

## Existing Program Modification: Master of Arts in Art Education

This document clarifies the recommended changes to the Master of Arts in Art Education approved by the National Association of Schools of Art and Design (NASAD) in June 2021. The first part of this document will compare the course requirement changes with the deletion of the concentrations approved by NASAD. The second section will include the NASAD recommendations to adjust our initial program and our responses of which have been approved by NASAD.

### **ARED MA Course Requirement Changes:**

- The total credit hours remain the same.
- Concentrations were deleted.
- 3 credit hours were added to the core while 3 were deleted from the ARED concentration.
- 3 credit hours were added in Art/Design history or studio.

Original ARED MA courses	New ARED MA courses without Concentration	Description of changes
ARED 5003 (3) ARED 6003 (3) ARED 5013 (3) ARED 698V (6) Core Total: 15 credits	ARED 5003 (3) ARED 6003 (3) ARED 5013 (3) ARED 6063 (3) ARED 698V (6) Core Total: 18 credits	Curriculum/pedagogy course was added to the core requirements based on recommendations from NASAD that will address contemporary issues in Art Education curriculum and pedagogical theory and practice
ARED credit hours from list of courses within concentration: 12	ARED credit hours without concentration: 9	Reduced 1 course to compensate for NASAD recommendation to provide coursework from contemporary issues in Art Education curriculum and pedagogical theory and practice, and eliminate concentrations
Studio Art or Art/Design History credit hours: 0	Studio Art or Art/Design History credit hours: 3	Noted above
Coursework outside of art: 6	Coursework outside of art: 3	Reduced 1 course to compensate for NASAD recommendation to provide coursework from Art/Design studio or history

## NASAD Requests for Clarification and Elaboration

### Items for Response:

1. *“Regarding the degree, Master of Arts-2 years: Art Education (Community and Museums, K-12), it is not clear that there exists “logical and functioning relationships among the purposes, structures, and content” (see NASAD Handbook 2019-20, Standards for Accreditation XIV.A.2.a.). In addition, it is not clear that students will be offered the opportunity to develop in-depth knowledge and a breadth of competence in the areas listed as concentrations (see NASAD Handbook 2019-20, Standards for Accreditation XIV.A.3.). As an example, it is not clear whether or how the content in Community and Museums concentration differs from that in the K-12 concentration, in that only one class, ARED 686V Internship, differentiates the two areas.*

*The institution is requested to provide information which outlines degree purposes and requirements, and expectations and outcomes, clarifying how the institution meets stated goals as they relate to both concentrations. During this review, the institution is requested to reevaluate the title of the degree to ensure that it aligns closely with intentions. Should this not be the case, the institution may wish to retitle the degree. The outcome of the institution’s study should be shared with the Commission as well as how the degree as intended meets applicable standards (see NASAD Handbook 2019-20, Standards for Accreditation XIV.A.2.a.)”*

It appears that there are three concerns embedded in this item. We will address each one separately.

(i). *“it is not clear that there exists “logical and functioning relationships among the purposes, structures, and content [of the program]”*

We have addressed this concern about the lack of clarity surrounding the “logical and functioning relationships among the purposes, structures, and content [of the program]” by taking the following steps.

1. We have revised and clarified the purpose of the program.
2. We have clarified and expanded the learning outcomes of the program to correspond more closely with the purpose, structure and content of the program, which, as noted below, we have also revised.
3. To better align with the articulated purposes and goals of the program and student outcomes, we have revised the program structure, eliminated the concentrations, and expanded the core curriculum by adding an additional course (ARED 6063: Curriculum and Pedagogical Theories: Art Education) that will address contemporary issues in Art Education curriculum and pedagogical theory and practice. This course will serve as a “specialized study of contemporary needs and developments in art and art education”. (NASAD Handbook 2019-20, Standards for Accreditation XIV.E.3. and NASAD Handbook 2020-21, Standards for Accreditation XIV.E.3.) Also, we have developed additional art education graduate-level courses to provide students with more course choice, clarified course titles, and revised the

