

SIMON FRASER UNIVERSITY

Office of the Vice-President, Academic

MEMORANDUM

To: Senate

From: J.M. Munro, Chair, Senate Committee on Academic Planning

Subject: Proposal for Arts Education Emphasis within the Curriculum Theory and Implementation Ph.D

Date: October 14, 1994

Action undertaken by the Senate Graduate Studies Committee and the Senate Committee on Academic Planning gives rise to the following motion:

Motion: "That Senate approve and recommend approval to the Board of Governors as set forth in S.94 - 65 , the proposed Arts Education Emphasis within the Curriculum Theory and Implementation Ph.D. in the Faculty of Education."

✓ new crs Educ 945

J.M. Munro

SIMON FRASER UNIVERSITY

MEMORANDUM

To: Alison Watt, Secretary
Senate Committee on Academic
Planning

From: B.P. Clayman
Dean of Graduate Studies

Subject: Proposal for Arts Education Date: September 29, 1994
Emphasis within the Curriculum
Theory and Implementation Ph.D.

The proposal for Arts Education Emphasis within the Curriculum Theory and Implementation Ph.D., including the new course, Educ 945-5, was approved by the Senate Graduate Studies Committee at its Meeting on September 26, 1994, and is now being forwarded to the Senate Committee on Academic Planning for approval.



B.P. Clayman
Dean of Graduate Studies

mm/
attach.

JUL 5 1994
JUL - 4 1994

SIMON FRASER UNIVERSITY
FACULTY OF EDUCATION

MEMORANDUM

To: Bruce Clayman
Dean, Graduate Studies

From: Mike Manley-Casimir
Director, Graduate Programs

Re: **Proposal for Arts Education Emphasis within the
Curriculum Theory and Implementation Ph.D**

Date: June 28, 1994

The attached proposal is to differentiate an Arts Education curricular emphasis within the existing Ph.D. in Curriculum Theory and Implementation Program in the Faculty.

The original proposal was approved at the Faculty of Education Meeting on January 25, 1993. Following that Dr. Walker resigned his position in Music Education, so the proposal was held up pending a new appointment. Dr. J. Senyshyn is joining the Faculty in Music Education, so it is now appropriate to forward this proposal for approval and implementation.

I would appreciate this being included on the Agenda of SGSC on July 11. Thank you.



MMC/cp

Encl.

SIMON FRASER UNIVERSITY—FACULTY OF EDUCATION

Proposal for Ph.D. Emphasis in ARTS EDUCATION

I. Introduction

1. Title: Arts Education
2. Credential: Doctor of Philosophy (Ph.D.)
3. Faculty or school to offer the degree: Faculty of Education
4. Schedule for implementation: September 1995 - Admission of first intake (subject to resources and finances)

II. Justification

This program is designed for persons interested in becoming scholars and leaders in arts education. Generally, in both North America and Europe, arts education is increasingly seen as an essential component in the grade school curriculum, and many major universities in the U.S.A. require all their undergraduate admission students to have one arts subject among their school graduation profile. The new British National Curriculum specifies the arts as essential teaching and assessment components in the education of all children.

The arts are currently being given increased emphasis in education in British Columbia, as well as in other provinces in Canada. Aesthetic and artistic development is outlined as one of the goals of both the Primary and Intermediate Programs, and the Fine Arts constitute one of the four curriculum strands in these programs. In the new B.C. Graduation Program the Fine Arts are included as part of Essential Studies, and there is a recommendation that provincial examinations be expanded to include the Fine Arts.

In addition, there are a number of curricular and pedagogical directions issuing from the new provincial curriculum in B.C. which have implications for education in the arts areas; for example, curriculum integration and new approaches to evaluation. The increasing diversity and complexity of curricula demands in the arts subjects, viewed particularly from today's pluralistic social and educational context also have implications for the way the arts are taught in schools. This is posing many new problems for arts educators in the areas of arts curricula content and design, assessment, identification of goals, and, not least, defining the nature of artistic experience particularly among artistically naive children from many different ethnic backgrounds.

