

TO: Jane Grant, Chair, Senate Executive Committee
FROM: Carol Lawton, Chair, Curriculum Review Subcommittee
DATE: December 12, 2002
SUBJECT: Proposal for Bachelor of Arts with a major in Art Education

The Curriculum Review Subcommittee supports the proposed Bachelor of Arts with a major in Art Education, with the caveat that the Visual Arts department seek sources of funding for library resources needed to support the program. We find that the proposal requires no Senate review, and are reporting this finding to the Senate for information only.

Approving

Not Approving

Absent

M. Codispoti

R. Duchovic

G. Hickey

T. Guthrie

C. Lawton, Chair

D. Mansour-Cole

J. Moore

R. Narang

B. Resch

B. Salmon

D. Oberstar

S. Sarratore

New Program in Teacher Education

Initial Level

INSTITUTION: Indiana University-Purdue University Fort Wayne (IPFW)

COLLEGE: School of Visual and Performing Arts

DEPARTMENT: Visual Arts

DEGREE PROGRAM TITLE: Bachelor of Arts with a major in Art Education

FORM OF RECOGNITION TO BE AWARDED/DEGREE CODE: Bachelor of Arts.

The transcript will read Bachelor of Arts with a major in Art Education, Indiana University.

SUGGESTED CIP CODE: 131205

LOCATION OF PROGRAM/CAMPUS CODE: Indiana University-Purdue University Fort Wayne/1812

PROJECTED DATE OF IMPLEMENTATION: Fall 2003

Standard I - Rationale

a. Project Purpose: The Department of Visual Arts of the School of Visual and Performing Arts, with the cooperation of the School of Education (SOE) proposes to offer a major in art education leading to the Bachelor of Arts with a major in Art Education degree. The program provides a structured curriculum for undergraduates who wish to pursue an interest in art education and gain all grade teaching certification.

The visual arts teach alternate ways of thought and expression, of organization and perception. Public and private schools employ faculty to teach the fundamentals of the visual arts to students in all grades. The Bachelor of Arts with a major in Art Education will prepare teachers to contribute to the artistic understanding and growth of school children as visually sophisticated and sensitive individuals. IPFW will prepare art education graduates to meet these expectations. As a leader in education, it is the role of IPFW to meet the art education needs of the schools of northeastern Indiana, IPFW's primary service region.

The proposed program will utilize the existing B.F.A and B.A. courses in Art and the Professional Education courses of the School of Education to develop the knowledge and skills requisite to teach art in all grade settings. The Department of Visual Arts will provide curriculum to prepare students for employment as art teachers, credentialed faculty with distinctive expertise in teaching and knowledge of the visual arts disciplines, studio facilities and equipment. The School of Education brings highly qualified faculty with expertise in the art of teaching to prepare prospective teachers for the classroom. The School of Education has recently undergone a thorough assessment process in which education courses have been modified to meet the current Interstate New Teacher Assessment and Support Consortium (INTASC) and Indiana Professional Standards Board (IPSB) standards. The general education curriculum of IPFW rounds out the program by providing balanced study in linguistic and numerical foundations, physical and natural sciences, humanistic thought, and the social sciences.

b. Need: No public higher education institution in northeastern Indiana is meeting the needs of students who want to prepare for a career in art education. IPFW has offered degree programs in art since the late 1970's and receives numerous inquiries annually requesting the art education degree. Currently, students seeking the art education degree

must study at private institutions, relocate to another part of the state or move out-of-state.

In June of 2002, the Department of Visual Arts conducted a Need/Demand Survey. The Need/Demand Survey went to 321 Public School Superintendents within a 150 mile radius of Fort Wayne. Eighty six (86) superintendents responded to the survey.

In answer to the question,

What are the best numerical estimates of projected employment opportunities for art education graduates over the next five years?

Superintendents responded:

1. Elementary Art Teachers 104
2. Secondary Art Teachers 108
3. Others 55

The Need/Demand Survey went to 269 current students. Thirty one (31) current students responded to the survey. In answer to the question,

If the B.A. in Art Education were available at IPFW, would you enroll in the program?

Current students responded:

1. Yes 20
2. No 7
3. No Answer Given 4

The Need/Demand Survey went to 491 alumni. Fifty three (53) alumni responded to the survey. In answer to the question ,

If the B.A. in Art Education were available at IPFW, would you enroll in the program?

Alumni responded:

1. Yes 29

- 2. No 20
- 3. No Answer Given 4

The response is clearly favorable for offering a B.A. with a major in Art Education. (A copy of the surveys can be seen in Appendix III.)

The proposed art education degree provides a convenient and affordable art education degree for the citizens of northeastern Indiana. The proposed degree does so with

institutional economy, in that all of the art, professional education and general education courses are currently being taught at IPFW for other degree programs, with the exception of the Art Education Methods I & II courses, which will be new courses.

c. Assumptions: The assumptions upon which the program is based are the tripartite foundations of quality education programs in Indiana: the Interstate New Teacher Assessment and Support Consortium continuum (INTASC), the Indiana Professional Standards Board's (IPSB) standards for Teachers of Visual Arts, and the IPFW graduation standards.

d. Curricular Summary:

The degree will require satisfactory completion of: 1). IPFW degree requirements, 2). School of Education, professional education requirements, and 3). Department of Visual Arts degree requirements. To earn the Bachelor of Arts with a major in Art Education, students must complete 125 credit hours distributed as follows:

Art Core	45
Professional Education Courses	38
General Education Requirements	42

e. Clientele to be Served:

The Bachelor of Arts with a major in Art Education will serve undergraduate students in the service area of Indiana University-Purdue University Fort Wayne. The program will attract students with a variety of backgrounds, including (1) high school graduates seeking a college degree in art education; (2) current art majors pursuing the B.F.A in Art or B.A. in Art who want to gain teaching licensure; (3) alumni and other returning students seeking a teaching certificate in art; (4) students transferring from other institutions who desire an art education degree from Indiana University; (5) public school teachers who are interested in shifting to the art discipline and whose school corporation requires state teaching licensure; and (6) teachers in private schools whose corporation does not require licensure but wish to earn an art education degree from Indiana University. The program will serve full and part-time students, male and female students, traditional and non-traditional students. The scheduling of courses, such as offering evening classes, will be sensitive to the needs of working students.

