

Master of Arts
Art Education

School of Art

DAAP

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Program Overview

The Master of Arts in Visual Arts Education Program (MAVAE) resides within the School of Art in the College of Design, Architecture, Art, and Planning (DAAP). The research and practice-based, two-year graduate program emphasizes the role of education as a mediator between individuals and visual arts and cultures. To articulate the Visual Arts Education graduate study experience with the larger School of Art mission, students are encouraged to expand upon studio and art history knowledge acquired as undergraduates in visual art and related fields, build upon existing skills as licensed art teachers, or augment previous experiences in arts and related professional fields.

The Visual Arts Education Master's Degree Program prepares art educators who are sensitized to and educated about the current developments in the field of visual arts education and research. This preparation includes an exposure to new and influential approaches to teaching and learning such as comprehensive visual culture art education (VCAE), community-based art education, social reconstruction, as well as technology developments and their impact upon cultures. The art education faculty have expanded upon and updated the existing Master of Art Education Program to respond to established traditions in the discipline and developing international trends in visual culture studies. The updated, semester program is structured to introduce students to past and current issues in the discipline of art education, while preparing students to conceptualize and undertake independent visual arts research that builds upon, and offers innovations to, existing arts education theories and practices.

The Visual Art Education Master's Degree Program serves students who are currently K-12 arts educators as well as other arts professionals who seek to develop a deeper understanding of the role of the arts and visual culture in 21st century education and cultural contexts. To this end, the program seeks to prepare mature and sophisticated art educators capable of providing intellectual and practical leadership in arts and arts-related fields.

I. Program Outcomes

Please include in this section your program learning outcomes as they are listed in the P-1 form in eCurriculum. If you are already planning to revise those program learning outcomes, indicate in this section which ones might be changed, and what the new program

learning outcomes are likely to be. In general, learning outcomes should be measurable, assessable, or observable in some way and aligned with national standards.

P1-Learning Outcomes

At the completion of the MAVAE, each graduate is able to:

1. Analyze, compare, and modify visual arts teaching and learning approaches, both historical and contemporary, according to specific professional contexts, including schools, museums, and community settings.
2. Design flexible and innovative visual arts teaching and learning approaches that are responsive to the characteristics and situations of diverse students.
3. Evaluate through informed self-reflection his/her own professional performance, identifying strategies to maintain it or improve it as needed.
4. Demonstrate a commitment to urban education with a focus on promoting social justice.
5. Communicate effectively and persuasively through visual and verbal means to various groups.
6. Demonstrate skills and dispositions to work collaboratively as part of a team, taking the roles of contributor or leader as appropriate.

II. Curriculum/Program Map

Please include in this section a grid that identifies connections that exist between required courses in this program and the corresponding program-level learning outcomes. In other words: how will program outcomes be met? This grid should further indicate the expected levels of learning at each level (whether emerging, strengthening, or achieved). The CET&L web site includes templates that you might find useful in completed this grid.

Curriculum Mapping Matrix: Linking Program Outcomes to Curriculum				
KEY: E=Emerging, D=Developing, A=Achieved				
Program Learning Outcomes	Required Courses Identified in P-1			
	ARTE 7001 History of Visual Arts Education	ARTE 7002 Visual Arts Research Methods	ARTE 8050 Graduate Research Seminar	ARTE 8051 Master's Research Project
1. Analyze, compare, and modify visual arts teaching and learning approaches, both historical and contemporary, according to specific professional contexts, including schools, museums, and community settings.	E	E, D	D, A	A
2. Design flexible and innovative visual arts teaching and learning approaches that are responsive to the characteristics and situations of diverse students.			E, D	D, A
3. Evaluate through informed self-reflection his/her own professional performance, identifying strategies to maintain it or improve it as needed.	E, D	D, A	D, A	A

4. Demonstrate a commitment to urban education with a focus on promoting social justice.	E, D	D, A	D, A	A
5. Communicate effectively and persuasively through visual and verbal means to various groups.	E	D	D, A	A
6. Demonstrate skills and dispositions to work collaboratively as part of a team, taking the roles of contributor or leader as appropriate.	E, D	D, A	D, A	

III. Methods and Measures

Please include in this section a description of the assessment methods that your program plans to use in assessing each of its program learning outcomes. These methods ideally include both direct and indirect examples of student learning, with authentic, performance-based assessment performed at all levels.

