

# **Graduate Handbook**

## **Master of Arts in Art Education**

**Division of Art Education**

**Department of Art and Art History**

**College of Fine Arts**

**The University of Texas at Austin**

*Revised by the Graduate Studies Committee, Summer 2016*

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# GRADUATE HANDBOOK

## MASTER OF ARTS IN ART EDUCATION

### INTRODUCTION

Welcome to the graduate program in Art Education at The University of Texas at Austin. The program is designed to prepare three groups of graduate students:

- Study Option A** “Schools” Those students wanting to enhance their knowledge of art education at the elementary and secondary school levels.
- Study Option B** “Museum” Those students interested in learning about and working in the field of art museum education.
- Study Option C** “Community” Those students desiring to investigate and conduct professional activities in community-based art organizations.

### PROGRAM OBJECTIVES

The Master of Arts in Art Education program has five primary objectives. These objectives are designed for each student to:

- Investigate current and relevant topics, issues, and questions in art education.
- Consider and explore the range of diverse locations where meaningful art education can occur.
- Develop the skills necessary to achieve success in art instruction, presentation, and curriculum development.
- Recognize significant historical and philosophical foundations of art education.
- Be prepared to undertake and successfully conduct research on a significant aspect of art education.

The 36 credit hour thesis program in Art Education includes courses focused on foundational considerations, contemporary issues, research design, and thesis preparation and completion within the field of art education. Flexibility in the plan of study within the Division of Art Education enables each student to cultivate her or his own personal research interests within art education, including those related to public school instruction, museum education, or community-based art education.

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## **Course Work for Master's Degree (MA) in Art Education**

[See Plan of Study Charts at end of Handbook.]

**Option A For those students wanting to enhance their knowledge of art education at the elementary and secondary school levels (36 semester credit hours).**

- Twelve (12) semester hours in core art education courses: AED 381G, AED 381K, AED 382G, and AED 382H
- Six (6) semester hours in Schools Focus courses: AED 388D and AED 384 (Curriculum Development in Art Education)
- Three (3) semester hours in approved AED electives
- Three (3) semester hours in Internship and Field Study (AED 386)
- Six (6) semester hours in upper division or graduate-level non-AED courses approved by the Art Education Graduate Advisor
- Six (6) semester hours of thesis (AED 698A, AED 698B)
- Thesis Proposal Presentation meeting with student's thesis committee

**Option B For those students interested in learning about and working in the field of art museum education (36 semester credit hours).**

- Twelve (12) semester hours in core art education courses: AED 381G, AED 381K, AED 382G, and AED 382H
- Six (6) semester hours in Museum Education Focus courses: AED 383J and AED 383K
- Three (3) semester hours in approved AED electives
- Three (3) semester hours in Internship and Field Study (AED 386)
- Six (6) semester hours in upper division or graduate-level non-AED courses approved by the Art Education Graduate Advisor
- Six (6) semester hours of thesis (AED 698A, AED 698B)
- Thesis Proposal Presentation meeting with student's thesis committee

**Option C For those students desiring to investigate and conduct professional activities in community-based art organizations (36 semester credit hours).**

- Twelve (12) semester hours in core art education courses: AED 381G, AED 381K, AED 382G, and AED 382H
- Six (6) semester hours in Community-Based Art Education Focus courses: AED 387C and AED 387D
- Three (3) semester hours in approved AED electives
- Three (3) semester hours in Internship and Field Study (AED 386)
- Six (6) semester hours in upper division or graduate-level non-AED courses approved by the Art Education Graduate Advisor
- Six (6) semester hours of thesis (AED 698A, AED 698B)
- Thesis Proposal Presentation meeting with student's thesis committee

## ADVISING AND REGISTRATION

Each student must schedule an appointment with the Graduate Advisor in Art Education immediately prior to the registration period each semester, for the purpose of discussing course requirements and elective options. This advising meeting is required in order for a student to register for classes in the subsequent semester or summer term. Students new to the Division receive a plan of study outlining the required and elective course offerings. A copy of each of the three plans of study in Art Education is located near the end of this document. The selected plan of study should be reviewed during the advising session each semester. **The Graduate Advisor in Art Education must approve all requests for course substitutions and independent study courses.**

The official *University Course Schedule* is published online each semester at <http://registrar.utexas.edu/schedules/>. Course and room changes are updated online daily. This *Course Schedule* is an invaluable guide, containing important information about registration, fees, course times and locations, prerequisites, late registration, add/drop procedures, etc. **Students are responsible for following all procedures related to their advising, registration, and payment.**

Students register themselves each semester online in UT Direct. **All advising and financial bars must be cleared before a student can complete the registration process.** A student's advising bar is cleared for the semester or summer once her or his advising for that term with the Graduate Advisor is complete.

