



TOPIC: Towson University: Master of Arts in Interdisciplinary Arts Infusion

COMMITTEE: Education Policy and Student Life

DATE OF COMMITTEE MEETING: September 4, 2014

SUMMARY: The proposed program is designed to address the professional development needs of existing teachers in Maryland. Teachers with a “standard professional certificate” are required to complete 30 credits of coursework within five-year period to qualify for an “advanced professional certificate.” In fall 2013, 25 percent of the 59,315 teachers employed in Maryland public schools will need coursework to attain the advanced professional certificate.

The primary constituencies to be served by the proposed program are artist/educators and K-12 public school teachers in arts and non-arts disciplines who seek advanced certification and advancements in school reform. The proposed program provides the classroom teacher with arts integration as a pathway to achieve the master’s credential required for the advanced certificate while distinguishing themselves as a leader in arts integration.

Other constituents include: educators and administrators who seek school reform in their practice; artists who desire collaboration with diverse communities; professionals from areas of business, health professions, advocacy, social work, human resources, family services, and outreach coordinators who aspire to develop themselves as innovators by enhancing their creative capital; and non- government and government organizations/employers who select innovative specialists and expanding diversity practices from all of the above.

The proposed program in Interdisciplinary Arts Infusion will be unique in Maryland. Although there are some similarities to the M.Ed. at UMD, the focus and content of the programs are fundamentally different. None of the HBIs in our region (Bowie, Coppin, Morgan, UMES) offer an advanced degree in art education, arts integration, or interdisciplinary arts infusion. Bowie, Coppin, and Morgan offer M.A., M.S., Ed.D., and Ph.D. degrees in school administration and educational leadership but none of these examine art in education.

ALTERNATIVE(S): The Regents may not approve the program or may request further information.

FISCAL IMPACT: No additional funding is necessary. The program will be supported through tuition and reallocated funds.

CHANCELLOR’S RECOMMENDATION: That the Committee on Education Policy and Student Life recommend that the Board of Regents approve the proposal from Towson University to offer the Master of Arts in Interdisciplinary Arts Infusion.

COMMITTEE RECOMMENDATION:

DATE:

BOARD ACTION:

DATE:

SUBMITTED BY: Joann Boughman

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UNIVERSITY SYSTEM OF MARYLAND INSTITUTION PROPOSAL FOR

☒ New Instructional Program
☐ Substantial Expansion/Major Modification
☐ Cooperative Degree Program
☒ Within Existing Resources, or
☐ Requiring New Resources

Towson University

Institution Submitting Proposal

Interdisciplinary Arts Infusion

Title of Proposed Program

Master of Arts (MA)

Award to be Offered

Fall 2015

Projected Implementation Date

0899

Proposed HEGIS Code

509999

Proposed CIP Code

**Dean's Office, College of Fine Arts and
Communication**

Department in which program will be located

Aileen Trainer

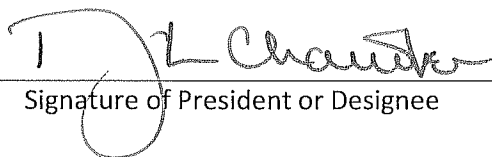
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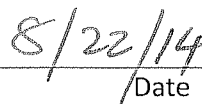
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Signature of President or Designee


Date

Towson University
Program Proposal
Master of Arts, Interdisciplinary Arts Infusion

Introduction

Towson University is proposing to offer a Master of Arts degree in Interdisciplinary Arts Infusion (MAIAI). The proposed program exemplifies Towson University's commitment to advancement in teacher education. Graduates will be collaborators equipped to lead a transformation in teaching, learning and school reform. The arts create innovators, build the creative class and bridge communities in new paradigms for action. The primary constituencies are artists, educators and school administrators. As the program grows, a more diverse community of learners – such as business leaders, entrepreneurs, social advocates, and civic leaders – will be embraced as collaborators. These individuals will learn how to infuse their work with the skills and techniques of the arts disciplines. Arts infusion uses arts and non-arts knowledge as a multidisciplinary tool for an integrated study of issues, problem solving, and decision making in a climate of inquiry. Arts infusion is an elaboration of arts integration in that an integrated study of arts and non-arts form the primary basis for constructing knowledge. Towson University is uniquely qualified to conduct the program due to extensive faculty research and curricular development in creative process, collaborations, entrepreneurial, and artistic exchanges.

