I INTRODUCTION

The Bachelor of Science in Art Education is a major that transforms students’ passion for hands-on learning, and desire for visual expression into a set of refined skills that prepares them to teach others in the visual arts. Drawing from a cohesive body of experiences in the classroom, mentorships, exhibition, and presentation experiences, community initiatives, readings, and student teaching, students earning a BS in Art Education. They build skill sets that prepare them to become not only successful artist but successful art teachers as well.

Being a successful art teacher requires the skills of: organizing and communicating information effectively, practicing technical and professional strategies related to the teaching profession, and mastery of a variety of content areas. Art Education majors in theory essentially achieve two degrees—a BS-Art and BS-Art Education. They are proficient artist with training in education.

Mission
The BS in Art Education, in preparation for licensure, will pursue a program of professional studies, which prepares students in the content domain of Art and the theoretical and technical domain of Education.

Coursework
Courses within the BS-Art Education degree are housed within both the Art and Teacher Education programs, which span multiple departments and colleges.

II LEARNING OBJECTIVES

A BS-Art Education graduate will be able to:

1. demonstrate knowledge of the subjects they teach, including the areas of [Strategic Goals 1 and 3]:
   a. art making
   b. speaking and writing about art
   c. art history
2. exhibit an understanding of how children grow and the various ways that children learn. [Strategic Goals 1 and 3]
3. demonstrate that they know how to teach. [Strategic Goals 1 and 3]
4. manage a classroom. [Strategic Goals 1 and 3]
5. show they are able to test for student progress. [Strategic Goals 1 and 3]
Note: Learning objectives listed above mirror standard established state K–12 Visual Art licensure requirements, and are therefore directly linked to teacher certification processes and other external stakeholders such as elementary and high schools.

Learning Outcomes and UWRF Strategic Goals
The ability of our students and graduates to demonstrate mastery of the program’s learning outcomes upholds the UWRF Strategic Goals. The BS-Art Education program is especially successful in meeting the following goals:

**Distinctive Academic Excellence**—The courses within the major are taught by internationally recognized faculty. Their commitment to teaching, combined with excellent studio facilities, has resulted in the development of a distinguished program. Especially noteworthy areas of study include Ceramics, Printmaking, Painting, Photography, Glass, Graphic Design, and Fibers. Academic excellence of art students is demonstrated by their robust body of work, exhibitions, and representation at the National Conference on Undergraduate Research (NCUR).

**Global Engagement**—The BS-Art Education major includes courses that support student engagement with both Western and non-Western global traditions of art. Art Department faculty regularly teach study abroad courses in Chile, participate in the International Traveling Classroom, and lead SAE programs abroad. Furthermore, art history courses that focus on indigenous arts of Americas (ART 392 Pre-Columbian Art of Mesoamerica [MD] and the artistic traditions of Asia (ART 392 Asian Art History [GP]) infuse the curriculum with opportunities to explore the roles played by art and artists in various cultures and the aesthetic philosophies that situate artworks into cultural frameworks. In addition, the Wyman Visiting Professorship brings in renown artist that bring with then unique perspectives.

**Student Centered**—The atelier-style studio model employed in most art courses privileges active learning. Students work during (and outside of) class and receive immediate feedback. This method of instruction promotes frequent conversations between instructors and students and regular peer critiques. At the same time, the studio model contributes to community building and collaboration amongst students. Outside of classes, the Art Society, a student-run organization within the Art Department, actively coordinates art-related events on and off campus. The Art Society’s efforts benefit students by connecting them with regional artists and art institutions, and by fundraising to support student scholarships. Other emphasis specific clubs also support student’s learning.

III LEARNING PROFILE

Current Curriculum

[Appendix A—consists of a course map showing the relationship between the learning outcomes, courses, and assessment artifacts.]
Bachelor of Science in Art Education Degree Program (58–59 credits, art portion of degree)

**Required Supporting Course** (3 credits)
ART 100 Introduction to Art

**Core Requirements** (24–25 credits)
ART 121 Design Foundation
ART 131 Drawing I
ART 211 Western Art to 1500
ART 485 Art Seminar

**Entrance Art History Course** (3 Credits)
Select at least 2 credits from the following:
ART 289 or 300 level art history

**Introductory Courses** (18 credits)
Select at least 18 credits from the following:
ART 227 Introduction to Ceramics
ART 230 Cold Glass
ART 236 Introduction to Printmaking
ART 241 Graphic Design I
Art 251 Middle and Secondary Art (2 cr.)

