

ACADEMIC PROGRAM REVIEW—University of New Mexico Art Education

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The overall quality of the unit, based on regional and national standards



The University of New Mexico's (UNM) art education degree programs and art teacher licensure support New Mexico's rich cultural and artistic heritage, woven into the fabric of the University, Albuquerque, and the small towns throughout the state.

The program is distinctive in the depth of offerings on teaching studio, which serves the state in establishing careers for artists and art educators. Co-operating teachers, a university supervisor, and students currently evaluate student teaching experiences. Faculty members are well qualified and active as professionals within their fields.

Students are extremely positive about their experiences in the Art Education Program, citing the professional preparation afforded by the program, the support of faculty, and the opportunities offered, such as the Masley Gallery, the studio labs, and access to learning facilities and resources.



The quality of the studio and gallery facilities for the UNM art education program surpass most art education programs in the United States. These have been integral to the studio-based curriculum of the BAED and MA in Art Education and can be capitalized further in developing museum education and community arts emphases.

With the exception of one course, ARTE 430/530, Studio Art in the School: Digital Arts, technology could be better integrated across ARTE coursework, providing future teachers and teaching arts professionals with an understanding of digital technologies in contemporary contexts. This point is developed further below.

The program is supported by part-time faculty, one GA position, and a highly dedicated and able Administrative Assistant, Dolores Mendoza.

The unit's contribution and mission as related to the strategic directions of UNM



Art Education clearly fulfills various aspects of the University's mission and aspects of its strategic plan. The program has a strong focus on preparing art educators to teach children in economically impoverished areas that are rich in ethnic diversity. The Masley Gallery is integral to the Art Education Program, and provides an important site on the UNM campus to communicate histories, heritage, and contemporary

realities in community life with exhibitions of pre-service art educators, children, and youth artworks, which include paintings, sculpture, films, and ceramics. Internet for Global Reach, a faculty project, has helped unite LGBT teachers across the globe. Arts-based research, a form of research that utilizes the unique process of art to provide insights to a research problem, is the primary methodology taught to explore the role of art in the lives of individuals, teachers, and communities.

Art Education at UNM has a strong community service-oriented approach, evidenced in courses such as ARTE 310, Teaching Art in Elementary School, in which pre-service art teachers work with children in an after-school setting located in an economically disadvantaged area of Albuquerque. As art is the second largest source of income in New Mexico, Art Education brings teachers into the classrooms to encourage appreciation of the arts and of art making. The quality of life for the students and their families, as well as the community, is enhanced.

Other obvious ways in which the program contributes to the mission and plan include:

- In accordance with the University of New Mexico Strategic Plan, the Art Education Program educates and encourages students to develop the values, habits of mind, knowledge, and skills that they need to be enlightened citizens, contribute to the state and national economies, and lead satisfying lives.
- As a program concerned with the arts, Art Education requires that its students produce and disseminate new knowledge and creativity that will enhance the overall well-being of society. Classes such as ARTE 430/530, Studio Art in the School, one of a series of courses focused on effectively teaching different art media, as well as exhibitions organized and presented in Masley Gallery are among the ways that this goal is achieved.
- Art Education is dedicated to the cultural and ethnic diversity of the region, and diversity in learner styles, abilities, and motivations; and educates its students with this as a cornerstone of its program, as evidenced by various course offerings including ARTE 475/565, Art and the Exceptional Child, ARTE 466/566, Art with At-Risk Students, and ARTE 570, Art in Multicultural Education.
- Students in the program repeatedly emphasized its dynamic and interactive climate. Academic freedom is apparent in the range of courses and areas in which faculty have developed their individual interests as a part of the program. The MA program

without licensure, in particular, offers students the opportunity to develop their own course of studies within the broader field of Art Education.

- Given that the program is largely concerned with the education of future teachers as well as practicing artists, Art Education is an extremely student-centered program that practices UNM's approach to decisions with initial questions always focused on how something will enhance student success, both in their work at UNM and in their ultimate careers.
- Through after school programs, art for art-risk students, on-campus exhibitions and programming, and preparation of student teachers, Art Education is strongly engaged with local and regional communities.

Impact and visibility of instructional programs



There is substantial impact with the current Art Education programming.

