

September 1, 2005

John G. Francis
Acting Senior Vice President for Academic Affairs
205 Park
Campus

RE: Proposal to Add an Emphasis in Community-Based Art Education within
MFA Degree, Department of Art and Art History

Dear Vice President Francis:

At its meeting of August 29, 2005, the Graduate Council voted to approve a proposal to add an emphasis area in community-based art education to the existing Master of Fine Arts degree offered through the Department of Art and Art History. This proposal is being submitted in accordance with Board of Regents Policy R401-5.7.3., which requires that new emphases within existing majors be sent to the Regents as an information item.

The purpose of the new emphasis area within the MFA degree is to enable artists, art educators, and other arts professionals to develop and teach arts education programs in community-based organizations and other alternative learning sites.

A copy of the proposal is attached for your approval and transmittal to the Academic Senate.

Sincerely,

David S. Chapman
Assoc. V.P. for Graduate Studies
Dean, The Graduate School

XC: Raymond Tymas-Jones, Dean, College of Fine Arts
Elizabeth A. Peterson, Chair, Department of Art and Art History
Beth Krensky, Department of Art and Art History

DEPARTMENT OF ART AND ART HISTORY
MASTER OF FINE ARTS: COMMUNITY-BASED ART EDUCATION EMPHASIS
Submitted 8-9-05

SECTION I: The Request

This is a proposal to add an emphasis area in *community-based art education* to the existing Master of Fine Arts (MFA) degree offered through the Department of Art and Art History. The MFA with an emphasis in community-based art education is a two-year terminal degree with a total of 60 credit hours. The MFA combines studio work, academic studies related to art education, and community-based art education collaborative experiences.

MFA requirements also call for an MFA Exhibition or Project (on or off campus), Final Project Paper, and Final Orals. In addition to the emphasis in community-based art education, graduate students in the MFA program will specialize in one of the following studio areas: Ceramics, Graphic Design, Illustration, Painting/Drawing, Photography/Digital Imaging, Printmaking, or Sculpture Intermedia.

The MFA in community-based art education is an individualized degree intended for artists, art educators, and other arts professionals who want to become teaching artists and cultural workers. The degree will enable graduates to develop, teach, and facilitate visual arts education programs in community-based organizations, museums, after-school programs, and other alternative learning sites.

The MFA with an emphasis in community-based art education (CBAE) is similar to the MFA degrees the Department of Art and Art History already offers. Currently there are seven areas of emphasis (Ceramics, Graphic Design, Illustration, Painting/Drawing, Photography/Digital Imaging, Printmaking, or Sculpture Intermedia) that MFA students can choose from. The MFA with an emphasis in CBAE is similar to existing MFA requirements and course offerings. The credit hours and requirements (Final Project, MFA Exhibition or Project, Final Orals) will all remain the same. The course offerings will stay the same with the exception of three required art education courses that will replace 10 of the 26 credits for the student's major studio emphasis. These course changes comprise 10 credit hours of the total 60 credit hours required to graduate, and comprise less than a 50% change in the current MFA degree the Department currently offers.

The three courses are:

- *Art in the Community: Art Education Beyond School Walls*
This course will provide students with an opportunity to explore community-based art education through the theoretical exploration and practical application of art that creates community while affecting positive change. Students will explore the aesthetic, historical, political and sociocultural aspects of community-based art education and will work collaboratively with other students and community members to plan and implement a community-based art work. Students in the course will gain

experience planning, implementing and evaluation innovative arts programming.

- *Art Teaching Practicum*

This is an internship to develop students' competencies as visual arts educators in school or community settings. Under the supervision of an instructor and a community supervisor, students learn knowledge and skills related to various aspects of visual arts education. First-hand experience provides students with a deepened understanding of the art education field.

- *Graduate Art Education Seminar: Artist as Cultural Worker*

This seminar will explore the role of artist as cultural worker through readings on critical pedagogy, multicultural arts education, and activist art. In addition, the course will provide the framework for developing community-based art education programs in museum and community-based settings.

Art in the Community: Art Education Beyond School Walls and *Art Teaching Practicum* are already being taught to upper division undergraduates. Both of these 4000-level courses will be given a 6000-level course number, with additional requirements for graduate students. *Graduate Art Education Seminar: Artist as Cultural Worker* is a new class that will be added for students in the MFA program.

The following table displays the course requirements for the MFA with an emphasis in Community-Based Art Education. All requirements are the same as the other MFA emphases the Department offers, with the exception of the three italicized art education courses.