**Upper Division Courses** (14 credits)
Select at least 15 credits from the following:
ART 242 Design Studio I
ART 327 Studio-Ceramics
ART 330 Studio-Drawing
* ART 336 Studio-Printmaking

**Required Teacher Education Courses**
TED 155: Intro to Tech Integration and the Reflective Multimedia Portfolio
TED 212 Educational Psychology: Middle & Secondary Education
TED 252 Foundation of Multicultural Education
SPED 330 Introduction to Special Education

**NOTE:** Must be accepted into Teacher Education to take following courses.
TED 420 School and Society
TED 422 Secondary School and Content Area Reading
TED 430 Techniques in Art
TED 475 Student Teaching: K–12 *
* Since local elementary and high school schools comprise an important external stakeholder, assessment data collected from TED 475 Student Teaching are carefully considered and, therefore, inform many aspects of curriculum revision.

**Out-of-Classroom Experiences:**

NCUR- As described above (Section II - Distinguished Academic Excellence), Art Education majors frequently participate in NCUR. Working with a faculty mentor, students submit abstracts to exhibit artwork in the annual NCUR exhibition, or submit abstracts to deliver oral presentations to their peers (LO1, LO3). The application process and participation in the conference prepare students to speak to groups and it furnishes them with experience in developing and installing exhibitions, which are essential skills when working as a teacher (LO4).

International Experiences: BS-Art Education majors routinely pursue international education opportunities, including programs in Chile, Europe, Scotland, and China. Life changing, lasting impressions of these global experiences are reflected in their work, taking the form of heightened creativity and more sophisticated grounding in particular cultural traditions and nuances. These experiences also inform their interactions with K–12 students. International education experiences vary widely on our campus, yet all of them support Strategic Goal 2. Employers also desire employees with international experiences to enhance their work environments (LO1).

Juried Exhibitions and Critiques: Every Spring semester the Art Department organizes a juried exhibition and critique. Students from all emphasis areas are invited to submit their best hang-ready work for consideration in an exclusive exhibition in Gallery 101. A professional artist (or leader in prominent regional arts organizations) is invited to judge the show—deciding which works will be included or not. Afterwards, the juror leads a critique with students in order to provide feedback on student work and to address questions that students have about the juror’s particular career path. Jurors verbally assess LO1a. This real life experience mimics the process many artists will go through as they pursue gallery exhibition and sales opportunities.

Student Organizations: As previously described (Section II, Student-Centered), the ART Society, the student-run arts organization plays an important role in organizing opportunities for students to engage in the art world out of the classroom. The Art Society coordinates transportation for students to participate in various art events in the local region and beyond, including attending openings, artist talks, lectures, and workshops. Furthermore, the Art Society raises funds to bring artists to campus to deliver lectures on their work or to lead workshops (LO1, LO2, LO3, and LO4). They also fundraise and organize travel and participation at the Sculpture Objects Functional Art and Design Conference in Chicago. Students learn valuable leadership and volunteer lessons through student organization participation, which they can take with them as they become working adults.
IV VENUES FOR ASSESSMENT

Integrative Direct Assessment (see Appendix A)

Core Concepts (Pre and Post-Evaluation): Incoming freshman take a Core Concepts Pre-Evaluation in ART 100, which assesses a broad range of knowledge, including art history, visual literacy, materials, processes, theory, and criticism. The exam is re-administered (Post-Evaluation) to seniors in ART 485 Art Seminar. A committee of professional artists, alumni and professors, who possess expertise in fine arts, design, art history, and art therapy, collaborated to design the exam’s contents (LO1a, b, c) (see Appendix D).