All these developments give rise to an increased need for leaders in arts education who are also scholars, able to examine, in an informed and critical manner, the nature of the arts, in particular to make the conceptual link between the arts as practised by artists and the arts in the educational context of today's schools where every child, irrespective of innate artistic talent, is required to experience arts education. S.F.U. has the opportunity to play a distinctive leadership role in educating such individuals, in articulating new directions in arts education both for the province and the wider educational community, and in providing opportunities for research in the arts. Unlike those universities in Canada which do have doctoral level programs in arts education, S.F.U. is not faced with changing an existing program based on old and outmoded attitudes to arts education. Starting from scratch, as it were, enables us to plan a program which is custom designed to meet the needs of arts educators as they are perceived at this time. Furthermore, many existing programs, particularly in music are faced with extinction in some Canadian universities due to lack of suitable faculty to teach them or retrenchment over the last decade which has seriously affected arts education faculties in some institutions.

III. Characteristics

A. Outline

The structure and content of the program is based on a conception of the arts - music, art, drama, and dance - in education which more accurately reflects the ways these arts media are practised in the community. Essentially, the arts have always tended to be linked or related, as in opera, the cinema, the theatre, and more recently in rock videos, not to mention their integrated role in ceremonial activities in various cultures outside the western traditions. The development of discrete or isolated artistic activities is a recent one in western culture, as is the view that any artistic media can be understood in isolation from its general artistic and cultural context. Historically, in western culture, the arts have all been affected more or less simultaneously by new modes or styles of expression. Take, for example, the rise of Mannerism in 15th and 16th century Italian art in all its forms: poetry, music, the visual arts, dance, dress, and courtly manners. In order to understand what Mannerism is in any single art form it is necessary to view the whole range of such activity across all the arts and related behaviors. The same can be said of almost any artistic activity in the development of western culture. In some other cultures the arts are viewed as an integrated whole and the idea of separating artistic activities into discrete modes of expression is quite foreign.

To this extent, the current view that the arts should be considered under a common umbrella in education has some validity. New curricula directions, such as those articulated in the "Year 2000" materials here in B.C., in the British National Curriculum's "The Arts 5 - 16: A Curriculum Framework", and increasingly in conferences, debates and educational literature, all clearly reflect the view of the arts in total as a curriculum package. This is not to deny the differences among the arts, indeed one major difference lies in the actual medium each uses: sound, visual shapes and textures, movement, etc. But it is an opportunity to try to articulate more

clearly what is common and what is not for purposes of curriculum development and assessment procedures.

Finally, the proposed Ph.D. program has a number of features which make it unique:

- 1) It involves a firm grounding in educational theory and criticism;
- 2) It is interdisciplinary across the arts, while allowing for specialization in a particular arts area;
- 3) It has a strong component of critical studies in issues affecting arts education;
- 4) It ensures a link between arts students and all other doctoral students in the faculty, allowing an interchange between arts and non-arts students;
- 5) It has as a resource the School for the Contemporary Arts;
- 6) The non-departmental structure of this faculty makes it relatively easy for students to take advantage of a wide variety of faculty expertise, and for students to develop a view of arts education which encompasses the curriculum as a whole rather than just in the arts.

B. Topics and Course Offerings

The current M.A. in arts education reflects these ideas. In the M.A. program, students of varied arts backgrounds examine common aesthetic problems through a core of two required arts education courses that are foundational in nature. They also take two out of three specific arts curriculum courses, thus focusing on their own specialty area, while considering the educational concerns of another art form. They also choose one additional course according to their own professional needs and interests.

The proposed Ph.D. program is built with the same conception in mind. The students will gain a grounding in educational theory and develop a more comprehensive educational context within which to examine issues in arts education by taking courses EDUC 901-5 (Seminar in the History of Educational Theory) and EDUC 902-5 (Interdisciplinary Seminar in Contemporary Educational Theory). They will also do a common course dealing with central issues in arts education which will be foundational in nature, and they will have the opportunity to focus on their area of specialization through a Directed Studies Course in a particular arts area.

C. Course Requirements

Educational Theory:

EDUC 901-5	Seminar in the History of Educational Theory
EDUC 902-5	Interdisciplinary Seminar in Contemporary Educational Theory

Arts Core:

EDUC 945-5	Doctoral Seminar in Arts Education
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Curriculum Specialization:

EDUC 910-5	Directed Readings in Art or Music or Drama
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Thesis:

EDUC 899	Doctoral Thesis
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Courses in research methodology may be required depending upon student's research interests.