A. Performance-Based: The Bachelor of Arts with a major in Art Education will be “performance-based” rather than “sequentially based.” Included in the performance-based assessment of teacher preparation will be a teacher education portfolio reflecting the student’s experience at IPFW. The portfolio will be reviewed periodically throughout the students’ study allowing students and teachers the opportunity to offer constructive criticism and address areas needing improvement. The portfolio will contain:

- * *artifacts*:- such as evidence of course work; samples of projects, lesson plans, samples of teaching experiences, research papers, letters of

recommendation from cooperating teachers; art portfolio of the candidate's art work, etc.;

- * *reflections*:- students will provide written analysis of what they have learned relative to the evidence provided.
- * *competence*:- how these artifacts demonstrate competence in fulfilling the IPFW, INTASC and IPSB standards.

("Guidelines for Preparing a Portfolio," SOE, IPFW, See Appendix I)

B. Distinctive Features: The proposed Bachelor of Arts with a major in Art Education has the following special features which make it distinctive:

- (1) The program is solidly grounded in the foundations of art to ensure graduates are exceptionally strong in drawing and design, the basic principles and skills upon which art is based.
- (2) Art education majors will have the opportunity to explore a wide variety of studio options with highly qualified professionals in the studio disciplines of painting, drawing, printmaking, sculpture, ceramics, metals, photography, computer art and design. In addition to the traditional three credit courses, students will be able to select from one-credit studio art and theory courses, offered on a rotating basis in the summer and the academic-year.
- (3) Art education students will have the opportunity to gain teaching experience in the IPFW Community Arts Academy. The CAA program offers instruction to K-12 children and adults in a variety of arts classes and media. Students teach in the program under the supervision of art education faculty, who monitor instructional content and teaching methods and serve as advisors. Current art classes include the following:

Art Workshop: Beginners, Grades K-2; Intermediate, Grades 3-5

Arts Technology Workshop: Grades 6-12

Drawing for Teens: Grades 6-12

Printmaking: Grades 6-12

- (4) The program effects economy in public baccalaureate education by utilizing existing courses, faculty and facilities.

C. Philosophical Goals of the Program:

Art education majors will be able to:

- (1) Demonstrate a thorough understanding of basic skills of the visual arts through the work they produce in their studio classes.

- (2) Demonstrate in-depth knowledge of art through successful completion of a series of artwork portfolio assessments by Department of Visual Arts Faculty.

- (3) Demonstrate an appropriate knowledge of the historical and theoretical basis of art through projects and testing in art history classes.

- (4) Demonstrate knowledge and application of principles of teaching art in all grade settings through successful completion of teacher education portfolio assessment in the School of Education at a series of prescribed checkpoints.

- (5) Demonstrate the ability to select, adapt, develop, modify, and evaluate materials for instruction with students of different needs.

(6) Demonstrate an understanding of the learning process demanded of learners of various ages, cultures, and goals and ways to make the learning process effective in view of the diversity of the learners.

(7) Demonstrate knowledge of art education by meeting the INTASC and IPSB Standards with a teacher education portfolio developed throughout the student's academic career, and presented to the School of Education at the time of student teaching.

Standard II - Curriculum

1. The Program is related to the Interstate New Teacher Assessment and Support Consortium (INTASC) continuum in terms of the standards on which the model is based.

All of the INTASC standards are addressed within the body of the professional education curriculum, the general education curriculum and the art curriculum. Sample syllabi from the Department of Visual Arts and the School of Education, referencing INTASC and IPSB Standards, can be seen in Appendix II

Following is Table I, demonstrating that through completion of the Art Education Program, all INTASC Standards will be met.

TABLE I

Interstate New Teacher Assessment and Support Consortium Standards	Courses from the Proposed IPFW Major in Art Education that meet INTASC Standards
<p>Principle 1. The teacher understand the central concepts, tools of inquiry, and the structures of the discipline(s) he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for the students.</p>	<p>Foundations: FINA P121, P122, P151, P152</p> <p>Art History: FINA H111, FINA H112</p> <p>FINA & VCD 200, 300, 400 level courses</p> <p>EDUA F300, EDUC H340, EDUC W200, EDUC P250, EDUC M201</p> <p>EDUC X401,</p> <p>Methods Courses: EDUC M330, EDUC M430</p>
<p>Principle 2. The teacher understands how children learn and develop, and can provide learning opportunities that support their intellectual, social, and personal development.</p>	<p>EDUC H340, EDUC W200, EDUC P250, EDUC M201 EDUC X401,</p> <p>Student Teaching: EDUC M482</p>
<p>Principle 3. The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.</p>	<p>EDUC P250 EDUC M201, EDUC H340, EDUC W200, EDUC X401</p> <p>Student Teaching: EDUC M482</p>
<p>Principle 4. The teacher understands and uses a variety of instructional strategies to encourage students’ development of critical thinking, problem solving, and performance skills.</p>	<p>EDUC H340, EDUC W200, EDUC P250 EDUC M201, EDUC X401</p> <p>Methods Courses: EDUC M330, EDUC M430</p>
<p>Principle 5. The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning and self-motivation.</p>	<p>EDUC W200, EDUC P250, EDUC M201, EDUC H340, EDUC X401</p> <p>Student Teaching: EDUC M482</p>
<p>Principle 6. The teacher uses knowledge of effective verbal, nonverbal, and media</p>	<p>EDUC W200, EDUC P250, EDUC M201,</p>

communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.	<p>EDUC H340, EDUC X401</p> <p>Methods Courses: EDUC M330, EDUC M430</p> <p>Student Teaching: EDUC M482</p>
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Principle 7. The teacher plans instruction based upon knowledge of subject matter, the community, and curriculum goals.	<p>Foundations: FINA P121, FINA P122, FINA P151, FINA P152</p> <p>Art History: FINA H111, FINA H112</p> <p>FINA & VCD 200, 300, 400 level courses</p> <p>EDUC W200, EDUC P254, EDUC H340</p> <p>Methods Courses: EDUC M330, EDUC M430</p> <p>Student Teaching: EDUC M482</p>
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Principle 8. The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social and physical development of the learner.	<p>EDUC W200, EDUA F300, EDUC P254, EDUC H340,</p> <p>EDUC X401</p>
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Principle 9. The teacher is a reflective practitioner who continually evaluates the effects of his/her choices and actions on others (students, parents, and other professionals in the learning community) and who actively seeks out opportunities to grow professionally.	<p>EDUC W200, EDUC P250, EDUC M201, EDUC H340</p> <p>Methods Courses EDUC M330, EDUC M430</p> <p>Student Teaching: EDUC M482</p> <p>FINA & VCD 200, 300, 400 level courses</p>
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Principle 10. The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support students' learning and well being.	<p>EDUC W200, EDUC P250, EDUC M201, EDUC P254, EDUC H340</p> <p>Student Teaching: EDUC M482</p>
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2. *The program is based on a model that specifies the purposes, processes, outcomes and evaluation of the program.*

