### PROPOSAL – 1

### NEW DEGREE PROGRAM

 1. **PROPOSED PROGRAM TITLE**

Master of Arts in Art Education with concentrations in Schools or Community & Museums

 2. **CIP CODE REQUESTED**

13.1302

 3. **PROPOSED STARTING DATE**

Fall 2020

 4. **CONTACT PERSONS**

 Name (Provost/Academic Affairs Officer): Dr. Terry Martin

 Title: Senior Vice Provost for Academic Affairs

 Name of Institution: University of Arkansas

 E-mail Address: tmartin@uark.edu

 Phone Number: 479-575-2151

 Name: Dr. Angela M. LaPorte, Ph.D.

 Title: Professor and Head of Art Education

 E-mail Address: alaporte@uark.edu

 Phone Number: 479-841-9885

 5. **PROGRAM SUMMARY**

 Provide a general description of the proposed program. Include overview of any curriculum additions or modifications; program costs; faculty resources, library resources, facilities and equipment; purpose of the program; and any information that will serve as introduction to the program.

 List degree programs or emphasis areas currently offered at the institution that support the proposed program.

The Fulbright College of Arts and Sciences School of Art at the University of Arkansas, Fayetteville (UAF) proposes the development of a master’s degree program in Art Education with concentrations in Schools and Community and Museums. The goal is to establish a premier program to meet the current and future needs of art educators in schools and community/museum programs in the region, state, nation, and world. The program is designed to enhance student knowledge and practices within the field of art education with a focus on meeting the necessary demands of a diverse and inclusive professional practice. Both concentrations offer a broad range of courses on art theories, visual culture studies, pedagogical theories, and research methodologies. For the Schools concentration, students will take core research and pedagogy courses as well as electives to build their expertise in an area of interest. The Community and Museums concentration includes the same core courses as well as electives and internship opportunities at local, national, or international museum and community venues. Both concentrations will apply contemporary art education theory, practice, and research as applicable to the students’ goals, whether they be preparation for doctoral study or professional practice. The program content will comply with the National Art Education Association (NAEA) and the National Association of Schools of Art and Design (NASAD) standards.

This degree will prepare students to advance their professional roles as artists, teachers, researchers, and leaders in various venues, such as schools, museums, community organizations, and institutions. There is a need to establish a Master of Arts (M.A.) degree in Art Education considering that there is no stand-alone M.A. degree in Art Education in the state of Arkansas. In addition to the expectation of the new $120 million endowment to build M.A. and Ph.D. programs, there is an expectation to establish a Master of Arts degree in Art Education with a strong emphasis on diversity, inclusion, community, and interdisciplinary scholarship. This degree will advance students’ knowledge and professional application in an increasingly diverse, inclusive, and interdisciplinary world serving as a vehicle for community and university cross-disciplinary collaborations including but not limited to—African American Studies; Curriculum and Instruction; Gender Studies; History; Human Development and Family Sciences; Political Science; Psychology; Social Work; Sociology; and World Languages, Literatures, & Cultures.

Future Hiring Plan funded by the endowment:

2020-21: 1 Endowed Professor (60,000 endowment)

2021-22: 1 Endowed Assistant Professor ($60,000 endowment)

2022-23: 1 Endowed Assistant Professor ($60,000 endowment)

One Adjunct position as needed

Museum Educator, Nile Blunt, Crystal Bridges Museum of American Art

At the start of the Master of Arts degree in Art Education in the fall of 2020, five faculty, one museum educator, one adjunct (as needed), and possibly a visiting scholar will be able to teach graduate and undergraduate courses in art education, some of which will be cross-listed with other disciplines. See the projected graduate and undergraduate course outline below.

