

MASTER OF ARTS IN ART EDUCATION (M.A.)

Director: Ann Horton-Lopez

Program Description

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 Masters 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 for instruction, materials, the classroom environment, 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.

Program Goals

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;
2. Knowledge of Students and their Environment:
 - Develops an advanced knowledge of child development in art;
 - Creates a classroom environment that promotes understanding, acceptance 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.
 - Creates a classroom environment that promotes success for all students;
 - 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.
3. 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 gathering, analysis, and conclusion.
 - 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;

4. **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;
5. **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.

Requirements for a Master of Arts in Art Education

Sem. Hrs.

Required Professional Studies Core

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- EDN 550 - Applied Educational Psychology
- EDN 565 - Applied Philosophy of Education (Prereq: EDN 550)
- EDN 566 - Applied Educational Research

Specialty Area Requirements

A. Guided Course Work Emphasizing Art Education

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The specific number of semester hours and areas of study required of the student will be determined on the basis of the student's prior background in Art Education at the time of entry into the Program. Courses will be selected from the following:

- ART 500 - Art in the Elementary School
- ART 501 - Survey of Art Education
- ART 502 - Curricula in Art Education
- ART 503 - Review of Research in Art Education
- ART 504 - History and Philosophy of Art Education
- ART 505 - The Teaching of Art History in the Art Education Classroom
- ART 510 - Independent Study

B. Guided Electives: Art 510, 500, 501; EDN 553, 521, 530

3-6

C. Independent Study

3-6

D. Thesis Options

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1. The student may elect to do a thesis dealing with a significant problem or inquiry in the field of art education (ART 600 - 6 credit hrs.).
2. A student may elect an art studio concentration (6 credit hrs). A thesis concerning a reflection of the student's work and his or her philosophy of art and art education will be submitted with the student's work. Prerequisites: the student submits a portfolio of slides of his or her work to indicate competence in a selected studio concentration.

Total Hours (Minimum): 36

COURSES

ART DEPARTMENT (ART)

ART 500. Art in the Elementary School (3)

This course is designed to provide the general classroom teacher with various aspects of extending content information with art. Emphasis will be placed upon philosophies associated with elementary school art education, extending content information, art curriculum for the exceptional child, and the use of specific art tools, media, materials, and techniques. Students will acquire competency in instruction and art production to enhance active learning in the classroom.

ART 501. Survey of Art Education (3)

Provides survey of development of art education and problems in the field by means of a critical inquiry. Trends and Issues are examined. Prerequisite: graduate standing.

ART 502. Curricula in Art Education (3)

Advanced study of art education curricula, with option for elementary or secondary emphasis. Study of exemplary art programs, standards of quality, curriculum models, curriculum design and construction, concomitant instructional methods, and evaluation. Prerequisite: graduate standing.

ART 503. Research in Art Education (3)

Studies of appropriate research methodologies, research and selected readings in art education. Includes research procedures in art education, recent studies, areas needing further research, Prerequisite: graduate standing.

ART 504. History and Philosophy of Art Education (3)

Critical analysis of objectives, current theories, and texts that are shaped by the visual arts, history, philosophy, aesthetics, the behavioral sciences, and recent trends in art education. The sociopolitical currents that have shaped art education, and visual art itself, are examined. Prerequisite: graduate standing

ART 505. The Teaching of Art History in the Art Education Classroom (3)

Recent theories in the fields of art education concerning curricula in art history. This course includes the development of competency in art history, methods and diverse inquiry procedures. Prerequisite: graduate standing

ART 510. Independent Study (3-12)

This course is designed to fulfill individual and specific needs of art education graduate students' particular area of advanced study. Directed reading, research, production and problem solving in the student's area or areas of art studio elective(s) or art studio concentration are carried out by the student at the University and in the field under the supervision of the student's major advisor and instructor. Course is repeatable with consent of the instructor. Prerequisites: Graduate standing and, for Thesis Option II, the student must submit a portfolio of slides of her or his work to indicate his or her competence in selected studio concentration. The Art Department faculty juries the portfolio, and the concentration faculty, Graduate Director, and Department Chair jury work produced in studio area for the graduate exhibit.

ART 600. Thesis in Art Education (6)

The student prepares a Master's Degree thesis in the area of the student's major under the individual direction of the student's major advisor and thesis committee. Graded on a Satisfactory (Pass [P]), Unsatisfactory (Fail [F]) basis. Prerequisites: Completion of 18 semester hours of graduate work; EDN 566; permission of the student's major advisor; permission of the Dean of Graduate Studies.

NOTE: For EDN course descriptions, see listings in the M.A.Ed. program.