Mission

Towson University offers a broad range of undergraduate and graduate programs in the liberal arts, sciences, arts, and applied professional fields that are nationally recognized for quality and value. Towson emphasizes excellence in teaching, scholarship, research, and community engagement responsive to the needs of the region and the state, and cultivates an awareness of both difference and commonality necessary for multifaceted work environments and for local and global citizenship and leadership. Through its cutting edge curriculum, the proposed program broadens the impact of Towson's core values by providing advanced pedagogy and practice for classroom teachers, teaching artists, administrators, and creative entrepreneurs. As such, it reflects Towson's high standards of integrity, collaboration, and service which contribute to the sustainability and enrichment of the culture, society, economy, and environment of the State of Maryland and beyond.

Built for educators and administrators from across Maryland, the Interdisciplinary Arts Infusion program, in accordance with Towson's longstanding commitment to creating a multicultural campus, welcomes a diversified student body, staff, and faculty who reflect local, regional, national, and global diversity. It is one in a list of superior master's degree programs that have been developed in response to pressing regional needs and student demands, and is built on the foundation and strengths of the University.

The certification and professional development of educators has been, and will remain, central to Towson University's future. As the largest single provider of certified teachers in Maryland, Towson plays a leadership role in the continuing professional development of the state's educators. The College of Fine Arts and Communications will add the proposed program to the College's roster of programs designed to improve the quality of teacher preparation, and ensures that the skills and techniques of the arts disciplines, so necessary to 21st Century innovation, are recognized, understood, utilized with integrity, and valued for their contribution to the advancement of our ever-expanding global community.

The proposed Interdisciplinary Arts Infusion program is consistent with the *2013-2017 Maryland State Plan for Postsecondary Education*. The preamble of the plan emphasizes a "commitment to exploring innovative learning and teaching approaches." It also asks that we "think differently about students...and how practices can be adjusted to meet their needs." The proposed program offers exactly this type of dramatic teaching innovation that allows students to learn in a more engaging interdisciplinary environment.

Of the plan's six goals, the proposed program most overtly engages two: Goal 3 (Diversity and "cultural competence") and Goal 4 (Innovation). Goal 3 states that "in order to navigate through a world that is increasingly multiethnic, multinational, and globally interdependent, students must be culturally competent." The proposed curriculum will provide its students with these critically important skills. The MAIAI students will become educators, an outcome which blends seamlessly with another major component of Goal 3: "As Maryland and the nation become more diverse, teachers with the capacity to respect, understand, and instruct individuals from diverse backgrounds will be needed to properly educate the workforce of tomorrow. Teachers must be able to develop course content and materials that are engaging and inclusive of a broad range of students with various learning and communication styles, cultural norms and worldviews, and instructional needs." The four key goals of the program stress the same ideals. Goal 4 expands Goal 3 (and the preamble) and explains that "the State encourages the development of new, diverse, creative, and collaborative practices [and programmatic initiatives] that enhance the quality, effectiveness, and adeptness of offerings and services provided by postsecondary institutions [for] the State's increasingly diverse student population. The

proposed program is all of these things: a programmatic initiative offering an innovative model for K-12 education that embraces diversity and interdisciplinary collaboration. In turn, these students and educators will model changes in the delivery of learning throughout the K-12 school system.

Characteristics of the Proposed Program

The proposed Interdisciplinary Arts Infusion program is a unique blend of professional development coursework and advanced, trans-disciplinary arts-integrated practice designed for licensed classroom teachers, arts specialists, teaching artists, administrators, and arts entrepreneurs. The coursework for the existing Post Baccalaureate Certificate (PBC) in Arts Integration is embedded in the proposed program. Candidates who have already earned the PBC bring 18 of the necessary 36 credits towards the proposed degree. Other applicants must complete the full course of study. Both pathways include rigorous research, study, practical applications in three dimensions of learning, and culminate with a Capstone action research project that engages with the greater community, as outlined below.

