

MOREHEAD STATE UNIVERSITY
Program Review for

Masters of Art in Art Grades P-12

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Morehead State University

Masters of Art in Art Grades P-12

I. CONCEPTUAL FRAMEWORK

A. Unit Overview

The Professional Education unit at Morehead State University adopted the theme “Educators as Architects: Designing Environments Where Students Construct Knowledge and Develop Skills” as the conceptual framework for its professional education programs. The aim of the unit is to prepare educators who actively reflect, analyze, and solve problems that encourage active student learning in the classroom environment. More specifically, graduates must demonstrate the knowledge, skills and dispositions that are essential to effectively fulfill the role of the new or experienced teacher. The conceptual framework utilizes the metaphor of the architect to express three main themes:

- 1) Representation of the balance between the educator as a key actor in the traditional classroom, and the educator as passive observer in the romanticized classroom. The view that the educator is central to the planning and preparation of classroom activities; however, the student is the active doer in the work of learning (Blythe, Allen, Schieffelin, 1997).
- 2) The educators themselves are the artists, creating environments specific to the needs of their students’ learning, through a variety of materials determined appropriate (Tomlinson, Callahan, 1997).
- 3) The application of constructivist theory in a classroom setting that encourages “learners (to) construct their own knowledge by testing ideas and approaches based on their prior knowledge and experience, applying these to a new situation and integrating the knowledge gained with pre-existing intellectual constructs” (Piaget, 1952).

Educators therefore are responsible for constructing authentic learning environments, and through reflective practice develop instruction to engage students in activities that are inherently interesting and meaningful. Through the adoption of the “Educator as Architect,” metaphor and its constructivist epistemology, the following themes and activities are expected to recur throughout the content and methodology of the educator preparation programs:

- Student engagement in a comprehensive and multifaceted knowledge and skills base that can be applied and used in multiple contexts.
- An acknowledgement of the belief that that learning is an active and on-going process (Piaget, 1952).
- Providing students with direct experiences so that they can use and process information while seeking solutions (Piaget, 1969).
- Placing students in authentic or “real” world settings so that learning has the potential to be meaningful (<http://www.coe.uh.edu/~9chen/ebook/EFITT/cognitive.htm>)
- Encouraging students to extend their ability to process and learn from reflecting on their own experiences so that they can develop more informed and sophisticated teaching practices (professional development) (Dewey, 1959; Reiman, 1999).
- Providing students with opportunities to understand the effect that dispositions, attitudes, values, and beliefs have on student learning and development (Richardson, 1966).
- Assessing students and faculty using a variety of quantitative and qualitative measures, including authentic performance-based projects and action-research. (<http://curriculum.calstatela.edu/faculty/pssparks/theorists/501/consti.htm>)
- Encouraging faculty and public school practitioners to fulfill the role of facilitators of learning by constructing experiences in environments that stimulate students and provide thought, action, and reflection (Richardson, 1999; Miller, Wilkes, Sheetham and Goodwin, 1993).

- The assessment of student abilities demonstrating an awareness of and ability to account for learner diversity; including gender, race, ethnicity, cultural, and exceptionality in all aspects of the educational setting (Darling- Hammond, 2000).
- Extending graduate's ability to communicate effectively with students, parents, professionals, peers, and members of the community. The intention is to enhance the spirit of collaboration in an effort to evaluate and enhance the ability of the school to fulfill state and local educational objectives (Dewey, 1938/1959).
- The preparation of pre-professionals and faculty who are able to effectively integrate technology into all aspects of the educational process in order to improve communication, teaching, learning, and assessment.
- Monitoring the extent to which each educator preparation program fulfills its goals and commitment to preparing graduates to demonstrate performance standards, as well as the system each uses to produce positive change (NCATE, 2000).

The entire Morehead State Conceptual Framework document is available on line: www.msucOE.org

B. Masters of Art in Art, Grades P-12, Relationship to the Conceptual Framework

The Art faculty understands the conceptual framework as a model requiring the development of graduates who actively reflect, analyze, and solve problems that encourage active student learning in the classroom environment. The program is designed to allow professional development through student constructed learning that integrates individual ongoing classroom experiences, relevant current research, and expanded professional visual arts skills. The Masters of Art in Art, Grades P-12 degree is linked to the theme of the conceptual framework, *Educators as Architects: Designing Environments Where Students Construct Knowledge and Develop Skills*. The art program builds and expands upon the creative and professional education standards required of new teachers. The mission of the program is to incorporate advanced philosophical, theoretical and practical understandings in the fields of art and art education and to develop the teaching characteristics reflected in the *Experienced Teacher Standards* (available on line: www.kde.state.ky.us). The graduate program coursework encourages students to demonstrate an understanding of the academic, social, emotional, and physical needs of the learners in their classrooms. The program design provides expanded content knowledge, skills, and dispositions that are linked to the successful experienced teacher and artist by providing opportunities for professional development. Further, the intent of the art education coursework is to: facilitate self-reflection; evaluate art and teaching practice; develop skills in art production; critically analyze and discuss art work; understand art of diverse cultures; expand active learning skills; and develop leadership capabilities in the professional community. In addition, the Art Education Program also seeks to provide art experiences and education to graduate students of Morehead State University in disciplines other than art and to serve as an art resource for the community and state.

