Master of Arts in Art /Pedagogical Theory Track-NewTrk-2018-01-29

• The workflow icon is no longer available. Please click on the Page Status after the orange circle icon near the page title. *

Form Information

The page you originally access is the global template version. To access the template document that progresses through the workflow, please complete the following steps:

First Step: ONLY change the text in the [brackets] so it looks like this: CRIM 101 Intro to Criminology-CrsRvs-2015-08-10

• If DUAL LISTED list BOTH courses in the page title

Second Step: Click "SAVE" on bottom right

- DO NOT TYPE ANYTHING INTO THE FIRST PAGE OTHER THAN THE TEXT IN BRACKETS
- Please be sure to remove the Brackets while renaming the page

Third Step: Make sure the word <u>DRAFT</u> is in yellow at the top of the proposal

Fourth Step: Click on "EDIT CONTENTS" (*NOt* EDIT) and start completing the template. When exiting or when done, click "SAVE" (*NO* t Save Draft on bottom right

When ready to submit click on the workflow icon and hit approve. It will then move to the chair as the next step in the workflow. *Indicates a required field

Proposer*	Susan Palmisano	Proposer Email*	palmisan@iup.edu
Contact Person*	Susan Palmisano	Contact Email*	palmisan@iup.edu
Proposing Department/Unit*	Art	Contact Phone*	7-2536

(A) Track Title: *	Pedagogical Theory Track
(B) Degree Designation:*	Master of Arts in Art
(C) Program Name:*	Art
(D) List number of credits:*	30 credits
(E) Course Level:*	graduate-level

(F) Narrative
Catalog
Description:*

Master of Arts in Art/Pedagogical Theory Track

The M.A in Art/Pedagogical Track is a research-oriented program concerned with contemporary theories and developments in art and art education. The program is directed toward a deepening understanding of the relationships among art and design specializations in areas such as studio, curriculum, art theory and visual culture through pedagogical research and/or practice, and culminates in an independent research project.

The Pedagogical Theory Track is designed to accommodate the working art educator and is offered mostly online with an intensive three week face to face studio course required over two consecutive summers. The Pedagogical Theory Track requires two years of consecutive part-time study to complete the program.

Applicants must be a graduate of an accredited B.F.A., B.A., or B.S.E.D. in Art Education, or be judged to possess the necessary proficiencies. Admission into the Master of Arts in Art/Pedagogical Theory Track program of the Department of Art is based on the nature, extent, and quality of the preparation in studio, art teaching, contemporary art theory, and other academic subjects. If an applicant is deemed to be deficient in any of these particular areas, the graduate committee may require satisfactory completion of certain undergraduate courses.

Applicants must submit items required by graduate admissions including two letters of recommendation, official transcripts, and professional goal statement.

I. Majo	or Concentration ^{1.} (24 credits)
ART 610	Creative Inquiry: Visual Concepts
ART 611	Creative Inquiry: Inter-Media Contexts
ART 525	Critical Practice
ART 620	Art and Visual Culture
ART 615	Art Seminar
ARED 640	Curriculum Theory and Practice
ARED 730	Teaching Studio Art
	Select one course from the following:
ACE 600	Introduction to Instructional Technology Design
ACE 640	Community Based Education
EDEX 569	Education of Personals with Emotional, Behavioral Disorders, Learning Disabilities or Brain Injury
EDEX 578	Education of Persons with Mental Retardation, Developmental Disabilities and Physical/Multiple Disabilities
EDSP 748	Fundamental of Behavior Change
EDSP 576	Foundations of Behavior Analysis
EDSP 577	Assessment of Student Learning
IV.	Graduate Level Elective (3 credits)
۷.	Synthesis (3 credits)
ART 699	Independent Study ¹
	Total 30 credits
	^{1.} Student will submit a proposal for their Synthesis Independent Research Project and undergo a candidact upon the completion of 12-15 credits