The Program is:

- The only site of art teaching licensure in the state.
 - Visible through required Field Teaching Art Experiences in the regional schools and communities.
- Impactful through Masley Gallery exhibitions and publicity that expose and engage the local community with the Art Education program and have gained national attention (see pages 13-14 in the self-study). For example, exhibitions are accompanied by several workshops or as part of a conference for different audiences. This has brought a large number of people to campus and has served the program goals of practicum experience in designing curricula and teaching. Faculty-curated thematic exhibitions in Masley Gallery attract audiences from other units and from non-university communities. For example, Through Feminist Eyes, a 2008 juried exhibition held in the Masley was juried by internationally renown artists Judy Chicago and Meinrad Craighead, curated by Dr. Laurel Lampela, and co-sponsored by the UNM Feminist Research Institute.

- Impactful through an on-line course offered by another faculty member brought LGBT teachers from different countries together into an important virtual community.
- Impactful because faculty present their research and scholarship to state, national, and international audiences.



Profile and distinction of faculty and students



Faculty

The three full-time faculty members are tenured: two are professors and one is an associate professor. All are active professionally: both professors have published books in their respective fields and have a continuous record of juried publications. Additionally, both have recent juried publications in their research areas. The associate professor's publications are focused on diversity and visual culture in art education and curriculum in these areas, areas key to the field; additional publications from this faculty member would be welcomed based on her teaching and community-based projects. All three full-time faculty members regularly make scholarly presentations, juried and invited, at state and national levels. Both professors exhibit their art regionally and occasionally nationally in juried and invited venues; the associate professor makes and exhibits drawings, collages, and paintings; exhibition venues were not clear from materials provided. Art exhibition is not a standard expectation for art education faculty members, although it is valued at some institutions. Each full-time faculty member contributes productively to the program through teaching, outreach, and service. Service is at local, state, and national levels. Faculty grants have enabled valuable special projects, such as the organization of an exhibition at UNM Art Museum and the College of Education's Masley Gallery accompanied by a range of concurrent workshops, teaching technology to pre-service art teachers, a summer institute for teachers, and an online course for LGBT educators from near and far. Additional workshops and institutes have been offered for teachers and community groups, including families, cancer survivors, and youth. All these activities are important forms of outreach.

Full-time faculty are supplemented each semester by 4-6 part-time faculty who hold doctorate or masters degrees and teach some of the different media offerings in ARTE 430/530, Studio Art in the School (1-2 sections/ semester) and a course for elementary education majors, ARTE 214, Art in Elementary and Special Classrooms I (3

sections/semester). Additionally, there is a .37 part-time faculty who contributes to student teaching supervision during fall semester. It is not recorded in the self-study if persons holding terminal degrees teach graduate courses, but this should be reviewed by faculty. The Review team did not meet with part-time faculty.

Students

As of fall 2011, the program has 33 undergraduate students working towards the BAED degree, which is paired with New Mexico teaching licensure in art, grades K-12. Undergraduates are admitted through the Academic Advising office of the College of Education: they must have completed 26 credits, have a minimum 2.5 GPA, and have passed the Basic Skills part of the New Mexico Teacher Assessment Test. Post-baccalaureate licensure students must pass the latter two measures for admissions. The admission standards are based on the NM Board of Education requirements for licensure. In other states, such as Pennsylvania and Arizona, for admission into and retention in the art education major toward art teacher licensure the minimum GPA is 3.0.

Graduate students working towards the MA in Art Education currently number 47, according to data provided on September 28, 2011 by faculty. Most are working towards teaching licensure in conjunction with their degree; the remainder are current teachers returning for required professional continuing education or are interested either in non-school educational sites or in enhancing their art making skills.

About 75% of undergraduates over the five year period from 2005-2009 are female and 25% male. About 55% of students are White, with 45% of students African-American (2%), American Indian (7%), Hispanic/Mexican/Latina/o (26%) (the remaining students did not respond regarding ethnicity identity). Over the same period, graduate students in the program were about 78% female and 22% male. Six percent of these students were American Indian, 1% Asian-Pacific Islander, 12% Hispanic/Mexican/Latina/o, 3% international, and 68% White (the remainder did not respond to the question on ethnicity). According to figures provided by the program, among undergraduate students, 93.8% are New Mexico residents and 6.2% are out-of-state; 85.7% of graduates are residents, 7.1% non-residents, and 7.1% international students.