(Chart Courses over two years)

The two-year projection of coursework

|  |  |  |  |
| --- | --- | --- | --- |
| Fall 2020 | Spring 2021 | Fall 2021 | Spring 2022 |
| ARED 5003 | ARED 5003 | ARED 5003 | ARED 5003 |
| ARED 6003 | ARED optional | ARED 6003 | ARED optional |
| ARED optional | ARED optional | ARED optional | ARED optional |

Core courses in Art Education:

ARED 5003 Research Methodologies in Art Education (rotating faculty)

ARED 6003 Foundations and Histories of Art Education (rotating faculty)

ARED 5013 Diversity and Pedagogy (rotating faculty)

Optional courses in Art Education:

ARED 6013 Community-Based Art Education (LaPorte)

ARED 6023 Destabilizing Queer Theory (Grant)

ARED 6033 Transnational Feminist Perspectives in Art and Education (Yoon)

ARED 6043 Art, Play, & Aesthetics in Childhood (Schulte)

ARED 6053 Inverse Inclusion as Disability Studies (LaPorte)

ARED 695V Special Topics in Art Education (LaPorte, Grant, Yoon, Schulte, Blunt, new hire)

 6. **NEED FOR THE PROGRAM**

(Submit Employer Needs Survey Forms)

 Provide survey data. Submit numbers that show job availability, corporate demands and employment/wage projections, not student interest and anticipated enrollment. Focus mostly on state needs and less on regional and national needs, unless applicable to the program.

 Survey data can be obtained by telephone, letters of interest, student inquiry, etc. Focus mostly on state needs for undergraduate programs; for graduate programs, focus on state, regional and national needs.

 Provide names and types of organizations/businesses surveyed.

Letters of support should address the following when relevant: the number of current/anticipated job vacancies, whether the degree is desired or required for advancement, the increase in wages projected based on additional education, etc.

The Workforce Analysis Request Form replaces the survey and can be found in Appendix A.

Indicate if employer tuition assistance is provided or if there are other enrollment incentives.

N/A

Describe what need the proposed program will address and how the institution became aware of this need.

The new program has been mandated by a portion of an annual endowment of $280,000 from the Walton Family Charitable Support Foundation with additional support for four endowed faculty and one adjunct position. This endowment will allocate funds for faculty and student research, travel, visiting art educators, and materials/technology to run the program. Beginning in the fall of 2019, four Art Education faculty will be in place with three additional projected faculty hires supported by the endowment over the next few years listed below.

There is a need to establish a Master of Arts (M.A.) degree in Art Education considering that there is no stand-alone M.A. degree in Art Education in the state of Arkansas. In addition to the $120 million endowment to build M.A. and Ph.D. programs, there is an expectation by the Walton Family Charitable Trust Foundation to establish an M.A. degree in art Education with a strong emphasis on diversity, inclusion, community, and interdisciplinary scholarship. This degree will advance students’ knowledge and professional application in an increasingly diverse, inclusive, and interdisciplinary world serving as a vehicle for community and university cross-disciplinary collaborations including but not limited to—African American Studies; Curriculum and Instruction; Gender Studies; History; Human Development and Family Studies; Political Science; Psychology; Social Work; Sociology; and World Languages, Literatures, & Cultures.

 Indicate which employers contacted the institution about offering the proposed program.

N/A

 Indicate the composition of the program advisory committee, including the number of members, professional background of members, topics to be considered by the members, meeting schedule (annually, bi-annually, quarterly), institutional representative, etc.

The program advisory committee will include some of the tenured and tenure track faculty in art education and one appointed member from a community collaborator such as an art educator from Crystal Bridges Museum of American Art and will meet bi-annually.

 Indicate the projected number of program enrollments for Years 1 – 3.

 Indicate the projected number of program graduates in 3-5 years.

A cohort of at least 6 full-time graduate students will be accepted each year for the first 3 years with a growth projection to increase to up to 12 in 3-5 years. This does not include part-time students who are art teachers working full-time.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | Year 12010-21 | Year 22021-22 | Year 32022-23 | Year 42023-24 | Year 52024-25 |
| Cohort 1 | 6 | 6 |  |  |  |
| Cohort 2 |  | 6-9 | 6-9 |  |  |
| Cohort 3 |  |  | 6-9 | 6-9 |  |
| Cohort 4 |  |  |  | 9-12 | 9-12 |
| Cohort 5 |  |  |  |  | 9-12 |
| Annual Enrollment | 6 | 12-15 | 12-18 | 15-21 | 18-24 |
| Graduates |  | 6 | 6-9 | 9-12 | 9-12 |

7. **CURRICULUM**

#  Provide curriculum outline by semester (include course number and title).

#  (For bachelor’s degree program, submit the 8-semester degree plan.)

Give total number of semester credit hours required for the program, including

prerequisite courses. Identify new courses (in italics) and provide course descriptions.

