



**Colorado
State
University**



**Art Education
Handbook**



2017 - 2018

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Art Education



About Art Education...

The Art Education Program at Colorado State University embraces the artist-teacher concept which allows students to develop a strong studio practice while preparing to teach art at the K-12 level.

The program is comprehensive, meaning students take coursework to prepare them to teach at the elementary and secondary school levels. Two degree options exist for students, a BA (Bachelor of Arts) in art education or a BFA (Bachelor of Fine Arts) with a studio concentration and an additional concentration in art education. The BFA degree provides students with a stronger studio background and is chosen by many students. The Art Education Program enjoys good working relationships with school districts in the state of Colorado. Art education students are required to meet specific standards when officially applying to the program. This is usually done during the second semester of the sophomore year. The requirements for admission to the Teacher Education Program can be obtained from the Center for Educator Preparation (CEP) at: <http://www.cep.chhs.colostate.edu/students/teacher/index.aspx>

Program Highlights

- Students involved in integrated teaching experiences throughout the program
- Each art education class involves a supervised teaching/service learning experience with a wide range of students and educational settings
- Technology-infused learning and teaching
- State-of-the-art facilities
- Student chapter of the National Art Education Association
- Study abroad opportunities in art education in South Africa
- Close collaboration with local school district art departments, community, and CSU programs including:
 - Polaris Expeditionary Learning School, Poudre School District:
<https://pol.psdschools.org/>
 - Community Connections, Poudre School District:
<https://www.psdschools.org/webfm/6205>
 - Cooper Home, Poudre School District:
<https://www.psdschools.org/webfm/8173>
 - Artistic Abilities, City of Fort Collins:
<http://www.artisticabilities.org/>
 - BRAINY (Bringing Arts INtegration to Youth), CSU Gregory Allcar Museum of Art:
<http://artmuseum.colostate.edu/education/brainy/>

Art Education Curriculum

ART325 Concepts in Art Education

<http://csuart325.com/>

The intent of this course is to introduce students to concepts on how artistic learning occurs in children, adolescents, and adults—including special populations. Additionally, students investigate how these concepts shaped art education practice in the past and how it continues to influence current pedagogical practice in art. This class is meant to provide a foundation for later course work in art education. A practicum experience with special populations is an integral component of this class.

ART326 Art Education Studio

<http://csueduc466art326.com/peer-teaching/>

This class is intended to give art education students the opportunity to explore materials, techniques, and equipment for instruction in the K-12 school art curricula. Students are involved with planning and teaching art experiences, as well as creating art work. Students develop a collection of reference materials; learn about additional studio techniques and equipment—with an emphasis on technology including electronic art and digital fabrication; and researching the operational components of managing an art program.

EDUC466: Methods and Assessment in K-12 Art Education

<http://csueduc466art326.com/>

In this course students continue to explore the components of curriculum design—standards; lesson planning; differentiation and assessment in art; selecting and classifying appropriate concepts, subjects, themes, contemporary art, and other related sources for content to teach K-12 students. Art education students use units and lesson plans created in class to provide weekly art instruction to K-5 students at an expeditionary learning school in the Poudre School District. The semester concludes with a school-wide exhibition of K-5 student art.

EDUC493: Professional Relations (Student Teaching Seminar-Art)

<http://csuartstudentteaching.com/>

In this class, art students in the process of becoming teachers will continue to search to find insight into the basic philosophical understanding of what may be termed an educational experience: who they are, what they do, and how they define themselves in the context of the teaching situation. Additionally, students prepare a portfolio, complete a Teacher Work Sample (TWS) and develop interview skills by participating in mock interviews.

ART492b Art Education Seminar (Elective)

Current issues and topics in Art Education are addressed in this class. Topics change based on student interest and demand. Past classes have included: Art Education and the Museum; Art Education and Diversity; and Art and the Young Child. A museum practicum is provided through the University Art Museum's BRAINY program.

<http://artmuseum.colostate.edu/education/brainy/>.

Bachelor of Arts with a concentration in Art Education (120 credits)

Art Courses

All studio art and art education majors in the Department of Art and Art History take the same foundation coursework during the **first two semesters** in the Department. Required foundation coursework includes:

<u>FOUNDATION COURSEWORK</u>	<u>22 Credits</u>
ART105 Issues & Practices in Art	1 credit
ART135 Introduction to Drawing	3 credits
ART136 Introduction to Figure Drawing	3 credits
ART160 Two-Dimensional Visual Fundamentals	3 credits
ART170 Three-Dimensional Visual Fundamentals	3 credits
ART110 Art History I	3 credits
ART111 Art History II	3 credits
ART212 Art History III	3 credits (3 rd semester)

