Graduate Handbook
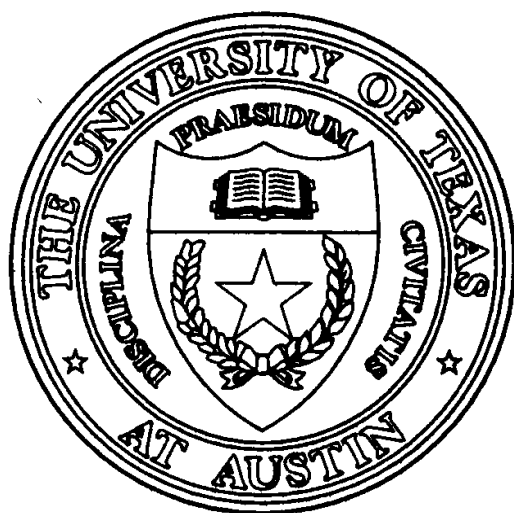
Master of Arts
in Art Education

Division of Art Education

Department of Art and Art History
College of Fine Arts
The University of Texas at Austin

2023 - 2024

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 has three tracks (schools: without certification OR plus Texas K-12 certification; museums; or community):

Study Option A   Schools/No Certification: Those students wanting to enhance their knowledge of art education at the elementary and secondary school levels. (Does not include teacher certification.)

Study Option B   Museums: 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.

Study Option D   **Schools/Plus Certification:** Those students interested in enhancing their knowledge of art education at the elementary and secondary school levels AND leading to Texas all level art certification. *Note: additional Texas SBEC certification requirements include passing state certification exams, background check and fingerprinting.

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 graduate program in Art Education includes courses focused on foundational considerations, contemporary issues, research design, and culminates in a thesis or applied research-based project within the field of art education. Flexibility in the plan of study within the Division of Art Education enables each student to cultivate their own personal research interests within art education, including those related to public school instruction, museum education, or community-based art education.

TABLE OF CONTENTS

IMPORTANT CONTACTS AND DIRECTORY

Departmental Contacts

  Art and Art History Department Chair: Dr. Susan Rather

  Art Education Graduate Advisor: Dr. Christina Bain

  Art Education Faculty: https://art.utexas.edu/people/faculty/art-education

  Art and Art History Graduate Coordinator: Clare Thoman

  Coordinator of Schools Track: Dr. Christina Bain

  Coordinator of Community Track: Dr. Christopher Adejumo

  Coordinator of Museum Track: To Be Determined

  Coordinator of Museum Studies Portfolio: Dr. Janet Leoshko

College of Fine Arts

  Staff Contacts: https://finearts.utexas.edu/about/staff-directory

  Dean of the College of Fine Arts: Dr. Ramon Rivera-Servera

  Senior Associate Graduate Dean of Fine Arts: Dr. Raquel Monroe

  Fine Arts Career Services: https://finearts.utexas.edu/careers

University Contacts

  UT Graduate School Dean: https://gradschool.utexas.edu/

  UT Graduate Admissions: https://gradschool.utexas.edu/admissions/contact

Resources

  Art and Art History Student website: https://sites.utexas.edu/artgrads/

  Art Education Student page: https://sites.utexas.edu/artgrads/arted/

  Comprehensive list of UT resources for onboarding, health, housing, finances, transportation:

    http://sites.utexas.edu/artgrads/resources/

Policies

This handbook contains some general remarks concerning University, Graduate School, and Department of Art and Art History procedures. For complete information, consult the following publications:

- The Graduate School Catalog: https://catalog.utexas.edu/graduate/
- University of Texas Course Schedule: http://www.utexas.edu/student/registrar/schedules/
- The Graduate School Website: https://gradschool.utexas.edu/
- The Graduate School "Key Dates" Calendar: https://gradschool.utexas.edu/academics/policies/key-dates
- General Information Catalog: http://www.utexas.edu/student/registrar/catalogs/
- The Graduate School Website: https://gradschool.utexas.edu/
- TA Information: https://hr.utexas.edu/student/student-academic-employment

Students are responsible for familiarizing themselves with all University of Texas policies governing academic and non-academic conduct. The complete policy library may be found: https://www.utsystem.edu/sites/policy-library.

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

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

Option A **Schools/non-certification: 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 384 (Curriculum Development in Art Education) and AED 388D (Art and the Creation of Meaning)
- 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 or capstone project (AED 698A (3), AED 698B (3)/AED 382L (6))
- Thesis/Applied project proposal meeting with student's committee
- Thesis/Applied project public presentation

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 or capstone project (AED 698A, AED 698B/AED 382L – repeat 2 semesters)
- Thesis/Applied project proposal meeting with student's committee
- Thesis/Applied project public presentation

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)
- (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 or applied project (AED 698A, AED 698B/AED 382L – repeat two semesters)
- Thesis/Applied project proposal meeting with student's committee
- Thesis/Applied project public presentation

Option D   For those students interested in gaining experiential knowledge of art education at the elementary and secondary levels leading to Texas P-12 art certification. (36 semester hours). *Note: additional Texas SBEC certification requirements include passing state certification exams, background check and fingerprinting.

