

Youngstown State University

Full Proposal

Master of Arts in Art Education

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Department of Art

College of Fine and Performing Arts

Fall 2007

Youngstown State University

Department of Art

Introduction

The proposed MA in Art Education at Youngstown State University will provide art educators in northeast Ohio and Western Pennsylvania with an opportunity to earn a graduate degree in a program that combines both art education pedagogy and studio experience.

Description of Program: Purpose and Rationale

One of the priorities of Youngstown State University (YSU) as outlined in its Centennial Strategic Plan initiative is to *promote excellence in teaching, learning, service and research - and prepare students to undertake civic and leadership responsibilities - through programs and educational experiences that meet student and workforce needs*. In line with this vision, the Department of Art in the College of Fine and Performing Arts (CFPA) at YSU proposes a new degree program, a Master of Arts (MA) in Art Education. This program is designed for art educators who want to further develop their artistic, pedagogical, scholarly, research and leadership capabilities through in-depth study in studio and art education theory. It is designed to provide a program in the northeast Ohio/Western Pennsylvania region that creates a conflux between the making and study of art and the practice of art education. The program provides solid scholarly and studio preparation for practicing teachers seeking professional development opportunities through art education and individuals interested in pursuing a doctoral degree in art education.

The MA degree in Art Education is distinct from other graduate programs in art education in the northeast Ohio region by its unique focus on studio practice. As a practice-oriented program, the emphasis is on the extension of specialized studio experiences for art educators. The program will, however, combine studio practice with theoretical studies and research through an integrated approach to the exploration of studio, arts-based educational research, technological, historical, socio-cultural and contemporary issues in art and art education.

Description of the Proposed Curriculum

The curriculum and admission requirements for the proposed Master of Arts in Art Education at YSU are designed to provide advanced level studio research and art education theory through in-depth immersion in studio and intellectual processes. Each student will concentrate primarily in a specific studio area in addition to augmenting a broad exposure in other areas of sculpture, painting, ceramics, printmaking, photography and digital imaging. Students will be offered the opportunity to explore and investigate technological, historical, socio-cultural and contemporary issues in art and art education.

The program will require 35 semester hours of graduate level study with significant concentration in the studio areas: 18 hours will be taken in studio art; eight hours are required of graduate art education courses taught by art

education faculty; three hours of educational research from the College of Education, three hours of advanced course in art history, and three hours for a capstone written research project, thesis, or graduate exhibition. The practice-oriented curricular structure, content and time requirements for this new program meet the National Association of Schools of Art and Design's standards and guidelines for initial graduate degree program in art education (NASAD Handbook, 2006-2007) and plan approval from NASAD was granted in November 2006 (Appendix D). It is anticipated that the majority of prospective students in the graduate program would be practicing art teachers. Graduate courses will be offered in the late afternoon, evening and in summer sessions in order to accommodate students wishing to maintain full-time employment and study. Research projects will be supervised by art education faculty and oriented toward the scholarly integration of theory and practice. As a culminating experience for this program, a project (e.g., an exhibition, professional talk, and artist's statement) or an oral examination based on a thesis must be completed before the end of the session in which graduation is expected.

Program Requirements

Graduate Studio Core	18 semester hours
Art Education Core	8 semester hours
Graduate Research Course	3 semester hours
Art History Elective	3 semester hours
Graduate Research Thesis or Final Studio Project	<u>3 semester hours</u>
Total	35 semester hours

Graduate Studio Core (18-21 hours)

18-21 semester hours (including the final studio project) are required in two-dimensional and/or three-dimensional studies: drawing, painting, printmaking, photography, digital imaging, ceramics or sculpture. A minimum of 9 hours is required in a single graduate studio area of concentration. An additional 9 hours will be electives to be chosen from other graduate studio areas as well as 3 hours of advanced studio project for those interested in presenting a professional art exhibition as an exit requirement rather than the graduate research thesis option.

Educational Research (3 hours)

Found 6904 Introduction to Educational Research (3 semester hours)

A course in which basic methodologies and techniques of educational research design and elementary statistical concepts are introduced. This course relies on critical thinking and analytical discourse for the examination and evaluation of research studies.

Art Education Core (8 hours)

Art 6920. Historical and Philosophical Foundations in Art Education (3 semester hours)

The course evaluates the historical, chronological and philosophical developments in art education with emphasis on significant trends and movements which have impacted the growth and structure of art education. The social and cultural implications for contemporary art education practices are explored.

