

**EUE Proposal  
FY2019**
**Project ID#**

19-13

**Project Title**

Redesigning Art Education Curriculum and Program

<b>Project Director</b>	<b>ID Number</b>	<b>Telephone</b>	<b>Email</b>
Sangsook Park	800426319	x 5825	<a href="mailto:spark@siue.edu">spark@siue.edu</a>

<b>Department</b>	<b>Campus Box</b>	<b>School College</b>
Art and Design	1774	CAS

**Course or Program**

Art Education

<b>Project Co-Director</b>	<b>ID</b>	<b>Department</b>	<b>Email</b>

Student Impact: 30

Multiple Submission Priority:

**Summary:**

I propose to redesign the current Art Education curriculum and program by completing two projects: 1) Make an in-depth examination and research of the current Art Education curriculum in order to redesign the existing program and to recommend the new courses for compliance with the National Visual Arts learning standards (released in 2015) and the new Illinois State Visual Arts learning standards (released in 2017). Our current Art Education curriculum is over 30 years old and the Illinois Board of Education (ISBE) requires the design of a new curriculum in all education programs, and art education in the K-12 program is no exception. ISBE has adopted a new test, the edTPA (Teacher Performance based assessment) and key assignments on the assessment will be integrated into our new curriculum; 2) Develop an "Art Education Degree only" option. Our current Art Education program is a BS degree with K-12 teacher licensure. Because of the significant changes in the IL teacher licensure exam requirements, such as passing score on ACT with Writing or TAP, I have observed that some students who were passionate about and dedicated to art teaching and artistically talented have had to drop their art education study due to failing to meet the requirements for licensure. This has had a negative impact on enrollment in the Art Education program., but this option will allow such students to continue to study art education. Furthermore, if they want to obtain the teacher licensure, the new curriculum will allow them to easily switch and pursue the option with licensure. Moreover, this option would be beneficial for art studio and art history majors by providing the educational

information and skills to help them consider teaching as their career choice.

To develop and redesign the new curriculum and program, and to make the necessary changes, will require time to prepare the extensive paperwork related to the proposals, revisions, and approvals at the department and university levels as well as for the ISBE. This grant will allow me to concentrate on the process, complete the changes and all necessary paperwork by the end of summer of 2019 and submit it to the university review committee by the end of fall 2019.

# Project Budget

## Cost-Sharing

## **Proposal Narrative**

### **Current Situation**

The current Art Education program is a BS degree with the Teacher Licensure K-12. The program needs some substantial changes in both the current curriculum and program. I submit this proposal for EU funds in order to make these necessary changes.

The current Art Education curriculum must be in compliance with the National Visual Arts learning standards (released in 2015) and the new Illinois State Visual Arts learning standards (released in 2017). This means that the current Art Education program and curriculum need to be redesigned to integrate the new and updated contents from the new National and the recently released Illinois State Visual Arts learning standards.

Our current Art Education curriculum is over 30 years old and the Illinois Board of Education (ISBE) requires the design of a new curriculum in all education programs, and Art Education in the K-12 program is no exception. Also, ISBE has adopted a new test, the edTPA (Teacher Performance based assessment), which is a challenging test for all our teacher candidates to achieve Illinois State Teacher Licensure. Key assignments on the assessment need to be integrated into our new curriculum. To develop a new curriculum and make the necessary changes will require time to prepare the extensive paperwork related to the proposals, revisions, and approvals at the department and the university levels as well as for the ISBE.

Furthermore, the current Art Education program only offers students a BS in Art Education with the Teacher Licensure K-12. In order to pursue the licensure, students must be admitted to the Teacher Education program, and one of the requirements for admission is either TAP (Test of Academic Proficiency) or ACT plus Writing. Over the past six years, I have observed some students have had to drop their Art Education study or changed to a Studio or Art

History major due to their failing to meet the necessary scores on these required tests. I also observed that many students demonstrated strong potential to be dedicated art teachers, but their low scores discouraged them from pursuing their passion for art teaching. As a result, the number of Art Education majors has dropped dramatically.