- Twelve (12) semester hours in core art education courses: AED 381G, AED 381K, AED 382G, and AED 382H
- Three (3) semester hours in required AED schools focus course: AED 384: Curriculum
- Three (3) semester hours in approved AED elective
- Three (3) semester hours in Internship and Field Study (AED 386)
- Nine (9) semester hours in upper division outside elective education courses: EDC 331, EDC 332, EDC 350E
- Six (6) semester hours of Thesis A and B or applied project: AED 382L (repeat two semesters)
- Applied project/thesis proposal meeting with student's committee
- Applied project/thesis public presentation

ADVISING, REGISTRATION, AND EVALUATION

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 paths 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 https://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 their advising for that term with the Graduate Advisor is complete. **The Graduate Coordinator of your track (Schools, Museum, or Community) must approve internship proposals prior to registration (See Internships below).**

There will be an annual progress to degree check in the spring semester. The Art Education Graduate Studies Committee will review every graduate student in the program. The faculty will discuss the students' time to degree, course completions, milestones, and other prerequisites. If the student is not making satisfactory progress in a timely fashion, a follow-up letter will be sent to the student with requirements for continuation in the program. Students are expected to be in regular communication with their committee chair/faculty advisor about their degree progress.

INTERNSHIPS (see internship handbook)

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 their 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 and D should contact Dr. Bain about internships and field-based course information, as school-based placements require criminal background clearances. Students enrolled in Option B should contact the Graduate Advisor and students enrolled in Option C should contact Dr. Adejumo for 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 they have 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. An Internship Proposal Form and Intern/Internship Contact Information Form (See Internship Handbook) must be submitted to the Graduate Advisor prior to registration

COMPUTER LABS, VAS RESOURCE ROOM, AND THE FOUNDRY

There are open computer labs available for university students. Check PCL (Main Library) for additional maps and information about these open labs.

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 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, large-format prints, 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 way of VAS/AED faculty members and/or select graduate TAs.

The Foundry is a makerspace located in the College of Fine Arts Library. This space offers a range of equipment (3-D printers, sewing machines, laser cutters, Virtual Reality, and a sound editing room, etc…) which may be used free of charge by any UT student after they complete training which may be scheduled through Canvas at https://www.lib.utexas.edu/study-spaces-technology/foundry

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 first year students. For complete information on University policies concerning Teaching Assistant (TA) and Assistant Instructor (AI) positions, students should consult the following location: http://www.utexas.edu/ogs/employment/. For information about salary, benefits, and contract requirements, please see: https://sites.utexas.edu/artgrads/grad-employees/.

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 their good standing is in jeopardy. During the next semester or summer session in which the student is registered, they 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: www.utexas.edu/student/ombuds. 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/.

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 posted semester deadline.

If for any reason a student extends their break in attendance in the Art Education program beyond the two semesters 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 their 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 and online. 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 long 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 the thesis or capstone project. 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.

CHANGE OF ACADEMIC STUDY OPTIONS

All graduate students in Art Education are admitted into one specific Academic Study Options: Schools (with or without certification), 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, they 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: https://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.

APPLIED PROJECT PROPOSAL AND PROJECT

The MA applied project is a practice-oriented investigation, which is enacted, studied, presented and accompanied by a formal written report. All applied projects must be approved by faculty committee prior to initiating project, and human subject (IRB) permission may be required. Possible research-based projects may include the following:

1) Writing a year-long curriculum shaped by theoretical ideas;
2) Conducting an action-based research project in the field;
3) Conducting a/r/tography (arts-based) research;
4) Planning and teaching an original unit of curriculum;
5) Writing a community initiative or series of workshops for educators, children, or families, implementing them, and studying the results;
6) Serving a community initiative and writing about how your practice was shaped and facilitated by social and cultural contexts of production and reception;
7) Writing a substantial journal article for a state or national publication;
8) Writing a grant to initiate a new art education program in a learning environment;
9) Organizing and facilitating a colloquium, with a written component shaped by theoretical issues;
10) Exhibiting a body of work, with a written component tracing its research and development.
11) The applied project must be conducted and written to meet the standards established by the faculty within your major and the Graduate School and is undertaken with the guidance of your major professor and a reader on your project committee.
12) Other projects may be acceptable, if accepted by faculty committee.

The applied project follows this process:

1) choose an applied project investigation; 2) proposing the applied project to your committee by writing a formal proposal; 3) constructing, researching, implementing, and reporting upon the applied project while enrolled in AED 382L (this course will be taken during fall and spring of second year of study); 4) writing and organizing the formal report with advice from major professor and to a lesser degree your reader; 5) presenting the applied project report in a public presentation; 6) submitting the revised, final draft of the formal report of the applied project as an electronic PDF file to the Graduate School and Department of Art and Art History; 7) delivering a research presentation during the Graduate Research Symposium (spring semester).

DEVELOPING the APPLIED PROJECT PROPOSAL

The development of a master's degree applied project 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 or applied project research topic, and (b) from this research topic develop a central question that guides the student's research project and written report.