## INTERNSHIPS

**An internship or field study is required of all students in the Master of Arts in Art Education Program.** This internship is designed to give each student the opportunity to experience and investigate a specific environment of art education that is related to her or his professional objective. Although students have considerable flexibility in selecting an internship site, certain guidelines should be followed in securing an internship location and carrying out the internship experience:

- The student should discuss potential internship sites with one or more faculty members in the Division of Art Education **prior** to selecting a specific internship location.
- Students enrolled in Option A should contact Dr. Bain about internship information. Students in Option B should contact Dr. Bolin about internships, and students enrolled in Option C should contact Dr. Adejumo about internship information.
- For the internship to be of most benefit for the student's academic program of study, a student should not register for AED 386 Internship and Field Study until she or he has completed at least two semesters of study (at least 18 credit hours).
- To receive credit for AED 386 Internship and Field Study, the student must be supervised in this internship experience by a member of The University of Texas at Austin Graduate Faculty in Art Education. Students must contact the intended supervisory faculty member **prior** to registering for the internship course (AED 386) in order to determine if the faculty member is willing and available to supervise this internship.

In planning and carrying out the internship, students should read and follow closely all information included in the document *Guidelines for AED 386 Internship and Field Study in Art Education*.

## Facilities

**The VAS/AED Computer Lab** is located on the third floor of the Art Building (ART 3.410A), and is open for use by undergraduate students enrolled in Visual Art Studies (VAS) courses and graduate students enrolled in Art Education (AED) courses. The VAS/AED Computer Lab is open on a set and regular schedule (Monday through Thursday) each week during Fall and Spring Semesters (not open in the summer or during winter break—schedule posted on the Computer Lab door), with 16 Macintosh computers as well as a large scanner and black and white printer. Still and digital cameras along with audio recording equipment are available for check out from the VAS/AED Computer Lab.

**ARTL**, the general Art Building computer lab, is open to all Art Education and Visual Art Studies students, and studio art undergraduate and graduate students approximately 60 hours per week during the Fall and

Spring Semesters, and 30 hours during the Summer. There are Macintosh graphics workstations that include scanners, graphics tablets, and color and black and white printers. There are also Macintosh non-linear video-editing stations and a Macintosh sound station. ARTL also has a limited amount of “check-out” items, including Hi8 and DV camcorders, digital cameras and a portable DAT recorder. There is also a Fine Arts Micro-Computer Lab, **FAML**, with graphics stations, writing stations, and music stations located in the Fine Arts Library in the Doty Fine Arts Building.

**The VAS/AED Resource Room** is located on the third floor of the Art Building (ART 3.420), and is open for use by undergraduate students enrolled in Visual Art Studies courses and graduate students enrolled in Art Education courses. The Resource Room contains books, and DVDs related to art and art education, for student use. All equipment permitted to leave the Resource Room must be checked out and returned in a timely manner. Access to the Resource Room is gained by contacting the proctor of the VAS/AED Computer Lab, or by way of VAS/AED faculty members.

## **TEACHING ASSISTANT (TA) AND ASSISTANT INSTRUCTOR (AI) APPOINTMENTS, GUIDELINES, AND RESOURCES**

Teaching Assistant (TA) and Assistant Instructor (AI) appointments are made on a semester-by-semester basis. These appointments are subject to availability of funds and needs of the Art Education Division. The Art Education Division within the Department of Art and Art History **cannot guarantee** initial and ongoing TA and financial support to students. In Art Education, TA positions are most often designated for second year students. For complete information on University policies concerning Teaching Assistant (TA) and Assistant Instructor (AI) positions, students should consult the following location: <https://gradschool.utexas.edu/academic-employment> The Graduate Coordinator, kt shorb, can provide information about salary, benefits, and contract requirements.

## **EXTENUATING CIRCUMSTANCES**

It is our goal that students complete their Master’s degree as smoothly as possible, within two years of matriculation. However, life brings unforeseen events that necessitate accounting for possible anomalies in one’s career here. It is important to stay in contact with the Graduate Advisor regarding any need to extend a student’s course of study beyond two years.

## **WARNING AND DISMISSAL**

### **Warning**

If in any semester a student's cumulative graduate grade point average falls below a B = 3.000, the student will be warned by the Dean of Graduate Studies that his or her good standing is in jeopardy. During the next semester or summer session in which the student is registered, he or she must maintain a B average or be subject to dismissal. During this period, the student is not permitted to drop any courses or to withdraw without the recommendation of the Graduate Advisor and the Dean of Graduate Studies.

### **Dismissal**

A student who has been dismissed by the University for academic reasons may be readmitted only by a successful petition to the Graduate Studies Committee in Art Education. In such cases, the Dean of Graduate Studies makes the final decision.

### **Grievance Procedures**

Every effort should be made to resolve grievances informally between the student and the faculty member most directly involved or, such efforts failing, by the Graduate Advisor, the Chairperson of the Graduate Studies Committee, and/or the Chairperson of the Department. Students may seek assistance of the Ombudsperson who will serve as a neutral third party: <https://ombuds.utexas.edu/student>. When serious issues cannot be resolved informally, the graduate student may have recourse to the formal grievance procedure that can be found in the *General Information Catalogue*. It should be noted that the precise procedure to be followed in adjudicating a given grievance would depend on the particular circumstances surrounding the case. Refer to the *Handbook of Operating Procedures*, policy 1.C.2 at [www.utexas.edu/policies/hoppm/](http://www.utexas.edu/policies/hoppm/).

