricular opportunities. Only one transitions course will count toward graduation. Introductory seminar for all first-semester art majors, including transfer students. Graded pass/fail.

ART 101 Drawing I: Introduction to Drawing (3). Drawing with an emphasis on the development of visual perception. Six hours per week.

ART 111 Two-dimensional Design (3). Fundamental elements and concepts of design. Six hours per week.

ART 112 Three-dimensional Design (3). Fundamental elements and concepts of three-dimensional design. Six hours per week.

ART 121 Art and Visual Culture (3). Surveys the various aspects of the visual and functional arts and their relationship to human life and society. A variety of art forms from different cultures and historical periods will be studied. Does not count toward art history minor. A student cannot have credit for both ART 121 and HON 161.

ART 201 Drawing II: Life Drawing (3). Figure drawing in varied media. Six hours per week. Prerequisite: ART 101 or permission of instructor.

ART 211 Ancient and Medieval Art (3). A survey of the history of art from Prehistory through the Middle-Ages.

ART 212 Art from the Renaissance to the Present (3). A survey of the history of art from the Renaissance to the present.

ART 213 Art of Global Cultures (3). A survey of the history of art of non-western cultures.

ART 290 Special Problems in Studio Art (1-3). An independent problems course in studio art for undergraduates majoring in art under the direction of a faculty member. The student must submit and receive approval of a detailed study plan prior to registration. Prerequisites: consent of supervising faculty member and permission of department chair. May be repeated three times for credit.

ART 298 Mid-Degree Review Seminar (1). Assessment and enhancement of students' progress through weekly readings and discussions of issues in art and design, student writings about their own work, and a critique of their art by a jury of Art & Design Art and Design faculty. Undergraduate and transfer students pursuing a baccalaureate degree in art must register for ART 298 immediately following the completion of 30 credit hours in art. This is a graded course.

ART 300 Drawing III (3). A conceptual study of both figurative and abstract approaches to drawing. Six hours per week. Prerequisites: ART 101 and 201 or permission of instructor.

ART 303 Drawing IV (3). Exploration of drawing ideas with emphasis on the development of personal expression. Six hours per week. Prerequisite: ART 300 or permission of instructor.

ART 304 Drawing V (3). Continuation of ART 303. Six hours per week. Prerequisite: ART 303 or permission of instructor.

ART 309 Introduction to Metalsmithing I (3). Metals in jewelry-making, hollowware, small sculpture, and object-making with an emphasis on design and craftsmanship. Six hours per week. Prerequisites: ART 101 and 112 or permission of instructor.

ART 310 Introduction to Furniture Design I (3). Three-dimensional design as it relates to ideas, tools, materials and processes. The student designs projects which integrate aesthetics and function using a variety of materials and processes. Six hours per week. Prerequisite: ART 112 or permission of instructor.

ART 311 Metalsmithing II (3). Introduction to several casting techniques as well as a continuation of skills learned in ART 309. Six hours per week. Prerequisite: ART 309 or permission of instructor.

ART 312 Metalsmithing III (3). Advanced problems in metalsmithing with an emphasis in ideation and conceptualization of content. Six hours per week. Prerequisite: ART 311 or permission of instructor.

ART 313 Furniture Design II (3). Exploration of functional design with an emphasis on development of personal direction in design. Advanced methods of construction and techniques will be taught. Six hours per week. Prerequisite: ART 310 or permission of instructor.

ART 314 Furniture Design III (3). Advanced problems in functional design. Chair and table construction will be emphasized in this class. Six hours per week. Prerequisite: ART 313 or permission of instructor.

ART 330 Introduction to Painting I (3). This course covers basics of color theory and materials and techniques of painting in oil. Problems stress the mastery of the medium first, and then using it to render from observation. Six hours per week. Required course for teacher certification. Prerequisites: ART 101, 111, and 201 or permission of instructor.

ART 333 Painting II (3). Continuation of ART 330. Six hours per week. Prerequisite: ART 330 or permission of instructor.

ART 334 Painting III (3). Continuation of ART 333. Six hours per week. Prerequisite: ART 333 or permission of instructor.

ART 341 Fundamentals of Elementary School Art (3). Survey of the profession of art education at the elementary school level. Provides students with a combination of clinical and field experiences. Includes laboratory and lecture experiences in elementary school art materials and teaching methods. This course is designed for the art major pursuing teacher certification in ART P-12. Six hours per week. Prerequisite: EDU 103 or permission of the instructor.

ART 342 Fundamentals of Secondary School Art (3). Survey of the profession of art education at the junior and senior high school levels. Provides students with a combination of clinical and field experiences. A course similar to ART 341 with emphasis upon teaching of art on the junior and senior high school levels. This course is designed for the art major pursuing teacher certification in ART P-12. Six hours per week. Field hours required. Prerequisite: EDU 103 or permission of the instructor.

ART 350 Introduction to Graphic Design I: Digital Art (3). Introduction to the computer as a tool for fine art and illustration. Students are taught computer techniques and approaches to creating art. Six hours per week. Prerequisites: ART 101 and 111.

ART 351 Graphic Design II: Type and Image (3). Introduction to type and image production for graphic design. Students learn traditional and computer based problem-solving techniques. Six hours per week. Prerequisite: ART 350 or permission of instructor. (Same as GCM 351.)

ART 352 Graphic Design III: Layout and Introduction to Design Systems (3). Intermediate level study in graphic design focusing on layout for publication. Six hours per week. Prerequisite: ART 350 (ART 351 is also recommended) or permission of instructor.

ART 353 Web Design (3). Course is intended to continue and emphasize the concepts and skills of graphic communication. Emphasis will be placed on learning professional design methods and applying them to designs for the web. Projects will stress considerations in design theory and the principles of typography, particularly as they apply to user interface design, site design, and navigation. Students will work in both an individual and a collaborative manner involving writing, electronic design, advertising, and photography. Prerequisite: ART 350.

ART 360 Introduction to Sculpture I (3). A study of form, space and surface through the development of 3-D sculptural assignments. Basic sculpture techniques involving additive and subtractive methods. Studio and lecture. Six hours per week. Prerequisites: ART 111 and 112 or permission of instructor.

ART 361 Sculpture II (3). Further exploration of form, space, and surface and an introduction to more advanced techniques and permanent materials. Studio and lecture. Six hours per week. Prerequisite: ART 360 or permission of instructor.

ART 362 Sculpture III (3). A continuation of ART 361. Studio and lecture. Six hours per week. Prerequisite: ART 361 or permission of instructor.

ART 370 Introduction to Ceramics I (3). Beginning ceramics introduces students to a broad spectrum of clay working including the making of functional pottery, the vessel as metaphor, and clay as a medium for sculpture. Students learn hand building, wheel throwing, and glazing among other basic ceramic techniques. Design, craftsmanship, and critical thinking are emphasized. Six hour per week. Pre- or Corequisite: ART 101 or 111 or 112 or permission of instructor.

ART 371 Ceramics II (3). Continued development of skills and concepts learned in ART 370 along with the introduction of advanced techniques including casting and kiln firing. Ideation, criticism and discussion are emphasized. Six hours per week. Prerequisite: ART 370 or permission of instructor.

ART 372 Ceramics III (3). Continued development of skills and concepts learned in ART 371 with an emphasis on individual investigation, technical finesse, concept, content, criticism and discussion. Six hours per week. Prerequisite: ART 371 or permission of instructor.

ART 379 Introduction to Printmaking I (3). Introduction to the techniques and materials of intaglio and relief printing, including collograph, drypoint, etching and linoleum cuts. Composition, craftsmanship, and technique are emphasized. Six hours per week. Prerequisites: ART 101, 111, or permission of instructor.

ART 380 Printmaking II (3). Introduction to the techniques and materials of lithography including stone, plate and photo lithography. Composition, craftsmanship, technique and individual investigation are emphasized. Criticism and discussion. Six hours per week. Prerequisite: ART 379 or permission of instructor.

ART 381 Printmaking III (3). Introduction to the techniques and material of silkscreen, including photo silkscreen. Composition, craftsmanship, technique and individual investigation

are emphasized. Criticism and discussion. Six hours per week. Prerequisite: ART 380 or permission of instructor.

ART 382 Introduction to Photography I (3). Students will be introduced to the fundamentals of digital photography while exploring creative image making as a means of personal expression. By examining the basic formal foundations and concepts in photography through readings and lab based projects, as well as participating in discussion and critiques, students will build a visual literacy for application in daily life and for developing a deeper understanding of the medium and its history. Cameras are not supplied. Six hours per week.

ART 383 Photography II (3). Continuation and refinement of technical aspects presented in ART 382 with expanded emphasis on individual investigation. Discussion and criticism. Six hours per week. Prerequisite: ART 382 or permission of instructor.

ART 384 Photography III (3). Exploration of personal style and various photographic processes. Discussion and investigation of historical and current photographic concerns and trends. Six hours per week. Prerequisite: ART 383 or permission of instructor.