title of the degree. Further, we have introduced a requirement that students enrolled in the M.A. degree in Art Education will take at least one advanced course in art/design history and studio practice, with an option to take a second one. We believe that the changes we made to the overall structure of the program, along with the changes made to the program requirements, will ensure that “each graduate student [will] gain in-depth knowledge and competence in [the area of specialization, which is art education]” (NASAD *Handbook 2019-20, Standards for Accreditation XIV.A.3.* and *NASAD Handbook 2020-21, Standards for Accreditation XIV.A.3.*), and will be supported in doing so. Below we elaborate on each of these three points.

As articulated in the revised (and attached) Application for Plan Approval document, the purpose of the two-year residency research-oriented M.A. in Art Education degree program at the University of Arkansas is to provide graduate-level study and research opportunities and experiences for art educators in the field of art education. As a research-oriented program that emphasizes theoretical studies and research inquiries in art education, the program seeks to foster students’ personal and professional development as art educators, researchers, and critical, reflexive, and imaginative thinkers. It seeks to prepare culturally responsive art educators and researchers who are dedicated to developing disciplinary, interdisciplinary, and collaborative research and pedagogical approaches that respond to and address current needs in the field of art education.

Through coursework, research practice, experience, and mentorship, and the completion of a research thesis, students will:

- Develop familiarity with philosophical and historical foundations of art education and contemporary orientations and issues in the field.
- Expand understandings of the cultural, political, and social contexts in which art education occurs in and across different sites of learning from traditional learning environments to less-traditional ones.
- Develop critical understandings of key diversity, inclusion, and equity theories, issues, and orientations in the field of art education, attending to how diversity, inclusion, and equity affect art learners and the experience of learning in art education.
- Grow capacities to develop curriculum and innovative pedagogical approaches for learners of different ages and in different learning contexts—schools, museums, community centers, and beyond.
- Cultivate critical understandings of research (including research methodologies) in the field of art education.
- Conceptualize and conduct research on art teaching and learning in one or more sites of learning and teaching.
- Communicate and pursue ideas and research in formats that are oral, written, and visual.

- Extend understandings of art education as a creative, educative, and scholarly discipline and practice.
- Avail of opportunities to learn in other disciplinary areas across the School of Art and the University of Arkansas to enrich understandings of art as an educative force in the world.
- Participate in professional organizations and research conferences in the field of art education and related fields.

The program's purpose, goals, and outcomes now align closely with its structure, content, and student expectations. In making these refinements to the program, we sought to ensure that, "the curricular structure and the requirements for admission, continuation, and graduation [are] consistent with program purposes and content" (*NASAD Handbook 2019-20, Standards for Accreditation XIV.A.2.b* and *NASAD Handbook 2020-2021, Standards for Accreditation XIV.A.2.b*). To achieve the program's purpose, goals, and outcomes, students admitted to the program, which is a 33-credit hour degree program, will complete 21 credit hours of graduate-level courses in art education (7 courses in total), all of which will be taught by tenured and tenure-track art education faculty in the School of Art (*NASAD Handbook 2019-20, Specific Initial Graduate Degree Programs XVI.E.2.* and *NASAD Handbook 2020-21, Specific Initial Graduate Degree Programs XVI.E.2.*). Twelve of these 21 credit hours will comprise the core curriculum, and the remaining 9 credit hours will comprise additional courses in art education that align with students' interest and research foci. The core curriculum (12 credit hours) will include the following four courses:

- ARED 6003: Philosophical Foundations and Histories of Art Education
- ARED 6063: Curriculum and Pedagogical Theories: Art Education
- ARED 5013: Diversity, Equity, and Inclusion in Art Education
- ARED 5003: Introduction to Research Practices and Methodologies in Art Education