During the **third and fourth semesters**, art education students begin to take a range of studio introductions meant to provide a strong studio background for teaching. Required studio introductions include:

<u>STUDIO INTRODUCTIONS</u>	<u>18 Credits</u>
ART240 Pottery I	3 credits
ART260 Painting I	3 credits
ART270 Sculpture I	3 credits

Additional Studio Introductions (choose 2):

ART 245 Metalsmithing & Jewelry I	3 credits
or	or
ART 250 Fibers I	3 credits
or	or
ART265 Printmaking I – Intaglio & Relief	3 credits

Additional Studio Introductions (choose 1)

ART230 Photo Image Making I	3 credits
or	or
ART255 Introduction to Graphic Design	3 credits
or	or
ART265 Introduction to Electronic Art	3 credits

In the **fifth and sixth semesters**, art education students complete studio introductions (if necessary) and focus on their studio concentration (upper division studio courses in one area) and upper division art history. (This coursework can also be completed during the seventh semester, if necessary.)

Required coursework includes:

UPPER DIVISION STUDIO 8 Credits

UPPER DIVISION ART HISTORY 3 Credits

(Must come from the following: ART310, 311, 312, 314, 315, 316, 318, 319, 410, 411, 412, 414, 415, 416, 417; Non-Western Art History Courses Suggested)

Art Education Courses

As described earlier, specific art education courses introduce students to concepts and methods in teaching art at the elementary, middle, and high school levels. These classes also provide students with service-learning and practicum experiences that allow them to apply theory to practice in a variety of teaching situations. Generally, students take these classes in their **sixth and seventh semesters** in the program.

ART EDUCATION 11 Credits

ART325 Concepts in Art Education 3 credits (**Spring semester only**)

ART326 Art Education Studio 4 credits (**Fall semester only**)

EDUC466 Methods & Assessment in K-12 Art Ed 4 credits (**Fall semester only**)

Education Courses

Education courses taken through the Center for Educator Preparation (CEP) are divided into phases. Phase I courses are usually taken during the third and/or fourth semester of the program. *During this phase, a student must apply and be accepted into CEP to take coursework in the subsequent phases.* Phase II classes are completed during the fifth and/or sixth semesters and Phase III classes during the seventh semester of study. Phase IV, or student teaching, is completed during the final semester in the program. *Students need to take and pass the PRAXIS exam to student teach.*

PROFESSIONAL EDUCATION SEQUENCE 30 Credits

Phase I *During this phase, a student must apply and be accepted into CEP to take coursework in the subsequent phases.*

EDUC275 Schooling in the United States 3 credits

EDUC340 Literacy and the Learner 3 credits

Phase 2

EDUC331 Educational Technology 2 credits

EDUC350 Instruct I: Individualization/Mgmt. 3 credits

EDUC386 Practicum-Instruction I 1 credit

Phase 3

EDUC450 Instruction II: Standards/Assessment 4 credits

EDUC486J Practicum-Instruction II 1 credit

Phase 4 *Students need to take and pass the PRAXIS exam to student teach.*

EDUC485A Student Teaching: Elementary	6 credits
EDUC485B Student Teaching: Secondary	6 credits
EDUC493A Seminar: Professional Relations	1 credit

All University Core Curriculum (AUCC) Courses

The AUCC provides students with foundational general education coursework that encompasses five elements:

<u>I. BASIC COMPETENCIES</u>	<u>6 Credits</u>
A. CO150 (Composition)	3 credits
B. Mathematics	3 credits
(1A [Composition] and 1B [Mathematics] must be completed by 60 credits)	

<u>II. ADVANCED WRITING</u>	<u>3 Credits</u>
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<u>III. FOUNDATIONS AND PERSPECTIVES</u>	<u>19 Credits</u>
A. Biological and Physical Sciences	7 Credits
B. Arts and Humanities	6 Credits
C. Social and Behavioral Sciences	3 Credits
<i>(ECUC275 Schooling in the U.S. fulfills this requirement.)</i>	
D. Historical Perspectives	3 Credits
E. Global and Cultural Awareness	3 Credits

IV. DEPTH & INTEGRATION

Each major must designate courses for students to complete that build upon the Core Competencies of writing, speaking, and problem solving in an integrative and complementary way, as well as the foundations of knowledge and intellectual perspectives of Core Category III in an integrative and complementary way. *This requirement is fulfilled through the art history requirement.*

V. CAPSTONE

Additionally, students must complete a capstone experience at the senior level that consists of a designated course or sequence of courses that offer the opportunity for integration and reflection on students nearly completed baccalaureate education. *This requirement is fulfilled through student teaching.*

Bachelor of Fine Arts with a concentration in Studio and Art Education
(131 credits)

The BFA program, with a double concentration in studio *and* art education, is accomplished with careful planning and advising. To complete this degree, students take two additional semesters of studio concentration coursework at the 400-level (studio

capstone experience) and another three credits of art history, as well as meeting the portfolio and exhibition requirements of the BFA program.