ART 385 Introduction to Cinematography (3). Techniques and criticism of motion pictures. Basic format in Super-8 or videotape for both class and individual productions. Cameras are not supplied.

ART 390 Seminar (3). Special projects and activities course involving problems utilizing special talents of the Department of Art & Design faculty and guest artists. Six hours per week. May be repeated up to three times for credit.

ART 393 Special Topics in 2D (3). Changing topics in two-dimensional studio art to be determined by the instructor and student interest. May be repeated up to 12 credit hours but only three credits may be counted toward the art area core. Six hours per week. Prerequisite: permission of instructor.

ART 394 Special Topics in 3D (3). Changing topics in three-dimensional studio art to be determined by the instructor and student interest. May be repeated up to 12 credit hours but only three credits may be counted toward the art area core. Six hours per week. Prerequisite: permission of instructor.

ART 397 Introduction to Bookbinding and Artist Books (3). Introduction to the techniques and basic principles of bookbinding, while expanding on the content of one's work through artist books. This class will use traditional, sculptural, and experimental structures. Formal elements, technique, craftsmanship, and content are emphasized. Six hours per week. Prerequisites: ART 101 and 111, or permission of instructor.

ART 399 Professional Practices (1). A survey of the resources, methods and skills employed by artists in a range of professions.

ART 403 Drawing VI (3). Six hours per week. Prerequisite: ART 303 or permission of instructor.

ART 404 Drawing VII (3). Six hours per week. Prerequisite: ART 403 or permission of instructor.

ART 411 Metalsmithing IV (3). Advanced problems in metalsmithing. Six hours per week. Prerequisite: ART 312 or permission of instructor.

ART 412 Metalsmithing V (3). Use of metals in jewelry-making, holloware, small sculpture, and/or object-making. Six hours per week. Prerequisite: ART 411 or permission of instructor.

ART 413 Furniture Design IV (3). Advanced problems in functional design. Complex carcass and drawer construction will be emphasized. Six hours per week. Prerequisite: ART 314 or permission of instructor.

ART 414 Furniture Design V (3). Advanced problems in functional design. Students will design and build functional pieces of their choosing. Six hours per week. Prerequisite: ART 413 or permission of instructor.

ART 415 Greek and Roman Art (3). Topics in the history of the art and architecture of ancient Greece and Rome through the late Antique. Prerequisite: ART 212 or permission of instructor.

ART 416 Medieval Art (3). Topics in the history of art from the Early Christian through the Gothic period. Prerequisite: ART 212 or permission of instructor. (Same as RGS 417.)

ART 418 Renaissance Art (3). Topics in the history of the Renaissance. Prerequisite: ART 212 or permission of instructor.

ART 419 Baroque Art (3). Topics in the history of the art of the Baroque period, mainly in Europe. Prerequisite: ART 212 or permission of instructor.

ART 425 Art of Asia (3). A history of the art of India, Central and Southeast Asia, China, Korea, and Japan. Prerequisites: ART 212 or permission of instructor. (Same as RGS 425.)

ART 428 Nineteenth-Century Art (3). History of 19th Century Western art. Prerequisite: ART 212 or permission of instructor.

ART 429 Art from 1900 to 1960 (3). History of Western art from 1900 to 1960. Prerequisite: ART 212 or permission of instructor.

ART 430 Contemporary Art, 1960 to the Present (3). History of contemporary art from 1960 to the present. Prerequisite: ART 212.

ART 433 Painting IV (3). Advanced problems. Six hours per week. Prerequisite: ART 334 or permission of instructor.

ART 434 Painting V (3). Exploration of painting and ideas with emphasis on personal expression. Criticism and discussion. Six hours per week. Prerequisite: ART 433 or permission of instructor.

ART 451 Graphic Design IV: System Design (3). Advanced level design for multimedia and the Internet. Web page design and exploration of multimedia. Six hours per week. Prerequisite: ART 351, 352, or permission of instructor.

ART 452 Graphic Design V: Senior Portfolio (3). Terminal level study in graphic design involving directed research, portfolio preparation and group evaluation. Six hours per week. Prerequisite: ART 351, 352, or permission of instructor.

ART 461 Sculpture IV (3). Selected problems involved in the sculpture process. Opportunity for directed study and studio work in a variety of three-dimensional media or processes. Emphasis on developing a creative body of work. Studio and lecture. Six hours per week. Prerequisite: ART 362 or permission of instructor.

ART 462 Sculpture V (3). A continuation of ART 461. Six hours per week. Prerequisite: ART 461 or permission of instructor. Studio and lecture.

ART 471 Ceramics IV (3). Continued development of the skills learned in ART 372, largely through individually tailored and self-directed assignments. Students will be responsible for all aspects of the production of their work, from mixing their clay and glaze to loading and firing kilns. Technical proficiency, criticism, discussion, and investigation of historical and contemporary ceramics will be emphasized. Six hours per week. Prerequisite: ART 372 or permission of instructor.

ART 472 Ceramics V (3). Continuation of ART 471. Six hours per week. Prerequisite: ART 471 or permission of instructor.

ART 480 Printmaking IV (3). Advanced problems and further exploration of the techniques, processes, tool and equipment related to intaglio, lithography, relief and silkscreen. Individual direction, technical proficiency and personal expression are emphasized. Criticism and discussion. Six hours per week. Prerequisite: ART 381 or permission of instructor.

ART 481 Printmaking V (3). Continuation of ART 480. Six hours per week. Prerequisite: ART 480 or permission of instructor.

ART 483 Photography IV (3). Investigation of nontraditional and/or new technology related to light-sensitive image-making. Refinement of personal visual direction. Research into new techniques and/or visual trends in society and industry. Six hours per week. Prerequisite: ART 384 or permission of instructor.

ART 484 Photography V (3). Concentrated study of selected photographic processes as related to student's professional goals. Individual explorations are to culminate in a unified body of work such as a book or portfolio, to help prepare the student for his/her senior show, and to facilitate entry into graduate school or the workplace. Prerequisite: ART 483 or permission of instructor.

ART 488 Cooperative Education/Internship (1-3). A meaningful, planned, and evaluated work experience related to the career and educational objectives of the student for which he/she may receive academic credit and possible financial remuneration. May be repeated for a

maximum of six hours from any 488/489 courses. Graded pass/fail. Prerequisite: permission of chair.

ART 489 Cooperative Education/Internship (1-3). A meaningful, planned, and evaluated work experience related to the career and educational objectives of the student for which he/she may receive academic credit and possible financial remuneration. May be repeated for a maximum of six hours from any 488/489 courses. Prerequisite: permission of chair.

ART 490 Special Problems in Studio Art (3). An independent problems course in studio art for advanced undergraduates majoring in art under the direction of a faculty member. The student must submit and receive approval of a detailed study plan prior to registration. May be taken for up to three times for credit. Prerequisites: consent of supervising faculty member and permission of department chair.

ART 491 Special Problems in Art History (3). An independent problems course in art history for advanced undergraduates majoring in art under the direction of the art history faculty. The student must submit and receive approval of a detailed study plan prior to registration. May be repeated once for credit. Prerequisites: consent of supervising faculty member and permission of department chair.

ART 492 Special Problems in Art Education (3). An independent problems course in art education for advanced undergraduates majoring in art under the direction of the art education faculty member. The student must submit and receive approval of a detailed study plan prior to registration. Does not count as a studio elective. May be repeated up to three times for credit. Prerequisites: consent of supervising faculty member and permission of department chair.

ART 498 B.F.A. Practicum Exhibition (3). Final project for the B.F.A. candidate taking an area in art. Documentation (slides/video) and written statement (which includes a description of the direction and influences upon the student's work) must accompany the practicum exhibition. Graded pass/fail. Prerequisite: ART 298 or permission of instructor.

ART 499 B.A./B.S. Practicum Group Exhibition (1). Final project for the B.A./B.S. candidate taking an area in art. Written statement, including description of the direction and influences upon the student's work, must accompany the work exhibited in the practicum exhibition. Graded pass/fail. Prerequisites: ART 298 and senior year, the final semester of the student's program of study, or permission of instructor.

ART 501 Special Topics in Art History (3). Changing seminar topics to be determined by the instructor and student interest. May be repeated up to nine credit hours. Prerequisites: ART 211 and 212, or permission of instructor.

ART 503 Drawing VIII (3). Concentrated exploration of drawing with emphasis on personal expression. Criticism and discussion. Six hours per week. Prerequisite: two drawing courses or permission of instructor.

ART 504 Drawing IX (3). Continuation of ART 503. Six hours per week. Prerequisite: ART 503 or permission of instructor.

ART 511 Metalsmithing VI (3). A concentrated exploration of the use of metals in jewelry-making and holloware. Six hours per week. Prerequisites: two courses in metalsmithing or permission of instructor.