Art 6921. Current Issues, Perspectives and Curriculum Practices in Art Education (3 semester hours)

The course will survey current issues and legislated mandates that affect art education curriculum. It will help students develop an understanding of pedagogical and programmatic issues and emerging practices within art education. More specifically, the students should gain insight into contemporary curriculum development, implementation, and evaluation of art education programs. Students will be involved in readings, discussions/interpretations, presentations and representations as a way to engage in meaningful self-study. As artists/researchers/teachers they will be engaged in the meaningful practices of curriculum inquiry.

Art 6922. Graduate Seminar in Art Education (2 hours)

This course will require two semesters to complete (1 credit per semester). The course will focus on emerging issues of visual art curriculum and pedagogy and on emerging needs and concerns of students that are relevant to art education. It includes peer presentations, guest speakers and assigned reflective writings. The work of the course extends over the course of two semesters or an academic year.

Graduate Art Education Thesis or Studio Project (3 hours)

Students have two distinct options to choose from - ***Graduate Thesis*** or ***Studio Project***:

Art 6923. Graduate Art Thesis research and advisement is for students who may desire to go on to a doctorate in Art Education. Student must demonstrate the ability to conduct research in significant empirical, theoretical, philosophical, historical and pedagogical studies related to visual art education and studio practice by following the appropriate thesis format set forth by the School of Graduate Studies.

Art 6924. Graduate Studio Project is for those who do not wish to pursue a doctoral program and who are interested in presenting a professional body of work and an exhibition as a culminating experience of advanced studio practice in this program. It requires a written proposal or statement and an oral defense of the visual work.

Admission Requirements

Students must follow standard procedures and normal requirements for admission into the School of Graduate Studies of YSU. In addition to Graduate Admission requirements, applicants are required to have the following:

- an undergraduate degree in art education and teacher certificate or professional teaching license
- an unrecalculated cumulative grade-point average of 3.00 on a 4.00 scale
- a minimum of two years of teaching experience preferred
- successful completion of Praxis III (NTE) or equivalent

- three original letters of recommendation
- 10 - 12 color images of personal artwork
- a statement of purpose of approximately 250 words indicating intent and proposed area of specialization within the art education curriculum
- personal interview with the Coordinator of Art Education and the Graduate Studio faculty in the Department of Art may be required

Please note that in some cases, remedial course work in undergraduate studio art may be required before admission into the Graduate Program in the Department of Art. Deadline for applying: February 15 for summer admission; May 15 for fall admission; and October 15 for spring admission. One Graduate Assistantship in Art Education, provided by the Graduate School, will be awarded each year on a competitive basis (see budget, appendix C).

Administrative Arrangements: Department and College Involved

The Graduate Coordinator of Art Education and the Graduate Studio faculty will oversee recruitment and admissions. Initially, we will admit a relatively small number of students (a cohort of 5-7 students annually) through a selection process emphasizing quality over quantity. However, we envision a larger program of 15 students as we realize our full potential through incremental enrollment within five years. Currently, the Department enrolls 4-6 students pursuing the MS in Education (Secondary Visual Arts) degree each semester in studio art graduate courses. The Department of Art will be able to absorb the new and additional student population with support from the College of Fine and Performing Arts without an adverse effect on existing resources.

Our principal mission will be to assist students in the full realization of their studio and academic potential through effective mentoring that nurtures professional, creative and intellectual growth. By supporting and emphasizing critical discourse and quality academic conversation in studio art and art education, we will engender professional and critical attitudes among our teacher/students. Students will be introduced to the culture of research and collaborate with cohorts in investigating new ways to engage in knowledge construction and extend the boundaries of educational research.

Evidence of Need for the New Degree Program

The proposed degree, Master of Arts in Art Education will be the first graduate program to be offered in the Department of Art in the College of Fine and Performing Arts at YSU. The special emphasis on studio and art education theory and research makes it distinct from the Beeghly College of Education's Master of Science in Education degree, Secondary Program (Option A) which focuses primarily on general professional education courses and elective study in student's subject area. Although the MS in Education (Secondary Visual Art) offers art teachers an opportunity to engage in 17 semester hours within some selected studio areas, it neither provides

the depth in studio nor the immersion in art education theory and research that is embedded in the proposed MA degree in Art Education. Currently, students in the MS in Education at YSU who are interested in art education theory would have to take their courses at Kent State University or elsewhere.