Once these two features of the applied project 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 to gain insights regarding the development of the student's applied project proposal.

Through these conversations with Art Education faculty the student gains information to assist the student in writing the full applied project proposal. Before the end of the spring semester, students will have an opportunity to list preferences for composition of their committee, however, they are not guaranteed to have their top choice(s) assigned to their committee because assignments are based on students' topics and faculty expertise/availability. Two faculty members will be assigned to each students' committee. Chairs must be an art education graduate faculty member and readers are typically art education faculty members. However, students may request an outside reader if the faculty member meets the following criteria: 1. is eligible to serve on UT graduate studies committees and 2. will add expertise necessary for the project.

PRE-PROPOSAL MEETING (30 minutes – 1 hour) - Optional
Once their committee is formed, and the student has a clear idea for their thesis or capstone project, they are *encouraged* to schedule a 30 minute-1-hour informal **pre-proposal meeting** with their committee. The purpose of this meeting is so the student can 1. Explain their idea to the committee and 2. Receive feedback to help them fine tune and finalize their written research proposal. *This meeting is highly encouraged but is not required prior to scheduling a PROPOSAL MEETING with committee.*

Official Capstone/Thesis PROPOSAL MEETING (2 hours) - Required
The Thesis Proposal Presentation is scheduled by the student when the Thesis/Capstone Chair grants permission to proceed with this meeting. It is strongly recommended that the student meet individually with the Thesis/Capstone Chair prior to the Thesis Proposal Presentation to make sure there is agreement that the thesis/capstone project research is well-conceived, the proposal clearly written, complete (including appendices and research instruments), and the student is ready to proceed with the Thesis/Capstone proposal presentation. Multiple drafts of the thesis/capstone proposal are often expected prior to scheduling this meeting. The process of conducting the Thesis proposal presentation follows.

Once receiving clearance from Thesis/Capstone committee chair to move forward, the student will send their written proposal to reader and chair, providing a minimum of two weeks prior to the scheduled meeting. At the beginning of the proposal committee meeting, students should prepare a 10-15 minute presentation summarizing their proposed research/project. The student and capstone/thesis committee will then discuss the proposal thoroughly. It is important for the student to recognize that a primary purpose of the Thesis/Capstone proposal presentation is to allow the Thesis Committee, through suggestions and recommendations, an 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 the thesis proposal may be, and proposals often are, altered in some respect through conversation that occurs.

At the end of the meeting, the committee will record their decision on Thesis/Capstone Project Committee Approval Form, which will then be filed by chair of committee in UT Box. Possible outcomes include: 1. PASS - Proposal is approved as is; 2. PASS – Proposal is approved with minor revisions as discussed; or 3. FAIL – written proposal must be revised and another proposal meeting must be scheduled at a future date. If the student receives a PASS, they may proceed with their project or thesis. They should check with their committee to clarify if an IRB Proposal is required at this point. If IRB Approval is required, no data can be collected until IRB approval. If students FAIL or *if in the future their thesis/project direction changes dramatically from what was approved* they are required to revise their written proposal, distribute to committee, and schedule a new proposal meeting. There is no penalty for failing a proposal meeting and there is no limit to how many proposal meetings students are allowed, but they must receive committee approval prior to commencing thesis/capstone project.

The Capstone/Thesis Proposal Approval form (which must be signed by all faculty committee members to record results at end of proposal meeting and filed in Box) can be found in this handbook and also online at https://sites.utexas.edu/artgrads/arted/degree-requirements/.

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 that 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 takes 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 their thesis.

Upon completion of 18 semester hours of approved coursework, students must present a thesis/project proposal to their graduate committee and receive approval before beginning work on their thesis or project.

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.

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 to gain insights regarding the development of the student's thesis proposal. Through these conversations with Art Education faculty the student gains information to assist the student in writing the full thesis proposal. Before the end of the spring semester, students will have an opportunity to list preferences for composition of their committee, however, they are not guaranteed to have their top choice(s) assigned to their committee because assignments are based on students' topics and faculty expertise/availability. Two faculty members will be assigned to each students' committee. Chairs must be an art education graduate faculty member and readers are typically art education faculty members. However, students may request an outside reader if the faculty member meets the following criteria: 1. is eligible to serve on UT graduate studies committees and 2. will add expertise necessary for the project.

PRE-PROPOSAL MEETING (30 minutes – 1 hour) - Optional
Once the thesis committee is confirmed, and the student has a clear idea for their thesis or capstone project, they are encouraged to schedule an optional 30 minute-1 hour informal **pre-proposal meeting** with their committee. The purpose of this meeting is so the student can 1. Explain their idea to the committee and 2. Receive feedback to help them fine tune and finalize their written research proposal. *This meeting is highly encouraged but is not required prior to scheduling a PROPOSAL MEETING with committee.* This assists with discussing 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 them in writing the full thesis proposal.

 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—TBA; 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.