ART 512 Metalsmithing VII (3). Continuation of ART 511. Six hours per week. Prerequisite: ART 511 or permission of instructor.

ART 513 Furniture Design VI (3). Advanced problems in functional design. Students will design and build functional pieces of their choosing. Six hours per week. Prerequisites: two courses in functional design or permission of instructor.

ART 514 Furniture Design VII (3). Advanced problems in functional design. Students will design and build functional pieces of their choosing. Six hours per week. Prerequisite: ART 513 or permission of instructor.

ART 515 Greek and Roman Art (3). Topics in the history of the art and architecture of ancient Greece and Rome through the late-Antique. Prerequisite: ART 211 or permission of instructor.

ART 516 Medieval Art (3). Topics in the history of art from the Early Christian through the Gothic period. Prerequisite: ART 211 or permission of instructor.

ART 518 Renaissance Art (3). History of the art of the Renaissance. Prerequisite: ART 212 or permission of instructor.

ART 519 Baroque Art (3). History of the art of the Baroque period, mainly in Europe. Prerequisite: ART 212 or permission of instructor.

ART 528 Nineteenth-Century Art (3). History of 19th Century Western art. Prerequisite: ART 212 or permission of instructor.

ART 529 Art from 1900 to 1960 (3). History of Western art from 1900 to 1960. Prerequisite: ART 212 or permission of instructor.

ART 530 Contemporary Art, 1960 to the Present (3). History of contemporary art from 1960 to the present. Prerequisite: ART 212 or permission of instructor.

ART 533 Painting VI (3). Concentrated exploration of painting with emphasis on personal expression. Criticism and discussion. Six hours per week. Prerequisites: two painting courses or permission of instructor.

ART 534 Painting VII (3). Continuation of ART 533. Six hours per week. Prerequisite: ART 533.

ART 551 Graphic Design VI (3). Additional refinement of graphic techniques, discussion and criticism. An emphasis on individual investigation concentrating on producing a unified body of work suitable for a portfolio or professional show. The student and the instructor will design a program of study directed toward this goal. Six hours per week. Prerequisite: ART 452.

ART 552 Graphic Design VII (3). Advanced specialization; continuation of ART 551.

ART 561 Sculpture VI (3). Selected problems involved in the sculpture process. Opportunity for directed individual study and studio work in a variety of three-dimensional media or processes. Emphasis on developing a cohesive, creative body of work. Studio and lecture. Six hours per week. Prerequisite: ART 462 or permission of instructor.

ART 562 Sculpture VII (3). A continuation of ART 561. Studio and lecture. Six hours per week. Prerequisite: ART 561 or permission of instructor.

ART 571 Ceramics VI (3). Concentrated exploration of selected ceramic processes with emphasis on personal expression. Six hours per week. Prerequisites: two courses in ceramics or permission of instructor.

ART 572 Ceramics VII (3). Continuation of ART 571. Six hours per week. Prerequisite: ART 571 or permission of instructor.

ART 580 Printmaking VI (3). Advanced problems. Concentrated study of selected printmaking processes with emphasis on personal expression. Individual direction and technical proficiency are emphasized. Criticism and discussion. Six hours per week. Prerequisites: two advanced courses in printmaking or permission of instructor.

ART 581 Printmaking VII (3). Advanced problems. Continuation of ART 580. Six hours per week. Prerequisite: ART 580 or permission of instructor.

ART 583 Photography VI (3). Concentrated exploration of individual problems, culminating in a unified body of work such as a book or portfolio. Individual expression, discussion and criticism. Six hours per week. Prerequisites: two courses in photography or permission of instructor.

ART 584 Photography VII (3). Continuation of ART 583. Six hours per week. Prerequisite: ART 583 or permission of instructor.

Modes of Delivery

Secondary education courses are delivered on the Murray State University campus using face-to-face and online delivery methods. Many instructors also use a blend of approaches, or hybrid model of delivery. Faculty use web-based learning platforms such as *Canvas* and *LiveText* to supplement and enhance face-to-face instruction.

Modes of Delivery for Program Content Courses

Course Number	Face to Face	Web	On-Campus
EDU 103	X	X	X
EDU 303	X		X
EDU 403	X		X
EDU 405	X		X
SEC 420	X		Practicum Sites

SEC 422	X		Practicum Sites
SEC 421	X		Student Teaching Sites
EDP 260	X	X	X
SED 300	X		X

B. Specialty Professional Association (SPA) Standards

NAEA Professional Standards for Visual Arts Educators Course Alignment

Course	NAEA Professional Standards	Activities
ART 101, 111, 112, 121, 201, 211, 212, 213, 290, 298, 300, 303, 304, 309, 310, 311, 312, 313, 314, 330, 333, 334, 341, 342, 350, 351, 352, 353, 360, 361, 362, 370, 371, 372, 379, 380, 381, 382, 383, 384, 385, 390, 393, 394, 397, 399, 403, 404, 411, 412, 413, 414, 415, 416, 418, 419, 425, 426, 428, 429, 430, 433, 434, 451, 452, 461, 462, 471, 472, 480, 481, 483, 484, 488, 489, 490, 491, 492, 498, 499, 501, 503, 504, 511, 512, 513, 514, 515, 516, 518, 519, 528, 529, 530, 533, 534, 551, 552, 561, 562, 571, 572, 580, 581, 583, and 584	Standard I: Visual Arts Educators Have a Thorough Understanding of the Visual Arts	<p>In studio courses, candidates learn about materials, techniques, and processes while creating artworks, researching art and artists, and discussing their own work and the work of others. Their learning and growth is assessed through development of artwork, critiques, quizzes, tests, writing assignments, exhibitions, and formal adjudication of artwork and written work before a committee of art faculty.</p> <p>In art education courses (ART 341 & 342), candidates apply their in-depth understanding of the visual arts that they have acquired during their studio coursework to develop sequential, age appropriate, thematic instructional units for students in P-12, which include creating, presenting, responding, and connecting to art, culture, and personal</p>

		<p>experience. All unit lesson plans, instructional activities, and assessments are aligned to the NCAS. Candidates also apply this understanding to art making projects and visual journal assignments and demonstrate this understanding through reflective writing, mini-teaching sessions, and practicum experiences.</p>
ART 341 & 342	<p>Standard II: Visual Arts Educators Understand Student Characteristics, Abilities, and Learning Styles</p>	<p>In the art education courses, candidates grow in their understanding of student characteristics, abilities, and learning styles through various course readings, guided classroom observations, and assignments. Candidates reflect on these themes in visual journals, postings, class discussions, and assignments. Candidates also demonstrate their understanding of these themes by planning instruction for student differences, which takes into account their awareness of age specific traits of artistic and cognitive development.</p>
ART 341 & 342	<p>Standard III: Visual Arts Educators Understand Diverse Social and Cultural Constructions of Identity</p>	<p>In the art education courses, candidates grow in their understanding of diversity through various course readings, guided classroom observations, and assignments. Candidates reflect on these themes in</p>

		<p>visual journals, postings, class discussions, and assignments. Candidates also demonstrate their understanding of these themes by planning instruction that is sensitive to diversity including cultural and ethnic as well as exceptional children.</p>
<p>ART 101, 111, 112, 121, 201, 211, 212, 213, 290, 298, 300, 303, 304, 309, 310, 311, 312, 313, 314, 330, 333, 334, 341, 342, 350, 351, 352, 353, 360, 361, 362, 370, 371, 372, 379, 380, 381, 382, 383, 384, 385, 390, 393, 394, 397, 399, 403, 404, 411, 412, 413, 414, 415, 416, 418, 419, 425, 426, 428, 429, 430, 433, 434, 451, 452, 461, 462, 471, 472, 480, 481, 483, 484, 488, 489, 490, 491, 492, 498, 499, 501, 503, 504, 511, 512, 513, 514, 515, 516, 518, 519, 528, 529, 530, 533, 534, 551, 552, 561, 562, 571, 572, 580, 581, 583, and 584</p>	<p>Standard IV: Visual Arts Educators Make Informed Selections of Art Content and Curricula</p>	<p>In studio courses, candidates learn about materials, techniques, and processes while creating artworks, researching art and artists, and discussing their own work and the work of others. Their learning and growth is assessed through development of artwork, critiques, quizzes, tests, writing assignments, exhibitions, and formal adjudication of artwork and written work before a committee of art faculty.</p> <p>In art education courses (ART 341 & 342), candidates apply their in-depth understanding of the visual arts that they have acquired during their studio coursework to develop sequential, age appropriate, thematic instructional units for students in P-12 which include creating, presenting, responding, and connecting to art, culture, and personal experience. All unit lesson plans, instructional activities, and assessments are aligned to the NCAS. Candidates also apply this understanding to art</p>

		making projects and visual journal assignments and demonstrate this understanding through reflective writing, mini-teaching sessions, and practicum experiences.
ART 341 & 342	Standard V: Visual Arts Educators Use Knowledge of Students as Learners to Plan Appropriate Instruction	In the art education courses, candidates apply their in-depth understanding of the visual arts that they have acquired during their studio coursework to develop sequential, age appropriate, thematic instructional units for students in P-12 which include creating, presenting, responding, and connecting to art, culture, and personal experience. All unit lesson plans, instructional activities, and assessments are aligned to the NCAS. Candidates also apply this understanding to art making projects and visual journal assignments and demonstrate this understanding through reflective writing, mini-teaching sessions, and practicum experiences.
ART 341, 342, 350, 351, 352, 353, 382, 383, 384, 385, 451, 452, 483, 484, 551, 552, 583, and 584	Standard VI: Visual Arts Educators Use Contemporary Technology to Enhance Teaching and Learning	In these studio courses, candidates learn about materials, techniques, and processes of contemporary technology while creating artworks, researching art and artists, and discussing their own work and the work of others. Their learning and