Curriculum

The Master of Arts in Interdisciplinary Arts Infusion has the following key learning outcomes:

- A. Demonstrate knowledge of applications of arts infusion in interdisciplinary contexts.
- B. Apply critical thinking and creative problem solving in, with, and through various art media.
- C. Integrate theoretical foundations and practices of arts-based learning in diverse settings.
- D. Synthesize various modes of inquiry for the purpose of generating solutions to real world problems faced in the delivery of arts education in K-12 schools.

These learning goals are expressed through and are assessed through the required courses in the program's three *Dimensions of Learning*:

- 1. Arts in Diverse Societies
- 2. Creative Practice
- 3. Theory and Critical Studies in Practice

The program requires completion of thirty six (36) credits. In lieu of a traditional thesis, graduates complete a Capstone action research project that engages with the greater community. This Capstone project includes a guiding question, a demonstrated plan of action, and critical reflection.

Required courses:

IDFA 606 (Art Forms) [3]
IDFA 607 (Teaching Thinking through Art) [3]
IDFA 610 (Collaborative Symposium) [3]
IDFA 608 (Capstone Seminar) [3]
IDFA 609 (Capstone Project) [3]
IDFA 703 (Interdisciplinary Research) [3]

Elective Courses (18 credits): Choose one course from each of the three Dimensions of Learning: (1) Arts in Diverse Societies, (2) Creative Practice, and (3) Theory & Critical Studies in Practice. Then choose any three courses from the three Dimensions of Learning. No more than 6 credits of Independent Study are allowed as elective courses.

(1) Arts in Diverse Societies

ARED 606 (**Community Based Art Teaching**) [3]
ARED 607 (**Artist-Teacher Connection**) [3]
ARED 608 (**Interdisciplinary Art Education**) [3]
ARED 609 (**Multicultural Art Education**) [3]
EDUC 660 (**Teaching in a Multicultural Society**) [3]
IDFA 690 (**Independent Study**) [1-3]

(2) Creative Practice

IDFA 601 (**Enhancing Reading through the Arts**) [3]
IDFA 603 (**Drama in the Classroom**) [3]
IDFA 690 (**Independent Study**) [1-3]
EDCI 788F (**Maryland Artist/Teacher Institute**) [3]

(3) Theory & Critical Studies in Practice

IDFA 580 (**Topics in Arts, Media, Communication, and Social Action**) [3]
IDFA 602 (**Art across the Curriculum**) [3]
IDFA 604 (**Interdisciplinary Seminar in the Contemporary Arts**) [3]
IDFA 605 (**Creating an Electronic Portfolio**) [3]
IDFA 690 (**Independent Study**) [1-3]
JHU 881.615 (**Mind, Brain, and Teaching**) [3]

Other Requirements (18 credits)

Students in the program who received the PBC prior to admissions must complete the following:

IDFA 610 (**Collaborative Symposium**) [3]
IDFA 703 (**Interdisciplinary Research**) [3]
IDFA 710 (**Capstone in Community**) [3]

9 credits of elective courses; one each from the three Dimensions of Learning.

Students will individualize curriculum requirements by selecting elective credits that address their unique career goals. All courses in the program will require students to utilize current technology and demonstrate their information literacy. The major impact of these skills and resources will be evidenced in their Capstone action research project.

Appendix A includes a list of courses with title, credit hours, and course descriptions.

Student Learning Outcomes

As noted above, learning outcomes for the program include the following:

- Demonstrate knowledge of applications of arts infusion in interdisciplinary contexts.
- Apply critical thinking and creative problem solving in, with, and through various art media.
- Integrate theoretical foundations and practices of arts-based learning in diverse settings.
- Synthesize various modes of inquiry for the purpose of generating solutions to real world problems faced in the delivery of arts education in K-12 schools.

Program assessment occurs on an annual basis and assessment includes both direct and indirect measures. The assessment plan describing the measures, rubrics and schedule of data collection and review was developed with the program proposal and has been approved by the College of Fine Arts and Communications. Assessment data are collected and evaluated on an annual basis and are reported via Compliance Assist (the online reporting tool used campus wide).

The proposed program will participate in the 7-year USM cycle of programs. In addition, the program will be included as a part of the teacher education unit during the review conducted by the National Council for Accreditation of Teacher Education (NCATE). Towson University has been involved in the self-study process and is scheduled to host the NCATE visiting team in fall 2014.