DETAILS OF THE THESIS PROPOSAL MEETING AND PRESENTATION

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The Thesis Proposal Presentation is scheduled by the student when the Thesis/Capstone Chair provides permission to move forward with this meeting. It is strongly recommended that the student meet individually with the Thesis/Capstone Chair prior to the Thesis Proposal Presentation to make sure there is agreement that the thesis/capstone project research is well-conceived, the proposal clearly written, complete (including appendices and research instruments), and the student is ready to proceed with the Thesis/Capstone Proposal Presentation. Multiple drafts of the thesis/capstone proposal are often expected prior to scheduling this meeting. The process of conducting the Thesis Proposal Presentation follows.

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The Capstone/Thesis Proposal Approval form (which must be signed by all faculty committee members to record results at end of proposal meeting and filed in Box) can be found in this handbook and also online at https://sites.utexas.edu/artgrads/arted/degree-requirements/.

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 they 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 final semester in which they register to graduate.

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/APPLIED PROJECT PROPOSAL AND THESIS/APPLIED PROJECT

The writing of a Thesis/Applied Project Proposal and the writing of a Thesis/Applied Project are both "negotiated" activities. This negotiation of written documents is a back and forth process of communication between the student and the Thesis/Capstone Committee. Written work submitted by the student for review by the Chair and Reader of the Thesis/Capstone 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/applied project 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.

THESIS/APPLIED PROJECT SYMPOSIUM

All graduate students are expected to present their applied projects or thesis research at a public symposium during the spring of the year they are completing their degree. Normally, this will be the spring of their second year. At the symposium, it is expected that data will have been collected and analyzed. Final written draft of thesis or project must be filed to the Graduate School by posted date, but written report does not have be fully completed by public symposium date, which is typically scheduled in late spring. Dates and details about expectations for this pecha-kucha style presentation will be distributed by AED faculty.

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: http://www.utexas.edu/research/rsc/humansubjects/.

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

SEMESTER OF GRADUATION

To graduate, students must be registered for at least 3 Thesis B or Applied Project hours in their final semester.

Confirm Committee Members
- Any changes to the MA committee must be finalized by the Graduate School **a minimum of 30 days** prior to the date of submission of the final draft of the thesis or report.
- All members must sign the MA committee approval form. Signatures on the signature sheet can be electronic.

Apply to Graduate
At the beginning of the semester, apply to graduate by completing the online MA Graduation Application form. The Graduate School's Deadlines & Submission Instructions page has links at the top of the page for students, with a link to this form, with deadlines, submission information, and a checklist for the process. Applications are generally due by mid-April (Spring) and mid-November (Fall), and these are hard deadlines. More information about MA candidacy may be found: https://gradschool.utexas.edu/academics/theses-and-dissertations/masters-candidacy. Students should consult the Graduate School's "Key Dates" calendar regarding all relevant milestones for applying for graduation and submitting final materials.

Thesis/Final Capstone Paper Review
- Submit the final draft of the thesis/report, reviewed for technical and grammatical correctness by your advisor and to each of your committee members **at least 4 weeks** prior to the Graduate School's deadline for submission.
- The thesis/capstone final paper should be finalized prior to the posted end of semester due date.
- All details to submit the thesis/report can found on the Deadlines & Submission Instructions page.
- The required paperwork (Master's committee approval form, Statement on Research with Human Subjects form, any requests to delay publication) must be submitted to the Graduate School by the posted Graduate School deadline.

GRADUATION

The only graduation ceremony for graduate students (Convocation) is held at the end of the Spring semester. If students are unable to complete and upload the thesis and submit the signature sheet and other required paperwork, they cannot walk at this graduation ceremony.

Read about graduation and the Convocation ceremony here. Academic regalia is required to walk at graduation and may be ordered from the University Co-op.

In Absentia **Registration (generally for Summer session only)**

An extension is allowed for students registered in the Summer Session who are unable to submit the thesis by the last class day of the Summer Session. This option is called *in absentia* registration. This is an option only at the end of the Summer Session and is not offered at any other time. Prior to requesting *in absentia* registration, the Graduate Adviser must submit a petition to the Graduate School with the most updated version of the thesis. Students still must submit required thesis paperwork to the Graduate School.

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:

UT Learning Center Tutoring Center, JES A332A, (512) 471-3614
http://uwc.utexas.edu/grad/.

Located in the UT Learning Center in Jester, the Graduate Student Writing Services (GSWS) offers writing advice to any UT graduate student in the same way the Undergraduate Writing Center (UWC) works with undergraduate students. They employ graduate student consultants who are familiar with personal statements, cover letters, resumes, articles for publication, theses, and dissertations. Consultations are offered by appointment only and students who are interested must visit the main office.

The Texas Career Engagement Center partners with departments across campus to support graduate students in their career and professional development through career advising, workshops, interview prep, and many more resources.

Graduate Career Advising: https://careerengagement.utexas.edu/graduate-students/.

