

March 22, 2017

MEMORANDUM

TO: State Board of Regents

FROM: David L. Buhler

SUBJECT: University of Utah – Master of Arts in Teaching in Fine Arts

Issue

The University of Utah requests approval to offer a Master of Arts in Teaching (MAT) in Fine Arts effective in summer 2018. The institutional Board of Trustees approved the degree on December 13, 2016.

Background

The proposed MAT in Fine Arts is an interdisciplinary program in arts education that would give graduates a deeper understanding of pedagogy in their particular field to strengthen their teaching practice. The degree would be offered in a hybrid format, blending online courses with intensive summer sessions on campus, allowing candidates to earn the degree over two years without having to relocate or leave their employment. The field of arts education has expanded beyond teaching in schools to include work in other educational, community, and artistic settings. Accordingly, it is expected the proposed MAT would appeal to K-12 educators interested in a degree that is specific to teaching the arts, as well as arts professionals working in museums, city youth programs, after-school programs, recreation centers, music studios, and dance and theatre companies.

Given the combination of online and summer-intensive course work, it is anticipated the proposed MAT would attract students both from Utah and across the country. In considering the demand for such a degree, the College of Fine Arts (CFA) at the University has seen a rise in the number of inquiries in recent years due, in part, to the growing number of Beverley Taylor Sorenson Arts Learning Program schools in the state. Interest has come from K-12 arts educators, K-6 classroom teachers, and CFA alumni teaching the arts in non-profit and private sectors. The proposed MAT would be unique in Utah and the country with its focus on interdisciplinary arts education. Furthermore, applicants from community or other non-school arts teaching backgrounds, but who do not hold a teaching license, would be eligible for the MAT program (unlike other MAT programs across the country that are specific to dance, music, theatre, or visual arts).

Policy Issues

The proposed degree has been developed and reviewed in accordance with processes established by the University of Utah and the Board of Regents. The Utah System of Higher Education (USHE) Chief Academic Officers and appropriate faculty at other USHE institutions reviewed and are supportive of the University of Utah's request to offer an MAT in Fine Arts. There are no additional policy issues relative to approval of this program.

Commissioner's Recommendation

The Commissioner recommends the Regents approve the request by the University of Utah to offer a Master of Arts in Teaching in Fine Arts.

David L. Buhler
Commissioner of Higher Education

DLB/GVB
Attachment

Utah System of Higher Education Program Description - Full Template

Section I: The Request

University of Utah requests approval to offer the following Master's degree(s): Master of Arts in Teaching in Fine Arts effective Summer 2018. This program was approved by the institutional Board of Trustees on December 13, 2016.

Section II: Program Proposal

Program Description

Present a complete, formal program description.

As the field of arts education demands more interdisciplinary practice, it is vital that institutions of higher education prepare and train arts educators to have the ability to guide their students through the exploration of arts not just in their traditional forms, but also in ways that promote interpersonal, social, political, and environmental action. In the 21st century, the discipline of arts education as a profession has expanded beyond preparing teaching artists to teach solely specific standards in secondary public school art programs (grades 6-12); it now also provides professionals experiential opportunities to work alongside children, youth, and citizens in a wide variety of educational, community, and artistic contexts. In response to the collaborative and expansive work the field of arts education has grown to encompass, the College of Fine Arts (CFA) requests to establish an interdisciplinary academic program entitled, the Arts Teaching Program, that will house a Master of Arts in Teaching (MAT) in Fine Arts degree.

An MAT differs from a Master of Arts in Education and a Master of Education, as, in general, these degrees prepare candidates for administrative roles and place them on an educational trajectory towards a PhD. In contrast, an MAT gives candidates a deeper understanding of pedagogy in their particular field, thereby strengthening their teaching practice. Thus, an MAT may be offered in any discipline, (e.g., English, Mathematics) or, as in the case of the degree proposed here, the Fine Arts. Specifically, the MAT proposed here will prepare students for careers as master teachers in the fine arts and as innovators in the field of arts education.

The MAT in Fine Arts will be a professional, hybrid/online degree that will allow working Utahans the opportunity to obtain a master's degree in two years without having to relocate or leave their profession. The MAT will offer an arts-centered pedagogical approach to teaching and learning via hybrid (on campus/online) summer intensives and online instruction that have been designed to respond to the identified needs/demands of local and national communities. The proposed MAT is unique from other programs across the country for three reasons: (1) it is a hybrid/online degree; (2) it does not require candidates to obtain a Utah teaching and learning license; and (3) it is located in a College of Fine Arts, thereby providing candidates with a deep understanding of the arts, in particular. This MAT will attract two main constituencies: (1) professional teaching artists working in community and non-profit arts organizations such as museums, city youth year-round programs, after school programs, recreation centers, music studios, and dance and theatre companies; and (2) licensed K-12 educators seeking a master's degree that is specific to teaching the arts.

The MAT will provide candidates opportunities to gain new skills that will enhance their practice and knowledge of teaching in and across the arts. The MAT will concentrate on advanced coursework and focus on pedagogical theory and collaborative practice that expand beyond the traditional classroom. The degree requires 30 credit hours and employs a summer-intensive, hybrid low-residency/online structure. Students will take classes as a fine arts cohort. The curriculum will provide a collaborative learning environment and opportunities for participants to build upon their individual passions within the field of arts teaching.