Post-baccalaureate students currently number 5 and all are in-state, bringing the total number of students served in the program during fall 2011 to 85.

Only one GA position is currently available to graduate students, to manage Masley Gallery, which is disproportionately low for similar programs and may account in part for the low number of out-of-state MA students. Additional TA experiences would provide students with stronger resumes and graduate experiences, and possibly increase the applicant pool.

Student success and learning outcomes

Michelle Lemons, MA '01, (center) had two distinguished guests visit her art classroom recently including Dr. Deborah Reeve (R), the Executive Director of the National Art Education Association (NAEA), and Susan Gabbard, a Past President of the NAEA (L). Michelle is the current Vice President of the New Mexico Art Education Association and an Itinerant Art Teacher in the Albuquerque Public School District.



Denise Meade, MA '80, is the Advanced Academics Resource Teacher for Hollin Meadows Elementary School and Stratford Landing Elementary School in Fairfax County, Virginia.



OFF Center is a community art space founded by Janis Timm-Bottos a graduate of the Art Education Program at UNM with an emphasis in art therapy. While OFF Center provides for homeless and near homeless artists. Visit online at www.offcenterarts.org.

Julie Dunker, PostBacc, '04, received her MFA in Painting from Claremont Graduate University and is now an Adjunct Professor of Art at Westminster College in Salt Lake City.

Amy Eldridge, MA '06, teaches at Jemez Valley Elementary and Middle School.

- Alumni successes are listed at a website <http://www.unm.edu/~arted/alumni.html>. This website provides profiles of alumni for recruitment and student network purposes. However, it needs to be more accessible for enabling searches by name and year of graduation. Assistance by the alumni office to enter information from the program's

alumni Web page in their database and to provide from their database the email addresses with parameters requested by the faculty would build alumni connections and support, as well as current data on careers and employment of graduates. Emails could be sent to an alumni list with invitations, announcements, to gather job placement information, and to invite to network on FaceBook. Currently, there is not systematically collected data on job placement, and tracking of alumni.

- The self-study regarding student teaching performance measures (pages 27-33) indicate that "the average student teaching scores were well above the passing scores of 3" with 5 being the top score (p. 33) from a program field observation evaluation form that was developed by faculty to measure students in meeting program goals, and state and national accreditation standards. Improvement has been made since a prior self-study in areas of preparation for classroom management and lesson planning with greater emphasis in curriculum development (ARTE 510/410) and teaching methods (ARTE 310, 320) courses.
- The Masley Gallery provides a place for students to exhibit their artwork, which is important given the studio basis of the BAED and MA. All students completing their MA degree participate in a group exhibition with the artifacts of their exit exam, whether the end product is art work, a curriculum, or a thesis. It can serve as a form of assessment with outside jurors, and with the creation of interpretative pedagogical labeling and gallery activities as part of the coursework. The alumni website lists only a few who highlight their artwork, and none list exhibitions. A student and alumni FaceBook site could provide a venue to share current exhibitions, which would indicate student success and learning outcomes.
- Graduate student publications and presentations at state and national conferences are impressive, especially given that students are at the MA level and not the doctoral level.
- Most MA students' final projects are studio based. A few create a curriculum for this exit requirement, and only three over the last ten years have taken the research option.

Contributions to other academic units and collaborative initiatives

Each semester, part-time faculty members in Art Education teach three sections of ARTE 214, Art in Elementary and Special Classrooms I, a methods course for elementary education majors. Across the United States, this is a standard offering of most elementary education programs that doctoral students supported by assistantships and mentored and supervised by a faculty member, or part-time instructors teach.

Arita Porcelain has been a focus within Art Education that was extremely attractive to many students in the Department of Art and Art History. Art and Art History recently developed a faculty line for the instructor in Arita, and the courses moved from Art Education to Art and Art History in 2010.

A committee is currently being formed with representatives from both the College of Education and the College of Fine Arts to pursue the possibility of granting the BFA in Art with licensure and the MFA in Art with licensure. These are student-driven goals as well as ones that the Art Education faculty supports. The relationship between Art and Art History and Art Education is not a strong one. Thus these may be challenging discussions but the degrees with licensure could be lucrative career paths.