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. [**Required Core Course for All 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. [**Required Core Course for All 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. [**Required Core Course for All First-Year Graduate Students]**

AED 382H Thesis Proposal and Applied Project 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. [**Required Core Course for All 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**. [Required 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. **[Required for Option B Museum Education Focus]**

AED 383L Issues in Museum Studies: Survey major issues in the field of museum studies.
[Elective]

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. **[Required 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. **[Required 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. **[Required 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. **[Required 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 388C Art Instruction through Arts-Based Research
Students observe teaching and learning styles in early childhood through grade twelve art classrooms and review and evaluate their observations using class discussions, journals, creative reports, and other arts-based research techniques.

AED 388E Art and Critical Discourse
Focuses on personal and professional critiques of artifacts and artistic products. Students explore and justify their responses to artwork in written and verbal discussion.

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 398T Supervised Teaching in Art Education
Teaching under the close supervision of the course instructor for one semester; weekly group meetings with the instructor, individual consultations, and reports throughout the teaching period.

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 their 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 their 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*." **[Required 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 if on thesis track]**

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 and one-half day thesis research and writing workshop sponsored by the AED faculty and held on a Thursday evening and 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 if on thesis track]**

AED 382L Applied Project in Art Education
AED 382L Applied Project in Art Education does not meet as a regular class throughout the semester. This course is repeatable and it is expected that students will register for this course in both fall and spring of their second year. In AED 382L, students receive credit for work completed on an applied project, which must be approved by their faculty committee. The goals of this course are to determine a reasonable and manageable work schedule and timeline for completing work on the applied project. Students enrolled in this course 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 if not on thesis track]**

IMAGE REPOSITORIES &
TOOLS FOR PRESENTING WITH IMAGES

DASE (**D**igital **Archive Se**rvices of the University of Texas)

What is DASE?

DASE is an **evolving** set of applications for the collection, cataloging, and serving of **digital media collections** from across the University. The project allows faculty, staff, and students to search diverse collections of tens of thousands of images, (and in the future: videos, audio files, and other media) and download files or organize them into online collections accessible within DASE. The Visual Resources Collection (VRC) is responsible for uploading images into DASE requested by art faculty for teaching and research.

Who can use the DASE?

All individuals affiliated with UT may use DASE.

How do I get to DASE?

https://dase.laits.utexas.edu/

What can I do in DASE?

- Search for images, view images and associated data
- Built and manage specific image collections
- Make specific image collections public (for students to review, for example)
- Download selected image collections to your computer and use it in presentations. *Please read instructions under FAQ before downloading.*

DASE also has its own classroom presentation tool. It has fewer features and is less flexible than PowerPoint. In DASE one can create slide shows which can be kept private or made public.

ARTstor

What is ARTstor?

ARTstor is a digital library of nearly one million images and their associated data, from a wide range of cultures and time periods, in the areas of art, architecture, humanities and social sciences. ARTstor also includes tools allowing users to download images, to save images into groups, to print copied images, and to create online and offline presentations.

Who can use the ARTstor collection?

All individuals affiliated with UT may use ARTstor. UT EID is required.

How do I get to ARTstor?

http://www.artstor.org (on campus)

There are three levels of access for ARTstor users.
1. **Unregistered Users** can search and browse for images, analyze, save, print data and images, and view contents of public Shared Folders.

2. **Registered Users** can save Image Groups, add Personal Notes, register to view contents of password-protected Shared Folders, and download the Offline Image Viewer.

3. **Instructor Privileges Users** have access to additional features. A one-time upgrade to an existing user account is necessary, with an access code and password available from the institutional ARTstor contact. Instructors can create Shared Folders, add Instructor Commentary, create Personal Collections.

Recommended Image Sources online and other resources

https://guides.lib.utexas.edu/images/findingUT

Art Images for College Teaching: http://images.umdl.umich.edu/cgi/i/image/image-idx?c=aict&page=index
    (also in ARTstor)

Art Resources: https://www.artres.com/?

Artcyclopedia

Bridgeman Art Library: http://www.bridgeman.co.uk/

Web Gallery of Art: https://www.wga.hu/

World Images Database: https://worldimages.sjsu.edu/

Software tutorials and tips

https://office365.utexas.edu/training-center

Copyright

Copyright Crash Course: http://copyright.lib.utexas.edu provides a quick overview of using images and complying with copyright restrictions.

Services and Resources

Below is a list of useful links and resources for prospective and current students. Please note that this is not an exhaustive list. See also: the complete list of University offices A-Z. Art Education forms found here.