In addition, there are currently 28 Art Education majors (as of Fall 2017) and only one faculty member, as the one other Art Education faculty left in 2016 and has not been replaced. Thus, I am the only faculty member teaching and mentoring all these students in groups and individual meetings. There is simply no time for me to rework the entire curriculum and complete the proposed tasks described in this proposal. It has been very challenging to begin these tasks because all are time-consuming, and both my teaching role and workload as program director without a course release have not allowed me to complete the tasks. I have received the CAS Targeted Funding Initiative (TIF) for a half-month summer salary to start this project in the summer of 2018. However, I will not be able to finish the projects proposed to make the required redesign of the curriculum and program; hence, I am submitting this proposal for EU funds to complete the projects.

## **Proposed Projects**

I propose a redesign of the new Art Education curriculum and program by completing two projects. For the first project, my goals are threefold: (a) I will first conduct in-depth research to examine the current content and pedagogy in the field of Art Education for the curriculum for a BS in Art Education; (b) I will look closely at the newly released National and Illinois State Visual Arts Learning Standards, Illinois Professional Education Standards, as well as other standards from accreditations councils such as National Association of Schools of Art

and Design (NASAD) and the Council for the Accreditation of Educator Preparation (CAEP), to ascertain that the new curriculum aligns with the standards; (c) I will make a significant review, modification, and redesign of the current Art Education courses in elementary, middle, and high school art content and pedagogy. The goal is to strengthen our current weaknesses and to develop new courses that prepare candidates for current art education. For example, the current database for fieldwork cooperating teachers for elementary school placements needs to be expanded. This task will require much time for making phone calls and researching online to look for schools that have art teachers.

As a second project, I propose establishing an “Art Education Degree-Only, without Licensure.” With an Art Education degree, this option will give a valuable opportunity to those students who want to pursue an Art Education degree without pursuing the Illinois State Teacher Licensure that caused them to drop from the Art Education program. The students with the Art Education degree only will not be eligible to teach in public schools, but they could teach in private schools or in museum or gallery settings. In this curriculum, I would provide fieldwork experiences for the students. This curriculum will have fieldwork experiences in private school setting and museum and gallery setting. In the current program, there is no relationship with local private schools or museum education settings for fieldwork placements. I have spoken to the Contemporary Art Museum educator in St. Louis and he would welcome our students as interns.

Furthermore, I believe this option will provide benefits to students who are Studio and Art History majors because the curriculum will provide a foundation of art teaching for students who are interested in museum or gallery education settings and who also plan to pursue an MFA to teach at the college level. In addition, I also believe that this option will increase enrollment in

the Art Education program and eliminate what caused the drop in enrollment due to the significant changes in the Teacher Licensure requirements from ISBE.

## **Evaluation and Dissemination Plan**

With the completion of the two projects described above, I anticipate that the proposed new curriculum with the two options will meet the National and Illinois State expectations for the education of future visual art teachers. The specific anticipated outcomes are an update of our current Art Education content and an increase in our enrollments from the program's two options. In order to assess the quality of our program, I will collect and analyze data. This will be reported through the SIUE Program Performance report and also the annual assessment report required by Illinois State Board of Education (ISBE) as well as other accreditation councils. From these assessment tasks, I will be able to evaluate the impact of the new curriculum. Moreover, I will collect feedback via surveys from graduates who studied in the field of education.

I plan to work on the projects in the summer of 2019 and hope to submit the necessary paperwork to departmental committee members in Fall 2019 for their review. Furthermore, in the Fall of 2019, I will make revisions according to their review and submit the documents to the University committee for their approval by the end of Fall 2019. I hope to implement the new curriculum in the Fall of 2020 or upon the University's review and approvals.

## **Budget and Budget Justification**

One-Month Summer Salary (\$6676.30):

I am requesting one-month summer salary. This redesigning of the new curriculum will requires significant examination and research of our current Art Education content and pedagogy and also requires creating new coursework in alignment with the all the standards, finding more fieldwork placements for both curriculum options, and also completing the extensive paperwork for the University and other organizations' approval. The major challenge will be getting the necessary assistant and time to complete the tasks. I am confident that the summer term will allow me to work on the projects. I will not be teaching in the Summer of 2019; thus, I will be able to focus on and complete the proposed projects during that time.

Graduate Student/Student worker in Fall 2019 (\$1,320):

I would like to request a graduate student/student worker at 10 hours (\$8.25/hr.) per week for Fall 2019. The major responsibility for the graduate student for this proposed project will be to collect and organize the necessary information regarding public and private schools in K-12, museums and galleries within 40 miles of SIUE for possible future fieldwork placements for the two proposed curricula. Another required task of the graduate student will be to update the database of the current fieldwork placements information. I will select the appropriate graduate student from the Art and Design department.