Teacher Certification Portfolio (LO1 a, b, c 2, 3, 4, 5): Each of the Educator Standards for Teachers is embedded within course work. Each student will write a reflection for each standard that will explain in detail how the accompanying artifact demonstrates an understanding of the area it addresses. All artifacts and reflections will be reviewed and approved by the faculty member(s) teaching the course in which that standard is embedded. The Educator Standards for Teachers and the required course in which it is embedded for the Art Education degree are as follows:

- Context for Learning: TED 252
- Learner Development: TED 212
- Learning Environment: TED 212
- Learner Differences: SPED 330
- Instructional Strategies: TED 430
- Planning for Instruction: ART 251
- Content Knowledge/Application of Content: TED 430
- Assessment: TED 430
- Academic Language: TED 422
- Professional Responsibility: TED 420

To pass the Teacher Certification Portfolio the teacher candidate will need to demonstrate proficient performance or higher. A candidate must successfully complete the standard(s) connected with each course listed on the Standards Based Matrix for their program in order to receive a final grade. Once the portfolio is approved a Milestone will be added to a candidate's unofficial transcript. The Teacher Certification Portfolio must be approved before beginning student teaching.

Upon completion of the portfolio the student is required to complete the Student Teaching requirement, which for art education includes placement in both an elementary and a secondary school.

In Addition: Teacher Performance Assessment (edTPA) is required for program completion and licensing. Completion of the Performance Assessment occurs during student teaching.
Evidence of a candidate's ability to teach is drawn from a subject-specific learning segment of 3–5 lessons from a unit of instruction taught to one class of students. Materials assessed as part of the edTPA process include video clips of instruction, lesson plans, student work samples, analysis of student learning, and reflective commentaries. Based on the submitted evidence, which is reviewed by trained scorers, faculty and candidates can discuss the impact of candidates' teaching performance on student learning and determine ways to improve teaching. Faculty can analyze evidence of candidate performance to guide decision-making about program revision. The Wisconsin Department of Public Instruction will use edTPA scores for licensure and accreditation.

**Indirect Assessment**

**Praxis II Exam:** All students graduating with an Art Education degree must pass the Praxis II content exam (with a minimum score of 155) in order to obtain their state teaching license (LO1).

**Exit Survey (see Appendix B):** The Art Department's Assessment Committee obtains feedback on the quality of the curriculum, instruction, facilities and the appropriateness of the program objectives, and culture of inclusion by administering an exit survey. Given during ART 485, Art Seminar, this electronic survey captures students' opinions through both quantitative and qualitative question formats. This gives students the opportunity to evaluate the department and their overall education.

**Alumni Survey (see Appendix C):** An electronic questionnaire will be sent to alumni who have graduated one year and five years prior to the current academic year. The survey asks former students to evaluate what they have learned through the process of earning a BS in Art. The questions ask students to assess their preparation for graduate studies or to work as fine artists. In addition, alumni are asked to update the department with their current work position and contact information.

**High School Workshop Day:** Every February, Art Department faculty and students collaborate to host the High School Workshop Day. Several K–12 art teachers from Wisconsin and Minnesota bring their classes (over 200 students) to campus for them to participate in workshops that are led by UWRF Art students, oftentimes Art Education majors. All emphasis areas provide multiple workshops throughout the day. During the workshops, the visiting teachers are invited to attend an informal reception with the Art Education Coordinator and also a luncheon, wherein they engage with UWRF faculty to share feedback on art-education related topics including the UWRF Art Education program (LO2,3,4,5).

**Juried Exhibitions and Critiques:** Juried Exhibitions and Critiques: Every Spring semester the Art Department organizes a juried exhibition and critique. Students from all emphasis areas are invited to submit their best hang-ready work for consideration in an exclusive exhibition in Gallery 101. A professional artist (or leader in prominent regional arts organizations) is invited to judge the show—deciding which works will be included or not. Afterwards, the juror leads a
critique with students in order to provide feedback on student work and to address questions that students have about the juror’s particular career path. Jurors publically assess the student’s work. This gives students the opportunity to receive outside critique and evaluation of their work (LO1a).

Supervisor Survey: Supervisors overseeing student teachers complete an assessment survey following the student’s in-class experience, wherein the student teachers are evaluated on the learning objectives outlined above (Section II). This experience is aligned with TED 475 Student Teaching (LO1, 2, 3, 4, 5).

