

BOARD OF HIGHER EDUCATION

REQUEST FOR COMMITTEE AND BOARD ACTION

COMMITTEE: Academic Affairs

NO: AAC 17-10

COMMITTEE DATE: January 17, 2017

BOARD DATE: January 24, 2017

**APPLICATION OF THE MASSACHUSETTS COLLEGE OF ART AND DESIGN TO
AWARD THE MASTER OF EDUCATION IN ART EDUCATION**

MOVED: The Board of Higher Education hereby approves the application of the **Massachusetts College of Art and Design** to award the **Master of Education in Art Education**.

Upon graduating the first class for this program, the University shall submit to the Board a status report addressing its success in reaching program goals as stated in the application and in the areas of enrollment, curriculum, faculty resources, and program effectiveness.

Authority: Massachusetts General Laws Chapter 15A, Section 9(b)

Contact: Winifred M. Hagan, Ed.D., Associate Commissioner for Academic Affairs and Student Success

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January 2017

Master of Education in Art Education

INTENT AND MISSION

The Massachusetts College of Art and Design (MassArt) Master of Education in Art Education program (M.Ed.) is intended to prepare students to participate in the creative economy as art educators and to engage in the well being of their society. It is intended that the proposed M.Ed. align with MassArt's goals, offering an accessible program in an urban setting that enables students to pursue careers teaching art. The proposed program is designed for students who wish to obtain professional licensure, subsequent to the completion an arts education undergraduate program and the initial license from the MA Department of Elementary and Secondary Education (DESE) to teach in Massachusetts public schools or another state. Students are eligible to teach for five years on the initial license. A master's degree in a field related to art education is required for professional license. It is expected that students enrolling in the program work full-time in PK-12 education. MassArt has intentionally designed the program as two summer intensives with fall and spring term content delivered through distance online learning to accommodate teachers.

It is intended that students graduating from the program will be familiar with research paradigms in art education, have facility in the application of research methodologies, understand the critical contexts of art education, appreciate the role of art practice at the center of artistic teaching and learning, and invigorate students' studio practices. MassArt expects that graduates of the proposed program will understand and participate as leaders in professional practice who contribute innovations through publication and presentations in the larger community.

The proposed program obtained all necessary governance approvals on campus and was approved by the Board of Trustees of the Massachusetts College of Art and Design on June 7, 2016. The required letter of intent was circulated on September 6, 2016. No comments were received.

NEED AND DEMAND

National and State Labor Market Outlook

The U.S. Bureau of Labor Statistics (BLS) does not provide job outlook information for art teachers specifically. The BLS does report that from 2014-2024, job opportunities for elementary, middle school and high school teachers are projected to rise by 6%. MassArt reports that in a recent comprehensive government study of the arts in public education, 83% of elementary schools had curricula specifically for visual arts. Of those, 84% employed visual arts specialists and 89% of public secondary schools had curricula specifically for visual arts.

MassArt also reports that Massachusetts has 1,934 public schools (1,171 elementary, 329 middle, 296 high, 138 other¹. Without specific data on arts instruction in the state's public schools the national turnover rate of 23% suggests a substantial need for new teachers in Massachusetts.

Student Demand

MassArt has a robust relationship with several PK-12 partner schools and districts. These relationships have guided the institution in understanding student need and demand for a visual arts pathway from the earliest stages through professional degree attainment. In addition the Art Education Department surveyed a sample of 28 majors in the BFA program, representing one-third of the total majors. These students were asked if given the opportunity would they apply to the M.Ed. program after earning initial licensure and beginning a teaching career, and 54% (15 students) responded that they would apply.

OVERVIEW OF PROPOSED PROGRAM

Program Overview

This proposed M.Ed. program has been designed for students who hold undergraduate degrees, have a strong art practice as represented in a compelling portfolio of recent work, and are ready to pursue a master's degree toward a professional teaching license, as required by DESE in order to continue teaching in public schools after 5 years on the initial license. Currently, the Art Education Department at MassArt has no graduate program for students entering with initial licenses and seeking preparation for professional licensure. Realizing this absence, the Art Education Department's graduate committee worked to design the proposed program beginning in 2014. It is planned that the proposed M.Ed. will fill this gap.