Towson University systematically evaluates faculty performance and facilitates faculty professional development. The effectiveness of teaching is evaluated by:

- Students on a regular basis through the use of course evaluation forms.
- Peer observations (program-specific); and
- Self-evaluation through Towson's annual review policies (for full-time faculty).

Justification

Student audience to be served by program and enrollment estimates for five years:

The primary constituencies to be served by the proposed program are artist/educators and K-12 public school teachers in arts and non-arts disciplines who seek advanced certification and advancements in school reform. The proposed program provides the classroom teacher with arts integration as a pathway to achieve the master's credential required for the advanced certificate while distinguishing themselves as a leader in arts integration.

Other constituents include: educators and administrators who seek school reform in their practice; artists who desire collaboration with diverse communities; professionals from areas of business, health professions, advocacy, social work, human resources, family services, and outreach coordinators who aspire to develop themselves as innovators by enhancing their creative capital; and non- government and government organizations/employers who select innovative specialists and expanding diversity practices from all of the above.

Students will be admitted to the program every other year and matriculate in courses on a part-time basis. The table on the following page indicates modest growth rates during the programs first five years of operation.

The proposed program is designed to address the professional development needs of existing teachers in Maryland. Teachers with a "standard professional certificate" are required to complete 30 credits of coursework within five year period to qualify for an "advanced professional certificate." In fall 2013, 25 percent of the 59,315 teachers employed in Maryland Public schools will need coursework to attain the advanced professional certificate.

	Year 1	Year 2	Year 3	Year 4	Year 5
	Cohort 1 - 8 new students in two courses each fall and spring.	Cohort 1 - 8 continuing students in two courses each fall and spring.	Cohort 1 - 8 continuing students in two courses each fall and spring.		
			Cohort 2 - 12 new students in two courses each fall and spring.	Cohort 2 - 12 continuing students in two courses each fall and spring.	Cohort 2 - 12 continuing students in two courses each fall and spring
					Cohort 3 - 12 new students in two courses each fall and spring.
Total number of students	8	8	20	12	24

Other job market data suggest continued need to hire teachers at a variety of levels. The table below shows Maryland will need to continue to hire additional teachers with modest growth in the number of positions. According to the US Department of Labor Bureau of Labor Statistics (pulled May 7, 2014), the demand for teachers at all levels will continue. Secondary, Middle and Preschool teachers are rated with a “bright outlook” for employment. In Maryland, 20 jurisdictions are projected to have shortages of certified teachers (Maryland Teacher Report 2012-14).

Occupation	2010 Estimated Employment	2020 Projected Employment	Total 2010-2020 Employment Change	Annual Average Percent Change
Secondary School Teachers, Except Special and Vocational Education	20,811	22,253	1,442	0.7%
Middle School Teachers,	14,875	17,378	2,503	1.6%

A significant number of older teachers are expected to reach retirement age between 2012 and

2022. Their retirement will create job openings for new teachers. Opportunities will vary by region and school setting. Job prospects should be better in the South and West, which are expected to have rapid enrollment growth. Furthermore, opportunities will be better in urban and rural school districts than in suburban school districts. Source: <https://mwejobs.maryland.gov/>

Towson University is one of two institutions in Maryland using the 509999 Classification of Instructional Program CIP code with a focus on arts integration. It is the only graduate program. The University of Baltimore offers an undergraduate program in Integrated Arts.

Whereas some other USM institutions have programs in art education or educational leadership, none has a course of study that integrates art and non-art areas in collaborative and interdisciplinary activities. Perhaps the closest to Towson's program is UMD's Master of Education (M.Ed.) specializing in arts integration through their Teacher Leadership Program. The difference between the two programs is essentially one of application and emphasis. The M.A. places art as the core of teaching all non-art areas. It "infuses" art into a curriculum so that art and non-art areas merge. One could consider the M.A. as an "applied" degree. The M.Ed. examines the concept of arts integration as one component of educational leadership, curriculum development, and assessment. One could consider the M.Ed. as a "theoretical" degree.