V PROCESS FOR ASSESSMENT

Stakeholders: The Bachelor of Science-Art Education major does not have a professional accreditation. The primary stakeholders for BS-Art Education program are: students enrolled in the program, Department Faculty, and the College of Arts and Sciences and the College of Teacher Education. External stakeholders include K–12 schools in the state of Wisconsin and beyond.

Assessment Cycle: The program uses the standard university required assessment cycle but learning outcomes are assessed yearly by the department’s faculty.

Accountability: All Art faculty are involved in the assessment. The chair will engage in discussions with the Art Department’s faculty and external stakeholders on the specific mechanisms and timelines for assessing learning objectives. The entire faculty (lead by the chair) will be involved in collecting data (see below) and drafting the assessment report. After two three-year cycles, the faculty will review and revise the assessment plan based on data collected and input from external stakeholders.

Steps of Process: The yearly review process consists of the following steps.

Direct assessments:
1. One month before the semester begins, the chair notifies instructors of courses tagged to collect assessment data (see Appendix A) to prepare to collect data. Instructors upload relevant syllabi (which include discussion of specific learning objectives), assignment sheets, and grading rubrics to the Assessment Dropbox of the Departmental D2L website.
2. Before the semester begins, the chair will advise all instructors to maintain all records of assessment assignments and relevant data throughout semester.
3. The department chair will collect data at the end of every semester from instructors using dropboxes posted on departmental D2L site. Items submitted will include a) gradebooks sent as Excel files with assessed items highlighted in yellow, assignment descriptions, and grading rubrics.
4. Chair will collect Praxis II exam data at the end of each spring semester.

Indirect assessments:
1. The instructor of TED 475 Student Teaching administers a performance evaluation to the student teacher’s supervisor. The Chair collects data from the TED website.
2. The Alumni Survey is sent (by Nov. 1) to students graduating one and five years prior to the current year.
3. The Exit Survey will be administered in ART 485 Art Seminar during finals week.
4. The Chair conducts an informal interview of guest juror of Annual Juried Exhibition (Spring semesters only).

Compilation and Reporting:
1. The Chair will compile direct and indirect assessment data after finals week to generate the assessment report. The chair submits the report and maintains the files on Falcon Share.
2. Files to be stored on the Falcon Drive include
   a. Assessment Plan
   b. 3-year cycle reports
   c. Electronic gradebooks, assignment sheets, and grading rubrics for individual classes included in particular assessment.
   d. Results of instructor evaluations from TED 475 Teacher Education
   e. Results of the Exit Survey
   f. Results of the Alumni Survey
   g. Results of the Praxis II exam
   h. A summary of the guest juror’s assessment of the Annual Juried Exhibition.
   i. Minutes from the Annual Advisory Board Working Lunch
   j. Minutes from departmental meetings wherein assessment is discussed.
3. Summaries of the assessment plans will be discussed at the second departmental meeting of each semester. If changes are required, the chair will appoint a committee to initiate appropriate curriculum revisions.
4. The chair will write an executive summary of the annual assessment report. The report will be published on the Art Department’s website.
## Appendix A

### BS-Art Education Course/Assessment Map

A BS-Art Education graduate will be able to:

| Curriculum       | 1. demonstrate knowledge of the subjects they teach, including the areas of:  
|                  | a. making art  
|                  | b. speaking and writing about art  
|                  | c. art history  
| Freshman         | 2. exhibit an understanding of how children grow and the various ways that children learn.  
| ART 100 Intro to Art | 3. demonstrate that they know how to teach.  
| ART 121 2D Design Foundation | 4. manage a classroom.  
| ART 131 Drawing 1 | 5. show they are able to test for student progress.  

| Freshman         | 1. (LO1 a, b, c)  
|                  | Core Concepts Pre-Test  
| ART 100 Intro to Art | I (LO1a, b, c)  
| ART 121 2D Design Foundation | I (LO1a, 1b)  
| ART 131 Drawing 1 | I (LO1a, 1b)  