Faculty Consultation:

The Arts Education faculty at the University is eager to respond to the evolving field of arts teaching. Members of the CFA Arts Education Committee, who will serve as the program's steering committee, convened in June 2015 and met regularly to write, shape, and create the new MAT curriculum. This committee included arts education faculty from the Departments of Art and Art History and Theatre, and from the Schools of Dance and Music. Additionally, each chair and director within the CFA was

consulted in the preparation of curriculum, load, sequence, and sustainability of the degree.

Where appropriate for fall and spring online courses, chairs and directors are willing to provide faculty course release time to teach MAT courses. Further, the Arts Education Committee partnered with Cory Stokes, Associate Dean and Director of UOnline, to create the hybrid format, determine sustainability and production plans, and conduct a market/demand analysis for the MAT program. A formal vote to approve this proposal from the CFA Arts Education Committee took place on April 20, 2016. Seven arts education faculty voted in favor, none opposed, and none abstained. A formal vote to approve this proposal from the CFA Curriculum Committee took place on September 16, 2016. Five committee members voted in favor, none opposed, and none abstained.

Further, several meetings with community-based professional arts educators and district arts supervisors serving local school districts provided input on the curriculum and program design throughout the developmental process.

Consistency with Institutional Mission

Explain how the program is consistent with the institution's Regents-approved mission, roles, and goals. Institutional mission and roles may be found at higheredutah.org/policies/policy312/.

The MAT will attract a diverse student body of professionals due to the low-residency structure in which it has been designed. Further, the two-year, 30-credit-hour degree will foster student success by preparing MAT students to work respectfully and collaboratively alongside youth from diverse backgrounds as they engage in the process of creative learning. MAT practicums will provide students opportunities to investigate the role of facilitator, with a main focus on empowering youth to drive the creation process as it relates to their experience and what they would like to say and explore, providing space for young people to lead and to see themselves not only as artists, but as global citizens.

The MAT will build upon the intrinsic values of the arts and allow candidates delivering arts instruction in traditional and non-traditional settings opportunities to create, discover, strengthen, and share knowledge regarding what is current and relevant in the field as it relates to the application and practice of teaching and learning in and through the arts. The MAT will create interdisciplinary seminars with the primary purpose of generating knowledge and investigating how arts teaching intersects various professions, as the field continues to expand collaboratively.

The MAT supports the long-term success and viability of the institution for it builds upon the State's great commitment to the arts and arts education. The state legislature's ongoing support of the Beverley Taylor Sorenson Arts Learning Program, where a highly-qualified art specialist delivers arts integrated curricula in K-6 classrooms in 475 public elementary and charter schools, their continued funding of Professional Outreach Programs that provide arts educational learning opportunities for licensed educators and K-12 students, along with the expectation that all public secondary schools require the successful completion of 1.0 fine arts credits in middle school and 1.5 credit hours in high school for students to graduate proves the State's deep commitment to arts teaching. Establishing an MAT in Fine Arts will provide the University of Utah increased opportunities to serve as a leader in building upon the State's investment to arts education by creating a cadre of professional teaching artists and learning communities who possess the skills, rigor, and ability to deliver arts instruction effectively in schools and organizations across the state, thereby increasing the number of youth that have access to robust arts learning experiences.

Section III: Needs Assessment

Program Rationale

Describe the institutional procedures used to arrive at a decision to offer the program. Briefly indicate why such a program should be initiated. State how the institution and the USHE benefit by offering the proposed program.

In recent years, arts educators have reevaluated their traditional teaching practices and looked critically at how they respond to and meet the needs of 21st-century learners. The primary emphasis of the field has shifted to investigate how art educators with diverse interests and experiences cultivate learning environments where art education is more than the development of a set of skills, but also an avenue to better see and relate to the changing global economy. These are the realities arts educators must be able to respond to collaboratively in new and meaningful ways to ensure that teaching and learning in and through the

arts does not become marginalized or obsolete.

Based on undergraduate degrees awarded over the past ten years, data/analysis research, conversations the Arts Education faculty have had with other universities and fine arts programs throughout the country, along with feedback the College has received from community partners, alumni, students, and potential students, it is clear that the creation of an MAT in Fine Arts is necessary for the area of arts teaching to continue to thrive and flourish at the University of Utah, as well as to keep pace with the changing field and expectations that encompass the world of arts teaching. In response to the changing world of arts education, the USHE will greatly benefit from the University of Utah's proposed MAT curricula, for it will enhance the preparation of professionals working alongside young people in schools, communities, and arts organizations locally and nationally.

The MAT will strengthen Utah's arts educators by providing the skills needed to discover new interdisciplinary knowledge. The goal is for graduates to take this knowledge and directly enhance the quality and access of youth arts programs and curricula statewide. The MAT will also provide USHE institutions and the Utah State Board of Education with additional art-specific teaching courses for individuals needing to fulfill specific State art endorsement requirements, a growing need in all regional areas throughout the state. Further, the program will attract exemplary students, arts teaching professionals, and faculty to Utah.

Labor Market Demand

Provide local, state, and/or national labor market data that speak to the need for this program. Occupational demand, wage, and number of annual openings information may be found at sources such as Utah DWS Occupation Information Data Viewer (jobs.utah.gov/jsp/wi/utalmis/gotoOccinfo.do) and the Occupation Outlook Handbook (www.bls.gov/oco).