The proposed MA degree in Art will address these concerns by serving the needs of art teachers who are employed in northeast Ohio and northwest Pennsylvania regions. It is also unique in comparison with other art education graduate programs within the Northeast Ohio region. Unlike the new degree program, which is practice-oriented, the MA in Art Education at Kent State University, the nearest rival institution, is research-oriented. Three-quarters (24 semester hours) of the total curriculum emphasize theoretical and research studies in art education and related courses with the remaining quarter (8 semester hours) focusing on studio areas. Thus, while our proposed program intersects with the art education programs at Kent State University and Cleveland State University in terms of degree classification, it stands out with regard to its significant emphasis on studio practice.

Art education was among the first programs to be offered in the Department of Art from its inception in 1935. The growing number of art teachers from the northeast Ohio and northwest Pennsylvania regions, most of whom are products of YSU's Department of Art, will serve as potential clients for this program. Over the years, the Department has experienced a significant growth in art education, studio and technologically based content areas, as well as national recognition and continued accreditation from the National Association of Schools of Art and Design (NASAD). The Department envisions eventually becoming a School of Art by sustaining the momentum of growth and excellence. The MA degree in Art Education will be an important milestone in the history of the Department. The recent Bliss Hall expansion (18,000 square feet) has provided the Department of Art with additional space and facilities for graduate courses in painting, sculpture, ceramics and other studio areas. The new equipment and technology for offering new courses such as bronze casting and hot glass is a state-of-the-art facility that will enrich the proposed graduate program which stresses the extension of specialized studio experience for art teachers. The Department has two full-time faculty lines with expertise in art education as well as 13 full-time studio and art history faculty to offer advanced study leading to the MA in Art Education.

Continuing education has become a critical requirement for professional development, teacher contract and teacher certification process in Ohio and other states in the country. In 1998 the Ohio Department of Education made many reforms in teacher education and certification with the goal of ensuring continued teacher competence. Under the new changes, teachers are mandated to obtain a masters degree or 30 semester hours of graduate credit to be completed within 10 years of receiving initial teacher licensure for their permanent teaching certificate. The new comprehensive educational reform currently driving public schools throughout the United States – *The Elementary and Secondary Education Act (ESEA)* of 2001, now commonly referred to as *No Child Left Behind Act (NCLB)* – requires that all teachers of core school subjects, including art educators be highly

qualified (NCLB, Section 1119 and 9101). The ESEA-NCLB requirements for Highly Qualified Teachers (HQT), approved by the Ohio State Board of Education in May 2003 stress the need for continuing education of art teachers (Ohio Department of Education, 2003). To meet this demand, art teachers in the northeast Ohio region are increasingly seeking educational opportunities for professional development through intensive study in studio practice and art education theory. Unfortunately, YSU does not currently offer such an opportunity. It is expected that the proposed graduate program in art education will fill this gap.

The passage of the *No Child Left Behind Act* of 2001 has created an upsurge in public schools' offering of K-12 arts education and a concomitant demand for visual arts teachers and art education specialists (NAEA News, October 2002). Furthermore, the 2002 US Department of Education report, *Meeting the Highly Qualified Teacher Challenge*, and the National Board for Professional Teaching Standards (NBPTS) framework for teacher development strongly charged teacher education programs and state certification systems to prepare teachers to acquire solid content knowledge of the subjects they will teach. The former US Secretary of Education, Rod Paige points out that:

We now have concrete evidence that smart teachers with solid content knowledge have the greatest effect on student achievement [and that]. . . If we are to meet the challenge of having highly qualified teachers in every classroom by the 2005-2006 school year, states and universities must take heed and act now to bring more of these people into our nation's classrooms. . . .(U.S. Department of Education, p. 1)

The proposed MA in Art Education will provide the opportunity for art teachers to re-enter the studio to further expand their artistic competencies, intellectual process of art making, as well as their teaching skills in order to become effective pedagogues in art education. We strongly believe that the program will produce highly qualified art educators who can translate their knowledge and skills into higher level of practice in the making and teaching of art.

Recent and past graduates of the YSU Department of Art, who are teaching in northeast Ohio and northwest Pennsylvania have begun to inquire in greater numbers about a graduate degree in art education with studio emphasis that might be offered through the Department of Art in the College of Fine and Performing Arts. During the past year and a half, evidence of need for the MA in Art Education degree was further confirmed through formal and informal surveys to alumni of YSU's art education program and area teachers, who consistently indicate a high level of interest in the graduate degree program (See Appendix B for survey result).

Students enrolled in the proposed program will obtain their degree from YSU's College of Fine and Performing Arts, yet we will seek collaboration with the BCOE that might mutually benefit our students and result in completion of some coursework at the college as well as the opportunity for students in the Master of Science in Education (Secondary Visual Arts) to continue to enroll in courses in the Department of Art, CFPA.