The model is performance-based with specified program goals and annual program assessment as required by the IPFW Assessment Program. Assessment meets newly required INTASC and IPSB standards as well as accreditation requirements of NCATE. The IPFW program review process includes entrance, interim and exit (internal and external) assessment measures, and program outcomes and evaluation. (For the Assessment Model see Standard IV; Admission Retention and Exit Policy, p. 16-18)

Following is Table II showing how the proposed IPFW Major in Art Education Curriculum meets all of the IPSB Standards.

Table II

Standards for Teachers of Visual Arts

Courses from the Proposed IPFW Major in Art Education Curriculum

fulfilling IPSB Standards from Licensing Rules 2002

	Standard #1: Philosophy and Justification	Standard #2: Curriculum	Standard #3: Instruction	Standard #4: Student Learning	Standard #5: Assessment	S C M

Performances	<p>1. Foundations: FINA P121 FINA P122 FINA P151 FINA P152</p> <p>2. FINA & VCD 200,300,400 level courses</p> <p>3. Invitation to Teaching EDUA F300</p> <p>4. Education and American Culture EDUC H340</p>	<p>1. Methods Courses EDUC M330, M430</p> <p>2. Supervised Teaching EDUC M482</p> <p>3. FINA & VCD 300, 400 level courses</p> <p>4. Reading in the Content Area EDUC X401</p>	<p>1. Methods Courses EDUC M330, M430</p> <p>2. Supervised Teaching EDUC M482</p> <p>3. Special Needs Courses, EDUC K201, K206</p> <p>4. Psychology Courses, EDUC P250, P254</p>	<p>1. Methods Courses EDUC M330, M430</p> <p>2. Supervised Teaching EDUC M482</p> <p>3. Special Needs Courses, EDUC K201, K206</p> <p>4. Psychology Courses, EDUC P250, P254</p>	<p>1. EDUA F300</p> <p>2. Methods Courses EDUC M330, M430</p> <p>3. Supervised Teaching EDUC M482</p> <p>4. Special Needs Courses, EDUC K201, K206</p> <p>5. Psychology Courses, EDUC P250, P254</p>
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<p>Knowledge</p>	<p>1. Art History FINA H111 FINA H112 2. FINA &VCD 300,400 level courses 3. Invitation to Teaching EDUA F300 4. Education and the American Culture EDUC H340</p>	<p>1. Art History FINA H111 FINA H112 2. FINA &VCD 200,300,400 level courses 3. Reading in the Content Area EDUC X401 4. Micro-computers in the Classroom EDUCW200/ M101</p>	<p>1. Art History FINA H111 FINA H112 2. Foundations: FINA P121 FINA P122 FINA P151 FINA P152 3. FINA &VCD 200,300,400 level courses 4. Special Needs Courses EDUC K201, K206 5. Psychology Courses, EDUC P250, P254</p>	<p>1. Methods Courses EDUC M330, M430 2. Special Needs Courses, EDUC K201, K206 3. Psychology Courses, EDUC P250, P254</p>	<p>1. EDUA F300 2. Supervised Teaching EDUC M482 3. Special Needs Courses, EDUC K201, K206 4. Psychology Courses, EDUC P250, P254</p>	<p>1. Methods Courses EDUC M430 2. Supervised Teaching EDUC M482 3. Psychology Courses EDUC P254</p>
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Dispositions	<p>1. Art History</p> <p>FINA H111</p> <p>FINA H112</p> <p>2. FINA &VCD 200,300,400 level courses</p> <p>3. Invitation to Teaching EDUA F300</p> <p>4. Education & the American Culture EDUC H340</p>	<p>1. Art History</p> <p>FINA H111</p> <p>FINA H112</p> <p>2. FINA &VCD 200,300,400 level courses</p> <p>3. Reading in the Content Area EDUC X401</p>	<p>1. Art History</p> <p>FINA H111</p> <p>FINA H112</p> <p>2. Foundations:</p> <p>FINA P121</p> <p>FINA P122</p> <p>FINA P151</p> <p>FINA P152</p> <p>3. FINA &VCD 200,300,400 level courses</p> <p>4. Methods Courses</p> <p>EDUC M330, M430</p> <p>5. Supervised Teaching</p> <p>EDUC M48</p> <p>6. Special Needs Courses, EDUC K201, K206</p> <p>7. Psychology Courses, EDUC P250,</p>	<p>1. FINA &VCD 200,300,400 level courses</p> <p>2. Methods Courses</p> <p>EDUC M330, M430</p> <p>3. Supervised Teaching</p> <p>EDUC M482</p> <p>4. Special Needs Courses, EDUC K201, K206</p> <p>5. Psychology Courses, EDUC P250, P254</p>	<p>1. EDUA F300</p> <p>2. Supervised Teaching</p> <p>EDUC M482</p> <p>3. Special Needs Courses, EDUC K201, K206</p> <p>4. Psychology Courses, EDUC P250, P254</p>	<p>1. Method Courses</p> <p>EDUC M3 M430</p> <p>2. Supervised Teaching</p> <p>EDUC M4</p> <p>3. Psychology Courses EDUC P250, P254</p>
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3. The model is reflected in curricular design and planning, course syllabi, instructional design, practice and evaluation.

The performance-based model is reflected in curricular design, course syllabi and evaluation of student learning. The curriculum balances a combination of art studio, history, and theory courses with education methods, theory and practicum courses. The performance based course syllabi support the development of an artwork portfolio and a teacher education portfolio containing artifacts demonstrating competency in meeting IPSB and INTASC standards. (For “Guidelines for Preparing a Portfolio,” SOE, see Appendix I) (For sample syllabi see Appendix II.) Numerous check points throughout the curriculum provide faculty with an opportunity to assess student performance through portfolio evaluation and interviews with students.(For Portfolio Review Assessment Procedures see Standard IV; Admission Retention and Exit Policy, p. 16-18.)