In developing the low-residency online MAT, the Arts Education Committee worked in collaboration with UOnline to research and create a market/demand analysis for this type of degree. The analysis provides a clear indication that due to the unique low-residency/hybrid structure, the MAT will help the University of Utah effectively respond to and build upon the Governor's 66% by 2020 call by providing working Utahans professionals "on the job" opportunities to obtain a master's degree in their field of interest and expertise without having to relocate or stop working.

The CFA will recruit professional teaching artists working in the community, as well as licensed arts educators. As outlined in the MAT market/demand analysis, the total addressable market comes from three main sectors: (1) arts-based K-12 classroom educators defined as an estimate of currently employed arts educators in Utah and regional public school districts, private schools, and charter schools; (2) Utah non-profit arts organizations and the national and state-level nonprofit share of private sector employment; (3) 10-year figures on University of Utah CFA undergraduate degrees and 2014-15 University of Utah and Utah-region elementary and secondary education undergraduate degrees.

The market/demand report indicates that the University of Utah CFA and College of Education undergraduate degree holders are essential to the success of the MAT program. The reasoning is two-fold and links to the program's target audiences: (1) College of Education students majoring in elementary education will graduate with a teaching license and are target candidates for the MAT because it is the State's expectation that elementary educators deliver Utah's core standards in music, theatre, dance, and visual arts in the absence of an art specialist. According to the analysis report, the total addressable market approach indicates that Alpine School District is a prime local area to recruit for the MAT; (2) The Strategic National Arts Alumni Project (SNAAP) tracks the lives and careers of arts graduates via an online survey that is designed to enhance the impact of arts-school education. SNAAP partners with degree-granting institutions administer the survey to their arts graduates, reaching over 92,000 arts alumni in the United States. A recent five-year University of Utah CFA alumni survey provided information on percentages of alumni who obtained employment in the arts sector. The survey indicates that CFA undergraduate degree holders do, in fact, secure teaching employment as professional artists in residence in local non-profit organizations and schools, as well as become arts educators that pursue licensure post-graduation through the Alternative Route to Licensure. Therefore, to further develop their professional skills and advance in their career, undergraduate degree holders may seek a graduate degree such as the MAT. Graduate alumni respondents have upwards of a 90% placement in arts sector (<http://www.finearts.utah.edu/alumni/snaap>).

A significant value of the Master of Arts in Teaching in Fine Arts is in allowing currently employed educators to achieve a reclassification, or "lane change," in the school district. This reclassification is a salary increase. For context, a target student

may have an undergraduate teaching degree and a teaching license. Through the course of their professional development, that student is now in the arts education field. Another student may have teaching credentials, but would like education specific to arts teaching. Other target students may be licensed as elementary teachers or arts teachers and desire a reclassification and additional education for career advancement and professional development.

The Salt Lake City School District provided 2014-15 salary schedule information (certified teachers, 182 work days). A master's degree allows a potential target Master of Arts in Teaching Fine Arts degree holder to go through a reclassification and transition three salary categories higher. For example, a recent undergraduate degree holder working as an arts educator in the Salt Lake City School District would enter school district employment at Step 1. After working two years while obtaining the Master of Arts in Teaching Fine Arts graduate degree, the student would be at Step 3 of the salary schedule. At Step 3, before degree completion, the student would hold a bachelor degree and certificate and receive a salary of \$41,064. With a new master's degree and a certificate, the target student is now eligible to skip several education and experience classification levels to receive a new salary of \$45,449. This lane change is equivalent to an annual base salary increase of \$4,385.

The Granite School District provided a 2014-15 teacher salary schedule (nine-month base contract, 187 work days). Given the same scenario as the Salt Lake School District potential student, a Granite School District arts educator holding a bachelor's degree and certificate at salary Step 3 would receive a salary of \$33,806. With a master's degree and a certificate, the educator is eligible to skip several education and experience classifications levels to receive a salary of \$37,403. This lane change is equivalent to an annual base salary increase of \$3,597.

Additionally, arts and culture nonprofit organizations, which include directors of nonprofit (or for-profit) arts organizations, arts educators that deliver direct services to young people in community settings, after school programs, in-school programs, and arts educators that deliver professional development workshops in public and private educational settings, are prime MAT candidates. Larger nonprofit organizations may have 10-20 teachers, a subset of which serve as artists in residence at area elementary schools, most of which have no interest in pursuing licensure, but who are arts educators contributing to the field and who may be interested in this MAT degree.

Student Demand

Provide evidence of student interest and demand that supports potential program enrollment. Use Appendix D to project five years' enrollments and graduates. Note: If the proposed program is an expansion of an existing program, present several years enrollment trends by headcount and/or by student credit hours that justify expansion.

In conjunction with the findings of the labor market demand analysis, over the past 10 years, the CFA has established a database of inquiries regarding a master's degree in arts teaching. Between 2013-2016, the number of inquiries increased due in part to the growing number of Beverley Taylor Sorenson Arts Learning Program schools throughout the state, as well as the expansion of the field of arts teaching. Arts Education faculty are contacted on average 2-3 times per month regarding a graduate program in the area of arts teaching. Frequent inquiries come from licensed K-12 arts educators, licensed K-6 classroom teachers, and College of Fine Arts alumni that have found employment teaching the arts in non-profit organizations, as well as the private sector.

