Bachelor of Fine Arts in Art, Art Education Emphasis
The Bachelor of Fine Arts (BFA) in Art degree with an art education emphasis is designed for students who want to prepare for a career in teaching the visual arts in grades prekindergarten through the 12th grade. The art teacher must develop competencies in general studies, professional education and a range of studio art skills. Students must select a specialty in the studio arts from ceramics, painting, printmaking, sculpture, graphic design or art history. The professional education component is dealt with in a practical context, relating educational theories and strategies to the student’s day-by-day artistic experiences. Students are provided opportunities for various types of teaching and directed observation through the period of undergraduate art education study. There is a three-semester sequence of field work involving a one hour per week assignment during the first semester that increases to an all-day assignment during the third semester.
Beginning with the fourth or fifth semester during the sophomore year, the curriculum includes five transition points for all teacher candidates. The first point is admission to teacher education and core sequence. The fifth point is program completion and the conditional licensure recommendation. After art teacher candidates successfully complete the program, they are recommended to the state department of education, Topeka, for a conditional art teaching license by the dean of the College of Education. After two years of successful teaching with a conditional license, the art teacher applies for the professional license. Admission to teacher education requirements are identified in the College of Education section of this catalog. Please refer to it for detailed information. The following requirements must be satisfied for acceptance and to begin the core sequence of coursework in the curriculum and instruction department in the College of Education: 35 hours of basic skills and general education with a 2.750 GPA or above, which may include up to 10 hours of art foundation coursework. Also required is a C or better in the four basic skills courses, EN 101, 102, EN 103, 104, or their equivalents, COMM 101 (public speaking), MATH 111 or higher (college algebra). These courses must be completed within a student’s first 48 hours. Passing grades in STAT 370, or its equivalent, and PSY 111, or its equivalent.
Standardized Test Requirement. A prospective teacher candidate must meet only one of the following four standardized test requirements. The basic skills test used to fulfill his or her admission requirements must have been taken within 10 years from the date of his or her application to the teacher education program. The teacher candidate selects from one of the following: PPST, ACT, CAAP and the CBASE, (registration website is registerblat.com/wsu). For additional information see: arc.missouri.edu/ collegebase. Minimum scores required on these national tests are listed in the College of Education section. Application packets are available at wichita.edu/education/ess and the education support services office, 107 Corbin. Embedded assessments in coursework in the major during the last four semesters meet the standards for preparing the art teacher which reflect national standards. The seven standards are:
1. The teacher of art demonstrates a strong scholarly foundation in art education and has a clear concept of how art links students to the broad experiences of life.
2. The teacher of art demonstrates knowledge, competency and teaching ability in the content of art, including aesthetics, art history, art criticism, and studio performance.
3. The teacher of art has the ability to create an environment where individuals, art content and inquiry are held in high regard, and where students can actively learn and create.
4. The teacher of art selects and adapts a variety of appropriate resources, materials and technologies in order to which enables students to learn, make, and respond to art.
5. The teacher of art demonstrates knowledge of collaborative and promotional strategies for working with colleagues, families, and community groups to achieve common goals for enriching the art program and enhancing students’ learning and improving schools.
6. The teacher of art understands the purposes, principles, and design of assessments, as well as the importance of regular monitoring, analysis, and evaluation for assessing student and program improvement.
7. The teacher of art demonstrates knowledge of professional art organizations, continues professional development, and shows responsibility to the field of art.
Student Teaching
The student teaching year involves two semesters, pre student teaching followed by student teaching. Admission into the second semester of student teaching requires senior standing (90 hours or 200 credit points), a minimum grade point average of 2.500 in art courses, and a 2.500 overall grade point average. Acceptance into the second semester of student teaching requires passing the second transition point, which includes a selection of embedded assessments identified in the standards for art teacher preparation, required coursework in curriculum and instruction, and art and design and the art education area, satisfactory physical examination and recommendation by the art education faculty following a formal interview. Students must apply by mid-term of the fall semester prior to the student teaching year. Placement in the middle school will be made midway during the spring term.