TU	UMD
Master of Arts (M.A.)	Master of Education (M.Ed.)
Arts Focus	Teacher Leadership Focus
For certified teachers and others	For certified teachers
Six courses minimum in Arts Integration and Infusion	One course in Foundations of Arts Integration
Stresses practical integration of art and non-art areas applied in the classroom	Stresses the integration of arts education, pedagogy, research, and theory (not the integration of art and non-art areas); focuses on leadership in curriculum development and assessment
Portfolio course required	Will include instruction and use of portfolios but will integrate it within all courses.
Connection to PBC in Arts Integration	NA
Arts INFUSION	Arts INTEGRATION

Enrollment patterns in the existing PBC program are a strong indicator of the support the

program will receive as the PBC will be embedded in the proposed master's degree. In addition, an informal survey of the 2012-2013 and 2013-2014 students revealed that 80% have a strong interest in the new master's degree. Enrollment in Towson's PBC program has been growing since its inception. Similar patterns can be expected with the proposed program.

Enrollment and degrees awarded data for the three related programs are included in the tables below.

Fall Enrollment			Starting Date	2009	2010	2011	2012	2013
Towson University	Arts Integration	PBC	2007	5	15	20	16	24
University of Maryland College Park	Education Policy and Leadership	Master's	NA	79	83	53	29	19
University of Baltimore	Integrated Arts	Baccalaureate	2011	0	0	9	38	39

Degrees Awarded			Starting Date	2009	2010	2011	2012	2013
Towson University	Arts Integration	PBC	2007	7	4	5	4	9
University of Maryland College Park	Education Policy and Leadership	Master's	NA	24	28	33	43	7
University of Baltimore	Integrated Arts	Baccalaureate	2011	0	0	0	0	2

Source: MHEC Trend in Degrees and Certificates by Program

The proposed program in Interdisciplinary Arts Infusion will be unique in Maryland. Although there are some similarities to the M.Ed. at UMD, the focus and content of the programs are fundamentally different.

None of the HBIs in our region (Bowie, Coppin, Morgan, UMES), offer an advanced degree in art education, arts integration, or interdisciplinary arts infusion. Bowie, Coppin, and Morgan offer M.A., M.S., Ed.D. and Ph.D. degrees in school administration and educational leadership but none of these examine art in education. Towson's program will not negatively impact the HBIs.

Demonstrable number and quality of program faculty:

Faculty members teaching in the proposed program consist of highly vetted artistic and educational professionals, with a diverse range of inter-disciplinary skills sets and superlative teaching records. A majority of the courses will be taught by full-time faculty. One new faculty position will be required to support the proposed program.

	Highest Degree Earned/Field of Study	Rank	Status (Full-time or Part-time)	Course Teaching
Existing Faculty				
Instructor 1	PhD - Arts and Education	Tenured Associate Professor	FT	IDFA 602 IDFA 606 IDFA 608 IDFA 609 IDFA 710 ARED 606
Instructor 2	PhD – Music Education; Curriculum and Instruction	Tenure-track Assistant Professor	FT	IDFA 606
Instructor 3	PhD -- Education	Tenured Associate Professor	FT	IDFA 601 IDFA 602

Instructor 4	MFA – Theatre and Dramaturgy	Adjunct Faculty; Director, Arts Integration Institute	PT	IDFA 603 IDFA 606 IDFA 608 IDFA 609 IDFA 710
Instructor 5	MA – Dance; CMA	Associate Professor	FT	IDFA 606
New Faculty				
Instructor 1	PhD; EdD; MFA; MEd; MA with equivalent expertise	Assistant/Associate Professor	FT	TBD

Library Requirements

Albert S. Cook Library resources related to arts integration, arts infusion, entrepreneurship and enterprise education are not currently sufficient to support the proposed program. Student needs will require local access to book, periodical, and media resources, as these resources will be of significant use to students in the proposed program. Additional holdings will be required in the content areas of arts infusion, entrepreneurship, embodied cognition (Angier 2010), enterprise education and curriculum. These enhancements will require additional library expenditures of \$15,000. Towson University currently provides access to numerous journal offerings that would support the proposed program including access to a variety of databases and online subscriptions. Articles not available through Cook can be requested via Interlibrary Loan.

Facilities and Equipment

The proposed Interdisciplinary Arts Infusion program will be administratively housed within the College of Fine Arts and Communication (COFAC). Classroom space, smart classrooms and studios, as well as faculty offices, will be factored in to the normal room assignments, as needed. Equipment, including computer support, has been factored into the budget.