UPPER DIVISION STUDIO 16 Credits

UPPER DIVISION ART HISTORY 6 Credits

(Must come from the following: ART310, 311, 312, 314, 315, 316, 318, 319, 410, 411, 412, 414, 415, 416, 417; Non-Western Art History Courses Suggested)

Please meet early and regularly with your advisor to plan the BFA program with studio and art education concentrations. To complete this program in nine semesters, some summer coursework may be suggested/required.

Checksheets and Programs of Study (POS)

Following your checksheet and program of study is essential to graduating on time. These documents provide a concise overview of your program and remind you of important deadlines and requirements; including when certain classes are offered (fall or spring semesters only). **Checksheets can be found at in the art office (G100, Visual Arts Building), or at: <http://art.colostate.edu/academics/undergraduate/advising/checksheets/>.**

Advising

The Department of Art and Art History has two advisors to help nearly 600 majors navigate the complexities of the four different degree programs and ten different concentrations. All current, incoming, and prospective students should meet with an advisor to answer any questions they may have about their program of study. Although each advisor has a specific focus, both are happy to help students with questions or concerns.

Rosanna Bateman is the Academic Support Coordinator, focusing on students with up to 60 credits (freshmen and sophomore level students).



Natalie Barnes is the Key Academic Advisor, focusing on students with 60 credits or more (junior and senior level students) **and art education students.**



Review of department checksheets and the accompanying program of study (POS) is routine for ongoing students, and provides valuable program information for incoming and prospective students. **Art education students should meet with their advisor each semester. Art education students must meet specific requirements and deadlines to take and complete professional education and art education coursework, as well as to student teach. Advisors can help students carefully navigate these requirements and deadlines.**

To schedule a meeting with an advisor, please call (970) 491-6774 or make an appointment in person at the art office (G100, Visual Arts Building).

Applying to the Center for Educator Preparation (CEP)

Students in art education must apply and be accepted into CEP to take professional education and art education coursework. Application materials can be found at: <http://www.cep.chhs.colostate.edu/students/teacher/admissions.aspx>

Deadlines for Admission to CEP are:

- June 1 for Fall Semester
- October 1 for Spring Semester
- April 1 for Summer Session

Students are encouraged to apply during their third or fourth semester in the Department of Art and Art History.

Requirements

- Grade point average (GPA) requirement for admission to CEP is 2.75 at the time of application and for student teaching.
- The grade requirement in education courses and art and art education courses is a C or above for licensure. ***Candidates may not advance to the next phase of the program with incomplete grades or grades of C- or below in professional education and art/art education courses. (A grade of C- or lower in these courses will require the student to repeat the course for a grade of C or above.)***
- Complete and submit the *Request for Admission to the Teacher Licensure Program [TL1 Form]*.
 - This form requires signatures of the candidate and your art education advisor, Natalie Barnes.
- Complete and submit the *Judicial Proceedings [TL2 Form]*.
- Attend a Program Orientation Session.
 - Candidates are required to attend an orientation session while enrolled in EDUC 340. Candidates will receive additional information about the seminar date, time, location, etc. in this class.

- Complete and submit the *Twenty-Hour Form [TL4 Form]*. Students must verify experience(s) working with children/youth for a minimum of 20 hours.
 - The experience must have occurred in a structured situation, must include some aspect of instruction and/or supervision, and must be completed under the direction of a supervisor. (Babysitting-type experiences do not meet this requirement.)
 - The experience must have occurred within the last 5 years.
 - The form requires the signature of a supervisor/teacher who can attest to this/these experiences.
- Complete and submit *Fingerprint Card and Fee (\$39.50 plus \$10- \$20 for prints to be rolled onto the card) [TL5 Form]*.
 - Fingerprint and fee requirements will be met while enrolled in EDUC 340. Requirement must be met to maintain enrollment and field placement in EDUC 340. A field placement application will also be required.
- Complete and submit *Reference Form/Letter of Recommendation* – ONE required from EITHER a teacher, advisor, or faculty member *[TL6 Form]*.
 - Each candidate is responsible for having one recommendation form completed by either a teacher, advisor, or faculty member. The form must be sealed in an envelope and the person completing the form must sign the back of the sealed envelope. The recommendation is then submitted by the applicant with the entire application packet.
- Complete and submit *Documentation of Meeting with Advisor – Advising Record [TL7 Form]*.
- Complete and submit *Verification of Lawful Presence [Affidavit of Legal Presence Form and Evidence of Legal Presence]*.
- Submit *transcript(s)* from colleges/universities attended.
 - The CEP Advising Center staff will print a copy of the CSU transcript. Copies of transcripts from other universities/colleges attended must be submitted to the CEP Advising Center by the applicant at the time of application if applicable. (Transcripts do not have to be official.)
- Basic Skills Proficiency.
 - Verify proficiency in basic skills (reading, writing, mathematics). Basic skills proficiency will be verified through the completion, with a “C” or above of CO 150, College Composition, and any mathematics course at or above the MATH 117, College Algebra in Context 1, level or equivalent.