Describe specified learning outcomes and course examination procedures.

Requirements for the Master of Arts in Art Education Degree with a concentration in Schools (or) Community and Museums:

Must complete a minimum of 33 credit hours.

1. Both concentrations must complete 9 credit hours in core curriculum: *ARED 5003 Research Methodologies in Art Education*, *ARED 6003 Foundations and Histories of Art Education*, and *ARED 5013 Diversity and Pedagogy* with an additional 6 in *ARED 698V* (graduate thesis hours).

2. Each concentration requires 18 credits hours in addition to the core and thesis requirements above in consultation with an advisor.

a. Schools requires 12 additional graduate credit hours in art education and 6 credit hours outside of art education.

b. Community and Museums requires 9 additional graduate credit hours in art education, 6 credit hours outside of art education, and 3 credit hours in *ARED 686V internship*.

Example of 2-Year Program: Schools Concentration = 33 hours

|  |  |  |  |
| --- | --- | --- | --- |
| Fall 2020 | Spring 2021 | Fall 2021 | Spring 2022 |
| • *ARED 5003* (3)• *ARED 6003* (3)• *ARED optional* (3) | • *ARED 5013* (3)• Outside of ARED (3)• *ARED optional* (3) | • *ARED optional* (3)• Outside of ARED (3)• *ARED 698V Thesis* (3) | • *ARED optional* (3)• *ARED 698V Thesis* (3) |

Example of 2-Year Program: Community and Museums Concentration = 33 hours

|  |  |  |  |
| --- | --- | --- | --- |
| Fall 2020 | Spring 2021 | Fall 2021 | Spring 2022 |
| • *ARED 5003* (3)• *ARED 6003* (3)• *ARED optional* (3) | • *ARED 5013* (3)• Outside of ARED (3)• *ARED optional* (3) | • *ARED 686V* *Internship* (3)• Outside of ARED (3)• *ARED 698V Thesis* (3) | • *ARED optional* (3)• *ARED 698V* Thesis (3) |

Graduate students will follow the core sequencing above for the first year. A full-time graduate student must enroll in 9 credit hours per semester, while a graduate assistant can be considered full-time with minimum of 6 credit hours.

See Appendix B for new courses in Art Education, descriptions, learning outcomes and course examination procedures.

Identify required general education courses, core courses and major courses.

See designated core courses listed above.

For each program major/specialty area course, list the faculty member assigned to teach the course.

Core courses are rotated among the tenured/tenure track faculty. Specialty courses are taught by designated faculty listed in Appendix B. One course will be taught by a Crystal Bridges Museum of American Art staff member, Nile Blunt, on an annual rotation (See his curriculum vitae in Appendix C). An additional course will be added dependent on the 2020 new faculty hire’s area of expertise.

 Identify courses currently offered by distance technology (with an asterisk\*) and endnote at the end of the document.

N/A

 Indicate the number of contact hours for internship/clinical courses.

An internship will require 25-30 hours of supervised fieldwork for the Community and Museums concentration.

State the program admission requirements.

ADMISSION REQUIREMENTS

The application is a 2-step process. Each applicant must complete BOTH of the following:

1. Apply to the Graduate School (<https://application.uark.edu>)

2. In addition to the graduate school application, submit the following materials to the School of Art using SlideRoom, web-based system, http://uarkart.slideroom.com:

a. A brief statement describing why you are interested in the Master of Arts degree in Art Education concentrations in Schools and/or Community and Museums (a few sentences).

b. A 1-2 page autobiographical statement outlining your education, experiences, achievements, and goals for graduate study in a one or both concentrations (Schools and/or Community and Museums)

c. Resume/Curriculum Vitae

d. Optional writing or research sample (Maximum of 10 pages)

e. If you have a studio background, a portfolio of 10-20 images (up to 5 of which may be details if needed for large scale or 3-dimensional work) with the title, medium(s), dimensions, and date. If you are submitting video, provide a website link to sources such as vimeo or youtube (Size limit 5 MB). SlideRoom has comprehensive instructions for resizing and submitting work online, https://slideroom.zendesk.com/home.