## BREAKS IN ATTENDANCE

### Leave of Absence

Graduate students may apply to the Graduate Advisor for a leave of absence of no more than two semesters throughout their time of study in the MA program. A student must have a very strong reason for requesting a leave of absence (i.e., personal or family illness, etc.). The Graduate School does not accept "insufficient funds" as an acceptable reason for granting a leave of absence. A leave of absence does not affect the time limit for completion of the degree. While on a leave of absence, a student may not use services or facilities of the University. The student on an approved leave of absence must apply for readmission in order to return to the University, but readmission during the approved period is automatic and the application fee is waived *if a copy of the approved Leave of Absence application is submitted.*

### Readmission

Students who have a break in attendance for one long semester or more must apply for readmission by submitting an Application for Readmission and fee; obtaining the approval of the Graduate Advisor to return and register; and meeting the July 1 deadline for Fall, November 1 for Spring, and April 1 for Summer.

If for any reason a student extends her or his break in attendance in the Art Education program beyond the two semesters Leave of Absence approved by the University, then the student is not guaranteed readmission to the program. A student seeking readmission who has been away from the Art Education program for more than two semesters must submit to the AED Graduate Studies Committee a readmission proposal, requesting (a) readmission to the program, and (b) a written plan and detailed realistic timeline for completing the MA degree in Art Education. The Art Education Graduate Studies Committee will determine whether to accept or reject this readmission proposal. If readmission to the Art Education program is granted, then the student must complete and submit the Application for Readmission to the University and pay the readmission fee prior to the deadline for readmission to the University.

### Withdrawal

A student may withdraw (i.e., drop all of his or her courses) from the University through the last day of class. In order to withdraw for a semester or summer session, a student must file a *Withdrawal Petition and Refund Request* form with the Dean of Graduate Studies. This form is available in the Office of Graduate Studies, Main 101. Upon withdrawal, the student's identification card must also be turned in to the Graduate School.

Note: A student in a warning status may withdraw only with special permission of the Graduate Advisor and the Dean of Graduate Studies. (A petition must be presented to the Dean of Graduate Studies from the Graduate Advisor.) Withdrawals for medical reasons are handled through the Student Health Center.

## STUDY BEYOND THE PLANNED TWO YEARS

Students are strongly urged to complete their MA degree in Art Education in four semesters (two consecutive academic years). This academic plan does not always occur, and it is not uncommon for a student to require an additional summer or semester of study in order to complete work on her or his thesis. One important item to note, if a student's graduate study in Art Education is extended beyond the second summer: In most cases, students who are not Texas residents will be required to pay out-of-state tuition rates for all courses—including Thesis B—enrolled in during any semesters of study beyond the initial two years of study.

## SIX-YEAR TIME LIMIT

According to the graduate catalogue:

All requirements for a master's degree must be completed within one six-year period. Work over six years old may be reinstated only with the permission of the graduate dean, upon recommendation of the Graduate Studies Committee.

In short, this means that after six years pass from a student's first semester in our program, his or her coursework for that semester "expires," and can no longer be counted toward his or her degree. Generally, the Graduate Studies Committee does not petition for reinstatement of coursework older than six years.

## **CHANGE OF ACADEMIC STUDY OPTIONS**

All graduate students in Art Education are admitted into one of three specific Academic Study Options: Schools, Museum Education, or Community-Based Art Education. It is expected that students will remain in the Program Option into which they were admitted. If a student seeks to change from one Program Option to another, she or he must do so by submitting a letter of change request to the Art Education Graduate Advisor, detailing the reason(s) for the requested Study Option change. Such Option changes require substantive reason, and student requests to shift from one Study Option to another are not generally approved. All requests to change Study Options within the Art Education Program are reviewed and acted upon by the entire Art Education Graduate Studies Committee.

## **SERVICES FOR STUDENTS WITH DISABILITIES**

Any student with a documented disability who requires academic accommodations should contact Services for Students with Disabilities at 471-6259 (voice) or 1-866-329-3986 (Video Phone) as soon as possible to request an official letter outlining authorized accommodations. Additional information can be found here: <http://diversity.utexas.edu/disability/>

## **OBSERVANCE OF RELIGIOUS HOLY DAYS**

(From the General Information Catalogue) A student who misses classes or other required activities, including examinations, for the observance of a religious holy day should inform the instructor as far in advance of the absence as possible, so that arrangements can be made to complete an assignment within a reasonable time after the absence.

## THESIS PROPOSAL AND THESIS

The Master of Arts in Art Education is a scholarly degree requiring students to demonstrate their ability to think independently and creatively and conduct research in art education. The results of this research take the form of a written thesis, a document which conforms to the expectations of the Graduate Faculty in Art Education and the Graduate School at The University of Texas at Austin. Prior to the writing of this thesis, each student develops a thesis proposal. The formation of this thesis proposal constitutes the primary content for AED 382H Thesis Proposal and Preparation, a course students most often enroll in during the Spring Semester of their first full year of study. This course is intended to provide students with the information and skills needed in order to complete their thesis proposal. The identification of a topic for research and the drafting of the thesis proposal take a significant amount of time and attention. For this reason, students should begin thinking about and discussing possible thesis topics and research questions with faculty members as soon as possible. Required and elective Art Education courses, as well as the student's interests and experiences, assist the student in identifying a direction for research and a focus of investigation for her or his thesis.