Similar Programs

Are similar programs offered elsewhere in the USHE, the state, or Intermountain Region? If yes, identify the existing program(s) and cite justifications for why the Regents should approve another program of this type. How does the proposed program differ from or compliment similar program(s)?

A professionally-targeted, low-residency/hybrid MAT in Fine Arts degree is not offered at other USHE institutions or in the Intermountain Region.

In Utah, Westminster College offers a Master of Arts in Teaching through the School of Education. The primary differences between this program and the proposed University of Utah MAT in Fine Arts are: (1) the Westminster College program is structured as a 4+1 program for teaching in K-12 classrooms; (2) the program is not specific to teaching in the arts; (3) the graduate degree is limited to in-person instruction; and (4) Westminster College is a private university with potentially higher tuition and fees. The Westminster MAT tracks range from 39-48 credit hours and include the following program options: Elementary Education Program prepares candidates to teach grades K-6; Secondary Education Program prepares candidates

to teach grades 6-12; Special Education program prepares candidates to teach students with exceptionalities in grades K-12, Dual License with Elementary Education, Dual License with Secondary Education.

The University of Utah's MAT Fine Arts degree program is distinct from other MAT programs due to the unique online hybrid modality, K-12 and arts professionals target markets, content specific to teaching the fine arts, focus beyond PreK-12 licensure, and location outside the institution's College of Education. According to UOnline's market analysis, Master of Arts in Teaching Fine Arts programs are not currently offered locally or nationally. This provides the University of Utah an opportunity to create a distinguishable MAT in Fine Arts that is interdisciplinary across the arts and that does not compete with other MAT programs.

Nationally, there are numerous Master of Arts in Teaching graduate degree programs specific to Theatre, Dance, Music, Visual Arts, and Community Engagement Visual Arts Teaching. However, unlike the degree proposed here, these programs are not interdisciplinary across the fine arts (e.g., visual, media, dance, theatre, and music arts). Most of these programs require state certification/PreK-12 licensure and are implemented as 4+1, in-person degree programs.

Collaboration with and Impact on Other USHE Institutions

Indicate if the program will be delivered outside of designated service area; provide justification. Service areas are defined in higher.utah.org/policies/policyr315/. Assess the impact the new program will have on other USHE institutions. Describe any discussions with other institutions pertaining to this program. Include any collaborative efforts that may have been proposed.

All state institutions of higher education face challenges in regards to graduating students who are highly qualified to teach children and youth in the arts. Utah deans from arts colleges and schools have a long history of collaborating to address the viability and sustainability of arts programs in higher education. The collaboration sparked the creation of a more formalized working group. In 2012, the Utah Council of Arts Deans (UCAD) was founded. Bylaws were established and written in 2015. The Council holds regular meetings and serves as an advisory and action committee for the arts and for arts education in Utah. It provides a forum for discussion regarding local, state, and national issues in the arts and arts education and works to present a unified voice regarding those issues to the Utah State Board of Regents, the Legislature, the Utah State Board of Education, private and government organizations, and the general public as needed. The purpose of UCAD is to impact positively the development and on-going effectiveness of the arts in higher education programs in the State of Utah. Ten institutions of higher education in the state (University of Utah, Utah State University, Southern Utah University, Snow College, Brigham Young University, Dixie State College, Utah Valley University, Weber State University, Westminster College, and Salt Lake Community College) make up the UCAD. University of Utah College of Fine Arts Dean Raymond Tymas-Jones is the current President of the Council. Over the past two years, a primary emphasis of their collaborative work has focused on how institutions of higher education across the state address undergraduate preparation deficiencies required in the state K-12 art endorsement programs post graduation. The MAT proposed here will help support this statewide effort by increasing access to opportunities for more teaching artists and licensed educators (approximately 4,813 educators as indicated in the data/analysis report) to adequately and feasibly obtain skills needed to become highly qualified in the content area. The inception of this new graduate program will build upon and potentially expand the meaningful partnerships established through the USHE and beyond via UCAD, as well as support the collaborative and collective relationship state art schools and colleges have with the Utah State Board of Education in regards to state art endorsement programs.

External Review and Accreditation

Indicate whether external consultants or, for a career and technical education program, program advisory committee were involved in the development of the proposed program. List the members of the external consultants or advisory committee and briefly describe their activities. If the program will seek special professional accreditation, project anticipated costs and a date for accreditation review.

External consultants were not involved in the development of the MAT program. The University will not be seeking any special professional accreditation for the MAT.

Section IV: Program Details

Graduation Standards and Number of Credits

Provide graduation standards. Provide justification if number of credit or clock hours exceeds credit limit for this program type described in R401-3.11, which can be found at higheredutah.org/policies/R401.

The MAT will enhance the professional development of teaching artists who are committed to excellence. The graduate program will focus on preparing arts teachers and educators who are skilled in leadership, curriculum design, and advanced instructional strategies. Each student must successfully complete all graduation requirements. These requirements include the completion of 30 credit hours, a professional arts teaching portfolio encompassing community and classroom art-based theory, and a synthesis paper. Because the program builds upon arts and teaching skills candidates already possess, a 30-hour program allows students opportunities to engage in specialized courses that enhance their work, as well as generate and inspire new knowledge, practice, and research.