Academic Integrity

Accounting and Cashier Services (Bursar)

Blanton Museum of Art

Career Services in Fine Arts

Center for Community Engagement

Counseling & Mental Health Center

Financial Aid

General Libraries Information (also see: UT Fine Arts Library)

Graduate Catalog and Policy Library

Graduate and International Admissions Center

Graduate Student Services and Resources (General: Career, Events, Housing, Graduate Students Families, Climate Surveys, Campus Services, Student Employment)

Graduate Housing

Graduate Professional Development & Events

The Graduate School

Graduate Student Writing Support Services

Legal Services for Students

Office for Inclusion & Equity

Office of the Registrar: semester schedules (including deadlines), calendars, and catalogs:
    https://registrar.utexas.edu/calendars

Ombuds

Parking & Transportation

Police Department (UTPD)

Recreational Sports Information

Resource Guide to Mental Health Services for Graduate Students and Programs

Services for Students with Disabilities

Texas Union Information Desk

Texas Global (formerly International Student and Scholar Services)

Title IX Policies: Sexual Harassment, Misconduct, Discrimination, and Consensual Relationships

Undocumented Students

University Health Services

Veteran Student Resources

Visual Arts Center (Art Building)

The University of Texas at Austin
Master's Degree Program Requirements in Art Education

SCHOOL FOCUS (Non-certification) **MUSEUM EDUCATION FOCUS** **COMMUNITY-BASED ART FOCUS**

Major: Art Education Credits (30)	Major: Art Education Credits (30)	Major: Art Education Credits (30)
Art Education CORE (12)	**Art Education CORE (12)**	**Art Education CORE (12)**
AED 381G Foundations of Art Education (3)	AED 381G Foundations of Art Education (3)	AED 381G Foundations of Art Education (3)
AED 382G Introduction to Research in Art Education (3)	AED 382G Introduction to Research in Art Education (3)	AED 382G Introduction to Research in AED (3)
AED 381K Contemporary Issues in Art Education (3)	AED 381K Contemporary Issues in Art Education (3)	AED 381K Contemporary Issues in AED (3)
AED 382H Thesis Proposal and Applied Project Preparation (3)	AED 382H Thesis Proposal and Applied Project Prep (3)	AED 382H Thesis Proposal and Applied Project (3)
AED 386 Internship and Field Study (3)	AED 386 Internship and Field Study (3)	AED 386 Internship and Field Study (3)
AED 384 Curriculum Development in AED (3)	AED 383J Museum Education: History and Theory (3)	AED 387C Case Studies in CBAE (3)
AED 388 Art and the Creation of Meaning (3)	AED 383K Museum Education: Practice and Application (3)	AED 387D Program Develop. in CBAE (3)
Approved Graduate AED Elective (3)	Approved Graduate AED Elective (3)	Approved Graduate AED Elective (3)
AED 698A & 698B Thesis (6) OR	AED 698A & 698B Thesis (6) OR	AED 698A & 698B Thesis (6) OR
AED 382L Applied Project (6)	AED 382L Applied Project (6)	AED 382L Applied Project (6)
Minor: Non-Art Education Credits (6)	**Minor: Non-Art Education Credits (6)**	**Minor: Non-Art Education Credits (6)**
Approved outside courses(6)	Approved outside courses(6)	Approved outside courses (6)
36 Total Credits	**36 Total Credits**	**36 Total Credits**

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

SCHOOL FOCUS (With Texas K-12 Art certification)

Major: Art Education Credits (27)
<u>**Art Education CORE (12)**</u>

AED 381G Foundations of Art Education (3) (F-1)

AED 382G Introduction to Research in Art Education (3) (F-1)

AED 381K Contemporary Issues in Art Education (3) (S-2)

AED 382H Thesis Proposal and Applied Project Preparation *****(3) (S-2)

AED 386 Internship and Field Study (3) S-4

AED 388 Art and the Creation of Meaning (3) (F-1)

AED 384 Curriculum Development in Art Education (3) (F-3)

AED 382L Applied Project (6) (F-3 and S-4)

Non-Art Education Credits (9)

EDC 331 Classroom Management (3) (S-2)

EDC 332 Design for Instruction (3) (F-3)

EDC 350E Student Teaching (3) (S-4)

36 Total Credits

The University of Texas at Austin
Department of Art and Art History
Plan of Study
Master of Arts in Art Education
Option A: School Focus (non-certification)

Name _____   UT EID _____

Date Program of Study Began _____

Thesis/Project Committee Chair _____

Thesis/Project 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 388 Art and the Creation of Meaning				
AED Elective				
AED 698A Thesis or AED 382L Applied Project				
AED 698B Thesis or AED 382L Applied Project				

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
Department of Art and Art History
Plan of Study
Master of Arts in Art Education

Option B: Museum Education Focus

Name _____   UT EID _____

Date Program of Study Began _____

Thesis/Project Committee Chair _____

Thesis/Project 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 or AED 382L Applied Project				
AED 698B Thesis or AED 382L Applied Project				

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
Department of Art and Art History
Plan of Study
Master of Arts in Art Education

Option C: Community-Based Art Focus

Name _____   UT EID _____

Date Program of Study Began _____

Thesis/Project Committee Chair _____

Thesis/Project 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 or AED 382L Applied Project				
AED 698B Thesis or AED 382L Applied Project				

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
Department of Art and Art History
Plan of Study
Master of Arts in Art Education

Option D: Schools/Plus Certification

Name _____   UT EID _____

Date Program of Study Began _____

Thesis/Project Committee Chair _____

Thesis/Project Committee Reader _____

Plan of Study

Required Courses (27 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 Art Education Internship				
AED 382L Applied Project (repeat twice for 6 hours)				
AED 384 Curriculum Development in Art Education				
AED 388 Art and the Creation of Meaning				

Academic Minor/Approved non-AED Supporting Area (9 credits)

EDC 331 Classroom Management				
EDC 332 Design for Instruction				
EDC 350E Elementary Practicum (Student Teaching)				

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

7/20

Art Education Graduate Thesis/Capstone Committee
Proposal Meeting Form

Before commencing on their thesis/capstone project, Art Education graduate students must pass a thesis/capstone proposal meeting with their committee. This form will be signed by all committee members, then sent to the Graduate Coordinator.