Dutcomes # Outcome How outcome will be measured VXTE: the regression 1 Evaluate an and design specialization in areas such a studio, curriculum, a theory and visual current. MOVE: the padsopcial research and/or practice. One Examination by graduate faculty of student's research project that synthesizes the file for the faculture, through pedsopcial research and/or practice. 2 Design inputy and investigation, including format design. Preview and acceptance of student's MA research project propo- design. 3 Demonstrate breadth of competence shown must be measurable. Successful completion of studio courses ART 610 and 611 with its unique fine design. and to experisionally beyond the major pedication or finduity or work in one or more fields of an and design and to engerationally beyond the major pedication or finduity. Successful completion of studio courses ART 610 and 611 with its unique reset design. 4 Apply appropriate techniques and techniques to work in and about at and design. Successful completion of studio courses ART 610 and 611 with its unique reset design. 5 Work independently and make affective article. Oral examination by graduate faculty of student's indepondently developed, researched, and implemented culminating project. 6 Demonstrate professional descions in the area of specialization. Oral examination of culminating project before the graduate facul developed, researched, and implemented culminating project. 7 Work indapandent	 Student earning 	Students will be able to:			
Proposed International Systems Provide and an advector shore the provide systems in program and a subic, curriculum, and theory and values and a subic, curriculum, and theory and values is a subic systems in program is curricular. Invogin pediapolical research and/or practice. In Section Int Instance MUST International Control Invogin pediapolical research and/or practice. Provide bedgeopical research and/or practice. Period Control Invoging pediapolical research and/or practice. Period Control International Internatintereconnet International International Internatintere		#	Outcome	How outcome will be measured	
Uncome that surfaces 2 Design influting in investigation, including onthe measurable in the califor or production of a work of at a or design. Provide a field subplance to subpla	roposed rack MUST	1	such as studio, curriculum, art theory and visual culture, through pedagogical research and/or	Oral Examination by graduate faculty of student's research project that synthesizes the his or her knowledge of studio, curriculum, art theory and visual culture within pedagogical practice.	
• Outcomes must be measurable measurable reacting ons, entiticates, concentration ons, entiticates, more tracks, concentration ons, entiticates, more tracks, concentration ons, entiticates, more tracks, entiticates, more tracks, entiticates, more tracks, entiticates, more tracks, entiticates, more tracks, entiticates, more tracks, entiticates, must have at least one that is unique to ad bout and ad beign. Successful completion of studic courses ART 610 and 611 when major specialization as appropriate to the student's intent the produced arworks. • Apply appropriate techniques and technologies to successful completion of studic courses ART 610 and 611 when and about and ad beign. Successful completion of studic courses ART 610 and 611 when produced arworks. • Successful cource tracks, or entition as appropriate to the student's independently decisions in the area of specialization. Oral examination by graduate faculty of student's independently decisions in the area of specialization. • Successful to usual program assessmen in plan • Mork independently and make effective artistication decisions in the area of specialization. Oral examination of culminating project. • Why is this assessmen in plan • The proposed MA in ArV Pedagogical Theory Track will be offered mostly online to beter meet the needs of the working the summer semester. Additionally, IUP's first summer session does not coincide with may K-12 academic year, when hore during the program form as further looking to part-time study due to their busy schedules in on uniper program. Potential applicants are often young parents who find it difficue at demographic are more interes an online program. Potential applicants are often young parents who find it difficue subject of a short (2-4 week), unore sere	utcome that s unique	 Design inquiry and investigation, including forma research or scholarship in various fields used in the creation or production of a work of art or 		Review and acceptance of student's MA research project proposal in relationship to its intellectual, theoretical, relational, methodology and intent before the graduate committee.	
onsi, certificates must have at least one that outcome that related form a related form a related for reposed form a related form a related forem a related form a related form a related form a related form a	 Outcomes must be measurable Tracks, concentrati ons, certificates must have 	3	through the ability to work in one or more fields of art and design and to engage artistically, intellectually, and operationally beyond the major	course objectives to integrate content and methodologies of art history, art theory, curriculum, visual culture and other fields beyond the major specialization as appropriate to the student's intent throug	
one outcome that is unique from a related degree program 5 Work independently and make effective artistic and intellectual judgments, and professional degree program Oral examination by graduate faculty of student's independently developed, researched, and implemented culminating project. 6 Demonstrate professional competence in the area of specialization before peers and faculty Oral examination of culminating project before the graduate facu- degree programs 8.LOS will be evaluated as part of the programs assessmen in plan The proposed MA in Art/ Pedagogical Theory Track will be offered mostly online to better meet the needs of the working tack being automers and online courses during the academic year, we have found that the particular demographic are more interes an online program. Potential applicants are often young parents who find it difficult to attend full time study on campus over it summer semester. Additionally, IUP's first summer sension does not coincide with many K-12 academic years, with offert on through June. Many teachers are further looking for partime study due to their busy schedules and to maximize the limited number of credit hours per year many school systems will reimburse for educational advancement. Due to these constraints, current programs is not attracting robuster nordline the reardine program. According to our recent survey of regional at educators, 78% of those who express interest in pursuing a Master's deging responded that they would consider a Master's program which was primarily online, meeting only once for a short (2-4 week), surmer sension. Conversel years: Thus, the proposed Pedagogical Theory Track is designed with this demographic in the satisfaction and inpervoe overall student recruitment and releation. It is anticipated that the weer		4		Successful completion of studio courses ART 610 and 611 where produced artworks evidence the skill and knowledge of appropriate techniques and technologies.	