Admission Requirements

List admission requirements specific to the proposed program.

Applicants for admission to the MAT will be recommended by the Arts Education Steering Committee and approved by the Graduate School at the University of Utah. The University will expect that candidates have a commitment to the demands of graduate study, as well as at least one of the following: a bachelor's degree in a specific art form; a state arts endorsement in theatre, dance, visual arts, or music; or a cognate education degree suitable to the study of arts teaching. Application deadline will be February 1.

In addition to basic information required of all applicants to the Graduate School at the University of Utah, the MAT will require the following supplementary materials of its applicants:

1. Statement of Purpose: You should use your statement to describe your background, interests, and goals in the study of arts education.
2. Curriculum vitae (résumé) listing your educational background and experience.
3. Arts teaching portfolio (integrated lessons in the traditional classroom and/or community-based work with youth accepted).
4. Two letters of recommendation by professors or professional colleagues who are familiar with your arts teaching methods and can speak to your ability to teach in the arts.

Curriculum and Degree Map

Use the tables in Appendix A to provide a list of courses and Appendix B to provide a program Degree Map, also referred to as a graduation plan.

Section V: Institution, Faculty, and Staff Support

Institutional Readiness

How do existing administrative structures support the proposed program? Identify new organizational structures that may be needed to deliver the program. Will the proposed program impact the delivery of undergraduate and/or lower-division education? If yes, how?

The University of Utah has an extensive and impressive dedication to arts education, including the Beverley Taylor Sorenson Arts Learning Program, the University's ArtsBridge Program, the vibrant Youth Arts Division, undergraduate arts teaching BFA degrees in Theatre, Dance, Art, and Music, the Master of Music Education degree, the MFA in Community-Based Art Education, as well as the PhD in Music Education. The existing arts education administrative structures, under the CFA Assistant Dean of Arts Education and Community Engagement, the Arts Education Committee, along with tenured faculty (seven of whom possess PhDs in arts education from music, theatre, art, and film), career line, and adjunct faculty in the CFA are already in place to bring an interdisciplinary arts teaching academic program into existence as well as to recruit to and implement the MAT.

The CFA will hire a Program Director to oversee the development and implementation of the MAT Fine Arts. It is anticipated that the director will teach specific MAT courses.

Additionally, three part-time non-tenured track teaching faculty will be needed to support MAT students and deliver quality curricula. The degree will be overseen and evaluated by the Arts Education Committee, which will also serve as the program's steering committee, and include representatives from across the College and University.

Creating a college-wide arts teaching graduate program will strengthen the college's undergraduate program by providing rich internship and student teaching placements in the community with local MAT students and graduates. The program will serve as a recruiting tool for future CFA graduate students and establish a sequential curriculum progression that will enhance student preparation.

Faculty

Describe faculty development activities that will support this program. Will existing faculty/instructions, including teaching/graduate assistants, be sufficient to instruct the program or will additional faculty be recruited? If needed, provide plans and resources to secure qualified faculty. Use Appendix C to provide detail on faculty profiles and new hires.

The faculty that will teach in the MAT will participate in UOnline professional development and learning experiences on campus so that the online and hybrid instructional methods are current, relevant, and effective.

It is anticipated that the majority of the faculty who will teach in the summer intensive/online MAT will be tenured or tenure track, along with the program director. However, the program will include a combination of tenured/tenure-track faculty members and qualified career and adjunct faculty members from the University of Utah, as well as the arts education community. This will ensure that students have expert mentors for practicums and opportunities to engage in national conversations as they explore a variety of arts teaching methods.

Three additional qualified, part-time, non-tenured arts teaching professionals in a specified arts teaching emphasis will be hired. The Arts Education Committee, alongside the Assistant Dean of Arts Education and Community Engagement, and the MAT Program Director will recruit community-based arts educators and colleagues from across the country to teach in the program.

Staff

Describe the staff development activities that will support this program. Will existing staff such as administrative, secretarial/clerical, laboratory aides, advisors, be sufficient to support the program or will additional staff need to be hired? Provide plans and resources to secure qualified staff, as needed.

A full-time Online Coordinator will be needed to assist students with online classes and student advising. UOnline education will provide resources for the first two years of the program, after which the CFA will need to be able to sustain that position. This position will participate in UOnline professional development and learning experiences on campus to support MAT students effectively.

Student Advisement

Describe how students in the proposed program will be advised.

The Program Director and Online Coordinator will be primarily responsible for advising MAT Fine Arts students. Additionally, students will be assigned an Arts Education faculty mentor suited to their creative and scholarly interests. This faculty mentor will work with assigned students over the course of their academic career. Meetings with the Program Director and faculty mentors will be scheduled at regular intervals throughout the program to ensure that each student is adequately supported during their tenure at the University.

Library and Information Resources

Describe library resources required to offer the proposed program if any. List new library resources to be acquired.