Additional program links that inform course content include the three *KERA Initiatives* and the *National Standards for Visual Arts*. Art Education and education coursework offer opportunities for students to acquire an understanding of the role that *KERA Initiatives* and the *National Standards for Visual Arts* play in curricular and professional development. Students are encouraged to *construct* teaching practices that incorporate these standards through developing curriculum assessment, and collaboration with teachers, parents and administrators. The three KERA Initiatives: The Kentucky's Learner Goals and Expectations, the Program of Studies, and the Core Content for Arts and Humanities Assessment, as well as the *National Standards for Visual Arts* are a part of the undergraduate content and are further reinforced and applied in the graduate art education and education courses. The *National Standards for Visual Arts* are integrated throughout the entire graduate art program and include the six content areas: 1) Understanding and demonstrating use of media techniques and processes; 2) Application of student knowledge of structures and functions; 3) Selecting and evaluating a range of subject matter; 4) Understanding the visual arts in relation to history and cultures; 5) Reflection and assessment of the characteristics and merits of the student's individual work and the work of others; and 6) Constructing art learning in order to

make connections between visual arts and other disciplines (National Art Education 1984). The National Standards for Visual Arts are available on line:

www.getty.edu/artednet/resources/scope/standards/achievements.html

II. PROGRAM EXPERIENCES

In this section of the program review, matrices I-4 will be presented to demonstrate program congruence with: 1) Program Goals and the Experienced Teacher Standards, 2) Program and Links to the Experienced Teacher Standards, 3) Program Links to KERA Initiatives, 4) Program Links to NCATE Themes.

Matrix 1: LINKS BETWEEN ART EDUCATION P-12 PROGRAM GOALS and the EXPERIENCED TEACHER STANDARDS (ETS)

<i>Program Competencies</i>	<i>Links to Experienced Teacher Standards</i>
Each Student will:	
Understand and skillfully apply various media, and techniques in the production and presentation of artwork, and instructional applications, in a manner that will develop student knowledge and performance	ETS II Demonstrates knowledge of content ETS III Designs/plans instruction ETS VI Assesses and communicates learning results ETS IX Engages in professional development
Use knowledge of visual art characteristics and structures to effectively convey ideas and incorporate these into the learning environment.	ETS I Demonstrates professional leadership ETS II Demonstrates knowledge of content ETS III Designs/plans instruction ETS VI Assesses & communicates learning results ETS VII Reflects/evaluates teaching & learning
Effectively choose a range of subject matter, symbols, and ideas to stimulate reflection and enhance instruction, as well as provide content for works of art	ETS II Demonstrates knowledge of content ETS III Designs/plans instruction ETS V Implements/manages instruction ETS VI Assesses and communicates learning results
Understand the visual arts in relation to history and to various cultures and link students' learning to prior knowledge, experiences, family, and cultural connections.	ETS I Demonstrates professional leadership ETS II Demonstrates knowledge of content ETS IV Creates/Maintains Learning Climate ETS V Implements and Manages Instruction ETS VI Assesses and communicates learning results ETS VII Reflects/evaluates teaching/learning
Reflect upon and assess the characteristics and merits of their work, students' work and the work of others making appropriate provisions that address social, cultural and physical diversity. Accurately assesses student performance using established criteria consistent with Kentucky's assessment program.	ETS II Demonstrates knowledge of content ETS III Designs/plans instruction ETS IV Creates/Maintains Learning Climate ETS V Implements and Manages Instruction ETS VI Assesses and communicates learning results ETS VII Reflects/evaluates teaching/learning

Make connections between the visual arts and other disciplines and integrating skills, thinking processes and collaboration across the curriculum.	ETS II Demonstrates knowledge of content ETS III Designs/plans instruction ETS VII Reflects/evaluates teaching/learning ETS VIII Collaborates with colleagues/parents/others ETS IX Engages in Professional Development
Communicate about art effectively in written and oral form and promote student willingness and desire to receive and accept constructive instructional feedback.	ETS II Demonstrates knowledge of content ETS IV Creates/Maintains Learning Climate ETS V Implements and Manages Instruction ETS VI Assesses and communicates learning results ETS VIII Collaborates with colleagues/parents/others
Document and demonstrate knowledge of and to use state curricular and assessment materials/guidelines, focusing on instruction on one or more of Kentucky's student academic expectations.	ETS II Demonstrates knowledge of content ETS III Designs/plans instruction ETS V Implements and Manages Instruction ETS VI Assesses and communicates learning results ETS VII Reflects/evaluates teaching/learning
Demonstrate the ability to reflect on and critique teaching and identify and use resources to improve effectiveness.	ETS I Demonstrates professional leadership ETS III Designs/plans instruction ETS IV Creates/Maintains Learning Climate ETS VI Assesses and communicates learning results ETS VII Reflects/evaluates teaching/learning ETS VIII Collaborates with colleagues/parents/others ETS IX Engages in Professional Development

Sample of syllabi demonstrating links to the conceptual framework are: ART 627 and ART 680 available on the web site: www.msucoe.org

Matrix 2.a. Masters of Art in Art Grades P – 12 Program Specific Required Courses and Links to Experienced Teacher Standards