Collaboration with the Museum Studies (MSST) program, currently being developed by the Departments of Anthropology, Art and Art History, Biology and Geology as well as the University Art Museum, is an area that might be explored by Art Education faculty members (this initiative is further developed elsewhere).

Community service and experiential learning opportunities



Community service and experiential learning opportunities are rich in the art education program.

For example:

- ARTE 310, an elementary methods course required of undergraduate and graduate students pursuing licensure is held in a local church that offers after school programs to the neighboring school. Children at the school are economically considered disadvantaged, with 100% qualifying for free or reduced lunches. The art education students experience both modeling of elementary school teaching methods and teaching to small groups of students in this setting. They also observe the students in several sessions at the public school.
- ARTE 320, the secondary methods course required of undergraduate and graduate students pursuing licensure involves 20 hours of observation and teaching in a secondary school.
- Student teaching for licensure students (ARTE 400 & 461) involves a semester-long field experience in a school teaching under the supervision of the classroom teacher and overseen by a university supervisor. Faculty members have built relationships with Albuquerque Public Schools, and the Rio Rancho and Santa Fe School Districts.
- ARTE 466/566, Art with At-Risk Students, involves participant observations in community settings (such as OffCenter Community, Artstreet, and VSA New Mexico) and museums.
- Peer teaching is present in many licensure courses.

- Development of teaching tools is an important component of many courses and an option for the MA student exit project (termed an examination).
- Art making is an important focus woven throughout the program. Students build reflectively on their art making processes and are provided opportunities to talk about their art.
- Additionally, students may take advantage of exhibiting their art in the program's Masley Gallery.
- Faculty members coordinate exhibitions in the College of Education's Masley Gallery; one faculty member also coordinated an exhibition at the UNM Art Museum.
- Faculty members provide continuing education to public school teachers, through summer institutes, a service to the professional community.

Opportunities for further development

The APR Team recommends exploring the development of two options either as defined emphases or as certificates in the non-licensure track of the MA: Community Art Education and/or Museum Art Education with Museum Studies. They build on and complement the current activities of the program, address diverse student interests, and address state needs for qualified professionals in teaching the arts across sites and populations.

The BAED and MA licensure tracks could offer an emphasis or certificate in Media (Visual Culture) Literacy and/or a grades 6-12 Digital Media Licensure. Additionally, digital technologies could be more integrated across ARTE coursework.

With the faculty in the College of Fine Arts, the BFA and MFA in Art degrees with licensure is a direction to explore considering the student interest expressed to the APR Team and the support expressed by the College of Education Dean.

Additionally, the Review Team makes suggestions about how to enhance TA support for MA students and how to extend the use of studio and gallery facilities.

Each of these recommendations is elaborated below. Faculty would likely not want to develop all of these areas, and certainly not all at once. The APR Team recommends that that the whole faculty together, with equal investment, selects and develops initiatives.

Action: Create a Community Art Education emphasis in the MA in Art Education

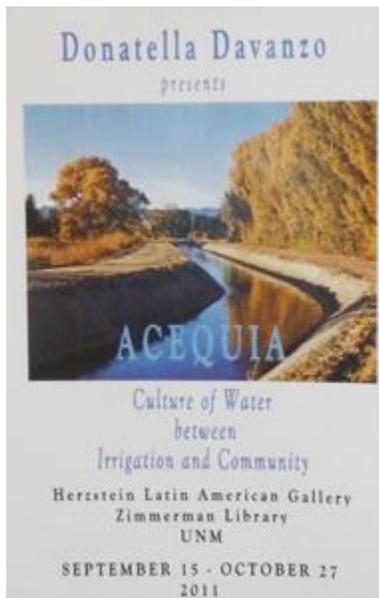
The community service and experiential learning opportunities listed earlier in this document indicate a richly developed component of the Art Education Program. The APR team recommends an emphasis or certificate in community arts as an easily defined option for MA students. The effort would involve development of an introductory course in community art education to blend theory, site visits, and practice. Additional coursework would be drawn from those extant, such as:

- ARTE 500: History & Philosophies of Art Education
- ARTE 510: Curriculum Development
- ARTE 520: Art Education in Early Childhood
- ARTE 565: Art with Exceptional Child
- ARTE 566: Art with At Risk Students
- ARTE 568: Image and Imagination in Art Education
- ARTE 570: Art in Multicultural Education
- ARTE 572: Art Criticism & Aesthetics for Teachers
- ARTE 585: Research in Art Education

ARTE 590: Current Trends and Issues in Art Education

A Community Art Education initiative might include life-long populations mentioned in the Future Directions section of the self-report, at-risk youth, American Indian youth, Hispanic/Mexican/Latino/a and/or other populations, hospitals, prisons, aging populations, veterans and their families, and others, as the need arises. It draws on the expertise of each Art Education faculty member.