4. Candidates receive appropriate depth and breadth in general education through a well-planned sequence of courses and experiences.

The IPFW General Education curriculum is designed to provide broad exposure and appropriate depth through 45 credits from the following six categories: Linguistic and Numerical Foundations (12); Physical and Natural Sciences (9); The Individual, Culture and Society (9); Humanistic Thought (9); Artistic Expression (3) and Inquiry and Analysis (3). The general education curriculum follows:

45 (42) GENERAL EDUCATION REQUIREMENTS

12	Linguistic and Numerical Foundations	
6	Reading/Writing	ENG W131, ENG W233
3	Listening/Speaking	COM 114
3	Math	MA168, STAT125 or MA153
9	Physical and Natural Sciences	
3	Biological Sciences	BIOL 100 or BIOL 250
6	Sciences other than Biology	Astronomy, Chemistry, Geology, Physics, Bioanthropology
9	The Individual, Culture and Society	

3	Cultural Diversity	Option AFRO A210, ANTH E105, L200, ENG L364, COM 303
3	Elementary Psychology	PSY 120
3	Principles of Sociology	SOC S161
9 (6)	Humanistic Thought	Option (FINA H111- art history - may be double counted as the third course in Humanistic Thought)
3	Creative and Artistic Expression	MUS L153, MUS Z140, THTR 134, THTR 125, <u>No class with a FINA or VCD prefix</u>
3	Inquiry & Analysis	
45 (42) Total Hours		

5. *Candidates attain a high level of academic competence and understanding in the areas in which they plan to teach or work.*

The strength of the program is derived from its provisions for breadth and depth of study in the art major. Breadth is provided with the 30 credits of art courses, including Foundation courses in Drawing, and Design (12), Art History (6), and the 200 level studio electives in disciplines including, Printmaking, Painting, Ceramics, Sculpture, Metals, Photography, Computer Art and Design (12). Depth is provided by the 15 credits of studio electives at the 300 and 400 level.

a. Visual Arts / Arts Education Requirements (45 credits):

FINA H111	Ancient and Medieval Art	3
FINA H112	Renaissance to Modern Art	3
Foundation Courses		12
FINA P121-P122	Drawing Fundamentals I & II	6
FINA P151-P152	Design Fundamentals I & II	6
Option Requirements		12
Two of the following two-dimensional areas		6
FINA P225	Painting Fundamentals I	
FINA P241	Printmaking Fundamentals I	
VCD P273	Computer Art and Design I	
VCD P243	Photography Fundamentals	
Two of the following three-dimensional areas		6
FINA P231	Sculpture Fundamentals	
FINA P233	Metalsmithing Fundamentals	
FINA P235	Ceramics Fundamentals	
Additional Credits		15

Credits in FINA or VCD studio courses at the 300- and 400- levels.

b. Courses to be added to the Curriculum: The following courses must be introduced at IPFW:

3 credits	Foundations of Art Education & Methods I	EDUC M330
3 credits	Foundations of Art Education & Methods II	EDUC M430

No other courses must be introduced to support the program. All other courses are currently offered at IPFW.

c. Sample Curriculum by Semester Course Sequence:

Art Education Sample Schedule	
<p>Semester 1</p> <p>MA 153 Algebra and Trigonometry I-----3</p> <p>COM 114 Fundamentals of Speech-----3</p> <p>FINA P121 Drawing Fundamentals I-----3</p> <p>FINA P151 Design Fundamentals I-----3</p> <p>FINA H111 Ancient & Medieval Art-----3</p> <hr/> <p style="text-align: center;">Total 15</p>	<p>Semester 2</p> <p>ENG W131 Elem. Composition In-----3</p> <p>EDUA F300 Inv. To Teach-----2</p> <p>FINA P122 Drawing Fundamentals II-----3</p> <p>FINA P152 Design Fundamentals II-----3</p> <p>FINA H112 Renaissance to Modern Art-----3</p> <p>EDUC W200/M101 Microcomputers for Education-----1</p> <hr/> <p style="text-align: center;">Total 15</p>
<p>Semester 3</p> <p>Humanistic Thought-----3</p> <p>EDUC K201 Schools, Society, & Exceptionality---- -----1</p> <p>ENG W233 Intermediate & Expository Writing----- -----3</p> <p>FINA P255 Painting Fundamentals I-----3</p>	<p>Semester 4</p> <p>EDUC H340 Education & American Culture----3</p> <p>FINA P233 Metalsmithing Fundamentals-----3</p> <p>EDUC K206 Teaching Methods for Students With Special Needs-----3</p> <p>EDUC P250 General Educational Psychology----3</p>

VCD P273 Computer Art and Design I-----3 SOC S161 Principals of Sociology-----3 <hr/> <p style="text-align: center;">Total 16</p>	EDUC M201 Field Experience-----0 Physical & Natural World-----3 VCD P374 Computer Art & Design II-----3 <hr/> <p style="text-align: center;">Total 18</p>
<p>Semester 5</p> PSY120 Elementary Psychology-----3 FINA P235 Ceramics Fundamentals-----3 EDUC P254 Education Psychology for Teachers of All Grades-----3 EDUC M301 Field Experience -----0 FINA P321 Advanced Drawing I-----3 Artistic Expression-----3 <hr/> <p style="text-align: center;">Total 15</p>	<p>Semester 6</p> FINA P335 Advanced Ceramics I-----3 Physical & Natural World-----3 EDUC M330 Foundations of Art Education & Methods I-----3 Culture & Society-----3 FINA P325 Advanced Painting I-----3 Humanistic Thought-----3 <hr/> <p style="text-align: center;">Total 18</p>
<p>Semester 7</p> FINA P333 Advanced Metalsmithing I-----3 EDUC M430 Foundations of Art Education & Methods II-----3 Physical & Natural World-----3 Inquiry and Analysis-----3 EDUC X401 Reading in the Content Area-----3 <hr/> <p style="text-align: center;">Total 15</p>	<p>Semester 8</p> EDUC M482 Supervised Teaching-----13 EDUC M501/Field Experience (Exit Portfolio)--0 <hr/> <p style="text-align: center;">Total 13</p>
	Total 4 Years, 125 Credits

d. Employment Possibilities:

Graduates of the art education program will have developed flexible employment skill sets which make them well-suited for many kinds of employment in education and art. Opportunities include all grade teaching in public or parochial schools, community art centers, senior citizen and children's day care centers, and employment as art museum curators of education.