Course List	ETS I	ETS II	ETS III	ETS IV	ETS V	ETS VI	ETS VII	ETS VIII	ETS IX Evaluate Performance Implements Professional Development	ETS X Uses Technology to support instruction
ART 627	I	S	D	S	D	D	D	I	I	I
ART 680	I	S	D	S	D	I	D	I	I	I

I = Introduction to the standard

D = Development: the standard indicator is thoroughly implemented

S = Skill: the standard indicator is demonstrated proficiently

Matrix 2.b. Masters of Art in Art Grades P – 12, Art Education Program Education Elective Courses and Links to Experienced Teacher Standards*

Course List	ETS I Demonstrates professional leadership	ETS II Demonstrates Knowledge of Content	ETS III Designs Plans Instruction	ETS IV Creates Maintain Learning Climate	ETS V Implement Manage Instruction	ETS VI Assess Communicate Learning Results	ETS VII Reflects Evaluate Teaching Learning	ETS VIII Collaborates Colleague Parents Others	ETS IX Evaluate Performance Implements Professional Development	ETS X Uses Technology to support instruction
EDF 600	I	D	I	D	S	D	I	I	NA	S
EDF 610	I	I	D	D	D	I	D	I	NA	I
EDMG 636	S	S	S	S	S	D	D	I	I	D
EDSE 633	S	D	S	S	S	S	S	D	I	I
EDSE 634	S	S	S	S	S	D	D	NA	I	D
EDSE 683	I	I	S	I	S	I-D	I-D	NA	I-D	S

I = Introduction to the standard

D = Development: the standard indicator is thoroughly implemented

S = Skill: the standard indicator I s demonstrated proficiently

* Masters of Art in Art Grades P-12, Art Education Option Candidates select one education elective from these courses.

Matrix 3.a. KERA Initiatives and Links to Masters of Art in Art Grades P –12 Program Coursework

Course Prefix/Number	Learner Goals and Academic Expectations	Program of Studies P-12	Core Content for Assessment
ART 627	X	X	X
ART 680	X	X	X

Matrix 3.b KERA Initiatives and Links to Professional Education Program Elective*

Course Prefix/Number	Learner Goals and Academic Expectations	Program of Studies P-12	Core Content for Assessment
EDF 600	X		
EDF 610	X		X

EDMG 636	X	X	X
EDSE 633	X	X	X
EDSE 634	X	X	X
EDSE 683		X	X

*One elective course selected from the courses listed above in the Masters of Art in Art Grades P-12, Art Education Option

III. NCATE Themes

Self-reflection and evaluation refines the teaching skills and dispositions needed to enhance teacher effectiveness and develop leaders within the teaching community. Instruction includes contemporary issues and practice in art and art education such as: reflective and critical thinking; pluralism and cultural diversity; inclusion of students with diverse abilities; research in cognition and creativity; community-based art education; art advocacy; and art education philosophy and history. **Assessment** in the program is continuous and embedded in the coursework as well as in formal committee reviews. Student coursework and course content assessment procedures are both formal and informal and include: written research and reflection, student participation and presentations, peer and faculty art critiques, portfolio reviews, and the creation of art resources.

Students in the Art Education Masters in Art Grades P-12 program are encouraged to engage in professional development and to demonstrate professional leadership in their schools, community, state, and nation. Experienced teacher students are involved in the **professional community** through support of professional organizations both locally and nationally. The experienced teacher candidates actively participate at the state association level through leadership positions, as well as presentations and workshops. Faculty serve in leadership capacities on arts and education committees and boards, actively participating in statewide professional development conferences, art advocacy activities, art outreach programs, professional development workshops, and professional presentations.

The coursework in the program explores methods and applications that create and maintain the learning climate and include discussion and research in the areas of **diversity**, inclusion, motivation, creativity, cognitive development, self-reflection, and assessment. The Art Department integrates the goals of diversity throughout the art program creating learning environments that model and reflect diversity and inclusiveness. Multicultural art education includes a curriculum that teaches respect for students' cultural traditions and creations within an equitable classroom that accepts diversity. (Bastos 2002) An inclusive education for diverse student needs is seen as a process that must be infused in the art education courses and include the development and assessment of curriculum/ course design, textbook and teaching material selection, teaching context and methodology, as well as recruitment and retention of minority faculty and students

Graduate students in the Art Program participate in learning activities that expand art and education content knowledge and contribute to the growth and development of the unit as well as the field. Courses within the program encourage **intellectual vitality** by incorporating critical examination of current research and readings both in the field of art education and contemporary art theory. Instruction emphasizes the current status of the disciplines of art as well as art education pedagogical issues providing an enhanced framework for teaching practice. The art education coursework provides experienced teachers with opportunities to design curriculum, demonstrate **technology** applications, and plan instruction that incorporates current constructs and principles of art and education.

Bastos, F. (2002) Making the Familiar Strange: A Community-Based Art Education Framework. In Y. Gaudelius & P. Speirs Eds. Contemporary issues in Art Education. pp. 70-83. New Jersey: Prentice Hall.