Duplication

Similar programs in Massachusetts offering coursework in partial fulfillment of the requirements for professional licensure in art education include Framingham State University, Lesley University and UMass Dartmouth. Boston University has an online program that is nationally focused. These programs appear to be individualized within existing baccalaureate programs. Students enrolling in MassArt's M.Ed. program would be part of an Art Education department with about 100 undergraduate and graduate students with a full complement of seven full-time faculty members. The trend for students seeking professional licensure course requirements is to attend a private institution and MassArt's proposed program would offer a strong public option that provides all professional licensure coursework for practicing public school teachers.

¹ (<http://massachusetts.educationbug.org/public-schools/>)

ACADEMIC AND RELATED MATTERS

Admission

MassArt plans that students will apply to the program by submitting an online dossier by early January of the year they intend to matriculate. The dossier will include a statement of purpose, transcripts from all previous institutions of higher education, two letters of recommendation, and an electronic portfolio that includes up to 20 images of their professional artwork and, if possible, up to 10 representative samples of their students' work. Faculty will review applications and invite prospective students for interviews either in person or via electronic meeting media. Following an interview and recommendation by two faculty members, students are sent a letter acknowledging the outcome of their application, with scholarship information for those who are accepted, request scholarship, and have submitted a FAFSA.

Program Enrollment

	# of Students Year 1	# of Students Year 2	# of Students Year 3	# of Students Year 4
New Full-Time	8	8	12	12
Continuing Full-Time	0	0	0	0
New Part-Time	0	0	0	0
Continuing Part-Time	0	0	0	0
Totals	8	8	12	12

Curriculum (Attachment A)

The proposed program curriculum is designed to provide accessible, high quality art teacher preparation and professional development through the only public university specializing in art and design in Massachusetts. The importance of academic excellence in professional education in the visual arts is expected to be reflected in the well-qualified and highly competent art teachers for PK-12 schools who graduate from the program. It is also planned that the curriculum will support the diversity of perspective, background, status, and culture of students to be artists and art teachers who promote societal equity and justice.

Internships or Field Studies

The proposed program for practicing artist-educators includes practica that are focused on the context of student work, research, and participation in professional organizations. During the summer intensives, students will attend two weekly presentations by field-experts in pedagogy, research, and contemporary art. The learning interactions are expected to provide students with clinical examples of pedagogy based in contemporary, cultural, and artistic thought. In the fall and spring terms, students will be expected to learn research methodologies through instruction and conduct a mentored study of their own practice, within the

classrooms in which they are teaching. Students will be expected to generate scholarly articles on understanding field-leadership as a result of this research, which will be submitted for publication and/or presentation at national and state conferences. It is expected that the proposed program will provide some support for student travel to conferences.

RESOURCES AND BUDGET

Most faculty teaching in the proposed program, have substantial experience teaching in PK-12, in addition to experience teaching undergraduate and graduate students. Many are practicing artists who show, discuss, and sell their work professionally. Scholarly materials are expected to be required for the six new courses offered in the proposed program. It is also expected to fund students to attend a professional conference annually. Marketing for the program is planned within the allocation for general marketing with a particular focus on underserved students. It is expected that the costs to support this program are shared with and distributed among the three new recently approved programs and include increasing the capacity of the department.

Fiscal (Attachment B)

The graduate programs at MassArt fund limited needs-based and merit-based scholarships for which students for these programs are eligible.

The current graduate budget for art education provides support for bringing visiting artists and scholars to campus; the department supports an annual increased budget to support visiting experts.

The current graduate program budget provides support for student travel to conferences and would increase opportunities for students in these programs to travel to conferences to present their work.

Faculty and Administration (Attachment C)

The proposed program requires faculty who are expert in art pedagogy, art education research, and contexts of artist-teacher practice. Existing faculty currently under contract in MassArt's Art Education Department have the required expertise in these three areas: five are experts in pedagogy, five in art education research and scholarship, and four in contexts of artist-teacher practice. It is anticipated that running the program when it is fully subscribed for cohorts of 12 students will require 2 full-time and 1 part-time faculty for 13 sections, in addition to the current staffing levels in the Art Education Department. The graduate dean has offered a two-year temporary full-time position to support the start up of the proposed program.