Graduates with a Bachelor of Arts with a major in Art Education will be eligible to enter a graduate program in education. Such programs are offered at IPFW and at many other institutions.

6. The professional studies component prepares the candidate to work effectively in their specific educational roles.

The professional component of the program blends theory, pedagogy, and field/lab experiences. Every attempt is made to remove any barriers between the "real world" and the college classroom. In general, the professional component deals with the knowledge and practice of the social context of education, the psychology of teaching and learning, subject specific methods of instruction through courses such as M330 and M430, Foundations of Art Education and Methods I&II, lab and field experiences in a variety of settings, and student teaching.

38 PROFESSIONAL EDUCATION (* indicates field experience required)

2	Invitation To Teaching	EDUA F300
1	Schools, Society, and Exceptionality	EDUC K201
3	Teaching Methods for Students With Special Needs	EDUC K206
3/0	General Educational Psychology	EDUC P250/M201*
3/0	Educational Psychology for Teachers of All Grades	EDUC P254/M301*
1/0	Microcomputers for Education	EDUC W200/M101*
3	Education & American Culture	EDUC H340
3	Foundations of Art Education & Methods I	EDUC M330*
3	Reading in the Content Area	EDUC X401
3	Foundations of Art Education & Methods II	EDUC M430*
13	Supervised Teaching (Ten weeks at the elementary, middle school or high school and three weeks at <u>one</u> other level) Lab/Field Experience (portfolio)	EDUC M482
0		EDUC M501
	Field Experience for P254 and P250 (Field experience will include 2-3 placements from among the elementary, middle school, and high school levels and requires 30 hours of observation/internship). Art methods classes, M330 and M430, may include a field experience.	EDUC M201, M301*, M330*, M430*
38 Total Hours		

Standard III - Clinical and Field-Based Experiences

Clinical and field-based experiences in the professional education curriculum are accompanied by professional supervision and feedback and are designed to prepare students to work effectively in specific education roles.

Field experience will include 2-3 placements from among the elementary, middle school, and high school levels and requires 30 hours of observation/internship. Students will be placed in schools under the supervision of the classroom teacher who will incorporate the student into a variety of observations and limited participation experiences in the classroom. The classroom teacher will provide ongoing feedback along with a final evaluation. In addition, a university faculty member will visit the school site to check on the progress of the student and provide feedback for the student and the classroom teacher.

Students will finish the major in art education by completing a supervised student teaching experience. The student teaching experience will be at least 13 weeks in length and shall cover two of three different school settings (elementary, middle school, high school) with a split of 10 weeks in one setting and 3 weeks in another. The supervising teacher will provide mid-term and final evaluations for the student teacher. The Art Education faculty will work with the supervising teacher and the student teacher. The Art Education faculty will support and advise the student teacher throughout the classroom experience by making periodic visitations, reports, and evaluations. The student teaching experience shall include three major activities (observation, participation, and full-time instruction).

Standard IV - Admission, Retention and Exit Policies

The program has systematic procedures for admission, monitoring progress, and completion of the program.

- 1. Admission procedures encourage the recruitment of quality candidates.*

Admission Requirements: All students will be required to meet regular IPFW admission standards as presented in the IPFW Bulletin. Subsequently, students must meet the School of Education's requirements for admission to the teacher education program.

Students are admitted to the professional education program when they have achieved the following criteria:

1. Pass PPST
2. 2.50 Cum. GPA including all course work taken from previously attended institutions
3. Completion of 45 credit hours
4. C or better in: ENG W131, COM 114, EDUC W200, EDUA F300, MA 101 (EC, Early Childhood & MC, Middle Childhood or a Quantitative Reasoning course (EA, Early Adolescence & AYA, Adolescence/Young Adulthood), (& all grade)

Scholarships from the School of Visual and Performing Arts will encourage Art Education majors to apply to the program. Scholarships will range from \$500 to \$1,500 per scholarship each year.

2. Systematic procedures and time lines for assessing the candidate's progress may include data sources such as (a) grade point average, (b) observations, (c) faculty recommendations, (d) demonstrated competence in academic and professional work; and (e) recommendations from appropriate professionals.

Proposed Department of Visual Arts Assessment Procedures for Art Education Majors:

(Includes existing assessment procedures with additional assessment for art education majors)

1st Interim Assessment end of Semester 4:

1. Evaluation of student artwork portfolios by Art Education Academic Advisor and Art Department Faculty after the completion of the 100- and 200- level art studio requirements (end of semester 4) The portfolio must demonstrate competency in basic drawing and design and basic knowledge in a sampling of 2D and 3D studio disciplines
2. Completed 61 credit hours
3. 2.5 cumulative GPA in all General Education Courses
4. 2.5 cumulative GPA and a grade of C or better in each Visual Arts (FINA and VCD) course

2nd Interim Assessment end of Semester 5:

1. Evaluation of the integration of skill in the discipline with teaching by Art Education Academic Advisor and Art Department Faculty (end of semester 5) Students will have a personal interview with the faculty. Faculty will evaluate: (a) The description and analysis of the evidence presented in the portfolio. (b) The verbal and written coherence of the student. (c) Evaluation of student's field experience from M101 and M201
2. Completed EDUC P250
3. 2.00 minimum GPA in all General Education Courses
4. 2.5 Cumulative GPA and a grade of C or better in each Visual Arts (FINA and VCD) course

3rd Pre-Exit Assessment end of Semester 7:

1. Evaluation of the integration of skill in the discipline with teaching by Art Education Academic Advisor and Art Department Faculty (end of semester 7). Students will have a personal interview with the faculty. Faculty will evaluate: (a) The description and

analysis of the evidence presented in the portfolio (b) The verbal and written coherence of the student (c) Evaluation of student's field experience from labs in EDUC M330, M430

2. Evaluation of student artwork portfolios by the Art Education Academic Advisor and Art Department Faculty will take place prior to student teaching (end of semester 7) The portfolio must demonstrate in-depth knowledge of at least two studio disciplines.