### PROCEDURES FOR THE PREPARATION, SUBMISSION, AND PRESENTATION OF A MASTER'S DEGREE THESIS PROPOSAL IN ART EDUCATION

#### DEVELOPING THE THESIS PROPOSAL

The development of a master's degree thesis proposal in the Division of Art Education at The University of Texas at Austin occurs in the course AED 382H Thesis Proposal and Preparation (offered every Spring Semester only). Each student's *initial* task in AED 382H is to, (a) identify a thesis research topic, and (b) from this research topic develop a central question that guides the student's thesis research and writing.

Once these two features of the thesis proposal are formed during the initial weeks of the course AED 382H, the student schedules a meeting with *one or more* faculty members in Art Education, besides the course instructor, to discuss the student's central research question and gain insights regarding the development of the student's thesis proposal. Through these conversations with Art Education faculty the student gains information to assist him or her in writing the full thesis proposal, and is also able to identify faculty members to serve as the Chair (supervisor) and Reader of the student's Thesis Committee.

After these meetings with members of the Graduate Faculty in Art Education have occurred (during AED 382H), the student identifies and contacts a particular Graduate Faculty member in Art Education and asks if he or she will agree to serve as Chair of the student's Thesis Committee. If such an agreement is reached, the student contacts the Graduate Advisor (Dr. Bolin) and informs him of this decision.

It is *strongly recommended* that the Chair of the student's Thesis Committee be the student's Academic Program Option Coordinator: Study Option A Schools—Dr. Bain, Study Option B Museum Education—Dr. Bolin, and Study Option C Community-Based Art Education—Dr. Adejumo, unless there is an academically compelling reason that another faculty member in Art Education be Chair of the student's Thesis Committee.

#### WRITING THE THESIS PROPOSAL

Stated earlier, formation of the thesis proposal constitutes the primary content for the course AED 382H. The writing of this thesis proposal occurs for the student as the central feature of AED 382H, *and is undertaken in conjunction with the Chair of the student's Thesis Committee* and other faculty members in Art Education the student wishes to consult.

#### PRESENTING THE THESIS PROPOSAL

Once the Thesis Committee Chair is identified and the Graduate Advisor (Dr. Bolin) is informed of this decision, the student *recommends* to Dr. Bolin the faculty member he or she would like to serve as Thesis Reader. Considering this recommendation, Dr. Bolin selects the Thesis Reader for the student's Thesis Committee. Reader assignments are made, however, in a way that provides equitable distribution of thesis workload amongst the Art Education faculty members, and for this reason not all Reader recommendations are granted. The Thesis Chair and Thesis Reader together are termed the student's "Thesis Committee."

When a Chair and Reader of the Thesis Committee have been confirmed, the thesis proposal is presented formally by the student to the Thesis Committee for their approval. This approval is first accomplished through

the committee's acceptance of a written proposal (which may require multiple drafts), and then through an oral presentation of the proposed research. This presentation of the thesis proposal, referred to as the Thesis Proposal Presentation, consists of a meeting between the student, the Thesis Chair, and Thesis Reader, and is approximately 90 minutes in length. *The Thesis Proposal Presentation is scheduled only when the Thesis Chair and Thesis Reader believe the student's thesis proposal is well-prepared and the student is ready to proceed with this meeting.* It is strongly recommended that the student meet individually with the Thesis Chair and Thesis Reader prior to the Thesis Proposal Presentation to make sure there is agreement that the thesis research is well-conceived, the thesis proposal clearly written, and the student is ready to proceed with the Thesis Proposal Presentation. The process of conducting the Thesis Proposal Presentation follows.

### **DETAILS OF THE THESIS PROPOSAL PRESENTATION**

Once the Chair of the Thesis Committee concurs with the student that her or his thesis proposal is well-prepared and the student is ready to proceed with the Thesis Proposal Presentation, the student submits a copy of his or her thesis proposal to the Thesis Chair and to the Thesis Reader.

The Thesis Chair and Thesis Reader read the thesis proposal and each gives approval that the student's proposal is of a quality that will enable the student to schedule a Thesis Proposal Presentation. Decision to approve or not to approve the scheduling of the Thesis Proposal Presentation is made by the Thesis Chair and Thesis Reader within two weeks of receiving the student's thesis proposal.

The Thesis Proposal Presentation is a formally scheduled meeting between the student, Thesis Chair, and Thesis Reader. The purpose of this Thesis Proposal Presentation is to provide the student opportunity to verbally / visually present his or her proposed research to the Thesis Committee, and to engage in conversation about the student's proposed thesis research.

The student, in consultation with the Thesis Chair, is responsible for scheduling the Thesis Proposal Presentation at a time that is agreed upon by the Thesis Chair, Thesis Reader, and the student. The location for this meeting is determined by the Thesis Chair.

At the Thesis Proposal Presentation, the student provides a 10-15 minute overview of his or her proposed thesis research. The student is encouraged to show a PowerPoint presentation or furnish handouts that help to clarify his or her research intent and methodology.

The student comes to the Thesis Proposal Presentation prepared to discuss and answer questions regarding the thesis research topic and thesis proposal. Other questions and issues for discussion may arise during conversation in the Thesis Proposal Presentation.