The University is fortunate to have an impressive collection of arts teaching resources that are fully accessible to students and held in the Katherine W. Dumke Fine Arts and Architecture Library at the J. Willard Marriott Library, the University's main

library. The Marriott Library has a dedicated person as liaison with the Arts Education areas within the College who works closely with arts education faculty in each department to determine new acquisitions of books, teaching materials, and multi-media materials to augment and enhance arts teaching content and assure student and faculty access. Physical holdings of materials related specifically to arts teaching across the disciplines include: biographies of artists and companies, teaching for the camera, animation with young people, arts teaching criticism and theory, dance anthropology, cultural and gender studies, music, child dance, child drama, child music, creative play, arts education history, community-based arts teaching, and ethnic studies. All of these resources are in place and adequate for the needs of the students, faculty members, and instructors who will teach in the MAT.

Projected Enrollment and Finance

Use Appendix D to provide projected enrollment and information on related operating expenses and funding sources.

Section VI: Program Evaluation

Program Assessment

Identify program goals. Describe the system of assessment to be used to evaluate and develop the program.

The program is grounded in the belief that students become highly engaged in their own learning when curriculum is centered on questions students form when actively engaged in teaching in and through the arts. Students will complete coursework that blends theory with hands-on, field-based arts teaching experiences, allowing them to build positive arts educational environments that respond to and meet the needs of diverse individuals and communities.

Program Goals:

- Goal 1: Critical inquiry regarding the field of Arts Education.
- Goal 2: Accomplished teaching in and through the arts.
- Goal 3: Collaborative professional development, teacher leadership, and contributions to the field via new knowledge, curiosity, creativity, critical pedagogy, and community-engaged practice.

Program assessment procedure will include:

1. Self-study and faculty advisory reports (FARs).
2. Program impact and outcome database will include: Alumni professional growth and employment, the impact on the field of arts education, and provider quality to ensure continuous growth and improvement of curriculum.
3. Productivity, the level of program performance (degree completion, grant support, publications, scholarly and creative outputs, creative activity, and awards).
4. Initial three-year program review.
5. Annual seven-year program review from the Graduate Council.

Program impacts, outcomes, specific productivity indicators, self-study, and FARs will be collected on an annual basis and housed in the Program's database. Findings will be compiled and analyzed every three years by the Arts Education Committee, after two consecutive cohorts have completed the program. Evaluation of the outcomes and impacts that result from offering the program, including the professional viability of graduates, their satisfaction, national rankings, impact statements, and community engagement, will provide data regarding successes related to learning outcomes, curriculum, structure, and instructors, as well as identified areas of improvement.

Student Standards of Performance

List the standards, competencies, and marketable skills students will have achieved at the time of graduation. How and why were these standards and competencies chosen? Include formative and summative assessment measures to be used to determine student learning outcomes.

MAT Fine Arts graduates:

- Incorporate knowledge of art standards and various instructional approaches to the design and the implementation of

teaching in and through the arts.

- Apply evidence-based strategies and methodologies to teach the arts in a variety of settings employing a constructivist approach.
- Function as reflective arts education practitioners.
- Demonstrate a commitment to adapting, modeling, and implementing diverse learning methods in art space.
- Build relationships with individuals and families that support growth and learning via community-based art making.

How is it known that candidates are successful? The MAT will include five teaching practicums, as well as collaborative online assignments. Evidence of successful teaching practicums and collaborative assignments include: (1) diagnostic assessments, e.g. interviews, discussion board prompts regarding specific arts teaching philosophies and methods, and post-teaching self-assessments; (2) measurable content-specific outcomes; (3) content neutral outcomes, such as interpersonal skills; (4) formative feedback assessments post teaching; and (5) evaluative assessments where the learning process and the content knowledge of the candidate are the primary focus.

Competency evaluations will be measured through practicum observations, and co-teaching and collaborative assignments, as well as the creation, implementation, and assessment of individual practice.

Competency Rubric (based on the Utah Effective Teaching Standards):

- Highly Effective: Has a high degree of impact on student engagement and learning. Candidate is able to implement effective arts teaching strategies in the arts on a regular and on-going basis.
- Effective: Has a satisfactory level of impact on student engagement and learning when implementing best practices. Candidate is able to implement most of the effective art teaching strategies and arts skills on a regular and ongoing basis.
- Developing: Has limited or little impact on student engagements and learning. Candidate is able to implement some aspects of effective arts teaching strategies with significant support.
- Not Effective: Has no impact on student engagement and learning. Candidate is not able to implement effective arts teaching strategies in the arts on a regular and ongoing basis.

Outcomes and Candidate GLO Competencies:

- The Candidate creates developmentally appropriate and challenging arts learning experiences based on each student's strengths and needs.
- The Candidate collaborates with families, colleagues, and other community professionals to promote student growth and development utilizing the arts as a base of inspiration.
- The Candidate implements authentic formative and summative assessment strategies that are aligned with selected arts teaching strategies and methods.
- The Candidate creates a learning culture that encourages risk taking in the creative process for individual learners to advance their own understanding and knowledge.
- The Candidate collaborates with students to establish a positive learning climate of openness, respect, support, and inquiry by utilizing a variety of classroom management strategies, such as cuing, proximity, call/response, and movement.
- The Candidate knows the content of the art discipline and conveys accurate information and concepts.
- The Candidate engages students in applying methods of inquiry.
- The Candidate understands and practices a range of developmentally, culturally, and artistically appropriate instructional strategies.