		<p>growth is assessed through development of artwork, critiques, quizzes, tests, writing assignments, and formal adjudication of artwork and written work before a committee of art faculty.</p> <p>In the art education courses (ART 341 & 342), candidates apply their understanding of contemporary technology that they have acquired during their studio coursework to develop sequential, age appropriate, thematic instructional units for students in P-12 which include creating, presenting, responding, and connecting to art, culture, and personal experience which include these and other technologies. Candidates also apply this understanding to digital art making projects and demonstrate competency of file management and use of technology to support instruction and assessment through unit planning, mini-teaching sessions, and the development of an electronic professional portfolio/website.</p>
ART 341 & 342	Standard VII: Visual Arts Educators Conduct Meaningful and Appropriate Assessments of Student Learning	In the art education courses, candidates include a variety of assessment strategies throughout the unit plans they develop. These multiple modes of assessment include

		<p>both formative and summative methods, are developmentally appropriate, align with learning objectives, encourage student self-assessment, and are used to inform, guide, and adjust instruction. Candidates reflect on their understanding of assessment in class discussions, visual journal assignments, and written reflections on observations. Additionally candidates assess on another's work during informal and formal critiques.</p>
<p>ART 341 & 342</p>	<p>Standard VIII: Visual Arts Educators Systematically Reflect on their Own Teaching Practice</p>	<p>In the art education courses, candidates are encouraged to develop appreciation for reflection through various exercises embedded throughout the courses. These exercises include class discussions, visual journaling and written assignments. Writing assignments focused on reflecting on the practice of teaching include reflecting on one's own teaching practice and the practice of others. Specifically, candidates assess what they know, wonder, and learn in relation to the NAEA Professional Standards, reflect on their course readings in postings and comments on the MSU Art Education Facebook page and Canvas course site, reflect on</p>

		<p>their own mini-teaching sessions, hone their teaching philosophies through reflective exercises and the crafting of a formal written statement, and reflect on their observations of other teachers during field experiences.</p>
ART 341 & 342	Standard IX: Visual Arts Educators Assess Program Effectiveness	<p>During candidates' exploration of assessment in art education courses, candidates are introduced to the NCAS, and KY DOE Program of Studies for Visual Arts and Capstone Portfolio guidelines. Additionally, candidates reflect on the effectiveness of their course of study at MSU in preparing them to be art educators and consider how to continue this program evaluation in their future teaching practice. This happens informally and formally through class discussion, written feedback, and end of course evaluations. Candidates also reflect through readings and discussions on how and why they must communicate to various audiences (administrators, parents, and faculty) the outcomes of their art programs.</p>
ART 341 & 342	Standard X: Visual Arts Educators Collaborate with Other Educators	<p>In the art education courses, candidates develop sequential, age appropriate, thematic instructional units for students in P-12, which</p>

		<p>include creating, presenting, responding, and connecting to art, culture, and personal experience. Due to the thematic nature of these units, instruction is encouraged to be interdisciplinary. Additionally, candidates learn how to successfully navigate collaborations with other educators through group art making and art teaching assignments within these courses.</p>
ART 341 & 342	Standard XI: Visual Arts Educators Serve Their Schools and Communities	<p>Within the art education courses, candidates discuss the importance of being active members of their school and local communities. Candidates are also encouraged to be contributing members to KyAEA, NAEA, and the MSU Art Education program, NAEA Student Chapter, and Art & Design department by engaging in activities sponsored by these groups. Through investing in these groups students are encouraged to develop an appreciation for the benefits of serving the communities they are connected to and learn how to engage in professional communities.</p>
ART 341 & 342	Standard XII: Visual Arts Educators Continue Their Professional Development throughout Their Careers	<p>Within the art education courses, candidates discuss the importance of professional development, study the historical and</p>

		<p>philosophical foundations of and contemporary happenings in art education, reflect on their understanding of themselves, the field and students, and document their teaching practice through visual journal assignments, class discussions, written reflections on readings, mini-teaching experiences, guided observations, and refining their teaching philosophy statement, resume, and electronic professional portfolio/website. Candidates are also encouraged to be contributing members to KyAEA, NAEA, and the MSU Art Education program, NAEA Student Chapter, and Art & Design department by engaging in activities sponsored by these groups.</p>
<p>ART 341 & 342</p>	<p>Standard XIII: Visual Arts Educators Contribute to the Growth of Their Profession</p>	<p>Within the art education courses, candidates discuss the importance of professional development and are encouraged to be contributing members to KyAEA, NAEA, and the MSU Art Education program, NAEA Student Chapter, and Art & Design department by engaging in activities sponsored by these groups.</p>

C. Kentucky Teacher Standards

The Kentucky Teacher Performance Standards are integrated throughout core courses and secondary education methods courses as demonstrated in the table below. Candidates are introduced to the standards in early coursework where they gain knowledge (K) of the role performance standards play in becoming reflective decision-makers. As coursework progresses, the standards are applied (A) in lesson plans and other instructional activities. At the end of the program, during student teaching, candidates are evaluated (E) for each standard in an eligibility portfolio. The portfolio is independently scored by two faculty members with content and instructional skill in the appropriate content area. Instructors use web-based learning platforms such as *Canvas* to supplement and enhance face-to-face instruction. The following matrix demonstrates the integration of Kentucky New Teacher Standards into the Art Education coursework. Candidates' content knowledge (KTS 1) is developed in a multitude of additional art content courses. Please see the course descriptions in section A for a comprehensive listing of all art content courses.

Course	KTS 1	KTS 2	KTS 3	KTS 4	KTS 5	KTS 6	KTS 7	KTS 8	KTS 9	KTS10
CSC 199	K					A				
EDP 260		K	K	A		A	A	A		
EDU 103	A	K	A	K	K	K	A	K	K	K
EDU 303		A*	A	A	A	A	A	A	K	
EDU 403	A	K	A	K	K	K	A	K	K	A
EDU 404	K	A	K	A					K	
ELE 421	E*									
SED 300	A	K	K			K	K	A	K	
ART 341	A	A	K	A	K	A	A	A	A	A
ART 342	A	A	K	A	K	A	A	A	A	A
ART 350	K					K				
ART 351	K					K				
ART 352	K					K				
ART 353	K					K				
ART 382	K					K				
ART 383	K					K				
ART 384	K					K				

ART 385	K					K				
ART 451	K					K				
ART 452	K					K				
ART 483	K					K				
ART 484	K					K				
ART 551	K					K				
ART 552	K					K				
ART 583	K					K				
ART 584	K					K				
K – Knowledge, A – Application, E – Evaluation, * - Signature Assignment										

- **KTS 1:** Content Knowledge
- **KTS 2:** Design Instruction
- **KTS 3:** Learning Climate
- **KTS 4:** Implements Instruction
- **KTS 5:** Assessment
- **KTS 6:** Technology
- **KTS 7:** Reflection
- **KTS 8:** Collaboration
- **KTS 9:** Professional Development
- **KTS 10:** Leadership

D. Kentucky Core Academic Standards

All teacher certification candidates in the Murray State University education program become familiar with the Kentucky Core Academic Standards (KCAS) in EDU 103 *Issues and Practices of American Education*. This course is designed to provide students with an overview of the field of education. The instructor of this course introduces the KCAS to raise candidates' initial awareness of KCAS as a framework for standards-based instruction. In EDU 303 *Strategies of Teaching*, the instructor spends several class sessions acquainting candidates with the KCAS. In this course, candidates develop an instructional unit which includes a sequence of lesson plans based on a particular topic or theme. All unit lesson plans, instructional activities, and assessments must be aligned to the KCAS standards in the appropriate content area.

Art education candidates specifically draw upon the National Core Arts Standards (NCAS) as their framework for standards-based instruction. The NCAS were adopted by the Kentucky Department of Education during the summer of 2015 as the new standards for art education. These standards will be fully implemented by the 2016-2017 academic year. In ART 341 *Fundamentals of Elementary School Art* & ART 342 *Fundamentals of Secondary School Art*, art education candidates develop instructional units that include a sequence of lesson plans based on a particular topic or theme. All unit lesson plans, instructional activities, and assessments are aligned to the NCAS.