Additional coursework from among Faculty offerings may be recommended, depending upon student's background and area of research.

D. Required New Courses

EDUC 945-5	Doctoral Seminar in Arts Education
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IV. **Staffing**

The proposed program involves only one new course, taught every second year, the teaching of which would be rotated among the three existing arts education faculty.

V. **Students**

A. General Description

Graduates of this program will be prepared for work in arts education in a variety of situations; as faculty members at the university or college level; as district arts leaders for school boards; as leaders in arts education at provincial ministry level; or as community arts workers.

It is likely that there will be increasing demand for arts educators with doctoral degrees in the foreseeable future. Apart from the various curriculum initiatives mentioned above, which will almost certainly generate new jobs requiring a high level of sophistication in arts education, the scale of university and college funding cuts over the last decade have produced an imbalance of age among existing faculty. It is well documented that something like 60% of existing faculty will retire over the next 10 to 15 years, and that recruitment of younger faculty has not been high enough to ensure a smooth transition from one generation to another. Thus there will be an increasing need for new faculty to be appointed to universities and colleges across the continent and, given the increasing prominence of the arts, there should be a corresponding increase in demand for highly qualified arts educators.

On the provincial level, the opening of the University of Northern B.C. with a commitment to establish a teacher education program there, together with the development of teacher education programs in the regional colleges should also result in increased demand for the type of doctoral student envisaged in this proposal. In school districts across the country it is becoming evident that doctoral degrees (rather than masters) are increasingly required as minimum qualification for employment at the district level. In addition, in many Pacific Rim countries there is an increasing demand for North American doctorates in arts education. U.B.C., for example, has recruited four doctoral students from Japan over the last five years, as well as a number from Africa to do Ph.Ds. or D.Eds. in Music and/or Art.

We would expect to admit two to four students every second year.

B. Admission Requirements

Qualifications for the Ph.D. program currently include a Master's degree with a high standing in an appropriate specialization. For this emphasis, a thesis-based M.A. will normally be required with a minimum standing of 3.5 GPA. Doctoral applicants who are judged to have an inadequate preparation in research methods in their chosen area of specialization will be required to complete additional courses to demonstrate appropriate research competence.

Applications will be screened by a Selection Committee in the Faculty of Education. The Committee will recommend students for acceptance.

C. Residence Requirement

The residence requirements for this program are the same as for all Doctoral Students at the University. Therefore, the following regulations apply:

- (a) Doctoral students entering the program with a Master's degree shall be in residence for five semesters;
- (b) Doctoral students entering the program with a Bachelor's degree shall be in residence for eight semesters;

- (c) Students who have transferred to the Doctoral degree program from a Master's degree program at Simon Fraser University without completing a Master's degree, shall be in residence for eight semesters in the combined programs, at least five of which must be in the Doctoral degree program.

Although most of the students might fall into the category described above, some might well be without institutional affiliation, and be pursuing research interests. For these students, a research internship with one or more of the members of their committee might be planned, with course credits. These students might also seek temporary (paid) placement in the Ministry or in school districts, as policy researchers/analysts. Their work in these settings would normally form part of their dissertation.

While in residence a student shall be registered in an approved program at Simon Fraser University. Normally, the residence requirement will be fulfilled in consecutive semesters but exceptions to the general rule are permitted to students who go on leave.

No part of the residence requirement may be waived for work performed before admission to the Doctoral degree program.

Under exceptional circumstances a Doctoral student at Simon Fraser University may apply for residence credit for work to be done off campus. Such applications shall be made at least one month before the beginning of the semester in which the student proposed to work off campus and shall be approved by the student's Supervisory Committee and Graduate Programs Committee and sent to the Senate Graduate Studies Committee for final approval. While doing work off campus under these provisions, the student shall maintain normal registration ~~on~~ leave. *at this Univ, not registration on leave. (See pg 255 Gen. Reg. 1.7.3)*

SIMON FRASER UNIVERSITY
New Graduate Course Proposal Form

Calendar Information:

Department: FACULTY OF EDUCATION

Course Number: ✓ Educ. 945-5

Title: Doctoral Seminar in Arts Education

Description:

Credit Hours: 5 Vector: 0-5-0 Prerequisite(s) if any: none

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Enrollment and Scheduling:

Estimated Enrollment: 2-4 When will the course first be offered: 1995
How often will the course be offered: Biennially

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Justification: This course is designed to serve as the required core course in the proposed Arts Education Ph.D. (Curriculum) program. It provides a broad theoretical overview of problems and ideas associated with the nature and provision of arts education in schools. As such it enables students from different arts backgrounds to examine common questions of educational significance.