➡ **Reminder:** Meet with art education advisor **Natalie Barnes** to review your admission materials and obtain the proper signatures. You can make an appointment by calling the Department of Art and Art History at (970) 491-6774 or make an appointment in person at the art office (G100, Visual Arts Building).



In 1991, the Colorado General Assembly approved a significant policy for educational reform: *The Educator Licensing Act*. This act involved changes in the professional standards for Colorado educational personnel. The law called for the implementation of a testing program as part of the licensing process. In 2016, the Colorado State Board of Education approved the Praxis® assessments for all content areas. The Praxis® exam must be taken and passed to student teach.

Art education students are required to take the Praxis® Art Content and Analysis (5135) exam and pass with a score of 158. Documentation of a passing score must be received by the Educator Licensing Office by March 30 for fall placements, or by October 15 for spring placements.

Students are encouraged to take the Praxis® Art Content and Analysis (5135) exam the semester before taking EDUC450 (when you apply for student teaching).

To get an overview of the Praxis® Subject Assessments go to:

https://www.ets.org/praxis/about/subject?WT.ac=31040_praxis_about_praxisii

On this page, you will find answers to the following questions:

Who Takes the Tests and Why? How Are the Praxis Subject Assessments Tests Given? How Can I Prepare for the Tests? Should I Guess? Understanding your Praxis score!



You can prepare for this exam by using the study guide found at:

http://store.ets.org/store/ets/en_US/pd/ThemeID.12805600/productID.306347600/categoryId.3552300

This is not an endorsement of this product; but some students have found it helpful. Other resources will be suggested during your coursework in the program.

All Praxis® tests are delivered by computer at test centers during specific testing dates. Please note that not all test centers offer the art Praxis® exam and that testing dates can change. Follow this link https://www.ets.org/praxis/register/centers_dates/ to find the most up-to-date information about testing dates and test centers. **In general, testing windows for the art exam are available in the fall/winter during September and December. In the spring/summer, testing windows are open in March and June. (Windows are subject to change. Please check regularly.)** The Colorado State University Test Center offers the exam during certain times of the year. Check the above link for specific details.

Student Teaching

Student teaching is generally considered to be the single most important experience in the Art Education program. Its powerful influence on the future success and direction of prospective teachers is greater than any other single segment of their formal education. It is with this knowledge that we strive to develop close partnerships with schools and cooperating teachers. By working together, we hope to nurture the professional growth of teacher candidates, support the continued professional development of cooperating teachers, and provide for quality learning experiences for the children in our schools.

Detailed information and forms for student teaching can be found at:

<http://www.cep.chhs.colostate.edu/students/teacher/student-teaching.aspx>

Eligibility

To be eligible to student teach, teacher candidates must have:

- 90% of content coursework completed with grades of C or better, and no incomplete grades outstanding. (This means that the student may have no more than two art courses to complete, following the student teaching experience.)
- All prerequisite education coursework completed with grades of C or better.
- 2.75 cumulative GPA on *all CSU coursework*.
- Passing score (158) on the PRAXIS exam. There is no waiver of this state policy, and documentation of a passing score must be received by the Educator Licensing Office by March 30 for fall placements, or by October 15 for spring placements.

Policies Regarding Student Teaching Placements

- Applications for student teaching are distributed during the first week of class in EDUC 450: Instruction II.
- Placement is done by the Educator Licensing Office only (in consultation with art education faculty); students are not to negotiate their own placement with teachers or school personnel.
- Students may not student teach in a school they previously attended, nor in a school where close relatives are employed or attending. Exceptions to this are made only by the Student Teaching Coordinator and/or the Director of Educator Licensing.
- Candidates are encouraged to participate in interviews and observations prior to final placement, when requested by the prospective cooperating teacher or principal. Both the student and the cooperating teacher should feel comfortable about the placement.
- The student teaching application will be sent to one school at one time.
- During the prescribed student teaching semester, candidates are not allowed to receive payment for work within the usual work day. Students may not receive substitute teaching pay while receiving university credit for student teaching. (You cannot be both a student and a teacher within the same endorsement area at the same time.) Student teachers do not assume extracurricular coaching responsibilities for salary during normal classroom teaching hours.