Matrix 4.a. NCATE Themes and Relationship to Masters of Art in Art Grades P-12 Program Coursework

ART EDUCATION COURSES AND NCATE THEMES

Course Number	Conceptual Framework	Diversity	Intellectual Vitality	Technology	Professional Community	Evaluation	Perform. Assessment
ART 627	X	X	X	X	X	X	X
ART 680	X	X	X	X	X	X	X

Matrix 4.b. NCATE Themes and Relationship to Masters of Art in Art Grades P-12 Art Education Option Electives*

GRADUATE EDUCATION ELECTIVE COURSES AND NCATE THEMES

Course Number	Conceptual Framework	Diversity	Intellectual Vitality	Technology	Professional Community	Evaluation	Perform. Assessment
EDF 600	X		X	X	X	X	X
EDF 610	X	X	X		X	X	X
EDMG 636	X	X	X	X	X	X	X
EDSE 633	X	X	X	X	X	X	X
EDSE 634	X	X	X	X	X	X	X
EDSE 683	X	X	X	X	X	X	X

*One elective course selected from the courses listed above in the Masters of Art in Art Grades P-12, [Art Education Option](#)

IV. ASSESSMENT

A. ASSESSMENT OF THE CANDIDATE

1. Masters of Art in Art Grades P-12 Requirements for Admission

- A. General admission to graduate study.
- B. Completion of an undergraduate major or its equivalency in art.
- C. A minimum standing of 3.0 at the undergraduate level in art.
- D. Minimum GRE score of 650 for Verbal and Quantitative.
- E. Submission of an acceptable portfolio including resume and artist statement

2. Requirements for the Degree

- A. Satisfy general degree Requirements.
- B. All candidates for the degree must complete a minimum of six hours of art education, six hours of art history, and 3 hours of drawing at the graduate level.

- C. Those applicants who elect the grades P-12 art education option may choose to take 9 hours in the Department of Education.
- D. Those candidates electing the art grades P-12 art education option must complete an approved thesis.
- E. Those candidates electing the art grades P-12 art studio option must have an individual exhibit of work completed at the graduate level in studio art and art teaching philosophy statement.
- F. All students must complete a mid program review.
- G. In connection with their exhibition or thesis, all candidates must successfully complete a final oral examination and requirements before an appointed committee.

3. Student Assessment

The Masters of Art in Art Grades P-12 program provides formal assessments at three levels for each student: 1) the Admission Portfolio; 2) the Mid Program Review; and 3) the Final Oral Examination. At each level the program communicates expectations and criteria for assessment and students are provided opportunities to assess and improve their performance based on the assessment results. The Graduate faculty monitor each student's progress and mastery of content as they move through the program both through the formal reviews and through ongoing assessment in each graduate course. Graduate faculty serve as members of the students' graduate committee which works closely with the student to monitor progress, improve upon strengths and address weaknesses. The art education faculty reviews and assesses student developed portfolios to assist each student in developing characteristics of the *Experienced Teacher*.

Admission Portfolio

The first level of student assessment occurs upon application for admission to the graduate program. Applicants must submit an admission portfolio that includes: actual student art work or 20 slides of artwork; a current resume; a statement of art and teaching philosophy; and a description outlining the student's goals for graduate study. The Graduate faculty reviews the admission portfolio communicating strengths, weaknesses and the admission decision. When appropriate, the program provides opportunities for applicants to self-assess and address communicated weaknesses. During the admission process students are informed that they are expected to attend and participate in workshops, gallery talks, field trips, and professional conferences during the program coursework.

Mid Program Review

The second level of formal assessment is the Mid Program Review that occurs during the second full semester of study. Prior to the Mid Program Review, the student works with the Graduate Coordinator to designate a Graduate Committee consisting of four faculty members. Students must be unconditionally admitted to the program and must complete a minimum of nine, but not more than 15 semester hours of graduate credit with a minimum grade point of 3.0 on a 4.0 scale. Upon completion of the Mid Program Review, the committee provides a written assessment of desired student outcomes that communicate student strengths, suggestions for improvement and areas of professional development. The review process emphasizes student self-assessment and reflection to encourage professional development in their art and teaching practice. Mid Program Review Committee suggestions may include areas for further research in art and art education, suggested courses, as well as recommendations for independent exploration and professional development.

Final Oral Examination

The third level of formal assessment is the final oral examination before the designated Graduate Committee. Prior to awarding the Master of Arts in Art Degree Grades P-12 all program requirements must be complete with a 3.00 minimum grade point average in all graduate courses. Students who select the Master of Arts in Art Grades P-12 Studio Art option present a master's exhibit of graduate quality work and an artist's statement reflecting: the relationship of the artwork to contemporary art and art education theory; placement of the artwork within the context of history, culture, society, and education; and relevance of the art and coursework to teaching practice. The final oral exam occurs during the exhibition that is assessed by the entire art faculty. Assessment criteria include professional presentation of work, quality of announcements, relevancy and knowledge base of the statement, and depth of examination responses to determine an understanding of the program goals and *Experienced Teacher Standards*. Students who select the Art Education option submit a graduate quality thesis in research areas that include but are not limited to: art education curriculum and instruction issues and practice; pilot studies and associated research; and contemporary theories in art and education. The final oral examination for art education will assess validity of research, written presentation, and understanding of concepts presented. All final oral examination recommendations concerning suggestions for improvement or noted deficiencies are submitted in written form to the student and must be corrected prior to conferring degree status.

A document reflecting the Graduate Transition Points is presented so that the organization of Candidate Assessment is clear.