Resources and Expenditures

TABLE 1: RESOURCES

Resources Categories	(Year 1)	(Year 2)	(Year 3)	(Year 4)	(Year 5)
1. Reallocated Funds¹	102,550	102,550	102,550	97,550	97,550
2. Tuition/Fee Revenue	\$45,696	\$91,392	\$114,240	\$91,392	\$114,240
a. Annual Full-time Revenue of New Students					
Number of Full-time Students	0	0	0	0	0
Annual Tuition Rate					
Subtotal Tuition	\$0	\$0	\$0	\$0	\$0
Annual Fees					
Subtotal Fees	\$0	\$0	\$0	\$0	\$0
Total Full-time Revenue of New Students	\$0	\$0	\$0	\$0	\$0
b. Annual Part-time Revenue					
Number of Part-Time Students	8	8	20	12	24
Credit Hour Tuition Rate	\$365	\$365	\$365	\$365	\$365
Annual Fees Per Credit Hour	\$111	\$111	\$111	\$111	\$111
Annual Credit Hours Per Student	12	12	12	12	12
Subtotal Tuition	\$35,040	\$35,040	\$87,600	\$52,560	\$105,120
Subtotal Fees	\$10,656	\$10,656	\$26,640	\$15,984	\$31,968
Total Part Time Revenue	\$45,696	\$45,696	\$114,240	\$68,544	\$137,088
3. Grants, Contracts & Other Sources	\$0	\$0	\$0	\$0	\$0
4. Other Sources	\$0	\$0	\$0	\$0	\$0
TOTAL (Add 1 - 4)	\$148,246	\$193,942	\$216,790	\$188,942	\$211,790

1. Reallocated funds include a new position and funding to support library enhancements provided by the Provost's office. In addition, support from a part-time administrative assistant (.5 FTE) has been reallocated by the COFAC Dean's office.

TABLE 2: EXPENDITURES

Expenditure Categories	(Year 1)	(Year 2)	(Year 3)	(Year 4)	(Year 5)
1. Total Faculty Expenses	\$83,790	\$91,770	\$99,750	\$91,770	\$99,750
(b + c below)					
a. #FTE	1.0	1.3	1.5	1.3	1.5
b. Total Salary	63,000	69,000	75,000	69,000	75,000
c. Total Benefits	20,790	22,770	24,750	22,770	24,750
2. Total Administrative Staff Expenses	22,080	22,080	22,080	22,080	22,080
(b + c below)					
a. #FTE	0.5	0.5	0.5	0.5	0.5
b. Total Salary	16,000	16,000	16,000	16,000	16,000
c. Total Benefits	6,080	6,080	6,080	6,080	6,080
3. Total Support Staff Expenses	0	0	0	0	0
(b + c below)					
a. #FTE					
b. Total Salary					
c. Total Benefits	0	0	0	0	0
4. Equipment	3,000	0	0	3,000	0
5. Library	5,000	5,000	5,000	0	0
6. New or Renovated Space					
7. Other Expenses	3,000	3,000	3,000	3,000	3,000

FACULTY EXPENSES: A new faculty position was approved by the Provost's Office. A search is underway for the position to serve as both an administrator of the program and as an instructor. If enrollments exceed expectations, the College will assesses available positions for reallocation as appropriate to support growing programs; e.g., with visiting or lecturer positions. As the curriculum develops, further discussions with other units that offer courses which may be included in the curriculum will occur in order to plan appropriately.

OTHER EXPENSES: Cost of an additional phone line, office supplies and professional development funds for the full-time faculty member. One computer to be renewed every 3rd year.