- Student teachers officially begin their student teaching when the cooperating teachers report for the beginning of the fall/spring semesters, according to the school district calendar. That is, **student teachers begin with their placement school calendar, not the university calendar**. Student teachers are expected to be in attendance on all days that their cooperating teacher is expected to be in attendance (including work days, conferences, in-service days, etc.).
- Student teaching in art requires full-time, on-site attendance for 16 weeks or no less than 80 days (two placements of a minimum of 40 days, each, when possible).

Student Teacher Placement Options

- Option 1: Local Areas (no additional costs/fees).
 - Within commuting distance of CSU (Fort Collins, Loveland, Windsor, Greeley, Ault, Longmont, etc.)
 - Within the Denver or Colorado Springs areas
- Option 2: Out-of-area but within Colorado (i.e. Western Slope); may require additional costs/fees.
- Option 3: Out-of-state or International Placement
 - Placements made outside the University supervisory area will require additional charges beyond the normal course fee assessed for student teaching, depending on the availability of supervision. All such arrangements are made by the Student Teaching Coordinator with assistance from the University of Northern Iowa. Prior arrangements must be made with the Student Teaching Coordinator to accommodate this type of placement, as it is more labor/time intensive.

Teacher Work Sample (TWS)

The Teacher Work Sample is a *process* that enables a teacher candidate to demonstrate their ability to plan, implement, and evaluate a standards-based unit of instruction for a specific class of students and to facilitate learning for all students. This performance-based narrative, prepared by the teacher candidate, focuses on understanding how students learn in art. The TWS in art uses multiple methodologies to document this process and provides direct evidence of a teacher's ability to:

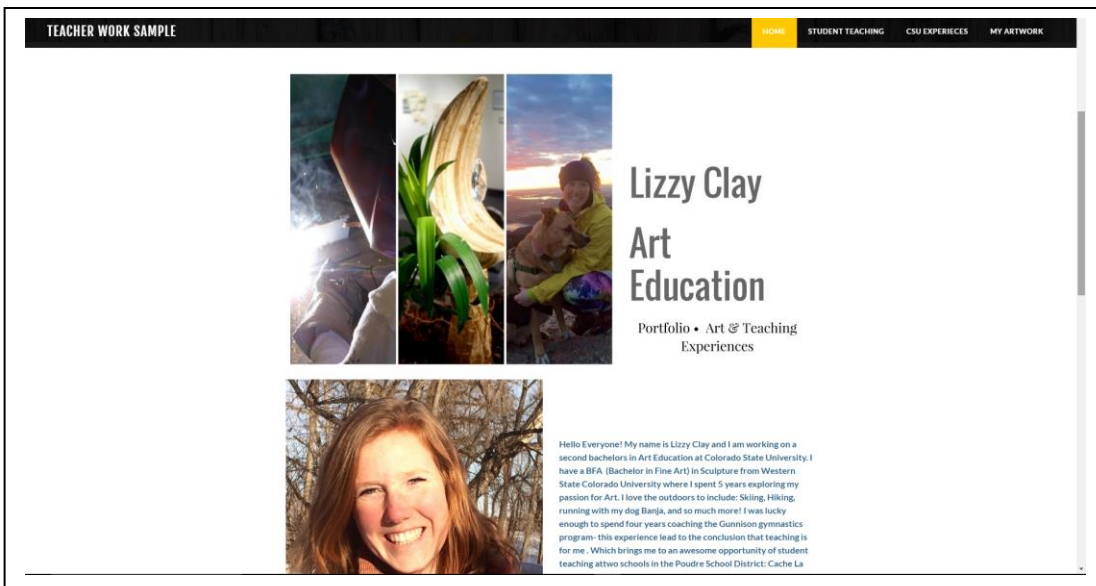
- Analyze student data and assessments to determine learning needs;
- Design and develop standards-based instruction that meets student needs;
- Assess student learning prior to and during instruction and at the end of the unit;
- Reflect on the teaching and learning process and identify ways to grow and develop.

Use of these components will help you identify your students' characteristics and needs, develop learning goals, decide how you will assess your students' learning, plan instruction before teaching begins, make instructional decisions during teaching, monitor

student progress as you go, and demonstrate how you have impacted your students' learning outcomes.

In short, The Teacher Work Sample provides written and visual evidence that documents the teacher candidate's ability to increase student learning. This process is begun in EDUC 466: Methods and Assessment in K-12 Education while teaching at Polaris Expeditionary Learning School and concludes with student teaching.