3. Completed all art courses

4. 2.50 cumulative GPA or higher and a C or better in each Visual Arts (FINA and VCD) courses

Proposed Professional Education Assessment Procedures for Art Education Majors:

(Existing Assessment Procedures in the School of Education)

Following is a description and time line showing how data from candidate assessments are reviewed systematically under the new program

(For SOE, “Guidelines for Preparing a Portfolio,” see Appendix I)

SOE Student Checkpoints:

1st Checkpoint in Semester 4/5: Admission to Teacher Education (Block 1) (Evaluated by: F300 instructor, Academic Advisors, Dean of the School of Education)

1. Pass PPST
2. 2.50 Cum. GPA including all course work taken from previously attended institutions
3. Completion of 45 credit hours
4. C or better in: ENG W131, COM 114, EDUC W200, EDUA F300, or a Quantitative Reasoning course (EA & AYA) (& all grade)
5. 1st portfolio checkpoint (initial establishment of a portfolio in F300)

2nd Checkpoint in Semester 5/6: Admission to Professional Education (Evaluated by: Academic Advisor, Portfolio Assessors)

1. Student has been admitted to Teacher Education
2. Junior Status (60 credits completed, including at least half in each General Education area. EC and MC students need half of ENG/COM courses in General Education Area I and half of MA courses in General Education Area I. EA and AYA students need 15 of 60 credits in teaching major or core content area.)
3. Minimum 2.00 GPA in each General Education area
4. 2.50 Cum. GPA
5. 2nd portfolio checkpoint (scoring assessment) in P250 for EA & AYA (& all grade)
6. Completion of or enrolled in Block 1

3rd Checkpoint in Semester 6/7: Admission to Student Teaching (Evaluated by: Academic Advisor, Director of Field Services)

1. Complete a Limited Criminal History check
2. Complete an application for Student Teaching
3. Make appointment with Director of Field Services
4. Complete all methods courses
5. 3rd portfolio checkpoint (scoring assessment) in Methods for EA & AYA (& all grade)

4th Checkpoint in Semester 8/9: Final Assessment (Evaluated by: Art Academic Advisor (Art Educator), Portfolio Assessors, Dean of the School of Education)

1. 4th portfolio checkpoint (scoring assessment)
2. Completion of Student Teaching and all course requirements

5th Checkpoint: Verification for Completion of Degree/Certification

1. Apply for graduation
2. Apply for license

3. *Systematic approaches are used to assist candidates who are making unsatisfactory progress in their programs.*

Students making unsatisfactory progress in studio art and art education courses are identified through the 1st and 2nd Interim Assessments and Pre-Exit Assessment. The Art Education Advisor in consultation with Visual Arts Faculty, will advise and mentor students with incomplete or inadequate artwork portfolios. If artistic skills are unsatisfactory, students will be advised of areas needing improvement, which will result in a deferral of evaluation or may require re-taking courses. In the School of Education, Portfolio Checkpoints will allow Education Faculty to evaluate and assist candidates in their progress and portfolio development. Additional aids for struggling students, especially with the general education courses, include tutoring through Transitional Studies. If the student is making unsatisfactory academic progress, a result might be academic probation or dismissal.

4. *Prior to granting recommendations for a teaching license, academic and professional competence is evaluated using on-going assessments which consist of multiple and authentic forms throughout the program.*

A. PROPOSED DEPARTMENT OF VISUAL ARTS ASSESSMENT PROCEDURES FOR ART EDUCATION MAJORS

1st Interim Assessment: As part of assessment, evaluations of student art work portfolios by the Art Education Academic Advisor and Art Department Faculty will take place after the completion of the 100- and 200- level art studio requirements, at the end of semester four. The portfolio must demonstrate knowledge of basic drawing and design and basic skills in a sampling of 2D and 3D disciplines.

1. Student artwork is expected to demonstrate:
 - a. basic drawing skills, including line rendering, perspective and volumetric shading of form in space
 - b. basic design skills, including the ability to organize form, shape, line and volume into a coherent 2D and 3D image, a basic understanding of color principles, the ability to structure a coherent 2D composition with value, hue and intensity of color
 - c. experience and basic knowledge of 2D and 3D media, emphasizing the application of design, drawing and sculpting skills in the media

2. The artwork portfolio will include written statements by the student reflecting critically on the goals and purposes of the artwork presented, and specific IPSB and INTASC standards met by the portfolio.

2nd Interim Assessment: As part of Assessment, the Art Education Academic Advisor and Art Department Faculty will evaluate the integration of skill in the discipline with teaching at the end of semester 5. Students will have a personal interview with the faculty, during which they will present their portfolios.

- a. The portfolio will include artifacts, supported with a written description and analysis of what was learned, and how the artifact demonstrates competence in meeting INTASC and IPSB standards
- b. The verbal and written coherence of the student will be evaluated
- c. Initial evaluation of teaching performance and potential will be made based on the lab experience in EDUC P250

3rd Pre-Exit Assessment:

1. Evaluation of the integration of skill in the discipline with teaching by Art Education Academic Advisor and Visual Arts Faculty (end of semester 7). Students will have a personal interview with the faculty, during which they will present their portfolios.

- a. The portfolio will include artifacts, supported with a written description and analysis of what was learned, and how the artifact demonstrates competence in meeting INTASC and IPSB standards
- b. The verbal and written coherence of the student will be evaluated
- c. Evaluation of teaching performance and potential will be made based on the lab experience in EDUC M330, M430

Student portfolios are expected to demonstrate:

- a. The ability to select, adapt, design, and implement curricula in their specific Visual Arts discipline that:
 - 1. Provides students with many effective means of self-expression
 - 2. Develops critical thinking and problem-solving skills
- b. A variety of teaching and learning strategies appropriate for their specific Visual Arts discipline.
- c. The ability to identify and design instruction appropriate for diverse learning styles in their specific Visual Arts discipline (IPSB Standards #1,#2,#3,#4, INTASC Standards #1,#2,#3,#4)

2. Evaluation of artwork portfolios by the Art Education Academic Advisor and Art Department Faculty will take place prior to student teaching, at the end of semester 7. The artwork portfolio must demonstrate performances, knowledge and dispositions of upper level studio work.