for a related degree program 6 Demonstrate professional competence in the area of specialization before peers and faculty Oral examination of culminating project before the graduate fact degree program SLOS will be valuated as part of the program's assessme in t plan Rationale for Proposal	one outcome that	5	and intellectual judgments, and professional	Oral examination by graduate faculty of student's independently developed, researched, and implemented culminating project.	
 SLOs will be evaluated as part of the program's assessment program's propriet to the program's assessment program's assessment's the program's assessment's the program's the progr	from a related	6		Oral examination of culminating project before the graduate faculty.	
Why is this ack being proposed?* The proposed MA in Art/ Pedagogical Theory Track will be offered mostly online to better meet the needs of the working educator. Although our current program is structured so that working teachers can complete the program after two consecutive time summers and online courses during the academic year, we have found that the particular demographic are more interess an online program. Potential applicants are often young parents who find it difficult to attend full time study on campus over th summer semester. Additionally, IUP's first summer session does not coincide with many K-12 academic years, which often runtrough June. Many teachers are further looking for part-time study due to their busy schedules and to maximize the limited number of credit hours per year many school systems will reimburse for educational advancement. Due to these constraints, current program is not attracting robust enrollments as art teachers look elsewhere for online programs. According to our recent survey of regional art educators, 78% of those who express interest in pursuing a Master's degreesponded that they would consider a Master's program which was primarily online, meeting only once for a short (2-4 week) summer session. Conversely, only 2% of the respondents were definitely interested in a full-time residency program, with 319 responding 'Maybe.' (see supporting document) This survey confirms our findings after fielding copious inquiries from potential applicants over the past several years. Thus, the proposed Pedagogical Theory Track is designed with this demographic in more or working at educators seeking educational advancement, increase student satisfaction and improve overall student recruitment and retention. The Pedagogical Theory Track will be sequenced consecutively part-time over two years to accommodate working teach recruitment and retention.	as part of the program's assessme				
option for working art educators seeking educational advancement, increase student satisfaction and improve overall student recruitment and retention. The Pedagogical Theory Track will be sequenced consecutively part-time over two years to accommodate working teach schedules, rotate course offerings across current Art Education faculty and help student's maximize available reimbursement programs offered by many PA school systems to teachers for educational advancement.	as part of the program's assessme		Rationale for F	Proposal	
schedules, rotate course offerings across current Art Education faculty and help student's maximize available reimbursement programs offered by many PA school systems to teachers for educational advancement.	as part of the program's assessme nt plan	educa time s an on summ throug numb currer respon summ respon	The proposed MA in Art/ Pedagogical Theory Track wi tor. Although our current program is structured so tha ummers and online courses during the academic yeau ine program. Potential applicants are often young par er semester. Additionally, IUP's first summer session h June. Many teachers are further looking for part-tin er of credit hours per year many school systems will re the program is not attracting robust enrollments as art te According to our recent survey of regional art educato nded that they would consider a Master's program wh er session. Conversely, only 2% of the respondents w nding 'Maybe.' (see supporting document) This survey	Il be offered mostly online to better meet the needs of the working art t working teachers can complete the program after two consecutive fur r, we have found that the particular demographic are more interested is ents who find it difficult to attend full time study on campus over the does not coincide with many K-12 academic years, which often run ne study due to their busy schedules and to maximize the limited eimburse for educational advancement. Due to these constraints, our eachers look elsewhere for online programs. rs, 78% of those who express interest in pursuing a Master's degree ich was primarily online, meeting only once for a short (2-4 week) vere definitely interested in a full-time residency program, with 31% v confirms our findings after fielding copious inquiries from potential	