f. A PDF of unofficial transcripts from all previous colleges and universities attended.

g. 3 names and contact information for references who will be submitting letters of recommendation. All letters should be from higher education faculty or professionals who are able to write about the applicant’s academic and research ability and potential at the graduate level.

h. English Proficiency Test Scores (TOEFL, IELTS, or PTE), if necessary. (See Graduate School and International Studies admissions for more information, https://international-admissions.uark.edu/index.php.)

Application deadline is January 15 for Fall Admission only. The application portal on Slideroom will chose at midnight (Central time) on January 15. It is recommended that you submit your application at least two weeks prior to the deadline to allow your faculty recommenders time to upload their letters. NOTE: The GRE is not required for applicants to the Master of Arts program in Art Education at the School of Art at the University of Arkansas.

Overall Learning Outcomes of the Program:

• Understand, theorize, and critically analyze historical and contemporary foundations of art and visual culture education through interdisciplinary contexts

• Establish a familiarity with scholars associated within particular discourses that have informed and continue to shape art education and visual culture, including publications, audiences, and missions within and outside of the field

• Understand and critically analyze diversity, inclusion, and other hegemonic societal constructs, including ethical practice.

• Understand how diversity in abilities, culture, sexuality, identity, etc., affect learners and learning

• Read and critically examine research from a variety of approaches, e.g., theoretical, arts-based, qualitative, quantitative, and mixed-methods

• Communicate ideas and research in formats that are verbal, written, and visual (if applicable)

• Develop curricular and pedagogical strategies for inclusion which deconstruct and disable systemic hegemonic social constructions

• Participate in professional organizations and conferences, and facilitate professional developments and/or community-based projects

• Develop a research question(s) and proposal with a thorough grounding in prior research, theory, and methodology

• Plan and conduct new research in schools, museums, the community, or other sites/sources with Institutional Review Board approval (if applicable)

• Present and defend a written thesis or a written thesis in conjunction with an arts-based exhibition (when applicable)

 Include a copy of the course evaluation to be completed by the student.

The University of Arkansas, Fayetteville, uses a standard evaluation across disciplines and courses. Additional questions can be developed and added by faculty members to gain insights on course effectiveness. Course evaluation information and guidelines are on the Office of the Provost website, http://provost.uark.edu/course-evaluations.php:

Consistent with Arkansas Higher Education Coordinating Board and Board of Trustees policy requiring student evaluation of teaching, each semester the teacher and course evaluation process at the University of Arkansas begins with email notification from IT Services. Evaluations are managed through the [CoursEval](https://courseval.uark.edu/etw/ets/et.asp?nxappid=WCQ&nxmid=start) online system and are scheduled to be given the last week of classes, with scores and comments returned to faculty members 72 hours after final grades have been turned in.

Include information received from potential employers about course content.

See Appendix A: Workforce Analysis.

 Provide institutional curriculum committee review/approval date for proposed program.

 December 11, 2019

 8. **FACULTY**

 List the names and credentials of all faculty teaching courses for the proposed program. Include college/university awarding degree; degree level; degree field; subject area of courses faculty currently teaching and/or will teach. (For associate degrees and above: A minimum of one full-time faculty member with appropriate academic credentials is required.)

Total number of faculty required for program implementation, including the number of existing faculty and number of new faculty. For new faculty, provide the expected credentials/experience and expected hire date.

Indicate lead faculty member or program coordinator for the proposed program.