- a. Student artwork is expected to demonstrate an in depth knowledge of one 3D and one 2D studio discipline, including forming processes (tools, techniques and safety practices), thematic content (ideas, subject matter, symbols, metaphors, and themes), application of design and drawing skills, and creativity.
- b. The artwork portfolio will include written statements by the student reflecting on the goals and purposes of the artwork presented, the history, meaning and interpretation, and specific IPSB standards met by the portfolio. (IPSB Standard #1,#2,#3,#4, #7). (INTASC #1,#9,#10)

B. PROPOSED SCHOOL OF EDUCATION ASSESSMENT PROCEDURES FOR ART EDUCATION MAJORS

(For SOE, “Guidelines for Preparing a Portfolio,” see Appendix III)

First Portfolio Checkpoint:

At the completion of EDUA F300, Invitation to Teaching, those students entering IPFW in spring 2002 and later will be required to have selected five possible artifacts and to have written reflections for each artifact. They will not be bound to the inclusion of these early artifacts in their final portfolio. The experience will initiate the student in the portfolio process. Instructors for the EDUA F300 course will examine this early evidence for the first portfolio checkpoint.

Second Portfolio Checkpoint and Third Portfolio Checkpoint:

These checkpoints will differ according to program and will be available as new programs are developed. For Art Education Majors the checkpoints will be in P250 and one methods course.

Fourth Portfolio Checkpoint-the Completed Exit Portfolio:

At the end of the twelfth week of the student teaching semester for all programs (on a date that will in all likelihood coincide with student teaching in service day at IPFW), students will be required to turn in their final completed portfolio with all required entries and artifacts. At that time students will be required to have at least three artifacts for each of the ten INTASC standards and to have written a reflection page for each of the artifacts. Teacher education faculty, arts and sciences discipline faculty, and area K12 teachers and administrators and the art education faculty will gather to evaluate the final portfolios. Each portfolio will be evaluated by at least two educators. The portfolio score assigned will be an average of the two educators’ evaluation scores. As of fall 2002, teacher candidates in all programs will be registered for a non-credit course, M501, during student teaching. The grade in that course will reflect the assessment of the portfolio. Students will be given a receipt for their portfolio when they turn it in and they will be expected to produce that receipt to pick up their portfolio a the end of the evaluation process.

What happens if the final portfolio is unacceptable?

If a portfolio is judged unacceptable, the student will be responsible for correcting any deficiencies and returning the portfolio for a second evaluation. If the portfolio is still deficient, the student may not complete the program at that time or be certified. The second submission will have a deadline (to be announced) near the end of student teaching, but early enough for a second evaluation of the student's work.

Standard V - Faculty

The faculty are qualified to perform their assignments by virtue of either advanced study or demonstrated competence in their field of specialization.

- a. Faculty and Administrators

School of Education:

Wiener, Roberta B., Professor of Education and Dean of the School of Education, B.A., Brooklyn College, 1957; M.S., 1961; M.S.W., Adelphi University, 1988; Ed.D., Hofstra University, 1973

Campbell-Whatley, Gloria, Associate Professor of Education in Special Education, B.A., Dillard University, 1975; M.A., University of Alabama, 1977; Ed.D., University of Alabama, 1989

Choi, Sheena, Assistant Professor of Education in Educational Foundations, B.A., State University of New York College at Potsdam, 1989; M.S.; Ph.D., SUNY-Buffalo, 1994

Jordan, Janet S., Director of the Curriculum Laboratory in Microcomputers, B.A., Boston University, 1968; M.S., Florida State University, 1972

Murphy, Kathleen A., Associate Professor of Education in Educational Foundations, Chair of Educational Studies; B.A., University of Michigan, 1965; M.A., 1966; M.A.T., Harvard University, 1967; Ed.D., 1981

Moss, Glenda, Assistant Professor of Education in Secondary English and Social Studies Methods, B.A. East Texas State University, 1972; M.Ed., The University of Texas at Tyler, 1983; Ed.D., Stephen F. Austin State University, 2001

Nichols, Joe D., Associate Professor of Education in Educational Psychology; B.S., Southwestern Oklahoma State University, 1979; M.Ed., University of Oklahoma, 1989; Ph.D., 1994

Parke, Beverly, Associate Professor of Education in Special Education, Special Education, B.A., University of Michigan, 1972; M.S., University of Toledo, 1976; The Ohio State University, Ph.D., 1980

School of Visual Arts and Performing Arts:

Christy, Benjamin C., Professor of Music and Dean of the School of Visual and Performing Arts, B.M.E. Texas Christian University, 1969; clarinet performance, D.M.A., and M.M., The University of Michigan, 1973

Department of Visual Arts:

Ganz, Christopher, Assistant Professor of Visual Arts, printmaking/foundation drawing, B.F.A., University of Missouri-Columbia, 1995; M.F.A., Indiana University, 2001

Goodman, Dana, Assistant Professor of Visual Arts, sculpture/foundation design, B.F.A., University of Iowa, 1988; M.A., Ohio University, 1991; M/senate-devF.A., 1991

Hrehov, John, Associate Professor of Visual Arts and Interim Chair, drawing/painting, B.F.A., Cleveland Institute of Art, 1981; M.F.A., University of Illinois, 1985

Krist, Dennis L., Assistant Professor of Visual Arts, graphic design; B.F.A., University of Notre Dame, 1965

LeBlanc, AnnMarie, Associate Professor of Visual Arts and Interim Chair, computer art, B.F.A., Louisiana State University, 1982; M.A., Purdue University, 1985; M.F.A., Bowling Green State University, 1991

McCroskey, Nancy, Associate Professor of Visual Arts, ceramics/foundation design, B.F.A., Maryland Art Institute, 1976; M.F.A., Indiana University, 1980

Murray, Robert, Assistant Professor of Visual Arts, computer art, B.F.A., Indiana University-Purdue University Fort Wayne, 1993; M.F.A., University of Cincinnati, 1995

Ushenko, Audrey, Associate Professor of Visual Arts, painting and art history, B.A., Indiana University, 1965; M.A., Northwestern University, 1967; Ph.D., 1979

New Faculty Positions

To deliver the art education program, the Dean of Visual and Performing Arts and the Vice Chancellor for Academic Affairs have authorized a new position in art education at the Assistant or Associate Professor level. Recruitment for this position, requiring a doctorate in art education, is scheduled to take place during the 2002-03 academic-year for an appointment to begin in the Fall of 2003. The position will be housed in the Department of Visual Arts.