Timeline:
1. Early/mid spring semester 1st year – 1st year graduate student will request committee members to serve as thesis/capstone chair and reader. Graduate faculty will consider student requests and assign committee members, for equitable distribution. Student is responsible for meeting with committee members to discuss thesis/capstone ideas/direction.

2. End of spring semester committee meeting – student will complete written thesis/capstone proposal and schedule committee meeting prior to May 31st. Student will submit thesis/capstone proposal to committee members a minimum of two weeks prior to committee meeting. Meeting is scheduled for a 2-hour time slot, and students will provide 15-20 minute professional presentation which summarizes their research proposal to the committee. This is followed by a three-way conversation to guide student forward in their research and help them prepare for their official proposal meeting*, which is required prior to commencing research.

3. Early fall of 2nd year – Official Proposal Meeting - student will send revised/finalized proposal to committee and schedule proposal meeting. (Committee should receive proposal at least two weeks prior to meeting.) During this 2-hour meeting, students will begin with a 15-20 professional presentation of their proposed research. Committee will ask for clarification and deliberate. At end of meeting, there are 3 possible outcomes:

   - PASS – Written proposal and oral presentation provides clear and viable research/project plan which is accepted by committee.
   - PASS with (minor) REVISIONS – During meeting, it has become clear that some points are missing or not clearly represented in written proposal. However, committee agrees that revised research/project as discussed is viable. Student may move forward, but minor revisions to proposal are expected to be sent to committee.
   - NOT PASS – During meeting it is clear that major revisions are necessary. Student is expected to integrate committee's suggestions in revised proposal. Another proposal meeting with committee is required.

Please note that no data can be collected before passing proposal meeting. IRB may be required, see committee for details.

This acknowledges that (name of graduate student) _____
met with their graduate thesis/capstone committee on (date)_____
and the result of their thesis/capstone proposal meeting was:
_____PASS
_____ PASS with minor revisions
_____ FAIL

Committee Chair (signature)_____

Reader (signature)   _____

*If a student has an exceptionally complete proposal and research plan which is presented during the spring meeting, the committee may "count" this meeting as the official proposal meeting. This is not expected and will be considered on a case-by-case basis.

DEPARTMENT OF ART AND ART HISTORY
COLLEGE OF FINE ARTS

THE UNIVERSITY OF TEXAS AT AUSTIN

2301 San Jacinto Blvd, Stop D1300, Austin, TX 78712–0337 • art.utexas.edu
Phone: 512–471–3382 • Fax: 512–471–7801 (Art office), 512–471–5539 (Art History office)

GRADUATE ART EDUCATION
CAPSTONE PROJECT SUPERVISING COMMITTEE

By signing below the Supervising Committee certifies that they approve the capstone project and final paper submitted by

STUDENT NAME_____

TITLE OF PROJECT_____

_____

EID_____   DATE_____

All research projects with human participants conducted by students associated with The University of Texas at Austin must receive approval of the IRB before the research begins. Supervisor should check one box:

___ This project did not involve human participants

___ This project did involve human participants

If research does involve human participants, the IRB study number is:

Printed name   EID   Signature

_____

__ Supervisor/Chair
__ Supervisor/Co-chair (if any)
__ Member/Reader

Printed name   EID   Signature

_____

__ Supervisor/Chair
__ Supervisor/Co-chair (if any)
__ Member/Reader

Art Education Graduate Internship Attendance Log

UT Art Education Internships require a minimum of 120 hours. Students are required to submit this completed document to their UT faculty supervisor at the conclusion of their internship.

Student name: _____   Student EID: _____

Site supervisor: _____

UT Faculty supervisor: _____

Dates of internship (start/end): _____   Total number of hours: _____

Date	# Hours Completed	Feedback

Date	# Hours Completed	Feedback

I confirm that the hours recorded on this document, to the best of my knowledge, are accurate.

_____(Site supervisor signature)

_____(Date)

Master's Degree Capstone Project

Final Paper

Division of Art Education

Department of Art and Art History

The University of Texas at Austin

[Project Title]

[Student Name]

[Date]

[Student Email]

[Capstone Project Chair- Faculty Name]

[Capstone Project Reader- Faculty Name]

This capstone project was submitted to fulfill a required component of the degree requirements for the Master of Arts in Art Education

[template updated 8.2022]

Abstract

[Abstracts are generally 100-250 words and one or two paragraphs. They should cover major details: description of project, purpose, methodology, results, and conclusion.