Art Education Student Portfolios



Students conclude the art education program by preparing a portfolio highlighting: student teaching, service learning, and practicum teaching experiences; special projects; professional philosophies and artist statement; as well as personal and student art work. Examples of student portfolios can be found at:

<https://csuartstudentteaching.wordpress.com/portfolios/>

Student Teaching Showcase

The Student Teaching Showcase is a process exhibition of art work created by K-12 students under the direction of student teachers and is an essential component of the TWS. The exhibition includes several elements including: lesson description, lesson objectives/outcomes, standards alignment, and pre- and post-assessments. Additionally, the exhibit includes: lesson title, enduring understanding, concepts, ideation and process documentation, and assessment instrument. All art work is matted or mounted and clearly labeled. Students, parents, and school officials are invited with an official invitation you provide to them in advance. Requirements and images from previous showcase exhibitions can be found at: <https://csuartstudentteaching.com/tws-checklist/>

Scholarships

A variety of scholarships are available to students in the Department of Art and Art History. Information about each of these scholarships is available on the Department's website at: <http://art.colostate.edu/academics/scholarships/>

Specifically, the *Bookstaber & Giardina Art Education Scholarship* is available to students in art education. This scholarship in Art Education bears the names of the Donors' families and was established with the intent of honoring their contributions and unwavering commitment, demonstrated in both words and in deeds, towards teaching and their belief in the significance of education that these families valued so highly.

Additionally, the Department offers an *Art Education Concentration Scholarship*.

Scholarship requirements for both include:

- Be an undergraduate student applying the year before student teaching (generally junior year) and pursuing a degree in Art Education.
- Maintain a minimum cumulative 3.0 GPA.
- Demonstrate great talent, excellent skills, and a strong commitment towards teaching of the visual arts in a school environment by submitting a written application during the spring semester before student teaching (generally, while enrolled in ART325).
- Post to your on-line portfolio the following 3 items for consideration: a short essay (approximately one typewritten page) answering the following question: "Why do you wish to become a teacher? Please include your philosophy on education"; a portfolio of work as an art student at CSU; and/or, one sample lesson plan.

Professional Associations

Joining a professional organization provides an important opportunity to meet other students in your content area, to understand the profession from multiple lenses, and to make important contacts with other art educators. In the early stages of your career professional organizations are especially important in providing opportunities for mentoring, networking, and professional development.

Student Chapter of the National Art Education Association

The Art Education program has a student chapter of the National Art Education Association. Information about the chapter and its activities can be found at:

<https://csuchapternaea.wordpress.com/>

National Art Education Association

"The National Art Education Association (NAEA) advances visual arts education to fulfill human potential and promote global understanding. NAEA supports visual arts educators to bolster your teaching, your career, and your creativity."

NAEA resources, benefits, and opportunities are continuously created in direct response to the timely needs of art educators and students. NAEA student membership for 2016-17 is \$35.00. Visit the NAEA website to find out more about professional development opportunities, conventions, publications, and other opportunities:

<https://www.arteducators.org/>

Colorado Art Education Association

“The Colorado Art Education Association is an amazing network of art educators, administrators, museum educators, and commercial vendors working together to support art education throughout the state of Colorado and beyond.” CAEA student membership is \$35.00 (check for possible changes to dues on the CAEA website). CSU art education students often work the fall conference for discounted membership and conference fees. More information about this arrangement is shared each fall in EDUC 466: Methods and Assessment in K-12 Art Education.

CAEA member benefits include:

- CAEA Collage Magazine, published three times a year.
- Networking across the state and a few neighboring ones.
- CAEA Exhibition offers members the opportunity to display their own art work in a traveling art exhibition.
- Lesson plans and links to other art education sites with supplemental support material.
- Grants available to members, their students, and art education student teachers.
- Grant opportunities for Scholastic Art Portfolio students of CAEA members.
- Youth Art Month (YAM) is a program designed to promote state art activities.
- Educational opportunities including three conferences each year.
- Discounts for all CAEA events.

Complete information about CAEA can be found at: <http://www.caeaco.org/>

Licensing

You apply for your license through the Colorado Department of Education. CSU does not license educators. However, information on how to apply for your license can be found on the CEP website at: <http://www.cep.chhs.colostate.edu/students/teacher/licensing.aspx>

On this site you will find:

- Instructions for Applying for an Initial Teaching License; including a link to a video that will walk you through the process.
- Application Procedures for Licensing
- CDE Approved Program Verification Form

Questions can be directed to: Jody Drager, Student Teacher Coordinator/Instructor
Education 100B
1588 Campus Delivery
Fort Collins, CO 80523-1588
jody.drager@colostate.edu
(970) 491-4669

Colorado Department of Education licensing information can be found at:
<https://www.cde.state.co.us/cdeprof>

Accreditation

The CSU Educator Licensing Program/Art Education Program is both state and nationally accredited. The accreditation process ensures that that teacher education programs are meeting standards and expectations set forth by state and national agencies

State Accreditation

The Licensing Program/Art Education Program is accredited by the [Colorado Commission on Higher Education](#) and the [Colorado Department of Education](#).