The above listed courses, ARED 6003 and ARED 6063 meet NASAD's *XVI.E.3* standard that "all programs should include one or more advanced seminars concerned with developments in philosophy of education and with contemporary problems in art education." (*NASAD Handbook 2019-20, Specific Initial Graduate Degree Programs XVI.E.3* and *NASAD Handbook 2020-21, Specific Initial Graduate Degree Programs XVI.E.3*). ARED 5013 meets the School of Art's commitment to provide students with opportunities to study the concepts of diversity, equity, and inclusion as they relate to the arts and education. The fourth course included in the core curriculum of the M.A. program introduces students to research practices and methodologies in Art Education, preparing them to think critically about the practice of research in the art education, its history, processes, distinctive nature, demands, and contributions.

As noted, students will select three additional art education graduate-level courses (9 credit hours) that relate to their research and pedagogical interests from a category that we characterize as supplementary curriculum in art education. Within that category, the following courses are available for students to take and will be offered based on student interest and need. All courses from this list will be taught by tenured and tenure-track art education professors (*NASAD*

*Handbook 2019-20, Specific Initial Graduate Degree Programs XVI.E.2.* and *NASAD Handbook 2020-21, Specific Initial Graduate Degree Programs XVI.E.2.*). Additional new graduate-level courses in art education, which will be added to the list and available to students, are currently under review in the School of Art and the University for inclusion in the university calendar. These courses are marked below by an asterisk.

- ARED 6013: Community-Based Art Education
- ARED 6033: Transnational Feminist Perspectives in Art and Education
- ARED 6023: Studying Queer Theory in Art and Education
- ARED 6043: Art, Play, and Aesthetics in Childhood
- ARED 6053: Inverse Inclusion as Disability Studies in Art Education
- ARED 695V Special Topics in Art Education
- \*AREd: Aesthetics, Art, and Research Practice
- \*AREd: Museums as Places of Learning
- \*AREd: Visual Culture and The Politics of Representation

In addition to the 21 credit hours of courses that students will take in art education, students will be required to take one advanced-level course in Studio Art or Art/Design History (3 credit hours) and one advanced-level course in another area of study outside of the discipline of art education, which could include an additional course in Studio Art or Art/Design History (3 credits). Students' interests and research foci will guide their selection of courses. It is anticipated that courses offered in the following departments, colleges, and academic units at the University of Arkansas will correspond with the research and educational interests of students pursuing the M.A. degree program in Art Education:

- Studio Art (School of Art)
- Art/Design History (School of Art)
- Educational Research (College of Education and Health Professions)
- Curriculum and Instruction (College of Education and Health Professions)
- Anthropology (Fulbright College of Arts and Sciences)
- Architecture (Fay Jones School of Architecture)
- Theater (Fulbright College of Arts and Sciences)
- Philosophy (Fulbright College of Arts and Sciences)
- Political Science (Fulbright College of Arts and Sciences)
- Sociology and Criminology (Fulbright College of Arts and Sciences)
- History (Fulbright College of Arts and Sciences)
- African and African American Studies Program (Fulbright College of Arts and Sciences)

Finally, students will devote 6 credit hours of their program to conducting research and writing a graduate research thesis. For these 6 credit hours they will be enrolled in the course ARED 698V Thesis. This requirement meets NASAD's standard *XVI.E.(5)*, "Students are expected to complete a final project indicating achievement within a specialized area of inquiry. This may take the form of an exhibit, a thesis, a portfolio, or another demonstration of competence related to the graduate program." (*NASAD Handbook 2019-20, Specific Initial Graduate Degree*

Programs XVI.E.5 and NASAD Handbook 2020-21, Specific Initial Graduate Degree Programs XVI.E.5).

Below, we present a table that maps out when courses will be offered over the two-year program.