**Introductory Courses (18 credits):**
- ART 227 Introduction to Ceramics
- ART 229 Introduction to Glass
- ART 230 Cold Glass
- ART 235 Introduction to Photography
- ART 236 Introduction to Printmaking
- ART 238 Introduction to Painting
- ART 241 Graphic Design I
- ART 250 Child Art (2 cr)
- ART 251 Middle and Secondary Art (2 cr. spring only)
- ART 292 Introduction to Art Therapy

(Students continue to complete Intro courses in sophomore year)

**Sophomore**

<table>
<thead>
<tr>
<th>Course</th>
<th>Requirement</th>
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<tbody>
<tr>
<td>ART 211 Art History: Anc.– Medieval</td>
<td>R (LO 1b, 1c)</td>
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<tr>
<td>ART 212 Ren. To Modern Art</td>
<td>R (LO 1b, 1c)</td>
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**Upper Division Courses (15 credits)**
- ART 242 Design Studio I
- ART 243 Typography I
- ART 327 Studio-Ceramics
- ART 329 Studio-Glass

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<thead>
<tr>
<th>Course</th>
<th>Requirement</th>
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<tr>
<td>ART 242 Design Studio I</td>
<td>E (LO 1a, 1b)</td>
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<tr>
<td>ART 243 Typography I</td>
<td>E (LO 1a, 1b)</td>
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<td>ART 327 Studio-Ceramics</td>
<td>E (LO 1a, 1b)</td>
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<td>ART 329 Studio-Glass</td>
<td>E (LO 1a, 1b)</td>
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<td>Course</td>
<td>Requirement 1</td>
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<tr>
<td>- ART 330 Studio-Drawing</td>
<td>E (LO 1a, 1b)</td>
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<tr>
<td>- ART 335 Studio-Photography</td>
<td>E (LO 1a, 1b)</td>
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<td>- ART 336 Studio-Printmaking</td>
<td>E (LO 1a, 1b)</td>
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<tr>
<td>- ART 338 Studio-Painting</td>
<td>E (LO 1a, 1b)</td>
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<td>(students continue to complete Advanced Studio courses in Junior year)</td>
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<tr>
<td>TED 155 Intro to Tech Integration and the Reflective Multimedia Portfolio</td>
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<td>Must have completed 12 credits 2.5 GPA</td>
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<td>ART 250 Child Art</td>
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<td>prerequisite: ART 100</td>
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<td>Art History Elective</td>
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<td></td>
<td>(LO 1b, 1c)</td>
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<td>Junior</td>
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<td>TED 212 Middle &amp; Sec Educational Psych.</td>
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<td>TED 155 pre req.</td>
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<td></td>
<td>R Chalk and Wire e-folio Learner Development and Learning Environment</td>
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<td>ART 251</td>
<td>Middle and Secondary Art</td>
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<td>ART 252</td>
<td>Found of Multicultural Ed</td>
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<td>TED 155 pre req.</td>
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<td>Chalk and Wire e-folio Planning for Instruction</td>
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<td>SPED 330</td>
<td>Introduction to Special Educ</td>
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<td></td>
<td>Prerequisite: Junior standing and TED 155</td>
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<td>Context for Learning</td>
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<td>Senior</td>
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<td>TED 420</td>
<td>School and Society</td>
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<td>TED 422</td>
<td>Sec. Ed and Content Area Literacy</td>
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<td></td>
<td>Chalk and Wire e-folio Academic Language</td>
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<td>TED 430</td>
<td>Techniques In Art- Fall only</td>
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<td></td>
<td>Chalk and Wire e-folio Content Knowledge/A</td>
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<td></td>
<td>pplication of Content</td>
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<td>TED 475</td>
<td>Student Teaching</td>
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I = Introduce  R = Reinforce  E = Enhance  Assessments Highlighted in blue
Appendix B
BS-Art Education Exit Survey

Dear Graduating Art Student:

The attached survey is an important assessment tool for the Art Department. As graduating art students, you will shape the future of our department by giving serious consideration of the questions on the following pages.

We value the relationship we have had with you as art students and consider your assessment of the time you have spent here an important part of our growth as a department.