It is important for the student to recognize that a primary purpose of the Thesis Proposal Presentation is to allow the Thesis Committee, through suggestions and recommendations, opportunity to assist the student with the research by clarifying issues and providing guidance to avoid potential problems in carrying out the proposed thesis research.

The student should be aware that her or his thesis proposal may be, and proposals often are, altered in some respect through conversation that occurs in the Thesis Proposal Presentation.

Once a thesis proposal has been approved by the Thesis Committee, the student may begin work to carry out the thesis research, *but only after written approval has been received from the Internal Review Board (IRB) of the Office of Research Support at The University of Texas at Austin. Students should not move forward in their thesis research until this IRB approval to do so has been received in writing. This approval may require multiple submissions and edits of the student's IRB proposal, and may take 4-6 weeks to accomplish. Students are strongly urged to plan their research schedule accordingly.*

It is recommended that the student meet with the Thesis Chair soon after successfully completing the Thesis Proposal Presentation, in order to establish a timeline for conducting his or her thesis research and writing.

If during the Thesis Proposal Presentation there is a difference of opinion amongst the Thesis Chair and Thesis Reader regarding what is expected of the student in writing his or her thesis, and/or whether or not a student has successfully completed the Thesis Proposal Presentation, the Chair of the Thesis Committee is the one to make these determinations.

In the event that a student's thesis proposal is not approved at the conclusion of the Thesis Proposal Presentation, the Thesis Committee makes recommendations to the student for further work. These recommendations for additional work may range from asking the student to submit *written responses* to one or more questions asked in the Thesis Proposal Presentation, to requesting that the student schedule and carry out another Thesis Proposal Presentation. There is no limit to the number of times a student may hold a Thesis Proposal Presentation.

Recommendations for further work are communicated to the student through the Thesis Chair at the conclusion of the Thesis Proposal Presentation.

If another Thesis Proposal Presentation is needed, the student may, with the approval of the Thesis Chair, schedule this Thesis Proposal Presentation following the guidelines set down for an initial Thesis Proposal Presentation.

At the conclusion of the Thesis Proposal Presentation, the Thesis Chair gives approval for a student to proceed with his or her thesis.

### **WRITING THE THESIS**

A thesis is a document that is written by the student, with the assistance of the Thesis Chair and Thesis Reader. Students register for AED 698A Thesis during the first semester of their thesis research and writing. A student must be enrolled in AED 698B Thesis during the semester/summer session the student completes the thesis, submits the finished document to the graduate school, and graduates. Therefore, students may complete the thesis and graduate during the summer session, but in order to do so she or he must be registered for AED 698B in that summer session. The Graduate School allows the student six (6) years for the completion of a graduate degree. Students need to recognize this deadline and monitor their time and plan of study carefully. An extension beyond six years requires special permission and may result in the student being required to retake some coursework.

**Students who plan to work on their thesis proposal or write their thesis during the summer session must be aware that some faculty members will not be available for consultation during this time, and thus need to plan their work accordingly.** Students must be enrolled in AED 698B Thesis during the semester or summer of their graduation.

When initiating the writing of a thesis, students are requested to consult the Graduate School website for the "Format for the Master's Thesis and Report." Specifically, this document can be found at the following location: <https://gradschool.utexas.edu/academics/theses-and-dissertations/digital-submission-requirement>

### **EXPECTATIONS IN THE WRITING AND REVIEW PROCESS FOR THE THESIS PROPOSAL AND THESIS**

The writing of a Thesis Proposal and the writing of a Thesis are both "negotiated" activities. This negotiation of written documents is a back and forth process of communication between the student and the Thesis Committee. Written work submitted by the student for review by the Chair and Reader of the Thesis Committee is done so with the expectation that it will be reviewed in an academically thorough and rigorous manner. For this reason, students should expect that work handed to their Thesis Committee members will be returned within a time period of approximately two (2) weeks, and to plan their timeline of work accordingly. Students should also expect that in this "negotiated" writing process *multiple* drafts of the thesis proposal and thesis chapters will be required for submission and re-submission before the thesis is determined by the Chair and Reader to be complete. This back and forth document exchange process will likely take longer than the student anticipates, and for this reason students are *strongly encouraged* to start the research and writing process as early as possible. The carrying out of a thesis—from the forming of a thesis proposal to the completion of the thesis document—is a mentoring activity between the faculty Chair and the student. Such mentoring requires time and commitment by the faculty member and the student. There are no shortcuts in the thesis process.

Students are encouraged to establish and review their anticipated schedule of work on a regular basis, beginning by looking at when the thesis is due in the Graduate School and working backward to the current date. This approach to planning enables the student to gain a realistic sense of deadlines for turning in various chapters of the thesis, in order to meet the Graduate School deadline for thesis submission. Students should meet with their Thesis Chair early in Thesis A enrollment, and again when enrolled in Thesis B, and determine a reasonable, manageable, and agreed upon thesis work schedule, with regular meetings and deadlines.