Prospective Enrollment

As mentioned under Administrative Arrangements, a selected cohort of 5-7 students will initially be admitted into the Master of Arts in Art Education in addition to the MS in Education (Secondary Visual Arts) degree students who are currently enrolled in studio art graduate courses in the Department. It is anticipated that this number will grow to 10-15 within five years. The primary source of enrollment will come from the pool of art teachers from the northeast Ohio and northwest Pennsylvania regions. While the degree program targets more experienced art teachers who are employed in northeast Ohio and northwest Pennsylvania, it will be opened to all teachers including beginning art teachers with, preferably, two years of teaching experience. In fact, it is anticipated that newer teachers with provisional licensure will form the majority of applicants due to the new demand for professional development. The program meets the needs of graduates of BS in Education in Pre-K-12 Visual Arts Education whose studio skills may be less developed. To accommodate the needs of prospective students who may be full-time art teachers, enrollment will be both on part-time and full-time basis during the fall, spring, and summer sessions.

Special Efforts to Enroll and Retain Minority Students

Youngstown State University is duly committed to the promotion of diversity through the recruitment, retention and graduation of a diverse student population, including minorities. The Centennial Strategic Plan of YSU has ten priority statements or critical issues. Among the priorities is the commitment to a climate of respect for all people, increasing the diversity of the student body, faculty and staff, as well as the provision of inclusive university curriculum to reflect the cultural diversity of the community and the nation. The College of Fine and Performing Arts has worked to establish itself as a diverse community. The Department of Art population reflects this direction to include females, males, minorities and students with disabilities in its current BFA and BS in Art Education (Multi-Age Licensure) programs. Historically, however, most art educators are women, especially at the elementary and secondary school level. Furthermore, minority students are generally underrepresented in the field as they are in most areas of education. We anticipate a similar ratio for the MA degree. However, we will proactively work with the School of Graduate Studies to identify and recruit qualified minority candidates from the two-state region and beyond.

Faculty and Facilities Available for the New Degree Program and their Adequacy

The core faculty who will serve the program consist of two full-time art education faculty. Because the proposed program is focused on both art education theory and studio, the graduate teaching staff for these areas will include 15 tenured and tenure-track faculty from the Department of Art. Together the faculty's distinguished scholarly and creative accomplishments regionally, nationally and internationally are indicative of the outstanding professional connections they will bring to the graduate experience for the MA candidates.

The Department of Art is housed in the College of Fine and Performing Arts in Bliss Hall. The Department has excellent facilities and resources including several computer graphics and animation labs, photography labs and studios for painting, drawing, printmaking and art education. The recent 18,000-square-foot Bliss Hall expansion provides new and additional space for the ceramics and sculpture wing. The addition includes a foundry for art students, advanced painting studios, wood shop, sculpture court, computer lab, storage facility and classrooms. The Beecher Center, McDonough Museum of Art and Bliss Hall Gallery are wonderful facilities in the Department. Together with the Butler Institute of American Art, they provide useful learning resources and space for exhibiting works of graduate students in the MA Art program. The Department devotes 3,000 square feet of space to art education. This space is dedicated exclusively to art education and early childhood education majors. While the facilities in the Department are, for the most part, state-of-the-art, additional suitable space and facilities will be needed, as the program begins to grow, to augment existing resources in Art Education.

Another resource available to the program is SMARTS (Students Motivated by the Arts). SMARTS has grown as a K-16 partnership to encompass all levels of learning and takes advantage of the sheer nature of its partners and participants. YSU education majors receive early hands-on teaching experiences through SMARTS under the supervision of education faculty, thus SMARTS is a living-learning laboratory for our visual arts, music and education majors at large. 'At risk' K-12 students from throughout our community receive quality arts education experiences, and teachers learn how to use the arts to motivate their students through SMARTS classroom engagements and professional development through the College of Education. It is housed in the Adler Arts Academy in a central location about a mile from the campus. SMARTS provides excellent resources and opportunities for graduate research and community teaching and learning experiences.