National Accreditation

The [Council for the Accreditation of Educator Preparation](#) (CAEP) awarded national accreditation to the Teacher Licensing Program/Art Education area at the Center for Educator Preparation (CEP), Colorado State University on March 26, 2010. CAEP is recognized as a national accreditor by the [United States Department of Education \(USDE\)](#) and by the [Council for Higher Education Accreditation \(CHEA\)](#).

Websites

Center for Educator Preparation (CEP)

<http://www.cep.chhs.colostate.edu/>

Colorado Art Education Association

<http://www.caeaco.org/>

Colorado Department of Education / Licensing

<https://www.cde.state.co.us/cdeprof>

Colorado State University

<http://www.colostate.edu/>

Department of Art and Art History

<http://art.colostate.edu/>

National Art Education Association

<https://www.arteducators.org/>

Art Education Facilities



1.



2.

1. The D-Wing in the Visual Arts Building houses the art education area. D102 is the main studio classroom. It is divided into two large areas by a curtain wall that can be opened and closed depending on need. The classroom has state-of-the-art technology. Dual screen projection ensures that all students see the images presented; the system is controlled by a SmartBoard. Internet access is provided at the podium and WiFi is available for student use throughout the wing. A document camera and DVD player are also integrated into the media center. The “media wall” is also a white board and surround sound provides for a fully integrated viewing experience. Laptop computers (MAC and PC), and video and digital cameras are housed in the area and available for students to document teaching and learning.

2. The multi-purpose studio consists of six large woodblock work tables and stools. Overhead, drawdown outlets provide for safe access to electricity. The studio houses three (four harness) table looms, two large (eight harness) floor looms, two presses, five pottery wheels, two kilns and materials and tools for drawing, painting, printmaking, fibers, sculpture, photography, ceramics and electronic art. Two storage areas, a kiln room, and student lounge are located off the multi-purpose studio. There are large display areas throughout the studio.



3.

3. A large conference/resource room accommodates small group instruction. AV materials, texts, and periodicals, including: *Visual Arts Research*, *Studies in Art Education*, *Art Education*, *NAEA News*, *CAEA Collage*, *Art in America*, *Raw Vision*, *School Arts*, *Art & Activities* and *Arts Education Policy Review* are housed in this area.

Art Education Faculty



The Basics

Name: Patrick Fahey
Department: Art and Art History
Role: Faculty
Position: Associate Professor of Art
Concentration: Art Education

Contact Info

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Email: patrick.fahey@colostate.edu

Bio

Education: Ph.D., Art Education, University of Iowa; M.A., Fiber and Textile Design, University of Iowa; M.A., Art Education, University of Iowa; B.A., Art (Magna Cum Laude), Viterbo University

Professional Experience: Dr. Patrick Fahey is Area Coordinator for Art Education in the Department of Art and Associate Curator of Education at the University Art Museum. He is past Co-Director of the School of the Arts and Chair of the Department of Art, serving earlier as Assistant Chair. Dr. Fahey has taught all levels of art, beginning his career as a K-12 art educator in Wisconsin. He later went on to teach art at the high school level before returning to school to pursue his graduate degrees.

Research and Artistry: As a practicing artist and researcher, Dr. Fahey has exhibited mixed media and encaustic art work in California, Colorado, Illinois, Iowa, Wisconsin, Washington, D.C., Arizona, Minnesota, Oregon, New Mexico, Maine, Missouri, Indiana, Virginia, Florida and New York in juried and invited group and solo exhibitions. His research in pre-service art education, arts integration, and service-learning in art is published in such journals as *School Arts*, *Art Education: The Journal of the National Art Education Association*, *Visual Arts Research*, *Gifted Child Today*, *The Clearing House: A Journal of Educational Strategies, Issues and Ideas*, and *CAEA Collage*. Dr. Fahey co-chaired the Colorado Academic Visual Arts Standards Committee and served as facilitator of the Colorado Sample Curriculum Project with the Colorado Department of Education; co-authoring numerous units of study. Dr. Fahey has been on the editorial boards of *Seminar for Research in Art Education Abstracts*, serving two years as editor, and *Visual Arts Research*. He currently serves on the editorial board of *Arts Education Policy Review*. Dr. Fahey has given over 65 professional juried presentations at such conferences as the National Network for Education Renewal, National Art Education Association, Colorado Art Education Association, Center for Integrated Arts Education, International Society for Education through Art, International Conference on Service-Learning Research, ArtSource Colorado, and the National Conference on Foundations in Art: Theory and Education.