Graduate Transition Points Document

Transition Point	Assessment Data	Decision Maker(s)	Outcome
1) Admission to Graduate Program	<ul style="list-style-type: none"> • General admission to Graduate Program • Completion of an Undergraduate major or its equivalency in art. • GRE Score of 1000 for Verbal, Quantitative and Analytical or 650 for Verbal and Quantitative • A minimum standing of 3.0 at the undergraduate level in art. • Submission of an acceptable portfolio including resume and artist statement. 	<ul style="list-style-type: none"> • Graduate Admissions • Graduate Art Faculty 	<ul style="list-style-type: none"> • Graduate School Admissions approves or does not approve applicants' admission and determines graduate admission status. Students are informed in writing of outcome. • Graduate Art Faculty approves or does not approve admission portfolio documents and applicants are informed in writing of admission to Masters of Art in Art Program recommendation.
2) Mid Program Review	<ul style="list-style-type: none"> • GPA (3.0) overall in graduate studies. • Completion of Required Coursework • Completion of mid point in program (9-15 hours) 	<ul style="list-style-type: none"> • Departmental Graduate Committee 	<ul style="list-style-type: none"> • Departmental Graduate Committee: During the Mid Program Review, candidates will be informed of any deficiencies and how to address them in their future studies. Candidates are also informed in writing,

<p>3.) Final Oral Examination</p> <p>a.) Masters of Art in Art Grades P-12 <u>Studio Option</u></p> <p>b.) Masters of Art in Art Grades P-12 <u>Art Education Option</u></p>	<ul style="list-style-type: none"> • Candidates must present a one person exhibition of art work completed at the graduate level as well as a culminating art teaching philosophy paper, reflecting current art education methods, the relationship to <i>Kentucky's Experienced Teacher Standards</i>, and the Candidate's individual teaching practice and art philosophy. • Candidates must present a thesis written under the guidance of an appointed faculty member. 	<ul style="list-style-type: none"> • Candidate's Art Department Graduate Committee: composed of three or more members of the Graduate Art Faculty and will include at least one art education faculty member. • Candidate's Art Department Graduate Committee: composed of three or more members of the Graduate Art Faculty and will include at least one art education faculty member and may include an College of Education Faculty member. 	<ul style="list-style-type: none"> • Art Department Graduate Committee: The committee will make a critical appraisal of the art work and the art teaching philosophy paper. All requirements recommended from the Mid Program Review and the Final Oral Examination must be completed prior to awarding the degree. • Departmental Graduate Committee: The committee will make a critical appraisal of the thesis. All requirements recommended from the Mid Program Review and the Final Oral Examination must be completed prior to awarding the degree
<p>4) Program Completion</p>	<ul style="list-style-type: none"> • Fulfilled all program requirements • Successfully pass Final Oral Examination and requirements. 	<ul style="list-style-type: none"> • Office of the Registrar • Depart of Art and Graduate School 	<ul style="list-style-type: none"> • Eligible for graduation, diploma, informed in writing if ineligible for graduation.

B. PROGRAM ASSESSMENT

University Process for Assessment

The assessment of the Master of Art in Art Grades P-12 Program is on-going and includes the use of data and feedback systems associated with Morehead State University's Assessment Plan. This annual assessment plan has been developed to ensure that all academic programs have: 1) Identified and stated explicit links with the vision, mission and goal statements of the institution, 2) Cited explicit links to the graduate program goals, 3) Articulates specific program assessment measures and acceptable levels of student performance in relation to each assessment, and 4) The evaluation must address the need for change (any aspect of the program), when appropriate, as well as the means and time frame to be used to accomplish the change. Recommendations for change might for example, be linked to changes in

course content or assessments, or curriculum requirements, or the development of additional student support opportunities. As a part of on-going evaluation of the department and programs, the Art Department links assessment of the graduate program to the Final Oral Examination process through regular review and evaluation by the Graduate Faculty.

V. Professional Education Faculty

NAME	Highest Degree	Area of Specialization	Responsibilities in the Program	Full-time MSU Full-time Program	Full-time MSU Part-time Program	Part-time MSU Part-time Program
David Bartlett	M.F.A.	Photography	Art 687, 688A, 688B, 689, 670, 676 Graduate Coordinator		X	
Dixon Ferrell	M.F.A.	Painting and Design	Art 605, 606, 613A, 613B, 614, 670, 676		X	
Robert Franzini	M.F.A.	Printmaking	Art 651A, 651B, 670, 676		X	
Julie Gawne	M.F.A.	Graphic Design	Art 604A, 604B, 670, 676		X	
Deeno Golding	M.F.A.	Illustration & Design	Art 608A, 608B, 670, 676		X	
Joy Gritton	Phd.	Art History	Art 681E, 670, 676, (all grad. Art history)		X	
Elizabeth Mesa-Gaido	M.F.A.	Painting and 3D	Art 670, 676		X	
Gary Mesa-Gaido	M.F.A.	Technology	Art 610, 611A 670, 676		X	
Greg Penner	M.F.A.	Sculpture	Art 655A/B, 657, 692. 694A/B695, 670, 676			X
Emma Perkins	ABD	Art Education	Art 627, 680, 670, 676	X		
Stephen Tirone	M.F.A.	Ceramics & Sculpture	Art 655A/B, 657, 692. 694A/B695, 670, 676		X	