These standards and competencies align with the Utah Effective Teaching Standards and were chosen and approved by the Arts Education Committee. The competencies are thorough and provide candidates with a concise overview of the core curriculum and expected learning outcomes. The competencies reflect the coursework and professional learning experiences in which students will engage during their study in the MAT.

Understanding these competencies dramatically enhances candidates' ability to model them effectively and to apply them in their professional arts teaching practice.

Appendix A: Program Curriculum

List all courses, including new courses, to be offered in the proposed program by prefix, number, title, and credit hours (or credit equivalences). Indicate new courses with an X in the appropriate columns. The total number of credit hours should reflect the number of credits required to be awarded the degree.

For variable credits, please enter the minimum value in the table for credit hours. To explain variable credit in detail as well as any additional information, use the narrative box at the end of this appendix.

Course Number	NEW Course	Course Title	Credit Hours
General Education Courses (list specific courses if recommended for this program on Degree Map)			
General Education Credit Hour Sub-Total			
Required Courses			
ATFA 6015	X	Theatre, Media, and Visual Art Teaching Materials and Methods	3
ATFA 6030	X	Music and Dance Teaching Materials and Methods	3
ATFA 6100	X	Arts Teaching Theory	3
ATFA 6200	X	Arts Teaching Applied Theory	3
ATFA 6300	X	Socially Engaged Art Making	3
ATFA 6400	X	Arts Teaching Seminar	6
ATFA 6500	X	Community-Based Arts Teaching	3
ATFA 6600	X	Arts Teaching Project Design	3
ATFA 6700	X	Arts Teaching Project Implementation	3
Required Course Credit Hour Sub-Total			30
Elective Courses			
Elective Credit Hour Sub-Total			
Core Curriculum Credit Hour Sub-Total			30

Program Curriculum Narrative

Describe any variable credits. You may also include additional curriculum information.

The two-year, hybrid, low-residency MAT will focus on the development of rigorous pedagogical expertise required to improve

the delivery of high-quality arts experiences. This MAT is appropriate for teaching artists (licensed or not) seeking a graduate-level degree that emphasizes advanced coursework and pedagogy regarding teaching in and across the arts.

The MAT will require 30 semester hours of graduate-level course work in the teaching content area, the fine arts. Eighteen credit hours will be devoted to two 12-day summer intensives on the University of Utah's main campus and will include additional online work to be completed prior and subsequent to the on-campus sessions. Summer intensives will provide colleagues opportunities to engage in and contribute to the greater vision and mission of what arts education is and can be, and will focus on methods-based arts teaching techniques. Cutting-edge arts teaching seminars will convene local, national, and internationally-recognized arts educators to work collaboratively with MAT in Fine Arts candidates, campus and community team teaching opportunities, and hybrid online reflective work. The additional 12 credit hours required for the degree will consist of online work to be completed during the fall and spring semesters of each of the two academic years. Online curriculum will focus on the areas of arts teaching theory and application via three individual arts teaching practicums that will take place in collaboration with various local and national communities.

The curriculum will be structured so that techniques and methods are introduced and applied according to foundational theories that appropriately support candidates as they build on, connect, and apply prior and new knowledge in each course. These foundations will prepare candidates for the successful implementation of a final teaching and assessment project that is meaningful for all participants, relevant, and grounded in sound arts teaching methods and techniques.

MAT Courses:

- Summer 1: ATFA 6015 Theatre, Media, and Visual Art Teaching Materials and Methods; ATFA 6030 Music and Dance Teaching Materials and Methods; ATFA 6100 Arts Teaching Theory
- Fall 1: ATFA 6200 Arts Teaching Applied Theory
- Spring 1: ATFA 6300 Socially Engaged Art Making
- Summer 2: ATFA 6400 Arts Teaching Seminar; ATFA 6500 Community-Based Arts Teaching
- Fall 2: ATFA 6600 Arts Teaching Project Design

Degree Map

Degree maps pertain to undergraduate programs ONLY. Provide a degree map for proposed program. Degree Maps were approved by the State Board of Regents on July 17, 2014 as a degree completion measure. Degree maps or graduation plans are a suggested semester-by-semester class schedule that includes prefix, number, title, and semester hours. For more details see <http://higheredutah.org/pdf/agendas/201407/TAB%20A%202014-7-18.pdf> (Item #3).

Please cut-and-paste the degree map or manually enter the degree map in the table below.

Part III: New Faculty / Staff Projections for Proposed Program

Indicate the number of faculty / staff to be hired in the first three years of the program, if applicable. Include additional cost for these faculty / staff members in Appendix D.

	# Tenured	# Tenure -Track	# Non -Tenure Track	Academic or Industry Credentials Needed	Est. % of time to be dedicated to proposed program.
Faculty: Full Time with Doctorate					
Faculty: Part Time with Doctorate			1	PhD with an emphasis in arts education in an art form	100 %
Faculty: Full Time with Masters			1	Terminal Degree with an emphasis in arts education (director)	100%
Faculty: Part Time with Masters			2	Terminal Degree with an emphasis in arts education	100 %
Faculty: Full Time with Baccalaureate					
Faculty: Part Time with Baccalaureate					
Teaching / Graduate Assistants					
Staff: Full Time			1	Online Coordinator and Advisor	100%
Staff: Part Time					

Appendix D: Projected Program Participation and Finance

Part I.