Course Requirements

MAJOR STUDIO AREA: STUDIO/ART EDUCATION	26 Credit Hours
<i>Art 6530: Art in the Community: Art Education Beyond School Walls</i>	3 credit hours
<i>Art 6540: Art Teaching Practicum (2x)</i>	4 credit hours
<i>Graduate Art Education Seminar: Artist as Cultural Worker</i>	3 credit hours
16 credit hours in major studio area from the following list of graduate studio courses*: <ul style="list-style-type: none"> • Art 6110, 6120, 6130, 6140, 6150, 6160, and/or 6170: Graduate Projects in Painting (2 to 6) • Art 6180: Graduate Special Topics Studio/Critique (4) • Art 6210, 6220, 6230, 6240, 6250, and/or 6260: Graduate Projects in Drawing (2 to 6) • Art 6310, 6320, 6330, 6340, 6350, and/or 6360: Graduate Projects in Printmaking (2 to 6) • Art 6410, 6420, 6430, 6440, 6450, and/or 6460: Graduate Projects in Sculpture (2 to 6) • Art 6510, 6520, 6530, 6540, 6550, and/or 6560: Graduate Projects in Ceramics (2 to 6) • Art 6610, 6620, 6630, 6640, 6650, and/or 6660: Graduate 	16 credit hours

<ul style="list-style-type: none"> Projects in Graphic Design (2 to 6) Art 6700, 6710, 6720, and/or 6730: Graduate Projects in Photography (2 to 6) 	
ALLIED FIELDS*	10 Credit Hours
10 credit hours of work outside of student's major studio area, in or out of the Department, chosen for reasons of enrichment of the studio and art education work.	
ART HISTORY	6 Credit Hours
2 6000 level art history courses	6 credit hours
GRADUATE SEMINAR	12 Credit Hours
Art 6810: Graduate Seminar (4 semesters)	12 credit hours
FINAL PROJECT	6 Credit Hours
Art 6975: Final Project	6 credit hours
TOTAL CREDITS	Minimum of 60 credits

* Students must consult with the head of art teaching to choose courses appropriate to their focus of study.

SECTION II: Need

The field of community-based art education emerged approximately 20 years ago, when a name was given to a practice that had already been taking place in community settings across the United States and throughout the world. Although artists have been engaged long before the 1980s with teaching and creating art in collaboration with communities, there have only recently been formal programs designed to train artists to teach in the community. There are a number of universities and colleges across the country that offer graduate degrees in community-based art education (School of the Art Institute of Chicago, Antioch University-California, School for International Training, to name some of the small number of programs). These programs are considered to be at the forefront of progressive approaches to art education in the United States.

“Art education” needs to be broadly defined to include teaching and learning that occurs both within and *outside* of schools. The Art Teaching area currently certifies art teachers to teach within schools. We believe there is also a need for degrees—such as the proposed MFA with an emphasis in CBAE—to train teaching artists for the numerous out-of-school visual arts teaching opportunities that exist. In Salt Lake City, there are museums, hospitals, youth centers, after-school programs, and arts organizations that need qualified teaching artists. Additionally, as arts funding is cut in the public schools, or arts education simply does not exist in the schools—as is the case in many of Salt Lake City’s elementary schools—it is imperative that arts educators be trained to teach in out-of-school settings. This new MFA emphasis will meet this need.

Public school teachers, artists, and community members have been requesting an MFA in art education since I arrived at the University of Utah two years ago. We currently have contact information of 7 interested individuals who have contacted the Department about an MFA in community-based art education during the past two years.

SECTION III: Institutional Impact

The institutional impact of the MFA will be minimal. With the exception of one new class, all other courses are already being offered and the structure is already in place to support graduate students. Graduate students will meet with upper division students in *Art in the Community: Art Education Beyond School Walls* and *Art Teaching Practicum*. The new course—*Graduate Art Education Seminar: Artist as Cultural Worker*—will be developed and taught by Beth Krensky, Ph.D., the Area Head of Art Teaching. This course will be taught as part of the regular teaching load in place of one undergraduate Art Teaching course. The undergraduate Art Teaching course will earn enough tuition revenue to pay for an adjunct instructor. Dr. Krensky will still have ongoing involvement with the Art Teaching BFA students while teaching four undergraduate courses a year in addition to the one new graduate course.

It is estimated that there will be between three and ten MFA with an emphasis in CBAE students per year. There is room in existing courses within the Department for these students. Additionally, these students may enroll in courses offered by the College of Education and other colleges or departments. The College of Education courses have space for additional graduate students.

Like graduate students from the other MFA emphasis areas, MFA students with an emphasis in CBAE will be granted studio space if it is available. The Department attempts, insofar as possible, to provide individual or shared graduate studio space for MFA candidates. The studio space is assigned by the Director of Graduate Studies.

SECTION IV: Finances

There will be no budget increases as a result of adding this new MFA emphasis. The number of undergraduate Art Teaching majors has steadily increased over the past two years and is expected to continue increasing due to the presence of a tenure-track Art Teaching faculty person and newly designed curriculum. These increased numbers will create enough revenue to pay for an adjunct instructor to teach one of the undergraduate Art Teaching courses. This will allow Dr. Krensky to teach the one additional graduate art education course. There are no other foreseeable expenses with the new emphasis.