The UNM Art Education Program has historically been best known on the national level for offering an excellent art therapy program, one of the few in the nation in a public higher education institution. This program was closed in 1997, and while there is a continuing if not increasing demand for art therapy, the fields of art education and art therapy differ. The licensure for both with a faculty of three is not feasible. However, the specialized area of community arts as therapeutic can greatly enhance an MA in Art Education with students working in hospitals, prisons, with aging populations, with veterans and their families and others.



Action: Create a Museum Art Education emphasis in the MA in Art Education utilizing courses in the interdisciplinary Museum Studies Program

At an institution with five museums on campus in addition to galleries, and in a state with another 18 museums, Art Education is poised to make a significant contribution to the people of New Mexico as well as to people outside the state and increase student career possibilities by offering a focus (or certificate) in museum education. As with the community art MA, this could be done without a large increase in the number of courses offered, given the MA and MS program in Museum Studies (MSST) currently being developed at UNM, and through a collaborative effort between various entities on campus including UNM's five museums. Art History 407 Museum Practices, which is currently offered under Art History, Anthropology and Museum Studies numbers, is the vital beginning point; this course has existed for decades at UNM.

The Practicum (Internship) has also long been a part of the curriculum. Various Topics courses and Seminars have been offered. The new program has added several courses, the most pertinent for Museum Education being MSST 575, Museum Interpretation, which would, of course, include a major focus on education. The course description reads as follows: "Public education within museum contexts including research, planning, development, production, traveling trunks, booklets, outreach, public programming, evaluation, and digital and virtual applications."

Art Education could readily build a focus on Museum Education by utilizing these existing courses as well as slightly revising some courses already in the Art Education curriculum, for example:

ARTE 500: History & Philosophies of Art Education

ARTE 510: Curriculum Development

ARTE 520: Art Education in Early Childhood
 ARTE 565: Art with Exceptional Child
 ARTE 566: Art with At Risk Students
 ARTE 570: Art in Multicultural Education
 ARTE 572: Art Criticism & Aesthetics for Teachers
 ARTE 585: Research in Art Education
 ARTE 590: Current Trends and Issues in Art Education

Masley Gallery also offers an important learning opportunity for students engaged in a Museum Studies focus to curate exhibits, seek funding, and develop programming. The APR Team suggests that faculty explore whether Museum Education should be a focus within the MA or a certificate program.

Action: The BAED and MA licensure tracks could offer an emphasis or certificate in Media (Visual Culture) Literacy and/or grades 6-12 Digital Media Licensure

The New Mexico 2010 High School Graduation requirements of 9 elective units and 7.5 elective units for students entering the ninth grade in the 2005-2006 school year that meet department content and performance standards may include Media literacy as an elective. UNM students graduating with a BAED or MA in Art Education with art teacher licensure can be prepared in Art Education to teach Media Literacy through the existing and modest revision of courses such as ARTE 530/430: Studio Art in the School – Digital Arts, ARTE 572: Criticism/Aesthetics for Teachers, and ARTE 410/510 Curriculum Development in Art Education. Content in currently taught curriculum, aesthetics, and methods courses in art education might include Web 2.0 pedagogies, and inquiry, such as the following, might be integrated into existing curriculum and methods courses to support preparation to teach Media Literacy: How has the ubiquity of global visual culture and communication technologies become part of the social and cultural fabric of New Mexico? Does participatory, collaborative, dynamic, and interactive media require new aesthetic criteria and/or pedagogical models? What are the relationships between new forms of communication technologies and beliefs about the nature of knowledge and the nature of art? What are the ethical and aesthetic dimensions in communication technologies?