Faculty Teaching Courses for the proposed program:

Angela M. LaPorte, Professor and Program Head

Doctor of Philosophy in Art Education from The Pennsylvania State University

(Will rotate teaching core curriculum including ARED 5003, ARED 6003 and ARED 5013; Will also teach ARED 6013 Community-Based Art Education and ARED 6053 Inverse Inclusion as Disability Studies)

Christopher Schulte, Endowed Chair and Associate Professor

Doctor of Philosophy in Art Education from The Pennsylvania State University

(Will rotate teaching core curriculum including ARED 5003, ARED 6003 and ARED 5013; Will also teach ARED 6043 Art, Play, and Aesthetics in Childhood)

Injeong Yoon, Assistant Professor

Doctor of Philosophy in Art History and Education with a minor in Teaching, Learning, and Sociocultural Studies from the University of Arizona

(Will rotate teaching core curriculum including ARED 5003, ARED 6003 and ARED 5013; Will also teach ARED 6033 Decolonial Possibilities in Art and Education)

Alphonso Grant, Assistant Professor

Doctor of Philosophy in Art Education and African American and Diaspora Studies from The Pennsylvania State University

(Will rotate teaching core curriculum including ARED 5003, ARED 6003 and ARED 5013; Will also teach ARED 6023 Destabilizing Queer Theory)

New Endowed Professor in Art Education

Expected to have a terminal degree in art education or related field (to be hired during in 2020 to begin teaching Fall 2020)

(Will rotate teaching core curriculum including ARED 5003, ARED 6003 and ARED 5013; Will also teach an additional course as needed)

Nile Blunt, Adjunct Professor (Head of School Programs, Crystal Bridges Museum of American Art)

Doctor of Philosophy in History from the University of Illinois at Urbana-Champaign (Will teach occasional special topics’ course such as Teaching in the Museum, Museum History, Material Culture and Arts Education, Introduction to Arts Integration, Arts Integration Policies and Practice, Museum Education Internships and Independent Studies).

 For proposed graduate programs: Provide the curriculum vita for faculty teaching in the program, and the expected credentials for new faculty and expected hire date. Also, provide the projected startup costs for faculty research laboratories, and the projected number of and costs for graduate teaching and research assistants.

(See Appendix C for current Faculty Curriculum Vitae. The new faculty, an endowed chair to be hired in 2020, funded by the Walton Family Charitable Support Foundation, will be expected to have a terminal degree in Art Education or related area and be a full professor with tenure.)

In addition to the four current faculty members in art education as of fall 2019, three new endowed faculty members will be hired over the next three consecutive years beginning in 2020, supported by the Walton Family Charitable Support Foundation endowment.

9. **DESCRIPTION OF RESOURCES**

 Current library resources in the field

 Current instructional facilities including classrooms, instructional equipment and technology, laboratories (if applicable)

Program Costs:

A $7 million endowment with annual earnings of $280,000 from the Walton Family Charitable Support Foundation will provide support for the Master of Arts in Art Education.

Library Resources:

A $2 million endowment will provide continued support for the Master of Arts in Art Education, including books, journals, and other resources for the Fine Arts Library in addition to a renovation to the Fine Arts Building. Students will also have access to Crystal Bridges Museum of American Art Library and Mullin’s Library.

Instructional Facilities:

With the $20 million endowment from the Walton Family Charitable Support Foundation and matching support from the University of Arkansas, the current Fine Arts Building will be renovated within the next five years to offer instructional facilities for Art Education and Art History. Graphic Design, Painting, Drawing, and foundations courses will move to a new building. The projected needs below should easily accommodate most of the courses with the exception of the Community Art School which can fluctuate between facilities in the community or the new Studio Art building.

|  |  |  |
| --- | --- | --- |
|  | Projecting to 2020/2021  | Projecting to 2021/2022  |
| Classroom needs  | 3 Classrooms + Community Art\*With 5 faculty, we will be running approximately 10 to 12 graduate and undergraduate classes each semester. We will also have up to 2 graduate students who will teach undergraduate courses. Some of the ARED courses will serve more than one discipline. | 4 ClassroomsWith 6 faculty, we will be running approximately 12 to 14 graduate and undergraduate classes each semester. We will also have up to 2 graduate students who will teach undergraduate courses. Some of the ARED courses will serve more than one discipline. |
| Faculty offices / research spaces  | 5 offices with one possible creative research space; 1 office for an internship fieldwork supervisor; 1 office for a Post-Doctoral Fellow | 6 offices with one possible creative research space: 1 office for an internship fieldwork supervisor; 1 office for a Post-Doctoral Fellow; 1 office for a visiting scholar |
| Grad research space | 6 to 9 graduate students: At least 2 to 4 to 6 studio spaces and one common research/writing space with computers & printer | 12 to 15 graduate students with at least 4 to 6 studio spaces and one common research/writing space with computers & printer |
| Additional space | 1 Conference RoomGallery Space for teaching and exhibitions of student work | 1 Conference RoomGallery Space for teaching and exhibitions of student work |