Project the number of students who will be attracted to the proposed program as well as increased expenses, if any. Include new faculty & staff as described in Appendix C.

Three Year Projection: Program Participation and Department Budget						
	Year Preceding Implementation	New Program				
		Year 1	Year 2	Year 3	Year 4	Year 5
Student Data						
# of Majors in Department						
# of Majors in Proposed Program(s)		15	30	30	30	30
# of Graduates from Department						
# Graduates in New Program(s)			15	15	15	15
Department Financial Data						
	Department Budget					
	Year Preceding Implementation (Base Budget)	Year 1	Year 2	Year 3		
		Addition to Base Budget for New Program(s)	Addition to Base Budget for New Program(s)	Addition to Base Budget for New Program(s)		
<i>Project additional expenses associated with offering new program(s). Account for New Faculty as stated in Appendix C, "Faculty Projections."</i>						
EXPENSES – nature of additional costs required for proposed program(s)						
<i>List salary benefits for additional faculty/staff each year the positions will be filled. For example, if hiring faculty in year 2, include expense in years 2 and 3. List one-time operating expenses only in the year expended.</i>						
Personnel (Faculty & Staff Salary & Benefits)		\$164,853	\$170,570	\$173,470		
Operating Expenses (equipment, travel, resources)		\$9,413	\$15,750	\$15,750		
Other:						
TOTAL PROGRAM EXPENSES		\$174,266	\$186,320	\$189,220		
TOTAL EXPENSES	\$0	\$174,266	\$186,320	\$189,220		
FUNDING – source of funding to cover additional costs generated by proposed program(s)						
<i>Describe internal reallocation using Narrative 1 on the following page. Describe new sources of funding using Narrative 2.</i>						
Internal Reallocation		\$88,527	\$88,883	\$21,744		
Appropriation		\$4,000	\$4,000	\$4,000		
Special Legislative Appropriation						
Grants and Contracts						
Special Fees						
Tuition						
Differential Tuition (requires Regents approval)		\$81,738	\$163,476	\$163,476		
PROPOSED PROGRAM FUNDING		\$174,265	\$256,359	\$189,220		
TOTAL DEPARTMENT FUNDING	\$0	\$174,265	\$256,359	\$189,220		
Difference						
Funding - Expense	\$0	(\$1)	\$70,039	\$0		

Part II: Expense explanation

Expense Narrative

Describe expenses associated with the proposed program.

Because this program employs a summer-intensive format in which the majority of teaching occurs in the summer months when base-funded faculty contracts do not cover teaching requirements, faculty salary expense is comprised mostly of additional compensation for contract and adjunct faculty to teach during the summer semesters. Faculty will be paid at a rate of \$5,000 per 3-credit hour course for summer teaching, consistent with summer teaching compensation for graduate-level courses in CFA academic departments. Only one course during the two-year program will be taught as part of a faculty member's regular contract teaching load. Program costs also include a full-time program director, who will oversee the program and teach specific MAT courses, and one full-time staff member, who will administer the online platform and assist faculty and students in using online instruction tools. Remaining program costs consist of ordinary program and instructional expenses (i.e., advertising and recruitment, lab and technical supplies, guest lecturer costs, and office supplies).

Part III: Describe funding sources

Revenue Narrative 1

Describe what internal reallocations, if applicable, are available and any impact to existing programs or services.

Internal reallocations include \$174,265 for year one; \$256,359 for year two; and \$189,220 for year three. These allocations will come from the UOnline Education department for staff support in the amount of \$66,240 for year one and \$67,565 for year two; Incentive Model Funding and other CFA Funding in the amount of \$22,287 for year one, \$21,318 for year two, and \$21,744 for year three; other support in the amount of \$4000 each year; and differential tuition in the amount of \$81,738 for year one and \$163,476 for years two and three. This support will ensure funds are in place to cover staff needs during the startup phase of the program when enrollment-dependent revenue is more volatile.

Revenue Narrative 2

Describe new funding sources and plans to acquire the funds.

The College plans to cover the majority of program costs with differential tuition (if approved). The program will propose differential tuition of \$363 per credit hour, which will ensure the program is entirely self-sustaining with a cohort size of at least 15 students. The CFA will propose differential tuition to the Board of Regents to take effect in summer 2018.

In preparation for initiating the MAT, the CFA requests differential tuition of \$363 per credit hour to ensure that the financial viability of the program with an expected cohort size of 15 students. Differential tuition is needed to fund the following additional costs of the MAT:

- Summer teaching costs not covered by existing 9-month faculty contracts. The MAT is a summer intensive program, with 18 of the 30 credit hours taken during the summer semesters; therefore, unfunded summer teaching costs associated with the MAT are extensive.
- Full-time program director position needed to oversee the program and to teach specific MAT courses.
- Full-time staff position needed to assist faculty and students with online coursework.
- Materials such as art supplies and musical instruments needed for instructional classroom activities.

Because there are no unused resources to fund the additional costs of the MAT program, differential tuition is needed to avoid having to divert resources from existing programs. The CFA believes differential tuition is well justified by the student and market demand, tuition rates of comparable programs, and the increase in earnings potential for graduates, as discussed in the preceding pages.