This thread in art education teacher preparation can be included in resume and cover letters for k-12 art teaching positions and also emphasized with a grouping of courses. The following Art Teaching Area could provide expertise in digital media literacy:

ARTS 130: Introduction to Electronic Art (already required)
 ARTS 231: Video Art I
 ARTS 240: Inside the Outside: A Contemporary Survey of Ecological, Public, and Activist Art
 ARTS 241: Social and Public Ecological Art
 ARTS 232: Sound Art I
 ARTS 289: Digital Imaging Techniques
 ARTS 330: Intermediate Electronic Art
 ARTS 358.458/588: Nature & Technology
 ARTS 394: Computer Generated Imagery and Animation
 ARTS 409/509: Advanced Video Art

ARTS 432/532: Special Topics in Electronic Art II
 ARTS 494/594: Advanced Topics in Computer Generated Imaging
 ARTS409/509: Advanced Video Art
 and other courses.

The New Mexico 2010 High School Graduation requirements also include: “For students entering the ninth grade beginning in the 2009-2010 school year, at least one of the units required for graduation shall be earned as an advanced placement or honors course, a dual-credit course offered in cooperation with an institution of higher education or a distance learning course.” This new requirement and the changes toward blended/hybrid and fully online courses in k-higher education provides an important opportunity for the UNM Art Education Program to utilize expertise in how to develop and teach online courses. Within existing courses guidance on how to facilitate interactivity, student participation, and freely accessible Web 2.0 tools would prepare for teaching in current and future digital learning environments.

Action: Use of digital technologies across Art Education coursework

Given the prevalence of digital technologies in our lives today and their presence in schools, the Review Team recommends that more courses in the Art Education Program utilize digital learning technologies. This could begin with use of the tools in the university’s WebCT.

Action: BFA and MFA in Art degrees with licensure

BFA and MFA degrees with teaching licensure would provide public schools with more highly qualified teachers because BFA and MFA programs require more coursework and professional preparation in art. It would offer increased professional options for these students. If the Art faculty members are amenable, these discussions should proceed: the Dean of the College of Education has expressed an interest in this collaborative area, but the Department of Art and Art History may be reticent. The program might involve a fifth year for undergraduate students, i.e., a year of licensure coursework in addition to the requirements for the BFA degree, or courses for art teacher licensure could be integrated into a BFA degree with teaching licensure. The MFA program includes 18 elective credits that might be used towards licensure, but for both degrees, the Art and Art Education faculty would need to decide the best course for students.

Art Education faculty may wish to consider what impact such a change would make for BAED students. Current post-baccalaureate licensure students in the program might be encouraged to take advantage of one of these options, thus eliminating this route to licensure.

Action: Extend use of studio and gallery facilities



The studio spaces in Art Education are a unique feature of this program and could be better utilized. Currently, they are active mainly within the spectrum of ARTE 430/530 courses, Studio Art in the School. They may serve as valuable resources to field experiences in the licensure program and the proposed community and museum programs. Students interviewed indicated they would benefit from increased access to these spaces. Due to issues of liability and maintaining the spaces, a system is needed to use them more fully in off-semester and non-daytime hours. Alumni returning to the studios of UNM art education, as life-long learners, could become studio caretakers, keeping studios open after classes, in exchange for use of the studio. Alternately or in conjunction with life-long learners, the faculty could designate a few responsible students as studio techs.

Consider re-assigning some studio spaces to better fit their uses. Most notably, the space for weaving has sinks that would be more appropriate for use with the printmaking facility. These two spaces would ideally exchange equipment.

Masley Gallery is another exceptional resource, with the potential to offer a lively integration of different departments and community groups. With some brilliant exceptions such as the Friedl Dicker-Brandeis exhibit in 2011, the Feminist Eyes juried exhibit in 2008, and the Japanese Girls' Manga retrospective in 2006, exhibitions in the gallery do not attract the breadth of audiences that they could. As discussed in the Action item about creating an MA Museum Studies emphasis, the space suggests broader use as a curatorial learning tool and as a space for increasing visibility of programming to and with the community.