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Resources:

Which Faculty member will normally teach the course: Richmond, Bailin, Senyshyn

What are the budgetary implications of mounting the course: 1/4 FTE every second year

Are there sufficient Library resources (append details): Adequate

- Appended:
- a) Outline of the Course.
 - b) An indication of the competence of the Faculty member to give the course.
 - c) Library resources

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Approved:

Departmental Graduate Studies Committee: [Signature] Date: Oct. 9, 1992

Faculty Graduate Studies Committee: [Signature] Date: Oct. 9, 1992

Faculty: [Signature] Date: January 25, 1993

Senate Graduate Studies Committee: [Signature] Date: Sept 29/94

Senate: _____ Date: _____

COURSE OUTLINE

DOCTORAL SEMINAR IN ARTS EDUCATION

EDUC 945-5

The course will focus on selections from the following general areas (depending on the specific interests of the instructor and the needs of the students):

1. Defining the arts

Differences and similarities among art forms (music, art, drama). The aesthetic dimension of the arts in education. Varieties of art. Problems of definition given the pluralistic nature of the arts. Interdisciplinary contexts of the arts. The role of aesthetics in arts education. The unique educational value of the arts.

2. Artistic creativity and response

The nature of artistic creativity. Media, languages and skills in art. Artistic representation and expression. Understanding, interpreting and appreciating art in an educational context. Theories of visual and auditory perception in the arts. Imagination and feeling in children's artistic experience. Developing artistic response in the classroom.

3. The arts and society

Cultural differences in artistic practice. The role of the arts in various societies. Multicultural arts education. Cultural literacy. Political and gender issues. Social activist perspectives. Postmodern critiques. The fine and vernacular arts in education, The arts and technology. Arts education and the practising artist in contemporary society. The arts in a historical context: understanding the arts of the past.

4. Arts curricula

Structure and content in arts curricula: a historical perspective. Current models—Year 2000, Discipline-based, Advanced Placement, Advanced level GCE. Developing curricula. Teaching the arts. Assessment in arts education. Criteria, performance/production, critical studies. Moderation procedures. Curriculum integration.

5. Research into arts education

Conceptual and philosophical approaches. Literary, artistic, and interpretive approaches to qualitative enquiry in arts education. Psychological perspectives on empirical research. Problems involved in researching artistic practice and appreciation.

Assessment: Two short essays during the course (25% each). One long paper at the end of the course (50%). Topics to be chosen from the list given above and titles to be supplied by the instructor.

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MEMORANDUM

W.A.C. Bennett Library, Simon Fraser University
Burnaby, British Columbia, Canada V5A 1S6

Date: 2 November, 1993
From: Ralph Stanton (Collections Librarian)
To: Mike Manley Casimir, Director, Graduate Programmes
Re: Library Course Assessment of Education 945

Thank-you for your memorandum of 6 June 1994 concerning Education 945-5 Doctoral Seminar in Arts Education. We have assessed the available Library resources to support this course, here are our findings.

This course will be offered first in 1995 and once every 2 years thereafter to between 2 and 4 students.

BIBLIOGRAPHY

A revised bibliography with 36 items listed was received on June 8; all items are in the Library catalogue. All periodicals cited are in the collection.

11 titles are out on loan and will have added copies ordered at a cost of \$288, the Library's fines account will pay for these books.

COST SUMMARY:

One time costs (Library costs) \$392

THE ONE TIME LIBRARY COST ASSOCIATED WITH THIS COURSE IS \$392. THERE ARE NO DEPARTMENTAL COSTS. THERE ARE NO RECURRING COSTS.

Please call me if you have any questions or problems with this review (5946).

K
RS

c.c. Robin Barrow, Dean of Education
Sharon Thomas, Library