**APPENDIX A
COURSE DESCRIPTIONS**

- ARED 606 ***Community Based Arts Teaching***
Theoretical, philosophical and practical consideration for community-based arts teaching. Students develop service learning partnerships and projects among community-based organizations and programs with sensitivity to underserved populations. (3)
- ARED 607 ***Artist-Teacher Connection***
Exploration of the dual aspects of the art educator as artist/teacher. Includes: studio work, museum trips, journal writing, research of cultural/historical expressions, and unit planning relevant to K-12 education.
- ARED 608 ***Interdisciplinary Art Education***
Investigation of interdisciplinary connections between art and other subjects in the K-12 curriculum. Includes studio projects and unit and program planning. (3)
- ARED 609 ***Multicultural Art Education***
The study of multicultural art. Includes investigation of cultural contexts, studio processes and teaching strategies in grades K-12. (3)
- EDUC 660 ***Teaching in a Multicultural Society***
Past and current trends in multicultural education, underlying theories and relationship to teaching in culturally diverse classrooms. Nature of bias and impact on learning environments. Evaluation and development of culturally relevant curriculum and instruction. Prerequisite: Graduate standing. (3)
- IDFA 580 ***Topics in Arts, Media, Communication, and Social Action***
A multidisciplinary and collaborative service learning seminar that explores complex problems of the Baltimore metropolitan region. Includes creative projects and fieldwork with civic, community and/or nonprofit organizations. Topics vary and could include homelessness, domestic violence, drug abuse, disabilities, housing, education, health issues and welfare. Prerequisite: Junior/senior standing or consent of instructor. (3)
- IDFA 601 ***Enhancing Reading through the Arts***
Arts experience to facilitate skills, comprehension, analysis and synthesis of text-based learning materials. Includes pre-reading skills, readiness activities, vocabulary building, critical analysis, and creative writing. Prerequisite: Graduate standing. (3)

- IDFA 602 ***Arts Across the Curriculum***
This course will explore the interdisciplinary planning and teaching strategies integrating the arts (dance, music, theatre, and visual arts) with academic subjects in the K-12 curriculum. Prerequisite: Graduate standing. (3)
- IDFA 603 ***Drama in the Classroom***
A practical and philosophical framework for integrating drama across the curriculum. Through classroom activities and independent research, the participants will identify the significance and implications of drama both as an art form (product) and as a cross-curricular tool (process). Aligning with the Maryland State Curriculum for Fine Arts, the course includes planning, progression, continuity, and assessment. While the course will focus mainly on the primary curriculum, its principles can be applied to the secondary level as well. (3)
- IDFA 604 ***Interdisciplinary Seminar in the Contemporary Arts***
An interdisciplinary graduate seminar in the contemporary arts; topics vary by term. Prerequisites: Graduate-level standing or permission of the program director/instructor; upper-level writing necessary for undergraduates. (3)
- IDFA 605 ***Creating An E-Portfolio***
Design and development of an electronic portfolio. Includes exploration of theories and processes of E-Portfolio in the context of teaching and learning, with hands-on activities using technology and new media to maximize effectiveness. (3)
- IDFA 606 ***Art Forms***
Interdisciplinary Course focusing on the four art forms of dance, music, theatre and visual art through participation in the creative process. (3)
- IDFA 607 ***Teaching Thinking Through Art***
Connecting visual art, cognition, and curricular content in the K-12 classroom. (3)
- IDFA 608 ***Capstone Seminar***
An introduction to action research project in arts integration. Includes the writing of a proposal, outline of project and research in selected area. Prerequisites: Graduate standing and certification in teaching/approval of program director/instructor. (3)
- IDFA 609 ***Capstone Project***
Continuation of action research project. Includes implementation, analysis, reflection and evaluation of project. Prerequisites: Graduate standing and certification in teaching/ approval of program director/instructor. (3)
- IDFA 610 ***Collaborative Symposium***

- An overview of theories, principles and practices of arts infused theories and principles with applications for educational enterprises. (3)
- IDFA 690 **Independent Study**
Advanced research and examination of a topic in interdisciplinary art infusion.
Prerequisite: Consent of program director.
- IDFA 703 ***Interdisciplinary Art Research Methods***
Introduction to arts-based research methodologies and arts students drawing on their creative practice. This program-required course will explore theoretical frameworks and practical applications for arts-based research in education. (3)
- IDFA 710 ***Capstone in Community***
Culminating experience for those who have already earned the Post-Baccalaureate Certificate in Arts Integration. An extension of action research coupled with community partnership that will serve to deepen the Capstone experience begun in the Post-Baccalaureate Certificate program. Each student will be responsible for arranging a project with a community partner as part of this course. (3)

Reading and Reference Bibliography

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