### **OFFICE OF RESEARCH SUPPORT (ORS); HUMAN SUBJECTS RESEARCH (HSR), INSTITUTIONAL REVIEW BOARD (IRB)**

Research in art education frequently involves the use of questionnaires, face-to-face interviews, and on-site observations in schools, museums, or other professional environments. Approval for the use of human subjects in research requires the student be permitted to do so from the Institutional Review Board (IRB) for Human Subjects Research (HSR). The IRB is housed within the Office of Research Support (ORS) at The University of Texas at Austin. An extensive website for the ORS is available to provide information, answer questions, and assist students in completing the process of receiving permission from the IRB to conduct their thesis research. The information is accessed at the following location: <https://research.utexas.edu/ors/human-subjects>

As part of the curriculum for AED 382H Thesis Proposal and Preparation, students meet with a representative of the IRB to discuss the proposal application process. Because the process of applying to the IRB changes periodically, it is strongly suggested that students visit the ORS website for application procedure changes and updates

### **GRADUATE STUDENT WRITING SERVICES (GSWS)**

Graduate student writing services are available on campus at the following location. Students are encouraged to make use of this resource. Graduate students may bring in a paper, thesis, grant proposal—any writing project in any discipline—and get immediate feedback for improving work. Although GSWS will not edit a student's paper, they can help identify areas for improvement and assist with the overall writing process. They provide all students at least three free tutoring sessions each semester. This graduate student writing service is the only all-inclusive graduate writing assistance available on campus.

To schedule an appointment, go here: <http://www.utexas.edu/ugs/slc/grad>

## Course Descriptions in Art Education

[All courses are three credit hours.]

### **AED 381G Foundations of Art Education**

This class explores some of the foundational writings and beliefs that comprise the field of art education. Through readings, lecture, and discussion, students are introduced to past literature, perspectives, and understandings that make up this professional area of study. The course examines various purposes and practices of art education in the United States from the colonial period until the mid-1960s, with particular focus on the origins and changes of art education within the public schools of the United States. Art education is examined within the contexts of school and society, as a way to recognize the role this subject has played within these larger educational and social frameworks. Attention is directed toward looking into the lives of prominent people and noted historical events within art education, as well as considering some overlooked occurrences in art education and “invisible” art educators from the past. *[Req. Core Course for First-Year Graduate Students]*

### **AED 381K Contemporary Issues in Art Education**

A variety of current issues within the field of art education are explored in this course, enabling students to recognize the dynamic role art education plays in both education and society. Topics and issues investigated may include technology, multiculturalism, gender studies, contemporary art, visual and material culture, interdisciplinary connections, media studies, and community-based art education. *[Req. Core Course for First-Year Graduate Students]*

### **AED 382G Introduction to Research in Art Education**

Since World War II, art education researchers have investigated a variety of topics utilizing an array of research methodologies. In this introductory course, students explore a range of research methods art educators currently use to investigate art learning. Students gain an understanding of diverse approaches for conducting research in a host of settings. In the class each student learns about past and emerging directions of graduate research, the many aspects of art education that can be investigated, the viability of various research methods, advocates and practitioners of each research method, and the types of questions different methodologies can answer. *[Req. Core Course for First-Year Graduate Students]*

### **AED 382H Thesis Proposal and Preparation**

This graduate course provides the opportunity for students to initiate and complete work on a thesis proposal in art education. Much of the course centers on discussion of the work students undertake as they engage in the process of writing a thesis proposal. Specific weekly assignments help students develop a

well-grounded thesis proposal by the close of the semester. Small group discussion and class conversation aid in the development of each student's research direction and thesis proposal. Guest speakers contribute to the students' understanding of expectations necessary for conducting scholarly research and writing a thesis. *[Req. Core Course for First-Year Graduate Students]*

### **AED 383J Museum Education: History and Theory**

Museum education practice is framed within a context of culture, history, and theory. This issues-based course examines topics related to the educational mission of the museum. Topics include the shift in theories of object interpretation, the historical and contemporary struggle between education and entertainment, the diverse nature of the museum audience, personal meaning-making, understanding galleries as learning environments, and ever-changing approaches to teaching and learning in the museum. Visits to area museums occur as they provide a lens for examining issues under discussion. *[Req. for Option B Museum Education Focus]*

### **AED 383K Museum Education: Practice and Application**

Students in this course explore, through direct experience, the practice and application of museum education within the context of contemporary art museums. Practical assignments in museums give students opportunities to investigate new directions in museum education. **Prerequisite:** AED 383J or consent of instructor. *[Req. for Option B Museum Education Focus]*

### **AED 388D Art and the Creation of Meaning**

This class centers on meaning-making in the visual arts. Throughout the course, students are engaged in discussion, analysis, and hands-on use of materials, techniques, and processes used to create artwork. Attention centers on the “whys” of studio art instruction and dialog about art, and the utilization of art-making and critique situations to explore significant and meaningful outcomes within the world of artmaking and responding to art. *[Req. for Option A Schools Focus]*

### **AED 384 Curriculum Development in Art Education**

This class is intended for students interested in exploring a range of ways art curriculum can be designed for use within a variety of instructional settings, including elementary and secondary school art classrooms, community centers, and art museums. The class is directed toward moving beyond traditional art curriculum formats of focusing instruction around elements of art and principles of design and art media. Instead, this class centers on

how Big Ideas, themes and concepts, as well as works of art and designed objects can become catalysts for art learning and art making, and viewed as central features within the art curriculum. *[Req. for Option A Schools Focus]*