University formatting guidelines and format checks can be found here:
https://gradschool.utexas.edu/academics/theses-and-dissertations/digital-submission-requirement]

Table of Contents

[Every header and sub-header should be listed on left side with corresponding page number on right side.]

Example:

Topic   Page Number

Etc….

[PROJECT TITLE IN RUNNING HEADER]

Sections for the final paper include:

I. Introduction to the Project
[How can you frame the project in an interesting, engaging way that will capture the reader's attention? What is the purpose of this research-based project?]

II. Central Research Question
[What is the overarching question you are addressing through this project? It should be clearly worded, have definite boundaries, be an issue/problem worth exploring, and be something that can be completed in a semester (or two). If you have any sub-questions, be sure to include them after the central research question.]

III. Problem Statement
[The problem statement explains the need for this project, provides contextual information (personal or from the field), is framed by the existing research on the topic. Be sure to include support, this is NOT just your opinion.]

IV. Motivations for Research

IV.I. Personal Motivations
[What is your personal connection to the project? What motivates you to want to create this project and share with others? This is YOUR story and should be told from your point of view/experience.]

IV.II Professional Motivations
[Why should the field of art education care about this project? What other studies have paved the way for your project (explain/cite)? Who will your project help? How can you answer the question "So what, who cares?"]

V. Definition of Terms
[What vocabulary words do you need to clearly define for the reader?]

VI. Description of Project
[DESCRIBE your project. Explain what you did or created? The project itself will be included later in this paper. This section is simply a short explanation of your project.]

VII. Limitations of Project
[Every project is focused and cannot include everything related to the topic. How does the scope of your project limit certain variables, populations, locations, participants, questions, or issues?]

VIII. Benefits to the Field of Art Education
[How might the results of this project benefit the field of art education?]

IX. Methodology

IX.I **Methodology**
[What methodology did you use for your project? Explain and SUPPORT why this is the best "fit" for your study.]

IX.II **Location of Study**
[Did your project take place at a physical or virtual location? What was the length of your project? Was there a gatekeeper/How did you gain access to the site (if on or off campus)?]

IX.III **Participants**
[Did you have participants "pilot" your project? If so, how many participants did your project require? How did you gain access to the participants? How did you select your sample? Did you work with any vulnerable populations (children?)? How did you ensure ethical treatment of participants? How did you ask for volunteers and inform them of your project? Did your study receive IRB approval, if so, what was the approval #?]

IX.IV **Researcher**
[What was your role in this project? (Participant? Observer? Designer? Other?) What was your positionality and how might that have impacted your project?]

IX.V **Data Collection Tool**(s)
[Did you collect any data? If so, what specific tools did you use to collect data? If you use a survey, questionnaire, or interview protocol be sure to include the completed items in Appendices. If you observed a phenomenon, what types of observational notes did you collect? (IRB approval is necessary if you wish to present at conferences or share results in a professional journal.)]

IX.VI **Data Analysis**
[If you collected data, explain how you analyzed EACH set of data (i.e. if you collected surveys and follow up interviews, how did you analyze the surveys vs. the interviews? Be sure to explain and SUPPORT why you used the approach you followed.)]

X. Literature Review

X.I Topic One
X.II Topic Two
X.III Topic Three, etc…
[An effective literature review goes beyond simply summarizing existing literature related to your study. This should be a **critical summary** of published research relevant to the topic(s) of your study. The purpose is to create familiarity with current thinking and research on your topic (what do MOST sources agree on? What is missing?), and to justify further research into an overlooked or understudied issue. You may have more than three topics, check with your advisor.]

X.IV Theoretical Framework

[One section of your literature review MUST focus on a theory that serves as the foundation for your research. Explain how this theory serves as the foundation for your project. The theoretical framework can go anywhere in your lit review, but it often makes sense to start or end with this topic.]

XI. Project

[Each project will be tailored to the student's topic and there are no predetermined number of sub-sections (this depends on what you and your project chair & reader agree upon). Curriculum projects are likely to be fairly long, due to written lesson plans. However, Arts-based projects and graphic novels are likely to have less written content, but more visual documentation. Technology based projects (i.e. websites) may be a blend of written/visual work (screen shots and/or QR codes should be included.) Podcast scripts (and links to where podcast is posted) should be included in this section. If you created videos, include your scripts, screen shots, and hyperlinks to videos in this section.]

XII. Personal Reflection

[What did you learn (about research, about yourself, about your topic? etc…) by completing this project? What were the most significant results? What would you do differently? Why? What aspects of your project were most successful? Why? What is your hope for how you, or others, might use your project in the future? If you were to continue this project, what would you do next?]

XIII. Reference List of Works Cited in the Proposal

[This is a list of references (articles, books, websites, etc..) that are cited in this paper. Alphabetize and use correct APA format. (7th edition APA).]

XIV. Appendices

[Appendices are your supporting documents, such as interview protocols, survey questions, etc… Each item should be listed as a separate appendix. I.e. Appendix A: Layout drawing of classroom, Appendix B: Interview Questions for Teacher, Appendix C: Interview Questions for 4th Graders, etc…]