<b>YEAR 1</b>	
<b>Fall</b> 9 Credit Hours	<b>Spring</b> 9 Credit Hours
<p><b>2 Core Curriculum Courses (6 Credits)</b></p> <p><i>ARED 6003: Philosophical Foundations and Histories of Art Education</i></p> <p><i>ARED 6063: Curriculum and Pedagogical Theories: Art Education</i></p> <p><b>1 Non-Art Education Electives (3 Credits)</b></p> <p><i>Required advanced-level course in Studio Art or Art/Design History</i></p> <p>Each student will be assigned a pro-tem advisor with whom they will meet regularly to receive guidance and support on progressing through the program (including guidance on registration, first-year degree planning, and other academic items or concerns).</p>	<p><b>2 Core Curriculum Courses (6 Credits)</b></p> <p><i>ARED 5013: Diversity, Equity and Inclusion in Art Education</i></p> <p><i>ARED 5003: Introduction to Research Practices and Methodologies in Art Education</i></p> <p><b>1 Supplementary Curriculum Course (3 Credits)</b> <i>(please see list of courses above)</i></p> <p>By the beginning of the second semester, each M.A. in Art Education candidate is required to select an Advisory Committee Chair (research supervisor) who, from this point forward, will serve as the student's permanent academic advisor and thesis supervisor.</p>
<b>YEAR 2</b>	
<b>Fall</b> 9 Credit Hours	<b>Spring and Summer</b> 6 Credit Hours
<p><b>2 Supplementary Curriculum Courses (6 Credits)</b> <i>(please see list of courses above)</i></p> <p><b>1 Non-Art Education Electives (3 Credits)</b></p> <p>During the Fall semester of Year 2, with the support of their Advisory Committee Chair (research supervisor), each student will prepare a written thesis proposal, form a research supervisory committee, share their research proposal with members of their research supervisory committee, receive feedback, participate in a thesis oral defense, and begin preparations for research project.</p>	<p><b>ARED 698V Thesis (6 Credits)</b></p> <p>Students must be enrolled in <b>ARED 698V Thesis</b> during the semester or summer of their graduation. During these two semesters, it is expected that students will be engaged in research and in the writing of their research thesis. During this process, students will be supported by their Advisory Committee Chair (research supervisor) and members of their research supervisory committee.</p>

(ii). “... it is not clear that students will be offered the opportunity to develop in-depth knowledge and a breadth of competence in the areas listed as concentrations (see NASAD Handbook 2019-20, Standards for Accreditation XIV.A.3.). As an example, it is not clear whether or how the content in Community and Museums concentration differs from that in the K-12 concentration, in that only one class, ARED 686V Internship, differentiates the two areas.”

After careful review and consideration, we have decided to eliminate the concentrations in the M.A. Program. Thus, we will offer an M.A. in Art Education that will, as mentioned above, provide students with a broad, balanced and in-depth opportunity to study art education theory and practice at an advanced level and foster their personal and professional development as art educators, researchers, and critical, reflexive, and imaginative thinkers. We have updated the original program description that we submitted previously for your review and consideration to reflect this change.

(iii). “During this review, the institution is requested to reevaluate the title of the degree to ensure that it aligns closely with intentions. Should this not be the case, the institution may wish to retitle the degree. The outcome of the institution’s study should be shared with the Commission as well as how the degree as intended meets applicable standards.”

Following your recommendation, and given the above-articulated refinements and additions to the program, we reevaluated the title of the degree and changed it. The new title is: Master of Arts, Art Education. This new title reflects the nature, scope, and goals of the program as well as its purpose and requirements, and expectations and outcomes.

We hope the above changes, along with the refinements and additions in the attached Application for Plan Approval document, demonstrate how the degree meets applicable standards.