|  |  |  |
| --- | --- | --- |
|  |  |  |

10. **NEW PROGRAM COSTS – Expenditures for the first 3 years**

a) New administrative costs (number and position titles of new administrators)

The administrator of the art education program, a faculty member for 21 years, is supported by the University of Arkansas, Fayetteville, Fulbright College of Arts and Sciences at $128,375 or base salary plus 25% for administrative responsibility.

b) Number of new faculty (full-time and part-time) and costs

Faculty Resources:

Current Faculty: 1 Professor, 2 Assistant Professors

Future Hiring Plan funded by a $16,500,000 endowment from the Walton Family Charitable Support Foundation:

2019-20: 1 Endowed Associate Professor ($60,000 endowment); One Adjunct position as needed (approximately $6,000)

2020-21: 1 Endowed Professor ($60,000 endowment); 1 part-time fieldwork supervisor (up to $20,000 from endowment); 1 Post-Doctoral Fellow (endowment funded); One Adjunct position as needed (approximately $6,000)

 2021-22: 1 Endowed Assistant Professor ($60,000 endowment)

2022-23: 1 Endowed Assistant Professor ($60,000 endowment); 1 Visiting Scholar (Endowment funded)

c) New library resources and costs

See funding for additional library resources mentioned in number 9.

d) New/renovated facilities and costs

See funding for new/renovated facilities mentioned in number 9 above.

e) New instructional equipment and costs

N/A

f) Distance delivery costs (if applicable)

N/A

g) Other new costs (graduate assistants, secretarial support, supplies, faculty development, faculty/students research, program accreditation, etc.)

A portion of the following Walton Family Charitable Support Foundation (WFCSF) will be shared by Art Education, Art History, and Art Studio programs within the School of Art:

Graduate Assistantships: 65-75 students at $25,000 each (shared other School of Art programs); (Funded through $1 million of University of Arkansas commitment and $770,000 annual WFCSF endowment gains)

School of Art Fellowships (Master’s): 45-55 students at $5,000 to $12,500 each

(Funded through $440,000 WFCSF endowment gains)

h) If no new costs required for program implementation, provide explanation.

New costs are provided for through The Walton Family Charitable Support Foundation endowment.

11. SOURCE OF PROGRAM FUNDING – Income for the first 3 years of program operation

 If there will be a reallocation of funds, indicate from which department, program, etc.

A portion of a $36 million dollar endowment from The Walton Family Charitable Support Foundation to fund graduate students in the School of Art will support Art Education students.

 Provide the projected annual student enrollment, the amount of student tuition per
 credit hour, and the total cost of the program that includes tuition and fees.

Tuition is set at $430 per credit hour for Arkansas residents, and $1,168 per credit hour for non-residents.

Indicate the projected annual state general revenues for the proposed program (Provide the amount of state general revenue per student).

Based on the University of Arkansas catalog information website, https://catalog.uark.edu/graduatecatalog/feeandgeneralinformation/ for tuition and fees.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | Year 12010-21 | Year 22021-22 | Year 32022-23 | Year 42023-24 | Year 52024-25 |
| Cohort 1 | 6 x $8,800.14  | 6 x $8,800.14 |  |  |  |
| Cohort 2 |  | 6-9 x $8,800.14 | 6-9 x $8,800.14 |  |  |
| Cohort 3 |  |  | 6-9 x $8,800.14 | 6-9 x $8,800.14 |  |
| Cohort 4 |  |  |  | 9-12 x $8,800.14 | 9-12 x $8,800.14 |
| Cohort 5 |  |  |  |  | 9-12 x $8,800.14 |
| Annual Enrollment | 6 | 12-15 x $8,800.14 | 12-18 x $8,800.14 | 15-21 x $8,800.14 | 18-24 x $8,800.14 |
| Total Tuition & Fees | $52,800.84 | $105,601.68 to $132,002.10 | $105,601.68 to $158,402.52 | $132,002.10 to $184,802.94 | $158,402.52 to $211,203.36 |

 Other (grants [list grant source & amount of grant], employers, special tuition rates,
 mandatory technology fees, program specific fees, etc.).