Action: Increase GA and/or TA positions

Given the very low level of support for MA students in comparison with programs at other institutions as well as in the Department of Educational Specialties, the question arises, what sources of funding might be available? The APR team sees possibilities in qualified students taking on some of the part-time faculty duties, such as ARTE 214, specific media offerings of ARTE 430 (although they will not be eligible to teach the 500 level of this class), and supervision of student teaching in ARTE 400, Elementary Student Teaching in Art I and ARTE 461, Student Teaching in the Senior High School.

Appropriateness of Short- and Long-term Goals

In order to accomplish selected initiatives outlined above, minor changes would need to take place in the Art Education Program. The Review Team suggests:

- designating an Art Education Program chair, which can be rotated annually or biannually
- hiring a lecturer or creating two TA positions to supervise student teaching, annually freeing up two faculty-taught courses. Although an earlier request for a Lecturer III was

passed over, the faculty will submit a proposal again this year. This is an important component to freeing up faculty time that can be better used to teach community and/or museum art education in the MA, Media (Visual Culture) Literacy and/or a grades 6-12 Digital Media Licensure, and to remain vibrant as researchers. Most Art Education programs do not rely heavily on faculty supervision of student teaching as it is not regarded as a productive use of faculty time on a continuing basis. Faculty supervision of the Lecturer or TA will remain important to connecting this crucial field experience to the goals of the program's coursework; the supervision might be a rotating commitment.

- better integrating licensure and non-licensure students in coursework. This could be achieved by making licensure courses available to non-licensure students, decreasing the number of required ARTE units in the MA's 33 unit degree so that students have more flexibility to take coursework outside the program or take non-prescribed ARTE coursework.

Goals addressed in the Art Education Program's self-study included many of the suggestions made by the Review Team above: Community and/or Museum Art Education, a Lecture III position, and teaching licensure for a secondary digital media degree. In the points below, goals not already addressed are recommended.

- A faculty of three will need to choose carefully which directions to pursue in the near future, and work cohesively and flexibly together to achieve the growth they decide upon, choosing one or two of the above new programming initiatives to work on at any one time.
- Recruitment of students, listed as a goal, might be best accomplished through initiatives in the online/or media literacy courses (see below), developing connections through Masley Gallery, and through some of the MA and licensure options mentioned above. Additional recruitment could be achieved through upkeep of the website and a Facebook presence. In conjunction with this initiative, the alumni page could be converted to an interactive space using Live Journal, Facebook, or other social networking software.
- A summer institute for Teachers and youth on American Indian Art, suggested as a future grant-supported initiative, fits well within current activities of the unit and would work well with an MA Community Art Education option.
- The Review Team recommends that the Art Education faculty think carefully about a Saturday Art program for children. While these programs are popular in many Art Education programs across the country, and have benefits, the outcomes for UNM students may be better achieved through other initiatives currently taking place or others planned and discussed in this report.
- The goal of a doctoral program at this time is not considered feasible in the current state climate (this is further developed below). It might be revisited after some other initiatives are developed and the state economic climate improves.

Implications for accreditation, where appropriate

The Art Education Program currently offers a route to New Mexico licensure to teach art in K-12 public school settings. Undergraduate, MA, and post-baccalaureate students benefit from this option. Coursework covers and exceeds standard expectations for content expertise, teaching methods, curriculum building, understanding diverse learners and school sites, and field experiences.

Art Education faculty are interested in opening discussions with their colleagues in the Department of Art and Art History to explore certification options for BFA and MFA students. How these discussions are dependent upon the interest of the Art faculty.

Specific questions proposed by the Art Education program

1) With respect to students who wish to continue their graduate study at the PhD level, what are the advantages and possibilities of having a PhD degree in Art Education at UNM at this time? If a PhD program is not instituted in Art Education, how do we best serve students who desire a PhD with an art/art education connection?

A PhD in Art Education would have distinct audiences. One of those, of course, would be students who wish to teach at the college or university level and would need a PhD to do so. Another specialized audience includes artists who hold MFA degrees. In some countries, these degrees are not seen as the equivalent of PhDs and, thus, faculty who hold MFAs need to obtain PhDs. However, given the state of the economy and the current political climate, this is clearly not a good time to attempt to institute a new PhD program in the State of New Mexico. The potential number of students who would apply to such a new program would be low, at least initially, and thus the number of people completing the degree small. Another negative factor is the small number of faculty members in Art Education; it would be difficult for three full-time faculty to support such a program while maintaining everything else that they do between the BAED and the MA, both with licensure and without.