In the Art Education program, candidates apply what they have learned about designing KCAS/NCAS standards-based instruction and assessment strategies during the field and practicum experiences associated with these professional education methods courses.

During the student teaching semester, candidates complete TPAs which demonstrate their proficiency in designing, implementing, and reflecting upon KCAS/NCAS-aligned instructional units, lessons, and assessment strategies. They draft a KCAS/NCAS standards-based instructional unit. Candidates use the results from a pre-assessment to modify the unit by differentiating instruction to address students' academic needs. They teach and reflect upon a series of lessons before administering the post-assessment. Candidates analyze post-assessment data to discern student growth, continuing academic needs, and achievement gaps to inform future instruction.

Kentucky Academic Standards Course Alignment

Course	KAS Content Area	Activities
EDU 303	Reading/Language Arts, Mathematics, Social Studies, Science	Lesson Plans, Micro-Teaching Activities, mock classroom situations
ELE 421	Reading/Language Arts, Mathematics, Social Studies, Science	Student teaching experience across all content areas

E. Program Faculty

The following matrix introduces the faculty who are the instructors of Art Education coursework both within the Department of Art & Design and the College of Education and Human Services.

Art Education Faculty

Name	Highest Degree, Field, & University	Assignment: Indicate the role(s) of the faculty member (1)	Faculty Rank (2)	Scholarship (3), Leadership in Professional Associations, and Service (4); List up to 3 major contributions in the past 3 years (5)*	Status (FT/PT to institution, unit, and program)
Williams, Rebecca	PhD Art Education University of Georgia-Athens, GA	Full-time teach Art Education, advise all teacher certification candidates in art, advise NAEA Student	Assistant Professor	<ul style="list-style-type: none"> • Publications: Article with Siegesmund in <i>FutureForwa</i> 	Full-time for institution, part-time

		Chapter		<p>rd (2015), Article with Siegesmund, in <i>Journal of Aesthetic Education</i>, Taiwan (2014), Article with SandersBustle, in <i>Art Education</i> (2014)</p> <ul style="list-style-type: none"> • Service: Assistant Director (2015) MSU Summer Art Workshop & Co-Chair (2015) MSU Art Auction Committee • Presentations: 2015 ICQI Conference, 2015, 2014 & 2013 NAEA Conference, and 2014 & 2013 GAEA Fall Conference 	for unit & part-time for CEHS, full-time for program.
Beaver, Jeanne	MFA Metalsmithing Indiana State University	Full-time teach Metalsmithing/Jewelry Making	Associate Professor	<ul style="list-style-type: none"> • Conferences and workshops: Summer Master Artist Workshop 2014 (Paducah School of Art and Design), Repair Days 2014 & 2013 (The Ornamental Metals Museum), SOFA: The New International Exposition of 	Full-time for institution, unit, and program.

				<p>Sculpture Objects and Functional Art 2014 & 2013, Petticoat Blacksmithing II 2013 (The Metals Museum), Repair Days 2013 (The Ornamental Metals Museum)</p> <ul style="list-style-type: none"> • Chair of MSU Art & Design Scholarship Committee 2014-2003 • OMAS Advisor 2015-2013 	
Bryant, James "Jim"	MFA Printmaking Louisiana State University	Full-time teach Graphic Design	Full Professor	<ul style="list-style-type: none"> • Department Website Administrator 2010 – 2015 • Department Promotional Materials Coordinator 2014 • Technician Search Committee 2014 & 2015 • Chair CHFA Technology Committee 2008 – 2013 	Full-time for institution, unit, and program.
Gamble, Antje	PhD Art History University of Michigan	Full-time teach Art History	Visiting Assistant Professor	<ul style="list-style-type: none"> • Presentation at AAIS 2014 Annual Conference, Graduate Association of French and Italian Students 2014, and Annual AAH Conference & 	Full-time for institution, unit, and program.

				<p>Bookfair 2013</p> <ul style="list-style-type: none"> • Article, in <i>Three Michigan Architects</i> (2015) & <i>UMMA Magazine</i> (2015) • Emerging Scholars Committee Member: Italian Art Society • Recruitment and Retention Committee Member, MSU, Art & Design 	
Gutwirth, Sarah	MFA Painting Pratt Institute	Full-time teach Painting	Full Professor	<ul style="list-style-type: none"> • Solo Exhibition 2015 Taxonomies and Collections, Courthouse Gallery, Jackson, TN. • Solo Exhibition 2013 Sabbatical Show, Foyer Gallery, Murray State University, Murray, KY. • 2014 Three Person Show, Courthouse Gallery, Jackson, TN. • 2014 National Painting Invitational, Paducah School of Art and Design, Paducah, KY 	Full-time for institution, unit, and program.

<p>Hand, Nicole</p>	<p>MFA Printmaking University of Miami</p>	<p>Full-time teach Printmaking, BFA Program Coordinator</p>	<p>Full Professor</p>	<ul style="list-style-type: none"> • Solo Exhibition 2015 Holding Space , Ivan Wilson Fine Arts Center , WKU Galleries , Bowling Green , Kentucky . • Solo Exhibition 2014 Pattern , Color and Form , Gloria Singletary Gallery , Living Arts and Science Center , Lexington , Kentucky . • 2015 Visiting Artist: Western Kentucky University , Bowling Green , Kentucky . & Frogman's Print and Paper Workshop, University of South Dakota , Vermillion , South Dakota • 2015 Bring Learning to Life , QEP Mini Grant , Murray State University , Murray , Kentucky . • Service: Assistant to the Dean CHFA 2015-present, Summer Art Workshop Director 	<p>Full-time for institution, unit, and program.</p>
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				2010-present, Presidential Strategis Planning Committee 2014-2015, BFA Coordinator 2009-present	
Jung, Hyeja	MFA Graphic Design University of Florida- Gainesville	Full-time teach Graphic Design	Associate Professor	<ul style="list-style-type: none"> • International Exhibition Korean Society of Basic Design & Art (Korea, Japan, China, Taiwan) 2006 • MSU Faculty Show, Yeiser Art Center, Paducah, KY 2005 	Full-time for institution, unit, and program.
Lavery, Christopher	MFA Sculpture University of Colorado-Boulder	Full-time teach Sculpture	Assistant Professor	<ul style="list-style-type: none"> • 2015 Unexpected Art: Serendipitous Installations, Site-Specific Works, and Surprising Interventions. International publication. • 2012-2015 MSU Art and Design Standing Committees: BFA Review Committee, Assessment Committee, and Clara M. Eagle Gallery Committee • 2014 CISR Recipient, Murray State University • 2015 - Cloudscape, Children's Museum of 	Full-time for institution, unit, and program.

				Denver, Denver, CO. (\$180,000 Public Art Sculpture) Installation	
Leys, Dale	MFA Drawing University of Wisconsin	Full-time teach Drawing	Full Professor	<ul style="list-style-type: none"> • Solo Exhibition 2014 West Florida State University, Pensacola, selected studio and on-site drawings. Sept 2 – Oct 3. Miller Center, Murray, KY. Dale Leys – On-site drawings. April 11-24. • Solo Exhibition 2013 40-Year Retrospective : Studio and On-site Drawings 1973-2013, three venues: • 2015 Award KHS Service Recognition for Study Abroad, Spring 2015 (10 years). • 2014 Visiting Artist Lecture and drawing demo and critiques. Presented at West Florida State University, Pensacola, FL, Oct 2-3. 	Full-time for institution, unit, and program.
Martin, T. Michael	MFA Painting &	Full-time: director of university galleries,	Assistant Professor/Galler	<ul style="list-style-type: none"> • Solo Exhibition 	Full-time for

	Printmaking Virginia Commonwealth University	teach professional practices and senior exhibitions	y Director	<p>2013 “Reinvention, ” Lunchbox Artspace, Knoxville, TN</p> <ul style="list-style-type: none"> • Group Exhibition 2014 “Of a Feather,” UT Downtown Gallery, Knoxville, TN • Group Exhibition “Ossuary,” by Laurie Beth Clark, Herron Galleries, Herron School of Art, Indianapolis, IN • Curated: 2015 “Pinkney Herbert: Distilled,” “Brian Wood: Sight Lines,” “Compound Lens,” Univ. TN, Knoxville, TN 	institution, unit, and program.
Martin, Sarah	MFA Woodworking/Furnitur e Design University of Massachusetts- Dartmouth	Teach Woodworking	Assistant Professor	<ul style="list-style-type: none"> • 2015 Instructor, Carving Wooden Jewelry, Peters Valley School of Craft, Layton, NJ • 2014 Instructor, Carving Wooden Jewelry, Penland School of Crafts, Penland, NC 	Full-time for institution, unit, and program.

