

Master of Education with a concentration in Art Oral Comprehensive Exam

An oral comprehensive examination and a professional portfolio are required of all students in the graduate program in art education. This examination is taken in the last semester of the program or no later than the semester following the final semester of coursework. The examination is conducted by a three-member panel consisting of one member representing the field of education, one member from the Art & Music Department (either studio or art history), and the program advisor, Professor Milot. The comprehensive exam is scored on a pass/fail basis by each of the members of the panel. A majority ruling determines the result.

Scheduling the Oral Comprehensive Exam

As you come to the end of your program, you should first check with your district to see what the deadlines are for submitting verification of your degree for a step increase. It is your responsibility to make sure that everything is arranged to meet your district's requirements.

It is also your responsibility to apply for your professional teaching license through the State DESE. In preparation for this, you must attend Professor Kate Hibbard's (khibbard@framingham.edu) licensure workshop in December or May. Professor Hibbard will review the steps necessary for completing the license application with an endorsement from FSU.

The application for the oral comprehensive examination is obtained from the Graduate Office or online and must be filed by the following dates:

August 15 for a late November or December exam (December graduate)

January 15 for an April or May exam (May graduate)

April 15 for a mid-August exam (*not later than the third week of August to ensure enough time to submit the results to be considered and August graduate*)

Kim Hardy (khardy@framingham.edu, 204 Dwight Hall) coordinates all the comprehensive exams. Students can fill out the form and submit it to Kim prior to finalizing the date and panel members. It is the student's responsibility to work with their panel to schedule the date and time of the exam, but Kim must be informed of the final decision to complete the file and paperwork for the exam. The application triggers pre-audit from Kim's office to verify students' eligibility to graduate. Once a student is determined eligible through the pre-audit, Kim will forward the file to the Graduate Dean for approval. Students will be notified when the approval process is complete.

Components of the Oral Comprehensive Exam

The exam consists of a written narrative and presentation of a professional portfolio. You must include at least 2 complete lesson plans with your narrative. The plans, to be attached at the end of your narrative, serve as further evidence of your pedagogical content knowledge and skills. The narrative of 8 - 10 pages is submitted to the members of the panel at least one week before the oral examination.

The narrative must address the following program goals:

I Content Knowledge

Standards:

The candidate demonstrates an expert knowledge of studio materials and fluency in studio techniques.

The candidate demonstrates a sophisticated use of design, aesthetic and conceptual processes.

The candidate demonstrates depth and breadth of experience in art history and an understanding of subject, meaning and context within art history.

Massachusetts Department of Elementary and Secondary Education

7.06: Subject Matter Knowledge Requirements for Teachers (SMK)

Visual Art (Levels: PreK-8; 5-12)

(a) Elements of art and the principles of design.

(b) Methods, materials, and techniques unique to the visual arts in: drawing, painting, sculpture, printmaking, collage, crafts, photography, film, and electronic technologies.

(c) Observation, abstraction, invention, and representation in visual art.

(d) Theories of artistic creativity and aesthetics; philosophies of prominent artists and art educators.

(e) Art criticism: concepts of style and stylistic change.

(f) Artistic development in children and adolescents.

(g) Major developments, periods, and artists in Western traditions in art and architecture.

(h) Major developments, periods, and artists in American art and architecture from circa 1650 to the present.

(i) Characteristics of art and architecture in two non-Western artistic traditions stylistically different from each other.

(j) Influences of non-Western artistic traditions on Western art; influences of Western art on non-Western artistic traditions.

In your narrative:

1. Explain how your knowledge and skill with materials and techniques has advanced through your studio art courses.
2. Describe ways that your understanding of traditional, experimental, and personal application of materials was used to further your ideas.
3. Discuss your studio work with regard to the expressive and formal possibilities and the diverse conceptual modes available to artists in the 21st century.

4. Describe your experiences using contemporary critical theory to examine works of art from various periods and cultures in the art history courses taken for the program.
5. Discuss your understanding of artistic influences across Western and non-western traditions.

II Pedagogical Content Knowledge and Skills

Standards:

The candidate will demonstrate a knowledge of pedagogy and current research specific to the field of art education. This information will be applied as appropriate to enhance teaching skills.

Massachusetts Department of Elementary and Secondary Education

7.08: Professional Standards for Teachers (PST)

- a) Plans curriculum and instruction
- b) Delivers effective instruction

In your narrative:

Describe the growth of content specific (studio and art history) pedagogy in your teaching practice. Explain the source of new ideas and how they were implemented. Give specific examples from the classroom with at least two (2) complete lesson plans and photographs of student work as supporting evidence.

III Professional and Pedagogical Knowledge and Skills

Standards:

Candidates can apply the professional and pedagogical skills from professional, state and institutional standards to facilitate learning. Candidates demonstrate ongoing reflection of their teaching practice as they analyze educational research findings and incorporate new information into their teaching practice.

Massachusetts Department of Elementary and Secondary Education

7.08: Professional Standards for Teachers (PST)

- c) Manages classroom climate and operation
- d) Promotes equity
- e) Meets professional responsibilities

In your narrative:

Describe the development in your professional and pedagogical skills as informed by in the three education core education courses (EDUC 991, EDUC 998c EDUC 999) and Graduate Seminar in Art Education (ARTS 995).

Professional Portfolio

The professional portfolio documents the candidate's performance throughout the course of study and provides evidence that the candidate has mastered the content knowledge, content & pedagogical knowledge and skills, and professional & pedagogical knowledge and skills of the program. The portfolio to be presented at the exam must contain the following:

Studio Courses and Graduate Seminar in Art Education (*Content Knowledge*)

A minimum of 2 pieces from each of the four studio art electives.

Graduate Seminar in Art Education - The body of work from the semester. Original pieces may be supplemented with digital images only for work that is large, fragile or not available. Choose work that documents conceptual as well as technical growth.

An artist's statement pertinent to the work from the graduate seminar.

Art History courses (*Content Knowledge*)

Essays, research papers, bibliographies, journals or other course work that documents your performance in the art history courses.

Education courses (*Professional & Pedagogical Knowledge & Skills*)

EDUC 999 Research & Evaluation - Research project

EDUC 998 Language Development & Communication - Essays, case studies, journals or other course work that documents your performance

EDUC 991 Philosophy of Education & Teaching - Statement of teaching philosophy

Teaching Practice (*Pedagogical Content Knowledge & Skills*)

Provide evidence of pedagogical and curricular initiatives that have grown out of the course work for this program. Illustrate your curriculum with at least two (2) written plans and work done by your students (actual work if possible, digital images if necessary).

At the exam, please provide the committee with a cd (titled with your name and date) containing the narrative portion of oral comprehensive exam, two lesson plans illustrated with photographs of your students' work, examples of your own studio work, the artist's statement, the research project and the statement of philosophy for the Department's records.