Service: Having recently completed a term as Vice President (Pacific Region) and Executive Board member of the National Art Education Association, Dr. Fahey has a long record of service. He has served as President, Vice-President and Treasurer of the Colorado Art Education Association and on the Executive Board of NAEA's Seminar for Research in Art Education. He regularly provides professional development to art educators in the state and across the nation. Dr. Fahey's honors include: 2010-2011 Award for Distinction in Outreach, College of Liberal Arts, Colorado State University; NAEA 2009 Pacific Region Art Educator of the Year Award; 2008 Colorado Art Educator of the Year Award; 2004 Colorado Art Education Association Marion Quin Dix Art Leadership Award; 2001 Colorado Alliance for Arts Education Exemplary Model Award to *It's a G.A.S. (Garfield Art Squad/Garfield After School)*; 1999-2000 Instructional Innovation in Service Learning Award, Colorado State University; 1999 Colorado Higher Education Art Educator of the Year; 1999 Marilyn Zurmuehlen Award, NAEA Seminar for Research in Art Education; NAEA Seminar for Research in Art Education President's Choice Award; and Outstanding Community Partnership Award, Colorado Alliance for Arts Education.

CurrentClasses

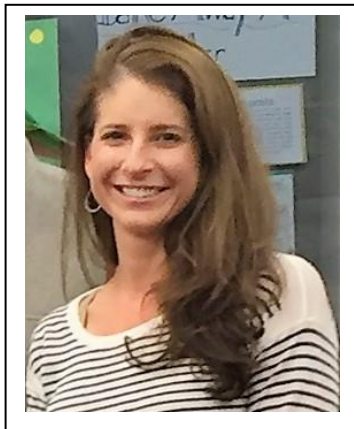
ART325: Concepts in Art Education

ART326: Art Education Studio

EDUC466: Methods and Assessment in K-12 Art

EDUC493: Professional Relations (Student Teaching Seminar-Art)

ART492b Art Education Seminar (Elective)



The Basics

Name: Samantha Gallegos
Department: Art and Art History
Role: Instructor
Position: Student Teacher Supervisor
Concentration: Art Education

Contact Info

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Bio

Education: B.A. Art – Fort Lewis College, Teacher Education Program – Fort Lewis College. Additional 45 credit hours of Master's coursework in art and art education.

Professional Experience: Substitute Teacher Poudre School District, Department Head and Art Teacher Thompson Valley High School, Volunteer Poudre School District

CurrentClasses

EDUC493: Professional Relations (Student Teaching Seminar-Art)
Student Teacher Supervisor

Students Speak Out about Art Education at CSU...

"My experience in Colorado State University's Art Education program--specifically with Dr. Fahey--prepared me for the classroom better than I could have hoped. Art education theory is taught concurrently with practicum experiences, allowing students to create meaning and apply those theories in context—a surprisingly rare experience in many education programs, regardless of the content area." –Craig Moyer, 2002

The Art Education program at Colorado State University was a perfect balance between studio art and education classes for me. The emphasis on the concept of being an artist teacher instilled in me the importance of maintaining a studio practice while teaching, and as a result has made me a better teacher and artist. I left the program prepared and excited for the challenges that face art educators today! –Laura Cronen, 2005

"I am very grateful for the opportunity that the Department of Art Education at Colorado State University has afforded me. I was fortunate enough to take classes with a passionate and enthusiastic group of faculty, instructors, and classmates. The instructors in the Colorado State University Art Education Department played a transformational role in my life and instilled in me a keen desire to mature as an educator. The rich foundation I gleaned at CSU inspired a trajectory of continued learning as I pursued a Masters in Gifted and Talented Education, enabling me to accept a teaching position in the Poudre School District as an art instructor and Gifted/Talented Coordinator at Preston Middle School." –Rachael (Browning) Ibanez, 2009

"Going into college I was still unsure if I wanted to stick with art education, or art, or completely change my major altogether, but after meeting Colorado State University's friendly and supportive staff I knew I had to stick with it. Although it was bumpy at first, the classes within CSU Art Education gave me the knowledge and, more importantly, the experience to go forward confidently into a career in art education. The staff, and especially Patrick Fahey, work hard to provide you with numerous valuable experiences that not only give you knowledge, but help you to develop your personal strengths." –Becca Black, 2013

'My years studying art education at Colorado State University are among my most cherished memories. The courses were always relevant, challenging, and rewarding. All of my professors were open to my ideas and helped me become the art educator I am today. I try to model the creative welcoming feeling in my classes that I experienced at CSU.' –Ashley Hall, 1999