### **AED 387C Case Studies in Community-Based Art Education**

Students review examples of community-based art programs to understand their histories, philosophies, purposes, organization, funding, operation, evaluation, and redevelopment; and discuss issues affecting the successful creation, preservation, and development of such programs. Students observe and participate in a community-based art program and create studio examples to facilitate qualitative art experiences in their chosen program. Students keep journals during their observation period and write a critical paper on the program observed. *[Req. for Option C Community-Based Art Education Focus]*

### **AED 387D Program Development in Community-Based Art Education**

Students examine the process of establishing an exemplary community-based art program; conduct ethnographic research and write grant proposals toward the creation of an ideal community-based art program or the improvement of an existing program; and develop operational activities and explore various approaches to art production to prepare for implementing a program. *[Req. for Option C Community-Based Art Education Focus]*

### **AED 384 Objects, Spaces, and Meanings**

Objects and spaces are central to people throughout the world. Given the importance of these “things” and environments in our lives, students investigate meanings of objects and spaces that surround us, focusing attention on a range of objects residing both inside and outside the museum, and structures and constructed environments that make up our lives. This examination of diverse objects and spaces is accomplished through an investigation of literature, ideas, and research methodologies within the field of material culture studies. In this course, class members investigate a range of ideas, objects, and spaces in an attempt to perceive their various contextual meanings and social/cultural significance. *[Elective course]*

### **AED 384 Art in Public Places**

This course is designed to provide students with avenues for the exploration of art in public places. Students investigate the processes involved in the production, acquisition, and display of art in public places. The issues of funding, management, and utilization of art in public spaces are discussed. The social, cultural, and economic significance of art in public places within the micro community and macro society is examined. *[Elective Course]*

### **AED 384 Multicultural Art Education**

This course introduces students to the subject of multicultural art education. The course focuses on the genesis of multiculturalism as a paradigm, the definition of multicultural art education, and the proposed methods of implementing multicultural art education. Scholars have written and said much about the need to diversify the art curriculum through multicultural art education. In this course, students explore the benefits of multicultural art education, and examine various academic assumptions and contradictions surrounding the subject. *[Elective course]*

### **AED 385 Independent Study in Art Education**

Student initiated studies are proposed with a specific member of the Art Education faculty. The designated faculty member guides students in their work through scheduled periodic meetings. *[Faculty approval must be given prior to registration]*

### **AED 386 Internship and Field Study**

This internship is designed to give each student in the program the opportunity to experience and investigate a specific environment of art education related to her or his professional objective, or to explore a site that contributes to the student’s understanding of the range of possibilities available for educating people in the visual arts. It is intended that students in Option A of the Art Education Program fulfill an art education internship within a public or private school environment; students in Option B of the Program complete an art education internship within a museum setting; students in Option C undertake an art education internship at a community-based arts location. The purpose of the internship is to provide the student with on-site experience that contributes to her or his individually-focused professional development, and expands the student’s understanding of art education. For more complete information see the document: “*Guidelines for AED 386 Internship and Field Study in Art Education.*” *[Req. for students in all Academic Program Options]*

### **AED 698A Thesis (Thesis A)**

AED 698A Thesis A does not meet as a regular class throughout the semester. In AED 698A, students receive credit for work completed on the thesis. The goals of Thesis A are to, (a) complete a successful Thesis Proposal Presentation *early in the semester*; (b) submit and have approved a proposal for thesis research (IRB proposal) from the Office of Research Support (if warranted by this specific research); (c) determine a reasonable and manageable work schedule and timeline for completing work on the thesis at the conclusion of AED 698B (Thesis B); and (d) collect research data for the thesis. Students enrolled in Thesis A are expected to complete a one-day thesis research and writing workshop sponsored by the AED faculty and held on a Friday early in the semester. *[Required for students in all Academic Program Options]*

**AED 698B Thesis (Thesis B)**

AED 698B Thesis B does not meet as a regular class throughout the semester. In AED 698B, students receive credit for successful completion of the thesis. *Students must enroll in AED 698B in the semester they complete work on the thesis and graduate from the program.* This will require re-enrollment in AED 698B, if a student does not complete the thesis in the semester they are enrolled in Thesis B. Students enrolled in AED 698B meet one-to-one with their Thesis Chair regularly throughout the semester,

leading to completion of the thesis. Students enrolled in Thesis B are expected to complete a one day thesis research and writing workshop sponsored by the AED faculty and held on Friday early in the semester. **Prerequisite:** Completion of written thesis proposal and oral Thesis Proposal Presentation with student's Thesis Committee. (See multi-page description in this Handbook.) *[Required for students in all Academic Program Options]*

# The University of Texas at Austin

## Master's Degree Program Requirements in Art Education

### PROGRAM OPTION A: SCHOOL FOCUS

#### Major: Art Education Credits (30)

##### Art Education CORE (12)

AED 381G Foundations of Art Education (3) (F)

AED 382G Introduction to Research in Art Education (3) (F)

AED 381K Contemporary Issues in Art Education (3) (S)

AED 382H Thesis Proposal and Preparation \*(3) (S)

AED 386 Internship and Field Study (3)

AED 384 Curriculum Development in Art Education\*\* (3)

AED 388D Art and the Creation of Meaning\*\* (3)

