

Annual Report on Program Student Learning Outcomes Assessment

The art teacher education programs enable the development of learning, leadership, and teaching skills grounded in studio practices in the BFA undergraduate, five year (BFA/MA) and MA graduate programs. Evidence of observational artistic and creative skills is required in the application portfolios of all candidates to ensure prospective teachers' abilities to support the developmental needs of PreK-12 learners. Perceptive skills are further developed during program coursework. The art education department aims to produce graduates whose careers follow a teacher-as-artist model. It encourages the individual pursuit of personal ideas that can be used to inform studio teaching. Faculty models a dialogic teaching method that helps learners construct meaning. Studio practices are validated through the study of master artists' working strategies.

Program: BFA in Art Education

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1. Learning Objectives:

Undergraduates must satisfactorily complete the studio program required for the award of a BFA degree. In addition courses are taken in Elementary and Secondary teaching methods, teaching of studio processes, contemporary issues in art education, child growth and development, teaching special needs students and curriculum design. Students also complete a practicum in a public school with a Boston University approved supervisor for one semester.

Students will be able to:

Student Learning Objective #1: Demonstrate studio skills necessary to teach a great variety of media.

Students are required to take a minimum of 36 credits in studio. They must demonstrate media and process proficiency through artistic production. Courses in drawing, painting, sculpture, photography, ceramics and digital media prepare them to teach studio techniques and concepts with competence.

Learning Objective #2: Understand the processes of nurturing artistic behaviors in students.

Throughout the program methods courses reinforce the student-centered philosophy of teaching. Students are taught to understand the needs of all children and how best to differentiate instruction to support their students' artistic growth and studio skills.

Learning Objective#3: Design developmentally appropriate standard-based curriculum.

Coursework in Child Growth and Development- with an emphasis on artistic development and developmental psychology prepares students for appropriate unit/lesson planning. Practice in curriculum design includes writing goals and objectives that reflect an awareness of student differences, and idiosyncratic responses to visual problems as well as demonstrate a student-centered methodology. The goals and objectives are grounded in the Massachusetts Curriculum Frameworks for the Visual Art.

Learning Objective #4: Present information successfully in the classroom.

Students in the BFA program must complete at least one supervised practicum either at the elementary or secondary level. Supervisors use the Massachusetts Department of Elementary and Secondary Education mandated document for their evaluation and discuss the results of their observations with the students and their supervising practitioner after each of the required 4 observations per placement. The art teacher/mentor also called supervising practitioner is consulted regarding the student-candidate progress in all aspects of his/her skills in lesson planning, instruction and classroom management.

Learning Objective #5: Qualify for the Initial PreK-12 license in Visual Arts teaching.

Students must successfully complete the required coursework and practicum experiences to be endorsed at Boston University for licensure in the State of Massachusetts.