**Total Amount: \$7,996.30**

**SANGSOOK PARK, MFA, Ed.D**  
Art and Design Department  
Phone: (618) 650-5825  
Email: spark@siue.edu

## EDUCATION

### Degrees

<b>Ed.D.</b>	May 2004	University of Illinois, Urbana-Champaign, IL	Art Education
<b>M.A.</b>	May 1996	University of Illinois, Urbana-Champaign, IL	Art Education
<b>M.F.A.</b>	June 1993	University of Washington, Seattle, WA	Metals
<b>B.F.A.</b>	March 1988	Kookmin University, Seoul, Korea	Metals

## PROFESSIONAL TEACHING EXPERIENCE

2015-present	<b>Associate Professor</b> Art Education Program, Art and Design Department, Southern Illinois University at Edwardsville, IL
2009-2015	<b>Assistant Professor</b> Art Education Program, Art and Design Department, Southern Illinois University at Edwardsville, IL
2004-2009	<b>Assistant Professor</b> Art Education Program, Art Department, State University of New York at New Paltz, NY
2003- 2004	<b>Lecturer</b> Art Education Program, Art Department, State University of New York at New Paltz, NY

## RESEARCH: CREATIVE AND ARTISTIC ACTIVITIES

Oct. 2017	“Traditional Aesthetic and Spiritual Practice: Calligraphy of the Songchun Guild in South Korea” ( <b>Invitational</b> ), William & Florence Schmidt art center, Belleville, IL
Jan. 2017	“49 <sup>th</sup> Clay, Fiber, Paper, Glass, Metal, Wood National Juried Exhibition” Octagon Art Center, Ames, IA ( <b>Peer-Reviewed, National</b> )
Nov. 2016	Sabbatical Research Exhibition, Southern Illinois University, Edwardsville, IL
Nov. 2015	Invited and exhibited in “Eunsil Baggi, Muni Baggi,” Seoul, Korea. ( <b>Invitational, International</b> )

- June 2014      Invited to a group exhibition, Gibbs Street Gallery at VisArts. Rockville, MD.  
The exhibition will be in September, 2014 (**Invitational, National**)
- May 7-21, 2014      “Honorable Mention” award in the Korean national  
calligraphy competition, “The 12<sup>th</sup> Calligraphy & Literary Painting” and  
also exhibited my calligraphy in *Hankuk* Gallery, Seoul, Korea.  
**(Peer-Reviewed, International)**
- Jan. 2014      “46<sup>th</sup> Clay, Fiber, Paper, Glass, Metal, Wood National Juried Exhibition”  
(National), Octagon Art Center, Ames, IA  
**(Peer-Reviewed, National)**
- December 2-10, 2013      Invited and exhibited in “Meaningful Ornaments,” Seoul, Korea.  
**(Invitational, International)**
- October 28-December 6, 2013      Solo Exhibition, *Transition*, at Pittsburg State University, Pittsburg, KS  
**(Peer-Reviewed, National)**
- September 2013      Annual Faculty Art Exhibition, Southern Illinois University, Edwardsville, IL
- May 22-June 4, 2013      Received an “Honorable Mention” award in the Korean national  
calligraphy competition, “The 11<sup>th</sup> Calligraphy & Literary Painting” and  
also exhibited my calligraphy in *Hankuk* Gallery, Seoul, Korea.  
**(Peer-Reviewed, International)**
- March 26-28, 2013      Solo Exhibition at Southwestern Oklahoma State University, OK  
**(Invitational, National)**
- Feb. 2013      Chinese Calligraphy Group Exhibition entitled “Myung-Ga/Myung-Mun”,  
Seoul, South Korea **(Invitational, International)**
- Jan., 2012      “44<sup>th</sup> Clay, Fiber, Paper, Glass, Metal, Wood National Juried Exhibition”,  
Octagon Art Center, Ames, IA **(Peer-Reviewed, National)**
- April, 2012      “Metal Speaks: Art of Narrative” Craft Alliance Gallery, St. Louis, MO  
**(Invitational, National)**
- Oct., 2011      Annual Faculty Art Exhibition, Southern Illinois University, Edwardsville, IL
- Nov., 2011      The Tea/Coffee pot show, Sarah Silberman Art Gallery at Montgomery College,  
Maryland **(Invitational, National)**
- Nov., 2011      “Exploring Jangseok,” Seoul, South Korea **(Invitational, International)**