Best wishes and Congratulations!

UWRF Art Department

Please respond to the following statements:

1. The BS in Art Education program at UWRF has made me feel confident in the subject that I teach.
   □ I strongly agree
   □ I agree
   □ I agree slightly
   □ I slightly disagree
   □ I disagree
   □ I strongly disagree

2. The BS in Art Education program at UWRF helped me to understand how children grow and the various ways that children learn.
   □ I strongly agree
   □ I agree
   □ I agree slightly
   □ I slightly disagree
   □ I disagree
   □ I strongly disagree

3. The BS in Art Education program at UWRF has given me the skills to demonstrate what I know about teaching.
   □ I strongly agree
   □ I agree
   □ I agree slightly
   □ I slightly disagree
   □ I disagree
   □ I strongly disagree
4. The BS in Art Education program at UWRF has prepared me to **manage a classroom**.

☐ I strongly agree
☐ I agree
☐ I slightly Disagree
☐ I disagree
☐ I strongly disagree

5. The BS in Art Education program at UWRF has **prepared me to assess the progress of the students I teach**.

☐ I strongly agree
☐ I agree
☐ I agree slightly
☐ I slightly disagree
☐ I disagree
☐ I strongly disagree

6. Respond to the following statement: While at UWRF, I received excellent instruction in my art classes.

☐ I strongly agree
☐ I agree
☐ I agree slightly
☐ I slightly disagree
☐ I disagree
☐ I strongly disagree

7. Respond to the following statement: While at UWRF, I received excellent instruction in my teacher education courses.

☐ I strongly agree
☐ I agree
☐ I agree slightly
☐ I slightly disagree
☐ I disagree
☐ I strongly disagree

8. Respond to the following statement: The studio facilities and equipment at UWRF have prepared me to use the tools and equipment necessary to work as a teacher.

☐ I strongly agree
☐ I agree
☐ I agree slightly
☐ I slightly disagree
☐ I disagree
☐ I strongly disagree
9. Respond to the following statement: While pursuing my BS in Art Education at UWRF, I have received excellent advising.
☐ I strongly agree
☐ I agree
☐ I agree slightly
☐ I slightly disagree
☐ I disagree
☐ I strongly disagree

10. Which of the following out-of-the classroom activities have you participated in? Check all that apply.
☐ NCUR
☐ Outdoor Installations
☐ Juried Student Exhibition
☐ The Scholarship Exhibit/Sale
☐ Off-campus workshops (indicate which)
☐ Off-campus exhibitions (indicate which)
☐ Off-campus art openings, artist talks, or lectures (indicate which).
☐ Art Society Events
☐ Glass Club Events
☐ Other (list)

11. How many semesters have you attended UWRF? __________
What other institutions, if any, did you attend and for how long?

12. Have you applied for awards or scholarships while attending UWRF? ☐ Yes ☐ No
If yes, which have you applied for?

13. Have you received any awards or scholarships while attending UWRF? ☐ Yes ☐ No
If yes, please list.

14. Have you participated in any of the International Study Programs while at UWRF? ☐ Yes ☐ No
If yes, which one/s?

15. Do you have any suggestions to improve the Art Education curriculum or Art Department? Please provide additional feedback.

16. What are your plans for the future? Will you teach, join the work force in another capacity, attend graduate school, or travel? Please elaborate.

Thank you.
APPENDIX C
BS-Art Education Alumni Survey

Please respond to the following statements:
1. The BS in Art Education program at UWRF allowed me feel confident in the subject that I teach.
   - [ ] I strongly agree
   - [ ] I agree
   - [ ] I agree slightly
   - [ ] I slightly disagree
   - [ ] I disagree
   - [ ] I strongly disagree

2. The BS in Art Education program at UWRF helped me to understand how children grow and the various ways that children learn.
   - [ ] I strongly agree
   - [ ] I agree
   - [ ] I agree slightly
   - [ ] I slightly disagree
   - [ ] I disagree
   - [ ] I strongly disagree