	as part of the program's assessme nt plan	educa time s an on summ throug numb currer respoi summ respoi applic	The proposed MA in Art/ Pedagogical Theory Track wi tor. Although our current program is structured so tha ummers and online courses during the academic year ine program. Potential applicants are often young par er semester. Additionally, IUP's first summer session yh June. Many teachers are further looking for part-tin er of credit hours per year many school systems will re at program is not attracting robust enrollments as art te According to our recent survey of regional art educato nded that they would consider a Master's program wh er session. Conversely, only 2% of the respondents w nding 'Maybe.' (see supporting document) This survey ants over the past several years. Thus, the proposed t is anticipated that the new track will increase the attrr for working art educators seeking educational advance	Il be offered mostly online to better meet the needs of the working art t working teachers can complete the program after two consecutive fur, we have found that the particular demographic are more interested in ents who find it difficult to attend full time study on campus over the does not coincide with many K-12 academic years, which often run ne study due to their busy schedules and to maximize the limited eimburse for educational advancement. Due to these constraints, our eachers look elsewhere for online programs. rs, 78% of those who express interest in pursuing a Master's degree ich was primarily online, meeting only once for a short (2-4 week) vere definitely interested in a full-time residency program, with 31% v confirms our findings after fielding copious inquiries from potential Pedagogical Theory Track is designed with this demographic in mind. activeness of the program to potential students by offering an online	
One new distance education course required for the Pedagogical Theory Track is submitted simultaneously in a separa proposal: ARED 730 Teaching Studio Art.	as part of the program's assessme nt plan	educa time s an on summ throug numb currer respo applic respo applic i option recruit	The proposed MA in Art/ Pedagogical Theory Track wi tor. Although our current program is structured so tha ummers and online courses during the academic year ine program. Potential applicants are often young par er semester. Additionally, IUP's first summer session h June. Many teachers are further looking for part-tim er of credit hours per year many school systems will re it program is not attracting robust enrollments as art te According to our recent survey of regional art educato nded that they would consider a Master's program wh er session. Conversely, only 2% of the respondents w nding 'Maybe.' (see supporting document) This survey ants over the past several years. Thus, the proposed it is anticipated that the new track will increase the attra for working art educators seeking educational advan- tment and retention.	Il be offered mostly online to better meet the needs of the working art t working teachers can complete the program after two consecutive fur, we have found that the particular demographic are more interested is ents who find it difficult to attend full time study on campus over the does not coincide with many K-12 academic years, which often run ne study due to their busy schedules and to maximize the limited eimburse for educational advancement. Due to these constraints, our eachers look elsewhere for online programs. rs, 78% of those who express interest in pursuing a Master's degree ich was primarily online, meeting only once for a short (2-4 week) vere definitely interested in a full-time residency program, with 31% y confirms our findings after fielding copious inquiries from potential Pedagogical Theory Track is designed with this demographic in mind. activeness of the program to potential students by offering an online cement, increase student satisfaction and improve overall student secutively part-time over two years to accommodate working teachers' tion faculty and help student's maximize available reimbursement	
Both the Studio Track and Pedagogical Theory Track will require ART 610, ART 611, ART 525, ART 620. Unique to the Pedagogical Theory Track will include courses ARED 640, ART 615, ARED 730, ART 699 and a graduate level education ele	as part of the program's assessme nt plan	educa time s an on summ throug numb currer respon summ respon applic li option recruit	The proposed MA in Art/ Pedagogical Theory Track wi tor. Although our current program is structured so tha ummers and online courses during the academic yeau ine program. Potential applicants are often young par er semester. Additionally, IUP's first summer session th June. Many teachers are further looking for part-tin er of credit hours per year many school systems will re the program is not attracting robust enrollments as art te According to our recent survey of regional art educato nded that they would consider a Master's program wh er session. Conversely, only 2% of the respondents w anding 'Maybe.' (see supporting document) This survey ants over the past several years. Thus, the proposed t is anticipated that the new track will increase the attr. for working art educators seeking educational advan- timent and retention. The Pedagogical Theory Track will be sequenced consules, rotate course offerings across current Art Educat ams offered by many PA school systems to teachers for One new distance education course required for the P sal: ARED 730 Teaching Studio Art.	Il be offered mostly online to better meet the needs of the working art t working teachers can complete the program after two consecutive fur r, we have found that the particular demographic are more interested is ents who find it difficult to attend full time study on campus over the does not coincide with many K-12 academic years, which often run ne study due to their busy schedules and to maximize the limited eimburse for educational advancement. Due to these constraints, our eachers look elsewhere for online programs. rs, 78% of those who express interest in pursuing a Master's degree ich was primarily online, meeting only once for a short (2-4 week) vere definitely interested in a full-time residency program, with 31% v confirms our findings after fielding copious inquiries from potential Pedagogical Theory Track is designed with this demographic in mind. activeness of the program to potential students by offering an online cement, increase student satisfaction and improve overall student secutively part-time over two years to accommodate working teachers' tion faculty and help student's maximize available reimbursement or educational advancement.	

(J) What role, if any, does it serve the	n/a
College /University above and	
beyond the role it serves in the	
department?	

Please scroll to the top and click the Page Status if you are ready to take action on the workflow. Please submit an ihelp if you have any questions http://ihelp.iup.edu