

Cover Sheet for Connecting Courses to Programs

The **Art Education Sophomore Review (AAE 200)** is a qualifying assessment to help monitor student learning and progress. It is worth 0 units and is pass/fail. The review ensures students meet the teacher education requirements of the state of New Jersey and TCNJ's Department of Art and Art History. The review will determine students' strength and abilities and areas of needed improvement as assessed by faculty in the Art Education program. The Sophomore Review is required for all art education students enrolled in AAE 373 or AAE 250 (i.e., Spring of the Sophomore year). Students are expected to submit required information on Canvas by mid-March.

I. Goals of the AAE 200 Sophomore Review

1. Provide students an opportunity to present and discuss their studio work and receive constructive feedback from faculty
2. Allow students to give feedback to the faculty regarding their education at TCNJ
3. Enable the Department to assess program strengths and areas of needed improvement
4. Monitor student learning and progress and ensure state teaching certification requirements are met

II. Assessment

An assessment rubric will be used to evaluate student progress. The rubric includes the expectations and requirements for each component. A passing review is required for graduation. No more than two attempts are allowed. A no-show for either attempt will result in a failing grade. Based on the review, the student: (1) Passes the review and continues study in the Program; (2) Provisionally passes the review, but must meet the GPA requirement, Praxis test score, and 30 hours of clinical experience by August 15th. (3) Fails the first attempt and undergoes one additional review by August 30; or (4) Fails the second attempt and enrolls in another program of study.

Assessment Guidelines

1. Achievement of the primary objectives of the art courses taken (see rubric)
2. Indicate students' strengths and weaknesses
3. Illuminate possible areas for future focus
4. Discuss career goals and opportunities

AAE 200 Goals	Strategic Plan: Art Education Learning Objectives	Assessment Method
Monitor student learning and progress (and ensure state teaching certification requirements are met)	#1- EDUCATION: Gain a comprehensive and rigorous understanding of historical and contemporary curriculum and pedagogical theories, practices and issues in art education that highlight the importance of the visual arts in education and everyday life through research, theory, practice and artmaking.	Portfolio (essay)

Provide students an opportunity to present and discuss their studio work and receive constructive feedback from faculty Enable the Department to assess program strengths and areas of needed improvement	#2- STUDIO: Gain a comprehensive and rigorous understanding of studio art that explores basic expressive, technical, procedural and organizational skills, conceptual insights, and processes of artmaking involving traditional and contemporary studio approaches.	Portfolio (artwork)
NA/ Monitor student learning and progress	#3- ART HISTORY: Gain a comprehensive and rigorous understanding of art history that explores the history of traditional and contemporary art, major styles, periods, and contexts of art history, analytical methods, theories of criticism, and foster respect for all forms of art.	NA/Portfolio (essay)
Monitor student learning and progress and ensure state teaching certification requirements are met	#4- SYNTHESIS: Prepare teacher candidates for successful entry into the art teaching (K-12) profession through supervised field experiences and directed observation.	-GPA Requirement of 2.75 -Passing Test Score Report: Academic Knowledge (ACT, SAT, or Praxis Core) -30 hours of clinical experience
Monitor student learning and progress and ensure state teaching certification requirements are met Allow students to give feedback to the faculty regarding their education at TCNJ	#5- SYNTHESIS: Develop skills in written and oral communication, observation, reflection, problem solving and critical thinking through coursework and field experiences.	Portfolio (essay) Conference with faculty

Assessment Rubric with Criteria:

Portfolio	
Personal Background Information • All of the information is complete and thorough	E P N
Written Essay • Clearly explores the importance of art in the K-12 schools in 250-300 words. Strong argument. Great writing skills	E P N
Portfolio Artwork	
Artworks Submitted • Eight strong artworks were selected and different AAV courses taken are represented. All the information is included.	E P N
#1- AAV 102 Visual Thinking • Analytical and critical thinking skills pertaining to contemporary visual culture • Knowledge of concepts (visual content analysis, semiotics, inter-textuality, postmodernism, the gaze)	E P N NA
#2- AAV 111 Drawing • Artistic, conceptual, and technical skills, creativity, and aesthetic ability • Drawings from observation, value, space, composition, perspective, texture, line and form	E P N NA
#3- AAV 112 2-D • Artistic, conceptual, and technical skills, creativity, and aesthetic ability • Command of line, shape, texture, color (hue, value, intensity), and space	E P N NA

#4- AAV 113 3-D <ul style="list-style-type: none"> Artistic, conceptual, and technical skills, creativity, and aesthetic ability 3-D form and relations within an object, space and context, design and construction 	E	P	N	NA
#5- AAV 140 4-D <ul style="list-style-type: none"> Artistic, conceptual, and technical skills, creativity, and aesthetic ability (time-based) Vocabulary for discussing time-based works, editing techniques, Adobe Premiere/Photoshop 	E	P	N	NA
#6- AAV 213 Sculpture I <ul style="list-style-type: none"> Artistic, conceptual, and technical skills, creativity, and aesthetic ability 3-D media/materials, fabrication, modeling, plaster casting, risk-taking, presentation modes 	E	P	N	NA
#7- AAV 215 Painting I <ul style="list-style-type: none"> Artistic, conceptual, and technical skills, creativity, and aesthetic ability (painting) Visual elements in composition, abstraction and observation, modes of presentation 	E	P	N	NA
#8- Other: <ul style="list-style-type: none"> Artistic, conceptual, and technical skills, creativity, and aesthetic ability 	E	P	N	NA
Requirements and Qualifications				
GPA 2.75 Requirement <ul style="list-style-type: none"> Meets requirement. Student has a 2.75 GPA or higher. Proof (transcript) is submitted. 	P	N		
Test Score Requirements <ul style="list-style-type: none"> Meets one of the requirements below. Proof is submitted. <ul style="list-style-type: none"> 1. Praxis Core Acad. Skills (5751)- Reading 156, Writing 162, Math 150 -or- 2. 2012: SAT-1660/ACT-23 2013: SAT-1650/ACT-23 2014: SAT-1630/ACT 23 	P	N		
Clinical Experience <ul style="list-style-type: none"> 30 hours were performed. Verification form is complete 	P	N		
Conference/In-Person Advising Meeting with Faculty <ul style="list-style-type: none"> Student was very professional, well spoken, honest, and punctual Articulate in speaking about artmaking practice. Knowledgeable about AAE program and planner. 	E	P	N	

III. Learning Activities

Please see the charts above. The Review consists of five components:

- Portfolio that includes personal background information, 250-300 word typed essay that explores the candidate's beliefs about art education, and eight artworks from different visual arts courses that demonstrates artistic, conceptual, and technical skills, creativity, and aesthetic ability. The essay should showcase knowledge gained from the art education courses (e.g., AAE 220) and the artworks should demonstrate learning in the visual art studio courses.
- GPA Requirement of 2.75. This is a requirement of the New Jersey Department of Education (NJDOE)
- Passing Test Score Report: Academic Knowledge (ACT, SAT, or Praxis Core). This is a requirement of the NJDOE.
- 30 hours of clinical experience. These hours are a requirement of the NJDOE.
- Conference and advising meeting with program faculty. This conference should showcase the students' communication skills and reflective practice.