Need for Additional Facilities and Staff Along with the Plans for Meeting this End

The proposed degree will be uniquely housed in the CFPA. We are sensitive to the additional workload that will be placed upon the faculty as well as to the increased use of facilities in the college. There will be no anticipated need for additional graduate studios since the majority of the students in the program will be part-time. The current full-time faculty in studio can adequately address the program requirements of the students. Currently, there are two full-time faculty positions in art education and one extended teaching faculty member. In order to meet the needs of the MA in Art Education majors and fulfill the responsibilities of graduate faculty, the art education program will probably eventually need an additional tenure-track faculty line. A graduate assistantship will help to offset any shift in full-time faculty instruction. However, as the program grows to its full potential, it is anticipated that the program will further require an additional faculty line and its own budget, particularly for advertising, to meet the expanded needs.

In terms of library resources, efforts are underway to stock the Maag Library with essential art education

material and resources. OhioLink provides a strong foundation for faculty and entry-level master's students' scholarly endeavors. Financial support, learning resources, exhibition outlets and personal development opportunities are among the numerous offerings for future graduate students in art education. There is a vast array of opportunities for the MA in Art faculty and students to embark on collaborative activities with the Beeghly College of Education and Kent State University for the benefit of the university community.

Projected Additional Cost Associated with the Program and Adequacy of Expected Subsidy and Other Income to Meet this Cost

Initially it was thought that the Department would need an additional tenure-track position in art education in order to mount this program. However, recent declines in elementary education enrollments have lessened the need to teach as many Pre-K-4 Visual Arts sections required in that curriculum. This will free up faculty time, at least initially, so that graduate courses can be offered.

The administrative costs (review of applications, release time for graduate coordinator, postage, telephone, etc.) for the new program will be absorbed through existing resources within the Department and College. The Department of Art already offers an array of studio courses for the Master of Science in Education (Secondary Visual Art) students (i.e., painting, sculpture, printmaking, photography, design and ceramics). It is anticipated that the Department will continue to offer existing graduate level studio courses in addition to new areas of studio concentration.

While the majority of students seeking this degree will be part-time in the program, we also anticipate a limited number of full-time students will be admitted. For those part-time students who may be solely responsible for their own tuition, there will be the possibility of partial tuition waiver incentive through arrangements with the School of Graduate Studies. It is anticipated, therefore, that the beginning of the program will generate \$32,000 – 45,000 annually without subsidy, and that as the program grows (within five years), we would double that amount to \$70,000-\$76,000 (see budget on page 11).

Information About the Use of Advisory and Consultation Services in the Development of the Degree Program Proposal

The Department Curriculum Advisory Committee for the MA Art Education program remains in place and is invited to contribute advice and recommendations for the proposed program.

MA in Art Education Committee: YSU Members

Samuel Adu-Poku, PhD, Department of Art, CFPA, Art Education

David Gill, EdD (ABD), Department of Art, CFPA, Art Education

Phillip Chan, MFA, Department of Art, CFPA, Graphic Design

Dragana Crnjak, MFA, Department of Art, CFPA, Painting

Peter HappelChristian, MFA, Department of Art, CFPA, Photography

Phillip Lewis, MFA, Department of Art, CFPA, Photography

Christine McCullough, MFA, Department of Art, CFPA, Painting

Greg Moring, MFA, Department of Art, CFPA, Sculpture

Michael Moseley, MFA, Department of Art, CFPA, Ceramics

Michelle Nelson, MFA, Department of Art, CFPA, Graphic Design

Susan Russo, MFA, Department of Art, CFPA, Graphic Design

Patricia Joan Sarro, PhD, Department of Art, CFPA, Art History

Stephanie Smith, PhD, Department of Art, CFPA, Art History

Louis Zona, DA, Department of Art, Art History

MA in Art Education Committee: Non-YSU Members

As the proposal for the Master of Arts in Art Education progresses, a subcommittee of the Advisory Committee will be needed with newly invited members from YSU and outside to sharpen and broaden the input being sought. The Master of Arts in Art Education Program will be built on a broad base of local and regional support to enable the program to foresee future challenges, possibilities and collaborative activities. The Advisory Committee consists of the following members:

Edie Davidson, Boardman High School, Boardman, Ohio

Susan Holub, Poland Seminary High School

Jody Nudell, Liberty High School, Liberty, Ohio

Karen Weinberg, Austintown High School, Austintown, Ohio

Bill Mullane, Ashtabula Schools, Ashtabula, Ohio

Fiscal Impact Statement

PROJECTED ENROLLMENT	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5
Head-count full time	1	2	2	2	2
Head-count part time	5	7	8	10	12
FTE Equivalent (annualized including summer)	7	10.4	11.6	14	14.4
PROGRAM INCOME					
In-state tuition	\$44,593	74,009	80,852	94,538	108,224
Out-of-state tuition	2,285	2,285	2,285	2,285	2,285
State subsidy	74,214	114,171	127,345	153,692	158,083
Externally funded stipends	N/A	N/A	N/A	N/A	N/A
Other income * (describe below)	N/A	N/A	N/A	N/A	N/A
Total projected income	\$121,092	\$190,602	\$210,619	\$250,652	\$268,729
PROGRAM EXPENSES					
New Staff (adjunct covering 1-2 undergrad classes)	N/A	3,464	3,464	6,928	6,928
New facilities	N/A	N/A	N/A	N/A	N/A
University graduate student support (UGS)	13,275	26,550	26,550	26,550	26,550
University dean stipend support	N/A	N/A	N/A	N/A	N/A
Additional library resources	1,000	500	500	500	500
Other expenses* (describe below)					
Marketing	500	500	500	500	500
Total projected expense	\$14,775	\$31,014	\$31,014	\$34,478	\$34,478
Net projected income	\$106,317	\$159,588	\$179,605	\$216,174	\$234,251
Net projected income without subsidy (due to guarantee)	\$32,103	\$45,417	\$52,260	\$62,482	\$76,168

Assumptions

- Year 1 based on 2006-2007 tuition and fees.
- Year 2-6 have 6% increase annually in tuition and fees.
- Full-time students are in-state (12 semester hours).
- One part-time student is out-of-state each year.
- All part-time students are assumed to be taking 6 semester hours in fall and spring and 12 hours in summer.
- Assume flat subsidy allocation based on FY08 AH5 level of \$10,602 per FTE.
- Assume 1-2 graduate assistants at \$7,500 + 77% fringes (\$13,275 each).
- The salary for new faculty is an adjunct pay figure of \$800 per workload hour in a course of 4.33 wl.

**Response to RACGS questions raised in the PDP:
Institutions responding:**

Bowling Green State University
Case Western Reserve University
Cleveland State University
Kent State University
University of Cincinnati

1. The proposed title of Master of Arts in Art appears to be misleading. Does the title MA in Art truly reflect the mission of the proposed program?

The title has been changed to **MA in Art Education** which more appropriately reflects the program content.

2. Will one-hour workshops provide quality programming? How much independent study will be allowed?

While the Department may continue to offer workshops, we are in agreement that regular coursework would provide a more valid and in-depth studio experience (see course inventory). Workshops will not be a part of the MA program. Likewise, independent study should be interpreted as studio research under the guidance of graduate faculty.

3. How will the pedagogy courses connect to students' own teaching experiences?

Opportunities exist in Art 6920, *Historical and Philosophical Foundations of Art Education*, and particularly in Art 6921, *Current Issues, Perspectives and Curricular Practices in Art Education* for students to do research connected with their own teaching. Seminar topics in Art 6922, *Seminar in Art Education* and a potential thesis topic in Art 6923, *Graduate Research Thesis* will also lead directly to topical classroom research.

4. Will the entrance requirements reflect teachers who were not under the mandated Praxis exam? What is the purpose of the entrance portfolio review?

Students can be admitted to the program who have not been under the Praxis mandate.

The entrance requirements have been in effect since we began offering graduate-level studio coursework to ascertain they are ready to do graduate-level work, even if it is not MFA level. If remedial work is required, it is usually done by observing a process at the undergraduate level. For example, a student wishing to take graduate-level ceramics courses but who has never fired a gas kiln would need to learn that process by observing an undergraduate class. The suggestion that current artwork be required, rather than artwork of that particular discipline is a good one and will be adopted. Digital images will certainly be accepted in the entrance application.

5. Is the art education coursework at the graduate level?

All art education courses are graduate courses, submitted simultaneously with the proposal. The art history courses are "swing" courses, and can be taken as undergraduate or graduate classes (with appropriate additional assignments).

6. What faculty resources will be necessary as the program grows?

For the first five years, we do not anticipate the need for an additional faculty line. The demand on our current full-time faculty is lessening with the reduced enrollment of PreK-4 teachers. This population has filled the majority of our undergraduate courses in the past. As need occurs, there are adjunct faculty who can teach the undergraduate PreK-4 classes leaving the graduate courses for full-time graduate faculty.

7. What plans does the department have regarding the need for additional space, both studio and art education?

Graduate art education seminar space has already been identified within the Department. The Department has been blessed with excellent studio facilities and graduate students in painting, sculpture, printmaking, and ceramics have individual studio areas. Photography is also being expanded to accommodate both digital and traditional interests. There is currently no projection for additional space in the near future.