The Graduate Coordinator facilitates the department's Graduate Committee, which addresses ongoing operational (e.g., applications, budgets, staffing, room allocations) and academic/curricular issues (review of syllabi, advising, revisions to courses) as they arise, including the development of new programs as needed. The Graduate Coordinator also reports in monthly meetings to the Art Education Department. The Graduate Coordinator attends bi-weekly meetings of the

college's Graduate Coordinators and also sits on the Graduate Council, a governance committee of the college that oversees programmatic and policy-level concerns.

Facilities, Library and Information Technologies

MassArt's library has staff and resources which have been determined to be adequate to meet the needs of the proposed program. MassArt plans that additional texts and videos for reserves and research will be ordered. Support for asynchronous technologies has also been determined to be sufficient to begin the program (i.e., access to Moodle, Google Drive and WordPress). However the proposed program will require additional video-conferencing / meeting technology to facilitate online, synchronous classes for 12 students, such as Adobe Connect, GoToMeeting, or others, as well as support staff for that technology. MassArt's new Design and Media Center has classrooms designed to integrate technology in the classroom as a school-wide resource. Access to classrooms and studios during the summer intensives, when students are on campus are expected to be both convenient and adequate. The technology department lends hardware to students from a central help desk, and access to workshops and studio facilities is also available.

The graduate programs at MassArt fund limited needs-based and merit-based scholarships for which students in the proposed program would be eligible to apply.

Affiliations and Partnerships

MassArt's Art Education Department has an agreement with the Boston Public Schools (BPS), whose schools currently serve as sites for pre-practicum service and internships for existing teacher candidates. MassArt and the BPS partner in developing programs that ensures relevance to students in urban areas. The partnership intersects directly and positively with the proposed degree. MassArt has a robust relationship with several PK-12 partner schools and districts. The largest partnership is guided through a formal memorandum of understanding with the Boston Public Schools.

The advisory committee for the proposed program consists of two district arts directors from the BPS and one from the Arlington Public Schools as well as three practicing artist-educators from Boston Arts Academy, one art teacher from the BPS and one from the Cambridge Public Schools, as well as two emeritus artist-educator faculty from MassArt. The role of the external advisory committee is to advise on content and approaches and to support the program's faculty and students in staying current in pedagogical and artistic practice and scholarship. It is planned that the advisors in the proposed program will meet twice a year.

PROGRAM EFFECTIVENESS

Goal	Measurable Objective	Strategy for Achievement	Timetable
Goal 1: Initially, 8 students enter the program	MassArt Admissions will track program numbers and marketing.	Contact alumni of Art Education Department from 2010 - 2016; advertise in NAEA newsletter; advertise in NAIS (National Association of Independent Schools) and ECIS (European Council of International Schools) newsletters, journals, and conferences; advertise to local public school districts, especially Boston, Cambridge, Newton, Brookline, Arlington, Somerville and Brockton, but also to all districts who have MassArt alumni teaching in them (hundreds across the state). Contact public school districts in large urban areas where MassArt has professional contacts: San Francisco/East Bay area and Los Angeles, Minneapolis, Chicago, New York, New Orleans, Washington D.C., St. Louis, Portland, Seattle, Florida, North Carolina.	<u>Spring 2017</u> Recruit first cohort <u>Summer 2017</u> First cohort begins
Goal 2: Twelve students enter the program as the third cohort and in each successive cohort following the two-year start-up phase.	MassArt Admissions and marketing will track program numbers.	Same as for Goal 1 initial recruitment, but adding alumni of the program as ambassadors.	<u>Fall 2017</u> Recruit second cohort <u>Spring 2018</u> Admit second cohort <u>Summer 2018</u> First cohort graduates Second cohort begins <u>Fall 2018</u> Recruit third cohort <u>Spring 2019</u> Admit third cohort and begin program
Goal 3: Two-year successful program completion rate will	MassArt's Office of Institutional Research tracks	Continue faculty support in individual courses and through advising and advocacy by the Art	<u>Summer 2018</u> First cohort graduates;