2. “It is unclear whether sufficient full- and part-time faculty will be provided enabling the institution to accomplish its stated purposes (see NASAD Handbook 2019-20, Standards for Accreditation II.E.1.a.(4) and II.E.2.a. and b.). Further, it is not clear whether there will be sufficient faculty to provide effective instruction, advise and evaluate students, and supervise projects, research, and dissertations (see NASAD Handbook 2019-20, Standards for Accreditation II.E.4.a.(2)). As well, it is not clear that there will be sufficient support to manage necessary administrative, proactive, and recruitment initiatives (see NASAD Handbook 2019-20, Standards for Accreditation II.D.1.d.).

*The Commission requests additional information outlining its operational plans, needs, and capacities as they relate to this program.”*

The decision to offer an MA in Art Education without two distinct concentrations should address the above concerns about faculty workload and the capacity to “provide effective instruction; advise and evaluate students; and supervise projects, research, and dissertations” (NASAD Handbook 2019-20, Standards for Accreditation II.E.4.a.(2) and NASAD Handbook 2020-21,

*Standards for Accreditation II.E.4.a.(2)*), as the revised program, without distinct concentrations, will be less demanding on faculty time and resources. Eliminating the concentrations has reduced the number of courses that will need to be delivered by faculty members in the art education unit in the School of Art for this program, thus enabling “adequate time to provide effective instruction; advise and evaluate students; supervise projects, research, and dissertations; continue professional growth; and participate in service activities.” (*NASAD Handbook 2019-20, Standards for Accreditation II.4.a.(2)* and *NASAD Handbook 2020-21, Standards for Accreditation II.E.4.a.(2)*). Also, we plan to invite applications and admit students to the M.A. program every other year. With this arrangement, the current faculty of 4 (two Full Professors—one of whom is an Endowed Professor—one Endowed Associate Professor, and one Endowed Assistant Professor) will be able to offer effective instruction, advise and mentor graduate students, and support them through their research practice and experiences. Furthermore, the School of Art has taken a number of significant and consequential steps to support and address the operational needs and requirements that were identified in this review in an effort to ensure that the program is established, implemented, and sustained long term.

First, the School of Art hired an Endowed Professor of Art Education in the summer of 2020. The person hired in this role, Dr. Dónal O’Donoghue, is a senior scholar in the field of art education—see his CV included in Appendix B. Dr. O’Donoghue has more than 20 years of experience of teaching in higher education and in directing and leading graduate programs as well as supervising graduate students to completion at the M.A. and Ph.D. levels. As outlined in his attached CV, Dr. O’Donoghue has supervised (directly or through committee membership) 89 graduate student research theses and dissertations (89 graduate students in total, 34 of whom are doctoral students), and has served as an external examiner of many doctoral and masters dissertations from several countries across three continents. Also, Dr. O’Donoghue has provided significant leadership in the field of art education in the U.S. and internationally over the past two decades. Currently, he serves as Senior Editor of the art education research journal, [Studies in Art Education](#) which is the gold standard research journal in the field of art education. Published by Taylor and Francis, *Studies in Art Education* is the journal of the National Art Education Association (NAEA). Previously, he served as Senior Editor of the *Canadian Review of Art Education*, Chair of The Council of Policy Studies in Art Education, and Co-founder of the *Art Education Research Institute* (AERI). Dr. O’Donoghue joined the School of Art in January 2021. Dr. O’Donoghue joins existing faculty members—Drs. La Porte, Schulte, and Yoon-Ramirez—who are active researchers, leaders, and teachers in the field of art education as demonstrated by their CVs, which are included in Appendix B. Thus, we believe that all “faculty members teaching graduate-level courses [do] represent the professional standards to which graduate students aspire in specific fields and specializations” (*NASAD Handbook 2019-20, Standards for Accreditation II.E.1.a.(4)* and *NASAD Handbook 2020-21, Standards for Accreditation II.E.1.a.(4)*). Further, as demonstrated in the CVs of current faculty members in the Art Education unit in the School of Art, all faculty members “[are] qualified by earned degrees and/or professional experience and/or demonstrated teaching competence for the subjects and levels they are teaching.” (*NASAD Handbook 2019-20, Standards for Accreditation II.E.1.a.(2)* and *NASAD Handbook 2020-21, Standards for Accreditation II.E.1.a.(2)*).