12. **ORGANIZATIONAL CHART REFLECTING NEW PROGRAM**

 Proposed program will be housed in (department/college)

University of Arkansas, Fayetteville

Fulbright College of Arts and Sciences

School of Art

Master of Arts in Art Education

Concentration in Community and Museums

Concentration in Schools

13. **SPECIALIZED REQUIREMENTS**

 If specialized accreditation is required for program, list the name of accrediting agency.

NA

 Indicate the licensure/certification requirements for student entry into the field.

NA

#  Provide documentation of Agency/Board review/approvals (education, nursing--initial approval required, health-professions, counseling, etc.)

NA

14. **BOARD OF TRUSTEES APPROVAL**

 Provide the date that the Board approved (or will consider) the proposed program.

March 19, 2020

 Provide a copy of the Board meeting agenda that lists the proposed program, and written documentation of program/unit approval by the Board of Trustees prior to the Coordinating Board meeting that the proposal will be considered.

15. **SIMILAR PROGRAMS**

#  List institutions offering program:

##  Proposed undergraduate program – list institutions in Arkansas

 Proposed master’s program – list institutions in Arkansas and region

 Proposed doctoral program – list institutions in Arkansas, region, and nation

 State why proposed program needed if offered at other institutions in Arkansas or
 region.

There are no similar programs in the state of Arkansas.

 List institution(s) offering a similar program that the institution used as a model to
 develop the proposed program.

Three institutions have been used as models for our new Master of Arts in Art Education: The Pennsylvania State University, The University of Arizona, and the University of Texas at Austin. In the planning phases, we invited three consultants who have recently retired from these programs, Dr. Charles Garoian, Dr. Elizabeth Garber, and Dr. Paul E. Bolin to meet with art education faculty over a two-day period, answer questions, and submit their final recommendations and guidelines that they have used and revised over the years. The comparison of their coursework is listed in the chart below.