<p>be greater than 80%. Successful completion includes passing all courses with B or better grades, meeting the studio review criteria and having a publishable article of original practice-based research, and, for those few who have not before the program, passing the MTEL Literacy and Visual Art sub-tests.</p>	<p>program completion statistics and makes them available to the Art Education Department. Art Education's Graduate Coordinator will track the MTEL passing rates.</p>	<p>Education Department's Graduate Coordinator.</p>	<p>continues for each summer following.</p>
<p>Goal 4: All program completers who apply will be granted professional licenses by the state of MA.</p>	<p>Art Education's EdPrep Liaison will track professional licenses issued to graduates. MassArt's Office of Institutional Research will track program completers' licenses and make them available to the department.</p>	<p>Continue using the batch application process established by the Art Education Department for initial licenses and previously for professional licenses.</p>	<p><u>Summer 2018</u> First cohort graduates; continues for each summer following.</p>
<p>Goal 5: Percentages of students from underserved and underrepresented groups will increase over a five-year period toward the ultimate goal of matching the demographic racial/ethnic diversity of the state and increased numbers of students from other underrepresented and underserved groups, such as minority religious, gender and sexual orientation, and mobility differences.</p>	<p>MassArt's Office of Institutional Research and Admissions Departments tracks demographic statistics and makes them available to the Art Education department.</p>	<p>To achieve this diversity goal, the Art Education Department will work with MassArt's admissions and marketing departments, with MassArt's partnership with the Arts Office in the Boston Public Schools, with the National Art Education Association, with the Alameda County Office of Education in California, and with the SCOPE group of the 9 state universities to reach out to art teachers who need professional certification, with an emphasis on those teaching in MA urban districts, in urban districts in New England, and in urban districts across the U.S.</p>	<p><u>2017 to 2022</u> Outreach via all channels</p>

EXTERNAL REVIEW AND INSTITUTIONAL RESPONSE

The M. Ed. in Art Education program was reviewed by Kimberly Sheridan, Ed.D., Associate Professor at George Mason University in Fairfax, VA and Mary Ann Stankiewicz, Ph.D., Professor of Art Education, Pennsylvania State University School of Visual Arts. Among many positive aspects, the reviewers found the program to be well-organized, practical, rigorous and innovative. The team indicated that students will be enabled to extend their studio work, develop skills for reflective practice, engage with contemporary issues in pedagogy, aesthetics and art education, and conduct original research on their practice. The reviewers underscored that by its attention to reflective practice, critical consumption of research and the production of original research, the M.Ed. offers students a significant extension on undergraduate art education programs and supports practitioners to take on leadership roles in their schools, region and field. Reviewers suggested that the faculty of the proposed M. Ed. are a key area of strength—they draw from tenured and tenure-track faculty and include leading researchers in the art education field and exemplary practitioners who are also scholars. The faculty in the program were found to be outstanding in their expertise and showing extensive professional experience in a wide variety of art education contexts--public, private and informal art education settings—thus aligning well with a broad range of potential students.

Mass Art responded in appreciation and concurred with the findings of the review team.

STAFF ANALYSIS AND RECOMMENDATION

Staff thoroughly reviewed all documentation submitted by the **Massachusetts College of Art and Design** and the external reviewers. Staff recommendation is for approval of the proposed **Master of Education in Art Education** program.

ATTACHMENT A: CURRICULUM

Major Required (Core) Courses		
<i>Course Number</i>	<i>Course Title</i>	<i>Credit Hours</i>
AETE 547	Studio Investigations	3
AETE 5XX TBA	Foundations and Research in Artist-Teacher Contexts	6
AETE 5XX TBA	Research Investigations I	3
AETE 504	Problems in Aesthetics	3
AETE 5XX TBA	Research Investigations II	3
AETE 5XX TBA	Social and Cultural Contexts for Art Education	3
AETE 5XX TBA	Final Projects in Research and Contexts	3
AETE 5XX TBA	Studio Investigations II	6
Subtotal # Core Credits Required		30
Elective Course Choices		
Subtotal # Elective Credits Required		0
Curriculum Summary		
Total number of courses required for the degree	8	
Total credit hours required for degree	30	
<p>Prerequisite, Concentration or Other Requirements: Students must have a BFA/BA/BS or equivalent, an art portfolio demonstrating proficiency in artistic practice, an initial teaching license and a minimum of two years of classroom teaching experience.</p>		

