


## GRADUATE LEVEL PROGRAM ASSESSMENT PLAN

Department: ART EDUCATION

<b>Student Learning Objectives</b> <i>The AED will provide advanced study in creating knowledgeable, reflective, active art education professionals who is</i>	<b>Courses Contributing to Achievement of Objectives</b>	<b>Assignments That Provide Evidence of Achievement of Objectives</b>	<b>Measures/Criteria/Rubrics of Student Achievement of Goals/Objectives</b>	<b>Timetable</b>	<b>Changes Planned/Made Based on Assessment Findings</b>
1. Content: demonstrates knowledge in contemporary content, theory, and pedagogy in the field of art education	688 689 690	<ul style="list-style-type: none"> <li>-Review of contemporary issues &amp; problems</li> <li>-Review of literature on contemporary issue</li> <li>-Design of research study</li> <li>-Master's project</li> </ul>	<ul style="list-style-type: none"> <li>-Formal Presentations</li> <li>-Facilitation sheets</li> <li>-Reflection papers</li> <li>-Peer Review of data/analysis</li> <li>-Papers</li> <li>(See attached common rubrics to be scored on Taskstream)</li> </ul>	2011	
2. Learner: applies a variety of instructional strategies to encourage student's development of critical thinking, problem solving, and performance skills	688 689 690	<ul style="list-style-type: none"> <li>-Assigned readings on student performance</li> <li>-Class discussions of clinical practice</li> <li>Review of literature on contemporary issue</li> <li>Design of research study</li> <li>Master's project</li> </ul>	<ul style="list-style-type: none"> <li>-Formal Presentations</li> <li>-Papers</li> <li>(See attached common rubrics to be scored on Taskstream)</li> </ul>	2011	
3. Aesthetic shows competence in studio skills and/or those needed for the dissemination of knowledge, including logical, clear verbal and written presentation of aesthetic ideas in teaching , museum, and other contexts	688 689 690	<ul style="list-style-type: none"> <li>-Assigned readings on aesthetic ideas</li> <li>-Review of literature on contemporary issue</li> <li>-Design of research study</li> <li>-Master's project</li> </ul>	<ul style="list-style-type: none"> <li>-Formal Presentations</li> <li>-Facilitation sheets</li> <li>-Peer Review of data/analysis</li> <li>-Papers</li> <li>(See attached common rubrics to be scored on Taskstream)</li> </ul>	2012	

4. Pedagogy shows scholarly competence in the organization, application, evaluation, and interpretation of knowledge and skills for learners	688 689 690	Class discussions of clinical practice Review of literature on contemporary issue Design of research study Master's project	-Papers -Formal Presentations (See attached common rubrics to be scored on Taskstream)	2012	
5. Diversity can address learners effectively in culturally and ethnically diverse settings locally and globally, including urban environments	688 689 690	Class discussions of clinical practice Review of literature on contemporary issue Design of research study Master's project	-Exams -Papers (See attached for common rubrics to be scored on Taskstream)	2012	
6. Reflection can think systematically about the act of teaching and make adjustments to improve and strengthen areas needing attention.	688 689 690	-Development of research questions to improve practice -Review of literature on contemporary issue -Design of research study -Master's project	-Reflection papers -Peer Review -Curriculum plans -Papers (See attached common rubrics to be scored on Taskstream)	2011	
7. Disposition can empower a diverse population of students to succeed as citizens of a challenging world	688 689 690	-Candidate self evaluate dispositions -IRB training on ethics in research	-Self-evaluation and faculty assessment for AED688 & 690 utilizing using TEU disposition document on Taskstream. -Complete IRB report for college	2011	

<p>8. <u>Technology</u> </p> <p>uses technology as a vehicle for learners to create and acquire information, practices, skills, use higher order thinking skills</p>	<p>688 689 690</p>	<ul style="list-style-type: none"> <li>-Review of literature on contemporary issue</li> <li>-Design of research study</li> <li>-Master's project</li> <li>-Assessments on Taskstream</li> <li>-Class presentation using technology</li> </ul>	<p>-Formal Presentations (See attached common rubrics to be scored on Taskstream)</p>	<p>2011</p>	