

DEPARTMENT OF ART
Master of Arts in Art Education
Master of Arts in Teaching in Art Education

PROGRAM OVERVIEW

The Master of Arts in Art Education:

The M.A.: Art Education program is intended to serve as an extension of the established undergraduate art education program and provide individualization of instruction and program offerings beyond the baccalaureate for those individuals who wish to pursue a higher level of achievement in their chosen field.

The Master of Arts in Art Education program will extend the NCDPI competencies currently required for initial “A” licensure by extending the art educator’s knowledge base and competencies by analytically reading art education professional literature, analyzing and discussing art education publications, theories, current practices in education and research. The program will extend the educator’s competencies through self-reflection and self evaluation of planning skills, computer competencies, as well as through advance study of curriculum content, methods of organizing and preparing for instruction (including the diverse students), materials, the classroom environment, leadership, and knowledge of the students and their needs. With this additional knowledge and experience, the art teacher will be prepared to take the role of a collaborative leader and the responsibilities for guiding colleagues in their planning.

The Master of Arts in Teaching:

The Master of Arts in Teaching (M.A.T.) is an interdisciplinary degree option within the Teacher Education degree program. The M.A.T. is intended for graduates from accredited colleges or universities with an undergraduate major in humanities, sciences, or social sciences that have few, if any, formal courses in education. The program is available only to those individuals who have not earned licensure and who are seeking licensure in the teaching field in which they wish to earn the degree. Degrees in closely related fields may be acceptable; transcripts will be evaluated and any discipline-specific prerequisites will be specified at the time of admission to a program.

The program will include graduate work in the teaching pedagogy and advanced professional education coursework. A 3-hour (10 week) internship is required if the candidate does not provide appropriate documentation of at least one year of successful K-12 teaching experience.

It is recommended that the M.A.T. graduate candidates complete four or five courses (EDN 512, 550, 580, 582 and Art 506) and a ten week internship before they take other graduate courses, which serve as an extension of the established undergraduate art education program and provide individualization of instruction and program offerings. Their student teaching classroom experiences will extend classroom information with practicality and enhance their understanding of content information and knowledge,

research, student learning and styles, dispositions, leadership, mentoring, technology, and diverse populations (characteristics, adaptations and modifications for lessons, content and curriculum).

The Master of Arts in Teaching degree program was developed according to Standards for Program Approval by the North Carolina Department of Education. It addresses the North Carolina Initial and Advanced Competencies, which include standards in Instructional Expertise, Knowledge of Learners, Research Expertise, Connecting Subject Matter and Learners, and Professional Development. The graduate program reflects the conceptual framework that is common to all teacher education programs at UNCP.

Program of Study

The Master of Arts in Art Education Program Goals and Objectives

The goals and objectives of the Art Education graduate program reflect a clear conception of the roles and responsibilities of master teachers in art education. The graduate students will accomplish the following goals and objectives of the UNCP M.A.: Art Education Program:

1. Professional Educational Growth and Instructional Mastery:

- Analytically reads art education professional literature;
- Analyzes and discusses art education philosophies, theories, current practices, and research findings;
- Designs and applies coherent, rigorous and consistent instruction based on theoretical, philosophical and research-based information to improve student learning;
- Incorporates research findings into curriculum development and classroom instructional strategies to improve student learning;
- Add to their current knowledge base and competencies to integrate content information from other disciplines with art education and art history;
- Use technology to create learning environments that support students' learning;
- Understands and links subject matter and students' developmental and diverse needs in the context of school settings;

2. Knowledge of Students and their Environment:

- Develops an advanced knowledge of child development in art;
- Creates a classroom environment conducive to learning in which promotes understanding, acceptance, success and respect for all students;
- Demonstrates appropriate depth and breadth of knowledge of the learner, learning process, diverse learning styles and abilities, and evaluation procedures;
- Seeks art activities to increase understanding of diverse cultures/people;
- Modifies instruction to meet the needs of challenged, exceptional and diverse learners;
- Analyzes, diagnoses, and prescribes instruction that furthers student learning and is responsive to differences among all learners.

2. Appropriate Research Experiences:

- Enriches their skills in data gathering, diagnosis, and prescription to employ methods to improve instruction and student achievement;
- Analyzes educational problems and suggests appropriate adjustments based on data gathered, analysis, and conclusion through action research;
- Adapts instruction and learning environments based on evaluation of student learning problems and successes;
- Monitors the effects of instructions, learning environments, adaptations and materials for students' learning and actions;
- Studies appropriate research methodologies, trends and issues, research and selected readings in art education, research procedures in art education, and areas needing further research;

3. Linking Art Education to the Learners' Needs:

- Ability to apply research data to practical life experiences to enhance classroom performance;
- Teaching of reading and writing in art education and in content areas, when integrated with the visual arts;
- Exhibits advanced knowledge in art education as defined by the State of North Carolina course of study;
- Uses technology to create learning environments that encourage and support students' learning;
- Demonstrates initiative in linking subject matter to students' knowledge and experiences.
- Exhibits advance methods of preparation, implementation and evaluation of instruction for student's diverse learning needs.
- Searches, promotes, uses, and evaluates the best teaching practices for each course taught;
- Regards the variation between learning behaviors and results expected in communities having varying differences;

4. Professional Development and Leadership:

- Uses technology to improve and promote the interest of teaching and other professional activities;
- Keeps abreast of developments in art education and issues related to teaching;
- Demonstrates initiative in inquiry and seeks to apply exemplary methods for improvement of the curriculum and educational setting;
- Demonstrates commitment by participation in professional activities and provides leadership to colleagues and communities through collaboration;
- Takes advantage of opportunities to share ideas and learn from colleagues, educators and parents for enhancement of students' education;
- Works jointly with others in the collective role of leadership and mentorship activities to solve educational problems in the classroom, school system, and community.

Program Goals

M.A.T. (In additional to the M.A. goals above)

Upon completion of the graduate M.A.T. program, with the addition to the M.A. program goals, the student will be able to:

1. Demonstrate breadth of general knowledge, as well as depth of knowledge, in the Art Education necessary for effective instructional decision-making.
2. Demonstrate a well-articulated knowledge of elementary, middle or secondary school communities and issues that impact teaching.
3. Exhibit knowledge of and show respect toward diverse cultural values and exceptionalities.
4. Communicate effectively in Standard oral and written English.
5. Adapt instructional strategies to the developmental and learning needs of individuals, including students with special needs and students from culturally diverse backgrounds.
6. Establish a classroom climate conducive to the learning, social and emotional needs of students.
7. Choose objectives consistent with state and local curriculum guidelines, the learning needs of students, and guidelines established by learned societies.
8. Utilize technology in ways that enhance teaching and learning experiences.
9. Employ and analyze appropriate assessments and evaluative procedures.
10. Establish a pattern of reflective practice and scholarly inquiry culminating in confidence, professionalism, and effectiveness in the role of teacher.
11. Demonstrate knowledge of the history, philosophy and sociology of public education pertaining to the demonstration of best practices in education.
12. Meet departmental requirements for a capstone experiences, products and examination.