- One helpful guide for this section is the “Program Assessment Checklist” (also available on the CET&L web site), which lists and describes a variety of possible assessment measures. You might include that list and then check off any of the measures that you plan to use to assess the learning outcomes in your program.*
- As a next step with this Checklist, identify what knowledge/skills students must be able to demonstrate at various levels at the end of each required course and upon graduation, verify that they align with your program outcomes, and describe how that alignment will be measured and assessed.*

Assessment Tools	Description
Artifact	A student-produced product or performance that is used as evidence for some kind of assessment activity. Many of the more specific terms used elsewhere in this form are examples of artifacts or processes that would produce artifacts.
Critique	An analysis of something (such as a written work, a musical composition, a work of art, etc.) that assesses (criticizes) the work under consideration, commenting on the means of composition in addition to evaluating its quality.
Culminating Assignments	Culminating assignments offer students the opportunity to put together the knowledge and skills they have acquired in the major, provide a final common experience for majors, and offer faculty a way to assess student achievement across a number of discipline-specific areas.
Exhibit	A public presentation or showcasing of a particular creative object or set of objects, such as a work of art or design and typically associated with some course- or program-based assignment. The exhibition often includes some accompanying information about the creation or function of the object(s).
Observations	Observation as a method of assessment is an unobtrusive tool that can yield significant information about how and why students learn. This may include making observations at relevant interactive events, such as classes, club meetings, or social gatherings.
Oral Presentation	A classroom presentation or showcasing of the results of a particular project that has been conducted by an individual student or by a group of students in fulfilling a course assignment. The presentation might take place in a classroom or over the web and would typically present the results of a course-based assignment.
Portfolio Evaluation	A systematic and organized collection of a student's work that exhibits to others the direct evidence of a student's efforts, achievements, and progress over a period of time. The collection should involve the student in selection of its contents, and should include information about the performance criteria, the rubric or criteria for judging merit, and evidence of student self-reflection or evaluation.
Poster Presentation	A combination of text and graphics to make a visually effective presentation, typically as part of a public showcase of work. Such a presentation typically allows viewers to communicate with the presenter in a sharing of information that might lead to new research developments.
Reflective Essays	Reflective essays may be used as an assessment tool to gauge how well students understand class content and issues.
Student Papers and Projects	Samples of student work from a variety of courses are evaluated to see how well the students are meeting program knowledge and skills goals.

Assessment Measures Aligned with Program Outcomes

KEY:

E=Emerging, D=Developing, A=Achieved

Program Outcome	Assessment Tools	Course/ Experience	Time Line	Responsible Person
1. Analyze, compare, and modify visual arts teaching and learning approaches, both historical and contemporary, according to specific professional contexts, including schools, museums, and community settings.	Course specific assignments, such as: group presentations, oral presentations, student papers, student projects.	ARTE 7001 (E) ARTE 7002 (E,D) ARTE 8050 (D,A) ARTE 8051 (A)	Every term Annual summary to inform changes of the upcoming year Major changes every 4-5 years	Program Faculty, Graduate Program Director
2. Design flexible and innovative visual arts teaching and learning approaches that are responsive to the characteristics and situations of diverse students.	Student paper/project, oral presentations, culminating assignments.	ARTE 8050 (E, D) ARTE 8051 (D,A)	Every term Annual summary to inform changes of the upcoming year Major changes every 4-5 years	Program Faculty, Graduate Program Director
3. Evaluate through informed self-reflection his/her own professional performance, identifying strategies to maintain it or improve it as needed.	Reflective essays, portfolio evaluation.	ARTE 7001 (E,D) ARTE 7002 (D) ARTE 8050 (D,A) ARTE 8051 (A)	Every term Annual summary to inform changes of the upcoming year Major changes every 4-5 years	Program Faculty, Graduate Program Director

4. Demonstrate a commitment to urban education with a focus on promoting social justice.	Reflective essays, observations, exhibits, student papers.	ARTE 7001 (E) ARTE 7002 (E,D) ARTE 8050 (D,A) ARTE 8051 (A)	Every term Annual summary to inform changes of the upcoming year Major changes every 4-5 years	Program Faculty, Graduate Program Director
5. Communicate effectively and persuasively through visual and verbal means to various groups.	Poster presentations, oral presentations, student papers, artifacts, critiques	ARTE 7001 (E) ARTE 7002 (E,D) ARTE 8050 (D,A) ARTE 8051 (A)	Every term Annual summary to inform changes of the upcoming year Major changes every 4-5 years	Program Faculty, Graduate Program Director
6. Demonstrate skills and dispositions to work collaboratively as part of a team, taking the roles of contributor or leader as appropriate.	Group presentations, reflective essays, observations.	ARTE 7001 (E,D) ARTE 7002 (D,A) ARTE 8050 (D,A)	Every term Annual summary to inform changes of the upcoming year Major changes every 4-5 years	Program Faculty, Graduate Program Director

IV. Assessment Infrastructure

Please include in this section a description of the process by which your program intends to assess its learning outcomes.