Standard VI - Governance and Resources

1. The program is sufficiently organized, unified and coordinated to allow fulfillment of its objectives and purposes.

The art education program is housed in the Department of Visual Arts, School of Visual and Performing Arts, where academic advising for general education and professional studies will take place. Academic advising for the art component is accomplished by the Department of Visual Arts. Art Program assessment is administered by the Department of Visual Arts, education program assessment is administered by the School of Education with help from the Art Education Academic Advisor when appropriate. Program advertising and student recruitment is the responsibility of the Department of Visual Arts.

2. Resources are available in the areas of 1). personnel, 2). funding, 3). physical facilities, 4). library, 5). equipment, 6). materials, and 7). supplies to offer a quality program.

The proposed program will more fully utilize existing library, art studio and teaching resources for projects and papers required by the program and will increase the current enrollments in art, education, and general education classes.

1). Personnel

\$45,000 salary + benefits New Art Education Faculty position

2). Funding:

Academic line provided by VCAA and program funding provided by School of Visual and Performing Arts

3). Physical Facilities:

The Visual Arts Building houses excellent classrooms and art studios. Specialized facilities include double-sized studios in sculpture, ceramics, metalsmithing, printmaking and wood shop; two painting studios, a photography lab, two computer labs, a multi-media lecture hall, and four large classrooms. A faculty office will be provided as well.

4). Library:

Art Education holdings in Helmke Library are minimal and dated. The collection needs to be expanded through an infusion of funding for the first three to five years of the program, then augmented regularly through smaller allocations.

Journals:

Of the five titles recommended as basic to support an art education program Helmke Library holds scattered holdings of two:

Arts and Activities (L11.J93) - 1974-1982

Art Education (N81.A86) - 1951-1953, 1955-1956, 1958-1967, 1971-1994

The library does not own any issues of:

Visual Arts Research (formerly the Review of Research in Visual Arts Education)

School Arts

Studies in Art Education

All of the above are listed by Katz' serials titles for libraries as basic for an art education program. All of the above titles are available in the IU system through document delivery services. Art Education and Arts and Activities are available full-text in the Academic Search Elite. Both are accessible from <http://www.lib.ipfw.edu/docs/database/database.education.html>

Books or monographs:

For a quick assessment of the book collection one might use the holdings of all IU libraries as a reasonably good universe of titles available on the subject since Indiana University has a strong education and art education program. Of the approximately 1800 titles listed in the IU online catalog, Helmke Library owns 142. Only 17 of the 142 titles owned by IPFW were published in the last four years. Helmke Library does have an adequate number of "how-to" books for painting and other arts. The library is ordering for Music an increasing number of books on creative arts therapy, so some may be useful in art education.

Non-print material:

The library holds videos on seven artists. The slide collection numbering 30,000 slides is an art history collection and addresses art education by providing slides of various works of art. IU Bloomington has a strong art education program, so initially many books and articles from journals could be obtained by using DDS. The IPFW art education program, should, however, have basic titles in the local library.

Additional Learning Resources:

\$2,500	Travel to art conferences (one state and one national) annually
\$1,000	Travel for recruitment and student teacher supervision (annually)
5).	Equipment:
\$2,000	Art education software; journals and books annually for 5 years; \$1,000 thereafter
\$3,000	Art education lab software for first year; \$1,000 annually thereafter
6).	Materials:
\$750	Printing and mailing recruitment materials annually
\$1,800	Computer and printer (one time only)
7).	Supplies:
	As needed by Instructor

Standard VII - Schedule

The program includes a timetable that sets out the program starting dates, including how students will be informed regarding program guidelines and expectations.

a. Timetable:

September 30, 2002	IPFW faculty approvals (Schools of Education and Visual and Performing Arts)
October 15, 2002	Submission to Education Council
January 15, 2003	Senate Curriculum Review Subcommittee Approval
March 31, 2003	Submission to IPSB
August 15, 2003	Starting Date
August 1, 2004	Annual Report
August 1, 2005	Annual Report
August 1, 2006	Annual Report
August 1, 2007	Ending Date

b. Projected Enrollment and Completion Data:

Year	1	2	3	4	5
<u>Degrees</u>	0	0	0	3	4

Enrollments

Full-Time	5	10	15	20	25
Part-Time	9	15	22	30	37
Transfer	1	5	8	10	13

FTE

Full-Time	5	10	15	20	25
Part-Time	5	8	12	15	20
Transfer	1	3	5	6	8

c. Credit Hour Projection

With an anticipated enrollment of 60 art education students (30 part-time @ 12 credits; and 30 full-time @ 24 credits), the estimated credit hours to be generated by the new program is 1080 credits per academic year (not including summer).

VIII - Program Evaluation

1. The Unit Assessment System will clearly denote how the program and program participants will be assessed.

In the proposed UAS Plan for of the Department of Visual Arts, for Majors in Art Education, Visual Arts Faculty will evaluate the students and the programing at the time of each scheduled assessment. The data and evaluative comments from the assessment process will be compiled annually for the IPFW Assessment Program, and the annual report to the IPSB Board.

Program Assessment will include:

1. Evaluation of the curriculum and curriculum content.
2. Evaluation of student learning outcomes.
3. Evaluation of teaching effectiveness.

4. Evaluation of curriculum content as it meets IPSB and INTASC Standards.
5. Evaluation of the number and percentage of students passing the portfolio reviews
6. Evaluation of the number and percentage of students passing PPST
7. Evaluation of the number and percentage of students passing Student Teaching
8. Evaluation of the number and percentage of students enrolled who complete the degree requirements.
9. Evaluation of the number and percentage of students placed in teaching positions.
10. Additionally, students in the program will be invited to evaluate individual components and the program as a whole. The IPFW Department of Visual Arts has a five-year alumni survey providing additional information to benefit the program.

2. There are provisions for continuing evaluation of the program based on performance criteria to be met by those graduates completing the program.

The program is evaluated annually by faculty for the IPFW Assessment Program. Students in the program are invited to evaluate individual components and the program as a whole. The Department of Visual Art's five-year alumni survey provides another opportunity for graduates to evaluate the program.

3. The institution will report on the program in the NCATE/AACTE and IPSB annual reports.

This written program report will be provided one year after initial approval.

IX - Approval

1. Programs are approved by the Indiana Professional Standards Board (IPSB) prior to being offered.

2. The institution will report on program status/improvements annually to the IPSB for three years or until the program review is rolled over into the institutions's next accreditation review.

3. In the event that the program is discontinued, the institution must notify the IPSB.

Each of these standards will be met.

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