Second, the School of Art has created the following new administrative and academic leadership position: Director of Graduate Studies, Art Education. With the creation of this new position,

The University of Arkansas is “[providing] the art/design executive and other administrators of specialized areas sufficient time and staff to execute the required administrative and/or teaching duties effectively.” (NASAD *Handbook 2019-20*, Standards for Accreditation II.D.1.d. and NASAD *Handbook 2020-21*, Standards for Accreditation II.D.1.d.). The Director of Graduate Studies in Art Education will be expected to manage the program and offer academic oversight in its implementation, evaluation, and development. The person in this role will “manage necessary administrative, proactive, and recruitment initiatives” (NASAD *Handbook 2019-20*, Standards for Accreditation II.D.1.d. and NASAD *Handbook 2019-20*, Standards for Accreditation II.D.1.d.).

Working with the graduate program faculty in the art education program and the School of Art, the Director of Graduate Studies, as noted, will provide leadership and administrative oversight of the program, including oversight of curriculum design, development, innovation, and reform as well as oversight of the admission processes, student funding, and student progress. The Director will serve as the primary contact with prospective students, departmental graduate faculty, and the Graduate School regarding questions and issues concerning the graduate program. The Director of Graduate Programs will chair the Graduate Admissions Committee, coordinate evaluations, discussions, and votes on admission decisions, and monitor and support student progress through the program. The Director will oversee the annual progress/evaluation of graduate students within the program. The Director of Graduate Studies will attend relevant graduate committee program meetings, manage policy and procedural decisions, and all related communications. Working with the Director of Recruitment and Outreach School of Art, the Director of Graduate Studies will be responsible for leading recruitment efforts through publications, contacts, and communications. The Director will also prepare nominations for University of Arkansas Graduate Fellowships and other University-wide awards and work with appropriate offices to secure funding to attract highly qualified incoming graduate students. The Director will coordinate the orientation workshops for incoming graduate students at the beginning of their program and coordinate other and relevant workshops according to student need in an effort to support students in their program of study. The Director will be responsible for graduation audits, committee assignments and approvals, and other documents required by the Graduate School. Dr. O’Donoghue has been appointed to this position.

Details concerning admission procedures, retention practice, and degree programs and graduation requirements can be found in the attached Application for Approval Plan and Appendix C.

3. *“The institution is asked to provide a report on the 3-year planned hiring of an Endowed Professor and two Endowed Assistant Professors (see application for Plan Approval, p. 16); and a report on the 5-year plan to fund graduate Art Education student tuition, assistantships, fellowships, and research spaces (see application for Plan Approval, pp. 17–18).”*

As noted above, in the summer of 2020, The School of Art hired an Endowed Professor. An existing faculty member, Dr. Injeong Yoon-Ramirez, was promoted to the position of Endowed Assistant Professor. During the 2021-22 academic year, the Art Education unit will conduct a

search and hire an Endowed Assistant Professor of Art Education. Two remaining Assistant Professor positions will be advertised and filled during the following academic year 2022-2023. By the fall of 2023, it is anticipated that a full complement of faculty will be hired —7 tenured and tenure track professors across all academic ranks. Currently, there are four active faculty members in the art education unit—1 Professor, 1 Endowed Professor, 1 Endowed Associate Professor, and 1 Endowed Assistant Professor.

Three Year Hiring Plan			
Academic Year			
2020/2021	2021/2022	2022/2023	2023/24
Hired one Endowed Professor of Art Education (Dr. Dónal O’Donoghue	Conduct a search and hire one Endowed Assistant Professor of Art Education	Conduct a search and hire two Assistant Professor of Art Education	All hires completed. A full complement of 7 tenured and tenure-track professors in art education