VI. Masters of Art in Art, Grades P-12 and Studio Art Checksheet

MOREHEAD STATE UNIVERSITY
Masters of Art in Art,
Teaching Option (P-12) or Studio Option

Candidate's Name _____
Program Option Selected _____
Date Admitted to Graduate Program _____

A. STUDIO OPTION COURSE REQUIREMENTS

30 HOURS TOTAL

REQUIRED COURSES:

Art Education Courses: 6 Hours

ART 627 Readings in Art Education *(Required)*
ART 680 History and Philosophy of Art Education in the United States *(Required)*

Art History Electives: 6-9 Hours

ART 661 Modern Art
ART 662 Contemporary Art
ART 663 Art of the United States
ART 664 Spanish Portuguese and Latin American Art *(Choose 2 or 3 courses)*
ART 667 Native American Art
ART 668 Appalachian Art
ART 672 Ancient Art
ART 673 Renaissance Art
ART 675 Mannerist and Baroque Art

Art Studio Courses: 15-18 Hours

ART 604A Drawing (required)
ART 604B Drawing
ART 504 A& B Drawing IV
ART 514 Painting Techniques IV
ART 545 Ceramics IV *(Choose 4-5 courses in addition to ART604A)*
ART 605 Figure Painting
ART 606 Portrait Painting
ART 607 Commercial Illustration
ART 608 A & B Advanced Graphic Design
ART 609 Airbrush
ART 610 Computer Art
ART 611 A & B Advanced Computer Art
ART 613 A & B Painting
ART 614 Painting Techniques V
ART 616 Watercolor
ART 651 A & B Graduate Printmaking
ART 655 A & B Advanced Ceramics
ART 656 Ceramic Sculpture
ART 657 Alternative Glazing Techniques
ART 687 35mm Photography
ART 688 A & B Photo Studio

ART 689 Large Format Photography
 ART 692 Sculpture: Metal Casting
 ART 694 A & B Sculpture
 ART 695 Sculpture Studio

B. ART EDUCATION OPTION COURSE REQUIREMENTS

REQUIRED COURSES: 30 Credit Hours Required

Art Education Courses: 6 Hours

ART 627 Readings in Art Education *(Required)*
 ART 680 History and Philosophy of Art Education in the United States *(Required)*

Education Electives: 3 Hours

EDF 600 Research Methods in Education
 EDF 610 Advanced human Growth and Development
 EDMG 636 Middle School Curriculum *(Choose 1 course)*
 EDSE 633 Effective Classroom Instruction
 EDSE 634 Secondary School Curriculum
 EDSE 683 The American Secondary School

Art History Electives: 6-9 Hours

ART 661 Modern Art
 ART 662 Contemporary Art
 ART 663 Art of the United States
 ART 664 Spanish Portuguese and Latin American Art *(Choose 2 or 3 courses)*
 ART 667 Native American Art
 ART 668 Appalachian Art
 ART 672 Ancient Art
 ART 673 Renaissance Art
 ART 675 Mannerist and Baroque Art

Art Studio Courses: 6-9 Hours

ART 604A Drawing *(Required)*
 ART 604B Drawing
 ART 504 A & B Drawing
 ART 514 Painting Techniques IV
 ART 545 Ceramics IV *(Choose 1-2 in addition to ART 604A)*
 ART 605 Figure Painting
 ART 606 Portrait Painting
 ART 607 Commercial Illustration
 ART 608 A & B Advanced Graphic Design
 ART 609 Airbrush
 ART 610 Computer Art
 ART 611 A & B Advanced Computer Art
 ART 613 A & B Painting
 ART 614 Painting Techniques V
 ART 616 Watercolor
 ART 651 A & B Graduate Printmaking
 ART 655 A & B Advanced Ceramics
 ART 656 Ceramic Sculpture

ART 657 Alternative Glazing Techniques
 ART 687 35mm Photography
 ART 688 A & B Photo Studio
 ART 689 Large Format Photography
 ART 692 Sculpture: Metal Casting
 ART 694 A & B Sculpture
 ART 695 Sculpture Studio

Thesis : 6 Hours

ART 699 Thesis **(6 hours required)**

EXIT Requirements:

- **GPA 3.0**
- **Completion of Mid Program Review**
- **Successful Completion of all required courses**
- **Successful completion of thesis**
- **Successful Completion of Exit Oral**

Candidates Signature _____
 Advisors Signature _____

Date _____
 Date _____

C. Suggested Course Sequences for Masters of Art in Art Grades P-12

Art Studio Option

First Semester:

ART 604A	Drawing	3 Hrs.	
Art History Elective		3 Hrs.	
Studio Elective		<u>3 Hrs.</u>	
			9 Hrs.

Second Semester

Studio Elective.		3 Hrs.	
Art History Elective		3 Hrs.	
Studio Elective		<u>6 Hrs</u>	
			12 Hrs

Third Semester

Studio Elective		3 Hrs.	
Studio Elective		3 Hrs.	
Studio Elective		<u>3 Hr</u>	
			9 Hrs

30 Total

Art Education Option

First Semester:

ART 604A	Drawing	3 Hrs.	
Art History Elective		3 Hrs.	
Studio Elective		<u>3 Hrs.</u>	
			9 Hrs.