# **SOUTHERN ILLINOIS UNIVERSITY EDWARDSVILLE**

**Memo To:** E.U.E. Review Committee

*Ivy Cooper*

**From:** Dr. Ivy Cooper, Acting Chair, Department of Art and Design

**RE:** Letter of Support for Dr. Sangsook Park's E.U.E Proposal

**Date:** January 21, 2018

As Acting Chair of the Department of Art and Design, I fully support this E.U.E. proposal submitted by Dr. Sangsook Park in the area of Art Education. Dr. Park's proposal is asking for support in her efforts to update the current Art Education curriculum to be in compliance with recent learning standards issued by the National Visual Arts and Illinois State Visual Arts. The proposed curricular changes would also address standards associated with the new edTPA test adopted by the ISBE. Our curriculum in art education needs to be updated to ensure we are in compliance and preparing our students to meet these standards. Finally, Dr. Park proposes to develop a new non-licensure degree program for art education students. Such a degree option would serve the needs of students who don't need Illinois state licensure to qualify for private school teaching or other opportunities in art education.

These changes and the addition of a new degree option in art education are very much needed in our department. Having lost a faculty member in art education recently, the entire program is being managed by Dr. Park alone. These important proposals can only realistically be achieved if Dr. Park receives support to devote substantial time researching and designing them in the summer.

Please don't hesitate to contact me if there are any other questions I can answer concerning this proposal.

SOUTHERN ILLINOIS UNIVERSITY  
EDWARDSVILLE

COLLEGE OF ARTS AND SCIENCES, OFFICE OF THE DEAN

**To:** Excellence in Undergraduate Education

*Greg Bf*

**From:** Greg Budzban, Dean, College of Arts and Sciences

**Subject:** Dean's Memo of Support

**Date:** 23 January, 2018

The College of Arts and Sciences supports the application of Dr. Park for an EUE grant to support the redesign of the Art Education program and associated curriculum. This envisaged redesign includes the establishment of an art education degree without licensure, which will give students the opportunity to earn a degree that will serve them well in private schools, museums, or gallery settings. The project supports the focus of SIUE and the College of Arts and Sciences on retention and preparing students for 21<sup>st</sup> century careers.

**Prior EUU Support**

Project Director	Project Number	Award Amount	Project Dates
Sangsook Park	2017-018	\$5,388.00	

**Prior Results**

Development of non-western art history courses for undergraduate students in both the Art Education and Art History programs was crucial. I developed a non-western art history course entitled East Asian Art History, Chinese Calligraphy, and Korean Tea Ceremony for students in Art Education and Art History programs from summer of 2016 to summer 2017. I am offering this course this semester, Spring 2018. This course is also open to students in other disciplines who are interested in learning about East Asian art history and currently has 23 students who are art studio, art education, art history majors and also non-art majors. In this course, the art history of Korea, Japan, and China is introduced and also includes a series of sessions for learning and practicing Chinese calligraphy and the Korean tea ceremony. The three goals of the course are: 1) develop students' ability to appreciate the aesthetics of East Asian art; 2) develop their understanding of how the art was made and how it plays in the history of the particular culture; and 3) help them understand how the selected cultures' artistic expressions differ from Western art. A series of lectures is given to provide students the background of each presented culture on such art forms such as crafts, sculpture, painting, architecture, and religious art. Not only will the, students develop an understanding of the different art forms, but they also will strengthen their critical viewing and thinking skills throughout the course. In addition, through hands-on art practice of Asian calligraphy in different styles and also the Korean tea ceremony, students will acquire a deeper understanding of the aesthetics and cultural art objects used in the practice and philosophy embedded in East Asian traditional art forms.

This course meets one of the art content Standards for Illinois State Teacher Licensure K-12 Visual Arts and also aligned with the multicultural art content in the State's Professional Teacher Education Standards for teaching licensure. Also, this course also impacts undergraduate art history majors that are required to take two non-western art history courses. To evaluate the quality of the course, a survey will be distributed to the students and this will be analyzed. I will also ask the art and design faculty to observe and give feedback on the course this semester. The results will be reported in Fall 2018.