Approved Graduate Art Education Elective (3)

AED 698A & 698B Thesis (6 total)

#### Minor: Non-Art Education Credits (6)

Approved Upper Division or Grad Level Non-AED courses (6)

#### 36 Total Credits

### PROGRAM OPTION B: MUSEUM EDUCATION FOCUS

#### Major: Art Education Credits (30)

##### Art Education CORE (12)

AED 381G Foundations of Art Education (3) (F)

AED 382G Introduction to Research in Art Education (3) (F)

AED 381K Contemporary Issues in Art Education (3) (S)

AED 382H Thesis Proposal and Preparation \*(3) (S)

AED 386 Internship and Field Study (3)

AED 383J Museum Education: History and Theory (3)

AED 383K Museum Education: Practice and Application (3)

Approved Graduate Art Education Elective (3)

AED 698A & 698B Thesis (6 total)

#### Minor: Non-Art Education Credits (6)

Approved Upper Division or Grad Level Non-AED courses (6)

#### 36 Total Credits

### PROGRAM OPTION C: COMMUNITY-BASED ART FOCUS

#### Major: Art Education Credits (30)

##### Art Education CORE (12)

AED 381G Foundations of Art Education (3) (F)

AED 382G Introduction to Research in Art Education (3) (F)

AED 381K Contemporary Issues in Art Education (3) (S)

AED 382H Thesis Proposal and Preparation \*(3) (S)

AED 386 Internship and Field Study (3)

AED 387C Case Studies in Community-Based Art Education\*\*\* (3)

AED 387D Program Develop. in Community-Based Art Edu.\*\*\* (3)

Approved Graduate Art Education Elective (3)

AED 698A & 698B Thesis (6 total)

#### Minor: Non-Art Education Credits (6)

Approved Upper Division or Grad Level Non-AED courses (6)

#### 36 Total Credits

\*AED 382G Introduction to Research in Art Education is a prerequisite for AED 382H Thesis Proposal and Preparation

\*\* Course available every other Spring Semester

\*\*\* Course available every other Fall Semester

August 2014

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 Plan of Study  
 Master of Arts in Art Education  
 Option A: School Focus**

Name \_\_\_\_\_ UT EID \_\_\_\_\_

Date Program of Study Began \_\_\_\_\_

Thesis Committee Chair \_\_\_\_\_

Thesis Committee Reader \_\_\_\_\_

**Plan of Study**

**Required Courses (30 credits)**

Course Number and Title	Semester	Instructor	Credit Hours	Grade
AED 381G Foundations of Art Education				
AED 381K Contemporary Issues in Art Education				
AED 382G Introduction to Research in Art Education				
AED 382H Thesis Proposal and Preparation				
AED 386 Internship and Field Study				
AED 384 Curriculum Development in Art Education				
AED 388D Art and the Creation of Meaning				
AED Elective				
AED 698A Thesis				
AED 698B Thesis				

**Academic Minor/Approved non-AED Supporting Area (6 credits)**

Non-AED Elective:				
Non-AED Elective:				

**Deficiency and/or Supporting Courses Not Counted Toward Master of Arts Degree**


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<b>Option B: Museum Education Focus</b>
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Name \_\_\_\_\_ UT EID \_\_\_\_\_

Date Program of Study Began \_\_\_\_\_

Thesis Committee Chair \_\_\_\_\_

Thesis Committee Reader \_\_\_\_\_

**Plan of Study**

**Required Courses (30 credits)**

Course Number and Title	Semester	Instructor	Credit Hours	Grade
AED 381G Foundations of Art Education				
AED 381K Contemporary Issues in Art Education				
AED 382G Introduction to Research in Art Education				
AED 382H Thesis Proposal and Preparation				
AED 386 Internship and Field Study				
AED 383J Museum Education: History and Theory				
AED 383K: Museum Education: Practice & Application				
AED Elective:				
AED 698A Thesis				
AED 698B Thesis				

**Academic Minor/Approved non-AED Supporting Area (6 credits)**

Non-AED Elective:				
Non-AED Elective:				

**Deficiency and/or Supporting Courses Not Counted Toward Master of Arts Degree**


**The University of Texas at Austin  
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 Master of Arts in Art Education**

<b>Option C: Community-Based Art Focus</b>
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Name \_\_\_\_\_ UT EID \_\_\_\_\_

Date Program of Study Began \_\_\_\_\_

Thesis Committee Chair \_\_\_\_\_

Thesis Committee Reader \_\_\_\_\_

**Plan of Study**

**Required Courses (30 credits)**

Course Number and Title	Semester	Instructor	Credit Hours	Grade
AED 381G Foundations of Art Education				
AED 381K Contemporary Issues in Art Education				
AED 382G Introduction to Research in Art Education				
AED 382H Thesis Proposal and Preparation				
AED 386 Internship and Field Study				
AED 387C Case Studies in Community-Based Art Education				
AED 387D Program Development in Community-Based Art Education				
AED Elective:				
AED 698A Thesis				
AED 698B Thesis				

**Academic Minor/Approved non-AED Supporting Area (6 credits)**

Non-AED Elective:				
Non-AED Elective:				

**Deficiency and/or Supporting Courses Not Counted Toward Master of Arts Degree**