				<ul style="list-style-type: none"> • 2013 Instructor, Carving Wooden Jewelry, Peters Valley School of Craft, Layton, NJ • Solo Exhibition 2014 Site, Clara M. Eagle Gallery, Murray State University, Murray, KY 	
Reeves, Kristin	MFA Art & Technology University of Florida	Teach Photography	Assistant Professor	<ul style="list-style-type: none"> • 2015 Honorable Mention, pigment inkjet print, Chronograph, Dark Room Gallery, Essex Junction, VT juror Johan Hallberg-Campbell, Cadere [To Fall] I • 2015 Solo Exhibition, Leeds Gallery, Earlham College, Richmond, IN • 2014 Solo Exhibition, Antena, Chicago, IL • Presentation "Reanimating Media Cadavers [What Is This Feeling]," Image Maker Presentation, Society for 	Full-time for institution, unit, and program.

				Photographic Education Midwest Regional Conference, University of Wisconsin-Madison, Madison, WI, Oct. 17, 2014	
Schrock, Peggy	PhD Art History University of Illinois	Full-time teach Art History	Full Professor	<ul style="list-style-type: none"> • Member, MSU Academic Council, 1996 to the present • Secretary of MSU Academic Council, Fall 2004 to the present • Member, MSU Graduate Studies Committee of the Academic Council, Fall 2004 to the present 	Full-time for institution, unit, and program.
Smetana, Zbynek	PhD Art History Rutgers University	Chair, Department of Art & Design; Part-time teach Art History	Associate Professor	<ul style="list-style-type: none"> • Publication: "Titian's Final Metamorphosis in the Flaying of Marsyas" Southeastern College Art Conference Review, volume 14, number 3, 2005 • Presentation: Renaissance Woman: A symposium in Honor of Rona Goffen, Rutgers University 2005 	Full-time for institution, unit, and program.

<p>Utgaard, John</p>	<p>MFA Ceramics New York State College of Ceramics - Alfred University</p>	<p>Full-time teach Ceramics</p>	<p>Associate Professor</p>	<ul style="list-style-type: none"> • 2015 Vivid Dreams, Solo exhibition, Cedarhurst Center for the Arts, Mt Vernon, IL • 2015 Zanesville Prize for Contemporary Ceramics Exhibition; National juried group exhibition in association with a conference of Potter's Council, Zanesville Museum of Art, Zanesville, OH • 2015 NCECA 2015 Biennial International juried exhibition, David Winton Bell Gallery, Brown University, Providence, RI • 2015 Beyond the Brickyard National juried group exhibition, Archie Bray Foundation, Helena, MT • 2015 MSU Summer Art Workshop Instructor 	<p>Full-time for institution, unit, and program.</p>
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Education Faculty

NAME	HIGHEST DEGREE, FIELD, & UNIVERSITY	ASSIGNMENT	FACULTY RANK	CERTIFICATIONS, EXPERIENCE, SCHOLARSHIP, LEADERSHIP IN PROFESSIONAL ASSOCIATIONS, AND SERVICE	STATUS
Allen, David	Ph.D, Education-School Improvement, Text State University-San Marcos	<p>Director of Center for Environmental Education</p> <p>Teaches assessment and environmental education courses</p>	Assistant Professor	<ul style="list-style-type: none"> • Educational Testing Services, Assessment Specialist – 10 years, Middle School Science – 6 years, High School Science – 3 years • Allen, D. (August 2015). Project Learning Tree survey of use. Annual conference of the Japanese Society of Environmental Education, Nagoya, Japan. • Allen, D. (October 2014). Perceptions of environmental education from across a university campus. Annual conference of the North American Association for Environmental Education. Ottawa, Ontario, Canada. • Waite, D., & Allen, D. (2003).Corruption and abuse of power in educational administration. Urban Review, 35(4), 281-296 	<p>Full-time to institution</p> <p>Part-time to unit</p> <p>Part-time to program</p>
Brown, Cory	Ph.D, Multicultural and Equity Studies in Education, Ohio State University	<p>Assistant Professor</p> <p>Teaches foundation courses</p>	Assistant Professor	<ul style="list-style-type: none"> • High School English – 2 years, Full-Time Academic Advisor, University of Cincinnati – 5 years, University Appointments, Education – 10 years. • Dixon, A. D., Dodo-Seriki, V. and Brown, C. T. (2014). Culturally relevant pedagogy at the intersections of race, gender, and class. Paper presented at the biennial meeting of the International Conference on Urban Education, Montego Bay, Jamaica. • Dodo-Seriki, V., Brown, C. T., and Fasching-Varner, K. 	<p>Full-time to institution</p> <p>Part-time to unit</p> <p>Part-time to program</p>

				<p>(Accepted and in preparation, 2015). The permanence of racism in teacher education. In J. K. Donnor, R. Reynolds, M. Lynn, and A. D. Dixson (Eds.). Is the post-racial still racial?: Understanding the relationship between race and education. NSSE Yearbook, Teachers College Record.</p> <ul style="list-style-type: none"> National Council of Teachers for English Assembly of Research - Program Reviewer and Planning Committee, 2015 (New Orleans, Louisiana) 	
Campoy, Renee	<p>Ed.D. Curriculum & Instruction University of Missouri-St. Louis</p>	<p>Assistant Dean (Part-time) Teaches EDU 405 (part-time) NCATE Coordinator</p>	Professor	<ul style="list-style-type: none"> Book: (2004) Case study analysis in the classroom Presentation: (2006) AERA BOE Team member: (2005-present) 	<p>Full-time to Institution, Full-time to Unit, Part-time to Program</p>
Gierhart, Greg	<p>MA, Education, Murray State University</p>	<p>Hart Residential College Head Teaches instructional strategies and math methods courses</p>	Lecturer	<ul style="list-style-type: none"> Certifications & Experience: KY Teaching Lic., Middle school Spanish, Science, and Math, endorsement for teaching early elementary, DPP, School Administration. 10 years experience – middle school. Murray Lion's Club, National Council of Teachers of Mathematics, National Science Teachers Association, Association of Supervisors and Curriculum Development, International Literacy Association, Association for Middle Level Education, Phi Delta Kappan, Phi Kappa Phi KY Department of Education, Math & Science Leadership Networks 	<p>Full-time to institution Part-time to unit Part-time to program</p>
Matlock, Pam	<p>MA Special Education, Murray State University</p>	<p>Paducah Campus 2+2 Education Coordinator Teaches</p>	Lecturer	<p>First Book, Chapter Advisor - Monthly distribution of new books to low socioeconomic students in public schools,</p>	<p>Full-time to institution Part-time to unit</p>

		special education courses		KEA - SP, Chapter Advisor - Global Education Outreach Committee, Chairperson	Part-time to program
Stormer, Kimberly	Ph.D. Instructional Leadership Academic and Curriculum University of Oklahoma	Middle Level Education Program Coordinator, Teaches middle level education courses.	Assistant Professor	Taught for 7.5 years in large urban school district; and Worked as a School Improvement Specialist for the Oklahoma State Department of Education Diversity Chair Kentucky Council Teachers of English Advisor Murray State Middle Level Association	Full-time to institution Part-time to unit Part-time to program
Jacobs, Martin	Ed.D. Curriculum and Instruction, Florida International University	Part-time to Program: Middle School Reading	Professor	Scholarship focused upon Teacher Leadership, with presentation and publication outcomes Faculty Representative: Murray State Board of Regents 11 years P12 teacher; 5 years elementary assistant principal	Full-time to institution Part-time to unit Part-time to program
Musselman, Meagan	Ph.D. Curriculum & Instruction Southern Illinois University	Teacher Leader Program Coordinator, Teaches middle level undergraduate education courses and graduate courses across multiple levels	Associate Professor	Taught math and science in public middle schools; and Education consultant to area schools President of Kentucky Association of Teacher Educators	Full-time to institution Part-time to unit Part-time to program
Gierhart, Greg	MA-Murray State University Pursuing PhD Southern Illinois University-Carbondale	Early Childhood and Elementary Education Teach mathematics to IECE and elementary education majors.	Lecturer	Taught 10 years in a rural school district Provisional Certificate For Teaching In The Middle Grades 5-8 Mathematics Field: Science Professional Certificate for Middle School Teaching	Part-time to institution Part-time to unit Part-time to program

Hyde ,Lori	MA- Murray State University in Reading and Writing	REA 407 at the Paducah Campus	Adjunct Instructor	6 th grade Reading and Writing at Lone Oak Middle School Certified Elementary Education Certified Reading and Writing Literacy Specialist K-12 Super Saturdays Instructor	Part-time to institution Part-time to unit Part-time to program
Myers, Hannah	MA- Murray State University in Education and Education Administration	MID 307	Adjunct Instructor	Magistrate for Hopkins County- Co-Chair of Build Smart Murray Campaign Chairman of the City Council	Part-time to institution Part-time to unit Part-time to program

F. Curriculum Contracts/ Guidesheets

Program coordinators work with faculty to ensure current guidesheets are available for course instructors and students. These may be accessed on the unit’s intranet site at <http://coekate.murraystate.edu/coecms/ncate/manager/advsheet/>.