Comparable Institutions

|  |  |
| --- | --- |
| **University of Arizona** | Art & Visual Culture (30)Theoretical & Historical Foundations of Art & VCE (3)Research Methods in Art & VCE (3)Issues & Recent Research in Art & VCE (3)Curriculum Theory in Art & VCE (or) Pedagogical Practices (3)VCE or AED electives (6)Electives (9)Thesis (3)Community and Museums (30)Theoretical & Historical Foundations of Art and VCE (3)Research Methods in Art & VCE (3)Theory & Practice in Mus. Ed (3)Community, Culture & AED (3)Curriculum Theory in Art & VCE (or) Pedagogical Practices (3)Issues and Recent Research in Art & VCE (3)VCE or AED electives (3-6)Internship (3-6)Thesis (or) Master’s Report (3)Art & Visual Culture (30)Theoretical & Historical Foundations of Art & VCE (3)Research Methods in Art & VCE (3)Issues & Recent Research in Art & VCE (3)Curriculum Theory in Art & VCE *(or)* Pedagogical Practices (3)VCE or AED electives (6)Electives (9)Thesis (3)Community and Museums (30)Theoretical & Historical Foundations of Art and VCE (3)Research Methods in Art & VCE (3)Theory & Practice in Mus. Ed (3)Community, Culture & AED (3)Curriculum Theory in Art & VCE (or) Pedagogical Practices (3)Issues and Recent Research in Art & VCE (3)VCE or AED electives (3-6)Internship (3-6)Thesis (or) Master’s Report (3) |
| **University of Texas at Austin** | School Focus (36) Foundations of AED (3)Intro to Research in AED (3)Contemporary Issues in AED (3)Thesis Proposal and Prep (3)Internship and Field Study(3)Curriculum Dev. In AED (3)Art & the Creation of Meaning (3)Upper Division non-AED (6)Elective in AED (3)Thesis A (3)Thesis B (3)Community-Based Focus (36)Foundations of AED (3)Intro to Research in AED (3)Contemporary Issues in AED (3)Thesis Proposal and Prep (3)Case Studies in Com.-Based AED (3)Program Dev. In Com-Based AED (3)Elective in AED (3)Internship and Field Study (3)Upper Division non-AED (6)Thesis A (3)Thesis B (3)Museum Education (36)Foundations of AED (3)Intro to Research in AED (3)Contemporary Issues in AED (3)Thesis Proposal and Prep (3)Internship and Field Study (3)Museum Ed History & Theory (3)Museum Ed: Practice & Application (3)Non-AED (6)Elective in AED (3)Thesis A (3)Thesis B (3) |
| **Penn State** | General Studies (34)Foundations of AED (3)Research in Art AED (3)Curriculum Development in AED *(or)* History of AED (3)Electives (9)Colloquium, 2 semesters, fall only (2)Foundational Studies (6) fromArt history, studio, philosophy, educational theory & policy, educational psychology, psychology, & anthropologyThesis (6) |
| **University of Arkansas** | Art & Pedagogy (33)Core Curriculum (9)Research Methodologies in AEDFoundations & History of AEDDiversity & Pedagogy Specialization (12)(as advised: e.g., Art-Based Research, Teaching for Diversity & Equity, Post/Decolonial Education, Special Topics, Independent study (max 3) Electives outside of AED (6 as advised) Thesis (6)Community and Museum ED (33)Core Curriculum (9)Research Methodologies in AEDFoundations & History of AEDDiversity & Pedagogy Specialization (9)(as advised: e.g., Art-Based Research, Teaching for Diversity & Equity, Post/Decolonial Education, Special Topics, Independent study (max 3) Electives outside of AED (6 as advised) Internship (minimum 3)Thesis (6) |

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 Provide a copy of the e-mail notification to other institutions in the state notifying them of the proposed program. Please inform institutions not to send the response to **“Reply All”**. If you receive an objection/concern(s) from an institution, reply to the institution and copy ADHE on the email. That institution should respond and copy ADHE. If the objection/concern(s) cannot be resolved, ADHE may intervene.

 **Note: A written institutional objection/concern(s) to the proposed program/unit may delay Arkansas Higher Education Coordinating Board (AHECB) consideration of the proposal until the next quarterly AHECB meeting.**

There are no similar programs in the state of Arkansas.

16. **DESEGREGATION**

 State the total number of students, number of black students, and number of other minority students enrolled in related degree programs, if applicable.

There are no related degree programs in Arkansas. We will be recruiting diverse candidates to our graduate program with the intent to reflect the diversity of our current faculty. Beginning in the fall of 2019, half of our art education faculty who will be teaching are of minority backgrounds.

1. **INSTITUTIONAL AGREEMENTS/MEMORANDUM OF UNDERSTANDING (MOU)**

If the courses or academic support services will be provided by other institutions or organizations, include a copy of the signed MOU that outlines the responsibilities of each party and the effective dates of the agreement.

NA

1. **ACADEMIC PROGRAM REVIEW**

 Provide scheduled program review date (within 10 years of program implementation date).

The next National Association of Schools of Art and Design (NASAD) review is scheduled from 2021-22. Since degree completers for the new program will fall outside of the timeline to submit documentation of program completers, a complete evaluation will be delayed until the next consecutive NASAD accreditation.

1. **PROVIDE ADDITIONAL INFORMATION IF REQUESTED BY ADHE** **STAFF**
2. **INSTRUCTION BY DISTANCE TECHNOLOGY**

 If the proposed program will be offered by distance technology, provide the following information:

 Summarize institutional policies on the establishment, organization, funding and management of distance courses/degrees.

 Describe the internal organizational structure that coordinates (development, technical support, oversight) distances courses/degrees.

 Summarize the policies and procedures to keep the technology infrastructure current.

 Summarize the procedures that assure the security of personal information.

 Provide a list of services that will be outsourced to other organizations (course materials, course management and delivery, technical services, online payment, student privacy, etc.).

NA