3. The BS in Art Education program at UWRF has given me the skills to demonstrate what I know about teaching.
   - [ ] I strongly agree
   - [ ] I agree
   - [ ] I agree slightly
   - [ ] I slightly disagree
   - [ ] I disagree
   - [ ] I strongly disagree

4. The BS in Art Education program at UWRF prepared me to manage a classroom.
   - [ ] I strongly agree
   - [ ] I agree
   - [ ] I agree slightly
   - [ ] I slightly disagree
   - [ ] I disagree
   - [ ] I strongly disagree

5. The BS in Art Education program at UWRF prepared me to assess the progress of the students I teach.
   - [ ] I strongly agree
   - [ ] I agree
   - [ ] I agree slightly
   - [ ] I slightly disagree
6. Respond to the following statement: While at UWRF, I received excellent instruction in my art classes.
☐ I strongly agree
☐ I agree
☐ I agree slightly
☐ I slightly disagree
☐ I disagree
☐ I strongly disagree

7. Respond to the following statement: While at UWRF, I received excellent instruction in my teacher education courses.
☐ I strongly agree
☐ I agree
☐ I agree slightly
☐ I slightly disagree
☐ I disagree
☐ I strongly disagree

8. Respond to the following statement: The studio facilities and equipment at UWRF have prepared me to use the tools and equipment necessary to work as a teacher.
☐ I strongly agree
☐ I agree
☐ I agree slightly
☐ I slightly disagree
☐ I disagree
☐ I strongly disagree

9. Respond to the following statement: While pursuing my Art Education degree at UWRF, I have received excellent advising.
☐ I strongly agree
☐ I agree
☐ I agree slightly
☐ I slightly disagree
☐ I disagree
☐ I strongly disagree
10. Which of the following out-of-the-classroom activities have you participated in? Check all that apply.
- NCUR
- Outdoor Installations
- Juried Student Exhibition
- The Scholarship Exhibit/Sale
- Off-campus workshops (indicate which)
- Off-campus exhibitions (indicate which)
- Off-campus art openings, artist talks, or lectures (indicate which).
- Art Society Events
- Glass Club Events
- Other (list)

12. Since graduating from UWRF have you continued to make artwork? ☐ Yes ☐ No
   If yes, please elaborate.

12. Since graduating from UWRF do you teach others how to make artwork? ☐ Yes ☐ No
   If yes, please elaborate.

14. Did you undertake additional studies in art (graduate studies, workshops, residencies, internships, etc.) after graduating from UWRF? ☐ Yes ☐ No
   If yes, please elaborate.

15. Are you currently employed?
   If yes, what is your position?
   If yes, do you use the skills you learned at UWRF in your work?

16. Would you be interested in returning to UWRF to give a guest lecture or workshop? ☐ Yes ☐ No
   If yes, please elaborate.

17. Do you have any suggestions for changes in the Art Education program or Art Department?
   Please provide feedback.

18. Please provide your preferred contact information so we can be in touch in the future.

Thank you.
Appendix D
Core Concepts Pre and Post-Evaluation

**Question 1**

The image shown above is an example of which of the following Classical Orders? (image attached)

**Question 1 options:**
- Doric
- Ionic
- Corinthian
- Etruscan
- Falcon

**Question 2**

One is most likely to see use of chiaroscuro in the artworks of _____.

**Question 2 options:**
- Pericles
- Leonardo
- Cimabue
- Matisse
- Picasso
- Rothko
- Pollock
Question 3

Action painting best describes the work of ____.

Question 3 options:
○ Michelangelo
○ Rubens
○ Courbet
○ Matisse
○ Rothko
○ Pollock

Question 4

What jobs are there for artists? What would one have to do to get these jobs? Name at least three and describe what is necessary to obtain these jobs?

Question 5

What do you think it takes to be successful as an artist?

Question 6

Describe yourself as an artist and the artwork you create.

Question 7

Describe your art piece that you uploaded. What was your intention, process and describe the content of this artwork.

Question 8

Where do you see yourself in the contemporary art world?
Question 9

Compare and contrast Mondrian’s *Composition with Red, Blue, and Yellow* (left) with his *Broadway Boogie-Woogie* (right). How are they alike, and how do they differ? What do the titles suggest to you about the means of the works?