The self-study proposes a combined PhD degree in Art Education and Art History. This is a new idea that the Art Historians have not addressed, even among themselves, and it may be a more difficult project. Alternately, there may be other on-campus collaborators. The Dean seems supportive of exploring a PhD across programs in education and further suggests that a good time to propose such a program would be when the College undertakes its review. Or, it may be worthwhile to consider collaborations with other institutions, for instance Art Education programs that are also looking to institute a PhD and may be interested in using digital systems to combine students and faculty across geographic distances. (This was the basis of the joint doctoral program in Art History first established with University of Arizona and Arizona State faculties; ASU has since closed their PhD in Art History due to economic hardship.) The current climate at the university, in the state and the nation, suggests that energies would be best placed in other initiatives.

There are various other programs throughout the US that offer the PhD in Art Education, including a neighboring institution, the University of Arizona. A colloquium each year or capstone career workshops, and website with resources on how to prepare for applying to doctoral programs and other career directions in art education would be a

worthwhile investment of faculty time to develop in order to eventually conserve their valuable time and that of the students.

All MA students should be required to take the research course in the first or second semester of their programs to encourage developing research perspectives throughout their graduate education. Additionally, those interested in pursuing a PhD should be advised to take the research option as their final project (also termed exam). One suggested area where there is fertile ground for research is through mining the field placement data in the Smith Frederick program, along with observation in the field. For example, the data collected from the field placement software along with observation, interviews, and artifacts harvested from the teaching site can be mined for research to see if there is value added to the students' learning and the professional development with the co-teaching approach of apprentice and seasoned teacher. Clearly, there are other areas of fertile research for MA students.

2) At this time, we offer a very flexible MA degree. What are advantages and disadvantages of adding transcribed concentrations to the MA degree? On the flipside, what are the advantages and disadvantages of leaving the degree flexible and working individually with students to develop their area of focus within the degree program?

Transcribed concentrations will formalize the varied student interests extant in the program, providing for students increased clarity in coursework and degree progress paths. Flexibility can be maintained by creating an option that permits students to build their own directions within the program, as some do now. As an alternate to transcribing these options, faculty could define options within the MA program and advertise these in their website and graduate handbook.

Art Education is poised to make a significant contribution by offering a focus in community and/or museum education. The University is currently interested in encouraging growth in masters level programs. As indicated above, a community and/or museum focus could be done without a large increase in the number of courses offered. In Museum Studies, in addition to the proposed new MA and MS program in Museum Studies at UNM, there is also an undergraduate certificate proposed. These Museum Studies degrees and certificate are cooperative efforts between various entities on campus including the various museums here.

3) In what ways can we strengthen the teacher licensure coursework? Do you see a need for restructuring the licensure curriculum? If so, in what ways?

As indicated at the beginning of this document, the APR Team found the teacher licensure programs in Art Education compare well to many programs in similar institutions. Minor suggestions are:

The APR team recommends continued use of the field placement software, modeled on e-harmony, in which the values of the program drive the algorithms to maintain records and match students to teaching sites and cooperating teachers.

As suggested above, hire a Lecturer III or two qualified TAs to take over student teaching placements, observations, and other supervisory duties. The data collected from the field placement software, along with observation, interviews, and artifacts harvested from the teaching site, can be mined for research (by a graduate student or a faculty member) to study

if and how value is added to the students' learning and professional development with the co-teaching approach of apprentice and seasoned teacher.

4) Given the strengths and challenges of the Art Education Program, the ongoing budget crisis, and possible shifts in art education, how can we better educate and graduate MA students prepared to serve in school and community arts settings?

- Offer options (transcribed or clearly defined) in the MA program, maintaining flexibility for those students whose interests warrant it by creating an open option.
- Further mentor students about career paths and furthering their education.
- Consider lowering the number of required ARTE units for students in community, museum, and open options, thereby permitting them to build their expertise through elective coursework (chosen in conjunction with the faculty advisor) and permitting faculty to grow new options within the Art Education MA program without offering additional sections of extant courses that are currently at capacity.
- The development of Community and/or Museum Education foci would better prepare MA students for additional employment opportunities within museum and community arts settings. This can be accomplished without major additional funding.



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