Second Semester

ART 680	History and Philosophy of Art Ed.	3 Hrs.	
Art History Elective		3 Hrs.	
Education Elective		3 Hrs.	
Studio or Art History Elective		<u>3 Hrs.</u>	

Third Semester

ART 627 Readings in Art Education
ART 699 Thesis

12 Hrs

3 Hrs.

6 Hrs.

9 Hrs

TOTAL 30

D. GRADUATE COURSE DESCRIPTIONS

ART

ART 504A. Drawing (2-2-3); I, II. Prerequisite: ART 404. Advanced studio in figure drawing. Further exploration of figure drawing concepts and media with emphasis on creative interpretation and expression.

ART 504B. Drawing. (2-2-3); I, II. Prerequisite: ART 404. Advanced studio in figure drawing. Further exploration of figure drawing concepts and media with emphasis on creative interpretation and expression.

ART 514. Painting Techniques IV. (2-2-3); I, II, III. Experiences leading toward individual achievements in styles and techniques.

ART 545. Ceramics IV. (2-2-3); I, II. Advanced study of contemporary ceramic form and surface resolution. Continued practical experience with kiln operation and glaze calculation.

ART 555. Advanced Art Problems. (1 to 6 hrs.); I, II, III. Prerequisite: permission of the department.

A studio course involving research in an art area of the student's choice.

ART 599. Art Workshop. (3-3-3); (taught on demand during summer).

Participation in art activities according to individual needs.

ART 604A. Drawing (2-2-3); I, II, III. A course designed to acquaint the student with advanced problems in figure drawing and anatomy.

ART 604B. Drawing. (2-2-3); I, II, III. A course designed to acquaint the student with advanced problems in figure drawing and anatomy.

ART 605. Figure Painting. (2-2-3) I, II, III. Prerequisites: ART 304 and permission of the department.

Use of oil paint on large canvases. Both male and female models used.

ART 606. Portrait Painting. (2-2-3); I, II, III. Prerequisite: Permission of the department.

A study of the techniques involved in painting the portrait. Emphasis is given to anatomy, color, and techniques of developing a proficiency in rendering the human figure.

ART 607. Commercial Illustration. (2-2-3); I, II. Advanced problems in commercial illustration involving research and a variety of projects using various techniques and media.

ART 608A. Advanced Graphic Design (2-2-3); I, II. Prerequisite: Permission of the department.

Advanced problems in graphic design involving research and a variety of projects using computers, various techniques and media.

ART 608B. Advanced Graphic Design (2-2-3); I, II. Prerequisite: Permission of the department.

Advanced problems in graphic design involving research and a variety of projects using computers, various techniques and media.

ART 609. Airbrush. (2-2-3); I, II. Prerequisite: permission of the department. For art majors and area students who wish to do graduate work in airbrush techniques.

ART 610. Computer Art Problems. (2-2-3); I, II. This course will give graduate students a thorough introduction to the basic workings of the MacIntosh computer as well as its application in the visual art on the graduate level.

ART 611A. Advanced Computer Art. (2-2-3); I, II. Prerequisite: ART 610. This course will give graduate students a more advanced opportunity to work with and develop the ideas through the use of more complicated image and image manipulation software.

ART 611B. Advanced Computer Art. (2-2-3); I, II. Prerequisite: ART 610. This course will give graduate students a more advanced opportunity to work with and develop the ideas through the use of more complicated image and image manipulation software.

ART 613A. Painting. (2-2-3); I, II, III. Prerequisite: permission of the department. For art majors and area students who wish to do graduate work on techniques in art.

ART 613B. Painting. (2-2-3); I, II, III. Prerequisite: permission of the department. For art majors and area students who wish to do graduate work on techniques in art.

ART 614. Painting Techniques V. (2-2-3); I, II, III. The course is designed to provide the advanced graduate student with freedom of expression and the opportunity to develop an individual style in painting.

110 111 *Course Descriptions Course Descriptions*

ART 616. Water Color. (2-2-3); I, II. Prerequisite: permission of the department. For art I, II, III. Prerequisite: permission of the department. A survey of the major philosophical majors and area students who wish to do graduate work on water color techniques.

ART 627. Readings in Art Education. (3-0-3); I, II, III. Prerequisite: permission of the department. Subjects related to current research in art education will be given primary consideration. Other related educational research will be given secondary consideration.

ART 651A. Graduate Printmaking Studio. (2-2-3); I, II, III. Special problems in various printmaking techniques with individual problems designed to meet the specific needs of each graduate printmaking student.

ART 651B. Graduate Printmaking Studio. (2-2-3); I, II, III. Special problems in various printmaking techniques with individual problems designed to meet the specific needs of each graduate printmaking student.

ART 655A. Advanced Ceramics. (2-2-3); I, II, III. Prerequisite: permission of the department. Advanced study of ceramic glazes, kiln firing procedures, kiln construction, and experimental treatment of clay bodies.

ART 655B. Advanced Ceramics. (2-2-3); I, II, III. Prerequisite: permission of the department. Advanced study of ceramic glazes, kiln firing procedures, kiln construction, and experimental treatment of clay bodies.