A 12-week pre student teaching experience occurs in the fall term in a middle school for one class period every day which is part of the course requirements of ARTE 410. The second semester is divided with two experiences, a student teaching experience for eight weeks in a high school immediately followed by eight weeks in an elementary school. These three assignments with experienced and successful art teachers are made in consultation with the art teacher candidate. Policies for this second experience are identified in the Student Teaching Handbook, distributed by the curriculum and instruction department for cooperating teachers, the art teacher candidates and university supervisors. During the student teaching year, art teacher candidates apply for teacher licensure in Kansas. They are required to complete the Principles of Learning and Teaching (PLT) examination and the Praxis content examination established by the Kansas State Department of Education in order to qualify for a conditional license. A fingerprint test administered by the police department is required. Candidates must be free of a felony conviction. A grade of B or better in student teaching is necessary to receive a recommendation for a teaching license.
It is possible to graduate with a degree but fail to meet requirements necessary for licensure recommendation. Art teacher candidates assume responsibility for knowing and fully understanding their program assessment plan and transition point requirements which must be met successfully prior to licensure recommendation.
Degree Requirements
In addition to meeting the university’s scholastic, residence, and general education requirements for graduation, candidates for the BFA must complete the foundation studies curriculum (13 hours), art history (12 hours), art specialization (9 hours), art education emphasis (24 hours), and professional education courses (16 hours). Courses within the art education curriculum fulfill both the university general education requirements for graduation and preparation for Kansas licensure for teaching art in the elementary and secondary levels.
Course...hrs.
Basic Skills (includes MATH 111) ............................. 12
General Education ............................................. 30
Fine Arts and Humanities ....................................... 9
Social and Behavioral Sciences ............................... 6
(includes PSY 111)
Natural Sciences and Mathematics ........................... 6
(includes STAT 370)
Further Studies and Issues & Perspectives ................... 9
Professional Education Sequence ............................ 16
CI 270 Intro to the Education Profession ..................... 3
CI 311 Intro to Diversity: Field Exp .......................... 3
CI 320 Intro to Diversity: Exceptionalities ................. 3
CI 321 Intro to Diversity: Cultural Issues .................... 3
CI 427 Philosophy History and Ethics of Education .. 3
CESP 334 Intro to Diversity: Human Growth & Development 
CESP 433 Intro to Learning/Evaluation 
Art Foundation Curriculum* .................................. 13
ARTF 102 Introduction to Art and Design ............... 3
ARTF 136 Foundation Design I .............................. 3
ARTF 145 Foundation Drawing I ............................ 3
ARTF 189 Foundation 3-D Design ........................... 3
ARTF 202 Mid-Program Review ............................. 3
Art History ......................................................... 12
ARTH 121 & 122 Survey of Art History I & II .......... 12
ARTH 300-level, 1 course ..................................... 3
ARTH 347 Art Since 1945 ....................................... 3
Art Education Program Studies ............................... 27
ARTG 232 Digital Imaging ..................................... 3
ARTS 251 Intro Watercolor Painting or .................. 3
ARTS 252 Intro Acrylic Painting ......................... 3
ARTS 270 Basic Ceramics Studio or .................. 3
ARTS 272 Handbuilding w/Clay ................. 3
ARTS 240 Introduction to Life Drawing .......... 3
ARTE 302 Jewelry Design/Const ................... 3
ARTE 303 Stimulating Creative Behav. ................. 3
ARTE 313 Fiber Exploration .............................. 3
ARTE 514 Aesthetic Inquiry ............................... 3
ARTE 515 Developing Visual Materials .............. 3
Art Specialization ............................................... 9
Three courses numbering 300 or above from one area: ceramics; painting/drawing; printmaking; sculpture; graphic design, photography, or art history
Art Education Emphasis ........................................ 18
ARTE 310 ISAM: Elementary Level Art Ed. and Lit. . 18
ARTE 410 ISAM: Middle Level Art Ed. .............. 18
ARTE 411 ISAM: Secondary Art Ed. .............. 18
ARTE 459 Student Teaching in Elementary: Art ..... 18
ARTE 462 Student Teaching in the Secondary School: Art 18
ARTE 517 Student Teaching Seminar in Art 
*The foundation studies requirements must be completed by the time students have completed 60 credit hours or prior entry to classes where individual courses serve as prerequisites. Transfer students with 60 hours and foundation requirement deficiencies must complete course deficiencies no later than two semesters following entry. 
Note: 45+ upper-division hours are required for graduation. Model programs of study are available in the School of Art and Design office and on our website.