- Describe which program faculty will be charged with overseeing the execution of the assessment plan as well as the ways in which they will carry out that charge, including a description of the planned timeline for assessment.*
- Identify what kinds of administrative support will be available for those faculty*

Please note that assessment plans should be capable of producing reports annually based on their review of the relevant data from their programs. The work of your faculty might also be coordinated and aligned with similar assessment efforts at the college and institutional levels.

Assessment Infrastructure

Overview: The MAVAE Faculty Curriculum Committee, led by the Program Assessment Coordinator, will review and evaluate the Program Assessment Plan annually in the MAVAE Curriculum Committee Review. The yearly review and evaluation will occur at the end of each academic year and will culminate in the production of a yearly Program Assessment Report. The yearly review will examine the overall program assessment plan structure and components, along with a focused analysis of each of the assessment procedures used to generate data for the Program's assessment profile. The MAVAE Curriculum Committee will determine if actual student performance reaches the Program Learning Outcome (PLO) goals, and provide recommendations for modifications and improvements to the Program Assessment Plan.

The MAVAE Faculty Curriculum Committee is comprised of: All full-time faculty (currently three), with one faculty member serving as the MAVAE Program Assessment Coordinator. This Committee will work together to oversee the design and determine the effectiveness of course assignments and their rubrics. The MAVAE Program Assessment Coordinator will create an online collection site (Blackboard or DAAPspace) for the upload and aggregation of course assessment data and course assessment profiles from each of the Program's P-1 required courses. The collected data and profiles will be analyzed by the MAVAE Faculty Curriculum Committee and synthesized into a comprehensive annual report for dissemination to program faculty, School Director, and College personnel, as needed.

Major responsibilities of the MAVAE Program Coordinator include: 1). Creating and maintaining the Program's online data collection site; 2). Generating notifications and reminders to all faculty teaching required P-1 courses regarding the procedures for collecting and submitting assessment data; 3). Organizing collected data at the end of each semester in preparation for the annual Curriculum Committee Review; 4). Overseeing the faculty's collaborative endeavor of PLO data analysis and Annual Assessment Report writing; 5). Attending School, College, and University meetings on Assessment issues and reporting the relevant information to the MAVAE faculty.

Responsibilities of the Curriculum Committee include: 1). Ongoing examination of all assessment tools used in the program; 2). Continuous research and evaluation of assessment developments and trends in the discipline of art education; 3). Design of new or enhanced assessment procedures that will increase the Program's achievement of its goals.

The MAVAE Curriculum Committee's work will proceed according to this timeline: Following the Curriculum Committee's meeting at the end of the academic year, the Committee will produce a report that summarizes their findings and makes recommendations for future modifications. This report will be forwarded to the MAVAE faculty for their review and comments prior to the first faculty meeting of the Fall semester. The first faculty meeting of the fall semester will be dedicated to a discussion of the report findings with faculty input sought regarding any needed changes to the curriculum. Based on the Curriculum Committee findings and faculty recommendations, the Curriculum Committee will draft a plan for instituting minor changes to the curriculum as early as the following semester. Major curriculum revisions will require a longer review and assessment period (4-5 years), and will be studied and deliberated in a faculty retreat, called by the Curriculum Committee for the express purpose of a Program Curriculum Review.

Workload Considerations: SOA staff, supplemented by a graduate assistant when available, will provide support to the MAVAE Faculty Curriculum Committee in their work throughout the academic year and during the summer. SOA staff will maintain all reports and associated assessment data in the school office. Given the substantial workload associated with the Program Assessment endeavor, the MAVAE Program Assessment Coordinator position should be recognized as a major service commitment. Depending on how work is allocated to Committee members, it may be necessary to provide a course release to the Program Coordinator.

V. Findings

Here you will describe and explain in this section any multi-year patterns and trends that your assessment efforts have identified, including a description of any relevant relationships to national standards.

VI. Use of Findings

In this final section, you will describe how your program intends to make use of the program-level assessment data it has gathered.

- *How will this information be presented to and discussed among the faculty?*

- *How might this data or these discussions result in review and possible revision of course or program learning outcomes and pedagogical strategies?*