**AREA: Art/Teaching Certification Track
Bachelor of Fine Arts Degree
CIP 50.0702**

ACCREDITED BY: National Association of Schools of Art and Design (NASAD)

Note: Certification requires a grade of *B* or better in one English composition course and a grade of *B* or better in a University Studies math course, public speaking, and EDU 103 or equivalent course. Additional requirements for admission to teacher education and student teaching must be met. See advisor and/or Office of Teacher Education Services for details.

University Studies Requirements.....38-41 hrs
(See *Academic Degrees and Programs*.)

University Studies selections must include:

- Global Awareness, Cultural Diversity and the World’s Artistic Traditions**
ART 211 Ancient and Medieval Art *or*
or
ART 213 Art of Global Cultures
- Social and Self-Awareness and Responsible Citizenship**
PSY 180 General Psychology

•*University Studies Elective*

- ART 212 Art from the Renaissance to the Present
- EDP 260 Psychology of Human Development
- EDU 103 Issues and Practices of American Education

Core Courses.....60 hrs

- ART 100T Transitions
- ART 101 Drawing I: Introduction to Drawing
- ART 111 Two-dimensional Design
- ART 112 Three-dimensional Design
- ART 201 Drawing II: Life Drawing
- ART 298 Mid-Degree Review Seminar I
- ART 399 Professional Practices
- ART 498 B.F.A. Practicum Exhibition

Three of the following:

- ART 300 Drawing III
- ART 330 Introduction to Painting I2
- ART 350 Introduction to Graphic Design I: Digital Art
- ART 379 Introduction to Printmaking I
- ART 382 Introduction to Photography I
- ART 393 Special Topics in 2-D

Three of the following:

- ART 309 Introduction to Metalsmithing I
- ART 310 Introduction to Furniture Design I
- ART 360 Introduction to Sculpture I
- ART 370 Introduction to Ceramics I
- ART 394 Special Topics in 3-D

and

Five sequential courses in studio art above the introductory level to be selected from one of the following areas: drawing, ceramics, furniture design / woodworking, graphic design, metalsmithing, painting, photography, printmaking, or sculpture with advisor approval

and

One of the following:

- ART 415 Greek and Roman Art
- ART 416 Medieval Art
- ART 418 Renaissance Art
- ART 419 Baroque Art

One of the following:

- ART 428 Nineteenth-Century Art
- ART 429 Art from 1900 to 1960
- ART 430 Contemporary Art, 1960 to the Present

One of the following:

- ART 425 Art of Asia
- ART 491 Special Problems in Art History

ART 501 Special Topics in Art History
or one course from: ART 415, 416, 418, 419, 428, 429, 430

Teaching Certification Track.....32 hrs

ART 330 Introduction to Painting I²
ART 341 Fundamentals of Elementary School Art
ART 342 Fundamentals of Secondary School Art
EDU 403 Structure and Foundations of Education
ELE 421 Student Teaching Elementary P-5, IECE
SEC 420 Practicum in Secondary Schools³
SEC 421 Student Teaching in the Secondary School
SEC 422 Extended Practicum⁴
SED 300 Educating Students with Disabilities

Total Curriculum Requirements⁴130-133 hrs

¹The baccalaureate degree is not awarded automatically upon completion of any required number of courses or units of credit. The progress and status of students in the program is regularly assessed through reviews. All students are required to register for ART 298 the semester after they register for 21 credit hours of studio ART courses. After passing ART 298, students may form a B.F.A. jury and track in the B.F.A. requirements. Students tracking in the B.F.A. with Enhanced Art History must include an art history faculty as a member of their jury. A final review, ART 498, is conducted by B.F.A. jury in conjunction with fulfilling the senior B.F.A. Practicum Exhibition requirement. B.F.A. students must maintain a 3.00 GPA in the area of their studio concentration.

²Students must choose ART 330 as part of the core for teaching certification.

³Must be taken two semesters before student teaching.

⁴Must be taken one semester before student teaching.

Teacher certification requirements are subject to change. Before registering for the test(s), please refer to the Education Professional Standards Board (EPSB) website at www.kyepsb.net for current requirements or contact Ms. Rice at 502-564-4606 or 888-598-7667.

GRADE POINT AVERAGE REQUIREMENTS:

Grade point averages are reviewed during three checkpoints: admission to teacher education (see Requirements for Admission to Teacher Education), admission to student teaching (requires a 2.75 average overall; a 2.75 average in content area; a 2.75 average in professional education) and at the time of completion/graduation (2.75 overall).

**REQUIREMENTS FOR ADMISSION TO TEACHER EDUCATION AND STUDENT TEACHING
AT MURRAY STATE UNIVERSITY Rev. (9/2015)**

Teacher Education

To be admitted to teacher education, students must:

1. Attend an admission to teacher education orientation.
2. Earn passing scores on the Core Academic Skills for Educators (CASE) test with these subject scores – Reading 156, Writing 162, and Mathematics 150. Request ETS to send scores to Teacher Education Services electronically by using this code, R1494. If any of the PPST subject areas were passed prior to September 1, 2014, use these PPST scores - Reading 176, Writing 174, and Math 174. GRE (Graduate Records Exam) scores may be used for Graduate Students only with a minimum passing score of 150 in verbal, 143 in quantitative, and 4.0 in analytical writing.

3. Earn an overall undergraduate GPA of > 2.75 on a 4.0 scale at the point of admission. This 2.75 minimum GPA remains a requirement throughout the teacher certification program.
4. Complete a minimum of 24 credit hours with a GPA > 2.75 to include the following coursework:
 - a. ENG 101, 102, 104 or 105 with a “B” or higher
 - b. MAT 117 (or higher level math) with a “B” or higher
 - c. COM 161 or HON 165 with a “B” or higher
 - d. EDU 103 with a “B” or higher (or AED 380 or EDU 104 or CTE 200 or MSU 123 or ELE 605 [graduate students])
5. Participate in the admission to teacher education interview and receive their academic advisor’s recommendation to continue the program.
6. Review the Professional Code of Ethics for Kentucky School Personnel. Sign the
 - a. Declaration of Eligibility (pink sheet) affirming a commitment to uphold the code and
 - b. acknowledging awareness of information required for state certification. If answers given on the Declaration of Eligibility change during the time of participation in the teacher education program, the Director of Teacher Education Services must be notified immediately.

These requirements must be documented in *Recruiter*. CASE or GRE scores must be sent to MSU (R1494) via ETS. Admission will only be granted following a successful review by Teacher Education Services.

NOTE: Students who have not been admitted to Teacher Education will not be eligible to enroll in upper level courses that specify admission to teacher education as a prerequisite.

Student Teaching

To be admitted to student teaching, students must have

- 1) been granted admission to Teacher Education;
- 2) filed a formal application in Teacher Education Services two semesters prior to the term in which student teaching is desired (Applications are distributed at scheduled student teaching orientations only.);
- 3) earned and maintained GPA ≥ 2.75 in major/areas, professional education, and overall;
- 4) demonstrated teaching ability in field and clinical situations;
- 5) documented completion of 200 or more field hours and components (beginning 9/1/2013);
- 6) senior, post-bac, or graduate status and have completed all major courses and specialty areas;
- 7) been admitted to Teacher Education;
- 8) completed all required professional teacher education courses (EDU 103, EDP 260,
- 9) EDU 303, SED 300 and EDU 403, etc. – see specific requirements by major or area) with a GPA > 2.75 GPA;
- 10) filed a valid and current medical examination, which includes a TB risk assessment (to begin student teaching within six months of exam);

- 11) obtained a criminal records background check; and
- 12) supplied TES with any other required information (transcripts, course substitution forms, etc.).

General Requirements for Kentucky Certification

Graduates who wish to be recommended by MSU for an initial Kentucky teaching certificate must have

- 1) successfully completed an approved teacher education program including student teaching;
- 2) filed an application for certification (CA-1) with Teacher Education Services at MSU;
- 3) obtained at least minimal scores required on PRAXIS specialty area tests and the appropriate Principles of Learning and Teaching Test (PLT);
- 4) completed all applicable **computer literacy and applications** requirements;
- 5) earned a bachelor's degree;
- 6) mailed a copy of criminal record check to EPSB; and
- 7) sent official transcript to EPSB.

In addition, in Kentucky, full certification requires the completion of the Kentucky Teacher Internship Program. To be recommended for certification in other states, all Kentucky requirements must be met.

NOTE: Requirements for teacher certification are established by the Kentucky Education Professional Standards Board (KEPSB). Students are cautioned that changes in these requirements may occur after publication of the current Murray State University *Bulletin*. For the most current information, students should check with an advisor in one of the departments in the College of Education.