ART 656. Ceramic Sculpture. (2-2-3); I, II. A contemporary sculptural approach to forming, firing, and glazing clay.

ART 657. Alternative Glazing Techniques. (2-2-3); I, II. Investigation of alternative firing and glazing techniques used to produce ceramic pieces such as salt glazing, low fire glazing, raku glazing and firing.

ART 661. Modern Art. (3-0-3); I (alternate years). The history of European and American Art painting, sculpture, and architecture from c. 1750 until c. 1900.

ART 662. Contemporary Art (3-0-3); II (alternate years). The painting, sculpture, and architecture of the twentieth century.

ART 663. Arts of the United States (3-0-3); I (alternate years). An in-depth study of the social, political, and cultural movements which affected the course of American artistic development.

ART 664. Spanish, Portuguese, and Latin American Art. (3-0-3); II (alternate years). A survey of painting, sculpture, and architecture of Spain, Portugal, and Latin America.

ART 667. Native American Art. (3-0-3); I (alternate years). This course will provide a survey of the visual arts of the indigenous tribes of North America from the beginning of their recorded history through the present.

ART 668. Appalachian Arts. (3-0-3); II alternate years. This course will provide a survey of the arts of the Appalachian region from pre-Colonial times to the present.

ART 670. Directed Research in Art. (I to 3); I, II, III. Prerequisite: Research Methods or six hours of relevant studio experience. No more than 6 hours may be taken.

ART 672. Ancient Art. (3-0-3); I (alternate years). The history of Western painting, sculpture, and architecture from prehistoric times until the beginning of the Christian era.

ART 673. Medieval Art. (3-0-3); II. The history of European painting, sculpture, and architecture from the beginning of the Christian era until c.1300.

ART 674. Renaissance Art. (3-0-3); I (alternate years). The history of European painting, sculpture, and architecture from c.1300 until c.1525.

ART 675. Mannerist and Baroque Art. (3-0-3); II (alternate years). The history of European painting, sculpture, and architecture from c. 1525 until c.1750.

ART 676. Directed Graduate Study. (1 to 3); I, II, III. Prerequisite: permission of the department. Investigation of special problems which are not included as a regular part of the curriculum. No more than six hours may be taken.

ART 680 History and Philosophy of Art Education in the United States. (3-0-3); I, II, III. Prerequisite: permission of the department A survey of the major philosophical movements and how they relate to the changing emphasis given to art education in America.

ART 687. 35mm Photography. (2-2-3); I, II. Prerequisite: Art 373 or permission of department. Advanced small format shooting and darkroom techniques exploring various subjects and styles.

ART 688A. Photo Studio. (2-2-3); I, II. Prerequisite: permission of department. Small or large format individual projects requiring in-depth treatment of a particular subject, concept or style.

ART 688B. Photo Studio. (2-2-3); I, II. Prerequisite: permission of department. Small or large format individual projects requiring in-depth treatment of a particular subject, concept or style.

ART 689. Large Format Photography. (2-2-3); I, II. Prerequisite: Art 373 or permission of department. Large format camera operation with various subjects and styles and printing of large format negatives.

ART 692. Sculpture: Metal Casting. (2-2-3). I, II, III. Prerequisite: permission of the department. Exploration of techniques in metal casting. A study of foundry construction, operation, and maintenance.

ART 694A. Sculpture. (2-2-3); I, II, Prerequisite: permission of the department. An advanced approach to sculpture with extensive use of various materials and techniques.

ART 694B. Sculpture. (2-2-3); I, II. Prerequisite: permission of the department. An advanced approach to sculpture with extensive use of various materials and techniques.

ART 695. Sculpture Studio, (2-2-3); I, II. Advanced study of contemporary sculptural form and surface resolution. Continued practical experience with material fabrication techniques.

ART 699. Thesis. (6 hrs.); I, II, III. Prerequisite: permission of the department.

Education Course Descriptions (Art Education Option)

May select One Elective

EDF 600. Research Methods in Education. (3-0-3); I, II, III. Selection, delineation, and statement of a research problem, techniques of bibliography building, methods of organization, recognized methods of investigation, application of statistical methods to research problems, and style standards for research writing. Attention given to the educational curriculum framework.

EDF 610. Advanced Human Growth and Development. (3-0-3); I, II, III.

Prerequisite: PSY 154 or 155. Developmental processes in childhood and adolescence. Application of principles of development, research findings, and theory of human behavior. (Same as PSY 610.)

EDMG 636. Middle School Curriculum. (3-0-3); I, III. This course will identify the historical development of curriculum in the middle grades and the relationship of the curriculum to student development. Current curricular issues, organizational patterns and research related to middle grades will be reviewed.

EDSE 633. Effective Classroom Instruction. (3-0-3). I, II, III. Designed to extend student's knowledge of and ability to implement research-based recommended teacher behaviors; foundation of research findings utilized to create facilitating classroom climate and to select appropriate teaching strategies.

EDSE 634. Secondary School Curriculum. (3-0-3); I, II, III. Course designed to acquaint teacher, supervisor, and administrator with nature, development, and organization of secondary school curriculum.

EDSE 683. The American Secondary School. (3-0-3); I, II, III. Traces development of American secondary school, identifying historical and philosophical influences upon this development; related current practices to their historical bases; examines present-day trends and innovations.