ATTACHMENT B: BUDGET

One Time/ Start-Up Costs	Cost Categories	Annual Expenses			
		Year 1	Year 2	Year 3	Year 4
2-year full time temporary funded by Graduate Programs \$150,000	Full-Time Faculty (Salary & Fringe)	\$75,000	\$75,000	\$150,000	\$150,000
	PT Faculty (Salary & Fringe), courses /annum 1 adjunct	\$5,000	\$0	\$0	\$0
	General Admin Costs-1 faculty release / annum	\$18,000	\$18,000	\$18,000	\$18,000
	Instructional Materials, Library Acquisitions--	\$2000	\$2000	\$1000	\$1000
	Field & Clinical Resources--Visiting artists and artist- educators	\$10000	\$10000	\$10000	\$10000
	Marketing--Outreach to school districts in New England; UG programs in US; pre- and professional organizations	\$25,000	\$25,000	\$15,000	\$15,000
	Student participation in professional community-- conference travel	\$12,000	\$12,000	\$12,000	\$12,000
	TOTALS	\$147,000	\$142,000	\$206,000	\$206,000

One Time/Start-Up Support	Revenue Sources	Annual Income			
		Year 1	Year 2	Year 3	Year 4
None	Tuition--\$780 / Graduate credit	\$187,200	\$187,200	\$280,800	\$280,800
None	Fees	0	0	0	0
	TOTALS	\$187,200	\$187,200	\$280,800	\$280,800

ATTACHMENT C: FACULTY

Summary of Faculty Who Will Teach in Proposed Program							
Name of faculty member (Name, Degree and Field, Title)	Check if Tenured	Courses Taught Put (C) to indicate core course. Put (OL) next to any course currently taught online.	Number of sections	Division of College of Employment	Full- or Part-time in Program	Full- or part-time in other department or program (Please specify)	Sites where individual will teach program courses
Archambaul, Aimee MSAE Art Education Assistant Professor		<ul style="list-style-type: none"> • Saturday Studios: Pre-Practicum I (C) • Artist Teacher Studio 	1 1	Graduate	Part-time	Yes Art Education, Day Program	Main Campus
Balliro, Beth MSAE, Art Education; PhD anticipated 2016, Urban Education, Leadership & Policy Studies Assistant Professor		<ul style="list-style-type: none"> • Social and Cultural Contexts for Art Education (C, OL) • Concepts & Processes (C) 	1 1	Graduate	Part-time	Yes Art Education, Day Program	Main Campus
Hall, Jennifer MFA, PhD Visual Arts Professor	X	<ul style="list-style-type: none"> • Problems in Aesthetics (C, OL) • Teaching in New Media 	2 1	Graduate	Part-time	Yes Art Education, Day Program	Main Campus
Hetland, Lois EdD, Human Development and Cognitive Psychology Professor	X	<ul style="list-style-type: none"> • Art and Human Development (C) • Designing Curriculum (C) • Student Teaching Practicum (C) 	2 1 2	Graduate	Part-time	Yes Art Education, Day Program	Main Campus
Katzew, Adriana EdD, Teaching and Learning Associate Professor	X	<ul style="list-style-type: none"> • Seminar III: Issues and the Individual Learner (C) 	2	Graduate	Part-time	Yes Art Education, Day Program	Main Campus
Locke, Steven MFA, Visual Arts Associate Professor		<ul style="list-style-type: none"> • Studio Investigations (C) 	2	Graduate	Part-time	Yes Art Education, Day Program	Main Campus
Reeder, Laura MFA, PhD, Art Education, Teaching, and Leadership Associate Professor		<ul style="list-style-type: none"> • Saturday Studios: PrePracticum II) 	1	Graduate	Part-time	Yes Art Education, Day Program	Main Campus