Student _____ Advisor _____

Date _____ Date _____

AREA: Art/Teaching Certification Track¹
Bachelor of Arts/Bachelor of Science Degree
CIP 50.0702

ACCREDITED BY: National Association of Schools of Art and Design (NASAD)

Note: B.A. degree is required unless specifically exempted by department chair. Certification requires a grade of *B* or better in one English composition course and a grade of *B* or better in a University Studies math course, public speaking, and EDU 103 or equivalent course. Additional requirements for admission to teacher education and student teaching must be met. See advisor and/or Office of Teacher Education Services for details.

University Studies Requirements.....41-47 hrs
(See *Academic Degrees and Programs*.)

University Studies selections must include:

•***Global Awareness, Cultural Diversity and the World's Artistic Traditions***

ART 211 Ancient and Medieval Art

or

ART 213 Art of Global Cultures

•***Social and Self-Awareness and Responsible Citizenship***

PSY 180 General Psychology

•***University Studies Elective***

ART 212 Art from the Renaissance to the Present

Core Courses.....43 hrs

ART 100T Transitions

ART 101 Drawing I: Introduction to Drawing

ART 111 Two-dimensional Design

ART 112 Three-dimensional Design

ART 201 Drawing II: Life Drawing

ART 298 Mid-Degree Review Seminar¹

ART 399 Professional Practices

ART 499 BA/BS Practicum Group Exhibition

Three of the following:

ART 300 Drawing III

ART 330 Introduction to Painting I²

ART 350 Introduction to Graphic Design I: Digital Art

ART 379 Introduction to Printmaking I

ART 382 Introduction to Photography I

ART 393 Special Topics in 2-D

Three of the following:

ART 309 Introduction to Metalsmithing I

ART 310 Introduction to Furniture Design I

ART 360 Introduction to Sculpture I

ART 370 Introduction to Ceramics I

ART 394 Special Topics in 3-D

One of the following:

- ART 415 Greek and Roman Art
- ART 416 Medieval Art
- ART 418 Renaissance Art
- ART 419 Baroque Art

One of the following:

- ART 428 Nineteenth-Century Art
- ART 429 Art from 1900 to 1960
- ART 430 Contemporary Art, 1960 to the Present

One of the following:

- ART 425 Art of Asia
- ART 491 Special Problems in Art History
- ART 501 Special Topics in Art History

or one course from: ART 415, 416, 418, 419, 428, 429, 430

Teaching Certification Track.....36-50 hrs

- ART 330 Introduction to Painting I²
- ART 341 Fundamentals of Elementary School Art
- ART 342 Fundamentals of Secondary School Art
- COM 161 Introduction to Public Speaking
- EDP 260 Psychology of Human Development³
- EDU 103 Issues and Practices of American Education³
- EDU 403 Structure and Foundations of Education
- ELE 421 Student Teaching Elementary P-5, IECE
- SEC 420 Practicum in Secondary Schools⁴
- SEC 421 Student Teaching in the Secondary School
- SEC 422 Extended Practicum⁵
- SED 300 Educating Students with Disabilities

Two sequential courses in the same studio emphasis above the introductory level, with advisor approval.

Total Curriculum Requirements¹ 120-140 hrs

¹The baccalaureate degree is not awarded automatically upon completion of any required number of courses or units of credit. The progress and status of students in the program is regularly assessed through reviews. All students are required to register for ART 298 the semester after they register for 21 credit hours of studio ART courses. A final review, ART 499, is conducted by faculty jury in conjunction with fulfilling the senior B.A./B.S. Practicum Exhibition requirement.

²Students must choose ART 330 as part of the core for teaching certification.

³May be used as University Studies elective.

⁴Must be taken two semesters before student teaching.

⁵Must be taken one semester before student teaching.

Teacher certification requirements are subject to change. Before registering for the test(s), please refer to the Education Professional Standards Board (EPSB) website at www.kyepsb.net for current requirements or contact Ms. Rice at 502-564-4606 or 888-598-7667.

GRADE POINT AVERAGE REQUIREMENTS:

Grade point averages are reviewed during three checkpoints: admission to teacher education (see Requirements for Admission to Teacher Education), admission to student teaching (requires a 2.75 average overall; a 2.75 average in content area; a 2.75 average in professional education) and at the time of completion/graduation (2.75 overall).

REQUIREMENTS FOR ADMISSION TO TEACHER EDUCATION AND STUDENT TEACHING AT MURRAY STATE UNIVERSITY Rev. (9/2015)

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7. Attend an admission to teacher education orientation.
8. Earn passing scores on the Core Academic Skills for Educators (CASE) test with these subject scores – Reading 156, Writing 162, and Mathematics 150. Request ETS to send scores to Teacher Education Services electronically by using this code, R1494. If any of the PPST subject areas were passed prior to September 1, 2014, use these PPST scores - Reading 176, Writing 174, and Math 174. GRE (Graduate Records Exam) scores may be used for Graduate Students only with a minimum passing score of 150 in verbal, 143 in quantitative, and 4.0 in analytical writing.
9. Earn an overall undergraduate GPA of > 2.75 on a 4.0 scale at the point of admission. This 2.75 minimum GPA remains a requirement throughout the teacher certification program.
10. Complete a minimum of 24 credit hours with a GPA > 2.75 to include the following coursework:
 - a. ENG 101, 102, 104 or 105 with a “B” or higher
 - b. MAT 117 (or higher level math) with a “B” or higher
 - c. COM 161 or HON 165 with a “B” or higher
 - d. EDU 103 with a “B” or higher (or AED 380 or EDU 104 or CTE 200 or MSU 123 or ELE 605 [graduate students])
11. Participate in the admission to teacher education interview and receive their academic advisor’s recommendation to continue the program.
12. Review the Professional Code of Ethics for Kentucky School Personnel. Sign the
 - a. Declaration of Eligibility (pink sheet) affirming a commitment to uphold the code and
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NOTE: Students who have not been admitted to Teacher Education will not be eligible to enroll in upper level courses that specify admission to teacher education as a prerequisite.

Student Teaching

To be admitted to student teaching, students must have

- 13) been granted admission to Teacher Education;

- 14) filed a formal application in Teacher Education Services two semesters prior to the term in which student teaching is desired (Applications are distributed at scheduled student teaching orientations only.);
- 15) earned and maintained GPA ≥ 2.75 in major/areas, professional education, and overall;
- 16) demonstrated teaching ability in field and clinical situations;
- 17) documented completion of 200 or more field hours and components (beginning 9/1/2013);
- 18) senior, post-bac, or graduate status and have completed all major courses and specialty areas;
- 19) been admitted to Teacher Education;
- 20) completed all required professional teacher education courses (EDU 103, EDP 260, 21) EDU 303, SED 300 and EDU 403, etc. – see specific requirements by major or area) with a GPA > 2.75 GPA;
- 22) filed a valid and current medical examination, which includes a TB risk assessment (to begin student teaching within six months of exam);
- 23) obtained a criminal records background check; and
- 24) supplied TES with any other required information (transcripts, course substitution forms, etc.).

General Requirements for Kentucky Certification

Graduates who wish to be recommended by MSU for an initial Kentucky teaching certificate must have

- 8) successfully completed an approved teacher education program including student teaching;
- 9) filed an application for certification (CA-1) with Teacher Education Services at MSU;
- 10) obtained at least minimal scores required on PRAXIS specialty area tests and the appropriate Principles of Learning and Teaching Test (PLT);
- 11) completed all applicable **computer literacy and applications** requirements;
- 12) earned a bachelor's degree;
- 13) mailed a copy of criminal record check to EPSB; and
- 14) sent official transcript to EPSB.

In addition, in Kentucky, full certification requires the completion of the Kentucky Teacher Internship Program. To be recommended for certification in other states, all Kentucky requirements must be met.

NOTE: Requirements for teacher certification are established by the Kentucky Education Professional Standards Board (KEPSB). Students are cautioned that changes in these requirements may occur after publication of the current Murray State University *Bulletin*. For the most current information, students should check with an advisor in one of the departments in the College of Education.

Student _____ Advisor _____

Date _____ Date _____

G. Syllabi

Common course syllabi, posted on the unit's intranet site, ensure all course instructors provide a consistent, quality delivery of each education course. Furthermore, these guidesheets also contain important Admission to Teacher Education information. Guidesheets are shared during advising sessions, aligned with candidates' MSU RACR audits, and posted on <http://coekate.murraystate.edu/coecms/ncate/manager/advsheet/>.

- **Art Methods Courses**
 - ART 341
 - ART 342
- **Art Content Courses**
 - ART 101
 - ART 111
 - ART 112
 - ART 201
 - ART 211
 - ART 212
 - ART 330
- **Education Core Courses**
 - EDU 103
 - EDP 260
 - SED 300
 - EDU 403
 - SEC 420
 - SEC 422